

**INCOME GENERATING PROJECTS OF VOCATIONAL
INSTITUTIONS IN NORTHERN SAMAR**

**A Dissertation
Presented to
The Faculty of the Graduate School
Samar State Polytechnic College
Catbalogan, Samar**

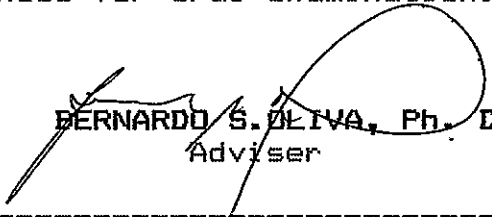
**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy**

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May, 1993

APPROVAL SHEET

In partial fulfillment of the requirements for the degree, DOCTOR OF PHILOSOPHY, this dissertation entitled "INCOME GENERATING PROJECTS OF VOCATIONAL INSTITUTIONS IN NORTHERN SAMAR: A MODEL" has been prepared and submitted by EFREN J. TADONG, SR., who having passed the comprehensive examination is hereby recommended for oral examination.


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To them, and all those who believe in the vital role of income-generating projects in the uplift of vocational efficiency of the students, improvement of vocational institutions and regional as well as national development in education, my deepest appreciation and profoundest gratitude.

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DEDICATION

To all those who believe in the vital role of income generating projects in the uplift of vocational efficiency of students, improvement of vocational institutions and regional as well as national development in education:

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ABSTRACT

This study attempted to investigate the management status, and profile of Income Generating Projects (IGP) of vocational institutions in Northern Samar as perceived by the project managers, implementers and student clientele and to develop a Model Manual for Income Generating Projects based on the results from such investigations. There were significant differences between the perceptions of the teachers and the administrators and between the teachers and students as regards the attainment of project objectives in terms of project profitability. On the other hand, the perceptions of the students and administrators are in common regarding this project objectives. The teachers being another group of clientele have attained the highest degree of satisfaction as there were no significant differences between the perceptions of the three groups of respondents, the students, the teachers and the administrators. The attainment of implementers/administrators morale job satisfaction, the three groups of respondents, revealed that these groups of clientele have fully attained their satisfaction in relation to the income generating projects of vocational institutions in Northern Samar.

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

For many years now almost all vocational schools and colleges have embarked in income-generating projects of all sorts. Some have ventured into cattle raising, swine production, poultry production for both meat and eggs, duck raising for eggs and balut making, while others have gone into cottage industries, fishery, cafeteria management, furniture and cabinet making or a combination of some of these projects.

However, in all of these projects undertaken, it is on the way people in the schools and colleges manage their projects and their possible contributions and/or implications to regional development education which are not yet known. This is the focus of this study.

Definitely, it is the aim of this study to gather related information on existing project management practices, and the kinds or types of projects in consideration of all the factors that are both external and internal including all other elements which closely associated with and instrumental to the success/failure of the projects and their implications to development education in Eastern Visayas.

Background of the Study

The province of Northern Samar, with the total land area of 356,186 hectares, is endowed by nature with fertile soil, natural resources and raw materials. If and when properly developed, they would meet the vital needs of the people and enhance the economic prosperity of the province and the country as a whole (Ramis, 1983: 1-3).

With the province's population totalling to 382,830, (The Aquino Administration, 1986-1992: 1) there is probability that many could be trained to man the ongoing program of development particularly in agriculture. A large proportion of this enormous potential manpower remains idle due to lack of technical training resulting in a low productivity along this line.

In order to improve the standard of living among the people in Northern Samar, it necessarily presupposes that their earning power be correspondingly increased. To bring out their earning potential, the vocational agriculture manpower, as a major counterpart in development, should be properly and proficiently trained.

Vocational education as part of the total educational scheme/program can be of great value if it is utilized towards developing and training the youth for vocational and other socio-economic endeavor. This, in a sense, could

partly answer the vital needs for development of the province's vast natural resources towards better channel of income and higher standard of living.

The programs of vocational education are designed to provide the students the necessary knowledge based on information, theories and principles in agriculture, home industries, fishery and trade. To give adequate training for manipulative skills and instruction in the various phases of vocational education, and to equip young and adult manpower with sufficient know-how that will enable them to contribute fully toward the development of our country.

For the youth, education in vocational courses will provide the necessary preparation for life, since it is under this vocational scheme that they will learn the necessary skills and abilities essential in animal, plant, fish and other trade and home industry production activities as well as in the efficient management of these projects.

The schools have to help in the government's campaign against poverty through income-related productivity and entrepreneurial training. The use of school resources should be optimized for improved technology. The many who are already engaged, or about to engage in vocational occupations in the communities should be helped by the vocational schools in improving their antiquated method of production so that they will acquire greater willingness and

ability to develop their farmlands, fishing areas, and small industries or services (Lagdaan, 1986: 3).

The development of rural communities is an ongoing thrust of the government vis-a-vis the training of education and agency officials in community-related development efforts. All these are intended to make the rural communities more dynamic and functional.

In the province of Northern Samar a number of vocational institutions have been established by the government in strategic areas of the province to train and develop the youth on the basic and fundamental knowledge and skills in trade, home industries, fishery and agriculture. These schools further exist to be able to serve the best method of vocational and scientific agricultural production.

Considering the impact of the presence of vocational institutions in the province of Northern Samar, through implementation of their income-generating projects, the researcher was very much desirous to evaluate the extent of progress made by their programs/projects and their implication to development education in Eastern Visayas.

It is a distressing fact that few agriculture graduates actually engage in farming, either because they prefer white collar jobs or they cannot see monetary rewards on farming and other agricultural enterprises. Oftentimes, results of operation are less attractive. They do not earn much income,

if not they badly become losing ventures (Durango, 1984: 2).

Educational reforms have been further launched. Hence, it now becomes the vocational-technical policy to transform vocational technical schools into production centers capable of generating adequate income. The vocational education's objective, "to prepare the individual for a profitable and socially useful employment" is then strengthened (Mancebo, 1982: 1).

Projects are not only made educative, on Dewey's and Rousseau's points of view, but must likewise generate income returns both to the students and to the community (Struck, 1956: 140).

In agricultural schools, the Bureau of vocational education tries to inculcate into the minds of the students that farming business is a money-rewarding enterprise (Mancebo, 1982: 2).

Statement of the Problem

It was the main purpose of this study to investigate the management, status, and profile of Income-Generating Projects (IGP) in vocational institutions in the province of Northern Samar as perceived by the project managers, implementors and student clientele and to develop a Model Manual for Income-Generating Projects based on the results of this investigation.

Specifically, the study sought to answer the following

questions:

1. What is the profile of the IGP of the vocational institutions in the province of Northern Samar in terms of:

- 1.1 objectives
- 1.2 organizational structure
- 1.3 financial requirements
- 1.4 implementing strategies
- 1.5 monitoring and evaluation scheme
- 1.6 processes and products of these projects
- 1.7 yearly income of these projects

2. What Income Generating Projects (IGP) are actually obtaining during the school year 1988-1992 in the different vocational institutions in Northern Samar?

3. What are the success level of vocational institutions in Northern Samar in relation to IGP?

4. What are the respondents' perceptions on the success level of IGP in term of:

- 5.1 income derived
- 5.2 attainment of project objectives
- 5.3 clientele satisfaction
- 5.4 implementors morale and job satisfaction
- 5.5 sharing system employed
- 5.6 community development
- 5.7 project management
- 5.8 output/outcome/impact

5. Are there significant differences in the success level of these projects as perceived by project managers and students?

6. What are the problems met by proponents/implementors of these projects?

7. What IGP Model Manual could be developed based on the findings of this study?

Null Hypothesis

Based on the specific question above, the null hypothesis was formulated, thus: there are no significant differences in the success level of the IGP as perceived by the project managers and clientele.

Theoretical Framework

The study is premised on the Development Theory of Educational Management, and on the Function/Contribution Theory of Management, as profounded by Peter Drucker (1957: 16-23).

Development Education Theory. This poses the belief that education is not just a preparation for life but is life itself, and that the school must be a center of life's activities including economic, in order for education to be a potent force for and cause of development.

This development theory of education, has for its centerpiece, the development of tangible outputs, products, technologies and structures which in turn generate other

development needed to satisfy man's survival needs.

The ultimate test of educational development, meaning, development of the education system, lies in the extent to which the education system and/or sub-systems, like the vocational institution's sub-system can move from educational development education, which means transition from the improvement of the education service delivery system to the development of people and communities. Development education is that kind of education which has for its goal, real life, individual and societal development now and/or in the immediate future and not just the improvement of the education system.

Function Theory of Management. Contrary to the traditional management orientation which views management as a one-man power management or one-man command over people and responsibility for the work of others down the line, this view on management has a "Management Group" composed of individuals who function or perform such management tasks as (1) thinking through and defining the specific purpose and mission of the institution, whether business enterprise, hospital or university; (2) making work productive and the worker achieving; and (3) managing social impact and social responsibilities whether these individuals are clothe with powers or not. The first criterion in identifying the people within an organization who have management

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responsibility is not command over people. It is responsibility for contribution. Function rather than power has to be the distinctive criterion and organizing principle.

Conceptual Framework

Based on the theories postulated by Drucker as its anchorage, the researcher formulated his conceptual framework. Figure 1 presents a schema of the conceptual framework.

The schema starts with the conviction that there is a need to determine the role played by the Income-Generating Projects of vocational institutions in attaining the goals of both Educational Development and Development Education found at the base of the schema. The cause takes the form of the problem of or need for the study, specifically, the need to assess the role which the Income-Generating Projects play in regional and national development. Regional/National development, found at the apex of the schema, is implied to be the terminal objectives of the Income-Generating Projects of vocational institutions which is an IGP Model Manual.

The upper part of the schema further shows three major processes, namely: (1) Educational Management, (2) Educational Development, and (3) Development Education.

IGP MANUAL MODEL

EDUCATIONAL EDUCATIONAL DEVELOPMENT
 MANAGEMENT DEVELOPMENT EDUCATION
 IMPLICATIONS OF RESEARCH FINDINGS TO

V A R I A B L E S

IGP SUCCESS LEVEL
 Criterion Variable

INCOME GENERATING PROJECTS

What	: Financial Requirement	
Kind	: Implementing Strategies	Respondent
Rationale	: Processes/Students	
Goal/Objectives:		Category
Time Frame	: Evaluation Scheme	
Organizational		
Structure	: Impact on Client/Community	
Management Style of Project Managers		
Schools/Colleges		

S U R V E Y

Need: Need to determine the role played by the Income Generating Projects of Vocational Schools/Colleges in attaining the goals of Educational Development and Development Education.

Figure I. A Schema Showing the Need for, and the Processes and Variables Involved in the Study: A Conceptual Framework

Educational management, the process of planning, organizing, staffing, directing, coordinating, controlling, recording and budgeting materials and resources for the attainment of educational goals and objectives are viewed as expedient to regional/national development. Educational development or the improvement of the education system is, likewise, viewed as a necessary step towards regional/national development. Development education or that kind of education which focused on the maximum growth and progress of man and his society is also viewed as a step towards regional/national development.

The processes of determining, to some extent, the existence of cause-effect relationship between the Income Generating Projects of vocational schools/colleges and regional/national development call for a survey (lower part of the schema) of the (1) Income Generating Projects actually obtaining in the area under study. The survey has to be focused on some predetermined variables (middle part of the schema), namely: (1) project characteristics/features kind of project, rationale, goals/objectives, time frame, organizational structure, financial requirements, implementing strategies, processes/products, and monitoring and evaluation scheme; (2) management styles of project managers; and the (3) effect of such variates as respondent category, vocational institutions and management styles on

the success level of the said projects, the criterion variable of the study.

Finally, the study could yield significant implications to the three major processes of (1) Educational Management (2) Educational Development and (3) Development Education, which hopefully may be used in developing the model IGP manual.

Importance of the Study

This study could be significant to vocational school students, teachers, school managers, the Division of Northern Samar, the DECS Regional Office, the DECS System and future researchers.

Students of vocational institutions are partners of school managers in the implementation of income-generating projects. They are generally believed to be the clientele of these projects. However, more often than not, the benefits that students derive from these projects seem to be invisible. The sharing scheme is either not clearly understood or not fully implemented. Students are seldom involved in project planning, formulating, monitoring and evaluating and so even if they are involved in varied project activities, they cannot really see the project in its totality. Project impact on student clientele is, more or less wanting.

This present investigation, focused, among other things, on the sharing scheme employed by project managers and the impact of the IGP projects on student clientele. The study would therefore make project managers and school administrators aware of the necessity to consider more seriously the aspect of project implementation. Consequently, the students would not only be earning while learning; they would also be introduced to the different phases of project planning, formulation, implementation, monitoring, and evaluation, an experience they would remember and use when they leave the school.

The study would serve as a ready reference to vocational school teachers who are planning or who are presently implementing their own Income-Generating Projects in school or in their homes. Efficient project management would make them experience project success which, in turn, would tend to beget more success.

To the teacher-implementors of Income-Generating Projects, this study would enable to objectively see the strength and weaknesses of the project implementation strategies.

To the school managers, who are generally, the project proponents, the study could reveal objective data relevant to their respective IGP projects which could be inputted to project monitoring, evaluation and recycling. The study

would also enable project proponents and school managers to see their strengths and weaknesses as managers of Income Generating Projects.

The study could yield tangible data and findings about the Northern Samar school division which might be used in future plans, programs and project designed to attain development goals for Northern Samar.

To the DECS Office in general and to the Technical-Vocational Education Division, in particular, this study would be a very useful source of research - based data on the Income-Generating Projects of the vocational institutions the DECS Regional Office is monitoring and supervising. Data gathered would serve as a feedback to the DECS Regional Office and may be inputtd to the future plans, programs, and projects of the Technical-Vocational Education Division and DECS Region.

Key DECS Officials at these schools, division, regional and national levels might, through the present investigation, once more see for themselves and come to realize that Income-Generating Projects are only means to still greater and noble ends which are no longer than Educational Development, Development Education and eventually Regional/National Development. Key school officials, might yet be reminded through this study, of the need to broaden their vision/horizons and "see not only the

trees but the forest" as well. It is only then that education becomes not only a preparation for life but is life itself; the school becomes a center of economic activity and its curricula include the "harsh reality of life like economic insufficiency, unemployment and poverty in our midst". To future researchers, the study would serve as a ready review of related literature. The variables, framework, methodology, and instrumentation, educational management and development education.

Scope and Delimitation of the Study

The study was an attempt to look into the management of Income-Generating Projects in the vocational institutions in Region 8. It was limited, however, to vocational institutions of Northern Samar, namely:

1. Balicuatro National Vocational School
2. Bobon School For Philippine Craftsmen
3. Capul Agro-Industrial School
4. Eladio T. Balite Memorial School of Fisheries
5. GALA Vocational School
6. Lapinig Agro-Industrial School
7. Laoang National Trade School
8. Las Navas Agro-Industrial School
9. Lavezares Agro- Industrial School

10. Mapanas Agro- Fishery School
11. Mondragon Agro-Industrial School
12. Pedro Rebadulla Memorial Agricultural College
13. San Antonio Rural High School
14. San Isidro Agro-Industrial School
15. San Jose Technical High School
16. San Roque Pambujan Vocational School
17. San Vicente School of Fisheries
18. Sumoroy Agro-Industrial School
19. University of Eastern Philippines

Sources of data were limited to the reports and perceptions of project proponents, managers and implementors manning th projects during the school year 1988-1992. Thee variable in focus were limited to (1) project success levels and (2) management styles as perceived by the three groups of respondents such as managers, faculty and students. The management concern of the Income-generating Projects were also limited to such respondents as reached by a survey questionnaire for the purpose.

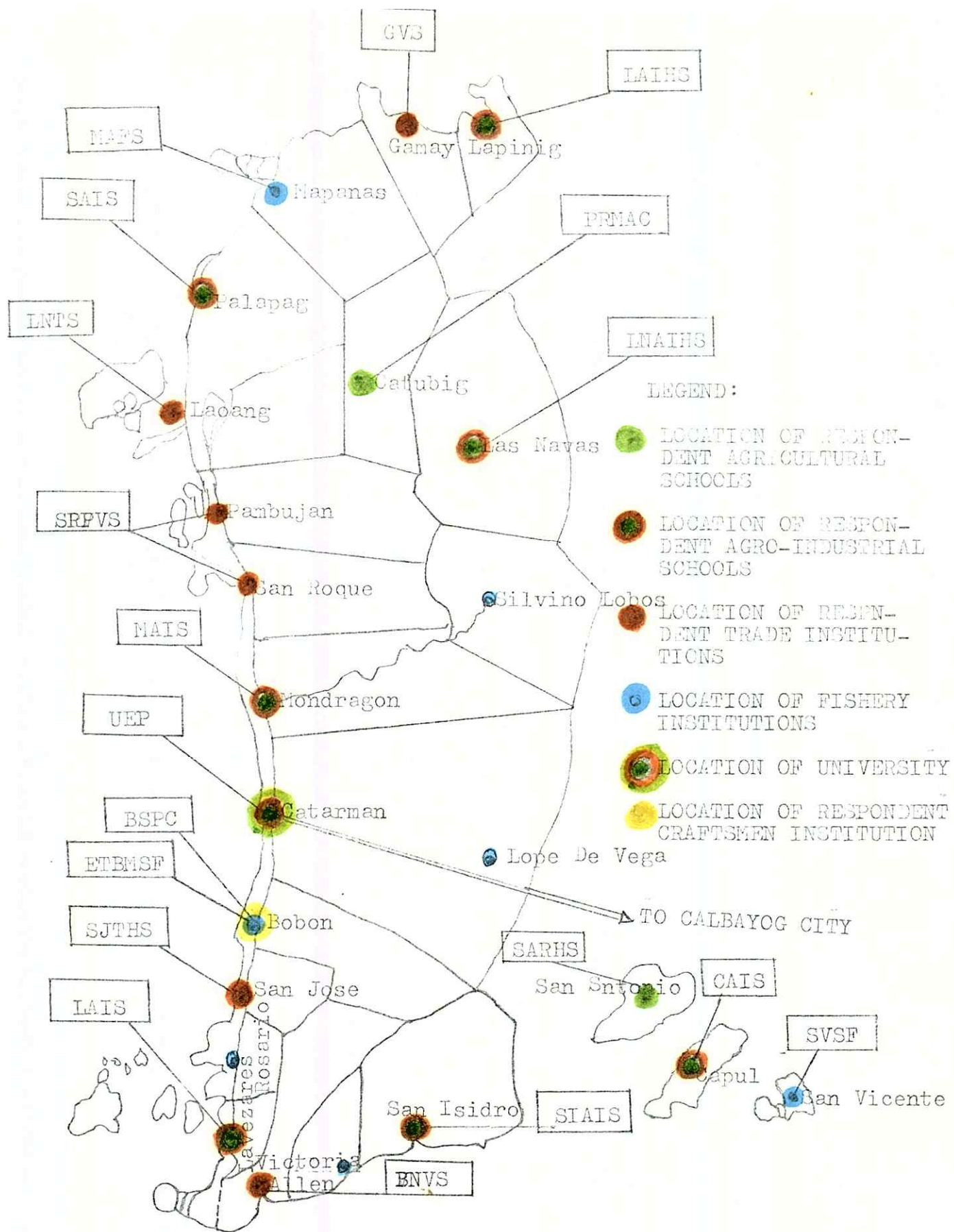


Figure 2. MAP OF NORTHERN SAMAR WITH VOCATIONAL INSTITUTIONS

Definition of Terms

In order to establish a uniform frame of reference, the following terms are defined theoretically and operationally to provide the readers a clearer understanding of this research.

Clientele. The client of a professional person taken collectively. A body of customers or patrons (Grolier International Dictionary, 251). As used in this study, are the students working directly with the project and the community people who are direct beneficiaries of the output of the income-generating projects.

College. An independent institution of higher learning offering a course of general studies and usually professional training leading to a bachelor's degree: a part of a university offering instruction usually in a professional, vocational or technical field (Webster Dictionary, 2502). This refers to vocational institutions involved in the establishment of income-generating projects offering degree courses.

Criterion. A standard rule, or test on which a judgement or decision can be used (Grolier, 314). As used in this study, it is a set of rules to measure the success level of income-generating projects established in the nineteen vocational institutions in Northern Samar during

the period covered by the study.

Impact. The effect of one thing upon another (Grolier, 658). This refers to the benefits derived by the clientele involved in the study.

Implementor. One who provides a definite plan or procedure to ensure the fulfillment of something (Grolier, 660). In this study, it refers to the person legally vested in him the right to implement plans and programs like income-generating projects in vocational institutions.

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

Institution. An act or the process of instituting, an instruction or education (Webster Dictionary, 1171). As used in this study, it is either agriculture, trade, or fishery schools and colleges offering secondary, post-secondary and degree courses which are involved in the establishment of income-generating projects.

University. An institution of higher learning providing facilities for teaching and research and authorized to grant academic degrees. This may also pertain to institutions made up of undergraduate divisions

which confer bachelor's degree and a graduate division which comprises a graduate school and professional schools each of which may confer masters and doctoral degree (Webster Dictionary, 2502). As used in this study, it is an institution of higher learning providing facilities for teaching and research and authorized to grant academic degrees involved in putting-up income-generating project like the University of Eastern Philippines.

Income Generating Projects. These are the school projects established for the purpose of turning out profits or income. Capitalization is taken from the school's general fund and is treated as a separate and distinct entity. (Durango, 1984: 17).

Management. The effective and efficient scheduling and implementing various activities involved in the operation and maintenance of a given project (Bacones, 1988: 17).

Manager. A person who manages a business or other enterprises (Bacones, 1988: 792). It may also refer to a person legally vested in him the right of administration and supervision in a vocational institution, decides, plans, organizes, conducts, directs, or supervises activities related to income-generating projects.

Most Successful. The highest degree of perception as to the success of certain project or undertaking specifically income-generating project.

Perception. The consciousness or awareness of objects or other data through the medium of senses. The term also refers to the knowledge gained by perceiving (Ruth, 1983: 294). As used in this study, it is the way respondents think and believe how successful are income-generating projects in vocational institutions covered by the study.

Process. A sequential activities being undertaken step-by-step in order to yield desired results (Ruch, 1983: 18). This also pertains to the different activities involved in the production of goods sold for profit in an income-generating project.

Project. A planned business like undertakings intended to provide venue for skills development and refinement complementary to theoretical aspects of instruction in agricultural courses like piggery, poultry, furniture and cabinet making, fish processing, etc.

Project Development. This refers to the series of activities that are included in that portion of management process which take, into consideration, project identification, project preparation and project appraisal and financing (Bacones, 1988: 19).

Project Evaluation. An in-depth assessment and/or appraisal of the operational activities being undertaken in the project, a portion of project management process which includes project operation and ex-post project evaluation in

order to ascertain the correct direction in the attainment of the desired goals. The result of the project evaluation depends on the methods (formative/summative) and purpose (Bacones, 1988: 19). As used in this study, it is an in-depth assessment and/or appraisal of the success or failure of the income-generating projects of the three categories of vocational institutions in Northern Samar during the last five years covered by the study.

Project Management. This refers to the systematic and orderly administration and supervision of the project operational daily activities. As used in this study, the systematic and orderly administration and supervision of income-generating projects established in the three categories of vocational institutions (agriculture, trade, fishery) in Northern Samar.

Very Successful. The second highest degree of success as perceived by a project implementor or managers, or anybody involved in a particular project specifically income-generating projects.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCHES

This chapter reviews the various related literature and researches in the area of project management. It has taken into account significant studies here and abroad as they related to the variables of the study.

As a style, the researcher organized the related literature and research studies based on the major and sub-variables of the study. The researcher also made use of some unpublished research investigations and other documents which have bearing on the problem under consideration in order to give more meaning and breadth to this particular study.

Related Literature

The Management Process

There are probably as many difinitions of management as there are textbooks on it. It seems that every author on the subject wants to blaze new trails by defining it from a different angle. Of these numerous attempts Geronimo M. Collado's definition appears to be simple but encompassing (Collado, 1984: 16). He asserts that "Management is the process of accomplishing things through other people". Destura, (1987: 1). opined that the definition may seem too simplistic but it is realistic and it foresees on to

recognize that an organization is really a group of people working with resources (financial and physical) to achieve agreed objectives.

Nevertheless, Collado's definition of the management process, in all its simple beauty is incomplete. It gives rise to another question: How does one operationalize such process? Moreover, Destura, (1987: 2) further explained that management implies the formulation and implementation of strategy.

The latter further asserts that in strategy formulation, the manager plans on how the organization can cope with its environment; in other words, how to survive in its millieu. This view of the management process according to Collado, (1984: 17) has one important implication, that is, the organization must be development-oriented. It must constantly make a contribution in order to survive.

The complexities of organizational activities today pose unequivocal dilemma to persons who are given the chance to lead. The flows and sequences of interrelated operations in any given set-up of human endeavor cannot be directed in the proper course for the attainment of preplanned goals unless the systems and procedures which are workable are properly established, Bacones, (1988: 1) stressed.

However, the advent of management into the world of

human activities brought rays of hope and confidence in the regimentation of multi-faceted operational activities in the organization. Particular emphasis on certain management aspects should be made as they conceivably steer forward the proper course set forth for the success of men in their pursuit of economic, political and social stability.

He further stressed that the relative importance of management in today's organization activities cannot be overemphasized as it permeates all aspects of operations in the organization.

One way of looking at management is through people who compose the organization. In this manner, it may be considered as the people responsible for the actions in the organization. Management is the planning, deciding, or exercising of control and supervision on some functions of the organization.

Rolph Currier Davis and Allan C. Filley, (1962: 11) look at management at a different angle. They say, it is the function of executive leadership.

Meanwhile, looking at management in a wider perspective Peter F. Drucker, (1957: 4) says:

"Management, which is the organ of society specifically charged with making resources productive, that is, with the responsibility for organized economic advance"...

Harold Koontz and Cyril O'Donnel, (1972: 43) have

suggested that "the field of management be defined in the light of the able and discerning Manager's Frame of Reference, because theoretical science unrelated to the practical art it is designed to serve is unlikely to be productive. They say further":

"In defining the field of management, care must be taken to distinguish between tools and content. Thus, mathematics, operations research, accounting, economic theory, sociometry and psychometrics, to mention a few, are tools of its content. This is not to say that these fields which are unimportant contributions have been made from them. Nor does it mean that they may not further push back the frontiers of knowledge of management. But they should not be confused with the basic content of the management field".

Bacones, (1988: 2-3) quoted Drucker which considered management as an integral part of one organismic society. It is an organ which is specifically charged with making resources productive for economic advancement, the basis/cue of the modern age. It is also the organ whose performance determines, the progress and even the survival of the institution. It serves as a catalyst to enable all parts of the organizational structure play the roles for which they are made for. And this catalytic role of management in various undertakings, particularly in developing countries, enhances the possible rapid economic, political and social development.

A more specific role of management was advanced by Wild, (1980: 32) when he subscribed for the particular

involvement of decision making, devising of plans and strategies and the general utilization of resources in the most effective manner in the attainment of the company's or organizations's objectives. Such views were in concordance with that of (Littlefield, 1974: 3) and several others, on the function of management which includes the setting-up of objectives of an enterprise and ensures that the objectives are achieved in a way that is as economical as possible.

Bacones, 1988: 4) concluded that, in a sense, management processes should employ all the available means of techniques and strategies such that the resources are utilized in their maximum capacity with less time, efforts and expenses. Management carries on this process by making decisions which involve planning, organizing, directing and controlling the various activities of the enterprise.

A more specific area of management as applied to specific project known as "Project Management", also reflects the varied views of the author's perception of the term.

According to Cleland, (1974: 64-65) project management is the integrated management of a specific program on a system basis. It particularly subsumes the interrelated activities being carried on the operation and maintenance of of specific project.

(NEDA, 1984: 18) reflected the idea that the vital element of an effective project management activities is the presence of adequate managerial personnel both in quality and quantity and characteristically imbued with a combination of technical knowledge, system analysis, design experience, managerial expertise and common sense.

The broad concepts of management presented by various authors reflect the versatility of the application. Kast and Rosenzweig, (1977: 6) for instance, viewed management to involve the the coordination of human and material resources toward the accomplishment of set objectives. They enumerated four basic elements based on the definition. (1) toward objectives; (2) through people; (3) via techniques, and (4) in an organization. The typical definition clearly suggests that management is a process of doing the task of planning, organizing and controlling activities.

The effective and efficient integration and coordination of organizational resources, such as men, materials, money, time and space for the accomplishment of given objectives is the primary task of management under this concept.

To Drucker's (1957: 4) view, management is not only a task to be done but also a function and a discipline and

carry-out the functions and discharge those tasks. He likewise enumerated some major themes of management which he believed could be helpful as guide for managers. (1) The systematic study of work; (2) The systematic study of organization; (3) The systematic study of efforts and results; (4) The systematic study of managerial and entrepreneurial economics; (5) The systematic study of managerial analysis, i.e., managerial accounting; (6) The systematic study of social position and responsibility of management and (7) The systematic study of the human relation of individual society and the place of the individual in it.

The promising results of these systematic studies will be culled after the evaluation and be the basis for decision-making in day-to-day management function of the manager.

To Wild, (1980: 32) the practice of management specifically involves decision-making, devising of plans and strategies and the general utilization of resources in the most effective manner with respect to the objectives of the company or body concerned.

Koontz and O'Donnel, (1977: 42) however, said that management is the established of an effective environment for people operating in formal organizational group. This particularly pertains to enterprises where individuals

working together in groups can perform efficiently toward the attainment of group goals.

The concept is too broad as it involves the integration and coordination of the network of activities within the organization in relation to the environmental and human attributes in order to create and maintain an atmosphere of cooperation, resourcefulness, understanding and progress.

Botts, (1981: 8) on the other hand, viewed management process as the setting of objectives and achieving them. This basic management process requires the application of various management skills which form a complete cycle in the following order: anticipating, planning, establishing suitable conditions, performance, solving problems, setting and revising objectives and making decisions. He further stressed that the development of these skills is dependent on the three main factors: (1) The opportunity to practice making training and experience essential (2) Acquiring sufficient knowledge in the discipline associated with each skill, making education vital and (3) Learning associated techniques and keeping up-to-date on new techniques.

Most recently, management personalities/authorities, e.g. Albrecht, Drucker, Humble, Lewis, Mali, McGregor, Odierne, Olson, Reddin, etc., introduced and popularized a new concept of management called "Management-By-Objectives (MBO)". Some of them say that management-by-objectives is a

tool to make the practice of management more efficient and effective. While others say it is a system, a dynamic one which seeks to integrate the organization's need with that of the superiors and the subordinates in achieving profits/goals.

All of them, however, agree that the popularity of this concepts of management is attributable to the use of the following pillars: (1) involvement (2) participation, and (3) autonomy; in other words, the democratization of management processes.

Management Functions

Planning. Estrada, (1976: 67) stated that planning is an intellectual process; the conscious determination of a course of action; the basing of decisions on purpose, facts and considered estimates. This first major function of management calls for the utmost consideration of various factors that are apparently contributory to the attainment of the organizational goals. There are numerous factors that necessitate logical sequencing which are carried with each of the several activities.

In order to avoid confusion, Chang, (1974: 99) prioritized the different activities that are to be undertaken during planning. (1) Collect facts. Any realistic development program must be based on factual information. Such information can be gathered by using the

appropriate survey method. (2) Analyze the situation. Tabulate the information thus gathered and arrange them in a convenient form. (3) Identify the Problems. From the survey as well as from personal observation, one can identify the problems as reflected by the expressed needs of the organization/institution, (4) Decide on objectives and formulate a program project proposal. The objectives can be the long-range ones, depending on the purpose of the plan/program/project. (5) Develop an annual plan of work. This should indicate the specific activities to be undertaken and the personnel involved as well as other agencies that should be asked to cooperate in carrying out the plan.

Project Planning.

Project. According to NEDA, (1984: 3) any activity that involves the use of one or more scarce resources during a specific period for the purpose of producing a socio-economic returns in the form of goods and services is known as project. It is distinguished from the program being smaller in scope with separate operational elements, as indicated in the plan, mode of financing and can be implemented independently.

Since project is an integral part of the program, it can be categorized according to its objectives which could be either on social development, economic growth, nutrition,

transportation, agriculture or a number of purposes (single vs. multiple). The project can also be classified according to the nature of its relationship with other projects. Thus, the project is said to be independent when it can be implemented without precluding the implementation of other projects; mutually-exclusive, when the implementation precludes the implementation of other projects; and complementary, when it requires the implementation of other projects to attain certain development objectives as a component projects of an integrated area development package.

Project Planning Process. The general purpose of planning is to determine the best possible way of achieving specified project objectives within a given time frame and the least possible cost. In the process components which delineate sequentially the planning activities are identified, namely: (a) objectives for the planning period; (b) resources with which to achieve these objectives; (c) selection of the best alternative; (d) implementation of the plan, and (e) subsequent evaluation and modification according to NEDA'S (1984: 4) report.

Project Management Cycle. In the process of project planning, it is imperative that all projects are subject to a similar course of transition from inception to maturity. It is a cycle because each phase of analysis develops from preceding ones which in turn leads to the subsequent phases

of investigation. As it reaches the final stage, another cycle will again commence. The process will continue until such project is totally completed and/or stopped.

Project Development. The development of a particular project does not just come as a matter of coincidence. It undergoes a series of interrelated and sequentially arranged activities in each of the three major stages of project development, i.e. project identification, project preparation, project appraisal and financing stages. Destura, 1978: 18) has indicated that project development should be carefully done by looking into the contribution of the project to the over-all mission of an institution, besides its profitability and social desirability. Several authors have indicated similar views as in the case of (Drilon, 1979) and Castillo 1976). They have given importance in the selection of programs and projects to insure that the scarce resources are not wasted.

In the research study conducted by Destura, (1978) it was found out that the reason for the underutilization of some resources of the agricultural schools is the absence of study for their maximum utilization. It was revealed that some materials and equipment are utilized because of a workable program plan.

The findings of Destura were further corroborated by the studies of Tahil, (1989) and Macayan, (1981). The only

difference was that the latter focused on the trade and industrial schools only while the former, concentrated both on agricultural schools and colleges.

Project Implementation. Project implementation is considered the most important period of the project management cycle. It comprises two important stages, i. e., detailed project engineering stage and the project implementation stage. It is in this period wherein the different activities in the project are to be carried out and tested after they have been reviewed thoroughly and finalized.

Chang, (1974: 100) stressed that the implementation of the project plan should be systematic and with proper coordination in order to be successful.

However, in the process of project implementation, various factors must have to be taken with utmost consideration the fact that these influence the positive and the negative outcome.

NEDA, (1984: 276) suggested that the operational feasibility analysis should be conducted first taking into consideration the following major aspects: (a) operational feasibility in terms of political acceptability, legality, and social soundness of these projects and (b) determination of the organizational and managerial design best suited for the project considering the nature of the project manpower

and other constraints, and the environment within which the organization will operate.

The socio-economic impact of the project's outcomes will largely be dependent upon the aspects just mentioned particularly as those addressed to the rural and regional development.

While detailed considerations have to be accounted for in project implementation under the NEDA point of view, less stress may be adopted when implementation of projects in agricultural schools is undertaken. Here, it is already presumed that after arriving at a decision all factors have already been thoroughly evaluated and considered. Therefore, the implementation will now be dependent on the method and adopted technology that may be employed.

Management Information System. The indispensable tool of a manager is information. It can make a less effective manager very effective and his management chores successful or unmake a very effective manager and become less effective and his management chores plunder. The two extremes results from the way bits of information that are coming in and out of the organization are being manipulated and utilized in decision-making for the day-to-day operation.

In a sense, management information system is the proper handling of various kinds of information, arranged according

to priority to serve as the basis for decision-making.

Boura et. al., (: 61) pointed out that communication in management must be considered to be a dynamic process. It consists of three basic stages such as: (1) The permanent flow of information from top to bottom calling for cooperation between the individual intermediate stages which must be smoothly insured (2) The analysis of point in which understanding or misconception could occur and the gradual clarification and correction of the information system, (3) The support of the action of the communication from bottom to top.

The observance of these stages ensures the effective and appropriate channel of information necessary for the proper network of communication flow.

Corrolarity, Botts, (1981: 8) opined that the effectiveness of skills in operational conditions depends largely upon an adequate supply of appropriate information and an efficient communication network within which the managers can work. Manager cannot rely upon judgement alone, hence, every skill that he employs needs appropriate information.

Couger, (1968) pointed out that the purpose of an information system is to capture or generate all data pertinent to the firms/projects' operation to process the data in the most efficient and economical manner utilizing

management sciences to the fullest extent possible and to produce concise and timely information as required by each level of management for optimum execution of its functional objectives. Moreover, Duerst, (1968) averred that an information system provides management with the information it requires to monitor progress, measure performance, detect trends, evaluate alternatives, make decisions, and take corrective actions.

Schwartz, (1970: 28-31) definitely stated that information system comprising of people equipment, procedures, documents and communications collects, validates, operates, transforms, stores, retrieves, and presents data for use in planning, budgeting, accounting, controlling and other management process. As a system, it is designed to present the business enterprise as an entity composed of interdependent systems and subsystems and with the use of automated data processing attempts to provide timely and accurate management information which will permit optimum management decision-making.

Definitely, Dickio & Arya, (1970: 8-12) stressed that the total information system or commonly known as "Management Information System" is intended to be all encompassing to include the total flow of information necessary for efficient and effective management process within the organization.

It relies not only on the volume of information received and given out but also on the proper sequencing and prioritization of the flow through the intended channel of the communication network.

Basically, (Duersh, 1968: 26) the management information system has the following objectives: (1) To facilitate decision-making process, (2) To provide objective performance measurement, (3) To facilitate the economic and efficient production of operating and accounting reports, (4) To provide means of giving direction and action to the manager's formal written statement of duties and responsibilities and (5) To facilitate the process of planning, control and operation for all levels of management.

Project Evaluation. The efficiency and effectiveness of managerial function and activities of established and maintained project cannot be determined unless an appropriate measure is created and administered. This measure of achievement can be of great help to the project manager and/or project management staff in directing the operational activities in order to appraise the relevance to the attainment of the project goals. This is popularly known as "Project Evaluation" to be more specific.

Ruiz, (1967): 60) stressed that a lot of project evaluation definitions have been introduced to the field by numerous management writers. Each of these reflects the

writer's personality and the area of management to which it is referred. Regardless of the kind or inclinations of the writers, the general concept of evaluation remains as the process of systematically ascertaining or judging the value or amount of something by careful appraisal for improvement. Being a process project evaluation therefore should cover all aspects of the activities being undertaken by the management staff.

In the NEDA report (1984), the last stage of the project development cycle is ex-post evaluation. This is intended to determine the project's performance and its direct and indirect impact on the development goals.

However, ex-post evaluation can have alternative timing, that is, it can be administered or conducted immediately after completion of project implementation, sometime during project operation, or after completion of project operation depending on the purpose.

In general, Cushman, (1973: 279-280) emphasized that the process of evaluation may use any of the following approaches: (1) Result-centered which is concerned with the purpose of the program and ways of achieving the purpose (2) The method-centered- which is the appraisal of the principles and procedures employed and the extent in achieving the purposes of the program and (3) Cost-benefit-analysis which is concerned with the economics of situation-

the inputs are necessary and the results/benefits obtained.

The selection of one of the three commonly used approaches in the evaluation of the project depends on the method and purpose of the evaluation.

For purposes of this study project evaluation was done in terms of objectives/goals based on evidences/data and other pertinent available information with the use of systematized approaches/techniques and characterized by impartiality, objectivity, validity, and reliability.

Decision-Making. The important activity that follows immediately after the evaluation of the information received in decision-making. It is the selection of the course of action to be undertaken from two or more alternatives formulated by the manager based on the analyzed and evaluated information pertinent to the operation.

In general, decision-making is not a one shot affair but rather a process based on available sets of data/information and a series of an analytical appraisal of the same. It should pervade and permeate all the managerial functions of all levels particularly in planning and the execution or implementation of the plan.

The dimensions of decision-making vary. They are always influenced by external or internal factors, either open or close. If the decision-maker is continually interacting with environment, then the context is relatively

open system. However, if the decision-maker does not seek additional information, he tends to close the system and routinize the process according to Kast and Rosenzweig, (1977: 363-364).

Kast and Rosenzweig, (1977: 365) isolated six elements that are considered common to all decisions: (1) the state of nature; (2) the decision-maker; (3) the goals or end to be served; (4) the relevant alternatives and the set of actions from which a choice will be made; (5) a relation that produces a preference ordering of alternatives; and (6) the choice itself, the selection of one or some combination of alternatives.

Morphet et. al., (1972: 102) enumerated common basis for decision-making; (1) Intuition. This refers to the instinctive knowledge or the inner feeling of person (2) Facts. This is usually being provided by the information received analyzed and evaluated. Decisions based on facts are considered sound and solid, (3) Experience. In managerial functions and activities, experience of the manager is considered one of the basic requirements. It plays an important role in decision-making. Apparently, most crucial decisions are usually made only after the past events of related circumstances have been thoroughly reviewed evaluated and resolutely considered.

Gore, (1960: 109) furthermore, classified decisions by

types: (1) Routine decisions. These decisions are either governed or not by general policies. For example, (a) authority to make routine decisions governed by general policies are decisions made at all levels of the organization depending upon the type of routine decisions being made and (b) authority to make routine decisions not governed by general policies are decisions made by persons near the scene of action as possible - "post decisions".

(2) Adapted decisions. This type of decision arises from a situation wherein no established policy fits. Crucial decisions, should be made first and policy adjustment should be done later to fit in the situation. However, in ordinary situations, the policy adjustment should be made first before action could be made.

(3) Innovative decisions. This involves the development of new policies goals and programs or the making of major changes in existing policies goals and programs.

To facilitate decision-making process, Terry, (1977: 67) listed down these seven techniques: (1) Determine what the problem is (2) Acquire general background information and different viewpoints about the problem to be decided. (3) State what appears to be the best course of action. (4) Investigate the proposition and tentative decision. (5) Evaluate the tentative decision. (6) Make and put decision into effect and (7) Institute follow-up and if necessary

modify the decision-making based on the result obtained.

By and large, however, the particular role of management information system in decision-making is indispensable.

In the wholistic view of the process, vital and proper decision-making can only be made when the conglomeration or a number of facts/information have been thoroughly scrutinized and evaluated wherein the proper course of action can be selected and implemented. There have been quite a number of studies conducted by researchers in education concerning income-generating projects, farming programs as well as canteen/cafeteria management. Findings of such studies revealed several problems that include among others, project management, fiscal availability and management, negative attitude of school administrators, teacher implementors as well as students indifference to the successful implementation of any given project. Although these studies have suggested viable strategies to improve the system, efforts have not significantly reduced many of the persistent problems of the times. Problems like poverty, unemployment and other socio-economic difficulties, remain potent obstacles to our national progress. For this reason, it is therefore, imperative that past and present income-generating projects in vocational institutions be

continuously re-studied and re-adapted to have a pervasive
44 concept of development.

Related Studies

Findings of Lagdaan's (1986: 3) study revealed that the following were the community extension projects of vocational schools in Eastern Visayas.

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

In Fishery Schools, the most popular project undertaken was fish preparation, and the least was fish culture.

In Trade Schools, the most popular and with the most number of clientele was beauty culture, while practical electricity was the least attended.

Perception on Project Identification. The administrators, the project coordinators, the teachers implementors and the clientele perceived differently the activities in project identification:

1. All groups of respondents indicated that the activities in project identification were "Inadequate" as implemented in the community extension projects of the schools.

2. There is significant difference in the perception of the four groups of respondents at .01 level of

confidence.

Therefore, the null hypothesis was accepted.

Perception on Project Organization

1. All four groups perceived as "Inadequate" the implementation of the different activities in project organization.

2. The hypothesis that there is a significant difference in the perception was accepted.

3. Two activities were perceived as "Adequate" which were:

3.1 defining the functions of project officials.

3.2 considering educational and other qualifications in the selection of personnel.

Perceptions on Project Implementation

1. The administrators, the teacher-implementators and the clientele perceived the activities in project implementation as "Inadequate".

2. Only the project coordinator perceived the activities in project implementation as "Adequate".

3. The respondents perceived the activities differently; therefore, the hypothesis that there is a significant difference in perception was accepted.

4. The following project implementation activities were perceived as "adequate:"

4.1 Developing enthusiasm among clientele.

4.2 Consideration problems of project clientele.

4.3 Making instruction easy to facilitate learning.

Perception on Project Termination

1. As a whole, the four groups of respondents perceived this activity as "Adequate", inspite of the fact that the teacher implementors group perceived this activity as "Inadequate".

2. The hypothesis that there is a significant difference in their perception was rejected.

3. However, among the activities in this phase considered implemented as "Adequate". the following were perceived to be "Inadequate".

3.1 Checking that objectives are realized

3.2 Considering joint decision of both clientele and school officials regarding termination of project.

Perceptions on Project Evaluation

1. The hypothesis that there is a significant difference in the perception of the four groups of respondents was accepted at .01 level of confidence.

2. As a whole, this activity was perceived to be "Adequate".

3. However, among the respondents, the project coordinators perceived this phase of project management as "Inadequate".

4. All of the specific activities were perceived as "Adequate", except the following which were perceived as "Inadequate".

4.1 Evaluating projects after completion

4.2 Evaluating impact on community development

In sum, the level of adequacy of the five phase of project management was perceived by the four groups of respondents with significant difference. Project identification, project organization and project implementation were perceived to be "Inadequate", while termination and project evaluation were considered "Adequate".

The following were the perceptions on the utilization of project resources.

Extent of Utilization of Project Resources

1. As a whole, the four groups of respondents differed significantly in perceiving the adequacy of utilization of the human, material and financial resources. Thus, the hypothesis was accepted at .01 level of confidence.

2. The utilization of financial and human resources was perceived as "Inadequate" by the respondents.

3. Material resources utilization was considered "Adequate".

Lagdaan concluded that the community extension projects of the vocational schools were chosen by the schools with

the preponderant considerations of their types as vocational schools, i.e., the trade schools offering trade, the agricultural schools offering agriculture, and the fishery schools offering fishery training projects.

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

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

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

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

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

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

The specific application of management to school projects comprises a series of activities from the time of inception to the end of the cycle. Generally, project management comprises three major stages: (1) Project development (2) Project implementation, and (3) Project evaluation. Each of the three major stages are subdivided into more detailed project activities that aptly describe the process which is continuum until it reaches the final sub-stages and then starts all over again following the same sequence in a more improved manner.

The major findings relative to the main problem of (Bacones, 1988) are as follows:

A total of 208 projects were identified in the agricultural schools and colleges in the Eastern Visayas region. Of this number, 47 percent were crop projects while the rest were animal projects and school canteen.

Evidently, the school administrators were the principal initiators of the school projects who took cognizant of the actual needs of the locality although some

projects which were directly based on suggestions of teachers and others were used as complementary to course offerings.

In any case, however, the preparation of a feasibility study was always a requirement in putting-up school projects taking into account the five major aspects, i.e., marketing, technical, financial, economic and operational aspects in order to ascertain the viability of the identified project.

The project in-charge who was often tasked in the preparation of the national goal-related project objectives always considered the following factors - (1) development of work attitudes, (2) development of employable skills, and (3) development of income-generating projects.

On the sources of funds, this study revealed that the major source came from the regular budgetary allocation of the schools and only very few were able to obtain funds from other sources.

In the recruitment of project staff personnel, more emphasis was placed on the major field of specialization of the applicants and oftentimes new staff members were assigned as project in-charge.

The functions of project personnel were properly delineated and project activities were carried properly through detailed scheduling with provisions of flexibilities

in order to counter unanticipated problems during the implementation and operational stages.

The operationzalization of school projects commenced when the school administrator approved the project study. In the process, some schools encountered various problems such as lack of funds and other material resources. Although human resource was not considered a major problem, most of the school utilized the students to provide the necessary labor in the projects which were augmented only by casual laborers.

The project sales were deposited in the bank as trust fund while some were utilized directly to maintain existing projects. The findings also indicated that these projects were relevant to the mission of the school, hence, their assessment as necessary venues for skills development of the students taking the course.

On problems encountered, this study unearthed that the major problems encountered by the project management staff were inadequate funds, incompetent project staff personnel, poor relationship between project staff members and the school administrators and high cost of labor.

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

The school administrators as the principal initiators of the projects, considered the local needs in the

of the projects, considered the local needs in the identification of projects. In the process, the preparation of feasibility study was required in order to ascertain the economic viability of the identified project. It was therefore concluded that the school administrators are cognizant of their role and responsibility, hence, the school program and projects are being related to the needs of the community/locality they are bound to serve.

Some schools had been hampered in the implementation of the project identified due to inadequacy of funds and other material resources, and to some extent, the incompetence of the project management staff. It may be concluded that during the preparation of the project study, the proponent failed to anticipate the cash flow given the scheduled activities due to limited knowledge in forecasting and in costing the various activities in a complete project cycle. Furthermore, the practice of designating newly-recruited project staff members did more harm than good to the project.

Generally, the projects in agricultural schools and colleges in the Eastern Visayas region as complementary to course offerings are a necessary venue for skills development. It is, however, wanting of competent management staff personnel, adequate financial support and management

strategies that would usher success in the operationalization of the project. It can, therefore, be concluded that in the establishment of projects, the three imperatives must be made available. They are not just funds but also management strategies and personnel competence as well.

In the light of the findings of (Bacones, 1988) the following were recommended: (1) In-service training should be provided to projects in-charge and other officials in the preparation of feasibility studies, (2) School administrators should set aside certain amount out of the regular allotment of their schools for income-generating projects, (3) The assignment of project in-charge should be based on performance in project operation, (4) Intensive project evaluation should be undertaken in order to ascertain the proper use of funds allocated to the project and other project management activities, (5) A study should be conducted to assess the student's knowledge attained in terms of work attitudes and skills with the complementary adoption of projects in the teaching of agriculture subjects in agricultural schools and colleges in the Eastern Visayas region.

According to Santos Jr., (1973: 156) the success of farming program depends to some extent upon the intelligent, active and willing participation and cooperation of the

school administrators, teachers, students and in some instances the members of the community. He further pointed out that lack of a concrete concept of farming programs among administrators and teachers is one of the reasons why so many farmers do not succeed.

Considering more of the factors affecting the implementation of farming program, (Santprachakorn, 1972:) found in his study the more common problems encountered by students in directed farming programs which are (1) lack of initiatives from the teachers, (2) inadequate planning by students, (3) inadequate tools and equipment, (4) too heavy workloads, (5) limited number of enterprises available, (6) exploitation of students labor by teachers, (7) too many enterprises involved, (8) less opportunity for decision making by students, (9) inadequate teacher supervision, (10) unfair evaluation technique, (11) lack of administrative support, (12) too heavy academic load, (13) lack of understanding of a particular enterprise, (14) inadequate teaching, (15) less competent teacher, undemocratic supervision of teachers, and (17) lack of particular interest.

Callejo, (1966: 10) in his study claimed that most of the supervised farming programs were unbalanced and inadequately planned without definite policy to follow in the selection of group leaders and students who were left

alone in conducting their farm activities. On top of this, there were few groups of students who cultivated large areas that 55 they could not operate alone successfully. Although most of the approved farming practices in crop and animal production were used by them, results were not satisfactorily as part of their income generating projects.

Tominas, (1974: 68) also emphasized that lack of working animals and farm equipment, limited school appropriation, scarcity of feeds and other supplies, lack of interest on the part of some school personnels and student, were some of the factors that affected the implementation of supervised farming program in the Lanao Agricultural College in the School Year 1973-1974. In addition, lack of systematic planning and procedures, absence of accurate records, inadequate supervision, and lack of definite policy of the school with respect to sharing and tenure of farm operation affected the implementation of farming programs. Similarly, according to Gonzales, (1966: 73) lack of capital in financing the business, high cost of suitable farm lands, lack of farm equipment poor irrigation and drainage, inadequate pest and disease control, and inability to plan effective cropping programs were some of the problems in getting established in farming.

Another researcher, Mendoza, (1971: 117) addressed some factors why supervised farming program has not been fully

and properly implemented, such as the following: (1) inadequacy of school site for production processes, (2) bareness of the soil, (3) lack of good roads and other transportation facilities, (4) lukewarm support of administrators, (5) inadequate knowledge in administering and supervising the program, (6) inadequate financing, (7) lack of work animals and implement, (8) lack of supervision of students, and (9) students are released to their projects without proper planning of the work to be done.

Salvador, (1939: 43) mentioned that projects in schools offering courses in vocational agriculture are direct responsibilities of the teacher and that students are merely workers receiving instructions from them. He noted that teachers assume the responsibilities for the success and failure of the project. To ensure success, they do the studying and planning.

(Picardal, 1974: 103) found out that the majority of the students were engaged in rice projects, the rest in corn, vegetables, root crops, broiler, rabbit and swine raising. He further stated that almost one-half of vocational agriculture students were engaged in independent farming program. A little below 50 percent were engaged in directed farming programs and only about 1 out of 10 students was engaged in supervised farming.

One of the many income-generating projects especially

in secondary schools is a canteen or cafeteria which the (Minister Corpuz, DECS Memo. No. 168 s. 1980) "Implementing Guidelines in Cafeteria Management in Secondary Schools" gave two general objectives: (1) To provide the schools faculty and students something to eat and reasonably priced meals and food items, (2) To train secondary students in Food Service and Cafeteria Management so as to promote adequate nutrition of school children and to prepare them for entry-beginning levels of employment.

This particular MECS 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 school. Both elementary, secondary and tertiary levels have ventured into this particular enterprise.

According to Vestura, (1987: 7) the effective integration of the school cafeteria into curriculum challenges the administrators and the school food service personnel like through the coordinated educational program. School canteens will provide the children with a good foundation in nutrition principles that will be their guide for healthy living through-out life. Likewise colleges and universities have realized their responsibilities in the training of the personnel needed for the increasing number of cafeterias in the schools.

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

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

According to Labis, (1980: 7) in the Philippines a real and functional school food service program that will help improve the nutritional status of the student population has yet to be developed. Many reasons are behind it. Teachers are either too tied to the classrooms, or the administrators too traditional, and the business (cafeteria) managers too concerned about balancing the books to really

take the leadership in exploiting the educational possibilities of the food service program.

Vestra, (1987: 12) further stressed that attitude and concepts in operating a school cafeteria must change in order to improve. One's philosophy must realign with the changing times. Although "there is no best way, there is always a better way". Outdated, unimaginative management methods can kill a school food service operation. Improving knowledge of nutrition and putting it into practice is a must in improving the school food service.

Pascual contended, as quoted by Vestra, that to develop a real, functional and effective implementation of the school cafeteria management, there are clearly defined objectives that need to be accomplished and require considerations of what have been done and what need to be done so that priorities could be established.

Durango, (1984) in her study concluded that :

1. the agricultural school projects of the vocational agricultural schools in Eastern Samar, SY 1982-1983 generated an adequate profit.

2. the projects in-charge for SY 1982-1983 of the eight vocational agricultural schools in Eastern Samar were educationally prepared to manage the school farm projects.

3. school incentives were not adequately granted to projects in-charge among the eight vocational agricultural

schools in Eastern Samar, SY 1982-1983.

4. in all of the eight schools covered by the study, farm tools and equipment were inadequate. In most schools, some available farm tools and equipment were no longer serviceable.

5. farm records kept and maintained by the project in-charge were inadequate.

6. time spent in the management of the project by the project in-charge was inadequate.

7. there was a significant correlation between the profitability of the school farm enterprise and the educational preparation of the project in-charge, adequacy of farm record, adequacy of farm tools and equipment, adequacy of time spent in the management of the project.

8. school incentives granted to projects in-charge were not correlated to the profitability of the school farm enterprise.

She enumerated some implications as a result of her study to wit:

1. By and large, the school farm projects of the vocational agricultural schools in Eastern Samar turned out an adequate income for the school year 1982-1983. School farm projects are show windows to local farmers and to the community as a result or outcome of scientific farming. It

is very embarrassing if the school farm projects, supposed to be the laboratory of scientific farm methods, yield a lower return than that of an ordinary farmer employing the traditional method of farming. Agricultural schools should therefore, see to it that their farm projects are adequately generating income.

Aside from the economic advantage derived thereat by the school, the students, teachers and employees, will not adequately profitable result of operation and financially stable farm projects provide the best measuring stick of the efficiency of the teaching-learning process? The term "for instructional purposes only" should cover not only an evaluation on how far the farming process was executed or implemented but also an evaluation on the result of its implementation of the farming process.

2. The projects in-charge were educationally prepared to manage the project. However, their professional readings and participation in seminars and workshops were found wanting. With the continuous discoveries of new approaches in agricultural technology and farm management, it is possible that those who are educationally prepared today might not meet the requirements in the future should they not update themselves with the new trends and approaches in agricultural technology and management. There is a need therefore to enhance their professional growth through

readings and participation in seminars and workshops in order to update their competencies in agricultural skills and farm management.

3. The study disclosed that 56 percent of the projects in-charge were not granted any school incentive or this never existed at all in their school, while 15 percent mentioned that they had school incentives but were still inadequate.

In a formal interview with the projects in-charge, their favor for a school incentive was shown for two common reasons, namely: (1) a provision for an additional income, and (2) a recognition of their efforts.

Correlation test proved that school incentive was not correlated to the profitability of the enterprise, so it is implied that although they did not receive any of the listed school incentives, projects in-charge still did their job well, either for fear of a low efficiency rating or as a dedication to service.

The result of the study implied that profitability of the projects could still be improved if projects in-charge will be granted school incentives, although they would not be affected adversely by their absence. Projects in-charge will be propelled to produce more especially if the school incentive is monetary or in kind based either on net income or on excess of production target.

4. Farm tools and equipment were found to be inadequate. An obvious implication of this finding is to provide for a more adequate farm tools and equipment in the farm operation. If we are to minimize labor cost and come up with the time target of the production process, adequate farm tools and equipment should be provided in order to meet these needs.

5. Farm records maintained by projects in-charge were inadequate. A clear implication of this finding is a need for every project in-charge to maintain an updated and adequate record of his project. Records show in a clear-cut manner the life of the enterprise. It shows the targets of the farm business, the different activities undertaken to realize the projections and how far the targets were realized. Without an updated and adequate farm records maintained by the projects in-charge, he would be groping in the dark on how he had accomplished, in determining his weaknesses in the project operation and consequently the remedial measures to be employed in order to realize a more profitable enterprise. There is, therefore, a dire need to keep and maintain an adequate and updated farm record.

6. The time spent in the management of the project was inadequate. It is implied that projects in-charge had no ample time to adequately supervise their projects, asses its accomplishments in relation to production targets and plan

for remedial measures to turn out for more profit. There is therefore a need for school administrators to give projects in-charge sufficient time for their supervision of projects.

7. Results of the study showed a significant correlation between the profitability of the school farm enterprise and the educational preparation of the projects in-charge, adequacy of farm records, adequacy of farm tools and equipment of the project. This implies a need to strengthen the said aspects on project operation if we are for an adequate income-generation school farm projects because a weakness of one aspect affects the profitability of the project.

Based on the findings of her study, (Durango, 1984) recommended the following:

A. Educational Preparation of the Project In-Charge

- a. Projects in-charge should be sent to seminars and workshops on farm management and related fields whenever opportunities arise.
- b. Projects in-charge should be sent to schools maintaining same projects or to private enterprise on scholarship grants in order to acquire more experiential training on the management of the project.
- c. Professional books, magazine, farm journals should be acquired by the school library for the

projects in-charge or agriculture teachers to read. They should keep abreast with the new trends and development in agricultural technology and management in order not to be left behind professionally.

B. School Incentives. Although school incentives were not correlated to the profitability of the school farm enterprise, projects in-charge still did their job well, either for fear of a low efficiency rating or merely as a dedication to serve. Through informal interview projects incharge expressed a desired for incentives for two common reasons, namely: (1) a recognition of their efforts, and (2) a provision for an additional income. It was implied that projects in-charge will produce more if they will granted a school incentive based on net income or excess of production target.

Based on such investigation, the researcher recommended that projects in-charge be given school incentives based either on net income or on excess of production target.

C. Farm Tools and Equipment. Adequacy of farm tools and equipment was found out to be insignificant. Schools should therefore replace unservicable farm tools and equipment or purchase new ones. An adequate farm tools and equipment means and adequate farm profit as proven in this study.

D. Farm Records. Projects in-charge should maintain an

updated and adequate farm records on their project. It should not only be the school administration who should keep and maintain farm pproject's records but primarily the projects in-charge who directly supervises the project. The study revealed that projects in-charge just submitted their receipts and expenses to the school farm manager and did not keep a record thereof for their own use.

In view of this finding, the following suggestions were offered to improve the adequacy farm records kept and maintained by projects in-charge.

1. Prepare at least the following basic farm reports:

- a. Project Plan/Project Proposal/Project Feasibility Study every beginning of the school year or on the establishment of the project;
- b. Sales Book where sales either on cash or receivables are entered on;
- c. Expense Book where all expenses incurred are entered into;
- d. Monthly/Quarterly/Annual Financial Statements that include the: (1) balance sheet, (2) income statement, and (3) cash flow statement

2. School Administrators/School Farm Managers may conduct a seminar-workshop and consultative conference among

projects in-charge at least every beginning and end of the school year as regards the preparation of school farm records and an evaluation of the existing one.

3. Making farm records of projects in-charge a requisite for clearance at the end of the school year as supporting document of the required annual report.

E. Time Spend in the Management of the Project. The study pointed out that there was a significant correlation between the time spent by projects in-charge in the management of the project and the profitability of the school farm project. There is therefore a need for the projects in-charge to be given an ample time in the supervision and management of the project in order to realize a better profit. In view of this, whenever the number of the school teachers warrant, projects in-charge should not be given academic load except an agriculture class of which the project serves as the laboratory. Much less, he should not be given office work. Whenever possible, it is also recommended that management of school projects should be apportioned among all the available agriculture teachers so that not one manages three or more projects, while others manages one or no project at all.

F. Finally, studies on the following topics were recommended:

1. Problems Met by Project In-Charge of National Agri-

cultural Schools in Their Project Operation.

2. The School Farm Project: An Effective Tool in Teaching Agriculture,
3. An Evaluative Survey of the Problems Encountered in Treating School Farm Projects as Income-Generating one.
4. A Survey on the Marketing Prospect of the Agricultural School Farm Products.

Relationship with this Study

The related studies mentioned in this chapter bear more similarities with the present study. These studies like this work were focused towards income-generating projects and other agro-industrial projects which emphasized among others the identification of successes as well as problems encountered in the implementation of such projects.

This study differs from the previous studies in the sense that the recent work included a diversified representation of respondents coming from the three categories of the nineteen (19) vocational institutions which are: agriculture, trade and fishery obtaining in the province of Northern Samar, if only, to obtain a reliable evaluation of the income-generating projects in these vocational institutions.

The researcher also attempted to draw up a manual model for income-generating projects for vocational institutions in Northern Samar based on the evaluation and analysis of the respondents recommended strategies to improve the management and implementation of said projects in said vocational institutions.

Northern Samar being a depressed area needs to find ways and means in order to alleviate the living conditions of its people. The researcher believes that any development effort conceived by the very people living in that particular community will provide a more realistic and practical approach in the solution of problems such as those experienced in the province. One of the many approaches that will help abate this problem is the introduction of viable and realistic income-generating projects in vocational institutions in the province that will benefit the students, the teachers and the community and the institutions.

CHAPTER III

METHODOLOGY

This chapter provides an overview of how this study was undertaken, its research design, methods and procedures of the research, instruments used in the gathering of data, the sampling procedures, and the statistical treatment of data.

Research Design

In this study, the descriptive survey design was employed. This method is an investigational procedure and technique which embraces general principles of gathering data and the use of published and unpublished materials. This investigation involved the institution heads, the teachers and the students who were actually involved in the different income generating projects of the vocational institutions in Northern Samar under study.

The survey method was used to have a vivid view of the different income-generating projects obtaining in the nineteen vocational institutions in Northern Samar during the School Year 1988-1992. Moreover, the data were also utilized in identifying the kind of project or projects that were successful or not as implemented by the three categories of vocational institutions in the province.

Some statistical tools were utilized to determine if

there were relationships between variables, as perceived by the institution heads, teachers and students.

Subject of the Study

There were three groups of respondents that served as the sources of data, namely: (1) school heads, (2) teachers, and (3) students.

School Heads. A total of 19 school heads were involved in the study. This number, consisted of a President of a state college, a Vocational Superintendent, five Vocational School Administrators, and twelve Vocational School Principals. These school heads varied in sexes, ages, and educational qualifications. They employed varied management styles in implementing their Income-Generating Projects.

Teachers. Teachers of participating vocational institutions were the sources of primary data. All the teachers involved in income-generating projects in each participating vocational institution also served as respondents.

Students. All students involved in income-generating projects in each participating institution likewise served as respondents.

Sampling Techniques

Purposive sampling was used for both teacher and student respondents, with only those actually involved in Income-Generating Projects of the institution considered as

respondents.

Nineteen school heads were used as respondents of the study. One hundred teachers were actually involved in the IGP of the vocational institutions in Northern Samar. A total of 3,361 students actually involved in IGP served as respondents of the study making a total of 3480 respondents.

Instrumentation

A Survey Questionnaire was the main instrument in the study. Constructed by the researcher himself, in consultation with his adviser and research consultants, this Survey Questionnaire included the following parts:

Part I - Personal Data

Part II - Profile of the Vocational Institutions in Northern Samar

Part III - Income-Generating Projects

Part IV - Project Managers' Management Style

Part V - Problems Met

Part VI - Recommendations

Part I tried to elicit the respondents personal data, that is name, sex, age, educational qualifications, position and school.

Part II endeavored to elicit relevant data/information about the Income-Generating Projects of the school, that is, the name of the project, kind, rationale, goals/objectives,

time frame, organizational structure, financial requirements and sources of funding, implementing strategies, monitoring scheme, evaluation scheme, and impact in the clientele/school/community.

Part III embodied the rating scale on the perceived success level of the Income-Generating Projects as reported by the respondents themselves.

Part IV delved into the management style of project managers in relation to such management function as planning, organizing, staffing, directing, coordinating, controlling, recording and budgeting.

Part V tried to unravel the problems faced by project implementors in the task of pursuing the goals and objectives of the project.

Part VI elicited respondents suggestions to solve the problems thus identified.

The instrument used structured statements and questions both complete and unfinished to which respondents either checked, filled out, or encircled appropriate and coded numerals corresponding to their answers.

The study used the following scoring and interpretation scheme for the success level of the Income-Generating Projects, the criterion variable of the study:

<u>IGP Success Level</u>			<u>Interpretation</u>
5	4.5	- 5	- Most Successful
4	3.5	- 4.4	- Very Successful
3	2.5	- 3.4	- Successful
2	1.5	- 2.4	- Unsuccessful
1	Less	1.4	- Very Unsuccessful

Validation of Data

The instrument was subjected to validation procedures, namely: (1) Critiquing by people who have knowledge of constructing data gathering instruments or by expert validation, (2) Testing it in three vocational institutions in Samar, namely: Rafael Lentejas Memorial School of Fisheries, Tinambacan, Calbayog Dist.; Samar NAS, San Jorge, Samar, and Wright Vocational School, Paranas, Samar, (3) Revising some ambiguous items after the dry run upon suggestion of the expertes. The final draft was shown to the researcher's Adviser for his approval and final reproduction.

Documentary Analysis

To validate the information given, the researcher requested the projects in-charge to show documents pertaining to project operation and maintenance. Some documents found to be existing were records of expenditures,

sales, labor cost and other pertinent information regarding their income-generating projects.

The unstructured interview was also used by the researcher to crosscheck some of the information given by the respondents in question.

Data Collection

The researcher and some previously-trained research assistants administered the research instrument in all the vocational institutions in the province of Northern Samar. Allocating one day per vocational institution the researcher went from one school to the other untill all participating institutions were covered. Sufficient time was given to all respondents to accomplish the questionnaire after which the same was retrieved.

Statistical Treatment of Data

The retrieved questionnaire was checked, scored and information/data gathered were entered into a tabular form using a big columnar notebook for the purpose, following all entries in the questionnaire.

Data gathered were statistically treated and analyzed using such statistical tools as sums of scores, mean scores and weighted mean.

The following statistical techniques and methods were used to ensure accuracy and in-depth analyzis of data.

The percentage was used to compare the frequency of subjects to the total number of subjects per group.

The arithmetic mean as a measure of control tendency was used to determine the average performance of the group, (Daleon, 1989).

$$\bar{X} = \frac{\sum X}{n}$$

Where:

- \bar{X} - mean
- $\sum X$ - sum of x
- n - number of scores

The standard deviation was used to determine the homogeneity and heterogeneity of the groups' performance ratings (Daleon, 1989).

$$S = \sqrt{\frac{\sum (x - \bar{x})^2}{n}}$$

Where:

- S = Standard deviation $\sum (x - \bar{x})^2$ = sum of squares of the difference between the score
- n = Number of subjects

The Level of significance was set at .05 (Daleon,

1989).

To test the null hypothesis that there are no significant differences among the three groups of respondents regarding the success level of IGP in the vocational institutions in Northern Samar, the f = test, one way ANOVA was used with the following formula:

Where:

CF = Correction factor

SST = Sum of squares, total

SSB = Sum of squares, between

SSW = Sum of squares, within

ANOVA TABLE

Source of Variance	df	SS	MS	F	Tabular	F
Between Groups						
Within Groups						
TOTAL						

MS = (Mean of square)

F = Value

MSB = $\frac{SSB}{dfB}$

MSW = $\frac{SSW}{dfW}$

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyzes and interprets the data gathered through survey questionnaire, documentary analysis, and interviews obtained from the different respondents, the administrators, teachers and students.

The discussions center on the profile management, status and success levels of income-generating projects of vocational institutions in Northern Samar as perceived by the three groups of respondents: the institution heads, the project teachers, and the students who were directly involved in the projects, and the development of a manual model for all income-generating projects based on the results from such investigation. Collected data were based on the specific questions posed in this study and were correspondingly presented in tabular forms followed by textual explanations, statistical analysis and interpretation of data.

Profile of IGP of Vocational Institutions in the Province of Northern Samar

To fully understand the profile of income-generating projects of vocational institutions in the province of Northern Samar, a comprehensive presentations, analysis and interpretation of data gathered based on the objectives,

organizational structure, financial requirements, implementing strategies, monitoring and evaluation scheme, processes and products of these projects and its yearly income must be shown in table forms with its corresponding explanations, statistical analysis and interpretations.

Objectives of Vocational Institutions As Regards
Income-Generating Projects

Of the nineteen vocational institution heads in Northern Samar, thirteen revealed that their objectives as regard income-generating project is vocational efficiency which ranked first followed by economic aspect as revealed by three institution heads, ranking second, followed by monetary considerations and lastly academic excellence as shown in Table 1.

Table 1

**OBJECTIVES OF YOUR INSTITUTION AS REGARDS
INCOME-GENERATING PROJECTS**

Institution Objectives	No. of Institution	Rank
Vocational Efficiency	13	1
Economic Aspect	3	2
Monetary Consideration	2	3
Academic Excellence	1	4
Others (Part of Instruction)	-	
Total	19	

Table 1 shows that vocational efficiency is the main objective of vocational institutions as regards income-generating projects. There is vocational efficiency in all the three categories of vocational institutions when the output, that is the graduates, have gained the knowledge both in theory and practical skills useful for gainful employment.

Organizational Structure

There is a need for every enterprise, public or private to have organizational structure to define the position and functions of every individual or group working in that enterprise. Such is the income-generating projects of vocational institutions in Northern Samar.

Category of Respondents' Vocational Institutions

Table 2 shows that out of the nineteen vocational institutions in Northern Samar that served as respondents to this study, one was a university, another was an agricultural college, three were post-secondary trades, one was post-secondary trade, and two were secondary fishery institutions.

It could be gleaned from the table that most of the vocational institutions in Northern Samar are engaged in agriculture followed by trade and fishery. Considering that Northern Samar is an agricultural province, the presence of the majority of agricultural institutions will naturally

provide the necessary agricultural skills needed to improve the lot of the people in the province. But, the presence of the four trade and three fishery institutions will likewise take care of the trade and fishery sectors of the economy.

Table 2

CATEGORY OF RESPONDENT IN VOCATIONAL INSTITUTIONS

Vocational Institutions		: Number
1. University		: 1
2. College		:
2.1 Agriculture		: 1
2.2 Trade		:
2.3 Fishery		:
3. Post-Secondary		:
3.1 Agriculture		:
3.2 Trade		: 3
3.3 Fishery		: 1
4. Secondary		:
4.1 Agriculture		: 10
4.2 Trade		: 1
4.3 Fishery		: 2
Total		: 19

Position of Respondents

As shown in table 3, out of the total of 3,480

respondents, 3,361 students representing 96.58 percent ranked first followed by seventy teachers or 2.0 percent, that ranked second; sixteen principals or .46 percent ranked third; eleven head teachers or .32 percent ranked fourth; six education demonstrators or .17 percent ranked fifth; five master teachers or .14 percent ranked sixth; three farming coordinators representing .09 percent ranked seventh; two vocational school administrators or .06 percent ranked eight; one vocational school superintendent and one school farm demonstrator both representing .03 percent ranked ninth respectively.

These findings clearly indicate that in any income-generating project in vocational institutions in the province, mostly involve the students under the care and guidance of their project teachers. Of the nineteen vocational institutions all the institution heads responded to this study of whom sixteen were principals, two were vocational school administrators and one was a vocational school superintendent. The President of UEP did not respond to the survey as he was represented by the head of the laboratory high school. This indicates that the participation of the vocational institution heads is a must in any income-generating project and all other personnel of a given institution undergoing a project.

Table 3
POSITION OF RESPONDENTS IN VOCATIONAL INSTITUTION

The Respondents	Number	Percentage	Rank
1. Student	3,361	96.58	1
2. Teacher	70	2.00	2
3. Principal	16	.46	3
4. Head Teacher	11	.32	4
5. Craft Education Demonstrator III	6	.17	5
6. Mastter Teacher	5	.14	6
7. Farming Coordinatorm	3	.09	7
8. Instructor	3	.09	7
9. Administrator	2	.06	8
10. Superintendent	1	.03	9
11. Public Health Nurse	1	.03	9
12. School Farm Demonstrator II	1	.03	9
13. President			
Total	3,480	100.00%	

Table 3 shows that majority of the respondents were students.

Positions Held in Income-Generating Projects of Respondents

Table 4 shows the positions held in the income-generating projects of respondents. Of the 3,480

respondents, 3,361 were students working in the project representing 96.58 percent, while 65 or 1.87 percent were project teachers in-charge, followed by 18 or 0.52 percent who were project coordinators, 17 or 0.49 percent project consultants and 19 or 0.54 project managers being heads of institutions all with a total of 100 percent. It could be gleaned from these data that the majority of the people working in different income-generating projects were students under the charge of project teachers that make and unmake a particular project. It is also evident that institution heads and other school personnel are greatly involved in said projects serving as project managers, project consultants or project coordinators.

Table 4

POSITIONS HELD IN INCOME-GENERATING PROJECT OF RESPONDENTS

The Respondents	: Number	: Percentage	: Rank
Students Working in the Project	: 3,361	: 96.58	: 1
Projects In-Charge (Teacher)	: 65	: 1.87	: 2
Project Managers	: 19	: .54	: 3
Project Coordinators	: 18	: .52	: 4
Project Consultants	: 17	: .49	: 5
Total	3,480	100.00%	

Table 4 shows that student working in the project comprised the majority of respondents as regards the position held in income-generating projects of respondents.

Project Manager/In-Charge of Income-Generating Project

All of the nineteen vocational institution heads were project managers/in-charge of one or two income-generating project, as shown in Table 5.

Table 5

THE PROJECT MANAGERS/IN-CHARGE OF INCOME-GENERATING PROJECTS

The Respondents	: Number	: Percentage	: Rank
The Vocational School Teachers	: 70	: 58.82	: 1
The School Heads	: 19	: 15.97	: 2
The Vocational School Head Teachers	: 18	: 15.13	: 3
The Farm Managers	: 10	: 8.40	: 4
The Farming Coordinators	: 2	: 1.68	: 5
Total	: 119	: 100.00%	

Majority or seventy (70) vocational school teachers were either project managers or projects in-charge of the different projects in the nineteen vocational institutions who had various projects to compliment the managerial aspect of their projects, eighteen were vocational school head teachers, ten were farm managers and only two were farming coordinators who were tasked to manage income-generating projects.

As shown in table 5 the vocational school teachers were the project manager/in-charge of their income-generating projects.

Personnel Directly Involved in Implementing Income Generating Projects

Of the personnel directly involved in income-generating

projects, nineteen institution heads, one hundred teachers categorized into : ten vocational school teachers, (twenty) farming coordinators and seventy vocational school teachers. There were 3,361 students involved in the project which account for 96.58 percent; the one hundred teachers account for 2.87 percent.

These people involved are the prime mover of any income-generating project in vocational institutions in Northern Samar, or any place for the matter as shown in Table 6.

Table 6

PERSONNEL DIRECTLY INVOLVED IN IMPLEMENTING INCOME-GENERATING PROJECT

Personnel Involved	: Number	: Percentage	: Rank
The Students	: 3,361	: 96.58	: 1
The Vocational School Teachers	: 70	: 2.01	: 2
The Farming Coordinators	: 20	: .57	: 3
The Institution Heads	: 19	: .55	: 4
The Vocational School Head Teachers	10	: .25	: 5
Total	: 3,480	: 100.00%	

Sources of Income-Generating Projects' Starting Capital
As Revealed by Administrators and Teachers

Of the nineteen administrators/implementors in the nineteen vocational institution in Northern Samar 9 or 47.36 percent revealed that the starting capital of their IGP came from funds separately allocated by the institution heads as shown in Table 7. This is followed by eight or 42.11 percent of the respondents who indicated that their starting capital came from maintenance and other operating expenses of the institution, and only two or 10.53 percent confessed that starting capital came from funds of school cooperatives.

Table 7

SOURCES OF STARTING CAPITAL AS REVEALED BY ADMINISTRATORS
AND TEACHERS

Sources of Starting Capital	No. and Category of Respondents					
	Adm. :	% :	Rank:	Tea. :	% :	Rank:
From funds separately allocated by Institution head	: 9 :	47.36:	1	: 45	: 45 :	1
From maintenance and others operating expenses of the institution	: 8 :	42.11:	2	: 40	: 40 :	2
From funds of school cooperatives	: 2 :	10.53:	3	: 10	: 10 :	3
From funds contributed by vocational teachers	: :	:	:	: 5	: 5 :	4
Funds from other sources	: :	:	:	:	:	:
Total	: 19:	100% :	:	: 100	: 100.00%	:

The same table shows that out of the one hundred (100) teachers respondents, 45 or 45 percent revealed that the starting capital of their income-generating projects was derived from funds separately allocated by the institution heads for the purpose, 40 or 40 percent stated that their starting capital came from the maintenance and other operating expenses of the institution, while 10 or 10 percent responded that their starting capital came from school cooperatives and five or 5 percent reported that it came from funds contributed by vocational teachers who had the heart to help the institution and the students start an income-generating project.

The implication of these findings is that the institution heads must have taken cognizance of the importance of an income-generating project in their institutions by allocating separate funds and by utilizing maintenance and other operating funds if only to have a sound and viable IGP. In some institutions where some cooperatives are sound financially, funds are channeled to income-generating projects and some of the net income are plowed back for the operation and maintenance of their cooperatives.

Amount of Starting Capital of Income-Generating Projects

The amount of starting capital of income-generating

projects of the nineteen vocational institutions in Northern Samar was identified by the two groups of respondents, the administrators/implementors and the teachers/project in-charge having the full knowledge of the operations and management of their respective projects.

Table 8

AMOUNT OF STARTING CAPITAL OF INCOME-GENERATING PROJECTS

Amount of Starting Capital	No. and Category of Respondents										
	Adm.	:	%	:	Rank	:	Tea	:	%	:	Rank
P1,000 -5,000	9	:	47.37	:	1	:	42	:	42	:	1
16,000 -20,000	4	:	21.05	:	2	:	10	:	10	:	2
6,000 -10,000	3	:	15.79	:	3	:	20	:	21	:	3
11,000 -15,000	2	:	10.53	:	4	:	21	:	21	:	4
More than 20,000	1	:	5.26	:	5	:	7	:	7	:	5
Total	19	:	100.00%	:		:	100	:	100%	:	

As regards the amount of starting capital Table 8 shows that nine out of the nineteen administrators identified it as ranging from P1,000. to 5,000. It ranked first among these groups followed by P16,000-20,000 which ranked second; P 6,000-10,000 ranked third P11,000-15,000 ranked fourth; the amount of more than P20,000 ranked fifth. This implies that the success or failure of any income-generating project does not really hinge on the amount of capital invested at

the beginning or start of a project. Any meager amount can be available provided the project manager or project in-charge has the ability and expertise of a sound financial management.

Nature of Income-Generating Projects in Vocational Institutions

On the nature of the income-generating projects in the vocational institutions under study, Table 9 shows that majority were engaged in production (crops, livestock and poultry) numbering 1,501 or 43.13 percent, followed by servicing (canteen, cafeteria, etc.) with a total of 1,084 or 31.15 percent, then manufacturing (furniture, etc.) had 41 or 12.02 percent, processing (canning, drying, etc.) totalled to 337 or 9.68 percent, and 140 or 4.02 percent represented other projects.

Table 9

NATURE OF INCOME-GENERATING PROJECTS IN VOCATIONAL INSTITUTIONS

Nature of IGP	: Number	: Percentage
Production (Crops, Livestock, Poultry	: 1,501	: 43.13
Servicing (Canteen, Cafeteria, etc.)	: 1,084	: 31.15
Manufacturuing (Furniture, etc.)	: 41	: 12.02
Processing (Canning, Drying, etc.)	: 337	: 9.68
Others (Fish Caputre/Culture	: 140	: 4.02
Total	: 3,480	: 100.00%

This table shows the great role being played by the agriculture sector followed by the service sector, manufacturing, processing and other projects. This is so because Northern Samar is an agricultural province enhanced by the presence of more agricultural institutions in the area.

Existence of Income-Generating Projects in Vocational Institutions

As shown in Table 10, nine out of the nineteen vocational institution heads revealed that their income-generating projects existed for only one year during the conduct of this study. Others survived for five, two, ten, fifteen years and above respectively.

Table 10

EXISTENCE OF INCOME-GENERATING PROJECTS IN VOCATIONAL INSTITUTIONS AS REVEALED BY THE RESPONDENTS

Existence of IGP	:	Number	:	Rank
One Year	:	9	:	1
Five Years	:	4	:	2
Two Years	:	3	:	3
Ten Years	:	2	:	4
Fifteen Years and Above	:	1	:	5
Total	:	19	:	

It appears in table 11 that among the thirteen projects implemented in the nineteen vocational institutions in Northern Samar, crop production is liked most by the majority of the students as compared to other projects by ranked only third as compared to canteen management with Only 1,950 students who indicated their preference compared with 2,000 respondents in crop production. Cafeteria management also have the third number of respondents signifying their preference with the second highest rank. This implies the while majority of the respondents belonged to the agriculture sector, almost all vocational institutions were engaged in canteen and cateria management and that said projects gained the student's preference being served by this service sector.

Table 11

PROJECTS LIKED MOST/LIKED LESS BY THE STUDENTS

Income-Generating Projects	Liked : Most : : (5)	Liked Liked (4)	Liked Least (3)	Less Liked (2)	Not Liked at all (1)	Total	Rank
Canteen Management	: 1950	350	200	170		2670	1
Cafeteria Management	: 1750	325	210	135		2420	2
Crop Production	: 2000	100	13	10		2123	3

Livestock						
Production	: 1000	500	75	48	1623	4
Fruit Processing	: 1052	490	39	35	1616	5
Egg Processing	: 1000	500	35	25	1560	6
Poultry Production:	1000	400	80	50	1530	7
Fish Processing	: 750	100	25	20	895	8
Meat Processing	: 745	98	26	22	891	9
Furniture & Cabinet:	500	77	73	57	707	10
Making						
Steel Fabrication	: 5000	57	77	76	704	11
Metal Craft	: 450	60	75	55	640	12
Others (Fish Culture)	-	56	-	-	56	13

Projects that are Successful in Vocational Institutions

Vocational institutions venture into various income-generating projects especially along the line of their category whether agriculture, trade or fishery or a combination of two or more projects, as shown in Table 12.

Table 12

PROJECTS THAT ARE VERY SUCCESSFUL IN VOCATIONAL INSTITUTION

Kind of Project	: Number	: Percentage	: Rank
School Canteen	: 1,131	: 32.50	: 1
Crop Projects	: 1,030	: 29.50	: 2
Animal Projects	: 453	: 13.02	: 3

Fish and Fish Processing	:	392	:	11.26	:	4
Furniture & Cabinet Making	:	375	:	10.78	:	5
Others (School Cooperatives	:	99	:	2.84	:	6
<hr/>						
Total	:	3,480	:	100.00%		
<hr/>						

The one identified successful project is a school canteen as revealed by 1,131 respondents, followed by crop projects with 1,030 respondents, animal projects according to the 453 respondents, 392 identified fish and fish processing; 375 pointed out furniture and cabinet making, school cooperatives were identified to be successful by 99 respondents.

School canteen leads among income-generating projects as almost all vocational institutions have their own canteen, so that many respondents identified it as successful. It is also being patronized by the school personnel and the students, hence the reason for its being successful is justified.

Income-Generating Projects that Give Highest Profitability

As far as highest profitability is concerned cafeteria management gives the highest profitability as revealed in the responses by the two groups of respondents, that is, the administrators and teachers as shown in Table 13. It is followed by canteen management, meat processing, fish processing, fruit processing, egg processing, crop

production, livestock production, poultry production, steel fabrication, metal craft, furniture and cabinet making, and finally fish production.

This indicates that during the last five years, all vocational institutions in Northern Samar were engaged in cafeteria as well as in canteen management that caters to the immediate needs of the students and school personnel. Other projects like meat processing, fish processing, and fruit processing are projects by almost all vocational institutions, that is why said projects follow closely in terms of profitability.

In the trade and fishery projects, the presence of trade and fishery institutions limits the number of responses as to project profitability considering that they are few in number.

Table 13

PROFITABILITY OF INCOME-GENERATING PROJECTS

Income-Generating Projects	Highest (5)	Very High (4)	High (3)	Low (2)	Lowest (1)	Total	Rank
Cafeteria Management	55	30	20	8	6	119	1
Canteen Management	49	30	25	4	2	110	2
Meat Processing	30	45	20	10	5	110	2
Fish Processing	25	30	35	10	5	105	3
Fruit Processing	25	30	10	25	10	100	4
Egg Processing	25	20	20	15	5	95	5
Crop Production	35	25	8	5	5	75	6
Livestock Production	30	20	15	5	5	75	6
Poultry Production	20	20	15	5	15	75	6
Steel Fabrication	5	5	4	6	5	25	7
Metal Carft	-	10	5	8	2	25	7
Furniture & Cabinet Making	6	4	6	5	4	25	7
Others (Fish Production	9	4	2	2	2	19	8

4.1 - 5 = Highest

0 - 1 = Lowest

3.1 - 4 = Very High

2.1 - 3 = High

1.1 - 2 = Low

Products of Income -Generating Projects

Table 14 show the influence of the agriculture sector the produce of income-generating projects where rootcrops ranked first with 509 respondents, followed by coconuts 450 according to respondents ranked second, furniture with 328 ranking third, fruit and fruit products 322, rice 303, vegetables 266, chicken 232, pigs 225 other products numbering 204, fish products 203, corn 176, metal product 94, egg and egg products 77 followed by meat and meat products numbering 76 and fabricated steel 15 ranking last among the products of IGP.

Table 14

PRODUCTS OF INCOME-GENERATING PROJECTS OF VOCATIONAL INSTITUTIONS

Product of IGP	: Number	: Rank
Root Crops	: 509	: 1
Coconut (Copras)	: 450	: 2
Furniture	: 328	: 3
Fruits and Fruit Products .	: 322	: 4
Rice	: 303	: 5
Vegetables	: 266	: 6
Chickens	: 232	: 7
Pigs	: 225	: 8
Others (Bricks & Hollow Blocks)	: 204	: 9

Fish and Fish Products	:	203	:	10
Corn	:	176	:	11
Metal Products	:	94	:	12
Eggs and Egg Products	:	77	:	13
Meat and Meat Products	:	76	:	14
Fabricated Steel	:	15	:	15
<hr/>				
Total	:	3,480		
<hr/>				

Most of the agricultural institutions are situated in areas with arable lands suited to the production of root crops which ranked number one followed by coconuts (copras) as most of these institutions have coconut farms where root crops are grown under.

Due to the presence of trade institutions in the province it is not surprising that furniture ranked third in the products of the income-generating projects of these institutions.

As far as fishery institutions are concerned, fish and fish products ranked tenth in the study considering that most of the institutions under this category were still new and might not have the kind and magnitude of fish ponds or fishing gears to make them competitive with other vocational institutions in matters of production.

Yearly Income of Income-Generating Project During the Last Five Years (1988-1992)

The annual income of the IGP's of vocational institutions in Northern Samar is revealed in Table 15 which was identified by the people directly involved in the management, operations and maintenance of the different projects in these institutions as they kept records of the finances of the projects before any income in cash or in kind were turned over to the cashier or whoever was assigned to maintain a book of account and a bank book separate from the regular book of account of a particular institution. Some vocational institutions deposit IGP income in a government bank separately as trust fund while others maintain a bank book as savings deposit in rural banks with complete book of account to facilitate depositing and withdrawal of said funds especially in times when funds are badly needed in the operations and maintenance of the project especially if government banks are far from the institution where projects are hampered due to this particular situation. Animal projects especially need everyday funds for their operation and maintenance.

Out of the nineteen administrators, eight identified their IGP income during the year 1989 from P11,000-15,000, whereas in the year 1988 five admitted that their income was P1,000-5,000; while three indicated P16,000-20,000 as their income in 1990; two had P21,000-25,000 in 1992; and only one revealed an income of more than P 25,000. This only implies

Table 15

YEARLY INCOME OF INCOME-GENERATING PROJECTS DURING
THE LAST FIVE YEARS (1988-1992)

ANNUAL INCOME	: 1988	: 1989	: 1990	: 1991	: 1992	No. and Category of Respondents	Adm. : %	: Rank	Tea. : %	: Rank
P11,000 - 15,000	:	:	:	:	:	8 : 42.11 : 1 : 25 : 25 : 2				
1,000 - 5,000	:	:	:	:	:	5 : 26.31 : 2 : 10 : 10 : 4				
16,000 - 20,000	:	:	:	:	:	3 : 15.79 : 3 : 45 : 45 : 1				
21,000 - 25,000	:	:	:	:	:	2 : 10.53 : 4 : 15 : 15 : 3				
25,000 and over	:	:	:	:	:	1 : 5.26 : 5 : 5 : 5 : 5				
6,000 - 10,000	:	:	:	:	:	0 : 0 : 0 : 0 : 0 : 0				
Total	:	:	:	:	:	1 : 100.00% : 100 : 100.00%				

that income varied according to the type of project and category of vocational institution during the last five years.

On the other hand, out of the one hundred teacher respondents who were either project consultants or project in-charge but with full knowledge of their projects' yearly income, forty five revealed that their income in 1990 was P16,000-20,000; the other twenty five identified an income of P11,000-15,000 in 1989; while fifteen teacher respondents revealed that in 1992 their income went up from P21,000-25,000; the other ten indicated P1,000-5,000 as their income in 1988; and only five told that their income was P25,000 and above during the year 1992. The findings of this study reveal that many income-generating projects must have existed before the year 1992 during the conduct of this study and must have earned so much out of their income-generating projects and even if their projects are still in existence but may have not had the amount of income as identified by both few administrator and teachers to reach P25,000 and above.

IGP Implemented in Vocational Institutions For the Last Five Years (1988-1992)

At the time of the conduct of the study all of the nineteen vocational insitutions in Norther Samar had their respective IGPs according to their line of specialization.

While others have ventured into one or more projects depending on the need of the institution and the implementors of such projects as could be gleaned from the presented table hereof.

Table 16

**INCOME-GENERATING PROJECTS IMPLEMENTED IN VOCATIONAL
INSTITUTIONS FOR THE LAST FIVE YEARS (1988-1992)**

Income-Generating Projects	:1988	:1989:	1990:	1991 :	1992
Crop Production	: 12	: 12 :	12 :	12 :	12
Livestock	: 12	: 12 :	12 :	12 :	12
Poultry Production	: 10	: 8 :	7 :	10 :	11
Steel Fabrication	: 4	: 3 :	3 :	3 :	4
Metal Craft	: 4	: 4 :	2 :	3 :	3
Furniture & Cabinet Making	: 4	: 4 :	4 :	4 :	4
Fish Processing	: 3	: 3 :	3 :	3 :	4
Meat Processing	: 10	: 12 :	15 :	16 :	15
Egg Processing	: 10	: 11 :	12 :	12 :	12
Fruit Processing	: 5	: 7 :	10 :	10 :	16
Canteen Management	: 15	: 16 :	17 :	13 :	16
Cafeteria Management	: 19	: 19 :	17 :	17 :	18
Others (Bricks & CHB)	: 2	: 2 :	2 :	2 :	2
Fish Production	: 3	: 3 :	3 :	3 :	3
Total	: 113	:116 :	199:	120 :	127

Table 16 were based on the consolidated responses in the questionnaire as provided by the respondents institution heads. The corresponding data clearly show that of the different income-generating projects implemented by vocational institutions in Northern Samar for the last five years (1988-1992) which were consolidated responses of one

hundred thirteen (113) revealed that the fourteen (14) income-generating projects were implemented in their institutions. There was an increasing trend in the number of responses coming from the heads of vocational institutions, as: in 1989, (116) in 1990, (119), in 1991, (120); (127) in 1992. There was consistency in the implementation of crop productions among the twelve vocational agricultural institutions for the last five years so with livestock production. Whereas, as far as poultry production is concerned, not all of the twelve agriculture institutions would raise poultry the last five years due to high cost of production and the prevalence of pests and fowl diseases. The four trade institutions were also consistent in the implementation of furniture and cabinet making it being their line of specialization. For the fishery institutions, the three of them had consistently undergone fish production simply because it was part of their vocational instruction.

Success Level of Vocational Institutions in Northern Samar in Relation to IGP As Revealed by Documentary Analysis and Interviews

Of the diversified income-generating projects implemented by the vocational institutions in Northern Samar, one or more of these projects gave a lot of benefits to these institutions that were made as the gauge in the

projects success or failure as revealed by documentary analysis and interviews. Records, as well as actual interviews conducted, shows that not all institutions have gained the same level of success according to the category of institutions.

Table 17

VOCATIONAL INSTITUTIONS THAT ARE SUCCESSFUL IN RELATION TO
INCOME GENERATING PROJECTS

Vocational Institutions	: Number	: Percentage	: Rank
Agro-Industrial School	: 1,311	: 37.67	: 1
Trade Schools	: 769	: 22.10	: 2
Agricultural College	: 700	: 20.12	: 3
University	: 378	: 10.86	: 4
Fishery Schools	: 322	: 9.25	: 5
Total	: 3,480	: 100.00%	:

Of the nineteen (19) vocational institutions in Northern Samar with income generating projects, some were very successful by category while others were not, as shown in table 17.

Majority of the respondents 1,311 of them, revealed that agro-industrial schools were successful in terms of income-generating projects followed by trade schools as revealed by 769 respondents, then agricultural college with 700 respondents, the university with 378 respondents and

fishery schools according to 322 respondents. The situation warrants considering that Northern Samar is an agricultural province and that due to the fact that there are more agro-industrial institutions in the province, the number of respondents and their perceptions have something to do with the great majority deciding that agro-industrial schools are more successful.

What follow next in the success level of vocational institutions are the trade schools, reasons of which have similarities with that of agro-industrial schools, coupled by the fact that many of the trade schools in the province have already been long established.

The Pedro Rebadulla Memorial Agricultural College is the only college of that category in the province being third as to the success level in terms of income-generating projects followed by the University of Eastern Philippines and lastly by the fishery schools.

These findings clearly show that the vocational institutions in Northern Samar are playing a vital role in the uplift of the socio-economic condition of the people of the province.

Vocational Institutions' Success In Relation to Their Respective Projects

Income-generating projects play a vital role in the success of a particular vocational institution as measured

by the standard that said institution have, as shown in
 Table 18. 108

Table 18

**MEASURE OF SUCCESS OF VOCATIONAL INSTITUTIONS IN RELATION TO
 THEIR RESPECTIVE PROJECTS**

Measure of Institution's Success	Number	Percentage	Rank
They have more and better facilities	: 1,893:	54.40	: 1
They have better infrastructure	: 708:	20.34	: 2
They have more enrolment	: 539:	15.49	: 3
They have more faculty members	: 320:	9.20	: 4
Others (They are high status)	: 20:	.57	: 5
Total	: 3,480:	100.00%	

One of the measures of a successful vocational institution in relation to its income-generating projects is more and better facilities. Income of said projects can be utilized in the improvement of the institution especially with a considerate and understanding representative of the Commission on Audit assigned to the institution as revealed by 1,893 respondents. While infrastructures are funded separately out of the institution's capital outlays. Some of the infra-structures can be improved using IGP income with better linkages with COA as cited by 708 respondents.

The increase in enrolment of any vocational institution is believed to be due to the attraction that the institution have towards the students and parents especially if the projects are successful and rewarding where the students earn while they learn as revealed by 539 respondents. During such hard times, parents prefer to send their children to vocational institutions especially if the incentives are lucrative and attracting.

The relation between progressive and varied income generating projects to the number of faculty members is the fact that in any instances project teachers in-charge are assigned full time job in the project thereby teaching load assignments left behind by these teachers are assigned to newly hired teachers thereby increasing the number of their faculty members, as revealed by 320 respondents.

The last measure of a successful vocational institution in relation to income generating project is their status as high compared to other category of educational institution, say, the general academic high school as cited by 20 respondents.

Respondents Perceptions As Regards The Success Level of Income Generating-Projects

Any success or failue of an income generating project could be measured in terms of some indicators or factors that determine such successes or failure. As far as this

particular study is concerned, respondents' perceptions as regards income derived, attainment of project objectives, clientele satisfaction, implementors morale and job satisfaction and other indicators are the measure of success of all IGPs implemented in the nineteen (19) vocational institutions in the province of Northern Samar.

Table 19

PERCEPTION OF SUCCESSFUL INCOME GENERATING PROJECT

Perceptions of Project Manager/: Number : Percentage: Rank Implementors			
When it derives 10% net income : out of the capital	1,181	33.94	1
When it derives 25% net income : out of the capital	952	27.36	2
When it derives 15% net income : out of the capital	598	17.18	3
When it derives 20% net income : out of the capital	535	15.37	4
Others (above 25%)	214	6.15	5
Total	3,480	100.00%	

Perception of Successful Income Generating Project

Any successful income generating project can be perceived in different degree and or different categories depending on how such projects are measured.

Table 19 provides us the information on how the

respondents measured the success level of their income-generating projects. In effect, majority of the respondents' perception is that a successful IGP is when it derive ten percent income out of the capital invested. The next group of respondents perceived that when their project derives fifty percent income out of the capital, said project is already successful. The third group of respondents believed that when their project derives 15 percent income out of the capital invested said project is already successful. Still others believed that when their project derives 20 percent income out of the capital invested, said project is already successful. The last group of respondents said that when their project derives more than 25 percent income out of their investment, their project is a success.

It is believed that the very reason why different groups of respondents varies in their perceptions as to the success level of their income generating projects is due to the fact that situations likewise vary out of the nineteen voational institutions in Northern Samar implementing programs/ projects singly or in group of different projects may also differ in capital and manpower investment so that income out of these projects have also different level of success.

Extent of Success of the Income-Generating Projects in Relation to Institution Objective

In line with the objectives of any vocational institution, the success of income-generating projects must be related to such objectives.

The comparison of the three groups of respondents as to their perceptions regarding the extent of success of income-generating projects in relation to the aims and objectives of vocational institutions in Northern Samar as shown in Table 20.

Table 20

EXTENT OF SUCCESS OF IGP IN RELATION TO PROJECT OBJECTIVES

Extent of Success	Category of Respondents			
	Administrators: Teachers: Students			
(4) Very Successful	:	8	:	48 : 1,711
(5) Most Successful	:	9	:	28 : 1,642
(3) Successful	:	2	:	24 : 8
(2) Unsuccessful	:	—	:	— : —
(1) Most Unsuccessful	:	—	:	— : —
Total	:	19	:	100 : 3,361

Table 21

EXTENT OF SUCCESS OF IGP IN RELATION TO OBJECTIVES OF THE INSTITUTIONS

Respondents	:	No. of Respondents	:	Mean Scores
Students	:	3,361	:	4.49
Administrators	:	19	:	4.36
Teachers	:	100	:	4.04
Total	:	3,480	:	

Of the three groups of respondents consisting of nineteen administrators, one hundred teachers and 3,361 students, the extent of success of IGP in relation to project objectives have been perceived differently as : eight administrators revealed that IGP are very successful concurred in by forty eight teachers and 1,711 students. While nine administrators revealed it to be most successful and confirmed by twenty eight teachers and 1,642 students while only two administrators, confided to be successful concurred in by twenty four teachers and only eight students. The data farther revealed that the IGP in the nineteen vocational institutions in Northern Samar for the last five years was a great success in relation to project objectives.

Table 22

EXTENT OF SUCCESS OF INCOME-GENERATING PROJECTS IN RELATION TO PROJECT OBJECTIVES

Extent of Success	Category of Respondents					
	Administrators	Teachers	Students			
(5) Most Relevant	:	—	:	—	:	—
(4) Very Relevant	:	9	:	28	:	1,642
(3) Relevant	:	8	:	48	:	1,711
(2) Irrelevant	:	2	:	24	:	8
(1) Very Irrelevant	:	—	:	—	:	—
Total	:	19	:	100	:	3,361

Table 22 clearly show that the perceptions between

students and administrators is almost similar meaning that they are in agreement that the aims and objectives of the income generating projects of vocational institutions in Northern Samar is very relevant.. While the perceptions between students and teachers has significant differences considering that the students perceived that the aims and objectives is very relevant while the teachers consider it only to be relevant, so that it depends on the degree of perceptions between these two groups of respondents. Another significant differences is in the perceptions between administrators and teachers. While the perceptions of the administrators is very relevant that of the teachers is only relevant. This implies that the objectives of the vocational institutions in Northern Samar in relation to income generating projects is a success.

. Since there was a significant difference in the perceptions of the three groups of respondents as to the success of income generating projects in vocational institutions in Northern Samar in relation to their aims and objectives, Scheffee-test was used to find out which group differs in their perception between groups as shown in Table 23.

Table 23
ANOVA TABLE

Sources of Variation	df	SS	MS	F-Value Computed	.05 Tabular	Inter pretation
Between Groups	2	19.54	9.77	37.09	2.00	S
Within Groups	3477	915.87	2634			
Total	3479	935.41				

The F-test was used to analyze data through one-way analysis of variance. The data show that the F-computed value of 37.09 is greater than the F-tabular value of 2.99 at .05 level of significance with 2. and 3477 degrees of freedom. Therefore, the hypothesis that there is no significant differences in the perceptions of the three groups of respondents regarding the extent of success of the Income Generating Projects in relation to the objectives of vocational institutions in Northern Samar is accepted a deviation from the null hypothesis that there is no significant difference in the IGP's success level.

Attainment of Project Clientele Satisfaction

It is believed that income-generating projects are established in vocational institutions to provide satisfaction to clientele specifically the project manager, project coordinator, project consultants, the institution, and the students as shown in Table 24.

Table 24

ATTAINMENT OF PROJECT CLIENTELE SATISFACTION

Project Clientele	Fully Satisfied	Largely Satisfied	Satisfactorily	Partially Satisfied	Not Satisfied	Total	%	Rank
The Students	1,002	1,128	631	428	172	3,361	96.58	1
The Project Manager	29	21	6	3	1	60	1.72	2
The Project Coordinator	8	10	4	1		23	.66	3
The Institution	7	9	3			19	.55	4
The Project Consultant	6	7	3	1		17	.49	5
Total	1,052	1,175	647	433	173	3,480	100.00%	

The five categories of project cliente revealed that majority were largely satisfied as far as income generating projects are concerned while the second majority reveals they are fully satisfied while the rest are satisfied, partially satisfied and not satisfied.

To summarize that the greater majority 1,175 are largely satisfied, 1,052 are fully satisfied, 647 are satisfied, 433 are partially satisfied and only 173 are not satisfied is a great indication that income generating projects in vocational institutions in Northern Samar have and are playing a vital role in the development of both school personnel, the students and the institutions.

Perceptions of the Three Groups of Respondents to
Cleintele Satisfied

Income generating projects are established to satisfy its clientele which are the students, administrators/implementors and the teachers/project in-charge.

Table 25

**PERCEPTIONS OF THE THREE GROUPS OF RESPONDENTS TO CLIENTELE
SATISFACTION**

Respondents	No. of Respondents	Mean Scores
Students	3,361	4.36
Administrators	19	4.47
Teachers	100	4.12
Total	3,480	

Of the three groups of clientele, their extent of satisfaction reveals that majority of them attained, fully attained, and largely attained and the lesser group said they have not attained the clientele's satisfaction as expected as expected as shown in table 26, 27 and 28.

Table 26

EXTENT OF ATTAINMENT OF CLIENTELE SATISFACTION (STUDENTS)

Extent of Satisfaction	Category of Clientele		
	Administrators	Teachers	Students
(4) Largely Attained	8	44	1,778
(5) Fully Attained	10	34	1,403
(3) Attained	1	22	180
(2) Partially Attained	-	-	-
(1) Not Attained	-	-	-
Total	19	100	3,361

Table 27

EXTENT OF ATTAINMENT OF CLIENTELE SATISFACTION (TEACHERS)

Extent of Satisfaction	Category of Clientele		
	Administrators	Teachers	Students
(4) Largely Attained	7	45	1,661
(5) Fully Attained	11	33	1,101
(3) Attained	1	22	599
(2) Partially Attained	-	-	-
(1) Not Attained	-	-	-
Total	19	100	3,361

Table 28

**EXTENT OF ATTAINMENT OF CLIENTELE SATISFACTION
(ADMINISTRATION)**

Extent of Satisfaction	Category of Clientele		
	Administrators	Teachers	Students
(4) Largely Attained	8	48	1,670
(5) Fully Attained	8	35	1,305
(3) Attained	3	17	386
(2) Partially Attained	-	-	-
(1) Not Attained	-	-	-
Total	19	100	3,361

The attainment of project objectives in terms of clientele satisfaction the students, where the perceptions of the three groups of respondents reveal that there is significant differences in their perceptions.

Table 29

ANOVA TABLE

Sources of Variation	df	SS	MS	F-Value .05		Inter-pretation
				Computed	Tabular	
Between Groups	2	6.03	3.02	8.76	2.99	S
Within Groups	3477	1199.27	3449			
Total	3479	1205.30				

The F-test was used via the one-way analysis of variance. As found in the ANOVA table, the F-computed value of 8.76 is

greater than the F-tabular value of 2.99 at .05 level of significance with 2/3477 degrees of freedom, so that the null hypothesis is rejected, that means that there is significant differences in the perceptions of the three groups of respondents in the attainment of project objectives in terms of clientele satisfaction.

Because of the significant differences in the perceptions of the three groups of respondents, Scheffe-test was used to find out the degree and point of difference. It could be seen that the perceptions of the students and administrators are in common in pinpointing to the students satisfaction to have been fully attained while that of the teachers perception is that the students have only attained satisfaction as far as the income-generating projects is concerned. There is a significant difference between teachers and students and between administrators and teachers. The total implications is that the IGP of vocational institution in the province of Northern Samar is a success.

Attainment of Project Objectives in Terms of Project Profitability

Table 30 shows the attainment of project objectives in terms of project profitability where the perceptions of the three groups of respondents reveals that there was significant differences in the perceptions of the three groups.

Table 30

ATTAINMENT OF PROJECT OBJECTIVES IN TERMS OF PROJECT PROFITABILITY

Respondents	No. of	Respondents	Mean Scores
Students	3,361		4.26
Administrators	19		4.47
Teachers	100		3.98
Total	3,480		

Table 31

ANOVA TABLE

Sources of Variation	df	SS	MS	F-Value computed	.05 Tabular	Inter-pretation
Between Groups	2	9.48	9.48	11.70	2.99	S
Within Groups	3477	1411.36	4059			
Total	3479					

Table 32

EXTENT OF SUCCESS OF PROJECT OBJECTIVES IN TERMS OF PROJECT PROFITABILITY

Extent of Success	Category of Respondents		
	Administrators	Teachers	Students
(4) Largely Attained	6	42	1,754
(5) Fully Attained	11	28	1,273
(3) Attained	2	30	334
(2) Partially Attained	-	-	-
(1) Not Attained	-	-	-
Total	19	100	3,361

The F-test through the one-way analysis of variance was utilized. As found in the ANOVA table, the F-computed value of 11.70 is greater than the F-tabular value of 2.99 at .05 level of significance with 2 and 477 degrees of freedom, the null hypothesis is rejected, that means that there is significant difference in the perceptions of the three groups of respondents as to the attainment of project objectives in terms of project profitability. The implication being, that while the students and administrators have similar perceptions that the project objectives in terms of project profitability was fully attained, the teachers maintained that same was only attained. So that between teachers and students and between teachers and administrators the difference in perceptions could be found. Because of the significant difference in their perceptions, Scheffe-test is used to really pinpoint their perceptions differences.

Extent of Attainment of Project Objectives in Terms of Student Work Ethics/Attitudes

Table 33 shows the comparison between the three groups of respondents as to the extent of attainment of project objectives in terms of work ethics and attitudes of students.

Table 33

COMPARISON OF THE THREE GROUPS OF RESPONDENTS AS TO EXTENT OF ATTAINMENT OF PROJECT OBJECTIVES IN TERMS OF STUDENTS WORK ETHICS/ATTITUDES

Respondents	No. of	Respondents	Mean Scores
Administrators	19		4.36
Students	3,361		4.31
Teachers	100		3.96
Total	3,480		

Table 34

ANOVA TABLE

Sources of	df	SS	MS	F-Value	.05	Inter-	Variation
computed			Tabular			pretation	
Between Groups	2	1.78	6.39	18.77	2.99	S	
Within Groups	3477	1184.01	3405				
Total	3479						

TABLE 35

EXTENT OF SUCCESS OF PROJECT OBJECTIVES IN TERMS OF WORK ETHICS/ATTITUDES OF STUDENTS

Extent of Success	Category of Respondents		
	Administrators	Teachers	Students
(4) Fully Attained	9	23	1,249
(5) Largely Attained	8	49	1,910
(3) Attained	2	28	202
(2) Partially Attained	-	-	-
(1) Not Attained	-	-	-
Total	19	100	3,361

the F-test through the one-way analysis of variance was utilized. As revealed in the ANOVA table, the F-computed value of 18.77 is greater than the F-tabular value of 2.99 at .05 level of significance with 2 and 3477 degrees of freedom. The null hypothesis is rejected which means that there is a significant difference in the perceptions of the three groups of respondents as to the attainment of project objective in terms of work ethics and attitudes of students as a result of the success of the income generating projects of vocational institutions in Northern Samar.

Since there was a significant difference in the perceptions of the three groups of respondents in this study, Scheffe-test was used to find out where the difference lies. This table shows that the perceptions of the students and the administrators do not show any significant difference, meaning they are all agreed that the IGP in vocational institutions have attained their project objectives in terms of work ethics and attitudes of students. On the other hand, the perceptions of the administrators and teachers differs along this line due to the fact that while the administrators signified that such objective was fully attained, the teachers only signified that same was only attained. Such difference in perceptions could be gleaned between that of the students and teachers,

the reason being the same between administrators and teachers.

Perceptions of Respondents Regarding the Attainment of Project Objective As to Employable Skills of Students

Table 36 reveals the comparison between the three groups of respondents as to their perceptions regarding the attainment of project objectives in terms of employable skills of students.

Table 36

PERCEPTIONS OF THE THREE GROUPS OF RESPONDENTS REGARDING THE ATTAINMENT OF PROJECT OBJECTIVES AS TO EMPLOYABLE SKILLS OF STUDENTS

Respondents	No. of Respondents	Mean Scores	Standard Deviation
Students	3,361	4.39	.55
Administrators	19	4.32	.67
Teachers	100	3.93	.73
Total	3,480		

Table 37

ANOVA TABLE

Sources of Variation	df	SS	F-Value MS	.05 Interpre Tabular : tation
Between Groups	2	16.21	8.11	25.89
Within Groups	3477	1089.3	.3132	
Total	3479			

Table 38

**EXTENT OF ATTAINMENT OF PROJECT OBJECTIVES IN TERMS OF
EMPLOYABLE SKILLS OF STUDENTS**

Extent of Success	Category of Respondents		
	Administrators:	Teachers:	Students
(4) Largely Attained	9	47	1,947
(5) Fully Attained	8	23	1,276
(3) Attained	2	30	138
(2) Partially Attained	-	-	-
(1) Not Attained	-	-	-
Total	19	100	3,361

The F-test was used via the one-way analysis of variance. As found in the ANOVA table, the F-computed value of 25.89 is greater than the F-tabular value of 2.99 at .05 level of significance with 2 and 3477 degree of freedom, the null hypothesis is rejected, that means that there is significant difference in the perceptions of the three groups of respondents as regards to the attainment of project objectives in terms of employable skills of students. There is only no significant difference between the students perceptions and and the administrators.

Since there was a significant differences in the perceptions of the three groups of respondents Scheffe-test was employed to find out where the differences lies as

shown in Table 37. The findings herein reveals that the difference in perceptions is between the students and teachers and between teachers and administrators. While the students and administrators perceived that there is a great relevance as to the attainment of project objectives in terms of employable skills of students, the perception between teachers and students tells otherwise, the same is true between administrators and teachers. The observation is that, the teachers are not confident as to the employability of their students. While the administrators who are not in daily contact with the students strongly believe that their students can be and possess the knowledge and expertise to be employed as a result of their training in theory and actual manipulative skills being enjoyed while working within income generating projects. The student themselves are confident that they have gained the knowledge and expertise while working in the project, a skill they learned ready for employment.

Extent of Teachers Attainment of Satisfaction in Relation to Income Generating Projects

As to the extent of clientele satisfaction, the teachers have fully attained the highest degree of satisfaction as perceived by the three groups of respondents as shown in Table 39 as there was no significant difference in the perceptions of the three groups of respondents in

relation to the success of the income projects of vocational institution in Northern Samar.

Table 39

**EXTENT OF TEACHERS ATTAINMENT OF SATISFACTION IN RELATION TO
INCOME GENERATING PROJECTS**

Respondents	No. of Respondents	Mean Scores
Students	3,361	4.15
Administrators	19	4.53
Teachers	100	4.06

Table 40

ANOVA TABLE

Sources of Variation	df	SS	MS	F-Value computed	.05 Tabular	Inter- pretation
Between Groups	2	20.71	9.25	18.82	2.99	NS
Within Groups	3477	1707.18	4916			
Total	3479					

The F-test through the one-way analysis of variance was utilized. As revealed in the ANOVA table the F-computed value of 18.82 is smaller than the F-tabular value of 2.99 at .05 level of significance with 2 and 3477 degrees of freedom, so that the null hypothesis is accepted, meaning that there is no significant difference in the perceptions

of the three groups of respondents as to the teachers satisfaction in relation to the income generating projects of vocational institutions in Northern Samar. This implies that IGPs in the nineteen vocational institutions in the province is a success with the teachers satisfaction being fully attained.

Extent of Attainment of Administrators/Implementors
Morale and Job Satisfaction

Regarding the attainment of the implementors/administrators morale and job satisfaction, Table 41 reveal that these group of clientele have fully attained their satisfaction in relation to the income generating projects of vocational institutions in Northern Samar.

Table 41

**EXTENT OF ATTAINMENT OF ADMINISTRATIONS/IMPLEMENTORS MORALE
AND JOB SATISFACTION**

Respondents	No. of Respondents	Mean Scores
Students	3,361	4.27
Administrators	19	4.26
Teachers	100	4.18
Total	3,480	

Table 42
ANOVA TABLE

Sources of Variation	df	SS	MS	F-Value .05 Computed : Tabular	Inter-pretation
Between Groups	2	0.85	0.425	0.988 2.99	NS
Within Groups	3477	1498.16	0.430		
Total	3,479				

The F-test via the one-way analysis of variance was utilized as shown in the ANOVA table, the F-computed value of 0.988 is smaller than the F-tabular value of 2.99 at .05 level of significance with 2 and 3477 degree of freedom, so that the null hypothesis is accepted, that means that there is no significant differences in the perceptions of the three groups of respondents regarding the extent of attainment of the administrators/implementors morale and job satisfaction in relation to the income generating projects of vocational institutions in Northern Samar implying that said IGPs are a success.

Treatment of Income Generating Project

One of the many aims and objectives of establishing an income generating project is to derive an income from it. For this purpose, Table 43 provides the data and information on how income are treated.

Table 43

TREATMENT OF INCOME FROM INCOME GENERATING PROJECT

Treatment of Income	Respondents	No. of Percentage	Rank
Use the income directly in the operation and maintenance of the project	1,634	46.95	1
Deposit in the bank as Trust fund	853	24.51	2
Deposit the income among the project personnel	692	19.89	3
Others (One-Half 1/2 for operation and 1/2 for the students	301	8.65	4
Total	3,480	100.00%	

Number one consideration in the treatment of income is using it directly in the operations and maintenance of the project itself or other projects. This is a valuable idea considering that many vocational institution do not have the necessary and available funds for use in the operation and maintenance of a particular or group of projects.

Deposit in the bank as trust fund is the second treatment of income derived from IGP. Again this is a sound financial management scheme. In the event that the project will need funds for its operation and maintenance, there are

funds available for withdrawal and immediately used for the purpose. The third consideration is to divide the income among the people directly involved in the operation of the project. This scheme may not be true to all the income of the project as there are certain percentages or amount that are divided among project personnel such as school personnel and the students. The last treatment being observed by other vocational institutions may also be very sound of the project and one-half to be divided among the students working in the project with the concept that "earning while learning".

People Involved in the Project Shares in the Income Derived

In the implementation of any income generating project, the people involved must have an incentive to make them work harder and religiously making them understand that they are a part of the project. These people involved in sharing whatever income being derived out of the project is shown in Table 44.

Table 44

PEOPLE INVOLVED IN THE PROJECT SHARES IN THE INCOME DERIVED

People Sharing in Project Income	No. of Respondents	Percentage	Rank
The Students	1,875	53.88	1
The Project Teacher	570	16.38	2

The Project Coordinator	414	11.90	3
The Project Manager	325	9.34	4
The Project Consultant	230	6.60	5
Staff	66	1.90	6
<hr/>			
Total	3,480	100.00%	
<hr/>			

In the matter of number, percentage and rank, the students ranks first being the biggest in number and percetnage, followed by the project teacher incharge, the project coordinators, the project manager, the project consultants, and lastly the staff.

This clearly indicate that all the people involved in the project receives an incentive in terms of monetary reward as they are a part in the sharing of the income derived from the income generating projects of the school.

Percentage of the Net Income Shared Among the People Involved in the Project

Not all the gross income of any project will be tolerated to be shared among the students, teaching personnel, consultants or institution head but only a certain percentage as shown in Tablem 45.

Table 45

PERCENTAGE OF THE NET INCOME SHARED AMONG THE PEOPLE INVOLVED IN THE PROJECT

Percentage of Income Shared	No. of Respondents	Percentage	Rank
10% of the net income	1,406	40.40	1
50% of the net income	1,063	30.54	2
20% of the net income	509	14.63	3
30% of the net income	342	9.83	4
40% of the net income	160	4.60	5
Total	3,480	100.00%	

Majority revealed that ten (10) percent of the net income is shared among the people involved in the project. The next group of respondents said that only fifty (50) percent of the net income is shared among them, which still others said twenty (20) percent, thirty (30) percent and the last said forty (40) percent.

This clearly indicates that only from ten (10) percent to fifty (50) percent of the net income is being shared among the people involved in the project and the remaining fifty (50) percent of the net income is plowed back to the project for its maintenance and other operational expenses to keep the project going on and grow and derive some more income to be shared by the people involved in the affairs of

the income generating project. Such a situation is being the case in the vocational institution in Northern Samar.

Sharing System Employed in Your Institution Between People Involved in the Project

There were five (5) systems presented for respondents to select as to what sharing system being employed in their institution between people involved in the project as shown in Table 46.

Table 46

SHARING SYSTEM EMPLOYED IN VOCATIONAL INSTITUTION BETWEEN PEOPLE INVOLVED IN THE PROJECT

Sharing System	No. of Respondents	Percentage	Rank
System 1	1,257	36.12	1
10% goes to the project manager 20% goes to the project teacher 30% goes to the project coordinator 40% goes to the project consultant 50% goes to the students			
System 2	1,014	29.14	2
40% goes to the project manager 30% goes to the project teacher 20% goes to the project coordinator 10% goes to the project consultant 50% goes to the students			

Sharing System	No. of Respondents	Per-centage	Rank
System 3	657	18.88	3
50% goes to the project manager 40% goes to the project teacher 30% goes to the project coordinator 20% goes to the project consultant 10% goes to the students			
System 4	295	8.48	4
30% goes to the project manager 10% goes to the project teacher 50% goes to the project coordinator 40% goes to the project consultant 30% goes to the students			
System 5	257	100	5
20% goes to the project manager 10% goes to the project teacher 50% goes to the project coordinator 40% goes to the project consultant 30% goes to the students			
Total	3,480	100.00%	

It must be understood that only fifty (50) percent of the net income being shared as the other fifty (50) percent goes back to the project for its maintenance and other operating expenses. Of these sharing systems employed, system one (1) was the choice of the respondents, followed by system number three (3), then system number two (2), system number four (4), and lastly system number five (5).

The findings clearly indicates that majority or the

choices provides the greatest benefits to the students, they receiving fifty (50) percent of the net income subjected for decision or sharing among the people involved in the project. Such a situation happens and still happening in vocational institutions in Northern Samar. This is in line with the vocational education philosophy that students must earn while they learn.

Income Generating Projects Influence Community Development in the Service Area

Vocational institutions are established in places/areas most often than not that are depressed whose residents are poor and uneducated hence, the prime purpose is to help the people uplift their socio-economic situation and provide even the most basic education possible. Table 47 provides us the data and information how income generating projects influence community development.

Table 47

**INCOME GENERATING PROJECTS INFLUENCE COMMUNITY DEVELOPMENT
IN YOUR AREA**

	No. of Respondents	Per- centage	Rank
It influence community people establish their own project	1,313	37.73	1
It gives shares to establish community development projects	1,033	29.61	2

It provides technical assistance to the community	616	17.70	3
It provides job to the community people	432	12.41	4
Others (Join the community in establishing a project	86	2.47	5
<hr/>			
Total	3,480	100.00%	
<hr/>			

Foremost of the influence that IGPs influence community people establish their own project. This is so because when the people in surrounding area are given free access to the projects, they will have the first hand information and direct contact with the school personnel and the students implementing the projects. They will actually see and find out whether such projects are losing or gaining enterprise for them to emulate, a system of teaching or influencing by example.

Other basic information gathered is that such IGP, gives shares in the establishment of community development projects. Situation like this is a strong manifestation of strong linkages between institutions and the community.

The third information gathered is that other influence is the giving of technical assistance to the community. True enough because vocational institutions have technical people who are assigned to do extension work thereby community people could avail of their technical expertise,

another healthy sign of good rapport between vocational institutions and the community.

Another influence manifested is the provision of jobs to the community people. Private persons in the surrounding areas are made to work in big piggery or poultry projects. Still others are made to work in ricefields of vocational institutions with bigger areas beyond the cultivation of the students like the University of Eastern Philippines. While others are made to make copras, work in big fruit tree plantations, and even in the construction of piggery or poultry houses.

Another influence is joining with the community people in establishing a partnership projects. This is another good influence considering that the community people will be working hand in hand with school personnel thereby gaining first hand experience in running the affairs of the project. Theoretical as well as technical knowledge will be learned by the community people as scheme so called "transfer of technology".

Help or Assistance that Income Generating Projects
Extend to the Community

Income generating projects are established not only for the good of the institution, the people directly involved in the project but to extend the necessary help and assistance that the community may avail of. Such help and assistance could be found in Table 48.

Table 48

**HELP OR ASSISTANCE THAT INCOME GENERATING PROJECTS EXTEND TO
THE COMMUNITY**

Help and Assistance Extended	No. of Respondents	Per- centage	Rank
Products sold at lower prices	1,237	35.55	1
People are influenced by establishing their own project	917	26.35	2
Products are available to the people anytime	594	17.07	3
Giving Technical assistance to community	441	12.67	4
Part of IGP income are contributed to the community projects	291	8.36	5
Total	3,480	100.00%	

Foremost of this help and assistance is that products of such income generating projects are sold at lower prices affordable by the people in the community so that they can avail of the products of such projects. Another beneficial effects is that the people in the community are influenced to establish their own projects. In any instances you will

find people either singly or in group are putting up their own project out of the knowledge they get from the income generating projects of vocational institutions in their community. Thirdly is that products of these projects are available anytime the people need them. When products of these projects are ready for sale, the people in the community are given the first priority in buying said products according to their need. Fourth, is that technical assistance are extended to the people in the community especially the vocational teachers who always find time to assist farmers in their farm and home problems especially in their own income-generating projects in the farm or in their backyard. Last help and assistance that IGP extend to the community is part of the income of the school's IGP are contributed to the community projects. When people in the community lacks starting capital to put up their own project, they would look for sources of funds. In some instances when linkages between the vocational institution and the community is very strong and good, part of the IGP income especially those that are already the share of the project incharge and the students are contributed as part of the starting capital and tha becomes a joint venture or partnership between the school personnel and the people in the community.

These help and assistance extended to the community are

worthy and needs further building up so that other vocational institutions in the region and in the country to follow if only to benefit the people and the community.

Contributions that IGP Give to your Institution

If the community are benefited out of the help and assistance extended by income generating projects, the institutions that established said projects may likewise benefit out of the contributions that such projects may gain. These contributions are found in Table 49.

Table 49

CONTRIBUTIONS THAT INCOME GENERATING PROJECTS GIVE TO YOUR INSTITUTION

IGPs Contribution to the Institutions	Nb. of Respondents	Per centage	Rank
Additional Income	1,913	54.97	1.
Create opportunity for promoting people	630	18.10	2
Alleviate institution status	489	14.05	3
Provide employment	427	12.27	4
Others (Giving incentives to students)	21	.61	5
Total	3,480	100.00%	

Number one contribution that income generating projects give to the institutions is additional income. Vocational institutions being availed of the share that IGPs have can

make use of these funds in establishing other projects and maintenance of the existing ones.

Income generating projects also create opportunity for promoting people. Performance is one criterion in promoting people. Income generating projects are managed by personnel within the institution. Not only the head of the institution look at the performance of his/her people but other personnel as well especially the member of the ranking and promotions board within the institution. The success and failure of any project hinges on the ability of the people running the affairs of the project, hence, performance is a great indicator on the promotion of people among the rank and file.

Thirdly, progressive projects with high return of investment necessarily alleviates the status of a vocational institution. One of the factors that alleviate the status of the Bohol School of Arts and Trades in Tagbilaran Bohol is their income generating projects run by their school cooperative. Another contribution is that IGP provides employment not only to the students but to the people in the community. Lastly, income generating projects give incentives to the students in terms of the share they usually receive.

Contributions that IGP Give to your Students

Students working in income generating projects are

direct beneficiaries of the contributions they receive from said projects as could be gleaned from Table 50.

Table 50

CONTRIBUTIONS THAT INCOME GENERATING PROJECTS GIVE TO YOUR STUDENTS

IGPs Contribution to the Students	No. of Respondents	Per centage	Rank
Actual manipulative skills	1,058	30.40	1
Develop work habits/ethics	992	28.51	2
Technical and Vocational experience	874	25.11	3
Partial employment	482	13.85	4
Others (Students' share in the project)	74	2.13	5
Total	3,480	100.00%	

Students develop actual manipulative skills as they are most often the ones working the dirty jobs in any established income generating projects. They likewise develop the work habits/ethics necessary in the fulfillment of the goals and objectives of the projects set forth. The students gain the technical and vocation experience. As they move from one educational ladder to the other, the more technical and vocational experience they will have until graduation even just in the secondary level. Since these students working in the project are also enrolled in

academic subjects, they are only partially employed and lastly, students receive share in the income driven from any income generating project.

Determination of the Output/Outcome Impact of the IGP in your Institution

In the determination of the outcome/output/impact of income generating projects in vocational institutions in Northern Samar, Table 51 provides the different factors that determine the relevance of the IGPs in said institutions.

Table 51

DETERMINATION OF THE OUTPUT/OUTCOME/IMPACT OF THE INCOME GENERATING PROJECTS IN YOUR INSTITUTION

Determinant Factors	No. of Respondents	Per-centage	Rank
A necessity as a venue for practical application of skills	1,705	48.99	1
Part and parcel of vocational instruction	796	22.87	2
Compliance and irrelevant in the program of vocational institutions.	365	10.49	4
Others (A must for vocational students)	11	0.32	5
Total	3,480	100.00%	

Findings reveals that income generating project are a necessity as venue for practical application of skills. Secondly, that it is part and parcel of vocational institutions.

In vocational institutions, lectures or board work is always followed by practical application in the field or in the work place, such that whatever is learned in theory are immediately undertaken by application of manipulative skills. So that the students working in income generating projects learn both theory and practice. That it is a must for all vocational institutions to establish an income generating projects for the students to learn and earn.

On the other hand, the students who are not sold to the idea as envisioned by vocational institutions, that is the establishment of an income generating project, said students may call it is an activity that complicates theoretical instructions.

While other income generating projects may be expensive as the starting capital and even in the maintenance phase, will entail a bigger amount but to say its irrelevant is a debatable issue. Respondents who have this idea are students who are not aware of the benefits that they can derive out of the income generating projects.

Assessment of the Relationship of the Institution Head and Project Staff

Institutions are always headed by a President, Superintendent, Administrators and Principals. And in the carrying out of the goals and objectives of said institution especially in the establishment of income

generating projects are project staff that mobilizes in the operation of said project. Relationship between institution heads and project staff are being assessed as in Table 52 to find whether said relationships can make or unmake an income generating project.

Table 52

ASSESSMENT OF RELATIONSHIP BETWEEN THE INSTITUTION HEAD AND THE PROJECT STAFF

Assessment of Relationship	No. of Respondents	Percentage	Rank
Good	1,130	32.41	1
Very Good	1,115	32.04	2
Excellent	748	21.49	3
Fair	437	12.56	4
Poor	50	1.44	5

Majority of the respondents said that the relation between institution heads and project staff is good, the second majority said very good and excellent respectively. Only few said its fair and fewer said such relationship is poor.

Findings reveal that vocational institution heads of the nineteen vocational institutions in Northern Samar are good if not excellent institution managers in their own right. That the project staff in these institutions are excellent partners in smooth operations of income generating

projects.

Assessment of Projects in Terms of Production In Your Institution

One of the aims and objectives in the establishment of an income generating project is to produce something so as to profit from it. Said production could only be determined by assessing projects profitability as shown in Table 53.

Table 53

ASSESSMENT OF PROJECTS IN TERMS OF PRODUCTION IN YOUR INSTITUTION

Assessment of Projects	No. of Respondents	Per-centage	Rank
Profitable	2,224	63.91	1
Break-even	829	23.82	2
Unprofitable	220	6.32	3
Useless	207	5.95	4

A great majority of the respondents revealed that the income generating projects in the nineteen vocational institutions in Northern Samar are profitable. Some said its break-even while few said its unprofitable, and the lesser number said its useless.

The findings strongly suggests that income generating projects established in the nineteen vocational institutions in Northern Samar is worth replicating in other vocational institutions in the region and all other regions. The implication of its profitability is benefit and progress for both the implementors/project managers and the students

working in the projects.

General Assessment of the Graduate in Vocational
Institutions With Income Generating Projects

Vocational institutions are established not only to produce something out of income generating projects but foremost is to produce graduates who are assessed according to their capacities and capabilities to face realities of life after graduation. Such assessment is shown in Table 54.

Table 54

GENERAL ASSESSMENT OF THE GRADUATES OF INSTITUTION WITH IGPs

Assessment of Graduates	No. of Respondents	Per- centage	Rank
Successful if self-employed	1,465	42.09	1
Employable Graduates	1,242	35.69	2
Hard to get employed	507	14.57	3
Not ready for any undertaking	217	6.24	4
Others (Need further training and experience)	49	1.41	5
Total	3,480	100.00%	

Majority of the respondents tell us the graduates in the nineteen vocational institutions in Northern Samar are successful if they are self-employed. This is an indication that they have learned the intricacies of the income generating Project and if applied in their homes and farms will make

them successful. The other majority revealed that graduates are employable. The implication is that after they have learned and earned, their knowledge and expertise are guarantees of their employability.

On the other hand, only few about 14.57 percent said that such graduates will hardly get employed. Still others said that some are not ready for any undertaking. Only very few respondents, 1.41 percent said that graduates need further training and experience in order to be employed.

Significant Differences in the Success Level of IGPs As Perceived by Project Managers, Teachers and Students

Considering that no two individual or group of individuals have the same ability to perceive things, the situation prevailing in the nineteen vocational institutions in Northern Samar that implemented IGPs for the last five years (1988-1992) success or failure of said projects could be gleaned from factors or measures that determine it to be so, as perceived by the three groups of respondents, project managers, teachers and students.

Factors that Determine the Success of a Project

Every income generating project is determined according to its success or failure. This kind of measure depends upon some factors as shown in Table 55.

Table 55

FACTOR(S) THAT DETERMINE THE SUCCESS OF THEIR PROJECTS

Factors of a Successful Project	No. of Respondents	Per-centage	Rank
Vocational excellence of the students	1,759	50.54	1
Income Generated by the Project	786	22.59	2
Community Influence	398	11.44	3
Academic Performance of Students	396	11.38	4
Others (People's employment)	141	4.05	5
Total	3,480	100.00%	

Vocational excellence of the students ranks first in determining the success of an income generating project. Students being directly involved in running the affairs of the project have all the reasons to acquire the experience and expertise in running a particular or group of projects.

The next determining factor of a successful project is the amount of income derived from such a project. There will be no reason for a project to exist if there is no income to be derived from it. A project to be successful must at least have an income from 15 to 25 percent out of the capital investment.

O If the project influences the community to a certain extent, then that project must have all the reason to be

successful even just on a limited scale.

While students are working in a particular or group of projects, yet they are performing well in their academic pursuit, then we say that the project the students are working with have contributed to the student's welfare therefore can be judged to be successful.

The last factor to be considered as a measures of a successful project is if such project may have employed a number of the people in the surrounding community where the institution and the projects are located.

Measures of a Successful Project

Income generating projects are measured according to their success or failure. Table 56 shows the different measures when a project is successful or a failure.

Table 56

PROJECT(S) IS/ARE MEASURES TO BE SUCCESSFUL

Measures of a Successful Project	No. of Respondents	Per-centage	Rank
It provides skills training to the students	1,888	54.25	1
Income derived helps in the finances of the institution	507	14.57	2
It hasten the knowledge of the			

project incharge	439	12.61	3
It helps in the community initiated projects	579	16.64	4
Others (Alleviating student's finances)	67	1.93	5
<hr/>			
Total	3,480	100.00%	
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A part and parcel of the goals and objectives of every vocational institution that is excellence in skills development, the different income generating projects of vocational institutions in Northern Samar have provided the skills training badly needed by the students as shown by the majority of respondents revealing their own experience.

The second measure of the success of a project is that the income derived from it have helped in the finances of the institution. Such income may have been used by the institution to maintain existing projects or in establishing new ones.

Income generating projects in vocational institutions in Northern Samar have hastened the knowledge of the project incharge, the vocational teachers or other personnel of the institution involved in the project.

Such project also contributed in community initiated projects. Such help may be in the form of financial or technical expertise of vocational teachers assigned in

extension work.

Income generating projects also help alleviate the finances of students. Being involved in the project, student shares with other personnel in the income derived from said projects thereby giving them financial assistance and alleviating their finances.

Problems Met by Project Proponents/Implementors of IGPs

Of the nineteen vocational institutions that implemented different income generating projects in Northern Samar for the last five years, not only one of the project proponents or implementors including the teachers and students revealed that they did not encounter any problem in the operations and maintenance of their respective project or projects.

Problems in Project Management That Appear in Vocational Institutions

Whatever management style being adopted by any manager of any enterprise either public or private problem or problems will always arise. The same is true in managing an income generating project.

Table 57

PROBLEMS IN PROJECT MANAGEMENT THAT APPEAR IN YOUR INSTITUTION

Problems Met by Respondent/ Implementing of IGP	Total	Per- centage	Rank
Funding the project	943	27.10	1
Financial management	916	26.32	2
The relationship between the project management and staff and the institution head	690	19.83	3
The cost of labor	471	13.53	4
The selection of appropriate project teacher incharge	337	9.68	5
Others (Community influence)	123	3.54	6
Total	3,480	100.00%	

As shown in Table 57 foremost among the various problems is funding the project. Sufficient funds to start and maintain a certain project is indispensable. The next problem is on financial management, followed by the relationship between the project management and staff and the institution head, cost of labor, selection of appropriate project teacher incharge as well as other problems encountered. The manager or project incharge must have sound financial management expertise as funds is the livelihood of any enterprise. Any foul relationship between

project management and staff and institution head will lead to the downfall of any project. Good relationship between these people on the other hand, will lead to a sound and progressive enterprise. Cost of labor has something to do with the viability of any income generating project, as high cost of labor will drain the finances of the project. On the other hand, cheap labor will help the pursuance of any project. In the selection of appropriate teacher incharge is the moving spirit of any project. One who have the commitment, dedication and experience coupled with his/her love of work and the uplift of the enterprise are prime consideration in the selection of a project incharge. Other problems like community influence has something to do with sound project management. A negative attitude of community people will paralyze a project--these people if not properly dealt with can destroy any understanding that an institution may venture into. On the other hand, positive attitude of the community people will propel and enhance the fulfillment of the aims and objectives of any enterprise.

All these problems will certainly be taken cared of if the institution head and personnel will bind together, help each other, be innocative, resourcel, committed and deal with the community in a manner conducive to sound relationship as these are ingredients to a viable and progressive income genereating projects.

Problems in Project Implementation and Maintenance of IGP

Once a project have been started, problems on implementation and maintenance may arise as shown in Table 58.

Table 58

PROBLEMS IN IGP IMPLEMENTATION AND MAINTENANCE

Problems Met by Proponents/ Implementors of IGP	Total	Per- centage	Rank
Limited time allocation for project activities	1,330	38.22	1
Lukewarm attitude of vocational department head/students/other school personnel	761	21.87	2
Request budgetary allocation not granted	601	17.27	3
Project teacher incharge lack initiative	487	13.99	4
The COA Auditor not cooperative	239	6.87	5
Others (Community influence/ interventions)	62	1.78	6
Total	3,480	100.00%	

Limited time allocation for project activities is the top priority problem revealed by the respondents in the study. This has something to do with the implementation of the SEDP whereby a total departure of the old curriculum in vocational institutions. Where it use to be one-half (1/2) day for project activities during the previous years, the limitation to only 60-80 minutes in the new secondary education curriculum have every illeffect in the sound implementation of any income generating project. There is theredore a need to revive the old curriculum in vocational institutions, that is, one-half (1/2) day for academic activities and one-half (1/2) day for vocational activities for instructions and actual manipulative skills. The lukewarm attitufe of vocational school department heads, students and other school personnel have something to do with the sound implementation and management of any enterprise. A vibrant, allert and enterprising vocational school department head, students and other personnel is a must in the systematic implementation and maintenance of a progressive income generating project. Irrelevant financial management has no place in the matter of project implementation and management especially if budgetary allocation for a particular project is not being granted. A pig, a chicken unfeed will fall anytime wind will pass bye.

There is therefore a need to provide a budget intended for any project. The lack of initiative among project incharge, COA personnel not being cooperative imposing unnecessary restrictions, and other problems encountered during the implementation and maintenance of income generating projects have to be attended to if only to have a sound and viable project.

Problems that Hampers the Improvement of IGP

When income generating projects are already implemented and maintained, improvement must take place. In the process problems may hamper such improvement introduced as shown in Table 59.

Table 59

PROBLEMS THAT HAMPERS THE IMPROVEMENT OF INCOME GENERATING PROJECT

Problems Met by Proponents/ Implementors of IGP	Total	Percentage	Rank
Inadequate Funding	964	27.70	1
High Cost of Production	934	26.84	2
No adequate Market Outlet both Inputs and Outputs	827	23.76	3
Inadequate Knowledge/Initiative of Project Teacher Incharge	464	13.33	4
Non-Cooperative Institution Head	224	6.44	5
Others (Community Influence)	67	1.93	6
Total	3,480	100.00%	

Foremost among these problems is the inadequate funding provided for the purpose if there is any or none at all.

To overcome this problem sufficient funds must be provided so that improvement can be introduced anytime there is a need for it. High cost of production ranks next in the problems of improving of income generating project. The cost of production include labor, land and capital which must be attended to. In places where there is no market outlet for both inputs as well as outputs will pose a problem to the implementor and maintainer of any project. Fertilizer, certified seeds, medicines, insecticides and other materials necessary in the maintenance and improvement of an income generating projects must be available anytime and all the time. Likewise market outlet must be present to provide an avenue for products of IGP to be sold. Without these amenities, income generating projects will be a losing proposition and improvement thereon very impossible.

Problem like inadequate knowledge/initiative of institution head, and others like community influence must be attended to if only to initiate some improvement in the income generating projects.

Problems that Influence Decision-Making Process Appearing in Vocational Institutions

Every proponent implementor of income generating projects usually met some problems of varying degrees as

shown in Table 60.

Table 60

**PROBLEMS THAT INFLUENCE DECISION-MAKING PROCESS THAT APPEAR
IN YOUR INSTITUTION**

Problems Met by Proponent/ Implementors of IGP	No. of Respondents	Per- centage	Rank
Irregular submission of required project reports	1,024	29.43	1
Late submission of required project reports	754	21.67	2
Unrealistic Data	710	20.40	3
Improper storage of project data	488	14.02	4
Reluctant attitude of project teacher incharge	321	9.22	5
Others (Non-Involvement of Students)	183	5.26	6
Total	3,480	100.00%	

The number one problem met by project proponent is irregular submission of required reports. Reports of this nature is of vital importance to management as decisions most often than not are based on informations documented as they are providing the necessary data to support such decisions. There is therefore a need to overcome such a problem by providing some stop gap measures making people concerned in the implementation of such projects to be aware of their role and responsibilities especially in the

submission of required reports on time with precision and accuracy so as to overcome also the succeeding problems as late submission of required project reports and unrealistic data. The fourth problem being encountered is the improper storage of project data. This has something to do with proper management information system. Improperly stored data will not provide the clear and accurate information badly needed in the smooth operations of any income generating project or any enterprise for that matter. In this particular instance, the need for someone who have the knowledge and expertise in the proper storage of project data is indispensable one who have been trained in (MIS) management information system.

Reluctant attitude of project teacher incharge is another problem in decision-making as some teachers charge with the implementation of income generating projects are reluctant to decide for fear of being reprimanded by their superiors. They being the direct implementors of such projects must exercise their authority and make decisions for the good of the project.

Project Management Styles Adopted in Vocational Institutions

The success and failure of any enterprise depend on the style of management a manager, an implementor may adopt. In the matter of managing an income generating project,

managers, implementors and project incharge have adopted different styles of management as shown in Table 61.

Table 61

PROJECT MANAGEMENT STYLES ADOPTED IN YOUR INSTITUTION

Management Styles	No. of Respondents	Per-centage	Rank
Democratic Management	1,507	43.30	1
Participative Management	1,448	41.61	2
Autocratic Management	363	10.46	3
Leizes Faire	104	2.99	4
Others (A combination of two or more styles)	57	1.64	5
Total	3,480	100.00%	

Of the different management styles adopted, democratic management was the most chosen considering the beneficial effects it has in the affairs of the project, followed by participative management. These two management styles provides a very conducive atmosphere to people to work to their best in the fulfillment of the aims and objectives of an enterprise.

The third management style is autocratic management chosen by only few respondents an indication of its ill-effects as one man role is being observed in this style of management. Leizes faire ranks fourth considering that said

style provide a non-conducive atmosphere of work as everyone works for his own without regard for others. The last management style is the combination of two or more style chosen by only few respondents considering the uncertainty of management. These two style of management must not be adopted considering the ill-effect it has both for people working in the project and the project itself.

Most Common Atmosphere Being Observed Under the Democratic Style of Management

In any project management, styles are indispensable for it clearly manifest the kind of working atmosphere for people involved in the operations of the project. Among the different styles of management a democratic style is believed to be the most beneficial to both manager and workers. The most common atmosphere observed under the democratic style is shown in table 62.

Table 62

MOST COMMON ATMOSPHERE BEING OBSERVED UNDER THE DEMOCRATIC STYLE OF MANAGEMENT

	No. of Respondents	Percentage	Rank
Everybody working in harmony each other	1,708	49.08	1
Everybody work religiously to attain goals	874	25.11	2
Work performance is with effectivity and efficiency	577	16.58	3

Everybody are in contradiction with one another	263	7.56	4
In atmosphere of camaraderie	58	1.67	5
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Total	3,480	100.00%	
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Foremost of which is that everybody working in a project are in harmony with each other. That everybody work religiously to attain the goals and objectives of the project.

The findings however, reveals that with the majority being in conformity that under his style of management everybody are working in harmony with each other, that everybody works religiously to attain goals, and that work performance is with effectivity and efficiency, democratic style of management is hereby recommended for adoption to any kind of program/project management. This style of management is being observed in the nineteen vocational institutions in Northern Samar the very cause for the successful operations of the different income generating projects in these institutions.

Atmosphere Commonly Observed Among the Working Group
Under the Participative Management Style

Participative management is one of the styles observed or adopted by implementors/managers of the varied income generating projects in the nineteen vocational institutions in Northern Samar as shown in Table 63.

Table 63

**ATMOSPHERE COMMONLY OBSERVED AMONG THE WORKING GROUP UNDER
THE PARTICIPATIVE MANAGEMENT STYLE**

	No. of Respondents	Percentage	Rank
Everybody is involved in decision making in running the project.	1,765	50.72	1
There is harmony among the group	745	21.40	2
More efficiency and effectiveness in running the project	713	20.49	3
Less efficiency and effectiveness in running the project	168	4.83	4
Less harmony among the working group	89	2.56	5
Total	3,480	100.00%	

In this particular management style, everybody is involved in decision-making in running their project. That there is harmony among the working groups, more efficiency and effectiveness in running the project being commonly observed.

However, few of the respondents who may not have the full grasp of what is participative management style is all about, signified that less efficiency and effectiveness in running the project is observed and a very insignificant number said that there is less harmony among the working

group.

These findings, therefore, indicates that participative management style being observed in running the income generating project in vocational institutions in Northern Samar it being of benefit to both implementors and the working group be recommended for adoption by other institutions engaged in income generating projects.

Atmosphere Commonly Observed Among the Working Group Under the Autocratic Style of Management

Another management style that is of interest is the autocratic style as shown in Table 64.

Table 64

ATMOSPHERE COMMONLY OBSERVED AMONG THE WORKING GROUP UNDER THE AUTOCRATIC STYLE OF MANAGEMENT

Atmosphere Commonly Observed	No. of Respondents	Per-centage	Rank
One man role is always followed	1,051	30.20	1
Everybody is working harmoniously with each other	990	28.45	2
One observed fear of being reprimanded	719	20.66	3
Less harmony among the working group	463	13.30	4
Lesser efficiency and effectiveness	257	7.39	5
Total	3,480	100.00%	

Majority of the respondents believed that one man role is always followed, that there is fear of being reprimanded by the boss at the slightest mistake and less harmony among the working group with lesser efficiency and effectiveness in running the project.

While the sound majority of the respondent signified that everybody is working harmoniously with each other, in the fact that these group are believed to be students who do not fully understand that autocratic really mean. Or, is not that they believed that with such a style of management the working group may just work in harmony with each other without regard for their manager. The findings hereto, therefore, indicated that such kind of management style is a differrent to the smooth operations of any enteprise and must not be adviseable for adoption in the management of income generating projects by all levels of vocational institutions.

Atmosphere Commonly Observed Under the Leizez Faire of Management

In some instances, managers may employ a kind of management style that does not provide a wholesome atmosphere conducive to work effectively and efficiently as could be found in table 65.

Table 65

ATMOSPHERE COMMONLY OBSERVED UNDER THE LEIZEZ FAIRE MANAGEMENT STYLE			
Atmosphere Commonly Observed	No. of Respondents	Percentage	Rank
Everybody is left to his own	991	28.48	1
There is harmony among the working group	672	19.31	2
Everybody care less of people and project	645	18.53	3
Project goals and objectives are met	605	17.39	4
Project goals and objectives are not met	567	16.29	5
Total	3,480	100.00%	

Leizez faire management style provide an atmosphere in the work place where everybody is left to his own. That everybody involved in the project do not care what will happen to the people and the project itself. A condition that project goals and objectives will not be met.

On the other hand, some group state that project goals and objectives are met and still others believed that there is harmony among the working group under this style of management. These group of people do not have the full grasp of the meaning and implications of this management style.

This findings reveals that such management style is unworthy of emulation if only to have a more progressive income generating project in vocational institutions in Northern Samar.

Implications for IGP Manual Model Development Derived From the Results of the Study

After analyzing the results of the study, the researcher was able to come up with the development of an IGP Model Manual that may be applicable to all vocational institution in Northern Samar or any part of the region which may have the same situation according to the category of such an institution as shown in Chapter 6.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations of this study.

SUMMARY OF FINDINGS

The findings revealed in this study were organized following the sequence of the questions formulated in this research.

Profile of Income Generating Projects of Vocational Institutions in Northern Samar in Terms of: Objectives, Time Frame, Organizational Structures, Financial Requirements, Implementing Strategies, Monitoring and Evaluation Scheme, Processes and Products of These Projects, etc.

Objectives of Institutions as Regards Income-Generating Projects

There were five objectives set by the vocational institutions as regard income-generating projects. The data revealed that out of the 19 vocational institutions respondents 13 revealed that their objective is vocational efficiency three pointed out economic aspects, two cited monetary consideration, and only one indicated academic excellence.

Category of Respondents Vocational Institutions

There were 19 vocational institution respondents categorized into: one University, one Agricultural College,

three Post-Secondary Trade, one Post-Secondary Fishery, ten Secondary Agriculture, one Secondary Trade, and two Secondary Fishery. The data further revealed that most of the vocational institutions in Northern Samar are engaged in Agriculture followed by trade and fishery.

Position of Respondents in Vocational Institutions

The data showed that out of the 3,480 respondents, 3,361 were students, 70 were teachers, 16 were Principals, 11 Head Teachers, 6 were Craft Education Demonstrator, 5 were Master Teachers, 3 were Farming Coordinators, 2 were Vocational School Administrators, 1 was a Vocational School Superintendent, and 1 was a School Farm Demonstrator. The findings revealed that almost all school personnel holding any position in the institution including majority of the students were involved in the affair of the income generating projects in vocational institutions in the province.

Position Held in Income-Generating Projects of Respondents

The data revealed that out of the 3,480 respondents, 3,361 were students working in the project, 65 were teachers who served as Project In-Charge, 19 were Project Managers, 18 were Project Coordinators, and 17 were Project Consultants. The data revealed further that majority of the people involved in the project were students

who were under the care of the project in-charge, project managers, project coordinators, and project consultants.

Nature of Income-Generating Projects in Vocational Institutions

The data showed that production (crops, livestock, poultry) ranked the top as far as nature of IGP in vocational institutions is concerned as identified by 1,501 respondents followed by servicing (canteen, cafeteria, etc.) as revealed by 1,084 respondents, manufacturing (furniture and cabinet making, etc.) as identified by 418 respondents, processing (canning, drying, etc.) as pointed out by 337 respondents, lastly others (fish capture/culture) as identified by only 140 respondents. The data further revealed the great role played by the agriculture sector followed by the services sector, manufacturing, processing, and other projects in the fishery sector.

Existence of IGP in Vocational Institutions

The data reflected that out of the 19 vocational institution heads, nine (9) revealed that their projects existed for only one year,, while the other four (4) indicated five years, three (3) institution heads specified two years, while the other two (2) responded ten years and only one (1) answered that their project has existed for fifteen (15) years and above. The data further revealed

that the institutions that have projects for only one year, two years, and three years confided during the interview that they had projects some five or more years ago at the time of the study but had to be stopped for financial reasons. They have just recently revived their projects after obtaining funds for the purpose.

Which Project Most Liked/Less Liked by the Students

The data revealed that out of the 13 projects implemented in the 19 vocational institutions in Northern Samar, canteen management was most liked by the students followed by cafeteria, crop production, livestock, fruit processing, egg processing and others. They further revealed that majority of the students respondents belonged to the agriculture sector, that almost all vocational institutions were engaged in canteen and cafeteria management and that said projects gained the students preference being served by the service sector.

Which Project Is/Are Very Successful In Your Institution

The data revealed that school canteen was identified by 1,131 respondents to be successful, followed by crop production according to 1,030 respondents 453 respondents named animal projects, 392 respondents pointed out fish and fish processing, furniture and cabinet making was mentioned by 375 respondents, and 99 others indicated school

cooperatives.

The data further revealed that school canteen lead among the income generating projects as almost all vocational institutions have their own canteen, so that many respondents identified it as successful. It is also being patronized by the school personnel and the students.

Income-Generating Projects That Give the Highest Profitability

As far as highest profitability is concerned, the data revealed that cafeteria management gives the highest profitability as identified by the two groups of respondents, the administrators and teachers. The data further indicates that during the last five years, all of the vocational institutions in Northern Samar were engaged in cafeteria management and canteen management that caters to the needs of students and school personnel.

Products of Income-Generating Projects

The data revealed that the agriculture sector has influenced so much in the products being produced by income generating projects where rootcrops ranks, 1 with 509 respondents, followed by coconuts with 450 respondents ranking second, furniture and cabinet making with 328 respondents ranking third followed by fruit and fruit products, rice vegetables, chicken, pigs, other products,

fish and fish products, corn, metal products, egg and egg products, meat and meat products and fabricated steel. The data further revealed that the presence of more agricultural institutions in the province have something to do with the number of agricultural products obtained in Income-Generating Projects.

Yearly Income of IGP During the Last Five Years (1988-1992)

The data reflected that out of the nineteen administrators, eight (8) revealed that their IGP income during the year 1989 was P11,000-15,000, whereas in the year 1988 five identified their income to be p1,000-5,000, while three confided their income to be p16,000-20,000 in 1990, two said P21,000-25,000 in 1992, and only one identified to be more than P25,000. The data further implies that income varies according to the type of project and category of vocational institution during the last five years. The data further revealed that out of the 100 teachers respondents who may either be project consultants or project in-charge with full knowledge of their projects' yearly income confided that in 1990, 45 of them said that their income was P16,000-20,000, the other 25 identified their income of P11,000-15,000 in 1989. The other fifteen teachers revealed that their income in 1992 was 21,000-25,000, in 1988 ten teachers confided that their income was

P1,000-5,000 and only five teachers identified their income in 1992 to be more than 25,000.

IGPs Implemented in Vocational Institutions for the Last Five Years, 1988-1992

The data reflected that all the nineteen vocational institutions in Northern Samar have their respective IGPs according to their line of specialization. The data further revealed that others have ventured into one or more projects depending on the head of the institution and the implementors of such projects. Among the projects implemented in 1988-1992 are: crop production, livestock production, poultry production, steel fabrication, metal craft, furniture and cabinet making, fish processing, meat processing, egg processing, fruit processing, canteen management, cafeteria management, bricks and CHB, and fish production.

Vocational Institutions That Are Successful in Relation to IGP

The data revealed that of the 3,480 respondents, 1,311 of them identified agro-industrial school is successful in relation to IGP followed by trade schools as confided by 769 respondents, agricultural college identified by 700 respondents, then university as revealed by 378 people involved in IGP and lastly fishery schools as revealed by only 322 respondents. The data further revealed that

because of the situation that Northern Samar is an agricultural province and the presence of more agricultural institutions, the number of respondents and their perceptions have something to do with the great majority deciding that agro-industrial schools are more successful being justified by the existence of varied agricultural projects in said institutions.

Measure of Success of Vocational Institutions in Relation To Their Respective Project

The data revealed that foremost among the five measures of success of vocational institution in relation to their respective project is they have more and better facilities as identified by 1,893 respondents, followed by better infrastructure revealed by 708 respondents, more enrolment as confided by 539 respondents, then more faculty members revealed by 320 respondents, and lastly high status as cited by only 20 respondents. The data further revealed that income from IBP helps in the procurement of more and better facilities for use in vocational institutions, some of the income is used in building some infrastructure in addition to capital outlays of the institution. In many instances, project teacher in-charge are assigned full time job in the project so that teaching loads of these teachers are assigned to newly hired teachers thereby increasing the number of their faculty members. When these inputs are

found in vocational institutions naturally their status is high compared to other category of educational institution, say, the general academic high schools.

Perception of Successful Income-Generating Projects

There are 3,480 respondents who gave the perception of a successful income-generating project. Majority of the respondents revealed that when the project derived 10% net income out of the capital said IGP is a success.

Extent of Success of IGP in Relation to Project Objectives

Of the three groups of respondents consisting of 19 administrators, 100 teachers and 3,361 students, the extent of success of IGP in relation to project objectives have been perceived differently as: Eight (8) administrators revealed that IGP are very successful concurred in by 48 teachers and 1,711 students. While nine administrators revealed it to be most successful and confirmed by 28 teachers and 1,642 students while only two administrators confided to be successful concurred in by 24 teachers and only eight students. The data further revealed that the IGP in the 19 vocational institutions in Northern Samar for the last five years was a great success in relation to project objectives.

Extent of Success of IGP in Relation to Objectives of the Institutions

The data show that there is congruence in the perception of the students and administrators as to the relevance of the aims and objectives of the IGP of vocational institutions in Northern Samar, it being very relevant. While the perception of the teachers differ with that of the students and administrators. Such teacher's perception being only relevant. The data further reveal that the objectives of vocational institutions in Northern Samar in relation to IGP is a success. Since there was significant differences in the perceptions of the groups of respondents as to the success of IGP, Scheffetest was used to find out which group differs in their perceptions between groups. The F-test was used to analyze data through one-way analysis of variance. The data show that the F-computed value of 37.09 is greater than the F-tabular value of 2.99 at .05 level of significance with 2.3477 degrees of freedom. The null hypothesis that there is no significant differences in the perceptions of the three groups of respondents as to the extent of success of IGP in relation to the objectives of vocational institutions in Northern Samar was rejected.

Attainment of Project Clientele Satisfaction

The data revealed that there were five clientele who have been satisfied as far as project clientele satisfaction

is concerned. They are the students, the project managers, the institution, administrators and project consultants. The data further revealed that the greatest majority of the clientele who attained the highest degree of satisfaction are the students.

Extent of Attainment of Project Objectives in Terms of Clientele Satisfaction

IGP are established to satisfy its clientele which are the students, administrators/implementors and the teachers/project in-charge. The perceptions of the administrators and students are congruence pinpointing to the students to have fully attained satisfaction while that of the teachers perception is that students have only attained satisfaction as far as income generating projects is concerned. There was significant differences in the perceptions between teachers and students and between administrators. The F-test was used via the one-way analysis of variance. As found in the ANOVA table, the F-computed value of 8.76 is greater than the F-tabular value of 2.99 at .05 level of significance with 2/3477 degrees of freedom, so that the hypothesis is rejected, that means that there is significant difference in the perception of the three groups of respondents in the attainment of project objectives in terms of clientele satisfaction. Because of

the significant differences in the perceptions of three groups of respondents, Scheffe-test was used to find out the degree and point of differences as shown in Appendix A.

Extent of Attainment of Project Objectives in Terms of Students Work Ethics/Attitudes

The data shows that the comparison between the perceptions of the three groups of respondents as to the extent of attainment of project objectives in terms of work ethics and attitudes of students greatly vary. To show the variation in their perceptions, the F-test through the one-way analysis of variance was utilized. As revealed in the ANOVA table, the F-computed value of 18.77 is greater than the F-tabular value of 2.99 at .05 level of significance with 2/3477 degrees of freedom. The null hypothesis is rejected which means that there is only significant differences in the perceptions of the three groups of respondents as to the attainment of project objectives in terms of work ethics and attitudes of students. Since there was significant differences in the perceptions of the three groups of respondents in this study, Scheffe-test was used to find out where the difference lies as shown in Appendix B.

Attainment of Project Objectives as to Employable Skills of Students

The perceptions between the three groups of respondents

as to the employable skills of students in relation to the attainment of project objectives, the F-test was used via the one-way analysis of variance. As found in the ANOVA, the F-computed value of 2.99 at .05 level of significance with 2/3477 degrees of freedom, the null hypothesis is rejected, that means that there is significant differences in the perceptions of the three groups of respondents. There is congruence in the perception of the students and administrators except the teachers who perceived differently. Since there was significant difference in their perceptions, Scheffe-test was used to find out where the difference lies as shown in Appendix C.

Attainment of Project Objectives in Terms of Project Profitability

The data revealed that there was significant difference in the perceptions of the three groups of respondents as to the attainment of project objectives in terms of project profitability. There was similarity in the perceptions between the students and administrators but the teachers perceived otherwise. The F-test via the one-way analysis of variance was utilized. As found in the ANOVA table, the F-computed value of 11.70 is greater than the F-tabular value of 2.99 at .05 level of significance with 2/3477 degrees of freedom, the null hypothesis is rejected, that means that there is significant differences in the perceptions of the

three groups of respondents as to the attainment of project objectives in terms of project profitability. Because of the significant differences in their perceptions, Scheffe-test was used to really pinpoint their differences in perceptions which could be found in Appendix D.

Extent of Teachers Attainment of Satisfaction in Relation To Income Generating Projects

The data reflects that the teachers have fully attained their satisfaction in relation to IGP as perceived by the three groups of respondents. The F-test through the one-way analysis of variance was utilized. As found in the ANOVA table, the F-computed value of -18.82 is smaller than the F-tabular value of 2.99 at .05 level of significance with 2/3477 degrees of freedom, so that the null hypothesis is accepted, that there is no significant differences in the perceptions of the three groups of respondents as to the teachers satisfaction in relation to the IGP of vocational institutions in Northern Samar. The data implies that the IGP in the 19 vocational institutions in Northern Samar is a success with the teachers satisfaction being fully attained.

Extent of Attainment of Administrators/Implementors Morale And Job Satisfaction

The data revealed that the administrators/implementors morale and job satisfaction was fully attained in relation to the IGP of the 19 vocational institutions in Northern

Samar. The F-test via the one-way analysis of variance was utilized. As shown in the ANOVA table, the F-computed value of 0.988 is smaller than the F-tabular value of 2.99 at .05 level of significance with 2/3477 degrees of freedom, so that the null hypothesis is accepted, that means that there is no significant difference in the perceptions of the three groups of respondents regarding the attainment of the administrators/implementors morale and job satisfaction in relation to the IGP of vocational institutions in Northern Samar from 1988 to 1992.

Treatment of Income From Income-Generating Project

The data revealed that the 1,634 or majority of the respondents signified that income must be directly used in the operation and maintenance of the project, while the second group of respondents 853 of them recommended that income be deposited in the bank as trust fund, the other group of 692 signified that income be divided among the project personnel and the last group of 301 respondents recommended that one-half of the income be used for operations and the other one-half be given to the students. These recommendations are sound but due to DBM Budget Circular No. 92-8 which provides that income derived from IGP be deposited in a government bank as a revolving fund, such income could be utilized for project operations or part

be shared by project personnel only upon proper and legal means.

People Involved in the Project that Shares in the Income Derived

The data revealed that there were six groups of people involved in the project that shares in the income derived from it. Majority of those sharing in the income are the students, followed by the project teachers, project coordinators, project managers, project consultants and the staff. The data further indicates that all the people involved in the project receives an incentive in terms of monetary reward as they are part in the sharing of the income derived from IGP of their institution, and practically everybody is involved in the operations and management of their projects.

Percentage of the Net Income Shared Among the People Involved in the Project

The data reflects that only ten (10) percent of the net income is being shared by all the people involved in the operations and maintenance of their income generating projects as revealed by majority of the respondents. The data further revealed that ninety (90) percent of the income is deposited in a government bank in consonance with Department of Budget and Management Circular No. 92-8 same being deposited as a revolving fund.

Sharing System Employed in Vocational Institutions Between People Involved in the Project

The data revealed that system No. 1 is employed in vocational institutions as far as sharing of net income among the people involved in the project. The data further revealed that in the matter of sharing, only 10% goes to the project manager, 20% goes to the project teacher, 30% goes to the project coordinator, 40% goes to the project consultant, and 50% goes to the students.

Income-Generating Project Influence Community Development in the Service Area

The data revealed how income generating project influence community development. Foremost among these influences is that it influence community people establish their own project followed by it gives shares to establish community development project, provides technical assistance to the community, provides job to the community people and finally joins the community in establishing a project.

Help or Assistance that IGP Extends to the Community

The data reflects what help or assistance does IGP extends to the community. Foremost of these is that products are sold at lower prices affordable by the people as revealed by majority of the respondents, followed by people are influenced by establishing their own project,

products are available to the people anytime, provision of technical assistance to the community, and part of the income are contributed to the community projects. These help or assistance extended by IGP are of vital importance to the community.

Contributions that IGP to Vocational Institutions

As revealed by majority 1,913 of the respondents, the number one contribution that IGP gives to the institution is additional income. It also create opportunity for promoting people, alleviate institution's status, provide employment, and gives incentives to the students. Vocational institutions being availed of the share that IGPs have can make use of these funds in establishing other projects and maintenance of the existing ones.

Contributions that IGP Gives to the Students

The data revealed that foremost of the contributions that IGP gives to the students as revealed by majority of the respondents is actual manipulative skills, followed by the development of work habits/ethics among them, provides in them technical and vocational experience, partial employment, and lastly students shares in the income derived from the project.

Determination of the Output/Outcome/Impact of IGP in Vocational Institutions

The data revealed five determinant factors as to the output/outcome/impact of IGP in vocational institutions. Foremost of this is that its a necessity as a venue for practical application of skills as revealed by majority of the respondents followed by part and parcel of vocational instruction. In vocational institutions, lecture or board work is always followed by practical application of skills in the field or in the work place.

Assessment of Relationship Between Institution Head and Project Staff

The data reflects that majority of the respondents said that the relationship between institutions head and project staff is good, the second majority said very good and excellent respectively. Only few said its fair and fewer said its poor. The data further revealed that vocational institution head of the nineteen vocational institutions in Northern Samar are good if not excellent institution managers in their own rights.

Assessment of Projects in Terms of Production in Vocational Institutions

The data revealed that majority or 2,224 of the respondents said that the IGP in the nineteen vocational institutions in Northern Samar are profitable. Others said

its break-even while few said its unprofitable, and the lesser number said its useless. The data further revealed that findings strongly suggests that IGPs established in the nineteen vocational institution in Northern Samar is worth replicating in other vocational institutions in the region and all other regions.

General Assessment of the Graduates of Institutions with IGPs

The data reflects that out of the 3,480 respondents, majority or 1,465 revealed that the graduates in the nineteen vocational institutions in Northern Samar are successful if they are self-employed indicating that they have learned the intricacies of vocational training as influenced by the IGPs especially if applied in their homes and farms. These groups represents 42.09 percent of the total respondents. The second majority or 1,242 representing 35.69 percent revealed that graduates are employable. Only few about 14.57 percent said that graduates will hardly get employed, while 6 .24 percent said that graduates are not ready for any undertaking and the lesser or 1.41 percent said that graduates need further training and experience in order to be employed.

Factors that Determine the Success of a Project

The data revealed that every IGP is determined

according to its success for failure. This kind of measure depends upon some factors as: vocational excellence of the students ranking first, income generated by the project, community influence, academic performance of the students, and people's employment. The data further revealed that students being directly involved in running the affairs of the project have all the reasons to achieve the experience and expertise in the operation and management of a project or group of projects.

Measures of a Successful Project

The data revealed that majority or 1,888 representing 54.25 percent of the total respondents opined that a project is measured to be successful when it provides skills training to the students. The second measure of the success of a project is when the income derived from it helps in the finances of the institution. Such income may be used by the institution to maintain existing project or establishing new ones. Another measure of success is when it hastened the knowledge of the project in-charge they being the vocational teachers other personnel of the institution involved in the project. Others revealed that when projects helps in the community initiated projects and the last is when it alleviates the finances of the students.

Problems in Project Management that Appear in the Institution

The data reflects that foremost of the problems that appear in vocational institutions regarding project management is funding the project followed by financial management, relationship between project management and staff and the institution head, the cost of labor, selection of appropriate project teacher incharge and community influence. All these problems affects project management especially the need for sufficient funds to start and maintain a project and faulty financial management will lead to failure of any initiated project.

Problems in IGP Implementation and Maintenance

The data revealed that a great majority of the respondents opined that foremost of the problems in IGP implementation and maintenance is limited time allocation for project activities. The implementation of the Secondary Education Development Program (SEDP) has something to do with this scenario in vocational institution specifically those with income generating projects. During the previous years where it used to be one-half (1/2) day for project activities and one-half (1/2) day for academic instructions, both the teachers and the students have ample time to attend to their projects either homemaking, agriculture, trade or fishery activities.

Problems that Hampers the Improvement of IGP

The data refelcted that foremost of the problems that hampers the improvement of an IGP is inadequate funding provided for the purpose if there is any or none at all. To overcome this problem, sufficient fund must be provided so that improvement can be introduced anytime there is need for such improvement.

Problems that Influence Decision Making Process in Vocational Institutions

The number one problem meet by project proponents is irregular submission of required reports. Reports of any nature, it being financial, production, sale or whatever are of vital importance to management as decisions can be derived at from these reports. Reports if there are any, if submitted not on time is just useless. So do with unrealistic data affect decision making process. Project data improperly stored also affects decision making especially if at the time said data badly needed cannot be located if not already mutilated whose figures or words cannot be read. Others problems such as reluctant attitude of project teacher incharge and non-involvement of students also affects decision making process.

Project Management Styles Adopted in Vocational Institutions

The data revealed that of the five management styles

adopted by project managers, two are the best as perceived by the majority of the respondents as: Democratic Management and Participative Management. Very few of the respondents selected autocratic management, laissez faire and combination of two or more management styles. Democratic and participative management are styles perceived to provide a very conducive atmosphere to people to work to their best in the fulfillment of the aims and objectives of an enterprise or a project.

CONCLUSIONS

In the light of the aforementioned findings, the following conclusions were made:

1. There were 19 vocational institutions in Northern Samar of which one (1) is a University; once (1) Agricultural College; three (3) Post Secondary Trade and one (1) Fishery; ten (10) Secondary Agriculture; one (1) Trade and two (2) Fishery Institutions.
2. There were 19 vocational institution heads categorized into: One (1) Vocational School Superintendent; two (2) Vocational School Administrators; sixteen (16) Vocational School Principals; one hundred (100) Vocational School Teachers categorized into: Head Teacher; Master Teachers; Teachers; Farming Coordinator; School Farm Demonstrators; Craft Education Demonstrator; Instructors; and Public Health Nurse. There were 3,361 Students who were actually working in the projects who respondend to the study.
3. The extent of success of IGP in relation to the objectives of the institutions was arrived at by comparing the three groups of respondents as to

their perceptions. The F-test was used to analyze data through one-way analysis of variance. The data show that the F-computed value of 37.09 is greater than the F-tabular value of 2.99 at .05 level of significance with 2/3477 degree of freedom. Therefore, that hypothesis that there is significant differences in the perceptions of the three groups of respondents regarding the extent of success of the income generating projects in relation to the objectives of vocational institutions in Northern Samar is accepted, a deviation from the null hypothesis that there is no significant differences in the respondents perceptions as regards IGP's success level. Since there was significant differences in the perceptions of the three groups of respondents; Scheffe-test was used to find out which group differs in their perceptions. The perceptions between administrators and students is almost similar while that of the students and teachers differ and between teachers and administrators. Both students and administrators perceived that the extent of success of IGP in relation to the objectives of institutions is very relevant while that of the teachers was only relevant. The

objectives of the vocational institutions in Northern Samar in relation to income generating is a success.

- 4 The comparison between the three groups of respondents as to the extent of attainment of project objectives in terms of work ethics and attitude of students was arrived at by using the F-test through the one-way analysis of variance. As revealed in the ANOVA table, the F-computed value of 18.77 is greater than the F-tabular value of 2.99 at .05 level of significance with 2/3477 degree of freedom. Therefore, the hypothesis that there is significant differences in the perceptions of the three groups of respondents regarding the extent of success of the IGP in relation to the objectives of the institution in terms of work ethics and attitudes of students is accepted a deviation from the null hypothesis that there is no significant differences in the perceptions of the three groups.

Since there was significant differences in the perceptions of the three groups of respondents, Scheffe-test was used that pointed out to the differences between the perceptions of the

students and teachers, administrators have similar perceptions.

5. The attainment of project objectives in terms of project profitability where the perceptions of the three groups of respondents reveals that there was significant differences in the perceptions of three groups.

The F-test through the one-way analysis of variance was utilized. As found in the ANOVA table, the F-computed value of 11.70 is greater than the F-tabular value of 2.99 at .05 level of significance with 2/3477 degrees of freedom, the null hypothesis is rejected, that means that there is significant differences the perceptions of the three groups of respondents as to the attainment of project objectives in terms of profitability. The differences lies in the perceptions between teachers and student and between administrators and teachers. The student and administrators have similar perceptions that the project objectives in terms of project profitability was fully attained while that of the teachers same was only attained.

6. The attainment of students clientele satisfaction as part of the project objectives, the perceptions

of the three groups of respondents reveals that there was significant differences so that F-test was used via the one-way analysis of variance. As found in the ANOVA table, the F-computed value of 8.76 is greater than the F-tabular value of 2.99 at .05 level of significance with 2/3477 degrees of freedom, so that the null hypothesis was rejected, that means that was significant differences in the perceptions of the three groups of respondents in the attainment of project objectives in terms of student clientele satisfaction. Because of the significant difference in the perceptions of the three groups of respondents Scheffe-test was used to find the degree and point of differences. The perceptions of the administrators and students are the same pointing to the students to have fully attained satisfaction while the teachers differ from the two groups as they revealed that the students only attained satisfaction. While there was significant differences in perceptions between teachers and students and between teachers and administrators, the total implication is that income generating projects of vocational institutions in Northern Samar is a success.

7. As to the extent of clientele satisfaction, the

teachers have fully attained the highest degree of satisfaction as perceived by the three groups of respondents. There was no significant differences in the perceptions of the three groups of respondents in relation to the success of the income generating project of vocational institutions in Northern Samar as regards the teachers satisfaction. The F-test through the one-way analysis of variance was utilized. As revealed in the ANOVA table, the F-computed value of 18.82 is smaller than the F-tabular value of 2.99 at .05 level of significance with 2/3477 degree of freedom, so that the null hypothesis is acceptedd, meaning there is no significant differences in the perceptions of the three groups of respondents as to the teachers satisfaction in relation to the income generating projects of vocational institutions in Northern Samar.

8. Regarding the attainment of the implementors/administrators morale and job satisfaction, the three groups of respondents revealed that these groups of clientele have fully attained their satisfaction in relation to the income generating projects of vocational

institutions in Northern Samar. The F-test through the one-way analysis of variance was utilized. As shown in the ANOVA table, the F-computed value of 0.988 is smaller than the F-tabular value of 2.99 at .05 level of significance with 2/3477 degree of freedom, so that the null hypothesis is accepted, that means that there was no significant differences in the perceptions of three groups of respondents as to the administrators/implementors morale and job satisfaction in relation to the success of the income generating projects of vocational institutions in Northern Samar. It implies that the IGPs of the 19 vocational institutions in Northern Samar is a succes for the last five years.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are hereby proposed:

1. Income generating projects must be started/implemented with enough funds made availabe out of a separate fund allocated by institution head.
2. Trained, committed and experienced project teacher-incharge must be chosen to manage or implement an income

generating project.

3. Commission on Audit personnel must be cooperative and lenient in the use of funds for the smooth operations of an income generating project.

4. Regular and realistic project reports be properly maintained and stored.

5. Income from IGP be used directly in the operation and maintenance of income generating projects.

6. Only participative and democratic management style be adopted by project implementors or project managers.

7. Institution heads must be concerned with the smooth operations of a given project with all the support and cooperation that he/she could master.

8. 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 projects which is the most satisfying, gratifying and educational.

9. Project emphasis be based on the category of a particular vocational institutions, i.e., agriculture, trade and fishery to avoid duplication of project across institutions.

10. 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 command a price commensurate with the capital and labor involved.

11. As to production, emphasis must be given to quality and quantity to provide the demanding public the kind and bulk of product they need.

12. As far as service is concerned, school canteen or cafeteria is a must in all institutions regardless of category as it caters to all school personnel and students.

13. Income generating projects must be able to provide the best satisfying effects to the management, the students and the community.

14. Income generating projects must provide a lasting and beneficial effects in the work ethics and habits of the students.

15. Income generating projects must provide employable skills to the students as they gain first hand experiences in running the affairs of the project.

16. Income generating projects must adopt a sharing system that will provide the utmost satisfaction to all the people involved in such projects especially the students.

CHAPTER 6

A MODEL MANUAL FOR INCOME GENERATING PROJECTS OF VOCATIONAL INSTITUTIONS IN NORTHERN SAMAR

I. Introduction

This chapter presents a model manual for income-generating projects of vocational institutions in Northern Samar. The model manual is based from the results of the foregoing study which was basically anchored on the inputs, processes and products/outputs of the income-generating projects of vocational institutions in their province of Northern Samar. This contains some recommendations and suggestions if only to improve the operations and maintenance of a viable and successful income-generating project especially in the three categories of vocational institutions with the hope it become a tool for the creation and generation of appropriate projects that will be instrumental for the alleviation of poverty among the people living in the countryside.

A new and pragmatic approach envisioned by this model is to have a multi-sectoral involvement and participation of all institution personnel, the students and the community for a better and harmonious linkages between project proponents, implementors and clientele.

The institution head must take the lead in the establishment of a viable project based on the

recommendations of the teachers, the students and even those suggested by the community people.

II. Rationale

Income-Generating Projects are a must in all vocational institutions not only in Northern Samar but throughout the region and the whole country. In consonance with LOI 1026 and MEC Order No. 25, s. 1980 by the President Ferdinand E. Marcos and Minister O. D. Corpuz, all vocational institutions are mandated to establish an income-generating project. Thus, the researcher presented a model for improving the management and implementation strategies of an income generating project.

III. Objectives

The primary objectives of this model is to provide the vocational institution heads as well as the project teachers with a comprehensive set of information on how to establish an income generating project in their campuses.

Specifically, it:

1. Provides an easy to understand step-by-step set of procedures and operating guidelines in setting-up, operating and managing an income generating project.

2. Provides for an efficient and effective operations and financial monitoring system for the IGP as it relates with the various entities it has to interface with.

IV. Operationalizing the IGP: Guidelines and Procedures

A. Pre-Operational Stage

1. The DECS Office of the Secretary and the Bureau of Technical and Vocational Education issues the general guidelines pertaining to the setting up of Income-Generating Projects (IGP).

Note: This is simply a re-statement with some updated informations of all the previous issuances of the DECS pertaining to National Schools Manufacturing Operations, income generating projects (IGP), simulation shops, etc.

Please refer to Annexes G and H for said issuances.

2. The institution head conceptualize a project and meet with his/her vocational teachers and discuss among themselves the pros and cons of establishing a particular project. Any decision arrived at during the meeting after suggestions from the group becomes binding and executory.

3. The vocational teachers may also conceptualize a project or projects and submit same to the institution head for approval. In the same manner as above, the institution head calls for a meeting among themselves and discuss the merits and demerits of putting-up the project. If favorable

decision is arrived at, a go signal from the institution head is made.

4. Before a project or projects is/are set for operations, the institutions head calls for a meeting with the Bookkeeper and the CDA representative to discuss the pros and cons of an approved project and find out if finances are available which the institution head separately allocates out of the MOOE of the institution and provide the mechanics of financing the project.

Note: The Selection of IGP be based on the institutions distinctive competence.

B. Organization and Mobilization Stage

Manpower

5. The Institution Head issues a circular or memorandum appointing/ designating the personnel who will man the IGP.

The recommended core personnel/staffing pattern is as follows:

- a) Project Manager
- b) Project Consultant
- c) Project Incharge
- d) Shop Supervisor

- The number of shop supervisor will depend on the number of technology area(s) to be

covered by the IGP in case of non-agricultural institutions.

e) Technician(s)

- the number of technician per shop will depend on the number and type of equipment, machineries and tools being utilized in the shop.

f) DJT Coordinator

g) Accountant

h) Cashier

i) Supply Assistant

j) Clerk

6. An Ad-hoc body, to be known as the MANAGEMENT COMMITTEE (ManCom) shall be formed to serve as the policy making body of the IGP. It shall be chaired by the designated Program Implementation Officer (PIO) of the income-generating project. Members shall be the Business Manager, Project Consultant, and the Accountant. The ManCom Adviser shall be the Institution Head.

Please refer to Annex A for the suggested organization Structure and Annex B for the duties of the different staff positions of the IGP.

7. Initially, the IGP core staff will be working on concurrent capacities until such time when the

institutions shall have secured the necessary plantilla position from the DECS, CSC and DBM.

8. Hiring of additional personnel, either on contractual or casual basis, shall only be done when the IGP shall have earned its own revenues.

Physical Facilities and Equipments

9. At the start, the IGP site (where the shop/project(s) will be located) should be housed in an existing building within the campus. A separate building will be allowed if recycled materials demolished structure are used to erect it.
10. The initial set of tools, equipment and machineries of the project should be provided by the existing shops of the institution. New tools and equipment can only be acquired (gradually) out of the IGP's realized income in the future.

Management Control System

11. Before the actual operationalization of the IGP, the various internal control and audit systems should be discussed with and concurred in by the local COA auditor. This is to ensure that all IGP transactions can pass the scrutiny of the government's stringent accounting and auditing rules and regulations.

12. After securing the concurrence and approval of all the officials and entities concerned, e.g. COA, Institution Heads, etc., these control systems should be installed immediately. Orientation and briefing sessions are conducted with all the IGP personnel as participants. Preferred approach is a combination lecture-workshop approach. Please refer to V below for a more detailed treatment of these systems.

C. Operation Proper

13. Inasmuch as the IGP is established as a self-sustaining venture of the vocational institution, client servicing should be done with utmost courtesy and professionalism.
14. Utilization of the manpower, tools, equipments, machineries, supplies and materials, consumables and the like, should be duly documented and regularly reported in order to ensure an accurate set of utilization record of these items.

Note: It should be remembered that all these resources are working for, or owned by the government.

15. Quality control of the services rendered and/or products produced or manufactured by the IGP is

the responsibility of all the IGP personnel particularly the technicians, shop supervisors, project consultants and project incharge.

16. The pricing structure of services/products should:
 - a) Always be at par with the prevailing pricing structure of similar service/product in the community. This is to forestall any resistance and/or complaints from the private sector who might brand the vocational institution as engaging in unfair trade practices; and,
 - b) in no case be less than the total cost of raw materials and supplies, payment for labor and honoraria if any, estimated cost of equipment/tools depreciation, and other overhead charges.
17. In case of conflict of schedules between the need to service job orders and the need to conduct OJT for students, the latter should always be given top priority.

Note: This is in recognition of the fact that the institution is, first and foremost, a place of learning and only secondary a place of commerce.

18. Constant dialogues with the local agro-

industrial/commercial panels should be conducted by the IGP personnel. These dialogues will serve as formal fora to discuss latest developments in the community as well as venues to discuss their grievances., problems, etc.

D. Marketing

In view of the need to defer to the private sector industries' sensibilities, the marketing strategies open to the IGP are really limited. Being a government facility, the IGP cannot embark on a high profile advertising and promotions blitz, least they be charged with unfair trade practices by the private sector.

In any case, by virtue of the IGPs built-in advantages of being part of government and the fact that it can, in almost all cases, quote a lower price for its services/products, it is assured of a market share in the community even if it does not market itself actively. Its biggest market will be the other government agencies.

Note: Government auditors invariably do not require competitive bidding for an agency's service/products requirements if the identified supplier is also another government agency, i.e., IGP.

The best marketing strategy open to the IGP, therefore, is the soft-sell strategy. One approach is to simply send

letters of introduction to the various government schools and agencies offering the IGPs services/products. The words-of-mouth approach is another tack; use the parent of the tech-voc students to do this for the IGP.

V. The Trust Fund System and Other Financial Guidelines and Procedures

The trust fund system (a.k.a. revolving fund system) is the scheme of opening up and maintaining a separate fund account for a specific project or group of projects (e.g. IGP) in an authorized government depository bank. On the financial record-keeping side, the school maintains a separate set of accounting books and ledgers exclusively for the said project(s). The usual government accounting and auditing rules and regulations are still operative in this system. Hence, all fund in flows and disbursements as a direct result of the project(s) are duly recorded and receipted in accordance with these rules and regulations.

A. Trust Fund Guidelines

1. The IGP Accountant, duly designated by the Program Implementation Officer (PIO) , in his capacity as ManCom Chairman and the IGP Business Manager, opens a Combo accounts with an authorized government depository bank.
2. Signatories to the account shall be any of the following:

- (i) PIO and Project Manager; or,
- (ii) PIO and Accountants; or,
- (iii) Project Manager and Accountant

B. Fund Collection and Disbursement

3. All cash inflows and/or collections shall be duly receipted using a separate series of government issued Official Receipt booklets. A separate cash book specifying the sub-account codes for cash activity, shall be maintained by the Cashier.
4. All cumulative collections above P500.00 shall be deposited at the end of each business day (no exceptions) to the combo account.
5. Undeposited funds shall be kept in a safe or a strong box, and shall be the responsibility of the Cashier.
6. The Accountant shall adopt and institute the appropriate accounting codes for the IGP in accordance with the government's prescribed Standard Chart of Account.
7. o payments or disbursements shall be made by the IGP except against approved vouchers.
8. Advances from customers can be utilized for the IGPs operations subject to the usual government rules and regulations.
9. Expected and/or actual savings from the vocational

institutions current year's regular operating and maintenance budget appropriations may be utilized to cover the IGP expenses for the first year of operations. This is subject to a formal request and the usual accounting/auditing rules and regulations.

Note: This is provided for in MEC Order No. 26, s. 1980, dated June 23, 1980, and signed by MEC Minister Onofre D. Corpuz. The legal basis is LOI No. 1026, dated May 23, 1980 and signed by President F. E. Marcos. These two (2) orders have not been superseded to date.

C. Capital Outlay Procurement and Leasehold Improvement

10. As a general rule, new building and leasehold improvements can only be constructed/made out of recycled materials from demolished structures in the school. Unless, said funds are secured from the realized income of the IGP.
11. In consultation with the COA, the relevant tools/equipment machineries depreciation rate should be established prior to the IGP's operationalization. If the rate is not available at the COA, the Business Manager prepares and presents the appropriate rate to the COA and

secure their approval.

D. Overhead and Other Operating Expenses

12. Income accruing to the IGP can be utilized to defray such direct costs/expenses attributable to the job orders or projects of the IGP to wit:

- a) Salaries and wages
- b) Other benefits to the personnel;
- c) Supplies, materials and other consumables;
- d) Tools, equipment and machinery repair and maintenance.
- e) Replacement of cost items and/or breakages;
- f) Travel and per diem expenses;
- g) Utilities (power, water, etc);
- h) Communication and reproduction expenses; and
- i) Such other charges and expenses directly attributable to the IGP projects on job orders.

These expenses shall be disbursed within the limits of the available funds in the trust fund. And, they should be expended in accordance with the usual government accounting and auditing rules and regulations.

Note: There are institutional expenses (e.g. utilities; materials; benefits to personnel; etc.) the need to be

disaggregated further in order to properly determine what are attributable to the IGP's commercial ventures, and what can be attributed to the OJT component (which is an inherent responsibility of the institution. This process should be done in consultation with the COA.

Salary, Wages and Honoraria

13. As a general rule, all IGP salaries, wages and honoraria shall be established in accordance with the OCPC, COA, DBM and/or DECS' formal guidelines. Any exemptions to these guidelines shall require clearance or approval from the appropriate government entity(ies).
14. Honoraria and student incentive pays shall be distributed to the IGP officers and staff in proportion to their actual participation in the project(s).
15. IGP personnel in official leave shall not be entitled to honoraria corresponding to the elapsed time they were on leave. They shall be paid only for actual services rendered.
16. IGP personnel who are performing concurrent assignments of the vocational institutions shall be entitled only to one type of honoraria

regardless of the number of activities they maybe involved in. However, they maybe given the option to select the activity from which to collect such honorarium.

17. The total annual honoraria received by any of the IGP officers and employees shall not exceed 50% of his/her aggregate annual basic salary.
18. Payments of honoraria shall be paid by the IGP only at the end of each project. For projects with duration of more than three (3) months, the general payroll form or its equivalent shall be used in paying for their services.

E. Net Income Distribution

19. The net income realized from the operations of the IGP shall be allocated in accordance with the following schedule:

- a) Procurement of new tools, equipment and/or machineries (including replacements for cost items and breakages) P50%
- b) Service Shop(s) Improvements 40%
- c) Honoraria/Incentive Pays for IGP
Officials and Staff and Students 10%

Note: Fifty percent of the 10% for Honoraria and Incentive Pays shall accrue to the students and the other fifty percent shall be divided

among staff and officials.

F. Operating and Reporting Forms: Guidelines and Procedures

A. Job Order Form

This is the primary contract covering the commercial transaction (i.e. service/product) between the IGP and the client.

Please refer to Annex C for the suggested format of the form.

B. Regular Reports Prepared Within the IGP

1. Transaction Report (Annex D);
2. Progress Report (Annex E);
3. Supplies and Materials Consumption Report (COA) pro-forma report);
4. OJT Students Evaluation Report (Institutions pro-forma report);
5. Report of Collections and Disbursement (COA pro-forma Report Nos. 96A and 99);
6. Report of Collections and Deposit (DBM pro-forma report);
7. Bank Reconciliation Statement Report (DBM pro-forma report);
8. Income Statement (DBM pro-forma report);
9. Balance Sheet (DBM pro-forma report); and
10. Trial Balance Report (Annex F).

All these reports are subject to the review by the ManCom before submission to the institution head or superintendent. The latter ensures that all the required reports are in turn submitted to the BTVE, DECSRO, COA, DBM and other pertinent government entities.

C. Regular Reports Submitted to Other Government Entities

The following reports are regularly submitted by the IGP Chief Accountant, through the IGP Business Manager and the institution head, to the COA and DBM:

1. Trial Balance Report (Annex F)
2. Consolidated Report of Expenditures (DBM pro-forma report);
3. Quarterly Reports of Expenditures (DBM pro-forma report);
4. Physical Report of Operation (DBM pro-forma report);
5. Annual Report of Accomplishments (DBM pro-forma report).

Failure to submit any of these reports shall be sufficient ground for the DBM and/or COA to suspend the operations of the IGP until such time when said

reports are submitted to them.

VI. Organizational Governance

The system guidelines and procedures discussed above were all designed within the content of the IGP being an organic department of the vocational institutions. Although the researcher tried to look at the other governance options for the IGP e.g., private foundation and private cooperative, the fact that the IGP is employing government resources precludes any other viable organizational model.

For instance, utilizing a private foundation to manage the IGP or secure job orders for it entails a very complex set of arrangements and agreements amongst the foundation, the vocational institutions, the COA, the BTVE, the DBM, etc. The level of bureaucratic complexity increased geometrically when a private entity, as a foundation, starts operating and managing a government unit or instrumentality, as the IGP. Pursuing this model the governance forces one to tread the thin line between what is still legally feasible and what is already illegal.

Suffice it to say, the trust fund system is the least bureaucratic administrative and financial scheme available amongst the countless operative government systems when one is managing an entrepreneurial

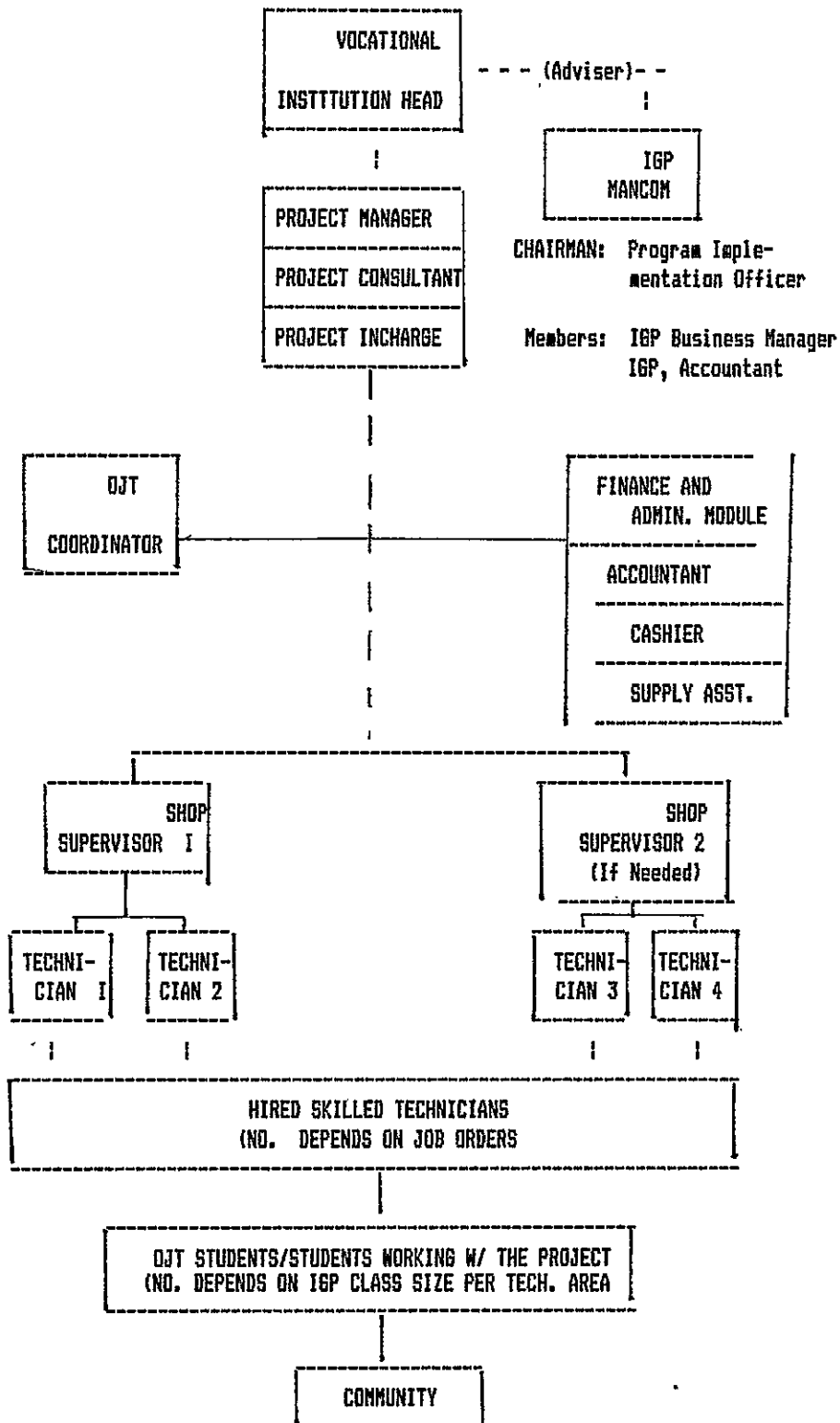
endeavor within the confines of the government bureaucracy. To paraphrase a saying . . . it is not so much the management systems or the organizational structure, it is the people working within

A N N E X E S

- A - The IGP Organizational Structure
- B - Duties and Responsibilities of the IGP
Officers and Employees
- C - Job Order Form
- D - IGP Transaction Report
- E - IGP Progress Report
- F - Trial Balance Sheet
- G - L.O.I. No. 1026
- H - MEC Order No. 26, s. 1980
- I - Recommended Success Indicators for the IGP

ANNEX A

THE I.G.P. ORGANIZATIONAL STRUCTURE



ANNEX B**DUTIES AND RESPONSIBILITIES OF I.G.P. OFFICERS AND
EMPLOYEES****1. VOCATIONAL INSTITUTION HEAD**

- Performs the role of senior adviser to the IGP
Man Com.

2. PROJECT MANAGER

- a. Formulates the general policies and operating guidelines of the IGP.
- b. Approves all contracts and disbursements above P2,500.00; and
- c. Approves all casual and contractual hirings of the IGP regardless of duration.

3. PROJECT CONSULTANT

- a. Exercise overall consultancy as regards administrative and supervisory control over the IGP;
- b. Translates into operations all decisions of the ManCom;
- c. Helps in soliciting, orders for the IGP and performs general marketing functions; and
- d. Performs such tasks and assignments as maybe directed by the ManCom.

4. PROJECT INCHARGE

- a. Responsible for the day-to-day supervision of the operations of the IGP;
- b. Acts as the quality control officer to all the jobs undertaken by the shops;
- c. Performs review functions pertaining to all requisitions, disbursements, collections, payroll and the like; and
- d. Performs such other tasks and assignments that the project consultant may direct.

5. ON-THE-JOB TRAINING (OJT) COORDINATOR

- a. Coordinates with the school the recruitment and development of the students in the IGP.
- b. Monitors progress of the OJT students/Students working with the project, as well as reviews and evaluates performance of the same; and
- c. Performs such other related tasks that the Project Consultant may direct.

6. SHOPS SUPERVISORS

- Performs day-to-day management of the shop under his jurisdiction, inclusive of the hiring and termination of workers as well as the direct supervision of the OJT Students/Students working with the project.

7. TECHNICIAN(s)

- a. Performs the actual service/work at the shop floor

on the client's job orders;

- b. Performs the regular repair and maintenance work on the tools, equipment and machineries of the shop; and
- c. Performs such other related work in the shop as may be directed by the Shop Supervisor.

8. ACCOUNTANT

- Maintains all the financial records and prepares the reports pertaining to the activities of the IGP.

9. CASHIER

- Receives all collections and disburse funds based on the approved vouchers, and performs general custodianship functions of the IGPs funds.

10. SUPPLY ASSISTANT

- Has overall responsibility on the procurement, receipt, inventory and release of all supplies, materials, and/or consumables of the IGP>

11. CLERK

- Performs all the clerical support services required by the IGP.

12. OJT STUDENTS/STUDENTS WORKING WITH THE PROJECT

- Assist the technicians in servicing the various clients job orders, and simultaneously learning their trade on the job.

ANNEX C

JOB ORDER FORM

Form No. 010
June 1989

Code _____

Instructions:

Prepare in five (5) copies:

Client - Original
Project Manager - Duplicate
Accounting - Triplicate
Project Incharge- Quadriplicate
Shop Supervisor- Quintoplicate

Name of Client: _____

Address of Client: _____

Type of Service (Please Indicate): _____

ITEM	QNTY	DESCRIPTION	UNIT PRICE	TOTAL AMOUNT
:	:	:	:	:
:	:	:	:	:
:	:	:	:	:
:	:	:	:	:
:	:	:	:	:

Prepared by:

Conforme:

Certified Correct:

Shop Supervisor

INCOME GENERATING PROJECT

TRANSACTION REPORT

Period Covered _____

TRADE AREA/DEPT. NO. _____

Report No. _____

ACTIVITY	DATE	NO. OF PERSONNEL	TOTAL	SPECIAL
CODE : ACTIVITIES : OUTPUT : START : END : DIRECTLY INVOLVED : COLLECTION : BUDGET				REMARKS

Submitted By: (Name) _____

Signature

Resignation:

Date: _____

ANNEX D.1

GUIDELINES IN FILLING-UP RGC FORM 001-TRANSACTIONS
REPORT FORM

A. Coverage

0 This is expected to contain information on all transactions finalized within the month that the report covers. This shall cover information on the activity as planned and agreed upon with the client. A separate form (RGC 002) is prescribed to reflect progress/completion/changes.

B. Specific Information in Columns/Boxes

1. Indicate where the report is emanating from.
2. Number reports consecutively starting from first report prepared. Indicate month and year that the report covers.

Example:

Report No. 1 For the month of February 1989

Report No. 2 For the month of March 1989

3. List down activity title of fee-charging activities that have been transacted and officially finalized with the client within the month.
4. Indicate activity code for each activity following RGC activity coding hereto attached.

5. Indicate in measurable terms the output agreed upon the expected from the project.
6. Write expected date when activity will start.
7. Write expected date when activity will end.
8. Indicate number of personnel appointed, designated for the activity.
9. Indicate total amount the client has agreed to pay to the vocational institutions.
10. Indicate the amount of special budget approved for the activity.
11. Use the Remarks Column to give other information or problem relative to the activity.
12. Indicate the date reporting officer signed the report. This maybe handwritten by the signing official.
13. Write name and designation of reporting official. The Project Manager, the expected to sign the corresponding signature line. In their absence, write name and designation of signing official.

C. Submission

This Form shall be submitted to the vocational institution head on or before the 10th of the following month.

ANNEX E

INCOME GENERATING PROJECT

PROGRESS REPORT

Period Covered _____

Code _____

Name Area/Dept. No. _____

Report No. _____

ACTIVITY: CODE	REFERENCE: REPORT NO.	COMPLETED: OUTPUT	DATE : STARTED	DATE : ENDED	EXPEN-: DITURES	INCOME:	REMARKS
:	:	:	:	:	:	:	:
:	:	:	:	:	:	:	:
:	:	:	:	:	:	:	:
:	:	:	:	:	:	:	:
:	:	:	:	:	:	:	:
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:	:	:	:	:	:	:	:
:	:	:	:	:	:	:	:
:	:	:	:	:	:	:	:

Submitted by: _____

Signature: _____

Designation: _____

Date: _____

ANNEX E.1

GUIDELINES IN FILLING-UP RGC FORM 002

A. Coverage

This form shall contain information on the progress and/or completion of activities reported in the transactions Report Form. (RGC Form 001)

B. Specific Information in Boxes and Columns

1. Indicate where the report is emanating from.
2. Number reports consecutively starting from the first report prepared. Indicate month and year that the report covers.

Example:

Report No. 1 For the Month of February 1989

Report No. 2 For the Month of March 1989

3. Indicate activity code for free-charging activities for previous or present month that are in progress and/or completed.
4. Indicate RGC 001 Report No. in which the activities have been reported.
5. If activity has been completed, indicate completed output in measurable terms. If activity is still in progress, indicate partial output in measurable terms showing absolute figures or percentages of output finished. Also indicate in this column if

- output is totally finished or if output is partial.
6. Indicate date started.
 7. Indicate date ended if activity has been finished/ completed. For activities not yet completed, write on-going and indicate when it will be completed. Indicates actual dates of completion of activities that have ended.
 8. Give actual amount of expenditures incurred during the progress of the project or at the end of the month being covered.
 9. Use income column only for activities that have been totally completed. Income refers to the net earnings, (Total collections minus total expenditures).
 10. Use this column for information on other charges of entry reported in RGC Form 001 not reflected in other columns here or material information about the activity.
 11. Indicate the date the reporting officer signed the report. This may be handwritten by the signing official.

ANNEX F
TRIAL BALANCE SHEET

Office Ledger of _____ accruing totals
of debit/credit transactions from _____, 19____
to 19 _____ and balance of accounts as of _____,
19_____.

ACCOUNTS	: ACCOUNT	: DEBIT	: DEBIT	: CREDIT	: CREDIT
	: SYMBOL	: BALANCE	: TOTALS	: TOTALS	: BALANCE
TRUST FUND	:	:	:	:	:
	:	:	:	:	:
	:	:	:	:	:
	:	:	:	:	:
	:	:	:	:	:
	:	:	:	:	:
	:	:	:	:	:
	:	:	:	:	:

I hereby certify that the Trial Balance consisting
of _____ pages is a true and complete statement of all
accounts, totals and balances from _____, 19____
to _____, 19____ as shown by the general ledger.

APPROVED BY/DATE:

CERTIFIED CORRECT/DATE:

IGP Head_____
Chief Accountant

VERIFIED BY/DATE:

Auditor COA

ANNEX G

(Inclosure to MEC Order No. 26, s. 1980)

OFFICE OF THE PRESIDENT
Malacanang, Manila

LETTER OF INSTRUCTIONS NO. 1026

To: The Minister of Education and Culture
The Minister of the Budget
The Chairman, Commission on Audit

DIRECTING THE ACCELERATION OF MANUFACTURING
OPERATIONS OF NATIONAL SCHOOLS

WHEREAS, national vocational schools and state universities and colleges have existing resources, in their faculty members, students and equipment, which can be marshalled for national productivity;

WHEREAS, the government and private sectors can purchase much of their requirements for school desks and certain other items for national vocational schools;

WHEREAS, it is necessary to improve the existing funding and budgetary mechanism to encourage vocational schools to enter into added productive activity;

NOW, THEREFORE, I, FERDINAND E. MARCOS, President of the Philippines, do hereby order and instruct:

1. National vocational schools and state universities and colleges may retain in a Revolving Fund, income earned from the sale of school desks, furniture and other items fabricated using school facilities;

2. These receipts shall be spent on the cost of raw materials to fabricate the items manufactured and sold, honoraria for the teachers, students and other personnel doing the manufacturing work, wages of casuals employed, supplies and other related costs.

3. The income may be recorded and the expenditures paid directly from a bank which may be opened with an authorized government depository bank. Deposits may be made and withdrawals made on joint signatures of a representative of the school head and of the Commission on Audit, without need for the usual cash disbursement Ceilings issued by the Ministry of the Budget. Transactions in the Revolving Fund both receipts and expenses shall be recorded in the books of government, following such rules and regulations as may be issued by the Commission on Audit. Quarterly reports on such transactions shall be submitted to the Minister of the Budget through the Regional Offices. The Minister of the Budget shall have the authority to suspend or cancel the Revolving Fund arrangement and to order the closure of the bank account of any school which violates this Letter or which fails to submit the required quarterly reports.

4. Any interest income earned from bank deposits as well as any net income accruing from the manufacturing operations of the school shall accrue to the Revolving Fund which may also be used to support the regular academic programs of the school.

5. No amount in the Revolving Fund may be used to pay honorarium or other form of compensation to personnel outside of the school, audit personnel, or school officials who do not have any direct involvement in the production activities.

6. The rates of honorarium and compensation to teachers, students and other personnel shall be subject to the approval of the Minister of the Budget.

7. The regular operating and maintenance fund of the school may be utilized to cover expenditures for the first year of operations of its manufacturing activity. Advances from costumers may likewise be utilized for purposes of starting the operations of the Revolving Fund. No expenditures, including raw materials and personal services, intended for the productive activity authorized under this Letter shall be charged to the General Fund of the school except during the first year.

8. The purchase of motor vehicles and equipment out of Revolving Fund income shall continue to be subject to the approval mechanism established by LOI No. 29.

9. The Commission on Audit and the Ministry of Education and Culture shall adopt such measures as may be

necessary to prevent the use of school facilities for private undertakings. Products shall not be sold to private parties at prices less than charged to the government agencies. In no case may products be sold to any one at prices less than the cost of raw materials and supplies, payment for labor and honoraria, estimated cost for the depreciation of equipment and overhead charges.

10. The Minister of the Budget shall formulate and issue the rules and regulations needed to implement this Letter.

DONE in the City of Manila, this 3rd day of May, in the year of our Lord, nineteen hundred and eighty.

(SGD.) FERDINAND E. MARCOS
President

A True Copy

ANNEX H

Republika ng Filipinas
(Republic of the Philippines)
MINISTRI NG EDUKASYONG AT KULTURA
(MINISTRY OF EDUCATION AND CULTURE)
Maynila

June 23, 1980

MEC O R D E R
No. 25, s. 1980

DIRECTING THE ACCELERATION OF MANUFACTURING
OPERATIONS OF NATIONAL SCHOOLS

To: Bureau Directors
Regional Directors
School Superintendents
President, State Colleges and Universities
Vocational School Administrator and Principals

1. In accordance with LOI No. 1026, dated May 23, 1980, copy inclosed, all national vocational schools and state colleges and universities shall undertake productive projects supportive of the instructional program particularly school desks, furniture, tools/equipment, farm and fishery products and certain other items needed by public and private schools and agencies.

2. The national productivity program under LOI No. 1026 establishes the Revolving Fund concept wherein income derived from the sales of commodities in pursuance of the productivity program will form part of the Revolving Fund and all expenses incurred therein shall be charged against the fund. Income earned as interest or bank deposits as well as the net income accruing from the manufacturing and production operations of the school shall accrue to the Revolving Fund which may also be used to support the regular vocational education program of the school.

3. No amount in the Revolving Fund may be used to pay honorarium or other form of compensation to personnel outside of the school, audit personnel, or school officials who do not have any direct involvement in the production activities.

4. The regular operating and maintenance fund of the school may be utilized to cover expenditures for the first year of operations of the production activity. Advances, from customer may be utilized to start the operations of the Revolving Fund. No expenditures including raw materials and personnel services intended for the production activity authorized under LOI 1026 shall be charge to the General Fund of the school, except during the first year of operation.

5. The income shall be recorded and expenditures paid directly from a bank account which shall be opened with an authorized government depository bank. Deposits and withdrawal may be on joint signatures of the school head or his representative and of the Commission on Audit.

6. Cognizant of the role of vocational technical schools in the productivity program under LOI 1026, it is imperative that all schools involved should undertake, after a careful and thorough study, such productive projects which are feasible, viable, profitable and contributory to the creation of income-earning opportunities in the rural areas and thereby raise the level of income of these vocational technical schools.

7. Products produced under this program shall not be sold to private parties at prices less than that charged to government agencies. In no case may products be sold to anyone at prices less than the cost of raw materials and supplies, payment for labor and honoraria, estimated cost for the depreciation of equipment and overhead charges.

8. Henceforth, it is desired, that schools superintendents and heads of office under the Ministry of Education Culture place their orders for desks, furniture, tools, equipment, farm and fishery products needed in their respective agencies directly with the vocational technical schools nearest their school or office.

9. In order to meet the requirements of schools and end-users, it is desired that vocational technical schools identified as production centers initiate quality control in the production of articles offered for sale and that prices for these commodities be competitive in the local or open market.

10. It is desired that this Order be given wide dissemination in the field.

(SGD.) ONOFRE D. CORPUZ
Minister of Education and Culture

Incl.:

As stated

References:

MEC Memorandum: Nos. 310, s. 1978 and 127, s. 1980

Allotment:

1-2-3-4- (D.C. 1-76)

To be indicated in the Perpetual Index under the following subjects:

BUREAU AND OFFICE	PURCHASE	SCHOOLS
PROJECTS	VOCATIONAL EDUC.	UNIV. AND COLLEGES

Republic of the Philippines

S i r :

I have the honor to request permission for use of the item (s) checked below and agree the corresponding rental/fee (s)

	DECS	NON-DECS	OTHERS (Private)
___Recreation Hall.	P500.00/day	550.00/day	600.00/day
___Lecture Room..	350.00/day	400.00/day	450.00/day
___Sound System.....	350.00/day	400.00/day	450.00/day
___Conference Room (Guesthouse)....	300.00/day	350.00/day	400.00/day
___Cafeteria w/Tables.	250.00/day	300.00/day	350.00/day
___School Quadrangle..	100.00/day	150.00/day	200.00/day
___Stage	_____	_____	_____
___Combo	_____	_____	_____
___Others	_____	_____	_____

KITCHEN WARES, BEDDINGS, FURNITURES, ETC.

___Beddings (Pillows and Bedshets)	P 50.00/day
___Toga	50.00/day
___Cot.....	5.00/day
___Stage Curtain.....	80.00/day
___China Wares/Silver Wares.....	3.00/day/ items
___Chair/Other furniture.....	3.00.day
___Topaz Chairs	5.00/day

LODGING (GUEST HOUSE)

___Room for (2) two.....	75.00./person/day	85.00/person	
___Room for (4) four.....	65.00/person/day	75.00/person	
___Others (Pls.contact the Chairman)			

COTTAGES

___Two-Storey Cottage.....	P 600.00
___One-Storey Cottage.....	500.00

DORMITORIES

___Two-Storey Cottage.....	P 100.00/mo./person
___Men's dormitory.....	100.00/mo./person

PURPOSE: _____

INCLUSIVE DATES: _____

RECOMMENDING APPROVAL: _____

Signature of Interested Party

_____ CHARGES: _____

O.R. No. _____

DATE : ____19__

A P P R O V E D :

Head, Auxilliary Services
(IGP) Manager_____
College President_____
Cashier's Sign.

I hereby acknowledge to have received from
_____, Supply Officer III, the following, to wit:

Signature

NOTE:

After the approval by the IGP Manager or the College President proceed to the Cashier's Office and pay the specified charges. Attach the Official Receipt to this form, then go to the Supply Officer for the delivery of the items you are borrowing.

IGP - Form 02

Date

G A T E P A S S

THE SECURITY GUARD
GATE NO.

Please allow the bearer Mr./Mrs

to bring in/out from/the

 the following articles (s):

Covered by O.r. No.

this PASS is good for

, 19

only.

REMARKS:

Supply Officer

IGP - Form 03

Republic of the Philippines

Date_____

S i r :

Per our accounting records, it appears that you have an
outstanding account in the amount of _____
_____ (P_____) pesos.

Particulars:

Kindly settle your account as early as possible.

If you have any problem regarding the same, please see
us any time at your convenience.

Thank you.

Very truly yours,

IGP-Accounting Clerk

APPROVED :

Head Auxiliary Services

IGP - Form 04

Republic of the Philippines

Date

This College

Dear _____:

In our IGP records, it appears that you have an account of P_____, (_____).

If you think this figure is not accurate, please see the undersigned in his office to facilitate the settlement of your account with the IGP of the college on easy terms.

If in 48 hours you do not show up in my office, we shall consider it an admission of the accuracy of our records and, therefore, we shall proceed with the deduction of your salary.

Very truly yours,

Head, Auxiliary Services

cc: VP for Administration

IGP - Form 05

Republic of the Philippines

DORMITORY APPLICATION

Dear _____:

I intend to enroll in the Samar State Polytechnic college by the ____ semester/summer of school year ____.

I would like to stay on campus and for this reason I wish to apply for accomodation in your dormitory. The following are some of the basic information about myself.

NAME: _____ Sex: _____ Age: _____

BIRTH DATE: _____ BIRTH PLACE _____

HOME ADDRESS: _____ TEL. No. _____
Complete Address

NAME OF PARENTS: _____

NAME OF GUARDIN: _____ REL _____

HOME ADDRESS OF GUARDIAN: _____
O Complete Address

HIGH SCHOOL ADDRESS: _____

DATE GRAD.: _____ LAST DATE ATTENDED: _____

UNIT EARNED: _____

The above information are true and correct, I understand that before I could be accepted, I have to confer with my parents/guardian, that in case my application is approved, I have to say pay P_____ only for my reservation fee.

Applicant's Signature

IGP - Form 06

Date

The Cashier

S i r :

Please deduct the amount _____
(P_____) from the salary of _____
starting the month of _____ until his/her account
P_____ will be paid.

Thank you.

Very truly yours,

IGP Accounting Clerk

A P P R O V E D:

IGP Manager

B I B L I O G R A P H Y

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APPENDICES

Appendix A

Table 22

This table shows which groups of Respondents show
the Significant Differences in Their Perceptions

			F	F (K-1) (F.05)	Remarks
X ₁	VS	X ₂	1.3	5.98	NS
X ₁	VS	X ₃	75	5.98	S
X ₂	VS	X ₃	6.24	5.98	S

Appendix B

Table 33

Comparison of the Differences in the Perceptions of Students, Administrators and Teachers as To the Attainment of Project Objectives in Terms of Work/Ethics/Attitudes of Students

			F	F(K-1) (F.05)	Remarks
X ₁	VS	X ₂	.138	5.98	NS
X ₁	VS	X ₃	31.02	5.98	S
X ₂	VS	X ₃	7.892	5.98	S

Appendix C

Table 36

Difference in the Perceptions of the Three Groups of Respondents Regarding Attainment of Project Objectives in Terms of Employable Skills of Students

			F	F(K-1) (F.05)	Remarks
X ₁	VS	X ₂	.270	5.98	NS
X ₁	VS	X ₃	65.51	5.98	S
X ₂	VS	X ₃	7.76	5.98	S

Appendix D

Table 30

Differences of Perceptions of the Three Groups of
Respondents As To Attainment of Project Objectives
In Relation To Project Profitability

			F	F(K-1) (F.05)	Remarks
x ¹	VS	x ²	1.68	5.98	NS
X ¹	VS	X ³	21.43	5.98	S
X ²	VS	X ³	9.45	5.98	S

Appendix E

Table 26

Extent of Attainment of Students Satisfaction

			F	F(K-1) (F.05)	Remarks
X ₁	VS	X ₂	.6612	5.98	NS
X ₁	VS	X ₃	16	5.98	S
X ₂	VS	X ₃	5.67	5.98	S

Appendix F

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

December 17, 1990

The Dean
Graduate Studies and Applied Research
Samar State Polytechnic College
Catbalogan, Samar

O Thru: The Dean
Research and Education/Publication

S i r :

I have the honor to submit herewith my Dissertation Proposal for consideration and approval specifically number one (1), to wit:

1. Management of Income Generating Projects (IGP) in Agricultural High Schools in Samar Island and Its Implications to Regional Development in Education.
2. Management of Classroom Activities in Agricultural Schools and Its Relevance to Educational Innovations.
3. Survey of Management Techniques applied by School Administrators in Agricultural Schools in the Island of Samar.

Hoping for considerations and approval in this regard.

Very truly yours,

(Sgd.) EFREN J. TADONG, SR.
Ph. D. Student

Recommending Approval:

(Sgd.) TERSITO A. ALIPOSA, Ph. D.
Dean, Research/Extension & Publication

APPROVED:

(Sgd.) SENECIO D. AYONG, Ph. D.
Dean, Graduate School

Appendix G

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 3, 1992

The Dean
Graduate School
Samar State Polytechnic College
Catbalogan, Samar

S i r :

May I inform your good Office that I have herewith an approved dissertation title, however, I know of some dissertations from scholars of the University of the Philippines whose area of coverage was only concentrated in some barangays in Northern Samar, particularly that of Dr. Leonor A. Ong Sotto of UEP.

In this regard, I would therefore request that my study be also limited in the province of Northern Samar to read, as:

"Management of Income Generating Projects (IGP) in Vocational Schools and Colleges in the Province of Northern Samar and Its Implications to Educational Development in the Region".

Hoping this request merit consideration and approval.

Very truly yours,

(Sgd.) EFREN J. TADONG, SR.
Ph. D. Student

APPROVED:

(Sgd.) DOMINADOR Q. CABANGANAN, Ed. D.
Dean, Graduate School

Appendix H

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 3, 1992

The Dean
Graduate School
Samar State Polytechnic College
Catbalogan, Samar

S i r :

I have the honor to request approval of my Dissertation Adviser to be Dr. Bernardo S. Oliva, Dr. Dominador Q. Cabanganan, Dr. Soledad Agner, Dr. Rosabel Tajo, Dr. Senecio D. Ayong and Dr. Tersito A. Aliposa as consultants respectively.

Hoping this request merit consideration and approval.

Very truly yours,

(Sgd.) EFREN J. TADONG, SR.
Ph. D. Student

APPROVED:

(Sgd.) DOMINADOR Q. CABANGANAN, Ed. D.
Dean, Graduate School

APPENDIX I

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

February 3, 1993

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

S i r :

This is to inform your good Office that after the Pre-Oral Defense of the undersigned, it was suggested by Dr. Senecio D. Ayong, DPA/Ed. D. Panel Member, that my Dissertation Title be a book title entitled "Income Generating Projects of Vocational Institutions in Northern Samar" concurred in by all the panel members and my adviser Dr. Bernardo S. Oliva.

In this connection, the researcher wish to express his thanks and gratitude to all the Panel Members, my Adviser and request permission to start fielding his questionnaires to the respondents after the dry run conducted in three selected vocational institutions in Samar last January 28-29, 1993.

Very truly yours,

(Sgd.) EFREN J. TADONG, SR.
Ph. D. Student

APPROVED:

(Sgd.) DOMINADOR Q. CABANGANAN, Ed. D.
Dean, Graduate School

Appendix J

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

February 22, 1993

The Regional Director
DECSRO 8, Government Center
Candahug, Palo, Leyte

S i r :

I have the honor to request for your favorable indorsement to respondent schools of my questionnaire for my dissertation entitled "Income Generating Projects of Vocational Institutions in Northern Samar".

Enclosed are the specific problems that will be addressed by the study, its significance, the proposed respondent schools, and copies of my instrument for your perusal.

I pray for your favorable consideration of my request.

Very truly yours,

(Sgd.) EFREN J. TADONG, SR.
Ph. D. Student

Recommending Approval:

(Sgd.) DOMINADOR Q. CABANGANAN, Ed. D.
Dean, Graduate School

Appendix K

Republic of the Philippines
Department of Education, Culture and Sports
Regional Office No. VIII
Government Center, Candahug
Palo, Leyte

February 23, 1993

To: All Vocational Institution Heads
Concerned
Northern Samar

Enclosed is a letter of Mr. Efren J. Tadong, Sr., Ph. D. Student of Samar State Polytechnic College, Catbalogan, Samar, to conduct a survey study on the Income Generating Projects in your institution.

Due to the significant contribution which the educational system may derive from this study, it is requested that you extend to the researcher your usual support and cooperation to enable him to realize his goals.

Very truly yours,

(Sgd.) ATTY. VICTORIANO B. TIROL II, Ph. D. Ed. D., CESO IV
Director III
Officer Incharge

Appendix L

SURVEY QUESTIONNAIRE OF INCOME GENERATING
PROJECTS OF VOCATIONAL INSTITUTIONS
IN NORTHERN SAMAR

TO THE RESPONDENT:

G r e e t i n g s !

You have been selected as a respondent in this research entitled "INCOME GENERATING PROJECTS OF VOCATIONAL INSTITUTIONS IN NORTHERN SAMAR". The data you will provide will be used for educational purposes. Please answer the questions as accurately as possible. Everything will be held confidential.

Thank you very much.

The Researcher

[illegible]

Instruction:

Indicate your answer with a checkmark (/) or write the answer on the space(s) provided.

[illegible]

Name of Institution: _____

Address: _____

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A. BACKGROUND INFORMATION/PERSONAL DATA

1. Present Position: _____
2. Age: _____
3. Sex: () Male () Female
4. Civil Status: () Single () Married
5. Highest Educational Attainment: _____

6. Major Field: _____
7. School/College Attended: _____
8. Length of Experience in Teaching: _____
9. Length of Experience in Present Position: _____
(In Years) _____
10. Status of Appointment:
- () Temporary
 - () Provisional
 - () Regular/Permanent
11. Position held in Income Generating Project
- () Project Manager
 - () Project Incharge (Teacher)
 - () Project Coordinator
 - () Project Consultant
 - () Student Working in the Project
 - () Others (Please Specify) _____

B. Profile of the Income Generating Projects of Vocational Institutions in Northern Samar. (Please check the appropriate answer).

1. What are the objectives of your institutions as regards to Income Generating Projects?
- () Academic Excellence
 - () Vocational Efficiency
 - () Monetary Considerations
 - () Economic Aspect
 - () Others (Please Specify) _____

2. How long is the existence of Income Generating Projects in your Institution?
- () One Year
 - () Two Years
 - () Five Years
 - () Ten Years
 - () Fifteen Years and Above
3. In your organizational structure, who is the Project Manager/Incharge of your Income Generating Projects?
- () The School Head
 - () The Vocational School Head Teacher
 - () The Farm Manager
 - () The Farming Coordinator
 - () The Vocational School Teacher
4. From what source of fund did you get the starting capital for your Income Geerating Projects?
- () From maintenance and other operating expenses of the institution.
 - () From funds separately allocated by the institution head.
 - () From funds of school cooperatives.
 - () From funds contributed by vocational teachers
 - () Others (Please Specify) _____
-

5. What is the starting capital of your Income Generating Projects?
- ☐ P5,000.00
 - ☐ P10,000.00
 - ☐ P15,000.00
 - ☐ P20,000.00
 - ☐ Others (Please Specify) _____

6. In the implementation of your Income Generating Projects, who are the personnel directly involved?
- ☐ The Institution Head
 - ☐ The Vocational School Head Teacher
 - ☐ The Farming Coordinator
 - ☐ The Vocational School Teacher
 - ☐ The Students
7. What is the nature of the Income Generating Project in your Institution?
- ☐ Production (Crops, Livestock, Poultry)
 - ☐ Manufacturing (Furnitures, etc.)
 - ☐ Processing (Canning, drying, etc.)
 - ☐ Servicing (Canteen, cafeteria, etc.)
 - ☐ Others (Please Specify) _____

8. What is/are the products of your Income Generating Projects?

- () Rice
 - () Corn
 - () Coconuts (copras)
 - () Rootcrops
 - () Vegetables
 - () Pigs
 - () Chickens
 - () Fish and fish products
 - () Meat and meat products
 - () Eggs and egg products
 - () Fruits and fruit products
 - () Furnitures
 - () Metal products
 - () Fabricated steel
 - () Others (Please Specify)
-

9. What were the yearly income in your Income Generating Projects during the last five years (1988-1992)?

Annual Income					
: 1988: 1989: 1990: 1991: 1992					
P 1,000 - P 5,000	:	:	:	:	:
6,000 - 10,000	:	:	:	:	:
11,000 - 15,000	:	:	:	:	:
16,000 - 20,000	:	:	:	:	:
21,000 - 25,000	:	:	:	:	:
25,000 - Up	:	:	:	:	:

C. Institutions Income Generating Projects. (Please check the appropriate answer).

1. What Income Generating Project(s) were implemented in your institution for the last five years (1988-1992)?

	1988	1989	1990	1991	1992
Crop Production	()	()	()	()	()
Livestock Production	()	()	()	()	()
Poultry Production	()	()	()	()	()
Steel Fabrication	()	()	()	()	()
Metal Craft	()	()	()	()	()
Furniture & Cabinet Making	()	()	()	()	()
Fish Processing	()	()	()	()	()
Meat Processing	()	()	()	()	()
Egg Processing	()	()	()	()	()
Fruits Processing	()	()	()	()	()
Canteen Management	()	()	()	()	()
Cafeteria Management	()	()	()	()	()
Others (Please Specify)	()	()	()	()	()

2. Which of these projects give the highest profitability?

	Very Highest	High	High	Low	Lowest
Crop Production	()	()	()	()	()
Livestock Production	()	()	()	()	()
Poultry Production	()	()	()	()	()
Steel Fabrication	()	()	()	()	()
Metal Craft	()	()	()	()	()

		Very Highest	High	High	Low	Lowest
Furniture & Cabinet Making	()	()	()	()	()	()
Fish Processing	()	()	()	()	()	()
Meat Processing	()	()	()	()	()	()
Egg Processing	()	()	()	()	()	()
Fruits Processing	()	()	()	()	()	()
Canteen Management	()	()	()	()	()	()
Cafeteria Management	()	()	()	()	()	()
Others (Please Specify)	()	()	()	()	()	()

3. Which of these projects was liked/less liked by the students?

	Liked Most	Liked	Liked Least	Less Liked
Crop Production	()	()	()	()
Livestock Production	()	()	()	()
Poultry Production	()	()	()	()
Steel Fabrication	()	()	()	()
Metal Craft	()	()	()	()
Furniture & Cabinet Making	()	()	()	()
Fish Processing	()	()	()	()
Meat Processing	()	()	()	()
Egg Processing	()	()	()	()
Fruits Processing	()	()	()	()
Canteen Management	()	()	()	()
Cafeteria Management	()	()	()	()

	Liked Most	Liked ()	Liked Least	Less Liked
Others (Please Specify) _____	()	()	()	()

D. Problems Met by the project proponents/complementors/managers of Income Generating Projects of your institution. (Please check the appropriate answer).

1. Which of the these problem(s) on project management appear in your institution?
 - () The relationship between the project management and staff and the institution head
 - () Funding the project(s)
 - () The selection of appropriate project teacher incharge
 - () The cost of labor
 - () Financial management
 - () Others (Please Specify) _____
2. Which of these problem(s) on project implementation and maintenance appear in your institution?
 - () Requested budgetary allocation not granted
 - () The COA Auditor not cooperative
 - () Lukewarm attitude of vocational department head/students/other school personnel
 - () Project teacher incharge lack initiative
 - () Limited time allocation for project activities
 - () Others (Please Specify) _____

3. Which of these problem(s) hampers the improvement of your income generating projects?
- ☐ Non-cooperative institution head
 - ☐ Inadequate funding
 - ☐ Inadequate knowledge/initiative of project teacher incharge
 - ☐ No adequate market outlet for both inputs and outputs
 - ☐ High cost of production
 - ☐ Others (Please Specify) _____
-
4. Which of the following problem that influence decision-making process appear in your institution?
- ☐ Irregular submission of required project reports
 - ☐ Improper storage of project data
 - ☐ Unrealistic data
 - ☐ Late submission of required project reports
 - ☐ Reluctant attitude of project teacher
 - ☐ Others (Please Specify) _____
-

E. Perceptions of project managers, implementors, and clientele as regards to the success level of the different income generating projects. (Please check the appropriate answer).

1. What is your perception of a successful income generating project?
- ☐ When it derives 10% net income out of the capital
 - ☐ When it derives 15% net income out of the capital

() when it derives 20% net income out of the capital

() when it derives 25% net income out of the capital

() Others (Please Specify) _____

2. How do you treat income from your income generating project(s)?

() Deposit in the bank as trust fund

() Use the income directly in the operation and maintenance of the project

() Divide the income among the project personnel

() Others (Please Specify) _____

3. In the attainment of project clientele satisfaction please check the appropriate answer on the box specified.

To what extent does these clientele attained full satisfaction?

	Fully Satis- fied	Largely Satis- fied	Satis- fied	Partially Satis- fied	Not Satis- fied
The Project Manager	()	()	()	()	()
The Project Coordinator	()	()	()	()	()
The Project Consultant	()	()	()	()	()
The Institution	()	()	()	()	()
The Students	()	()	()	()	()
The Community	()	()	()	()	()

4. What is the extent of success of the Income Generating Projects in relation to the aims and objectives of the institution?
- (5) Very relevant
 - (4) Relevant
 - (3) Undecided
 - (2) Very Irrelevant
 - (1) Most Irrelevant
5. What is the extent of attainment of the project objectives in terms of work ethics/attitudes of students?
- (5) Fully attained
 - (4) Largely attained
 - (3) Attained
 - (2) Partially attained
 - (1) Not attained
6. What is the extent of attainment of the project objectives in terms of employable skills of students?
- (5) Fully attained
 - (4) Largely attained
 - (3) Attained
 - (2) Partially attained
 - (1) Not attained
7. What is the extent of attainment of the project objectives in terms of profitability of the project(s)?
- (5) Fully attained
 - (4) Largely attained

- (3) Attained
 - (2) Partially attained
 - (1) Not attained
8. To what extent does student clientele attained satisfaction?
- (5) Fully attained
 - (4) Largely attained
 - (3) Attained
 - (2) Partially attained
 - (1) Not attained
9. To what extent does the community attained satisfaction?
- (5) Fully attained
 - (4) Largely attained
 - (3) Attained
 - (2) Partially attained
 - (1) Not attained
10. In the attainment of the implementors morale and job satisfaction, please check the answer on the appropriate box.
- How does project implementors morale and job satisfaction attained?
- (5) Fully attained
 - (4) Largely attained
 - (3) Attained
 - (2) Partially attained
 - (1) Not attained

11. What are the basic considerations in the uplift of the implementors morale and job satisfaction?
- () Monetary considerations
 - () Recognition for a work well done
 - () Promotion to a higher position
 - () Transfer to other job assignment
 - () Others (Please Specify) _____
-
12. What morale and job satisfaction being attained by project implementors?
- (5) Highest
 - (4) Very high
 - (3) High
 - (2) Low
 - (1) Lowest
13. Sharing of project income if any, please check the box specified on the following questions.
- Who among the people involved in the project shares in the income derived?
- () The Project Manager
 - () The Project Teacher
 - () The Project Coordinator
 - () The Project Consultant
 - () The Students
14. What percent of the net income is shared among the people involved in the project?
- () 10% of the net income

- () 20% of the net income
 - () 30% of the net income
 - () 40% of the net income
 - () 50% of the net income
15. What sharing system is employed in your institution between people involved in the project?
- () System 1
 - 10% goes to the project manager
 - 20% goes to the project teacher
 - 30% goes to the project coordinator
 - 40% goes to the project consultant
 - 50% goes to the students
 - () System 2
 - 50% goes to the project manager
 - 40% goes to the project teacher
 - 30% goes to the project coordinator
 - 20% goes to the project consultant
 - 10% goes to the students
 - () System 3
 - 40% goes to the project manager
 - 30% goes to the project teacher
 - 20% goes to the project coordinator
 - 10% goes to the project consultant
 - 50% goes to the students
 - () System 4
 - 30% goes to the project manager
 - 20% goes to the project teacher
 - 10% goes to the project coordinator
 - 40% goes to the project consultant
 - 50% goes to the students
 - () System 5
 - 20% goes to the project manager
 - 10% goes to the project teacher
 - 30% goes to the project coordinator
 - 40% goes to the project consultant

30% goes to the students

16. How does income generating projects influence community development in your area?

() It influence community people establish their own projects

() It give share to establish community development projects

() It provide job to the community people

() It provides technical assistance to the community

() Others (Please specify) _____

17. Which of these project management styles have been adapted in your institution?

() Democratic management

() Participative management

() Autocratic management

() Leissez faire

() Others (Please Specify) _____

18. What are the most common atmosphere being observed under the democratic style of management?

() Everybody working in harmony with each other

() Everybody are in contradiction with one another

() Everybody work religiously to attain goals

() No atmosphere of camaraderie

() Work performance is with effectivity and efficiency

19. What are commonly observed among the working group under the autocratic style of management?
- () One observed fear of being reprimanded
 - () One man role is always followed
 - () Less harmony among the working group
 - () Everybody is working harmoniously with each other
 - () Lesser efficiency and effectiveness
20. Under the participative management style, what are commonly observed among the working group?
- () Everybody is involved in decision-making in running the project
 - () There is harmony among the group
 - () More efficiency and effectiveness in running the project
 - () Less efficiency and effectiveness in running the project
 - () Less harmony among the working group
21. Under the laissez faire management style what are commonly observed among the group?
- () Everybody is left to his own
 - () Everybody care less of people and project
 - () Project goals and objectives are met
 - () There is harmony among the working group
 - () Project goals and objectives are not met
22. In the determination of the output/outcome/ impact of the income generating projects of your institution, what is your assessment of the projects?

- ☐ A necessity as venue for practical application of skills
 - ☐ Part and parcel of vocational institutions
 - ☐ Complications of instruction in vocational institutions
 - ☐ Expressive and irrelevant in the program of vocational institution
 - ☐ Others (Please Specify) _____

23. How do you assess the relationship between the institution head and the project staff?
- ☐ Excellent
 - ☐ Very Good
 - ☐ Good
 - ☐ Fair
 - ☐ Poor
24. In terms of production, how do you assess the projects in your institution?
- ☐ Profitable
 - ☐ Break-even
 - ☐ Unprofitable
 - ☐ Useless
25. What is your general assessment of the graduates of your institution?
- ☐ Employable graduates
 - ☐ Successful if-self employed
 - ☐ Hard to get employment
 - ☐ Not ready for any undertakings

☐ Others (Please Specify) _____

26. What help or assistance does your income generating projects extend to the community?

- ☐ Products sold at lower prices
- ☐ Products are available to the people anytime
- ☐ Part of IGP income are contributed to community projects
- ☐ People are influence by establishing their own projects
- ☐ Giving technical assistance to the community

27. What contributions does your income generating projects give to your institution?

- ☐ Additional income
- ☐ Provide employment
- ☐ Alleviate institution status
- ☐ Creat opportunity for promoting people
- ☐ Others (Please Specify) _____

28. What contribution does your income generating projects give to your students?

- ☐ Partial employment
- ☐ Actual manipulative skills
- ☐ Technical and vocational experience
- ☐ Develop workable work habits/ethics
- ☐ Others (Please Specify) _____

F. This part seeks to find out the success level of vocational institutions by categories in Northern Samar in relation to these projects. (Please check the appropriate box.)

1. Which of these vocational institutions do you think is more successful in relation to income generating projects?

() University

() Agro-Industrial School

() Agricultural College

() Trade Schools

() Fishery Schools

2. Why do you think a particular vocational institution is more successful than the other in relation to their respective projects?

() They have more and better facilities

() They have better infrastructure

() They have more faculty members

() They have more enrolment

() Others (Please Specify) _____

G. To find out the significant differences in the success level of Income Generating Projects as perceived by project manager and clientele.

1. Which of these project(s) is/are very successful in your institution?

() Animal projects

() Crop projects

() Fishery and fish processing

() Furniture and cabinet making

- ☐ School canteen
- ☐ Others (Please Specify) _____

2. Which of these factor(s) determines the success of your project?

- ☐ Academic performance of students
- ☐ Vocational excellence of the students
- ☐ Income generated by the project
- ☐ Community influence
- ☐ Others (Please Specify) _____

3. Why do you think your project(s) is/are successful?

- ☐ Income derived helps in the finances of the institution
- ☐ It hasten the knowledge of the project incharge
- ☐ It provide skills training to the students
- ☐ It help in the community initiated projects
- ☐ Others (Please Specify) _____

CURRICULUM VITAE

CURRICULUM VITAE

A. PERSONAL DATA

Name : EFREN JOCUYA TADONG, SR.
Date of Birth : July 7, 1936
Place of Birth : Enriqueta, Lavezares, N. Sama
Civil Status : Widow/Married
Name of Spouses : Religiosa Jerusalem Tadong-Deceased
: Marieta De Dios Tadong
Name of Children: Efren Jr., Imelda, Amalia, Jessette,
: Susan, Ricky, Cynthia, Ramel Pedro,
: and Josef Mark

B. EDUCATIONAL BACKGROUND

Primary : San Miguel Elem. School, San Miguel
: Laverares, N. Samar
Intermediate : Enriqueta Elem. School, Enriqueta,
: Lavezares, N. Samar
Secondary : Samar Institute of Technology,
: Catarman N. Samar
College : Univesity of Eastern Philippines,
: University Town, N. Samar (BSAgEd)
Graduate Studies : Gregorio Araneta University Foundation,
: Malabon Metro Manila Graduated Master
: of Science in Agriculture (Major:
: Poultry Husbandry)

Post Graduate : Samar State Polytechnic College
 : Catbalogan, Samar
 : Doctor of Philosophy
 : Major: Educational Management

C. CIVIL SERVICE ELIGIBILITIES

PACO Exam. : May 13, 1967, Catarman - 74.95%
 Sub-Prof. Exam : July 21, 1968, Catarman - Passed
 Teacher Exam. : August 24, 1969, Catarman-74.13%
 First Grade (Unas- Dec. 24, 1972, Quezon City-Passed
 sembled)
 Manpower Dev.
 Officer Exam. : September 25, 1977, Cebu City-76.52%

D. HONORS AND AWARDS RECEIVED

First Hon. Mention: Elementary, Enriqueta Elem. School,
 1950
 Valedictorian : Secondary, Samar Institute of
 Technology, 1959
 Student Leader of
 the Year 1964-65 : University of Eastern Philippines,
 1965
 Most Outstanding : NSL, Ilo-ilo City, 1966
 Delegate

E. EXTRA CURRICULAR ACTIVITIES

Student Senator : Salvation Institute, Lavezares,
 (SBO) 1950-51
 Sophomore Class : Catarman National Agricultural
 President High School 1950-51
 Junior Class Pre- : Catarman National Agricultural
 sident High School 1952-53

Sports Editor, The : Samar Institute of Technology
PILLAR 1959-60

President, Student : University of Eastern Philippines,
Government 1964-65

Chairman, University
Student Council : University of Eastern Philippines,
1965-67

Vice President for
Visayas National
Students League : NSL Manila, 1964-1967

Head, of Student
Delegation, NSL
Congress : Bicol University, Legaspi, 1964

Head, Student Dele-
gation, NSL
Congress : UP Diliman, Q.C., 1965

Head, Student Dele-
gation, NSL
Congress : Ilo-ilo University, 1966

President, Post-
Graduate Student
Organization : SSPC, Summer 1991

F. SCHOLARSHIP GRANTS

Entrance Scholar : University of Eastern Philippines,
1959-60

Student Government
Scholar : University of Eastern Philippines
1964-67

G. SERVICE RECORD

PRIVATE

Mining Sampler : ATLAS, Mining Co., Toledo City,
1956

Mining Sampler : Sipolay Copper Mine, Occ.
Negros, 1967

General Log Scaler : Valderrama Log'g Co., Davao,
1960-61

Labor Union President : Magallanes, Butuan City, 1961-62

Labor Union President : San Isidro, Northern Samar
1962-1967

College Instructor : Divine Word University of
Tacloban, Tacloban City, 1982-83

GOVERNMENT

Provincial Rural Youth : BAEX, Northern Samar, 1968-1971
Officer

Vocational Agriculture : San Isidro Agro-Industrial
Teacher School 1971-1975

Manpower Development : NMYC, Region VIII, Tacloban
Officer City, 1976-1981

Supervising Manpower : NMYC, Region VIII, Tacloban
Development Officer 1981-1983

Secondary School Head : Lavezares, Agro-Industrial
Teacher School, Lavezares, 1983-1985

Vocational School Prin- : LAIS, Lavezares, 1985-1987
sipal I

Part-Time Instructor : DECS-SSPC Graduate Program
Balicuatro National Vocational
School, Allen, 1986-1987

Vocational School Prin- : LAIS, Lavezares, 1988 to date
sipal II

H. SEMINARS AND SPECIAL TRAININGS

Thirteenth National : Teachers Camp, Baguio City,
Congress of Secondary april 21-23, 1993
School Administrators

Regional Educational : RELC, DECSRO 8, Candahug, Palo,
Planning Seminar Workshop Leyte, October 19-20, 1992

- 4th National Congress on : Teachers Camp, Baguio City,
Technical and Vocational November 8-11, 1992
Education
- Twelfth National Congress : Teachers Camp, Baguio City,
On Secondary School January 16-18, 1992
Administrators
- First Technical and Voca- : ECOTECH Center, Lahug, Cebu
tional Education School City, January 9-10, 1992
Administrators Consul-
tative and Planning Con-
ference (TVVEACON)
- Seminar Workshop in Maxi- : DECSRO 8, Lavezares Agro-
mization of Secondary Industrial School, December
Schools Instructional 5-6, 1991
Management Program
- 20th National Conference : POAP, Inc., Quezon City
in Public Personnel November 14-15, 1991
Administration
- Seminar Workshop in Social: DECSRO 8, Borongan Eastern
Studies Samar, November 26-27, 1991
- Eleventh National Congress: Teachers Camp, Baguio City,
of Secondary School May 21-24, 1991
Administrators
- Seminar Workshop in SEDP : DECS, Baguio City, 1989
Implementation
- National Conference on : DECS, Baguio City, November
Tech-Voc Education 16-18, 1988
- Seminar Workshop in In- : COA Regional Office, Tacloban
ternational Control City May 7-17, 1985
System
- Basic Supervisory Course : NMYC Regional Power & Electri-
city Industry Board for Eastern
Visayas Tacloban City, November
26-28, 1981
- Supervisory Training for : Civil Service Commission, Region
Effective Administrative 8, Tacloban City, July 22-31,
Management 1979

- CSC Junior Executive Training Institute : CSC, Region 8, Tacloban City, July 31 to December 30, 1976
- Seminar Workshop Series on Social Development Sectoral Planning, NEDA Region 8, Tacloban City : National Economic Development Authority September to December 1975
- Seminar on Philippine Economic Development Tacloban City : Divine World University, August 16-17, 1975
- Supply Management Training Course, Cebu City : Bureau of Supply Coordination, September 5-14, 1974
- Workshop on Compost Development for Visayas and Sulu Regions, Cebu City : Bureau of Vocational Education, April 23-25, 1973
- Effective Extension Communication and Supervision, Quezon City : Bureau of Agricultural Extension, May 15-19, 1970
- First National 4-H Club Mini-Cooperative Seminar : Bureau of Agricultural Extension, November 23-29, 1969
- Workshop Seminar in Administrative Management and Supervision : Bureau of Agricultural Extension, September 22-28, 1969
- N. Samar Socio-Economic Development Seminar : UEP, Provincial Government June 5-7, 1968
- 4-H Club Training : Bureau of Agricultural Extension, September 16-20, 1968

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