

A PROPOSED EXTENSION PROGRAM OF SILAGO  
NATIONAL VOCATIONAL SCHOOL

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A Thesis Presented to the  
Faculty of Graduate Studies  
Samar State Polytechnic College  
Catbalogan, Samar

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In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Arts in Education

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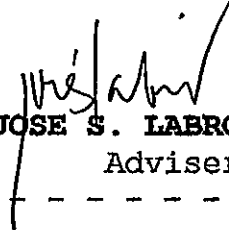
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March, 2001

**A P P R O V A L       S H E E T**

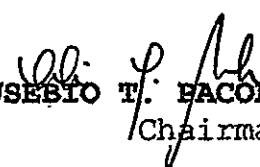
This thesis entitled **"PROPOSED EXTENSION PROGRAM OF SILAGO NATIONAL VOCATIONAL SCHOOL"** has been prepared and submitted by **MR. ROMULO R. BRAZAS**, who having passed the comprehensive examination, is hereby recommended for oral examination.

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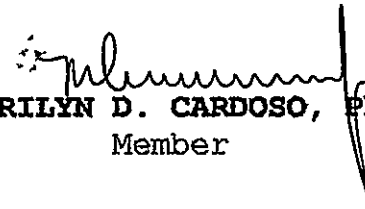
  
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Above all, to our Almighty Father for the guidance and blessings showered to the researcher, and to the ones who shared their support for the completion of this endeavor.

**R. R. B.**

# Dedication

This piece of humble work

Is dedicated to

My mother

Nacing

And my beloved wife

Lou

And children

Jason, Jr, Siegfried

And Ralph

Mols

## **ABSTRACT**

This study attempted to determine the extent of expressed training needs and aspects of development of Silago residents in order to plan and design a training program that would cater to their needs and the development of the service area. The study employed the normative-descriptive research method using the questionnaire as its main instrument in gathering data. Documentary analysis, interviews and actual observation were likewise resorted to verify and crosscheck some initial information and responses gathered in the course of research. The seriousness of the listed alternative problems as observed by the respondents among the residents of the Municipality of Silago and among the availability of training resources of SNVS, it is reflected that all items are observed as problems. The four groups of respondents were mature enough to understand, analyze and perceive what training needs and aspects of development are necessary in the implementation of the extension program. There is a need of the administration to direct, manage and implement the extension program since data reveals that respondents had the priority choice and want to develop technical services for lifetime livelihood. The implementation of the program would be more effective if the school and LGU is coordinated and supportive to the program and projects of the school. Primarily, tie-ups with TESDA are necessary. The data reveals that the extension program would be hampered in its operation due to inadequate trainers, tools and facilities, and budget allocation.

## TABLE OF CONTENTS

TITLE PAGE . . . . .	i
APPROVAL SHEET . . . . .	ii
ACKNOWLEDGEMENT. . . . .	iii
ABSTRACT . . . . .	vi
TABLE OF CONTENTS. . . . .	vii

Chapter	Page
1 THE PROBLEM ITS SETTING . . . . .	1
Introduction . . . . .	1
Statement of the Problem' . . . . .	6
Hypothesis . . . . .	8
Theoretical Framework . . . . .	9
Conceptual Framework . . . . .	15
Significance of the Study . . . . .	17
Scope and Delimitation . . . . .	20
Definition of Terms . . . . .	20



<b>2</b>	<b>REVIEW OF RELATED LITERATURE AND STUDIES . . . . .</b>	<b>34</b>
	Related Literature . . . . .	34
	Related Studies . . . . .	57
<b>3</b>	<b>METHODOLOGY . . . . .</b>	<b>82</b>
	Research Design. . . . .	82
	Instrumentation. . . . .	84
	Validation of Instrument . . . . .	86
	Sampling Procedure . . . . .	89
	Data Gathering Procedure . . . . .	91
	Statistical Treatment of Data . . .	93
<b>4</b>	<b>PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA . . . . .</b>	<b>96</b>
	Profile of the Respondents . . . . .	96
	Municipality of Silago Profile . . . . .	111
	Profile of silago National Vocational School . . . . .	118
	Training Needs of the Municipality of Silago As Perceived by the Respondents. . . . .	122
<b>5</b>	<b>SUMMARY, CONCLUSION &amp; RECOMMENDATION</b>	<b>180</b>
	Summary . . . . .	180

Conclusions . . . . .	183
Recommendations . . . . .	189
<b>6 A CONCEPTUALIZED MODEL OF AN EXTENSION PROGRAM OF SILAGO NATIONAL VOCATIONAL SCHOOL . . . . .</b>	<b>187</b>
Description of the Extension Program . . . . .	187
Objectives . . . . .	189
Role of the Clientele . . . . .	194
Personnel of the Extension Service . . . . .	193
Priority Training Courses. . . . .	196
<b>BIBLIOGRAPHY . . . . .</b>	<b>221</b>
<b>APPENDICES . . . . .</b>	<b>225</b>
<b>CURRICULUM VITAE . . . . .</b>	<b>244</b>

## Chapter 1

### THE PROBLEM: ITS BACKGROUND

#### Introduction

Education is an important means by which an organized society achieves stability, progress and prosperity. Through the process of education, the citizenry is imbued with the proper ideals, attitudes, values, and aspirations; provided with opportunities to acquire essential knowledge and understanding, habits and skills; and otherwise given the training and instruction so vital to the development of the individual's intellectual, physical, social, emotional and spiritual faculties, so that he can achieve maximum realization, and contribute to the well being of the group (Aquino, 1974:1).

Thus, education as a basic factor of development should be accessible to everybody. In fact, Khatena (1972:454) says that different kinds of education should be provided to individuals according to their abilities. Less capable students, regardless of social status are to

serve as apprentices in suitable occupations. Learning a trade is essential for helping a student gain economic independence, maintain the dignity of labor valued by society, and earn general training of mind.

The center for Research Commission (Braid, 1987:5) report that the most important goal of education is the development of a complete individual who does not only know how to read, write and acquire gainful occupation, but who can also actively participate in bringing about a better society.

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To assure the growth and development of the people, Fajardo (1990: 173) cited that a human resource is still the most important factor in economic development. Money, machine, and materials are useless if these are not properly used and allocated, explored, and utilized. He further explains that the key to real economic development is the suitable improvement of the skills, knowledge, attitudes, values, and institution of the people. This can be done through the process of education and training.

Based on his observation, Fajardo (1990:133) also stated that the countryside in less developed countries has been bypassed by economic growth. The levels of production, education, health, and other services have not changed much. The impoverished conditions in the rural areas have driven away young people to the cities to look for jobs. It is true, that when deprived of employment opportunities, people migrate to urban areas, thinking that there are jobs that await them there.

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However, some of them cannot find any job or better jobs while others are forced to accept menial jobs. These facts are also true to migrants from Silago.

As observed by the researcher, the development of Silago is rather, slow compared to that of other municipalities because of improper utilization of manpower and natural resources. Other factors that contribute to this underdevelopment is due to lack of massive orientation regarding vocational knowledge, and skills training; no proper dissemination and implementation of non-formal education; no coordination between school and other agencies regarding extension

services, and local investors are rarely found. Since no organized extension program exists this town to take care of these.

Manpower is a great favorable factor for development of the town since this study showed, that many are interested and few have basic knowledge on craftsmanship in the locality. There are few professionals and non-professionals with fine skills and craftsmanship, particularly in rattan and wood furniture making, who can be topped from the locality (Silago, Municipal Development Plan, 1993-1998).

As a sixth class municipality in Southern Leyte, this town has no big industrial establishments. However, there are some people who engage in a small business on the manufacture of bags from abaca fibers, hollow blocks making, bamboo craft and wood furniture making.

The potential resource of raw materials due to the presence of vast forestland in the locality is a viable input for wood and rattan industry. It can generate employment from production of raw materials, operation and production of finished products, managements,

operation and production of finished products, management and finance division. It shall also increase the per capita income of the people. Hence, the plight of the people will be alleviated (Silago Municipal Development Plan 1993-1998)

In view of these observation in Silago, the researcher thought of conducting this study, which aims to propose an extension program to meet the needs of the people in skills training and livelihood projects. The said extension program will likewise help the town improve its economic conditions thereby improved the human well, being. Through this proposed program, Silago can practice the true, social justice, which as defined by Justice Laurel in *Calalang versus Williams* (101, Phil. 3) is the provision of adequate and sound socio-economic measures to promote the welfare of the people.

Why do we need to launch extension programs and are looking for ways and means to improve extension methods, Dagoon (1986) has only one an answer - because there is hunger in the world and this researchers aimed to participate in his small way in establishing s. good start

for Silago National Vocational School's extension program.

### Statement of the Problems

The study proposes an institutional extension program of Silago National Vocational School that shall best respond to the needs of the clientele in the Municipality of Silago.

It sought answers to the following specific questions:

1. What is the profile of the respondents in terms of the following:

- 1.1 Age,
- 1.2 Sex,
- 1.3 Civil status
- 1.4 Educational qualification,
- 1.5 Work experience.
- 1.6 Economic status

2. What is the profile of the municipality of Silago in terms of the following:

- 2.1 Population of each barangay,



- 2.2 Natural and agricultural resources,
- 2.3 Development thrust and programs as initiated by;
  - 2.3.1 Local Government Unit,
  - 2.3.2 Non-governmental organizations
  - 2.3.3 Governmental Organizations
  - 2.3.4 People Organization
- 2.4 Employment prospects
  - 2.4.1. Cottage industries,
  - 2.4.2. Industrial and entrepreneurial

Establishment.

3. What is the profile of Silago National Vocational School in term of:

- 3.1 Physical Resources.
- 3.2 Human Resources,
- 3.3 Financial Resources.

4. As perceived by the LGU officials, school personnel, Silago clientele and industrial sector's employers of Silago to what extent do the following training projects in the school extension program meet the training needs of Silago constituents?

5. Is there a significant difference between the perceptions of the four groups of respondents as to the level of relevance of training in the school's extension projects to Silago constituent?

6. As perceived by the four groups of respondents, what are the expectations from the school's extension program in terms of the following aspects?

6.1 Economic and Technological Development,

6.2 Cultural and Environmental Development,

6.3 Political and Social Development.

7. Is there a significant difference between the perceptions of the four groups of respondents as to expectations from the school's proposed extension program?

8. What extension program for Silago National Vocational School can be developed based on the finding of the study?

### **Null Hypothesis**

In relation to this study, the following hypothesis were made and tested.

1. There is no significant difference between the perceptions of the four groups of respondents categorized as LGU officials, school personnel, clientele, and industrial sector employers as to the level of relevance of the activities of the school's extension programs to the needs of Silago constituents.

2. There is no significant difference between the perceptions of the four groups of respondents on the expectations from the school's proposed extension program in terms of the following aspects:

- 2.1 Economic and Technological Development,
- 2.2 Cultural and Environmental Development,
- 2.3 Social and Political Development.

### **Theoretical Framework**

The study is anchored on the systems approach in education as theorized by Zwaenepoel (1985). The approach views that the educational system or program is examined either as formal or non-formal vis-à-vis a macrosystem. In this process, the educational system or program is viewed not as an isolated entity with independent parts

but rather as an organized process by which society pursues education as an organic group of elements with interacting subsystems within the educational system or program. The educational system or program contributes to society's outputs which the former originally receive from the latter as input. In turn, society after receiving the resulting outputs from the educational system or program transmits its feedback on these outputs as further inputs to the educational system or program. Hence, through the systems approach, a dynamic process of analyzing all the interacting elements or subsystem of the educational system or program is made possible. The strategy of diagnosis is to concentrate upon several indicators and relationships within the system and between the system and its environment.

The main theory of Zwaenepoel (1985) as presented in the paradigm (Figure 1) includes the program of client as input, which includes the students, the community (which shall be Silago), the economic profile and etc. These are inputs invested by society into the extension program. Based on the idea of Zwaenepoel, the outputs of



this research are the graduates who will contribute to the improvement of the community of Silago. The paradigm also provides a feedback system, which will evaluate the response of the society to the said extension program.

The inner circle in the frame is the goal of the research, and for this present research, it shall be the improvement of the well being of Silago. One of the outer circles contain the program resource input that includes human resources such as the researcher, the proponent of the program, NGOs, GOs, POs and other coordinating agencies such as DOLE, TESDA, DA, DOST, PBSP, and NEDA; material resources such as physical plant facilities, instructional aids and technical tools, and financial resources. Another outer circle deals with the program environment, (which is Silago). The last outer circle contains the program activities. These program activities include the instructional non-formal program, the content of the program practices, and the system of evaluation of the said program.

Zwaenepoel's paradigm is strongly supported by Maslow's Hierarchy of Needs Theory which states that the

needs of individuals are arranged in an ascending order. At the bottom of the pyramid are physiological needs such as food and water. These are biological or instinctive needs. They influence behavior unconsciously. The next level of need is the security need. This deals with the need of the individual to be sheltered and protected from harm. The next higher level is the belongingness and love needs. These needs signify people's need to belong to a certain group and feel loved. At the apex of the pyramid, is the self-transcendence need. This is an urge to become what one ought to become. This hierarchy of needs causes people to behave the way they behave. Once a need is satisfied, another need arises.

Maslow's theory proposed several points regarding the need hierarchy: Behavior is dominated and determined by those needs that are unfulfilled, and an individual will systematically satisfy his other needs by starting with the most basic and working up the hierarchy, Basic needs take precedence over all those higher in hierarchy.

In view of this theory, the individual's employment is one of the instrumental behaviors he employs to satisfy his needs.

On the larger scale, David Easton (1987:383-400), in his analysis of the political system, stressed that the reason why a political system arises in a society is that, demands are being made by persons or groups in the society that cannot all be fully satisfied. The society is characterized by one simple fact: Scarcity prevails with regards to most of the valued things. Since the government cannot fully satisfy the needs of the people, there is a need to establish extension programs. The extension program has to cater to the needs of the people. Thus, Silago is just like a political system with demands on it, from its people. There is therefore a need to provide Silago with extension programs to answer the needs of the people.

Thus, society must not only satisfy individuals but also a strong economic base, which will result from extension programs. In view of this, therefore, Silago must have a well provided individuals and strong economic



base. This can be realized by establishing a sound extension program.

The extension program for Silago is expected to provide the constituents the education and trainings needed to uplift them economically, socially, culturally, politically and technologically. The extension program shall give skill trainings and shall have the chance to use past experiences to meet present needs. Furthermore, they shall be given the opportunity to practice and apply what they have learned.

### Conceptual Framework

The conduct of this study is guided by the research paradigm in Figure 2.

The conceptual schema below shows the base of the schema as the frame containing the research environment, which is the Municipality of Silago. The base frame also includes the time frame of the study, which is 2000-2001. The research process is described in the next frames, which are the sources of data for the investigation.

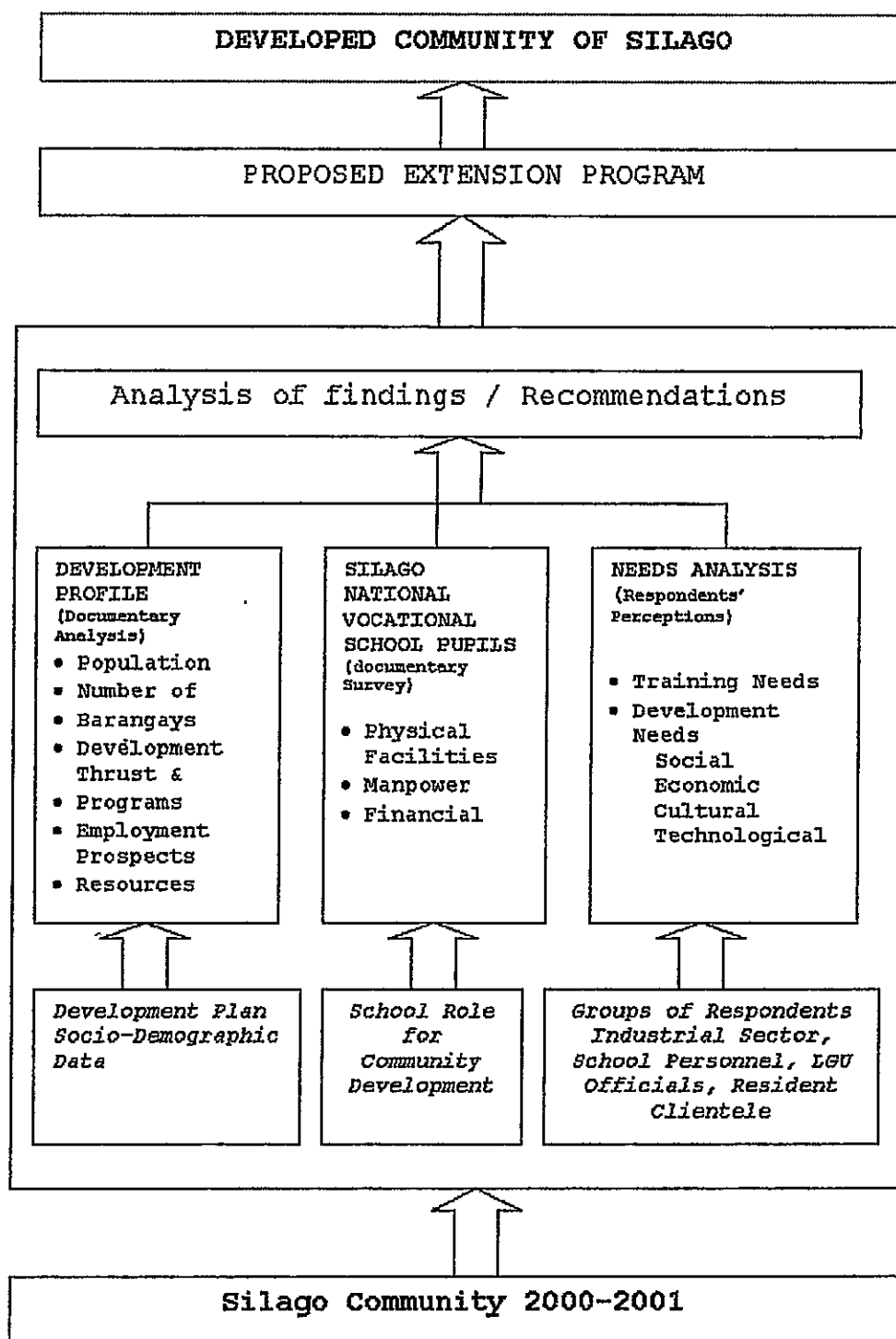


Figure 2. The Conceptual Framework of the Study

The development profile of the municipality of Silago and the profile of the Silago National Vocational school in terms of its physical facilities; manpower and financial aspects and possibilities to school's role for community development are taken from documentary analysis. While the need analysis is gathered through a questionnaire prepared by the researcher.

The data gathered from the documentary analysis and the perception of needs of the Silago constituents were the bases for the proposed extension program with the aim to ultimately develop the municipality of Silago into an economically, culturally, and technologically progressive place.

### **Significance of the Study**

This study was conducted because of the non-existence of a functional extension program of Silago National Vocational School. The proposed Silago National Vocational School extension program is expected to benefit residents of Silago in various ways that would promote economic, tourism, culture and technological development.

To the school. The extension program initiated by the school will serve as an institutional model and a training ground that will facilitate the production of well-trained skilled workers who shall be leaders in community livelihood projects that shall serve as agents of change, to satisfy the needs of the community.

This can also be a basis for the formulation of new policies and objectives for another program.

To the residents. The said extension program shall be beneficial to the constituents because it will provide education and trainings to out-of-school-youth, employed and unemployed adults and rebel returnees. These people will be encouraged to participate in gainful activities such as wood craft, bamboo craft and others that can be topped from the forest, land and water resources.

To the LGU. The extension program will serve as the implementing project for the Municipal development plans particularly on the economic improvement of the municipality such as organizing income-generating projects in Silago. Through the extension program the LGU's aim of uplifting the economic plight of the people

through the skill trainings and application of learned skills, which will lead to an increase in their source of income, will be easily attained.

To government organizations, and non-government organizations. The extension program will serve as the training ground for skilled workers needed in some of their prospect projects. The opportunity for linkages and the use of training staff and facilities to support their projects will be facilitated and supported by this school extension program. This will serve as the frontline of government, non-government community service projects.

To the nation. This extension program will become progressive and responsive to the people's needs in the coming years. The national development goals will be attained with the support of the citizenry.

To the future researchers. The result of this study can be used in conceptualizing problems of similar nature and will serve as guide to propose other development programs in agricultural settings to accelerate rural development efforts.

### **Scope and Delimitation of the Study**

This study was designed to propose a model for an extension program that will cater to the needs of the municipality of Silago with Silago National Vocational School as its service center (see Figure 3).

The study involved 15 school personnel, 65 LGU officials and randomly sampled 378 Silago residents and 240 industrial sector employers. Documentary analysis and a questionnaire were the instruments for data gathering. The study covers the school year 2000-2001.

### **Definition of Terms**

For better comprehension and understanding of the study, the following terms are conceptually and/or operationally defined.

**Clientele.** They are collectively referred customers (Webster, 1992). Operationally, this term refers to the groups of community residents, with ages 15 and above who can benefits from the services of the extension program of Silago national Vocational school. They are either, out of school, or in school. This clientele comes from

MUNICIPALITY OF SILAGO  
PROVINCE OF SOUTHERN LEYTE  
PHILIPPINES

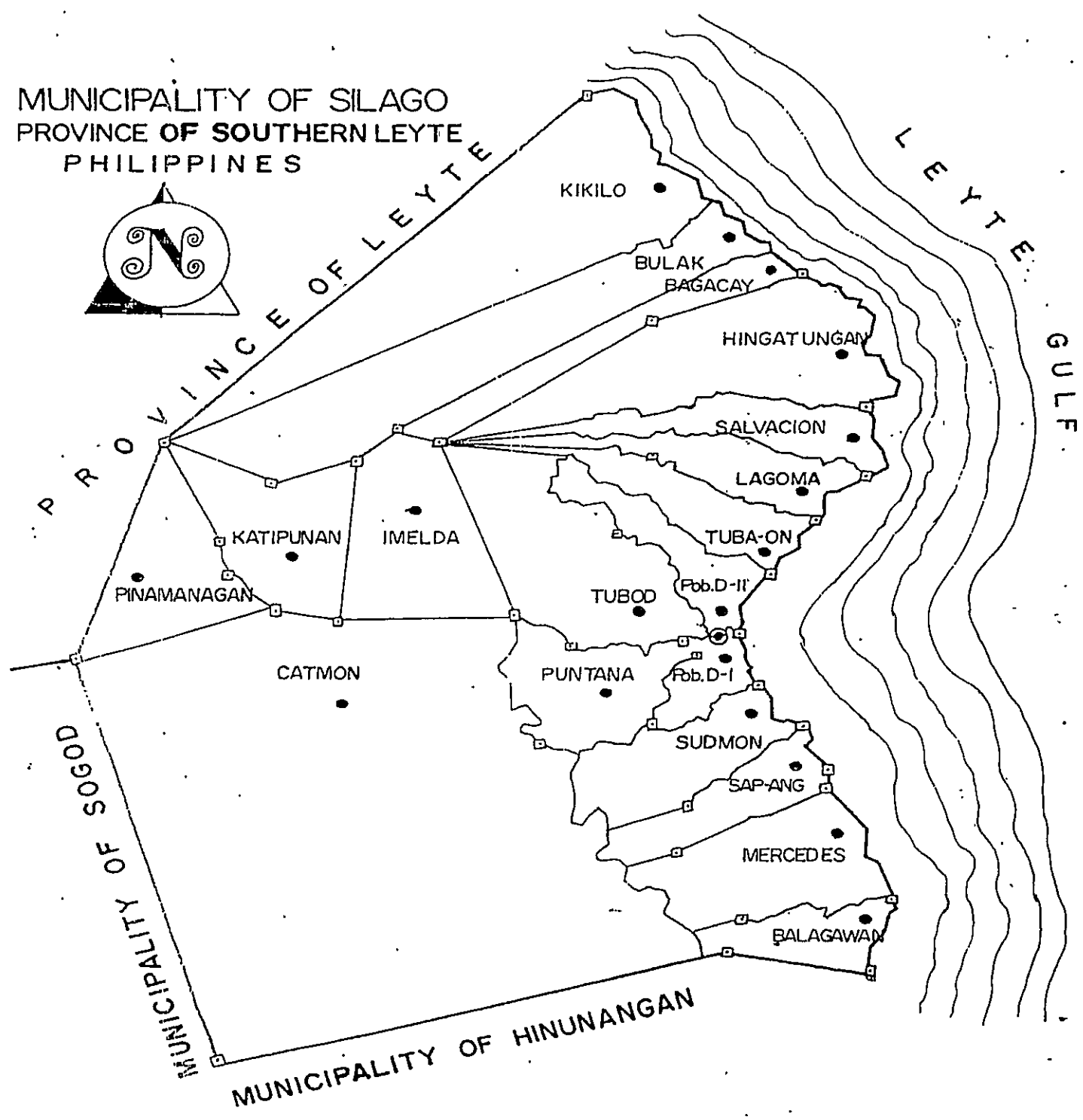


Figure 3. The Scope of the Study

Figure 3. The Scope of the Study



the different barangays and will receive training according to their choices.

**Cultural system.** This term refers to the sum total of enduring patterns and/or structure of values, goals, norms and expectations shared among the members of a given society or group and transmitted to their succeeding generations (Zwaenepoel, 1985:37). Operationally it refers to the community practiced behavior, values, goals, norms, etcetera by the people of Silago.

**Economic development.** This term refers to a progressive process of improving human conditions, such as the reduction or elimination of poverty, unemployment, illiteracy, inequality, diseases, and exploitation (Fajardo, 1990). Operationally it refers to the general trend of the development/progress of the standard of living of the people of Silago.

**Economic system.** This term refers to the sum total of enduring patterns or structures of resources' (human, materials and financial) acquisition, allocation and utilization within a given society or group (Zwaenepoel,

1985). Operationally this refers to the style of ways and means of livelihood by the people of Silago.

Employed. This refers to persons in the labor force who are reported either at work or with a job but at work during the reference week (Webster Dictionary, 1986). Operationally this refers to persons who have regular work and are paid for it.

Environment. This term refers to all the system outside the boundaries of one system under consideration. The components and variables of outside systems are taken as "givens" and are considered beyond the direct physical Social, political, economic or technological nature (Zwaenepoel, 1985). Operationally this refers to the general surrounding of a person, inclusive of animate and inanimate things.

Extension. This refers to an informal education process which aims to teach rural people how to improve their level of living by their own efforts through making wise use of natural resources at their disposal, in better system of farming, homemaking, and industry (Webster Dictionary, 1976). Operationally this refers to

programs brought out of Silago Vocational schools to train out-of-school youth and even adults who are willing to develop skills to earn a living.

**Extension Program.** This term refers to the processes by which inputs are converted to outputs. In the school context, extension program are alternative types of curriculum, which could be devised to, achieve the objectives. Extension programs can also be broken down into components or elements, projects and activities (Zwaenepoel, 1985). Operationally this refers to organized short, term education of the out-of-school youth and adults brought to the community for their skills, social, cultural, etc., trainings.

**Financial resources.** This refers to where the money comes from. Operationally it refers to whom or from where the funds would come.

**Goal.** This term refers to a statement that proposes designed and valued competencies, states of being and/or general levels of proficiency to be achieved (Zwaenepoel: 1985). Operationally, it refers to an object to attain or reach.

**Human development.** This term refers to the process of enlarging the range of people's choices - increasing their opportunities for education, health care, income and employment, and covering the full range of human choices from a sound physical environment (NMYC). Operationally it refers to the educational training of human to the maximum of his potential for his welfare and the welfare of the society

**Human resources.** This refers supply of human talents and expertise (Webster, 1992). Operationally it refers to the source of human expertise for training other human such as the SNVS experts.

**Learning.** This refers to the psychological activity in development, such as the process of acquisition and extinction of symbolic modifications on existing knowledge, skills, habits and motor skill (Webster Dictionary, 1976:1286). Operationally, this refers to the knowledge or skills acquired from training, teaching as the skill and knowledge acquired from training organized by SNVS faculty.

**Manpower.** This term refers to the population of working age either in the labor or in the potential labor force. The portion of the nation's population which has actual or potential capacity of contributing directly to production of goods and services (Webster Dictionary, 1986. Operationally this refers to the number of men who are available to do certain activity.

**Material resources.** This refers to the substance of which something is fashion or make into something (Webster, 1992). Operationally it refers to the supplier of inanimate substances to be fashioned into something source of raw materials.

**Non-formal education.** This term refers to the education innovation launched in the Philippines with the intention to make education contributes more substantially to the intention to make education contribute more substantially to the immediate national effort at reforming society and meeting current urgencies of the country (NMYC). Operationally this refers to education, outside the classroom done and in short term.

Occupation. This term refers to the economic activities that are the life work of an individual (Webster dictionary, 1986:). Operationally this refers to a lifetime occupation or livelihood of a person.

Out-of-school-youth. This term refers to a person less than twenty-one years of age, excluding children below school age who are not elementary or secondary pupils and are not taking courses for college credit towards degrees or equivalent certificate (Good, 1973:). Operationally these refer to persons below 21 and above pre-school age and have not attended school.

Rural development. This refers to the continuous process, which is primarily concerned with the optimum utilization of resources - human, economics, social, and physical in a given area through a systematic manner. It is based on sound technical principle and its main objective is to raise the standard of living of the local residents (Fajardo, 1990:). Operationally this refers to the activities that top all rural resources for the uplift of the rural community.

**Skill**. Generally, this term means knowledge of the means or method of accomplishing a task (Webster, 1986:). As used in this study, the term refers to the ability of a person to perform the required vocational job.

**Skilled workers**. This term refers to a person whose occupation is traditionally recognized as one who has special qualifications and training both theoretical and practical instruction and supervisory experiences (NMYC). This refers to experts, in particular skill work.

**Social system**. This refers to the sum total of enduring patterns and structures of social communications (thoughts, feelings and activity tendencies) and social interactions prevalent within a given society or group. These are social communications and interactions are characterized by distance, rank and integration (Zwaenepoel, 1985:). Operationally this refers to a arbitrarily understood ways of interactions between member of Silago community.

**Systems program inputs**. This refers to the various resources and ingredients required to make the internal process function, starting with students, teachers and

knowledge but also including physical facilities and equipment, instructional materials and education technology. Many of these inputs cost money and thus must be translated into budgetary terms (Zwaenepoel, 1985:). Operationally this refers to the documentary inputs and perceptions gathered as base for extension program geared towards Silago's development.

**System's internal process.** This term refers to the sum total of all the ways and means by which the system does its "work" in pursuit of its objectives. This includes its internal organizational structure and logistical arrangements, its technology (methods of doing the work), various interacting components (teachers, students, books, equipment, etc.), quality standards and methods of evaluation (Zwaenepoel, 1985:). Operationally this refers to Silago's ways and means, including SVS as a means to organize a program for the development of Silago community.

**Technological system.** This term refers to the sum total of enduring patterns and structures of work methods or processes whereby the members of given society or



group accomplish what they want to do (Zwaenepoel, 1985:). Operationally this refers to the sum total of the structure or plan of work of Silago vocational school for its extension program to attain a particular objective.

Underemployment. This term refers to inappropriate utilization or allocation of economic resources (Sadullo, 1993:). Operationally it refers to highly qualified human resource, employed in a job that requires low qualification than the employer has.

Unemployment. This refers to the state or condition when any of the four factors of production (land, labor, capital, and entrepreneur is left idle or simple not doing anything (NMYC). Operationally this refers to a person who has no source of income and is idle.

Validity. This refers to the degree to which a test or measuring instrument measure what it intended to measure (Calmorin, 1994:). As used in this study, validity refers to the degree to which the questionnaire was evaluated.

Work. Generally, this term means any activity that a person does for pay in cash or in kind in any

establishment, office, farm, private non-profit, or without pay or own family farm or enterprise (NSO, 1993). Operationally it refers to an activity of a person, which gives him an income or a money value to his output.

LGU. It is like other government units that continue to exercise the powers and discharge the duties, functions and responsibilities of national offices devolved to them that are necessary, appropriate or incidental to efficient and effective provision of the basic services and facilities. It is provided with greater authorities and powers in order to attain self-reliance and to become more responsive to the needs of its constituents towards and improved economic life (Local Government Code 1991). Operationally, it is a unit headed by elected officials together with the municipal employees that were delegated such authority by the national and discharge their powers and function to provide services to the people.

LGU Officials. These are municipal officials which enjoys the total independence in managing, deciding and planning its own administrative, fiscal and development

affairs in conformity with the national thrusts for sustainable social and economic growth (Local Government code 1991). Operationally, these comprise the elected officials, municipal employees, and barangay chairmen that were bind to exercise the authority in managing, planning executing resolution, and coming up with decision making on its own internal affairs.

**Technological Development.** This refers to the progress in technical process and any related field of knowledge (Webster, 1996). Operationally, this is an advancement of knowledge and skills through understanding of technical processes, methods and procedure instituted in the school or to an experiences.

**Social Development.** This refers to a social progress relating to human society (Webster, 1996). Operationally it is an advancement of social function and the mode of living in a society.

**Cultural Development.** This refers to the progress of the complex whole which includes knowledge, beliefs, art, morals, law, customs and any capabilities and habits acquired by human or member of society (Hebding, Glick,

1994). Operationally, this is the improvement of the standard norms of behavior of the people initiated by society or environment.

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

The chapter contains related literature and studies taken from books, documents, journals, unpublished theses and dissertations, which contain concepts, ideas, findings, conclusions and recommendations relevant to the present study.

#### Related Literature

The researcher read books, journals, periodicals, and publications to lend support to the study that was investigated.

The New Constitution strongly affirms the idea of social justice as one of the declared policies of the state. Section 10 of Article II of the constitution suggests:

"The state shall promote a just and dynamic social order that will ensure the prosperity and independence of the nation, and free the people from poverty through policies that provide adequate social services, promote

full employment, a rising standard of living and an improved quality of life for all."

Paragraphs four (4) and five (5) of the foregoing section specifically provide that the state shall promote and encourage non-formal, informal, and indigenous learning system, as well as self learning, independent, and out-of-school study programs, particularly those that respond to community needs. It is also provided in paragraph five (5) that adult citizens, the disabled, and out-of-school-youth be provided with trainings in civics, vocational efficiency, and other skills.

It is evident that the fundamental law of the land has provided its people the means to rise from poverty and deprivation by mandating formal, non-formal and informal education, which are embodied in every school mission and vision.

Khatena (1972) in his study concluded that different kinds of education should be provided to individuals according to their abilities. Less capable students, regardless of social status, are to serve as apprentices in suitable occupations. It is now for the individual to

direct his interest and abilities to the type of education, which will make him a productive agent in the society. His study is similar to the present study since it also speaks of the necessity of giving students the opportunities to gain independent income. The present study is different in the sense that it proposed an extension program to train rural folks of Silago to have independent livelihood.

Fajardo (1990:234) commented that investment of resources should be accompanied by the application of new technical knowledge. If only the few-privileged groups can acquire the highest standard of education and training, this has very little effect on the social and economic conditions of the whole nation.

He further explains that the key to real economic development is the suitable improvement of the skills, knowledge, attitudes, values, and institution of all the people. This can be done through the process of education and training.

It is clear that community needs are given priority by the government, but sometimes schools' curricula are

not attuned with the needs of the society. There is therefore a need for an assessment that should be conducted in order for schools' curricula to be relevant and congruent to the needs of the society. Hence, a proposed program responsive to the needs of the service area is timely and necessary.

Esteban (1990) pointed out in his speech before a group of educators that the government's primary concern is the development of special skills and technical knowledge, and related information.

He emphasized that public and private colleges, institutions, schools, or agencies can be considered "centers of excellence" only if they are engaged in formal and informal education. He commented, "We have some various programs of the government and in prestigious educational institution, but many of these educational programs are, unresponsive to regional community and sectoral needs and conditions, and are alien to local values and cultures, and unrelated to the available natural resources in the locality".



The speech of Esteban addressed the various programs of the government and schools, and pointed out the reality of the present uncontested situation. It warned that those who are not aware of the existing situations especially in the rural areas are those who do not plan programs, and as a result, they fail in their ventures. It is now the proper time to propose a program with a proponent who is from the area, knowledgeable and possessing the necessary information about the existing problems and needs.

Vocational education and training institutions are the main sources of skilled manpower based on the current set-up of skills training delivery, formal and non-formal. It was projected that an average of 1.3 million total graduates will be generated annually by the system for the 1993 to 1998 period (NMYC, 1998).

Education Committee (EDCOM) study showed that vocational technical schools produce low quality graduates, not only on technical know-how but also in terms of work attitudes and discipline. The mismatch of manpower in both quantity and types of skills, which

resulted to low employment and absorption rates cannot be wholly attributed to the ineffectiveness of the educational and training system. It can also be a result of economic and industrial structure, which does not give proper signals to the educational and training institutions on how manpower should be to produced (NVTDCW, 1998).

The NEDA study revealed that urban-rural disparity widened as underemployment in the rural areas increased. Profit margins according to farmers decreased and agricultural productivity declined.

Executive Order No. 370 (1989) refocuses the orientation of the government to the poor (Pro-Poor). The need to alleviate poverty stems from the principles of upholding man's right to life and respecting human rights. The goal of uplifting the lot of the poor also emanates from the recognition, that human resources are the important assets of any society.

The aims of the program: to accelerate socio-economic development in the rural areas through affirmative programs of actions; to benefit the most

depressed municipalities; to pursue coordinated delivery of government services; and to undertake institution building.

The Department of Labor aims to preserve the gains in labor development and one of its tools is the five point agenda for social justice. The five thrusts are: forging and operationalization of a viable industrial peace accord; promotion of full employment within the country while preserving the strides in overseas employment; greater emphasis on regional and countryside development; more vigorous enforcement of labor standard; full implementation of the labor and employment components of the 1989-1992 Philippine Development Plan for Women.

During the International Labour Conference held in Geneva in 1984, the employment policy (Supplementary Provision) recommended in, 1994 (No. 69), Section VII on regional development policies, which reads as follows (Meyer, 1984: 176):

"In accordance with the national law and practice, members should recognize the importance of balanced regional development as a means of mitigating the social, and employment

problems created by unequal distribution of natural resources, and the inadequate mobility of the means of production, and of correcting the uneven spread of growth and employment between regions and areas within a country. Measures should be undertaken after consultation, and in cooperation with the representatives of the population concerned, and in particular with the organizations of employers and workers, with a view of promoting employment in underdeveloped or backward areas, declining industrial and agricultural areas, frontier zones, and in general, parts of the country which have not benefited satisfactorily from national development"

The recommendation include creating and developing growth poles and growth centers with good prospects for generating employment; developing and intensifying regional potential, taking into account the human and natural resources of each region and the need for coherent and balanced regional development; expanding the number and size of medium-sized and small towns in order to counter balance the growth of large cities; encouraging the voluntary mobility of workers within each region, and between different regions of the country by appropriate social welfare measures, while making an effort to promote satisfactory living and working conditions in their areas of origin; investing in

improvement on the regional infrastructures, services and administrative structures, including the allocation of the necessary staff, and the provision of training and retraining opportunities; and promoting the participation of the community in the definition and implementation of regional development measures.

The principal objectives at the outset were employment creation and income redistribution, with a view to tackle massive unemployment in the most disadvantaged areas-create durable sources of employment and income for the benefits of the poorest inhabitants of the project area.

Guiang (1994) stated that in the Philippines, vocational and technical education and training are currently being undertaken in two approaches - the formal and non-formal system. Programs classified as formal include those delivered by the public and private technical-vocational schools under the supervision of the Commission on Basic Education and the Commission on Higher Education. On the other hand Technical Education and Skill Development authority is the agency charged

with the delivery of non-formal training service in the country. Other government agencies such as the Department of Trade and Industry (DTI), Department of Science and Technology (DSWD), Department of Agriculture (DA), and others, also undertake vocational training for various clients. Even the industry sector actively participates in training particularly specialized industries whose manpower requirements are not readily produced by Technology-Vocational Institutions.

The goals and objective are in line with the national development vision of international competitiveness and total human development based on people empowerment. The primary goal is to develop a world class Filipino skilled workforce that is highly productive, flexible to changing market opportunities and adaptive to emerging and new technologies. Towards this end, the following objectives were addressed: To meet the skilled relevant to industry and community needs; To develop skills relevant to industry and community needs; To provide more skills development opportunities particularly for the marginalized and disadvantaged

groups; To improve the efficiency of skills development; and To upgrade the status of blue collar workers.

To attain the goals and objective of the plan, the following policies and strategies were adopted: The overall policy as stated is "Recognizing the industry, the Local Government Units and Non-governmental Organization as active partners in skills development. They were given key roles in the development of skills needed by the economy. Effective transfer of training responsibility from government to the user is a major aspect." The strategy employed was to provide the end-users of the occupational skills, the key role in deciding what and how skills should be developed; and developing the liabilities of private industries, local government units (LGU's) and non-governmental organizations (NGO's) in skills development. A cost-effective skills strategy were developed in the most cost effective manner, making the most of the country's scarce resources. The strategy employed cost sharing schemes through which the end-users of occupational skills training bears its cost; implementing the most cost-

effective methods of vocational education and training; rationalizing the technical-vocational education and training system to ensure efficiency and effectiveness in the skills development sector; and strengthening the system of monitoring, and evaluation of skills development programs to measure effectiveness and impact.

Quality outputs and training programs relevant to industry and community development were pursued. Skills development program should meet the requirements needed by industrial economy strategies. It should improved the quality of inputs such as curricula, teachers and trainers, training methods, materials, tools and equipment; It should strengthen the linkages between training institutions and users of skills to ensure relevance of acquired skills and knowledge to economy's skills needs; It should evolve flexible skills development approaches that optimally combine institution-based and enterprise-based skills training; It should reform and strengthen the apprenticeship program and community-based skills development in the context of meeting the basic needs of the clientele, and



develop their capability to participate in the growth process; and improve and strengthen trade skills standardization and certification program.

Skills development is considered as a basic right of every individual particularly for the disadvantaged groups in the labor force. Broadening access to skills development opportunities would mean more training efforts addressed to the needs of small and medium scale enterprises and the informal sectors particularly in the rural areas.

The strategies employed to have equitable and accessible skills development are: Providing and equivalency system to enable the learner to move/transfer, from subsystem within the formal system and from the non-formal to the formal sector; adopting a system of financial assistance like scholarships, incentives and others, giving priority to marginalized the disadvantaged groups, as well as micro and small enterprises; and rationalizing allocation of training institutions based on demand and situation obtained in the region.

The Filipino workers should be given recognition and social status equal to those accorded to professional and other types of workers, and within the authentic Filipino socio-cultural value system.

The strategies adopted are: promoting trade testing and certification into prestigious qualification system for blue collar workers; and promoting skills competitions and recognition schemes for blue collar workers; providing strong values education starting at the elementary level, particularly the inculcation of the principles of the dignity of labor, pride in one's work, commitment to honest service, the value of time and self discipline, and sense of nationalism; emphasizing desirable Filipino values, work orientation, work skills, work ethics, professionalism, productivity, discipline and occupational health and safety consciousness in the technical-vocational education and training curriculum.

Dagoon and Dagoon (1986) state that each country must develop its own extension service to satisfy its own needs and goals, consistent with available resources and standards of education. This is a training course

intended to extend or share some processes aimed at assisting rural people to improve their state of knowledge, their skills, their attitudes and their values, so as to raise the quality of their living and thus help them to become more self-reliant. It combines the best knowledge and skills, both traditional and modern. It uses adult education techniques and when necessary it supplies inputs designed to overcome any factors, which are limiting production. It also act as two-way communication process between government planners and researchers and farming people.

The effectiveness of an extension service depends on the structure and norms of the communities as well as on how a country's agriculture, industry, and others has evolved. Each country, each town, province etc., presents unique conditions to be satisfied by an effective extension service.

Every extension program when under the planning process must take into consideration the policies of the place for which the extension service is being designed. The clientele have to be informed of the government and

the sponsor's policies, and has to be persuaded that they will benefit from any changes or modification to their traditional practices; their needs and expectations must be addressed. An understanding of the clients is a necessary requirement for a successful extension service. Their desire for economic gain is a powerful motivation. Usually willing individuals are prepared to change their methods and ways if the following conditions are met: recognition of a genuine need, and a real possibility of satisfying it; information is supplied on the methods or inputs necessary to satisfy the need; there is access to all materials and services at affordable cost; and there is an absence of community-imposed barriers strong enough to dissuade farmers from the proposed course of action.

Much is demanded from an effective extension workers hence his/her qualifications is high as follows: his knowledge and skill that will enables him to work with competence with his clients; he must have sound knowledge and understanding of people, rural communities and vocational processes, thus training therefore must be practical, applied and down to earth, he must recognize

the effects of the natural environment, have a sound knowledge of ecological principles; trained in a farm management and agricultural economics; he must have a knowledge of research, and must be able to assess and interpret research results, and must be familiar with extension methods.

Dagoon and Dagoon summarize their ideas on the role of any technologist in relation to the need for extension services as quoted "what matters is not what you have, but what you do with what you have". They explain this by saying that it is immaterial what the qualification is called - the important thing is the use made of it. Any one therefore who may have exceptional knowledge of any skill or livelihood information which would be of great benefit to the community folks of his district and he is unable to impart such in a manner acceptable to the clientele so that they can make use of it, is only wasting his time in the extension work.

This discussion led the researcher to first make a survey as designed here to insure of the right information on needs, resources, potentials and

capabilities of both the environment and the person who shall run and implement an extension service.

Dagoon and Dagoon also explain that if development is to be appropriate to the needs of the clientele, the structure of the family unit must be completely understood. The situations in the Philippines frequently take women to assume primary responsibility for food production and often are also the main agents in activities such as marketing, etc. Other family member must also play an important part in food production and other livelihood activities.

Therefore, the study, based on the above reading included all members of the family unit, to be able to make a holistic plan of influencing and training all of the right aged members (women, men and children) of the family in the extension program.

What is needed in the community they said is an extension service that advocates simple changes and improvements, which stresses the importance of self-help need. Changes should be geared to the situation in which they are to take place and must be compatible with the

experiences, traditions and cultures of the people concerned. The traditional relationship within the family and community structure must also be taken into account.

Palmerio, R. (1994) spoke of total quality management, which can be applied in human resource development, particularly in determining the employee's career path, whether it be the management, professional or technical leaders. One of the dimensions considered important to an employee's professional growth is his/her technical contribution. The person's problem-solving ability, his contributions to product development as well as innovations is a few dimensions of technical contribution. Other dimensions are leadership and interpersonal skills, as well as memberships and/or active participation in professional organizations.

Today, great companies are in great needs of technical personnel, professionals as well as graduates of trade or vocational schools, who have the acumen for technology and its intricacies. Graduate from a well

organized and reliable extension service or trainings can answer some of these needs.

He explained that a management program should not only focus on developing our managerial personnel, we also need to have the professional/technical development program which is a classification and development program for our technical personnel. This consists of three ladders: the craftsman ladder for workers with manual skills and who are usually, graduates of vocational schools either as degree graduates or short courses graduates (example from extension trainings); the functional specialist ladder for support functions like marketing and information technology; and the technology specialist ladder for people with technical expertise that directly contribute to technologies unique to our business or what we call as the "hardware" of our business.

On whatever ladder, what is important is we have to integrate into our system the participation of the individual in determining his career path. The employee



(individual) assess his strength and weaknesses as professional goals and training needs.

The supervisor then discusses these assessment and career preferences with the employees, and shares with him the company's business plans. In these discussions, the individual's goals are assessed vis-à-vis business goals to arrive at an optimum balance - or what we call in our division or goals or as congruence.

This gave the researcher the idea of this research, first for the planning of training workers, second for the preparation and planning for an extension service of Silago National Vocational School as an outlet of sharing of available professionals in school and community with other who need trainings and skills development, which is the focus by the government towards its goal and for these technologists to grow professionally by giving them the chance to give technical contribution to the country.

Incocencio, F, (1994) gave the following role management and technology institution: conducts training programs for construction engineers, supervisors and managers designed to facilitate career advancement;

conducts training programs for trainers/educators of construction training institutions/industry trainers - the objective is to strengthen productive capability for construction manpower development; provides assistance to contractors in terms of adoption of improved production methods and techniques.

As a technical center for productivity improvement such institutions has the following role: conducts research and development for construction methods improvement; performance measurement system - assists contractors in the practice of the performance measurement system - this shall serve as basis for improving productivity and project performance; Information - dissemination of improved construction methods through publication.

This guided the researcher in his preparation of the objectives of the proposed extension programs and its proposed activities.

Arcelo, A. et al, spoke on the technology for restructuring the manpower pyramid and stated its objective: To examine demand for specific type of skilled

manpower and consider how technical colleges may respond best."

The questions raised were how can technical education support the shift? How can it be accelerated by education? How does it affect the design and delivery of courses?

These questions encouraged the researcher to do this research in order to be able to participate in the effort to answer the questions above, specifically on the question, "How can it be accelerated by education?"

All these above further strengthened the resolve of the researcher to prepare inputs through the present study with the intention of organizing a strong and relevant extension program that would make Silago Vocational School an active participants in the attainment of the government's goal to address the needs of the rural communities and the nation as a whole to attain better economic condition of the poor via educational skill trainings, that would lead graduates in these trainings for them to be able to create jobs of their own or join the knowledgeable labor force of the

country and such work shall serve as their life-long independent livelihood.

### Related Studies

The researcher noted down the salient points of the results of the following different studies conducted:

Erquiza (1995) conducted a study geared towards a management model for the De La Salle Brother's supervised school. This study answers the question: "What management model best respond to the needs of the De La Salle Brothers' supervised school?" An interview guide, a 17-item questionnaire, and a five-item-ended questionnaire were used.

The historical accounts revealed significant insights about the schools' life cycles. The evaluation indicated that there were different level of congruence of objectives in the establishment of the schools; the types of school owner's inputs and expectations determined the inputs; areas of conflict involved finances and the implementation of the Lasallian philosophy; and school objective were achieved to a great extent. This supplementary impact study conducted among

the clientele confirmed the achievement of the Lasallian objectives.

The past and present experiences of the supervised school emphasized the importance of the following elements: clarity of vision, availability of resources strategies for implementation; Lasallianization process, and change in mindset.

The study recommended further exploration of other types of school, their succeeding transition stages in the developmental life cycle, and the corresponding management model deemed effective.

This study is similar to that of Erquiza in the sense that Erquiza's study used a survey to determine the needs present conditions around the school, before he constructed his management model in the same manner with the present study which concluded a survey to establish clienteles needs, town's resources, before the proposed extension model program for Silago Vocational School was designed. It is different in the sense that this study focused only on a proposed extension program of Silago National Vocational School, while that of Erquiza was

geared toward a Management Model of De La Salle Management.

Regis' (1995) study entitled "Towards a Management Model for Paralegal Education Programs: A Case Analysis of the Paralegal Training Service Center". This research evolved a management model for paralegal education, a non-formal education (NFE) program implemented by non-governmental organizations (NGO's)

The management model was guided by the developmental legal aid philosophy of the late Senator Jose W. Diokno. The project adapted Sundjaja's (1990) methodology of comparative analysis and synthesis in developing a model for successful business entrepreneurs.

The data came from three project papers, namely: the state of practice of the management of paralegal education programs by ten selected NGO's; the management practice of the Paralegal Training Services Center (PTSC) which was an NGO that implemented paralegal program; and the evaluation of the paralegal education program of PTSC.

The first two project papers described how the implementing NGO's directed and controlled its human and material resources, in order to achieve the objectives of the paralegal program. The project papers employed the system model of Ballantine (1983), and the guidelines for analysis of NFE programs by Barsaga and de Jesus (1991). The third project paper adopted the context, input, process and product (CIPP) evaluation devised by Stufflebeam (1971) for the public school system of the U.S.

The project concluded that: there was a need for the implementation of the paralegal education program as a measure to restore social equilibrium; there was a continued patronage of the program by the poor basic sectors; the program had positive effects towards people empowerment and social change; the people themselves, were the prime movers in the process of empowerment and social change; and the human and material resources of the developmental or alternative legal service NGO's fitted appropriately the paralegal education strategy.

The study of Regis was concerned with the development of a management model for paralegal education, a non-formal education program implemented by non-governmental organizations (NGO's). The present study is related to that of Regis in the sense that it developed an institutional extensions program (non-formal education) based on the survey of the needs of the service area of the school. It differ however since Regis's study focused on s model of a non-formal education program designed for implementation by non-governmental organizations, while this study was focused on Silago as a community and Silago national Vocational School for the development of an extension program for the community skills training.

Domingo (1995) proposed an institutional advancement program for La Salle Greenhills. It analyzed past and present practices in the advancement field, which were inherent to its general academic programs. It also assessed the opinions, and judgment of eight different sectors representing the internal and external public of



the school towards formulating a policy to sustain an institutional advancement program.

The high modal and mean scores given by the sectors showed that an institutional advancement program well accommodated the development of La Salle Greenhills.

The conclusions drawn were identified as follow: A systematic effective and continuous institutional advancement program can be developed based on the analysis of the past and present practices, and from the documents related to institutional advancement that evolved from the school, as well as, the high importance and acceptance by school sectors for the developing of a policy that sustain an institutional advancement program. The growth of institutional advancement practices at La Salle Greenhills was in similar positive direction to its own institutional growth in terms of population, educational programs, and organizational development.

The following were suggested: adoption of the models institutional advancement program formulated for the school as part of the schools institutional manual (IOM); creation of the sectors representative institutional

advancement committee by the school President; including experts in the public relations field; continuous implementation of the institutional advancement program designed and formulated for the school; preparation of the specific schedule of activities by operation areas to be covered with advancement strategies by the Institutional Advancement Office; and evaluation and/or periodic review of activities approved for implementation at intervals, as endorsed by the institutional advancement committee.

The present study is similar to the study of Domingo since both program models are institutional. In the study of Domingo, the model was an institutional advancement program, while in the present study, it developed an institutional extension program.

Gomo (1994) proposed a faculty development program for Colegio De La Inmaculada Conception - Cebu. This study developed a more comprehensive faculty development program for the Basic Education Department of the Colegio de la Inmaculada Conception (CIC) in Cebu.

The teachers' profile showed that the aspects of teaching experience and the length of service to the institution needed an intensive and sustained induction program. This was due to the large number of new teachers. On the basis of graduate units earned, the support of teachers' initiative and concern for growth was essential. On the other hand, the integrated development of the teachers was the identified weakness.

Analysis of the weaknesses and needs revealed that there were common items found. These were: the use of varied teaching strategies; internalization and integration of the school thrust, social teaching, and Christian values; and media processing. These implied that a large repertoire of skills in different teaching techniques had to be developed, including infusion of values that are important to the institution; recollections and retreats, fellowships, gatherings and educational tours.

These, along with some other needs that surfaced, were summarized and grouped according to three areas of development: personal/spiritual, professional, and

social/cultural. The proposed program was developed based on the identified needs.

For more viable faculty development program, it is recommended that the draft be presented to the administration and the teaching personnel. A committee should also be created to facilitate the implementation and monitoring of the activities of the program. This same committee should facilitate evaluation of the program.

This study is similar to the study of Gomo in the sense that both studies proposed a model program. Gomo's study centered on a faculty development program while the present study is concerned with an extension program for Silago community. Both studies made use of the descriptive developmental research method. They differ in the type of respondents. The study of Gomo also involved faculty members and students. The present study involved faculty members, students, parents, administrative personnel, businessmen, and local leaders of the community.

Gutierrez's (1994) study is geared to a proposed mission statement for Marian College, Ipil, Zamboanga del Sur. This study formulates the mission statement for Marian College (MC) in Ipil, Zamboanga del Sur.

Findings of the study revealed that the MC Mission Statement must address the problems of poverty and education by mobilizing better-off sector issues. The goals and values analysis identified the priority goals of the stockholders that should be embodied in the Marian College Mission Statement.

The process of formulation resulted in a mission statement that articulated the following values and commitments: the students' total development; formulation in the Gospel values; ecumenism; and a dynamic Filipino community. Its subsequent validation showed that it embodied the goal priorities as well as the proposed scheme for mission statement dissemination and implementation. Moreover, it moderately conformed to the criteria set under content, style, and structure of mission formulation.

The study of Gutierrez was geared to a proposed mission statement for Marian College, Ipil, Zamboanga del Sur. The present study is similar to that of Gutierrez in the method employed and its objective and purpose.

Olivarez (1995) proposes an institutional five-year development plan, which covers the major academic departments of the school, namely: elementary, high school, and college.

The formulation of the plan was influenced by the planning process model of Bower and Soriano (1987). It consisted of environmental analysis. Inputs from parents, students, teachers, and administrators were gathered. These provided data for the respondents' expectations and perceptions of the development plan through which their individual and group goals were being carried out by the school. It was revealed that the expectations of the parents were similar to the goals of the school. The respondents perceived these to be widely carried out. The college established linkages with its environment and clientele for its development programs.

The study of Olivarez proposed an institutional five-year development plan for Olivarez College while this study proposed an extension program for Silago. Both studies use the inputs from parents, students, teachers, administrators as to the needs and expectations of the program.

Penafiel's (1994) study describes the social outreach program of three tertiary institutions owned and managed by the Congregation of the Religious of Virgin Mary (RVM).

The management aspects of the outreach programs were evaluated. The impact of the programs to target beneficiaries was also evaluated to determine its relevance to the community being served.

A careful analysis of the documented records and information of each program helped establish a profile description. This was further complemented by interview schedule for administrators and implementers. To evaluate the impact of the program to beneficiaries, a questionnaire developed by Malillin (1983) was adapted. The five areas included in the improved questionnaire

were spiritual/value formation, socio-cultural, educational, health and nutrition and economic upliftment. Strengths, Weaknesses, Opportunities, and Problems Analysis were the criterion used to measure the impact of the program on the beneficiaries. The data gathered for this evaluation were treated statistically by sample means, standard deviation and spreading indices.

The administrators and implementers confirmed the presence and availability of management aspects of the outreach programs described in table or narrative form. IT followed the modified framework of Rondelli's Project Planning and Management Cycle. This contributed favorably to the success of the programs. The beneficiaries were unanimous in their opinion as to the positive benefits derived from the services of the outreach programs.

The SWOP (Strengths, Weaknesses, Opportunity and Problem) analysis that included, services particularly on educational upliftment, spiritual/value formation and the contribution to economic improvement of the



beneficiaries. Weaknesses were not properly outlined owing to high mean ratings. Opportunities included encouraging responses from beneficiaries and positive evaluation from external observers, i.e., GOs, NGOs and funding agencies. Cooperation and unity among recipients, if not sustained, could be a problem in the efficiency and effectiveness of the projects carried out by the program. Likewise, interest among program implementers particularly students, if not sustained, might lose all meanings in the main objective of running outreach programs for the poor sectors of society.

The social outreach programs of the three institutions could be sustained and be practically replicated in other school managed by the Religious of the Virgin Mary Congregation.

Penafiel's study is similar to the present study since it focuses on an evaluation of an outreach programs. It is different from the present study since aside from its content of spiritual, value formation, etc., it is solely an assessment of an on going outreach program geared towards improvement, while this present

study is an assessment by perceptions on the needs of clientele as input to the planning of an extension program.

Burgos' (1994) study determined the extent of the training needs of the non-teaching staff of a college in Metro manila in terms of cognitive, interpersonal, and psychomotor skills. Consequently, a training program catering to their needs was proposed.

The research employed the descriptive method using interviews, questionnaires, and content analysis of existing data. The respondents of this study were 91 non-teaching staff from the clerical, manual and technical work force. There were 29 supervisors who were also served used as respondents.

Results of the study showed that the non-teaching staff needed training in most areas of skills required of them. There was a highly significant difference in the perceptions of the non-teaching staff and their supervisors, regarding the extent of training needs of the staff.

The study of Burgos is similar to the present study in the sense that both proposed a training program based on needs. They are different since that of Burgos was focused on the needs of non-teaching staff of the college, while this presents study was focused on the training needs of Silago community members to be covered by a proposed extension program of Silago National Vocational School.

Babalcon (1992), in his study on an Educational Program for "Haplit" Boys of Paranas: A Proposed Model, concluded that the "Haplit" boys who have lost their parents or have been neglected by parents, are dependent on the kindness of relatives around, hence their needs could not be answered by one or two kind gifts from relatives. Babalcon therefore concluded that there was a need of organizing an educational program that could train these boys on skills and knowledge that would give the boys opportunities for life long livelihood.

Based on his findings, he recommended the following: that his proposed educational program for the "Haplit" boys in Paranas be implemented with Wright Vocational

School as the Pilot Institution in coordination with other line agencies in the municipality; that other municipalities with eminent rampancy of similar cases come up with a similar program to answer the needs of their own clientele; that the government institute measure to alleviate the socio-economic life of neglected youth through the implementation of an educational program similar to the one proposed by the researcher; and that a communal settlement of at least 15 hectares be established to be funded by the government and from donations from various organizations to serve as a training community to accommodate cases like the subject of his study.

Babalcon's study is similar to the present study since it proposed a program for the training of specific group of out-of-school youth to give them a chance to land on a job or create one. It is however different to the present study in the sense that this present study is a proposed extension of a school program for which a community which include all those who need the training, whether youth, adult, married, etc. and an assessment of

available resources (physical, social, human, etc.) of both the municipality and the vocational school of Silago was conducted, to serve as basis for the proposed model extension program of the school.

Tabu (1993), in his study entitled "Community-based Skills Training Programs: An Assessment," had drawn the following conclusions.

In general, both the trainee-graduates and the stakeholders considered the training inputs of the NMYC conducted trainings as "Existing but inadequate";

The skills trainings conducted by NMYC were deemed "Very relevant" by both the trainee-graduates and the stakeholders;

The trainee-graduates perceived the objectives, policies and standards as "Quite achieved" by the NMYC conducted trainings. The same assessment was manifested by the stakeholders;

Both trainee-graduates and the stakeholders assessed the NMYC training programs to have "Contributed a little" towards: Improved quality of life; Improved training delivery system; management/policy redirections; There is

no significant difference between the perceptions of the trainee-graduates and stakeholders on the extent to which the objectives were achieved by the NMYC conducted trainings, and the extent of contributions of the NMYC to the present and status of the prospective beneficiaries.

Problems considered least mentioned are as follows:

1. Training Preparation. Lack of qualified trainor, lack of well-developed training design, course plan does not utilize the indigenous materials, time schedule, lack of funds, lack of defined recruitment criteria of trainees, uncooperative officials, lack of training coordinator and lack of training venue;
2. Training Proper. Lack of training inputs, inappropriate and substandard tools, lack of supplies, materials and tools for the training, lack of staff and absenteeism of trainees;
3. Post Training. Lack of follow-up visits, lack of credit, lack of market of products and placement of graduates;

4. Training Evaluation. Lack of feedback mechanism regarding the result of the program and re-planning the future training program.

He therefore recommended that qualified and competent trainers should be employed/hired to conduct trainings at the provincial and municipal level; that NMYC training programs should have a well-developed training design that will focus on the use of available indigenous materials in the community; that a well-developed training design shall be prepared and presented to the partners or stakeholders and to the beneficiaries prior to its implementation; that there should be a training coordinator based in the community to organize/activate and plan for a skills training program; that the coordinator should likewise monitor and follow-up the training program and the status of the trainees; that management at the regional level should establish proactive or continuing policies and standards in the preparation of more efficient and cost-effective training program so that more people could benefit from these; that the Head of the TESDA Samar Provincial Office shall

establish linkages with agencies that could offer financial assistance and/or potential sources of funding in order to sustain the skills gained by the beneficiaries from the training program.

At the provincial level, the agencies involved in manpower development should have a formal and functional monitoring and evaluation system that will track down the study of training program, trainees, and employment status of the graduates; and sustainability of program should be included in the training design.

Tabu's study is similar to the present study in the sense that it focused on trainings geared for the improvement of community folks on skills for livelihood. It guided this present study on what to assess, what to prepare and how to prepare a proposed extension program for the community. Tabu's study is different to the present study in the sense that his study was an assessment of an existing community-training program under the NMYC, while this present study is a survey of the potentials and various resources available for a proposed extension program of Silago Vocational School.



Sadullo (1995) conducted a study on the "Extension Program of SNAS for Transient Farmers: An Institutional Model". Out of his findings, he concluded that old age, long experience in farming, and small size of family, do not ensure high level of income for the family; that the low levels of monthly income and small farming business net worth among transient farmers was attributable to their low levels of education, ignorance of new farming technologies, inaccessibility to easy means of transportation and absence of government assistance; that the transient farmers' farming practices such as selection of farming areas, land cultivation and preparation, cropping patterns and crop preferences were antiquated and did not conform with economically efficient farming technologies. These can be redirected towards economically efficient farming techniques if material assistance and technological services of an extension program includes lending and providing land cultivation tools, implements and equipment, planting materials, as well as practical farm work demonstrations.

The transient farmers' habitual transfer from one farming area to another would be minimized if not absolutely prevented by helping them establish a fruit orchard or plantation of perennial crops where they will have interest in building permanent dwelling houses.

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

The economic aspirations of the transient farmers can serve as guiding light and the assistance and services of the extension program can serve as fuel to generate energy of the transient farmer-beneficiaries in achieving the objectives of the extension program.

If a variable model of agricultural extension program can be institutionalized in San Jorge by the Samar National Agricultural School, in coordination with the Department of Agriculture (DA), Department of Agrarian Reform (DAR), Department of Environment and Natural Resources (DENR), and the Land Bank of the

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

He recommended the following:

1. A similar study is undertaken in other municipalities of Samar to ascertain the adaptability and desirability of the model of extension program in the entire province of Samar;
2. The institutional model of extension program, hereinafter formulated is implemented by the Samar National Agricultural School (SNAS);
3. Other government agencies with strategic or related functions like the Department of Agriculture (DA), the Department of Environment and Natural Resources (DENR), Department of Agrarian Reform (DAR), the Land Bank of the Philippines (LBP) and the Department of Trade and Industry (DTI), coordinate with SNAS in providing the desired financial,

material and technological assistance for the success of this extension program;

4. An evaluation study is undertaken after three years of program implementation to assess the desirability and efficiency of the model of extension program.

Sadullo's study is similar to this present study since it dealt on extension programs and specifically on agricultural extension program of a school (Samar National Agricultural School in San Jorge, Samar). It is however different from this present study, since this study is a survey on the potentials and resources (physical, social, human, etc.) of the municipality of Silago for an extension program at the Silago Vocational School for the Silago clientele and is presenting a model of an extension program that covers trade courses and agricultural skills development.

## Chapter 3

### RESEARCH METHODOLOGY

This chapter is concerned with the research methods and procedures employed to systematically answer the specific problems posed for investigation. Specifically, the chapter elucidates on the research design, instrumentation, validation of instruments, sampling technique, data gathering procedure and the corresponding statistical techniques used for accurate data analysis and interpretation.

#### Research Design

This study utilized the descriptive developmental method of research using the questionnaire as main instrument for gathering data. Best (1986:67) defined descriptive research as that investigation which describes and interprets what is. It is concerned with conditions of relationships that exists, practices that prevail, belief and processes that are going on, and

effects that are being felt or trends that are developing.

In this particular study, the main objective was focused on the resources of the municipality of Silago and the capability of Silago National Vocational School to provide the necessary working facilities, human and financial capabilities for the enhancement and promotion of the proposed extension program as designed by the researcher. It also determined the perceptions of the respondents as to training and development needs of Silago constituents, and the capability of the institution to sustain an extension program that will be developed on the basis of the findings of the study.

The study used survey questionnaire as the main gathering instrument to elicit the responses relative to the assessment of the needs, services and capabilities of the institution (SNVS) to sustain the proposed extension program. This was supplemented by documentary analysis, informal interviews and observations to cross check some initial information and responses of which verifications were necessary.

### Instrumentation

The researcher used the questionnaire, interview and documentary analysis as data gathering instruments in obtaining information and perceptions of respondents with regard to the present profile and status of the municipality of Silago and the capability of SNVS relative to facilities, human and financial aspects, that would promote the sustainability of the proposed extension program.

The questionnaire. The questionnaire was the principal instrument used in this study. The researcher prepared the questionnaire guided by the idea on the development needs, resources capabilities of the municipality of Silago and Silago National Vocational School. There was only one set of questionnaire for all the four types of respondents, categorized as LGU officials, school personnel, industrial sectors employees and clientele from different barangays.

The questionnaire consisted of three parts. Part 1 was intended to gather information on the personal background of the respondents. Part II was on the

training needs; available resources of Silago municipality relative to manpower, skill and natural resources. Part III gathered information relative to the capability of the Silago National Vocational School to sustain the proposed extension plan/design that may arise from the result of the survey. There is a close form provided with rating scale of four alternatives indicating their reaction to each perception/statements in the scale, using the following criteria: 4 for strongly agree; 3 for agree; 2 for disagree and 1 for strongly disagree.

**Documentary Analysis.** To enrich and cross-check the data gathered through the questionnaire and to supplement the needed data, records on file in the EMIS and record section of the municipality of Silago were examined, studied and analyzed. The records particularly referred to the economic profile, development plan, population, resources, etc.

**Interview.** The researcher interviewed some respondents to clarify their responses to some items in



the questionnaire. Questions that were vaguely answered in the instrument were asked in the interview.

Observation. The researcher also made continuing ocular inspection of the development profile, business establishment, historical spots and tourism spots, etc., which provided him with a clearer picture of the research environment which helped him as a guide in the planning of the proposed extension program.

#### Validation of Instrument

A copy of the questionnaire as prepared by the researcher was shown to the research adviser and some professors, particularly the panel members of this study, for their expert validation of the instruments. After their suggestions on some items, revisions were made and the instrument was improved.

Consequently, the questionnaire was tried out to four groups of respondents similar to the target respondents group in San Juan Polytechnic College, San Juan Southern Leyte, on February 27 using 30 respondents which consisted of 5 LGU, 5 school Personnel, 10 members of the industrial sector and another 10 from the

clientele (various ages from 15 to 55 years old). This was done to establish the reliability of the survey questionnaire and some possible difficulties that might be encountered by the respondents in accomplishing the questionnaire. Results of the try-out, served as basis for further refinement and improvement of the instrument.

The reliability level of the instrument was determined using the equivalent form of reliability, (Santiago), wherein the equivalent form of the same instrument or the rearranged form of the survey questionnaire, was administered to the same group of respondents used in these study. The correlation of the two set of score was computed, using the Pearson Product Moment Correlation with formula:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Where:

r = Pearson Product Moment Correlation

X = data referring to the score of the respondents on the original test

Y = data referring to the score of the

respondents on the equivalent test

The questionnaire as refined and improved was then reproduced and a copy given to each of the target respondents.

### Research Location

The town of Silago (Figure 4) located in the remotest area of Southern Leyte, and Leyte, lying along the boundaries of Abuyog and Mahaplag, Leyte, Hinunangan and Sugod, Southern Leyte. It has a total land area of 19,580 hectares excluding the disputed area, which covers 9880 hectares. The town is endowed with natural resources. Based on the land use survey the forestland covers a large area of 10,172.62 hectares or 51.95 percent of the total land area and about 9,206 hectares is considered as a forest reserved.

From figure 4 can be seen the 29 barangays of Silago, of which some towns (San Roque, Combis, Nebga, Anibongan, New Taligue, Pinamanagan, Mahayahan, Ttenaculan, Taligue, Libertad and Parasanon) are within

the disputed area. These barangays are not included as research location.

Thus only 15 barangays were included, wherein six of these barangay are situated in the interim part of the municipality. These are barangay Katipunan, Catmon, Imelda, Puntana, Pinamanagan, and Tubod. Eleven barangays are along the coastal part of Leyte Gulf: barangay Balagawan, Mercedes, Sapang, Sudmon, Tubaon, Laguna, Salvacion, and Hinatungan, while two are in the Poblacion, and these are Poblacion district 1 and Poblacion district II. These barangays were cluster into 5 zones according to demographic location, natural resources available and forestry and agricultural products produced.

### Sampling Procedure

The municipality of Silago, as discussed in the research location section is composed of 15 barangays, and a barangay chairman heads each. They represent the Local Government Unit (LGU) respondents. Using total enumeration, the LGU group of respondents was composed of barangay chairmen, mayors, sangguniang bayan members and

municipal employees, which all in all comprised a total of 65 respondents.

This study also involved all 15 school personnel of the Silago National Vocational School to represent the school personnel respondents.

As the clientele for the industrial sector representatives and based on DTI listings, 255 different industrial and business establishments in the municipality of Silago were tapped. A total population of 600 personnel and/or worker, and a total of 12118 (less 360 and 65+50) populations from the barangays. These figures were narrowed down to 240 for the industrial sector respondents and 387 for Silago clientele, using the Sloven's Formula where  $n=N/1+N_e^2$ , to ensure the use of a sample that truly represented the population mean. Random sampling technique was employed.

The final sample of 65 LGU, 15 school personnel, 240 industrial sectors and 387 residents clientele served as the respondents of this study. They were requested to accomplish the questionnaire to shed relevant information on data that support the proposal/design of the extension

program that is relevant to the needs and resources of the municipality of Silago, which will be implemented as the extension service of the Silago National Vocational School.

### **Data Gathering Procedure**

After the validation of the instrument, the coefficient of reliability was determined with the use of Pearson  $r$ , revealing an  $r$  of 0.754, indicating a strong/high coefficient of reliability. The researcher sought approval from the administrators of Silago National Vocational School and the municipal mayor to conduct and distribute the survey questionnaire to the identified respondents based on the sampling procedure section. He personally requested the assistance of the barangay chairman and other barangay officials in the distribution and retrieval of the questionnaires to and from their respective barangay residents who together with them, were also respondents of the study.

Aside from the barangay captains and the other municipal officials, the researcher also employed 15 data

enumerators whose work were also on distribution and retrieval of questionnaires. .

The accomplished questionnaires were returned to the researcher through the Barangay chairmen and the employed enumerators a day or two after they were received by the respondents.

The questionnaire was fielded from March 1 to March 4, 2001. On March 4, there was already more or less 95 percent retrieval of the fielded questionnaires duly accomplished.

Other pertinent data used for documentary analysis were solicited simultaneously with the distribution of the questionnaire. These data were as follows: profile of the municipality of Silago in terms of barangay population, employment prospects, available raw materials, human resources, industrial and business establishment, thrusts and programs and other relevant information needed in this particular study.

The Silago National Vocational Profile was also solicited particularly on physical facilities, human resources and financial resources.

### Statistical Treatment of Data

The data gathered through the questionnaire and the documents were tabulated, analyzed and interpreted, using the appropriate statistical measure and procedures.

A four-point scale of assessment of the following descriptive and numerical values were arbitrarily developed to suit the purpose of the study.

<u>Scale</u>	<u>Numerical Value</u>	<u>Descriptive Value</u>
4	3.51 - 4.00	Strongly Agree
3	2.51 - 3.50	Agree
2	1.51 - 2.50	Disagree
1	1.00 - 1.50	Strongly disagree

To determine the profile of the Municipality of Silago and Silago National Vocational School relative to specific problems asked, frequency count, percentage, mean and weighted mean were used.



Table 1

## Computation Formula for One-way ANOVA

Sources of Variation (S.V.)	Degrees of Freedom	Sum of Squares (SS)	Mean Square (MS)	Computed F
Column mean (Perception of the four groups of respondents)	$K - 1$	$SSC = \frac{\sum T^2}{n} - \frac{T^2}{N}$	$MSC = \frac{SSC}{k-1}$	$F_c = \frac{MSC}{MSE}$
Error	$N - K$	$SSE = SST - SSC$	$MSC = \frac{SSE}{N-k}$	
Total	$N - 1$	$SST = \sum X_{ij}^2 - \frac{T^2}{N}$		

Where:  $k$  = number of groups compared  
 $n$  = the number of cases/subject in a group  
 $N$  = total number of cases  
 $X$  = the random variable which refers to the responses of the respondents  
 $T^2$  = square random variable ( $x$ )

To determine the significant difference among the perceptions of the four groups of respondents on the training needs of the Municipality of Silago and those of

the proposed training activities/skill provided, in the extension program designed by the researcher, the one-way analyses of variance (Walpole 1997,392) was employed with the formula on Table 1 on the previous page.

When the hypothesis tested using the one-way analysis of variance (ANOVA) is rejected, a further computation is employed to test where the exact difference lies, among the four groups of respondents, the Scheffe's method of multiple comparison was used, observing the formula: (Padua, 1976:234).

$$F = \frac{(\bar{X}_i - \bar{X}_j)^2}{MS^2_w \left( \frac{1}{n_i} + \frac{1}{n_j} \right)}$$

Where:  $F$  = Scheffe's test ratio

$MS^2_w$  = Within group sum of squares

$\bar{X}_i$  = Mean of the I group

$\bar{X}_j$  = Mean of the j group

$n_i$  = Number of cases of the I group

$n_j$  = Number of cases of the j group

A 5 percent significant level for interpretation is used.

## **Chapter 4**

### **PRESENTATION, ANALYSIS AND INTERPREPATION OF DATA**

This chapter presents the description, analysis and interpretation of gathered data. The data consist of the profile of the respondents, resource profile of the municipality of Silago and Silago National Vocational School, as well as perceived training needs of Silago residents by four groups of respondents. The chapter also includes the differences in the perception of the four groups on the training needs and aspect/activities to be incorporated in the proposed extension program and other relevant items asked in the statement of the problem section. These data are presented in tabular form and are accompanied with textual explanations.

#### **Profile of the Respondents**

To obtain a correct and accurate picture of the status of Silago community, it is necessary that the data come from reliable and responsible respondents. There were four groups of respondents to this study, namely,

the LGU officials, the school personnel, the industrial sector, and the clientele.

In this study, the characteristics of the respondents such as age, gender, civil status, educational background, economic status, and work experience were obtained and analyzed. The profile of the respondents consists of their percentage distribution based on age, gender, civil status, educational background, economic status, work experience and family size.

Age. Table 2 presents the distribution of the four groups of respondents based on age. The data revealed that 21 out of 60 or 35 percent under LGU belong to age bracket 55 or more, eleven or 18.3 percent from age bracket 45-49, 8 or 13.3 percent from age bracket 40-44 and 35-39, 4 or 6.7 percent from age bracket 50-54 and 30-34, 3 or 5 percent from age bracket 25-29, 1 or 1.7 percent from age bracket 24 or less.

As regards the age profile of school personnel, out of 14 school personnel respondents, 4 or 28.6 percent belongs to age bracket 55 or more; 3 or 21.4 percent for

age bracket 40-44; 2 or 14.3 for age bracket 35-39, 45-49 and 50-54, and 1 or 7.1 percent for the age bracket 25-29.

**Table 2**

**Age Profile of the Respondents**

Age Bracket	LGU		School Personnel		Industrial Sector		Clientele		Total Respondents	
	f	%	f	%	f	%	f	%	f	%
55 or more	3	0.43	1	0.14	10	1.44	25	3.6	39	5.61
50-54	10	1.44	3	0.44	19	2.74	20	2.88	52	7.51
45-49	24	3.46	4	0.58	19	2.74	28	4.03	75	10.81
40-44	10	1.44	3	0.44	30	4.32	83	12	126	18.16
35-39	7	1.01	1	0.14	75	10.8	46	6.63	129	18.58
30-34	4	0.58	1	0.14	38	5.48	57	8.22	100	14.42
25-29	2	0.28	1	0.14	39	5.62	57	8.22	99	14.25
20 or less	0	0	0	0	10	1.44	64	9.22	74	10.66
Total	60	8.64	14	2.02	240	34.58	380	54.8	694	100

The data reveal that 24 out of 60 or 3.46 percent Local Government Units (LGU) respondents belong to age bracket 45-49 years old; ten or 1.44 percent each for age groups of 50-54 and 40-44 years old, seven or 1.08 percent belongs to the age bracket 35-39 year old; four or 0.58 percent in the 30-34 age group; two or 0.28

percent in the 25-29 age bracket and three or 0.43 percent were 55 years and above.

On the age profile of the school personnel; out of the 14 school personnel respondents, four or 0.58 percent belongs to age bracket 45-49; three or 0.44 percent each for age bracket 40-44 and 50-54, and one or 0.14 percent respondent for each of the age groups 25-29, 30-34, 35-39 and 55 years old or more.

The industrial sector respondents consisted of the following age groups. Of the 240 industrial sector respondents, the biggest age group is 35-39 year old, with 75 or 10.80 percent, followed by 25-29 age bracket with 39 or 5.62 percent and age bracket 30-34 with 38 or 5.48 percent respondents. The other age brackets with lesser number of respondents were of the age group of 40-44 with 30 or 4.32 percent; 19 or 2.74 for each age bracket 50-54 and 45-49; 10 or 1.44 percent, each for age bracket 20 years old or less and 55 years old or more.

As to the SNVS clientele, (which include students and barangay residents of ages 15 years or more), the age profile were: the biggest number of the clientele was in

the age group 40-44 years old, with 83 or 11.96 percent; followed by the youngest age groups of 20 years old or less, with 64 or 9.22 percent of the clientele, 57 or 8.22 percent for each age group 25-29 and 30-34; 46 or 6.63 percent on the age groups of 35-39; 28 or 4.03 percent on the age groups of 45-49; 25 or 3.60 percent on the age group of 55 year old or more and 20 or 2.88 percent on 50-54 age bracket.

Generally, the biggest age group of the respondents is on the age bracket 35-39, with 129 or 18.16 percent. This is the middle age group, represented mostly by those in the industrial sector. The lowest age group is of the age bracket 55 or more with 39 or 5.61 percent (of the total respondent - 694).

Sex. Distribution of respondents by sex can be gleaned in Table 3. As shown in the table, there are 360 or 51.9 percent female respondents of which 27 or 45 percent represents the LGU group; 10 or 71.4 are from the school personnel; 113 or 47.1 percent are from the industrial sectors respondents and 210 or 55.3 percent from the clientele. On the other hand there were 334 or

48.1 percent male respondents of which 33 or 55 percent of them are from LGU group; 4 or 28.6 from school personnel group, 127 or 52.9 percent from the industrial sector group and 170 or 44.7 percent from the clientele group.

Civil Status of LGU, School Personnel, Industrial Sector, and Clientele. The civil status of the four groups of respondents is reflected in Table 4. Of the 694 respondents, there are 533 or 76.8 percent who are married of which 53 88.4 percent are from LGU group; 14 or 100 percent from school personnel group; 187 o 77.9 percent from industrial sector, and 279 or 73.4 percent are from the clientele group.

Respondents who are single comprise 158 o 22.8 percent of the total respondents of which five or 8.3 percent are from the LGU group, while 53 or 22.1 percent from industrial sector and 100 or 26.3 percent from the clientele. There was none from the school personnel. Three or .4 percent of the respondents are widow and widower of which 2 or 3.3 percent from the LGU group, and 1 or .3 percent from the clientele group.



Table 3, presents information on gender profile of the respondents. As shown in the table, there are 357 or 51.43 percent female respondents, of which 26 or 3.74 percent represents the LGU group; 8 or 1.15 are from the school personnel, 113 or 16.28 percent are from the industrial sectors' respondents and 210 or 30.26

**Table 3**

**Gender Profile of the Respondents**

Gender	LGU		School Personnel		Industrial Sector		Clientele		Total Respondents	
	f	%	f	%	f	%	f	%	f	%
Male	34	4.9	6	0.87	127	18.3	170	24.5	337	48.57
Female	26	3.74	8	1.15	113	16.28	210	30.3	357	51.43
Total	60	8.64	14	2.02	240	34.58	380	54.8	694	100

percent from the clientele (students and barangay residents). On the other hand there were 337 or 48.57 percent male respondents of which 34 or 4.90 percent of them are from LGU group; six or 0.087 from the school personnel group; 127 or 18.30 percent from the industrial sector group and 170 or 24.50 percent from the clientele group.

Table 4 presents the civil status profile of the 694 respondents. Of these 694 respondents, there are 52 or 75.06 percent who are married of which 41 or 5.9 percent are from the LGU group; four or 2.02 from the school personnel group, 187 or 26.94 percent are from the industrial sector group and 279 or 40.20 percent are from the clientele group.

Table 4

## Civil Status Profile of the Respondents

Civil Status	LGU		School Personnel		Industrial Sector		Clientele		Total Respondents	
	f	%	f	%	f	%	f	%	f	%
Single	18	2.59	0	0	53	7.64	100	14.4	171	24.64
Married	41	5.9	14	2.02	187	26.94	279	40.2	521	75.06
Separated	0	0	0	0	0	0	0	0	0	0
Widow	1	0.15	0	0	0	0	1	0.15	2	0.3
Total	60	8.64	14	2.02	240	34.58	380	54.8	694	100

The single respondents is represented by 171 or 24.64 percent of the total number of respondents of which 18 or 2.59 percent are from the LGU group, while 53 or 7.64 percent are from the industrial sector and 100 or 14.41 percent from the clientele. None are from the school personnel. Two or 0.3 percent of the respondents

are widows, of which one is from the LGU group and the other one is from the clientele group.

Educational Background of LGU, School Personnel, Industrial Sector, and Clientele. In the sense that skills training would require knowledge and skills, the trainers should be educationally qualified to make the offering effective and trainees must meet the required education so that instruction would be more easier to comprehend and make the training more useful.

Table 5 presents the educational background of the respondents. As to the information from the table most respondents 224 or 32.2 reached college level wherein 25 or 41.7 percent come from the LGU group, 97 or 40.4 percent from the industrial sector's group, 101 or 26.6 percent from the clientele and 1 or 7.1 percent from school personnel. Next in the secondary level, represented by total 206 or 29.7 of the total respondents and distributed to 11 or 18.3 percent from LGU group, 1 or 7.1 percent from school personnel, 47 or 19.6 percent from industrial sector, 147 or 38.7 percent from clientele group. Those who were college graduate is

presented by 185 or 26.7 respondents and distributed to 16 or 26.7 percent from LGU group, 3 or 21.5 percent from school personnel, 73 or 30.4 percent from industrial sector and 93 or 24.5 percent from the clientele group.

Table 5  
Educational Background of the Respondents

Educational Background	LGU		School Personnel		Industrial Sector		Clientele		Total Respondents	
	f	%	f	%	f	%	f	%	f	%
Elementary	0	0	0	0	20	2.88	38	5.48	58	8.36
Secondary	0	0	0	0	47	6.77	1.47	21.2	194	27.95
College										
Level (I -IV)	21	3.02	0	0	97	13.98	101	14.6	219	31.55
College Graduate	30	4.32	8	1.15	73	10.52	93	13.4	204	
College Grad. w/ MA units	9	1.3	5	0.72	3	0.43	1	0.15	21	
Masteral Degree Holder	0	0	1	0	0	0	0	0	5	
Doctoral Degree Holder	0	0	0	0	0	0	0	0	0	0
Total	60	8.64	14	1.87	240	34.58	234	54.8	701	67.86

Those who reached elementary education, 63 or 91 percent of the total respondent were distributed to LGU group which is 5 or 8.3 percent, 20 or 8.3 percent from industrial sector, 38 or 10 percent from clientele group and none from the school personnel. Those who are college

graduates with M/A. units were 15 or 2.2 percent, 8 or 57.2 percent from school personnel, 3 or 1.3 percent from industrial sector, and 1 or 2 percent from school personnel and none from other group of respondents.

The data implies that those with masteral degree and masteral unit under the school personnel can be qualified to handle skills training since aside from masteral units earned some were major in trade courses and undergone in-service trainings in TESDA and other training institutions.

Economic Status of LGU, School Personnel, Industrial Sector, and Clientele. Table 6 presents the economic status of the respondents.

As shown in the table, majority (323 or 46.54 percent of the total respondents) belong to the P4,999 or less bracket. Sixteen or 2.3 percent of respondents were receiving an average monthly income of 14,000-16,999 pesos. Of this, seven or 1.01 percent are from the industrial sector's group, six or 0.86 percent are from the LGU, and three or 0.43 percent are from the industrial sector group.

Table 6  
Economic Status of the Respondents

Monthly Income	LGU		School Personnel		Industrial Sector		Employee Clientele		Total Respondents	
	f	%	f	%	f	%	f	%	f	%
26000 or more	0	0	0	0	0	0	0	0	0	0
23000-25999	0	0	0	0	0	0	0	0	0	0
20000-22999	0	0	0	0	3	0.43	0	0	3	0.43
17000-19999	0	0	1	0.15	4	0.58	0	0	5	0.73
14000-16999	6	0.86	3	0.43	7	1.01	0	0	16	2.3
11000-13999	19	2.74	8	1.15	19	2.74	13	1.87	59	8.5
8000 -10999	10	1.44	2	0.29	67	9.65	28	4.03	107	15.41
5000 - 7999	10	3.6	0	0	110	15.85	46	6.64	181	26.09
4999 or less	0	0	0	0	30	4.32	293	42.2	323	46.54
Total	45	8.64	14	2.02	240	34.58	380	54.8	694	100

Five or 0.73 percent of the total respondents are getting 17,000 to 19,999 where one or 1.15 percent is with the school personnel group, and four or 0.58 percent is with the industrial sector's group. The least number of three or 0.43 percent of the total respondents are receiving an average monthly income of 20,000 to 22,999 pesos, and all three are with the industrial sector's group.

The economic profile implies that the majority of Silago residents receive very low average monthly income, which barely allow them to meet their basic needs. This

further implies an urgent need for improvement of the economic condition, and thus need the attention of the various agencies of the town, which includes the education sector or academe.

Work Experience of Respondents. Table 7 presents the work experience profile of the respondents, showing the clientele group to be unemployed or are still studying. Among the LGU group, two or 0.29 percent of the total number of respondents are shown to

Table 7

## Work Experience Profile of the Respondents

Monthly Income	LGU		School Personnel		Industrial Sector		Employee Clientele		Total Respondents	
	f	%	f	%	f	%	f	%	f	%
25 or more	2	0.29	0	0	10	1.44	0	0	12	1.73
22-24	4	0.58	0	0	7	1.01	0	0	11	1.59
19-21	2	0.29	0	0	16	2.31	0	0	18	2.6
16-18	6	0.86	1	0.15	20	2.88	0	0	27	3.89
13-15	7	1.01	2	0.29	27	3.89	0	0	36	5.19
10-12	5	0.72	1	0.15	38	5.47	0	0	44	6.34
7-9	7	1.01	5	0.72	47	6.77	0	0	59	8.5
4-6	10	1.44	3	0.44	35	5.04	0	0	48	6.92
3 or less	17	2.44	2	0.29	40	5.77	0	0	59	8.49
Total	60	8.64	14	2.04	240	34.58	0	0	314	45.25

have earned 25 or more years experience, but there are ten or 1.44 percent of the total number of respondents from the industrial sectors' group who have the same number of years experience, making a total of 12 or 1.73 percent of the total number of respondents with 25 or more years work experience. Four or 0.58 percent of the LGU and seven or 1.01 percent of the industrial sector's group, making a total of 11 or 1.59 percent of the total number of respondents who have 22 to 24 years work experience. Another two or 0.29 percent for the industrial sector's group, the LGU, 16 or 2.31 percent with a total of 18 or 2.6 percent have 19 to 20 year experience. There are six or 0.86 percent of the total number of respondents from the LGU, one or 0.15 percent from the school personnel and 20 or 2.88 percent from the clientele group, making a total of 27 or 3.89 percent of the total number of respondents are shown to have 16 to 18 years work experience. Twenty-seven or 3.89 percent of the total number of respondents from the industrial sector's group, Seven or 1.01 percent from the LGU, and



two or 0.29 percent from the school personnel, a total of 36 or 5.19 have 13-15 years work experience.

There was a total of forty-four or 6.34 percent of the total number of respondents, distributed to 38 or 5.47 percent from the industrial sector's group, one or 0.15 percent from the school personnel group and five or 0.72 percent from the LGU group, have 10 to 12 years of work experience.

A total of 59 or 8.5 percent of the total number of respondents composed of 47 or 6.77 percent from the industrial sector group, five or 0.72 percent from the school personnel and 7 or 1.01 percent from the LGU have 7-9 years work experience. Ten or 1.44 percent of the total number of respondents, three or 0.44 percent from the school personnel, and 35 or 5.04 percent from the industrial sector's group, with a total of 48 or 6.92 percent have 4-6 years work experience. The newest has three or less years work experience composed of 17 or 2.44 percent from the LGU, two or 0.29 percent from the school personnel, 40 or 5.76 percent from the industrial sector group, with a total of 59 or 8.49 percent.

The profile implies that LGU and industrial sector's groups have many workers with less years of work experience ranging from 3 to 6 years, though it shows further that majority of the industrial sectors group have reasonable work experiences ranging from 7 to 21 years, reasonable enough for expertise, maintenance of the industrial field. It shall be noticed further that only few of the personnel in all the groups of respondents have the experience ranging from 22 and above, which may imply that all groups maintain workers with experience between 3 to 21 years.

#### Municipality of Silago Profile

Natural, Forestry and Agricultural Sources and Products. Silago is richly endowed with natural resources. The vast forestland, streams, rivers, sea, mineral deposits are potential resources for the town constituents, to get the opportunities to land a decent living if the resources are properly managed and developed.

Table 8

## Population of Silago Municipality with Its Total Land Area

Barangay	Population		No. of 1 Household	Total Land Area (sq.km.)
	f	%		
1. Pob. Dist. I	950	7.40	202	2.20
2. Pob. Dist. II	1,169	9.12	249	5.04
Sub-total				
Urban Barangay	2,119	16.52	451	7.24
3. Balagawan	688		153	7.78
4. Mercedes	1,550		347	8.59
5. Sapang	511		114	5.52
6. Sudmon	314		76	7.64
7. Tuba-on	400		90	4.56
8. Lagoma	587		116	4.52
9. Salvacion	514		105	6.40
10. Hingatungan	1,761		354	10.61
11. Tubod	592		150	14.84
12. Puntana	214		49	8.08
13. Catmon	92		20	172.24
14. Imelda	113		23	10.64
15. Katipunan	333		64	6.44
Sub-total				
Rural Barangay	7,669	0	1,661	268
Total	9,788	17	2,112	275

The topography of the municipality can be described as rolling and mountainous towards the hinterlands and plains, and slightly slopping towards the coastal areas.

Based on the land use survey as shown in Table 8, the forest land covers a wide area of 10,172.62 hectares or 51.95 percent of the total land area owned by Silago

and about 9,206 hectares of it is considered to be forest reserved.

With a vast forest land, Silago offer raw materials, such as lumber, rattan, bamboo and other forest products that can be a good source for manufacturing of miscellaneous furniture and fixtures; doors, windows and sashes (for toothpick manufacturing) and others. Coconut is also abundant in the locality and it can be utilized for the manufacturing of various other items.

The agricultural land covers 6,508.53 hectares, all of which are suitable to rice farming because of available source for irrigation system from the Maag river. Further, other agricultural products such as, abaca, banana and cassava are abundant in the area, which are ready raw materials for the manufacturing and processing of food.

Industrial and Entrepreneurial Establishment. Table 9 presents the list of industrial and entrepreneurial establishment of the municipality of Silago for the year 2001. As shown in the table, sari-sari store dominates

Table 9

List of Industrial and Entrepreneurial Establishment of  
the municipality of Silago year 2000

Industrial & Entrepreneurial Establishment	n f	%
Rice Mill	16	5.90
Copra Buyer	17	6.27
Furniture Shop	2	0.74
Bakeshop	2	0.74
General Merchandise (Wholesaler)	12	4.43
Sari-sari Store	210	77.49
Eatery/Carenderia	3	1.1
Welding Sop	2	0.74
RTW	2	0.74
Drugstore	1	0.37
Salted Fish Dealer	1	0.37
Marine Product Dealer	1	0.37
Hollow Block Dealer/maker	1	0.37
Beauty Parlor	0	0
Cottage Industry	0	0
Processing Industry (Agri-products)	0	0
Novelty Items Store	0	0
Transport Services	1	0.37
Buyer of recycled material (bottles/papers etc.)	0	0
<b>Total</b>	<b>271</b>	<b>100</b>

Source: Municipal Treasurer's Office, 2000.

the entrepreneurial establishment with a total 210 or 77.49 percent of the whole town business establishment.

Copra buyer with 17 or 6.27 percent and rice mill services 16 or 5.90 are next in rank. There are 12 or 4.43 percent general merchandise business, which are all

wholesalers. There are 3 or 1.10 percent eatery/carenderia and 2 or 0.74 percent for each of the following establishment, furniture shop, bakeshop, RTW and welding shop. While one or 0.37 percent for each of the following, drugstore, salted fish dealer, marine product dealer, hollow block dealer/maker, and transport services.

The data indicate that the municipality of Silago has very limited industrial and entrepreneurial establishments. It has no cottage industry, processing industry and other establishments where in residents can be hired or employed for additional income.

It shall be noticed that there is non-government organization existing to takes care of the needs of the people in Silago, something that needs looking into.

Table 10 presents the manpower resources of the municipality of Silago. As presented in the table, the labor force as identified and grouped is only 378 or 3.86 percent of the total population of Silago, which is classified as professional and skilled. Of this total labor force, 28.31 percent are un-employed, while 42.32

percent are employed. Of this employed labor force, 25.39 of this 42.32 percent are employed in government agencies, and 16.93 percent are in various private establishments. The remaining 111 or 29.37 percent are self-employed.

Table 10

## Manpower Resources of Municipality of Silago

Type of Profession/skill	Employee		Self	Un-	Total
	Government	Private	Employed	employed	
Teacher	60	3	0	10	73
Radio Operator	2	0	0	0	2
Carpenter	0	53	85	31	169
Mason	0	0	5	11	16
Painter	0	0	1	1	2
Clerk /Secretarial	23	1	0	6	30
Steelman	0	0	2	8	10
Dressmaking	0	0	8	2	10
Auto Mechanic	0	0	2	3	5
Draftsman	0	0	0	3	3
Engineer	2	0	0	2	4
Agriculturist	2	0	0	4	6
Industrial Technologist	1	0	0	3	4
Woodcraft	0	0	6	4	10
Crane Operator	1	1	0	0	2
Medical Tehnologist	1	0	0	3	4
C P A	2	0	0	5	7
Veterianarian	1	0	0	3	4
Heavy Equipment Operator	1	3	0	3	7
Baker	0	3	2	5	10
Total	96	64	111	107	378
%	25.40	16.93	29.37	28.31	100.00

Manpower Resources. As reflected in Table 10, the labor force identified and grouped constitutes only 378 or 3.86 percent of the total population of Silago which are classified as professional and skilled. Of this total labor force, 28.31 percent are unemployed while 42.32 percent are employed. Of this employed labor force, 25.39 out of 42.32 percent are employed in government agencies and 16.93 percent are in various private establishments. The remaining 111 or 29.37 percent are self-employed.

The data indicates a very limited labor force considering the total number of population which only shows of improper utilization of human resources. If only this resources were utilized and prioritized by involving them through skills training then, it is enough to supply the demand of industry of skilled manpower and enhance employment.

Profile of Municipal LGU Officials, Employees and Barangay Chairmen of Silago. The profile of municipal LGU officials, employees and barangay chairmen is reflected in table 10. the items reflected in the profile will provides us information about the age, sex, civil status,



educational background, economic status, work experience and other relevant information.

### Profile of Silago National Vocational School

Brief History and Human Resources of SNVS. The establishment of the barangay high school brought education within the reach of the community, but it was not considered as the true answer to the needs of the people in the community of Silago. Thus town leaders proposed the creation of a vocational school that could train the community/rural folks on certain trade skills, to utilize the human resources and to make use of the raw materials available in the locality.

By virtue of Republic Act 389, the Silago Barangay High School was converted into Silago National Vocational High School, and started its operation on November 27, 1983. It started offering trade courses such as: automotive mechanic, building construction, furniture and cabinet making, electricity, garments and food technology.

Lately, since the institution was placed under TESDA by virtue of Republic Act 7796 known as TESDA, Act of

1994, and the said school was devolved to the Technical Education and Skills Development Authority. The agency authorized the institution to offer post-secondary education with the following major field: automotive technology, civil technology, food and beverage preparation for the school year 1995-1996.

Unfortunately, TESDA policy states that institutions offering college courses should phase out their secondary curriculum, and each should meet the required number of enrollees for the full implementation of the program. The school failed to comply such requirement, thus it was returned to the supervision of the Department of Education, Culture and Sports, on March 19, 1998.

Human Resources. At present, the said institution continued operation by offering purely secondary vocational education, headed by an administrator and its staff, which is composed of one vocational school administrator; two instructors, eleven teachers of the same position, one cashier, one security guard, one utility worker and three contractual workers.

Physical Facilities. The school has the following physical structures or building. One girls' trade building with garment trade shop/laboratory room, equipped with 10 sewing machines, two singer zigzagger, one edging machine, one Dec-O-Matic sewing machine. It also has the different tools for sewing such as scissors, L-squares, Hip curves, French curves, hand and machine needles and other tools for instruction. The same building also houses the food trades shop/laboratory room, equipped with one refrigerator, a gas range, oven and several other kitchen utensils, primarily used for instruction.

The Boys' trade building houses the automotive technology shop, with a service jeep, welding machine and electric drill. It also has other automotive tools.

The same building also contains the FCM/Civil Technology schoolrooms, with portable electric planer (2 units), circular saw (1 unit), air compressor and oxygen acetylene. Tools for building construction are also available.

The school has a Science building where science laboratory classes are being held. It has a Physics and Chemistry laboratory room, General science and Biology room, with teacher tables, laboratory tables and other science apparatuses and equipment needed for instruction, but limited to those that are commonly used during laboratory classes. Chemicals are not available, as well as modern and digital chemistry and physics apparatuses. Science equipment are also limited. The same building houses the audio visual room with one unit of slide projector and a conference room equipped only with table and chair.

The school has two related school buildings with three rooms each, for first year to third year classes. There is another building for the administration, which houses the following offices: Office of the auditor, administrative section, and accounting section. There is also the small buildings or houses for the administrators, school canteen and cottage.

For athletic facilities there is an athletic ground with a basketball court, which serves as the demonstration field for Physical education classes.

Financial Resources. The Silago National Vocational School is financed by the national government with a total budget of Two Million Thirty Nine Thousand Seven Hundred Sixty Eight (2,039,768.00) pesos for the school year 2000-2001. The allotment for salaries and wages is 1,820,639.00 and 219,129.00 for maintenance and operating expenses. The extension service to be proposed is to be allocated from the operating expenses of the school with a counter part from the Silago Municipality.

**Training Needs of the Municipality**  
**Of Silago as Perceived by the**  
**Respondents**

Silago is said to be the remotest town of Southern Leyte, thus development is slow. There are no industrial skilled workers that can be topped by industrial agencies for their labor/human resources.

The result of the survey conducted is shown in Table 11 to 14. These are the perceptions of the different

groups of respondents as to the training needs of the municipality of Silago.

Table 11 presents the perceptions of the Local government unit on the Training needs of the municipality of Silago.

As shown from the numerical data found in the table, of the nine areas of concentration, industrial technology ranked number 1, which means that this is the priority need of the municipality of Silago, with a weighted mean of 4.22, descriptively interpreted as "more needed". Under this are the following trainings: wood craft; coco part craft; gift and house wares, handicraft; abaca craft; rattan craft; bamboo craft and wood turning.

Automotive technology follows being ranked 2 or as second priority need of the people of Silago, with a weighted mean of 3.92, which means eight of the items or skills training in this category, only one skill was perceived as "needed". This was on auto bodybuilding with a weighted mean of 2.85. All the rest were perceived as "more needed". These were: engine overhaul;

battery repair; auto-tune-up; trouble shooting; driving; welding and steel fabrication.

Third in rank or the third priority is food and agro-technology with a weighted mean of 3.80, meaning, "more needed". The skills under this were also perceived as "more needed", except the skills training on agro production on horticulture or cut flower production, with a weighted, mean of 3.22. The rest of the training skills under this category are cooking and baking, food processing, cookies and pasties making, agro-processing and preservation (vegetables and Meat), egg production/poultry, farm management, fish pond management, swine production and vegetable production.

Civil technology was ranked fourth or as fourth priority with a weighted mean of 3.70, which descriptively means that this training is "more needed" as perceived by the LGU respondents. Under this skill training, painting got a weighted mean of 2.45, which descriptively mean that the skill training is "slightly needed" as perceived by the LGU respondents. The other skill trainings were perceived as "more needed" which are

house construction (carpentry), hollow block making, masonry and furniture and cabinet making.

Hotel and restaurant management was ranked fifth by the LGU with weighted mean of 3.67, meaning, "more needed". It has two skills training perceived as "needed" with weighted means of 3.47 and 3.50 respectively. While the skill training on catering services, room maintenance and house keeping and interior design was perceived as "more needed".

Next to these is ranked sixth, on electronics and electrical technology, which got a weighted mean of 3.56, which descriptively means, "more needed". Of the five skills under this, two skill trainings were perceived as "more needed". These are auto-electrical repairs and house wiring, with weighted means of 3.87 and 3.97 respectively. On the other hand, the skill training on motor rewinding, TV-VHS-CD repairs and refrigeration and air conditioning were perceived as "needed" with weighted mean of 3.23, 3.25, and 3.48 respectively.

Cosmetology came as ranked seven with make-up and hairdressing perceived as "more needed", while manicure



and pedicure was perceived only as "needed" with a weighted mean of 3.50.

The last in rank as ranked eight was on ceramics, with pottery making and bricks making perceived as "needed" with weighted means of 3.50 and 3.38 respectively.

This implies that if the LGU perceptions shall be followed, trainings that maybe proposed has to be listed by priorities based on their perceptions. That is, the trainings to be conducted has to start from the following as prioritized in the study: courses on industrial technology as ranked one, then of automotive technology, foods and agro technology, civil technology, Hotel and restaurant management, electronics and electrical technology, cosmetology, ceramics, and garments technology.

Table 12 presents the perception of the school personnel as to the training needs of the Municipality of Silago. As reflected in the numerical data on the table, skill training on automotive technology was ranked number 1. The skill trainings under this category are trouble-

shooting, driving, welding and still fabrication, which were perceived as "most needed". The skill training on engine-overhaul, battery repair and auto-tune up were perceived as "more needed", while body building areas were only perceived as "needed".

**Development Thrusts and Programs**  
**Manpower Development Thrusts**

The education and development sector will continue to direct its efforts towards democratizing access to quality education and training in the formal and non-formal sectors. Moreover, specific implementing policies and strategies are included in view of the challenges posed by the recent sectoral and external developments as follows:

1. Redirecting the contents, delivery systems and implementation of education and manpower development program in support of the following policy documents:
  - a) Education for all (EFA); b) Newly Industrialized Country (NIC) Objective and Scientific and Technological Manpower Policy; c) Livelihood Development Policy; d) Countryside Agro-Industrial Development Strategy (CAIDS);

e) Development Plan for Women; f) Technical Vocational Education and Training Policy; g) Decentralization Policy; h) Poverty Alleviation Program; i) Sports Development Plan; j) Development Plan for Culture; and k) National Plan for Children;

2. Intensification and speeding up of remedial and intervention services, reconstruction and development and giving emphasis on long term disaster preparedness;

3. Comprehensive assessment of the educational system in place since 1970 to rationalize educational legislation and executive policy making;

4. Realization of a commitment to the national Moral Recovery Program through a new vision of "Bayan Muna Bago Sarili"

5. Commitment to excellence in all levels, forms and types of education;

6. Greater participation of sectoral constituents particularly, labor, industry, business, teachers, students and parents, as well as emphasis on the manpower market in educational decision making;

7. Institutionalization and systematization of manpower planning and development to rationalize tertiary education and match supply and demand for certain critical middle and high level female workers required for economic recovery and growth; and
8. Gearing education and training towards the development of a proportionate number of skilled, middle-level, and high level female workers required from economic recovery and growth.

**Training Needs of Silago Constituents**  
**As Perceived by Respondents**

School Personnel. Table 12 presents the perceptions of school personnel as to the training needs of the municipality of Silago. As reflected by the data, skills training in automotive technology ranked first. The skills under this category include troubleshooting, driving, welding and welding fabrication which were perceived as "most needed." Engine overhaul, battery repair and auto tune-up were perceived to be "more needed," while body building areas were perceived as "needed."

Table 12  
Training Needs of Silago Constituents as  
Perceived by the School Personnel

Skill Training	Responses					W.M.	RANK
	5 MN	4 MN	3 N	2 SN	1 NN		
<b>A. Automotive Tech.</b>						4.27	1
1. Engine Overhaul	7(35)	4(16)	2(6)	1(2)	0(0)	4.21	MxN
2. Battery Repair	5(25)	5(20)	3(9)	1(2)	0(0)	4.00	MxN
3. Auto Tune-up	6(30)	4(16)	3(9)	1(2)	0(0)	4.07	MxN
4. Body Building	3(15)	2(8)	5(15)	2(4)	1(1)	3.07	N
5. Trouble Shooting	10(50)	3(12)	1(3)	0(0)	0(0)	4.64	MxN
6. Driving	10(50)	4(16)	0(0)	0(0)	0(0)	4.71	MxN
7. Welding	10(50)	3(12)	1(3)	0(0)	0(0)	4.64	MxN
8. Steel Fabrication	11(55)	3(12)	0(0)	0(0)	0(0)	4.78	MxN
<b>B. Garments Technology</b>						3.12	9
1. Tailoring	3(15)	3(12)	3(9)	3(6)	2(2)	3.14	N
2. Dressmaking							
a. Curtain Making	4(20)	3(12)	2(6)	3(6)	2(2)	3.28	N
b. Babies/Children Dresses	3(15)	3(12)	2(6)	4(8)	2(2)	3.07	N
3. Designing	2(20)	4(16)	2(6)	4(8)	2(2)	3.00	N
<b>C. Civil Technology</b>						3.88	3
1. House Constuction (Carpentry)	7(35)	3(12)	2(6)	1(2)	1(1)	4.00	MxN
2. Painting	2(10)	1(4)	2(6)	2(4)	7(7)	2.21	SN
3. Hollow Block Making	7(35)	4(16)	2(6)	1(2)	2(4)	4.21	MxN
4. Masonry	7(35)	5(20)	1(3)	1(2)	2(2)	4.28	MxN
5. Furniture and Cabinet Making	11(55)	2(8)	1(3)	0(0)	2(2)	4.71	MxN
<b>D. Industrial Technology</b>						3.94	MxN 2
1. Wood Crafts	7(35)	3(12)	2(6)	1(2)	1(1)	4.00	MxN
2. Coco part Craft	6(30)	3(12)	3(9)	1(2)	1(1)	3.86	MxN
3. Gifts/Houseware crafts	2(10)	2(8)	1(3)	4(8)	5(5)	2.43	SN
4. Abaca Craft	7(35)	4(16)	2(6)	1(2)	0(0)	4.21	MxN
5. Rattan Craft	8(40)	3(12)	2(6)	1(2)	0(0)	4.28	MxN
6. Bamboo Craft	8(40)	3(12)	1(3)	1(2)	1(1)	4.14	MxN
7. Wood Trimming	10(50)	3(12)	1(3)	0(0)	0(0)	4.64	MxN
<b>E. Ceramics</b>						3.5	8 N
1. Pottery Making	4(20)	3(12)	1(3)	2(4)	4(4)	3.07	N
2. Bricks Making	7(35)	2(8)	3(9)	1(2)	1(1)	3.93	MxN

Table 12 (cont'd.)

F. Electronics and Electrical Technology							3.23	8 N
1. Auto Electrical Repair	4(20)	3(12)	2(6)	3(6)	2(2)	3.28	N	
2. House Wiring	7(35)	2(8)	2(6)	2(4)	1(1)	3.86	McN	
3. TV, VHS, CD and other repair	4(20)	2(8)	2(6)	3(6)	3(3)	3.07	N	
4. Motor Rewinding	4(20)	2(8)	2(6)	4(8)	2(2)	3.14	N	
5. Refrigeration and Airconditioning	4(20)	1(4)	1(3)	4(8)	4(4)	2.79	N	
G. Hotel and Restaurant Management							3.47	6 N
1. Food and Beverage Servicing	5(25)	4(16)	2(6)	2(4)	1(1)	3.71	McN	
2. Food Preparation	5(25)	5(20)	1(3)	2(4)	1(1)	3.78	McN	
3. Catering services	6(30)	5(20)	2(6)	1(2)	1(1)	4.21	McN	
4. Room Maintenance and House Keeping	4(20)	6(24)	2(6)	2(4)	0(0)	3.86	McN	
5. Interior Design	1(5)	1(4)	2(6)	2(4)	8(8)	1.78	SN	
H. Food and Agro. Tech.							3.52	4 N
1. Cooking and Baking	5(25)	3(12)	3(9)	2(4)	1(1)	3.64	McN	
2. Food Processing	6(30)	4(16)	3(9)	1(2)	0(0)	4.07	McN	
3. Cookies and Pastries Making	4(20)	4(16)	3(9)	2(4)	1(1)	3.57	McN	
4. Agro-processing and Preservation	7(35)	3(12)	3(9)	1(2)	0(0)	3.43	McN	
5. Agro Production								
a. egg/poultry	7(35)	4(16)	2(6)	1(2)	0(0)	4.21	McN	
b. Farm Management	2(10)	3(12)	4(12)	2(4)	3(3)	2.93	N	
c. Fish pond management	8(40)	2(8)	2(6)	1(2)	1(1)	4.07	McN	
d. Swine Production	8(40)	3(12)	1(3)	1(2)	1(1)	4.14	McN	
e. Vegetable Production	7(35)	3(2)	3(9)	0(0)	1(1)	3.36	N	
f. Horticulture/cut cut flower	1(5)	1(4)	1(3)	2(4)	9(9)	1.78	SN	
I. Cosmetology							3.46	7
1. Make-up and Hair Dressing	5(25)	4(16)	3(9)	2(4)	9(9)	3.14	N	
2. Manicure/Pedicure	6(30)	4(16)	1(3)	2(4)	9(9)	3.78	SN	

Ranked two was industrial technology skills training, with a grand weighted mean of 3.94, descriptively perceived as "more needed". Skill training on woodturning was perceived as "mostly needed", of which the skill in making gifts and house wares or handicraft was only perceived as "slightly needed".

On the other hand the skill training which were perceived as "more needed" were on woodcraft, coco parts craft, abaca craft, rattan craft and bamboo craft.

Third rank by the school personnel group was on the skills training under civil technology, with furniture and cabinet making as "mostly needed", and hollow block making, masonry and house construction/carpentry as "more needed". Painting was only perceived by the school personnel group as "slightly needed".

Food and agro technology came in ranked fourth with cooking and baking, food processing (meat and vegetable), cookie and pastries making agro production on egg/poultry, fishpond management and swine production as "more needed. The skills training on agro

processing/preservation, farm management and vegetable production were perceived only as "needed".

Fifth rank was on ceramic technology, with 3.50 weighted mean. Brick making was perceived as "more needed" while pottery making was perceived as "needed".

Hotel and restaurant management ranked sixth for the school personnel, with a weighted mean of 3.47 perceived as "needed". The skills training on food and beverage servicing, food preparation, catering service and room management were perceived as "more needed", while interior designing was only perceived as "slightly needed".

Ranked 7 were the skill trainings on cosmetology with manicure and pedicure being perceived as "more needed" and make-up and hair dressing as "needed" with a weighted mean of 3.14.

Rank eight was electronics and electrical technology, with a weighted mean of 3.28, descriptively interpreted as "needed". Of the five skills training included, house wiring was perceived as "more needed", while the other four on auto electrical repair, TV, VHS,



CD repair, motor rewinding, and refrigerator and air conditioning were only perceived as "needed" by the school personnel respondents.

Last as ranked number 9 was on garments technology, which got a weighted mean of 3.12, which descriptively mean as "needed". All the other skills training included were perceived also as "needed". Among these are tailoring with a weighted mean of 3.14, curtain making got a weighted mean of 3.28, baby dresses with 3.67 and designing with 3.00.

Industrial Sector. Table 13, which presents the training needs of Silago constituents as perceived by the Industrial sector's group, shows Industrial Technology as priority one, being labeled as rank one (1), with a weighted mean of 4.06, against the nine (9) skill training options presented in the study. The sub-skills perceived to be "more needed" ranked by weighted mean are: woodturning, coco part craft, wood craft, rattan craft, bamboo craft, in the same rank with abaca craft. Gift and House ware Handicraft was with a weighted mean of 2.8, perceived to be only a need.

Automotive Technology, with a weighted mean of 3.84, perceived as priority two (2) or ranked two (2). Its sub-courses under this category were perceived as "more needed" and are ranked by weighted mean as follows: Steel fabrication, Welding, Driving, Battery Repair, Auto tune up, Trouble shooting, Engine Overhauls. Only Body Building training was perceived as slightly needed.

Third ranked training category is civil technology, with a weighted mean of 3.60. Its listed sub-skill trainings have four items that were perceived as "more needed", listed by weighted mean rank as follows: Furniture and Cabinet Making, Masonry, Hollow Block Making, and House Construction (carpentry). Painting came the fifth priority, with a weighted mean of 1.93, which was only perceived as "slightly needed".

The fourth in rank is Electronics and Electrical Technology, with a weighted mean of 3.58. Three sub-skill trainings were perceived as "more needed" listed by weighted mean priority ranking as House Wiring, Motor Rewinding, and Auto Electrical Repair.

Table 13  
Training Needs of Silago Constituents as  
Perceived by the Industrial Sector

Skill Training	Responses					W.M.	RANK
	5 MN	4 MrN	3 N	2 SN	1 NN		
<b>A. Automotive Tech.</b>						3.84	MrN2
1. Engine Overhaul	108 (540)	64 (256)	32 (96)	16 (32)	20 (20)	3.93	MrN
2. Battery Repair	148 (742)	23 (92)	31 (93)	20 (40)	18 (18)	4.09	MrN
3. Auto Tune-up	128 (640)	40 (160)	40 (120)	20 (40)	12 (12)	4.05	MrN
4. Body Building	20 (100)	17 (68)	20 (60)	43 (86)	140 (140)	1.89	SN
5. Trouble Shooting	128 (640)	36 (144)	44 (132)	16 (32)	16 (16)	4.02	MrN
6. Driving	140 (700)	28 (112)	44 (132)	16 (32)	12 (12)	4.11	MrN
7. Welding	160 (800)	27 (108)	17 (51)	20 (40)	16 (16)	4.23	MrN
8. Steel Fabrication	168 (840)	35 (140)	10 (30)	15 (30)	12 (12)	4.38	MrN
<b>B. Garments Technology</b>						2.78	N 9
1. Tailoring	78 (390)	57 (228)	33 (99)	22 (44)	50 (50)	3.38	N
2. Dressmaking							
a. Curtain Making	57 (285)	18 (72)	24 (72)	61 (122)	80 (80)	2.63	N
b. Babies/Children Dresses	69 (345)	45 (180)	30 (90)	28 (56)	68 (68)	3.08	N
3. Designing	20 (100)	22 (88)	20 (60)	61 (122)	117 (117)	2.03	SN
<b>C. Civil Technology</b>						3.64	3
1. House Constuction (Carpentry)	120 (600)	44 (176)	39 (117)	25 (50)	12 (12)	3.98	MrN
2. Painting	16 (80)	27 (108)	20 (60)	37 (74)	140 (140)	1.93	SN
3. Hollow Block Making	112 (560)	68 (272)	30 (90)	13 (26)	17 (17)	4.02	MrN
4. Masonry	120 (600)	68 (272)	22 (66)	15 (30)	15 (15)	4.09	MrN
5. Furniture and Cabinet Making	120 (600)	80 (320)	20 (60)	8 (16)	12 (12)	4.2	MrN
<b>D. Industrial Technology</b>						4.06	MrN
1. Wood Crafts	148 (740)	39 (156)	27 (81)	15 (30)	11 (11)	4.24	MrN
2. Coco part Craft	158 (790)	45 (180)	20 (60)	10 (20)	7 (7)	4.4	MrN
3. Gifts/Houseware crafts	48 (240)	38 (152)	40 (120)	46 (92)	68 (68)	2.8	N
4. Abaca Craft	147 (735)	34 (136)	27 (81)	15 (30)	17 (17)	4.16	MrN
5. Rattan Craft	150 (750)	34 (136)	28 (84)	17 (34)	11 (11)	4.23	MrN
6. Bamboo Craft	137 (685)	48 (192)	25 (75)	17 (34)	13 (13)	4.16	MrN
7. Wood Trimming	177 (885)	23 (92)	21 (63)	12 (24)	7 (7)	4.46	MrN
<b>E. Ceramics</b>						3.32	7
1. Pottery Making	69 (345)	47 (188)	39 (117)	38 (76)	47 (49)	3.23	N
2. Bricks Making	79 (395)	58 (232)	25 (75)	39 (78)	39 (39)	3.41	N

Table 13 (cont'd.)

F. Electronics and Electrical Technology							3.58	McN4
1. Auto Electrical Repair	76(380)	49(196)	22(66)	37(74)	56(56)	3.63	McN	
2. House Wiring	178(890)	16(64)	20(60)	15(30)	11(11)	4.4	McN	
3. TV, VHS, CD and other repair	47(235)	77(308)	37(74)	42(84)	37(37)	3.08	N	
4. Motor Rewinding	97(485)	45(180)	61(182)	20(40)	17(17)	3.77	McN	
5. Refrigeration and Airconditioning	43(215)	39(156)	79(237)	42(84)	37(37)	3.04	N	
G. Hotel and Restaurant Management							3.4	5.5
1. Food and Beverage Servicing	97(485)	48(192)	49(147)	19(38)	27(27)	3.7	McN	
2. Food Preparation	112(510)	35(140)	77(231)	11(22)	15(15)	3.83	McN	
3. Catering services	110(550)	37(148)	67(201)	9(18)	17(17)	3.89	McN	
4. Room Maintenance and House Keeping	57(285)	49(196)	42(126)	25(50)	67(67)	3.02	N	
5. Interior Design	47(235)	35(140)	32(96)	23(46)	103(103)	2.58	N	
H. Food and Agro. Tech.							3.4	5.5
1. Cooking and Baking	98(490)	63(252)	41(123)	21(42)	17(17)	3.85	McN	
2. Food Processing	57(285)	49(196)	95(285)	18(36)	21(21)	3.43	N	
3. Cookies and Pastries Making	62(310)	57(228)	91(273)	13(26)	17(17)	3.56	McN	
4. Agro-processing and Preservation	66(330)	57(228)	77(231)	27(54)	13(13)	3.57	McN	
5. Agro Production								
a. egg/poultry	102(510)	14(164)	63(189)	21(42)	13(13)	3.83	McN	
b. Farm Management	115(575)	47(188)	41(123)	22(44)	15(15)	3.94	McN	
c. Fish pond management	27(135)	37(148)	96(288)	42(84)	38(38)	2.89	N	
d. Swine Production	77(385)	42(168)	57(171)	27(54)	37(37)	3.4	N	
e. Vegetable Production	57(285)	48(192)	71(213)	37(74)	27(27)	3.3	N	
f. Horticulture/cut cut flower	21(105)	29(116)	94(282)	41(82)	55(55)	2.67	N	
I. Cosmetology							3.21	8
1. Make-up and Hair Dressing	53(265)	35(140)	82(246)	33(66)	37(37)	3.14	N	
2. Manicure/Pedicure	54(270)	49(196)	78(234)	27(54)	32(32)	3.28	N	

Two of the five listed sub-skill trainings, were perceived as "needed", listed by weighted mean rank as TV, VHS, CD and other Repairs, and Refrigerator and Air Conditioning.

Two categories were perceived as rank 5.5, with a weighted mean of 3.40 for each of the following categories: Hotel and Restaurant Management and Food and Agri-Technology. For the previous category, the following sub-skill trainings were prioritized by perception of "more needed" and computed weighted mean: catering service, Food Preparation, Food and Beverage Servicing. The following two were perceived as "needed", presented by rank as Room Maintenance and House Keeping, and next is Interior Design. The later category, Food and Agri-technology have three (3) of its sub-skills listed for trainings perceived as "more needed" and presented by rank as cooking and baking, agro-processing and preservation, cookies and pastry making. Food processing was perceived as only "needed". Agro production, which have its own sub-skills, is presented to have Farm Management as "more needed", at a weighted mean of 3.94,

followed by Egg and Poultry production also as "more needed", with a weighted mean of 3.83. The rest of its skill training list, listed by weighted mean are Swine Production, vegetable production, fishpond management, and horticulture, floriculture (cut flowers ornamental plants).

Ranked seven in the priority need is ceramics technology, with a weighted mean of 3.32. Its first priority sub-skill training, rank as perceived and computed by weighted mean are Brick making, followed by Pottery Making.

Cosmetology ranked eight among the training needs, with a weighted mean of 3.21. The sub-skill training priority as perceived and as computed by weighted mean are Manicure and Pedicure, followed by Make Up and hair Dressing.

The ninth priority needed, with a weighted mean of 2.78 is Garment Technology. Two of its three sub-skill trainings listed were perceived as "needed", listed by rank as follows: Tailoring, Dressmaking (baby dresses

first priority and curtain making next); Designing with a weighted mean of 2.03 was perceived as "slightly needed".

This suggests the first courses to be offered in the planned proposal of an Extension Service Program of Silago Vocational School. Thus it implies that most of the priority training needs of the community are skills within the capacity of the school personnel, as to their educational background, except on the agricultural area, where it implies that experts or specialists on this agricultural production skill must be invited or reinforced by experts from other agencies or from an agricultural school expertise.

Community Clientele. The perceived training needs of Silago community clientele are presented in Table 14.

The table shows Hotel and Restaurant Management as the highest priority training need by the Silago Clientele with a weighted mean of 3.93 perceived as "more needed". Its sub-skill training needs are listed by priority, based on their respective weighted mean: Catering services, Food Preparation, both perceived as "more needed"; Food and Beverage Servicing, Room

Maintenance and House Keeping, and Interior Design all perceived as "needed".

Next priority to the above is Industrial Technology, with the weighted mean of 3.83, perceived as "more needed".

Its sub-skill trainings, based on their respective weighted means, follows, listed by priority: Wood Turning, Rattan Craft, Coco parts Craft, Abaca Craft, Wood Craft, Bamboo Craft, and Gifts and House- wares, Handicraft, and designing as the last priority for this category, but all were perceived as "more needed".

Third priority is Ceramics, with a weighted mean of 3.63, perceived as "needed", with brick making as its first sub-skill priority, perceived as "more needed", while pottery making comes next, also perceived only as "needed".

The fourth priority, with a weighted mean of 3.58 is Civil Technology Training. Perceived as "more needed" were hollow block making, furniture and cabinet making, masonry and house construction. Painting was perceived as "needed."



Table 14  
Training Needs of Silago Constituents as  
Perceived by the Clientele Community

Skill Training	Responses					W.N.	RANK
	5 MN	4 Mn	3 N	2 SN	1 NN		
A. Automotive Tech.						3.55	MnN5
1. Engine Overhaul	114 (570)	97 (338)	112 (336)	25 (50)	32 (32)	3.62	MnN
2. Battery Repair	82 (410)	76 (304)	155 (465)	32 (64)	35 (35)	3.36	N
3. Auto. Tune-up	38 (190)	95 (380)	121 (363)	57 (114)	69 (39)	2.86	N
4. Body Building	19 (95)	37 (148)	95 (285)	102 (204)	127 (127)	2.26	SN
5. Trouble Shooting	101 (505)	95 (380)	122 (366)	37 (74)	25 (25)	3.55	MnN
6. Driving	221 (1105)	87 (348)	25 (75)	28 (56)	19 (19)	4.22	MnN
7. Welding	234 (1170)	57 (228)	48 (144)	19 (38)	22 (22)	4.22	MnN
8. Steel Fabrication	222 (1110)	83 (332)	47 (141)	11 (22)	17 (17)	4.28	MnN
B. Garments Technology						3.04	N7
1. Tailoring	32 (160)	35 (140)	119 (357)	87 (174)	107 (107)	2.47	N
2. Dressmaking							
a. Curtain Making	101 (505)	95 (380)	78 (234)	59 (118)	47 (47)	3.38	N
b. Babies/Children Dresses	47 (235)	38 (152)	102 (306)	92 (184)	101 (101)	2.57	N
3. Designing	16 (80)	38 (152)	32 (96)	93 (186)	201 (201)	1.88	SN
C. Civil Technology						3.58	MnN4
1. House Constuction (Carpentry)	147 (735)	98 (392)	44 (132)	58 (116)	33 (33)	3.71	MnN
2. Painting	37 (185)	39 (156)	54 (162)	99 (198)	151 (151)	2.44	N
3. Hollow Block Making	187 (935)	95 (380)	56 (168)	23 (46)	19 (19)	4.01	MnN
4. Masonry	151 (755)	98 (392)	83 (249)	21 (42)	27 (27)	3.78	MnN
5. Furniture and Cabinet Making	167 (835)	79 (316)	94 (282)	23 (46)	17 (17)	3.94	MnN
D. Industrial Technology						3.83	MnN2
1. Wood Crafts	137 (685)	100 (400)	99 (297)	19 (38)	25 (25)	3.8	MnN
2. Coco part Craft	142 (710)	103 (412)	99 (297)	21 (42)	15 (15)	3.88	MnN
3. Gifts/Houseware crafts	112 (560)	78 (312)	134 (402)	37 (74)	19 (19)	3.6	MnN
4. Abaca Craft	147 (735)	87 (348)	107 (321)	16 (32)	23 (23)	3.84	MnN
5. Rattan Craft	137 (685)	139 (556)	73 (219)	16 (32)	15 (15)	3.96	MnN
6. Bamboo Craft	127 (635)	92 (368)	122 (366)	20 (40)	19 (19)	3.76	MnN
7. Wood Trimming	167 (835)	98 (392)	74 (222)	21 (42)	20 (20)	3.98	MnN
E. Ceramics						3.63	MnN3
1. Pottery Making	87 (435)	67 (268)	185 (555)	13 (26)	28 (28)	3.45	N
2. Bricks Making	133 (665)	97 (388)	108 (324)	27 (54)	15 (15)	3.8	MnN

Table 14 (cont'd.)

F. Electronics and Electrical Technology							2.98	N8
1. Auto Electrical Repair	97(485)	124(496)	59(177)	43(86)	57(57)	3.42	N	
2. House Wiring	128(640)	88(352)	57(171)	59(118)	48(48)	3.5	N	
3. TV, VHS, CD and other repair	37(185)	47(188)	139(417)	74(148)	83(83)	2.69	N	
4. Motor Rewinding	38(190)	70(280)	114(342)	83(166)	75(75)	2.77	N	
5. Refrigeration and Airconditioning	27(135)	50(200)	142(426)	67(134)	54(54)	2.5	N	
G. Hotel and Restaurant Management							3.93	McN1
1. Food and Beverage Servicing	97(485)	100(400)	97(291)	63(126)	23(23)	3.49	N	
2. Food Preparation	101(505)	99(396)	94(282)	67(134)	19(19)	3.52	McN	
3. Catering services	121(605)	78(312)	88(264)	66(132)	27(27)	3.53	McN	
4. Room Maintenance and House Keeping	57(285)	63(252)	159(477)	53(106)	48(48)	3.07	N	
5. Interior Design	47(235)	64(256)	170(510)	43(86)	56(56)	3.01	N	
H. Food and Agro. Tech.							3.39	N6
1. Cooking and Baking	97(485)	100(400)	108(324)	48(96)	27(27)	3.5	N	
2. Food Processing	92(460)	97(388)	95(280)	58(116)	38(38)	3.37	N	
3. Cookies and Pastries Making	93(465)	111(444)	100(300)	58(116)	18(18)	3.53	McN	
4. Agro-processing and Preservation	107(535)	102(408)	132(396)	28(56)	11(11)	3.7	McN	
5. Agro Production								
a. egg/poultry	111(555)	121(484)	93(273)	38(76)	17(17)	3.7	McN	
b. Farm Management	67(335)	73(292)	140(420)	57(114)	43(43)	3.17	N	
c. Fish pond management	67(335)	67(268)	105(315)	83(166)	58(58)	3.01	N	
d. Swine Production	103(515)	120(480)	94(282)	39(78)	24(24)	3.63	McN	
e. Vegetable Production	101(505)	113(452)	125(375)	28(56)	13(13)	3.69	McN	
f. Horticulture/cut cut flower	47(235)	38(152)	109(327)	103(206)	83(83)	2.64	N	
I. Cosmetology							2.67	N9
1. Make-up and Hair Dressing	43(215)	58(232)	75(225)	107(214)	97(97)	2.59	N	
2. Manicure/Pedicure	48(240)	67(268)	84(253)	104(208)	77(77)	2.75	N	

The fifth priority is Automotive Technology, with a weighted mean of 3.55 and perceived as "more needed". The following sub-skill trainings arranged by priority according to their respective weighted means are: Steel Fabrication, Welding and Drawing (both with equal rank), Engine Overhaul, and Trouble Shooting, all perceived to be "more needed", while Auto Tune-up and Battery Repair, presented by priority, were perceived as "needed", and Body Building was perceived to be "slightly needed".

The sixth priority is Food and Agro-Technology with a weighted mean of 3.39, perceived as "needed". Agro-processing and preservation was perceived as the first sub-skill needed, followed by cookies and pastry making, both perceived to be "more needed", while cooking and baking, followed by food processing comes next, and both were perceived as "needed". Agro-production as a whole was perceived as "more needed", with its following sub-skills, also perceived as "more needed", listed here by priority rank: Egg and Poultry production, vegetable production and swine production. The next three sub-skills, arranged by priority and all perceived as

"needed": Farm Management, Fishpond Management, and Horticulture/Floriculture (cut flowers/ornamentals).

The seventh training need is Garment Technology, with a weighted mean of 3.04, perceived as "needed". Dressmaking and Tailoring were both perceived as "needed", while Designing only as "slightly needed".

Electronics and Electrical Technology is the eight training need priority. All of its sub-skill trainings were perceived as "needed".

Cosmetology is the ninth priority need, with a weighted mean of 2.67, perceived as "needed", by the Silago Community clientele. Both of the two sub-skill trainings listed under it were perceived as "needed".

This implies that Silago community clientele have their own perception as to their needed trainings. Their priority choice shows them to be interested developing skills to do service as shown by their first choice for Hotel and Restaurant Management and also their second and next priorities imply that they want to develop technical skills services for a life time livelihood.

Comparison of Perceived Trainings  
Needs by the Groups of Respondents

It shall be noted from Table 15 that the four groups of respondents differ in their perceived training needs of Silago constituents. If taken by average rank, it comes out that Industrial Technology is the majority's first priority need, at an average rank of 1.5, ranked Two (2) by the school personnel and Silago clientele, ranked one (1) by both LGU and Industrial Sector's group.

The average rank number 2.5 is Automotive Technology, where it was ranked number one by the school personnel group, ranked 2 by both LGU and industrial sector's group, and ranked 5 by the Silago clientele group.

The third average rank at 3.5 is Civil Technology. In detail, Civil Technology was ranked 3 by both the School Personnel Group and Industrial Sectors' group; ranked 4 by both the LGU and Silago Clientele Groups.

Hotel and Restaurant training is rank 4.375, with Silago clientele placing it as rank 1, rank 5 by the LGU, rank 5.5 by the Industrial Sector, and rank 6 by the School Personnel Group.

Food and Agro Technology was ranked at an average of 4.625, where the LGU ranked it third, the school personnel placed it fourth, 5.5 by the Industrial Sector, and sixth by the Silago Clientele.

The next in rank by averaging is Electronics Electrical Technology at 6.5, where, in details, the Industrial Sector placed it fourth, the LGU as sixth, and eight by both the school personnel group and Silago clientele. Both ceramics and cosmetology were ranked 7.75 by averaging, where the LGU and the school personnel groups ranked it as seventh while the Industrial Sector placed it as eighth and the Silago clientele perceived it as the ninth. Still by average rank, Garments Technology was ranked at 8.5, with Silago clientele placing it as seventh in the rank, while the other three groups of respondents all rank this category as the ninth.

This implies that the perceptions of the three groups of respondents rank close to each other, except the perceptions of the Silago clientele which differ in most of the categories, implying that there is a need to subject them to more skill and technology awareness.

Table 15

Comparison of the Perceptions by the Four Groups of Respondents  
Relative to Training Needs of Silago Constituents

Skill Training	Respondents											
	LGU			School Personnel			Industrial Sector			Clientele		
	WM	R	I	WM	R	I	WM	R	I	WM	R	I
A. Automotive Tech.	3.92	[2]		4.27	[1]		3.84	[2]		3.55	[5]	
1. Engine Overhaul	3.93		MrN	4.21		MrN	3.93		MrN	3.62		MrN
2. Battery Repair	4.02		MrN	4		MrN	4.09		MrN	3.36		N
3. Auto Tune-up	4.22		MrN	4.07		MrN	4.05		MrN	2.86		N
4. Body Building	2.85		N	3.07		N	1.89		SN	2.26		SN
5. Trouble Shooting	4.13		MrN	4.64		MsN	4.02		MrN	3.55		MrN
6. Driving	3.98		MrN	4.71		MsN	4.11		MrN	4.22		MrN
7. Welding	4.18		MrN	4.64		MsN	4.23		MrN	4.22		MrN
8. Steel Fabrication	4.02		MrN	4.78		MsN	4.38		MrN	4.28		MrN
B. Garments Technology	2.69	[9]		3.12	[9]		2.78	[9]		3.04	[7]	
1. Tailoring	3.22		N	3.14		N	3.38		N	2.47		N
2. Dressmaking												
a. Curtain Making	2.63		N	3.28		N	2.63		N	3.38		N
b. Babies/Children Dresses	2.47		SN	3.07		N	3.08		N	2.57		N
3. Designing	2.45		SN	3		N	2.03		SN	1.88		SN
C. Civil Technology	3.7	[4]		3.88	[3]		3.64	[3]		3.58	[4]	
1. House Constuction (Carpentry)	3.98		MrN	4		MrN	3.98		MrN	3.71		MrN
2. Painting	2.45		SN	2.21		SN	1.93		SN	2.44		SN
3. Hollow Block Making	3.97		MrN	4.21		MrN	1.04		MrN	4.01		MrN
4. Masonry	4		MrN	4.28		MrN	4.09		MrN	3.78		MrN
5. Furniture and Cabinet Making	4.12		MrN	4.71		MrN	4.02		MrN	3.94		MrN
D. Industrial Technology	4.22	[1]		3.94	[2]		4.06	[1]		3.83	[2]	
1. Wood Crafts	4.22		MrN	4		MrN	4.24		MrN	3.8		MrN
2. Coco part Craft	4.23		MrN	3.86		MrN	4.4		MrN	3.88		MrN
3. Gifts/Houseware crafts	3.83		MrN	2.43		N	2.8		N	3.6		MrN
4. Abaca Craft	4.35		MrN	4.21		MrN	4.16		MrN	3.84		MrN
5. Rattan Craft	4.02		MrN	4.28		MrN	4.23		MrN	3.96		MrN
6. Bamboo Craft	4.32		MrN	4.14		MrN	4.16		MrN	3.76		MrN
7. Wood Trimming	4.42		MrN	4.64		MrN	4.46		MrN	3.98		MrN
E. Ceramics	3.44	[8]		3.5	[5]		3.32	[7]		3.63	[3]	
1. Pottery Making	3.5		N	3.07		N	3.23		N	3.45		N
2. Bricks Making	3.38		N	3.93		MrN	3.41		N	3.8		MrN

Table 15 (cont'd.)

F. Electronics and Electrical Technology	3.56 [6]		3.28 [8]		3.58 [4]		2.98 [8]	
1. Auto Electrical Repair	3.87	MrN	3.28	N	3.63	MrN	3.42	N
2. House Wiring	3.97	MrN	3.86	MrN	4.4	MrN	3.5	N
3. TV, VHS, CD and other repair	3.23	N	3.07	N	3.08	N	2.69	N
4. Motor Rewinding	3.25	N	3.14	N	3.77	MrN	2.77	N
5. Refrigeration and Airconditioning	3.48	N	2.79	N	3.04	N	2.5	SN
G. Hotel and Restaurant Management	3.67 [5]		3.47 [6]		3.4 5.5		3.93 [1]	
1. Food and Beverage Servicing	3.47	N	3.71	MrN	3.7	MrN	3.49	N
2. Food Preparation	3.5	N	3.78	MrN	3.83	MrN	3.52	MrN
3. Catering services	3.72	MrN	4.21	MrN	3.89	MrN	3.53	MrN
4. Room Maintenance and House Keeping	3.85	MrN	3.86	MrN	3.02	N	3.07	N
5. Interior Design	3.82	MrN	1.78	SN	2.58	N	3.01	N
H. Food and Agro. Tech.	3.8 [3]		3.56 [4]		3.4 5.5]		3.39 [6]	
1. Cooking and Baking	3.78	MrN	3.64	MrN	3.85	MrN	3.5	N
2. Food Processing	3.95	MrN	4.07	MrN	3.43	N	3.37	N
3. Cookies and Pastries Making	3.88	MrN	3.57	MrN	3.56	MrN	3.53	MrN
4. Agro-processing and Preservation	3.83	MrN	3.43	N	3.57	MrN	3.7	MrN
5. Agro Production								
a. egg/poultry	3.82	MrN	4.21	MrN	3.83	MrN	3.7	MrN
b. Farm Management	3.9	MrN	2.93	N	3.94	MrN	3.17	N
c. Fish pond management	4	MrN	4.07	MrN	2.89	N	3.01	N
d. Swine Production	4.12	MrN	4.14	MrN	3.4	N	3.63	MrN
e. Vegetable Production	3.52	MrN	3.36	N	3.3	N	3.69	MrN
f. Horticulture/cut cut flower	3.22	N	1.78	SN	2.67	N	2.64	N
I. Cosmetology	3.54 [7]		3.46 [7]		3.21 [8]		2.67 [9]	
1. Make-up and Hair Dressing	3.57	MrN	3.14	N	3.14	N	2.59	N
2. Manicure/Pedicure	3.5	N	3.78	MrN	3.28	N	2.75	N

Legend: 4.51 - 5.00 - Most Needed      3.51 - 4.50 - More Needed  
2.51 - 3.50 - Needed      1.51 - 2.50 - Slightly Needed  
1.00 - 1.50 - Not Needed      [R] - Perceived Rank  
I - Interpretation      WM - Weighted Mean



Table 16 reveals the qualitative analysis of the recommended activities and aspects for development, as perceived by LGU, school personnel, industrial sector and Silago clientele groups. The computed  $F$  of 3.029, is greater than the critical value of  $F$  at  $df$  (3.189) at 0.05 level of significant. This indicates the rejection of the null hypotheses, and the acceptance of the alternative hypotheses, "that there is a significant difference between the perception of the four groups of respondents". This means that the four groups of respondents have different priorities on skill training needs.

A further use of the Scheffe's test was computed to determine where the difference lies, between the perceptions of the four groups of respondents. As shown in the table there was a greater value of computed  $F$  on the comparison of LGU and Silago clientele, where 7.955 is greater than the critical  $F'$  of 7.80. This means, that the perception on training needs of the LGU and those of the Silago clientele differ significantly. These might be

Table 16

Result of the One-way Analysis (ANOVA) on the recommended activities and Aspect for Development Perceived by LGU, School Personnel, Industrial Sector and clientele

Source of Variation	SS	df	MS	F Computed	F Critical	Interpretation
Respondent group	3.554	3	1.1846	3.029	2.6	Reject Ho
Error	73.077	188	0.391			
Total	76.631	191				

due to the difference in their views, experiences and personal nature and interests.

On the other hand the LGU, School Personnel and the Industrial Sector perceived almost the same training needs and the same priorities.

Table 17

Comparison	F' Computed	F' Critical	Interpretation
LGU & School Personnel	0.1243	7.8	NS
LGU & Industrial Sector	0.024	7.8	NS
LGU & Clientele	7.955	7.8	S
School Personnel & Industrial Sector	0.7427	7.8	NS
School Personnel & Clientele	5.8987	7.8	NS
Industrial Sector & Clientele	2.4552	7.8	N

Recommended Activities and  
Aspects for Development

Table 18 presents the recommended activities and aspects of development as perceived by the LGU group of respondents.

It can be gleaned from the table, that for Economic and Technological Development they Greatly Recommended six activities, (GR) ranked by weighted mean as follows: self-sufficient, hard-working and industrious individual to attain high socio-economic status; responsible consumption and effective management of resources; better material welfare in terms of higher family income as a result of the training; efficient oriented work style, practice mindedness, with visionary orientation; modernization and expansion on livelihood skills and opportunities for employment or find self-employment.

Three of the activities were perceived to be "highly recommended" and are listed by rank as follows: quality training and sustainable livelihood programs; better employment conditions since self-employment is possible; job satisfaction among the graduate of the program in terms of salary, security and benefits.

Table 18

Recommended Activities and Aspects of Development Expected by the LGU

Aspects/Activities	5	4	3	2	1	WY	Inter-pretation
<b>A. Economic and Technological Development</b>							
The program should provides for							
1. Better material, welfare in terms of higher family income as a result of the training	25 (125)	17 (68)	6 (18)	7 (14)	5 (5)	3.83	GR
2. Better employment conditions since self employment is possible	16 (80)	15 (60)	11 (33)	11 (22)	7 (7)	3.37	HR
3. Job satisfaction among the graduate of the program in terms of salary, security and benefits.	10 (50)	13 (52)	16 (48)	17 (34)	4 (4)	3.13	HR
4. Quality training and sustainable livelihood programs	12 (60)	20 (80)	11 (33)	14 (28)	3 (3)	3.4	HR
5. Opportunities for employment or find self-employment	23 (115)	12 (48)	7 (21)	10 (20)	8 (8)	3.53	GR
6. Self sufficient, hard-working and industrious individual to attain high socio economic status	27 (135)	18 (72)	8 (24)	4 (8)	3 (3)	4.03	GR
7. Responsible consumption and effective management of resources	24 (120)	20 (80)	11 (33)	3 (6)	2 (2)	4.02	GR
8. Modernization and expansion on livelihood skills	19 (95)	17 (68)	10 (30)	10 (20)	4 (4)	3.62	GR
9. Efficient oriented work style, practice mind- edness, with visionary orientation	19 (95)	14 (56)	16 (48)	18 (16)	3 (3)	3.63	GR
10. Other please specify _____							

Table 18 (Cont'd.)

Aspects/Activities	5	4	3	2	1	WM	Inter- pretation
<b>B. Cultural and Environmental</b>							
The program should provide for							
1. Consciousness and appreciation of cultural heritage	19 (95)	14 (56)	13 (39)	11 (22)	3 (3)	3.58	GR
2. Positive Filipino values	24 (120)	13 (52)	14 (42)	7 (14)	2 (2)	3.83	GR
3. Moral consciousness and responsibility	11 (55)	26 (104)	14 (42)	7 (14)	2 (2)	3.62	GR
4. Concern and involvement in the pursuit of social justice	17 (85)	11 (44)	19 (57)	9 (18)	4 (4)	3.47	HR
5. Awareness of the importance of ecology and environment	11 (55)	9 (36)	23 (69)	10 (20)	7 (7)	3.12	HR
6. Policy implementation on the clean and green program of the government	17 (85)	19 (76)	12 (36)	7 (14)	5 (5)	3.6	GR
7. The establishment of sanctuaries for marine and terrestrial organisms	9 (45)	10 (40)	18 (54)	15 (30)	8 (8)	2.95	HR
8. Strong advocacy for the protection and conservation of the environment	10 (50)	9 (36)	21 (63)	15 (30)	5 (5)	3.07	HR
9. The implementation of recycling of waste materials	10 (50)	9 (36)	19 (57)	15 (30)	7 (7)	3	HR
10. Other please specify _____							
<b>C. Social and Political development</b>							
The program should provides							
1. Free and open political involvement	17 (85)	10 (40)	14 (42)	12 (24)	7 (7)	3.3	HR
2. Training on leadership competencies and skills	17 (85)	18 (72)	10 (30)	7 (14)	8 (8)	3.48	HR
3. Training and practice for a matured and responsible citizens	9 (45)	18 (72)	10 (30)	15 (30)	8 (8)	3.08	HR

Table 18 (Cont'd.)

Aspects/Activities	5	4	3	2	1	WM	Inter-pretation
4. The recognition of others' right and belief	9 (45)	7 (28)	22 (66)	14 (28)	8 (8)	2.92	HR
5. Improvement of socialization skills, such as the consultation of residence on sensitive matter	7 (35)	9 (36)	1 (45)	14 (28)	15 (15)	2.65	HR
6. Training on how to increased social consciousness and responsibility	6 (30)	11 (44)	23 (69)	15 (30)	5 (5)	2.97	HR
7. Training for political awareness	6 (30)	12 (48)	25 (75)	12 (24)	5 (5)	3.03	HR
8. Respect for the rights of minority and disadvantage groups (poor and landless)	6 (30)	15 (60)	22 (66)	12 (24)	5 (5)	3.08	HR
9. Improved the social and political status	7 (35)	15 (60)	12 (36)	17 (34)	9 (9)	2.9	HR
10. Other please specify							

## Legend:

4.51 - 5.00	-	Greatly Recommended
3.51 - 4.50	-	Highly Recommended
2.51 - 3.50	-	Recommended
1.51 - 2.50	-	Slightly Recommended
1.00 - 1.50	-	Not Recommended
WM	-	Weighted Mean
I	-	Interpretation

For cultural and environmental development, the LGU group perceived the following activities as "greatly recommended" and are presented, and arranged by rank based on their respective weighted mean: positive

Filipino values; moral consciousness and responsibility; policy implementation on the clean and green program of the government and consciousness and appreciation of cultural heritage.

The rest as arranged by rank were "highly recommended": concern and involvement in the pursuit of social justice; awareness of the importance of ecology and environment; strong advocacy for the protection and conservation of the environment; the implementation of recycling of waste materials and the establishment of sanctuaries for marine and terrestrial organisms.

Under Social and Political Development, the LGU group "highly recommended" all activities listed arranged by rank as follows: training on leadership competencies and skills; free and open political involvement; training and practice for a matured and responsible citizens; respect for the rights of minority and disadvantage groups (poor and landless-of equal rank), training for political awareness; training on how to increase social consciousness and responsibility; the recognition of others' rights and beliefs; improve the social and

political status and improvement of socialization skills, such as the consultation of residents on sensitive matters.

This implies that the LGU group highly accepts all the suggested activities for community development, to meet the Silago community clientele's needs.

#### School Personnel

As shown, Table 19 presents the recommended activities and aspects of development expected by the school personnel group ranked as follows; for economic and technological development the following were perceived to be "greatly recommended"; better employment conditions since self-employment is possible; self-sufficient, hardworking and industrious individual to attain high socio-economic status and efficient work style, practice mindedness with visionary orientation. The rest listed by priority were perceived to be "highly recommended"; better material welfare in terms of higher family income as a result of the training and responsible consumption and effective management of resources (same weighted mean); quality training and sustainable



livelihood programs and opportunities for employment or find self-employment (same weighted mean); followed by job satisfaction among the graduates of the program in terms of salary, security and benefits; modernization and expansion on livelihood skills.

For cultural and environmental activities, the following were all perceived as "highly recommended" and are listed by priority based on their weighted mean: the implementation of recycling of waste materials; the establishment of sanctuaries for marine and terrestrials organisms and concern and involvement in the pursuit of social justice with weighted mean, strong advocacy for the protection and conservation of the environment; moral consciousness and responsibility with the weighted mean then, policy implementation on the clean and green program of the government; consciousness and appreciation of cultural heritage; positive Filipino values; awareness of the importance of ecology and environment with same weighted mean.

Table 19  
Recommended Activities and Aspects of Development  
Expected by the School Personnel

Activities and Aspects of Development		Responses				
A. Economic and Technological Development						
The program should provides for						
1. Better material welfare in terms of higher family income as a result of the training.	9	3	2	0	0	
2. Better employment conditions since self employment is possible	11	3	0	0	0	
3. Job satisfaction among the graduates of the program in terms of salary, security and benefits	8	4	1	1	0	
4. Quality training and sustainable livelihood programs	9	3	1	1	0	
5. Opportunities for employment or find self-employment	9	3	1	1	0	
6. Self-sufficient, hard-working and industrious individual to attain high socio-economic status	10	3	1	0	0	
7. Responsible consumption and effective management of resources.	9	3	2	0	0	
8. Modernization and expansion on livelihood skills.	7	4	2	1	0	
9. Efficient oriented work style, practice mindedness, with visionary orientation.	9	4	1	0	0	
B. Cultural and Environmental Development						
The program should provide for						
1. onsciousness and appreciation of cultural heritage	5	4	2	2	1	
2. positive Filipino values	5	3	2	3	1	
3. Moral consciousness and responsibility	7	3	2	1	1	
4. concern and involvement in the pursuit of social justice	7	3	2	1	1	
5. awareness of the importance of ecology and environment	5	3	3	1	2	

6. policy implementation on the clean and green program of the government	6	4	1	1	2
7. the establishment of sanctuaries for marine and terrestrial organisms	7	3	2	1	1
8. strong advocacy for the protection and conservation of the environment	9	2	1	1	1
9. the implementation of recycling of waste materials	7	4	1	1	1

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#### C. Social and Political development

The program should provides

1. Free and open political Involvement	9	3	1	1	0
2. Training on leadership Competencies and skills	9	2	1	1	1
3. Training and practice for a matured and responsible citizens	8	2	2	1	1
4. the recognition of others' rights and beliefs	4	3	2	2	3
5. improvement of socialization skills, such as the consultation of residents on sensitive matters	3	3	3	2	3
6. training on how to increase social consciousness and responsibility	3	4	2	3	2
7. training for political awareness	2	3	3	2	4
8. Respect for the rights of minority and disadvantage groups (poor and landless)	3	3	3	2	3
9. Improved the social and political status	4	2	2	2	4

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#### Legend:

- 4.51 - 5.00 - Greatly Recommended (GR)
- 3.51 - 4.50 - Highly Recommended (HR)
- 2.51 - 3.50 - Recommended (R)
- 1.51 - 2.50 - Slightly Recommended (SR)
- 1.0 - 1.50 - Not Recommended (NR)
- Perceived Rank (R)
- Interpretation (I)

For social and political development, the group perceived the following as listed by priority based on weighted mean: free and open political involvement; training on leadership competencies and skills; training and practice for a matured and responsible citizens perceived as "highly recommended"; the rest that follows are "recommended", improvement of socialization skills such as the consultation of residents on sensitive matter: training on how to increase social consciousness and responsibility; respect for the rights of minority and disadvantage groups (poor and landless - same level), the recognition of others' rights and beliefs and training for political status.

This implies that the school personnel group though enthusiastic with the suggested activities is selective and treats the suggestions in case-to-case basis.

#### Industrial Sector

Table 20 presents the perceived recommended activities for development by industrial sector's group.

For economic and technological development, all suggested activities were "highly recommended" listed by

Table 20

Recommended Activities and Aspects of Development  
Expected by the Industrial Sector

Activities and Aspects of Development	Responses				
A. Economic and Technological Development					
The program should provides for					
1. Better material welfare in terms of higher family income as a result of the training.	9	3	2	0	0
2. Better employment conditions since self employment is possible	11	3	0	0	0
3. Job satisfaction among the graduates of the program in terms of salary, security and benefits	8	4	1	1	0
10. Quality training and sustainable livelihood programs	9	3	1	1	0
11. Opportunities for employment or find self-employment	9	3	1	1	0
12. Self-sufficient, hard-working and industrious individual to attain high socio-economic status	10	3	1	0	0
13. Responsible consumption and effective management of resources.	9	3	2	0	0
14. Modernization and expansion on livelihood skills.	7	4	2	1	0
15. Efficient oriented work style, practice mindedness, with visionary orientation.	9	4	1	0	0

**B. Cultural and Environmental Development**

The program should provide for					
10. onsciousness and appreciation of cultural heritage	5	4	2	2	1
11. positive Filipino values	5	3	2	3	1
12. Moral consciousness and responsibility	7	3	2	1	1
13. concern and involvement in the pursuit of social justice	7	3	2	1	1
14. awareness of the importance of ecology and environment	5	3	3	1	2

15. policy implementation on the clean and green program of the government	6	4	1	1	2
16. the establishment of sanctuaries for marine and terrestrial organisms	7	3	2	1	1
17. strong advocacy for the protection and conservation of the environment	9	2	1	1	1
18. the implementation of recycling of waste materials	7	4	1	1	1

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#### C. Social and Political development

The program should provides

1. Free and open political Involvement	9	3	1	1	0
2. Training on leadership Competencies and skills	9	2	1	1	1
3. Training and practice for a matured and responsible citizens	8	2	2	1	1
4. the recognition of others' rights and beliefs	4	3	2	2	3
5. improvement of socialization skills, such as the consultation of residents on sensitive matters	3	3	3	2	3
6. training on how to increase social consciousness and responsibility	3	4	2	3	2
7. training for political awareness	2	3	3	2	4
8. Respect for the rights of minority and disadvantage groups (poor and landless)	3	3	3	2	3
9. Improved the social and political status	4	2	2	2	4

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#### Legend:

- 4.51 - 5.00 - Greatly Recommended (GR)
- 3.51 - 4.50 - Highly Recommended (HR)
- 2.51 - 3.50 - Recommended (R)
- 1.51 - 2.50 - Slightly Recommended (SR)
- 2.0 - 1.50 - Not Recommended (NR)
- Perceived Rank (R)
- Interpretation (I)

priority; better employment conditions since self employment is possible; self-sufficient, hardworking and industrious individual to attain high socio-economic status; modernization and expansion on livelihood skills; efficient oriented work style, practice mindedness with visionary orientation; responsible consumption and effective management of resources; better material welfare in terms of higher family income as a result of the training; job satisfaction among the graduates of the program in terms of salary, security and benefits; opportunities for employment or find self-employment; quality training and sustainable livelihood programs.

For cultural and environmental development, all suggested activities were "recommended" and are listed below and by priority: policy implementation on the clean and green program of the government; consciousness and appreciation of cultural heritage; moral consciousness and responsibility; the establishment of sanctuaries for marine and terrestrial organisms (same level), the implementation of recycling or waste materials; positive Filipino values; concern and involvement in the pursuit

of social justice; awareness of the importance of ecology and environment; strong advocacy for the protection and conservation of the environment.

For social and political development, all suggestions were perceived as "recommended" and are listed by priority based on weighted mean; respect for the rights of minority and disadvantaged groups (poor and landless), free and open political involvement; training on leadership competencies and skills (same level), training for political awareness and improved the social and political status (same level); the recognition of others' rights and beliefs; training and practice for a matured and responsible citizenship; improvement of socialization skills such as the consultation of residents of sensitive matters; training on how to increase social consciousness and responsibility.

This implies that the industrial sector's group though "recommended" the suggested activities have some doubts as reflected in their choice of responses where most were "recommended" with but few "high or great recommendation".



Clientele Group

Table 21 gives the recommended activities for development by the Silago clientele group. All suggested activities under the economic and technological development were all perceived as "highly recommended" and they are listed by priority as follows: opportunities for employment or find self-employment; quality training and sustainable livelihood programs; self-sufficient, hardworking and industrious individual to attain high socio-economic status; better employment conditions since self-employment is possible; responsible consumption and effective management of resources; better material welfare in terms of higher family income as a result of the training; job satisfaction among the graduates of the program in terms of salary, security and benefits; modernization and expansion on livelihood skills; efficient oriented work style, practice mindedness with visionary orientation.

Under the cultural and environmental activities listed by priority and were perceived as "highly recommended" are positive Filipino value, strong advocacy

Table 21

Recommended Activities and Aspects of Development  
Expected by the Clientele Group

Activities and Aspects of Development	Responses				
A. Economic and Technological Development					
The program should provides for					
1. Better material welfare in terms of higher family income as a result of the training.	9	3	2	0	0
2. Better employment conditions since self employment is possible	11	3	0	0	0
3. Job satisfaction among the graduates of the program in terms of salary, security and benefits	8	4	1	1	0
16. Quality training and sustainable livelihood programs	9	3	1	1	0
17. Opportunities for employment or find self-employment	9	3	1	1	0
18. Self-sufficient, hard-working and industrious individual to attain high socio-economic status	10	3	1	0	0
19. Responsible consumption and effective management of resources.	9	3	2	0	0
20. Modernization and expansion on livelihood skills.	7	4	2	1	0
21. Efficient oriented work style, practice mindedness, with visionary orientation.	9	4	1	0	0
B. Cultural and Environmental Development					
The program should provide for					
19. onsciousness and appreciation of cultural heritage	5	4	2	2	1
20. positive Filipino values	5	3	2	3	1
21. Moral consciousness and responsibility	7	3	2	1	1
22. concern and involvement in the pursuit of social justice	7	3	2	1	1
23. awareness of the importance of ecology and environment	5	3	3	1	2

24. policy implementation on the clean and green program of the government	6	4	1	1	2
25. the establishment of sanctuaries for marine and terrestrial organisms	7	3	2	1	1
26. strong advocacy for the protection and conservation of the environment	9	2	1	1	1
27. the implementation of recycling of waste materials	7	4	1	1	1

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#### C. Social and Political development

The program should provides

1. Free and open political Involvement	9	3	1	1	0
2. Training on leadership Competencies and skills	9	2	1	1	1
3. Training and practice for a matured and responsible citizens	8	2	2	1	1
4. the recognition of others' rights and beliefs	4	3	2	2	3
5. improvement of socialization skills, such as the consultation of residents on sensitive matters	3	3	3	2	3
6. training on how to increase social consciousness and responsibility	3	4	2	3	2
7. training for political awareness	2	3	3	2	4
8. Respect for the rights of minority and disadvantage groups (poor and landless)	3	3	3	2	3
9. Improved the social and political status	4	2	2	2	4

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#### Legend:

- 4.51 - 5.00 - Greatly Recommended (GR)
- 3.51 - 4.50 - Highly Recommended (HR)
- 2.51 - 3.50 - Recommended (R)
- 1.51 - 2.50 - Slightly Recommended (SR)
- 3.0 - 1.50 - Not Recommended (NR)
- Perceived Rank (R)
- Interpretation (I)

for the protection and conservation of the environment. The rest are perceived to be "recommended" and are listed by priority as follows: concern and involvement in the pursuit of social justice; the implementation of recycling of waste materials; awareness of the importance of ecology and environment; policy implementation on the clean and green program of the government; the establishment of the sanctuaries for marine of terrestrial organisms (same level); consciousness and appreciation of cultural heritage; moral consciousness and responsibility.

For social and political development, all suggested activities were "recommended" and are listed below by priority: training on how to increase social consciousness and responsibility; the recognition of others' rights and beliefs; free and open political involvement; training and practice for a matured and responsible citizens; improvement of socialization skills such as the consultation of residents on sensitive matters (same level); respect for the rights of minority

and disadvantage groups (poor and landless); training for political awareness; improved the social and political status; training on leadership competencies and skills.

This implies that the Silago clientele know what they want. They are practical in their judgment. It shall be noted that they are all united in recommending economic and technological development activities as "highly recommended" while they vary and are selective and are selective in their choice of responses on the cultural, environmental, social and political development implying that these are their secondary priorities.

Comparison of Perceptions of  
the Four Groups of Respondents  
as to the Recommended Activities  
and Aspect of Development

Table 22 compares the perceptions of the four groups of respondents as to their recommended activities and aspect of development, and the table shows that all four groups placed "highly recommended" on the economic and technological development activities as suggested and it shall be noticed that there is closeness of the weighted mean on perception between that of the LGU and Silago clientele and industrial sectors' group.

Table 22

Comparative Perceptions on Recommended Activities and Aspects of Development  
Expected by the Four Groups of Respondents

Activities and Aspects of Development		Respondent			
A. Economic and Technological Development	LGU	School	Industrial	Clientele	
The program should provides for		Personnel	Sector		
1. Better material welfare in terms of higher family income as a result of the training.	HR	HR	HR	HR	
2. Better employment conditions since self employment is possible	R	GR	HR	HR	
3. Job satisfaction among the graduates of the program in terms of salary, security and benefits	R	HR	HR	HR	
4. Quality training and sustainable livelihood programs	R	HR	HR	HR	
5. Opportunities for employment or find self-employment	HR	HR	HR	HR	
6. Self-sufficient, hard-working and industrious individual to attain high socio-economic status	HR	GR	HR	HR	
7. Responsible consumption and effective management of resources.	HR	HR	HR	HR	
8. Modernization and expansion on livelihood skills.	HR	HR	HR	HR	
9. Efficient oriented work style, practice mindedness, with visionary orientation.	HR	GR	HR	HR	

B. Cultural and Environmental  
Development

The program should provide for

1. consciousness and appreciation of cultural heritage	hR	HR	R	R	
2. positive Filipino values	hR	HR	R	HR	
3. Moral consciousness and responsibility	R	HR	HR	R	
4. concern and involvement in the pursuit of social justice	R	HR	R	R	

5. awareness of the importance of ecology and environment	R	HR	R	R
6. policy implementation on the clean and green program of the government	HR	HR	R	R
7. the establishment of sanctuaries for marine and terrestrial organisms	R	HR	R	R
8. strong advocacy for the protection and conservation of the environment	R	HR	SR	HR
9. the implementation of recycling of waste materials	R	HR	R	R

#### C. Social and Political development

The program should provides

1. Free and open political Involvement	R	HR	R	R
2. Training on leadership Competencies and skills	R	HR	R	R
3. Training and practice for a matured and responsible citizens	R	HR	R	R
4. the recognition of others' rights and beliefs	R	R	R	R
5. improvement of socialization skills, such as the consultation of residents on sensitive matters	R	R	R	R
6. training on how to increase social consciousness and responsibility	R	R	R	R
7. training for political awareness	R	R	R	R
8. Respect for the rights of minority and disadvantage groups (poor and landless)	R	R	R	R
9. Improved the social and political status	R	R	R	R

#### Legend:

- 4.51 - 5.00 - Greatly Recommended (GR)
- 3.51 - 4.50 - Highly Recommended (HR)
- 2.51 - 3.50 - Recommended (R)
- 1.51 - 2.50 - Slightly Recommended (SR)
- 4.0 - 1.50 - Not Recommended (NR)
- Perceived Rank (R)
- Interpretation (I)

The LGU group has the lowest mean while the school personnel group give the highest mean since they rated the following: better employment conditions since self-employment is possible; self-sufficient, hardworking and industrious individual to attain high socio-economic status; efficient oriented work style, practice mindedness with visionary orientation as "greatly recommended". For cultural and environmental development, the LGU, the industrial sectors and the clientele groups all recommended the trainings under this category while the school personnel groups "highly recommended" the same. All four groups agreed to recommend the social and political activities for development as suggested, the total grand mean for these perceptions of the groups shows that the school personnel group and the Silago clientele are in agreement since both placed "highly recommended" on the suggested activities. The LGU group and the industrial sectors' group both recommended the same as based on their grand total mean. To compare the perceptions on activities and aspects for development between the LGU, school personnel, industrial sector and



the silago clientele groups, the One-Way Analysis of Variance was undertaken and the result are shown in table 23 and 24.

In table 23, it can be noted that the computed F values (ANOVA) of 9.288 is greater than the F critical value of 2.68 (df 3.104) at 0.05 level of significance, indicating the rejection of the null hypotheses that "there is no significant difference on the perception of the four groups of respondents relative to their expectations from the different activities and aspects for development of the Municipality of Silago.

Table 23

Results of the ANOVA on Recommended Activities and Aspect for Development  
As Perceived by LGU, School Personnel, Industrial Sector and Clientele

Source of Variation	SS	df	MS	Comp F	Crit F	Interpretation
Respondent Group	6.577	3	2.192	9.88	2.66	Reject Ho
Error	24.542	104	0.236			
Total	31.119	107				

The result was further tested by Scheffes' test to determine where the exact difference lies. Table 24 shows

that the two pairs of between groups of respondents have significant differences on perceived recommended activities and aspects for development as shown by the greater computed  $F'$  of 18.91 which was between that of LGU and school personnel groups and the comparison between that of the school personnel and industrial sectors' groups which also indicated a significant difference on their recommended activities and aspects for development with a computed  $F'$  of 21.357. Other between group comparisons were found to have no significant difference in their aspects and activities for development to be included and considered in the propose extension program in this study.

Table 29  
Computed Scheffe's Test Among Perceptions of  
Four Groups of Respondents

Comparison	Comp $F'$	Crit $F'$	Interpretation
LGU & School Personnel	18.91	7.8	Significant
LGU & Indtrl Sector	5.15	7.8	Not Significant
LGU & Clientele	4.76	7.8	Not Significant
School Personnel & Indstrl Sector	21.357	7.8	Significant
School Personnel & Clientele	4.71	7.8	Not Significant
Indstrl Sector & Clientele	6.01	7.8	Not Significant

Problems Meet in the Implementation of the  
School Proposed Extension Program

As shown in table 25, it expresses the seriousness of the listed alternative problems observed by the respondents among the residents of the Municipality of Silago and among the availability of training resources of Silago National Vocational School.

It is reflected in the table that all items are observed as problems but were grouped as to the seriousness or how they are intensely felt; there are no opportunities for government employment or self-employment; the school has no funds or budget for the extension program; the school has inadequate number of faculty/trainors to carry out the extension program; the school lacks instructional tools to meet the needs of the proposed extension classes; the school has limited physical plant to hold the extension classes or trainings; there is no fund to pay additional trainors/teachers for additional services; lack of competent trainors on different technological skills; the school does not offer courses relevant to the needs and resources of the place; the courses offered by the school

do not allow the development of thinking individuals who can participate in the community activities; the Local Government of Silago is not aware of the implementations of programs and projects of the school; there is no coordination from the different agencies/offices in Silago; and the school system does not allow a blending of campus and field experiences to bridge theory and practice.

This implies that Silago National Vocational School alone would find its hands full in trying to meet the needs of Silago clientele. Silago Local Government Unit could hardly manage to succeed on the same venture. However, with the two joining hands and with solicited assistance from private and other government agencies, the proposed extension program will go far and Silago community will make a long jump to a balanced economic condition in town.

Suggested Solutions to the  
Problems Meet in the Implementation  
of the School Proposed extension Program

Table 26 presents the respondents' perceived solutions to their identified problems. The data reveals

that all given alternative solutions perceived were "better". With only solution in number 7 which states that the local government of Silago should be aware and support the programs and projects of the school was rated to be the "best". Other items were rated as "better" are as follows and arranged by priority based on their expected weighted mean: the school system should allow for a blending of campus and field experiences to bridge theory and practice; hire and train competent teachers/trainors to teach the different skills training; the school should offer courses relevant to the needs and resources of the place; the school should provide incentives or honoraria to trainors; hire enough number of faculty/trainors to carry out the extension program; the school should provide enough space to hold the extension classes or training the different office or agencies of Silago should coordinate with the extension program of the school; the courses offered by the school should allow for the development of thinking individuals who can participate in the community activities; the skill training should provide opportunities for

employment; the school should provide instructional tools or facilities to be use for extension classes and the school should allocate funds in their budget allocation for the extension program.

This implies a great task for Silago National Vocational School administrator and personnel. First, in the preparation of its staff and facilities and without help like that from the municipality of Silago or from the National government, the proposed extension program may fail. A determined and resourceful leader is needed here.

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, results of survey on training needs and aspects of development, and recommendations which were formulated to improve the proposed extension program for Silago community.

#### Summary of Findings of the Study

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

1. The largest age group of the respondents is on the age bracket 35-39 with 131 of them, and this is the middle age group represented mostly by the industrial sector. The smallest age group is on the age 50-54 with 45 of them of the total respondents.
2. Of the total respondents, female group predominated the male group which is 360 female and 334 male respondents.

3. Out of 694 respondents, 553 were married, 158 were single, and 3 were widows.
4. Among the total number of respondents, it indicates that the school personnel had the highest educational attainment since mostly of them had units in masteral and one masteral's degree graduate. Majority of the respondents were college level comprise of 224, a total of 206 who reached secondary education, 63 were elementary level, and 15 of the respondents had earned units in masteral education.
5. On the economic status, majority of the respondents which is 352 is receiving P4, 999 below and considered below poverty line. There were 3 from the industrial sector which received the average monthly income of P20, 000 to P22,999, an indication that business sector predominate the government employees in terms of income.
6. Of the total 314 respondents, majority or 60 of them have a work experience ranging from 22 to 24 years



work experience. It was noted that clientele group were not included since there considered unemployed.

7. It reveals that the qualitative analysis of the training needs, the computed  $F$  of 3.029 is greater the critical value of  $F$  at  $df$  (3.189) at 0.05 level of significant. This indicates the rejection of the null hypotheses and the acceptance of the alternative hypotheses "that there is a significant difference between the perception of the four groups of respondent's". This means that the four groups of respondents have different priorities on skills training needs.

8. It can be noted that the computed  $F$  value (ANOVA) of 9.288 is greater than the  $F$  critical value of 2.68 ( $df$  3.104) at 0.05 level of significance, indicating the rejection of the null hypotheses that "there is no significant difference on the perception on the four groups of respondents relative to their expectation from the different activities and aspects for development". This means that the respondents differ in their perception or that they

have different views, ideas or priorities regarding the aspects for development of the municipality of Silago.

9. The seriousness of the listed alternative problems as observed by the respondents among the residents of the municipality of Silago and among the availability of training resources of SNVS, reflected that all items are observed as problems.
10. Respondents perceived solution to their identified problems. The data reveals that all given alternative solutions perceived as "Better". With only solution" for the LGU of Silago to be supportive to the programs and projects of the school" was rated to be the "Best".

### **Conclusions**

In the light of the foregoing findings presented, the following conclusions are made:

1. The four groups of respondents were matured enough to understand, analyze and perceive on what training

needs and aspects of development is necessary in the implementation of extension program.

2. There is a need of the administration to direct, manage and implement the extension program since data reveals that respondents had the priority choice and want to develop technical services for lifetime livelihood.
3. The implementation of the program would be more effective if the school and LGU is coordinated and supportive to the program and projects of the school. Primarily, tie-ups with TESDA is necessary.
4. The data reveals that extension program would be hamper in its operation due to inadequate trainers, tools and facilities and budget allocation.

### **Recommendation**

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

1. The school put emphasis on extension program by preparing and providing allocation in the school budget and proper implementation should be observe

so that adherence of its thrusts and programs would be possible and economic development would be attained in the region as well as the nation in general.

2. To be more responsive on economic change through the implementation of extension program. The government should approved an school budget with an allocation for extension program to benefits clients in the disadvantaged rural areas in order to acquire non-formal education at minimal cost.
3. The Local Government Unit with their desire to enhance employability and entrepreneurial activities should invites investors who are willing to put up capital and business establishment in the municipality in order to promote products from the extension program in terms of skills and products coming from raw materials in the locality. Likewise, the LGU should allocate budget for skills training and livelihood projects.
4. Tie-ups between SNVS and the coordinating agency LGU, DOST, DECS, DA, DENR, DTI, CSC, and TESDA should be improved, expanded, and be further

strengthened for better and faster effect towards development of the people in the service area.

5. The proposed model for an extension program be tried and implemented as second priority with the end view of providing education and training to the community.
6. In the implementation of the proposed extension program, the local and barangay officials should coordinate with the school officials regarding the training to determine the extent of training needs and to assess through their responses or feedbacks the effectiveness of the training.
7. Trainers should be sent to in-service trainings to update their knowledge and skills especially of the new processes in technology and in information technology.
8. The macro society as systematic overview of the extension or community system program using the system view should serve as the appropriate model in the implementation of the proposed extension program.

## Chapter 6

### A CONCEPTUALIZED MODEL OF AN EXTENSION PROGRAM OF SILAGO NATIONAL VOCATIONAL SCHOOL

This chapter presents a conceptualized design/model of an extension program for Silago National Vocational School, as the final output of this research study, which dealt on the needs and expectations of the resident/clientele of the municipality of Silago on the vital aspects and areas of concern of the entire school program operation. This extension program model should serve as a reference for extension worker, faculty and personnel staff; school administrators; local government unit; non-government organization; private organization school administrators and barangay chairmen who are supposedly the implementors and proponents of the school extension program.

#### **Rationale**

The extension program is timely and relevant as conceived out of the expressed needs and expectations (aspect/activities) of the municipality of Silago. Hence, the researcher endeavor to conduct a functional extension

program through a series of activities and strategies that would facilitate development to the municipality of Silago which is in dire need of technical, professional trainings and financial sources for better living conditions.

The school extension workers alone would be insufficient to facilitate relevant and sufficient assistance to the residents clientele of Silago. Through, it is a gargantuan task, the extension service should not be the sole concern but, through the coordinated and concerted efforts of the school personnel, faculty, LGU officials, the coordinators of different agencies particularly TESDA and barangays officials to come up ideas, support and decision making to a sound extension program.

The efforts extended to the school and community based skills training and livelihood projects would help uplift the living conditions if the people and better economy is far more advance compared to other localities.

It is expected that the said program would cater the needs of the out-of-school-youth, unemployed adults,

rebel returnees, professionals, housewives, farmers and barangay residents.

### Objectives

In partnership with the local government unit of Silago, private and public agencies, the extension program of Silago National Vocational School shall aims to develop and implement plans, programs projects that would ensure the employability and productivity of the people of Silago.

Specifically the extension program aims:

1. To promote and develop middle livelihood skill as a viable occupational career especially among the youth.
2. Address the constraint on the implementation and improvement of technical education and skills development with the cooperation of the local government units of Silago and the business sectors.
3. Promote and develop a training program on the transfer of applicable technological and developmental information in trade and industry, environmental and resources conservation.



4. Stress, the need for self-reliance, self-employment, and community resource mobilization, planning and implementing resource-income generating programs.

5. To undertake project that will promote and strengthen the capabilities of the rural workers in the development of the Municipality of Silago.

6. To focus on enterprise-based trainings and increase the participation of the private sectors in the management, delivery and financing middle livelihood skills development.

7. To enhance the educational employment opportunities among the people of Silago.

8. To utilize and mobilize the existing resources of the school and the community.

9. To instill among the people of Silago the proper values and attitudes necessary for personal, community and national development.

10. To conduct researches relative to the extension service program and conduct monitoring and evaluation of programs and projects of the extension service office.

### Action Plan in Extension Program

The extension program had formulated an action plan to monitor and determine the on-going activities if it is consistent to the goals and objectives. The key result areas, strategies, person responsible, sources, problem encountered, time line, success indicators were reflected in the plan that serve as guide in conducting and analyzing the activities.

An action plan on training need and aspects of development is located at the succeeding pages.

### Evaluation and Monitoring Scheme

Evaluation is part of the process to assess and analyze how far the program or projects is going-on whether, it is responsive or unresponsive to its goals and objectives. Evaluation serves different purposes and it is conducted before the plan, during the implementation and at the end of the prescribed period.

The evaluation utilizes the following:

Formative evaluation which determines the progress of the objectives in terms of materials, programs, the

activities undertaken and the effectiveness of the service center operation.

Summative evaluation assesses where the inputs has an effect to the clients and if it is effective in the transformation of values, attitudes and living conditions.

Processes involving the evaluation are:

1. Identify the objectives, activities and its resources to be evaluated.
2. Design the procedures to be used in collecting evaluation data.
3. Make an instruments for collecting evaluation data.
4. Gather, analyze and interpret the data.
5. Consolidate, organize and communicate the results for information and guidance.
6. Utilize the input obtained to improve the service center and its operation.

#### **Facilities Requirements**

The skills training to be conducted would seek approval from the administration especially when involving facilities and equipment to carry out the

activities. Through sanction approval from the head would mean utmost utilization of facilities and equipment on condition that proper maintenance, safety and handling should be observed. The tools, equipment and facilities reflected in the profile can be utilized for such activities.

In case of in availability of said facilities, the management would sent written request for utilization to coordinating agencies or private entity who owns of such but subject to an agreement either to rent or borrow in order to pursue the plan.

#### Financial Requirement

To make the extension programs more realistic and effective, a budget allocation should be provided for the maintenance, honorarium, travel allowances, salaries and wages, operation of the program, etc. since no extension program would exist without funds. In the absence of funds, would hinder the plan and remain ineffective in the delivery of basic services of our government to the community.

A line-item budget were prepared to reflect the appropriation and the breakdown of different items on the basis of needs as shown in succeeding page.

#### Personnel of the Extension Program

The following personnel will man the extension service center:

Administrator. The administrator as head of the center will manage, provide, extend support and situate that the implementation of the program is well taken. He prepare and consolidate school budget from different departments particularly form extension services and submit for approval to the DBM.

Head of Extension Services. His function is to coordinate and tie-up the different coordinating agencies mostly TESDA who has the primary responsibility in enhancing the skills training and livelihood projects. The head will conduct research, prepare a five-year development plan, evaluate and submit reports about the program to agencies concern. In-charge of the recruitment and selection of trainors, trainees, and etc, before the operation.

Assistant Head of Extension Program. He will assist in the preparation of plan, budget proposal, training proposal, and in the implementation of the program. Take charge in the absence of head and facilitate in providing the necessary supplies and materials, tools and equipment for the operation. Conduct research relevant to extension program. Assist in the recruitment and selection of trainors, trainees, and etc.

Administrative Officer. His main concern is on matters sanctions with directives, issuances, problems and issues and on human resources development. He can perform the function as in-charge in the absence of head of school.

Supply Officer. He is in-charge in the procurement, release of supplies and materials, tools and equipment and coordinate with all the personnel for the effectiveness of the operation. Keep records of all releases and incoming supplies and materials for references.

Training Specialist. He possesses qualities on different knowledge and skills to head the group of

expert in planning, designing, fabrication and to innovate which is beneficial to instruction and operation.

Trainer/Expert. He delivers knowledge and skills to the recipient of the program. Situate that stated activities were properly deliver and in conformity with goals and objectives.

Clientele. He is the recipient of skills training and livelihood projects. Receive the inputs and manifest maximum utilization of knowledge and skills by engaging entrepreneurial and occupational activities.

An organizational chart is shown in the succeeding page showing the different personnel in-charge of the extension program.

### Priority Training Courses

The training courses that will be offered will focus on the result of the survey conducted. Based on the findings the following are the priority needs of the residence of the Municipality of Silago.

First Year Operation

Industrial Technology

Wood Turning	Coco-part craft
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Abaca Craft	Rattan Craft
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Bamboo Craft	Woods Craft
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Gifts and house ware

(handicraft)

#### Automotive Technology

Trouble shooting	Battery -Overhaul
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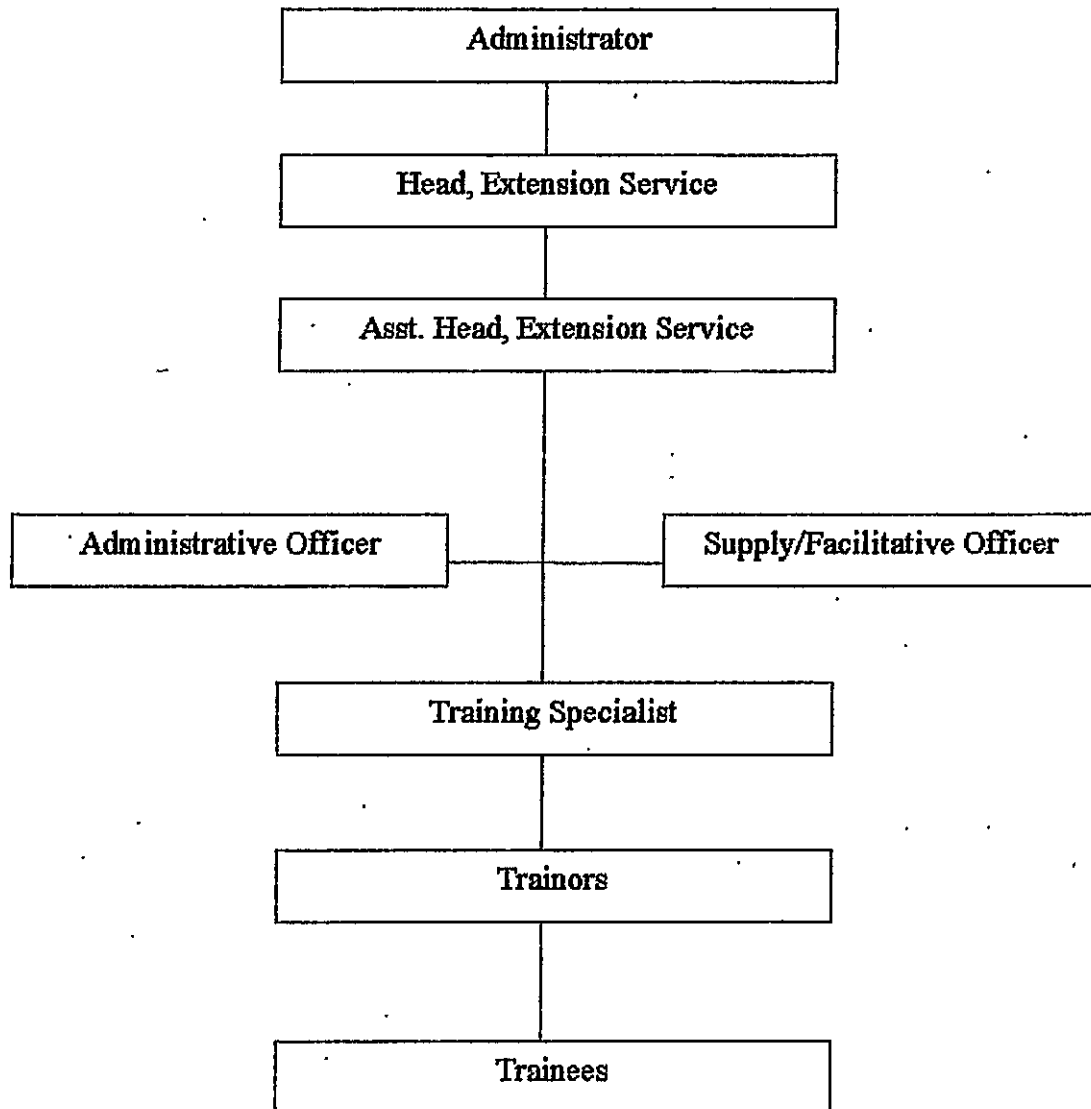
Driving	Engine-overhaul
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Steel Fabrication	Auto-tune-up
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Welding

Note: Financial Budget shall be determined on  
available funds upon the start of the operation.



**ORGANIZATIONAL CHART**

## A PROPOSED LIVELIHOOD SKILLS TRAINING PROGRAM

Course Title:                    Auto-Tune up and Trouble  
                                 Shooting

Course Venue:                   Silago National Vocational  
                                 School

Course Duration:               April - May 2001

Course Training Hours:       150 hrs.

Course Participants:

The participants of the skills training would be composed of thirty interested out-of-school youth and unemployed adults to accommodate and maximize the trainors -trainees ratio. The training is open to all but trainees would be selected based on the capabilities and on first come first serve basis.

## Rationale:

The skills training is said to be beneficial to the residents of Silago in order to solved unemployment problems, to help uplift the economic conditions of the people and to decrease poverty numbers in the disadvantage rural areas. The program is necessary not only on the development of knowledge and skills but, also

on the inculcation of desirable values and attitudes towards work and on the person itself. In the implementation of the program would depend solely on the clientele, LGU and barangay officials whether to support and accept or to reject such offering as established by SNVS school based extension program. If required then, there is no doubts about economic development.

#### Course Objectives:

It is the policy of the school to extend services to clients in the service area to help them augment their income through skills training and livelihood projects that would alleviate them from poverty and accelerate economic conditions.

#### Course Content:

The livelihood and skills training program would consist of two parts.

##### Part I - Theoretical Aspects

1. Orientation of the content.
2. Identification and uses of tools and equipment.

3. Demonstration method - This is one way of giving instruction by performing the actual operation of the gadget and the processes involve such as cutting, mixing, and etc. this method could be supported with instructional materials to facilitate learning.
4. Shopwork/Practicum - Exposing and involving the trainees to participate in group or individual activity to enhance learning.

Course Possible Trainor:

The trainor would come primarily from SNVS faculty who has the specialized skills on that specific area. In case of an offerings and no trainor is available, the school can request resource expert with competent capabilities and this must be sanction by the LGU officials and any coordinating agencies especially when involving financial matters like the honoraria.

Budget:

In coordination of different agencies and local official, the skills training shall adapt a cost sharing scheme to shoulder expenses and honoraria. Each agency

and concerned local officials shall give the counterpart to lessen the burden in their inclination to economic development.

Participants	SNVS	TESDA	LGU	Coor. Age. DTI	Off. Of Prov. Gov	Brgy. Coun.
Trainor's Honorarium						
Trainor's Accommodation						
Supplies and Materials						
Tools and Equipment						
Training Kit						
Transportation						
Certificates						
Others						
Totals						

#### Plans for Implementation:

The skills training were conceptualized and planned before its implementation to provide a guide on what to do during the training and to come up an alternatives in cases of discrepancies.

#### A. Pre-Training Activities

1. The trainor prepares the training proposal together with the program of activities.
2. Submit the said proposal to the head of extension service for verification, endorsement and approval.
3. Information drive, consultation and introduction of skills training to residents and barangay officials.
4. Follow-up the status of training proposal whether approved and disapproved.
5. Trainor should coordinate with the school personnel with regards to training venue and accommodation for school based skills training.
6. Prepare and post the training schedule.
7. Request, procure supplies and materials and receipt tools and equipment.
8. Select, screen and list the trainees who has the capabilities.
9. Trainors should provide and submit an updated resume.

### B. Training Proper

The trainor together with the trainees would discuss the lesson under knowledge and the application of skills based on the training program. It is expected that the trainor would deliver and carry out 90% of the learning competencies, trainees would achieve 80% proficiency of knowledge, 90% in the mastery of skills and 85% of the total number of attendance.

### C. Post Training Activities

After the training, a formative and summative evaluation would be conducted to determine the competencies instilled to the trainees.

The school and the trainor would monitor and check if trainees were employed or engaged in any entrepreneurial undertakings that augment their income.

Trainees would be facilitated to undergo apprenticeship training in industry and encourage to take trade test and advance training in TESDA or in any training institution.

#### D. Output

The inputs instituted to the trainees during the training, it is expected to produce a semi-skilled workers.

#### E. Post Evaluation

A test of knowledge would be conducted by TESDA together with the CSC for the grant of eligibility and a test of skills by training school or in the accredited training venue with a certified assessors sanction by TESDA and if fortunate to pass the tests could be given a trade test certificate and eligibility under SCEP # 42. an amount would be collected from trainees before the test for processing of certificate.

The school and trainers would gather feedbacks from the community regarding the problems encountered during the trainings. Feedbacks would be used as a tool to improve the training program.

#### Area of Responsibility:

##### A. Barangay Council

1. To assist in identifying the qualified trainees.



2. To coordinate in the accommodation of snacks, meals, beddings and venues.
3. Assist in disseminating information regarding the training and issues.
4. To facilitate in carrying out the activities.

B. Silago National Vocational School

1. Make plans about the skills training.
2. Implement the training program and provide supplies, materials, tools and equipment.
3. Prepare and submit training proposal to a coordinating agency for approval.
4. In-charge in the selection, screening and listing of trainees and in the accommodation of resource expert.
5. Assist in conducting test of knowledge and skills and in information dissemination of TESDA.

C. Local Government Unit

1. Assist in selecting qualified trainees.

2. Disseminate information and coordinate with the service center with regards to accommodation and training venues.
3. provide honoraria to trainers in school based and community based skills training.
4. Recommend resource expert to handle the training.

D. Technical Education and Skills Development Authority.

1. Verify, classify and approved training proposal.
2. Provide honoraria to trainers.
3. Extend support particularly training supplies and materials to the training center.
4. Process and issue trade test certificates.

#### E. Office of the Governor

1. Provide assistance to the training center such as Supplies and materials and honoraria for the trainor.
2. Recommend plans and allocates funds for skills training and livelihood projects.

#### Training Needs Analysis Profile

Occupation: Automotive Mechanics

Job : Engine Overhauling

Duties :

1. Ensuring the Availability of Tools 4 hrs.
  - 1.1 Prepare the tools
    - 1.1.1 Identify the tools 1 hr.
    - 1.1.2 Classify handtools, gripping and measuring tools 1 hr.
    - 1.1.3 Cite the uses of each tool 2 hrs.
2. Remove Engine from its Mounting 4 hrs.
  - 2.1 Loosen bolts and nuts and separate transmission from

the engine	2 hrs.
2.2 Lift the engine from the car	2 hrs.
3. Disassemble the Engine	10 hrs.
3.1 Loosen bolts and nuts	1 hr.
3.2 Torn down engine parts	2 hrs.
3.3 Check the piston clearance	2 hrs.
3.4 Check the piston ring clearance	1 hr.
3.5 Check crankshaft clearance	2 hrs.
3.6 Test valve spring tension	1 hr.
3.7 Check oil pump pressure	1 hr.
4. Clean Engine parts	4 hrs.
4.1 Blow dirt from metal parts	1 hr.
4.2 Clean clogged oil lines	1 hr.
4.3 Clean accumulated rust in water jackets	2 hrs.
5. Inspect for possible Engine Defects	6 hrs.
5.1 Check for cylinder tape redness	1 hr.
5.2 Check for cylinder ovalness	1 hr.
5.3 Check for cylinder head tape	

redness	1 hr.
5.4 Check for crack cylinder block	
And head	1 hr.
5.5 Check for bent connecting rod	1 hr.
5.6 Replace damage parts	1 hr.
6. Machine Defective Engine Parts	10 hrs.
6.1 Rebore cylinders	2 hrs.
6.2 Reface cylinder block and head	3 hrs.
6.3 Weld crack cylinder head and	
block	2 hrs.
6.4 Align crankshaft	3 hrs.
7. Assemble Engine Parts	9 hrs.
7.1 Remove dirt, wipe parts	
with oil	3 hrs.
7.2 Measure the torque and tight	
ten bolt of cylinder head	3 hrs.
7.3 Adjust valve clearance	3 hrs.
8. Install engine to the car	3 hrs.
8.1 Tighten bolts and nuts	1 hr.
8.2 Install transmission to the	
engine	2 hr.

Total numbers of hours ..... 50 hrs.

### Training Needs Analysis Profile

Occupation : Automotive Mechanics

Job : Auto Tune Up and Trouble Shooting

Duties :

1. Ensuring the Availability of Tools 5 hrs.

1.1 Prepare the tools

1.1.1 Identify the tools 1 hr.

1.1.2 Classify handtools,  
gripping and measuring  
tools 2 hrs.

1.1.3 Cite the uses of each  
tools 2 hrs.

2. Check Defective Ignition System 8 hrs.

2.1 Ignition primary circuit test

2.1.1 Battery voltage check 2 hrs.

2.1.2 Checking ignition switch 2 hrs.

2.1.3 Checking coil primary  
voltage 2 hrs.

## 2.1.4 Setting high tension wire

To firing order 2 hrs.

## 3. Check Clogged Fuel System 5 hrs.

## 3.1 Remove, disassemble and assemble

fuel pump 3 hrs.

## 3.2 Pressure and prime test fuel

system 2 hrs.

## 4. Engine Tune Up 15 hrs

## 4.1 Preparing engine for tune up

4.1.1 Open valve cover 1 hr.

4.1.2 Determine intake and exhaust

valve 1 hr.

4.1.3 Inspect/examine the valve

Arrangement 1 hr.

## 4.2 Setting engine timing

4.2.1 Monitor firing order 1 hr.

4.2.2 Bring piston #1 to TDC

(Compression stroke) 1 hr.

## 4.3 Adjusting valve tappet clearance

In cylinder #1

- 4.3.1 Loosen adjusting screw
  - nuts 1 hr.
- 4.3.2 Adjust intake valve
  - clearance 1 hr.
- 4.3.3 Adjust exhaust valve
  - Clearance 1 hr.
- 4.4 Adjusting valve tappet clearance
  - In cylinder #3
  - 4.4.1 Rotate crankshaft aligning
    - With timing mark 1 hr.
  - 4.4.2 Adjust the intake valve
    - clearance 1 hr.
  - 4.4.3 Adjust exhaust valve
    - Clearance 1 hr.
- 4.5 Adjusting valve tappet clearance
  - In cylinder #4 and 2
  - 4.5.1 Refer steps in #4 .4 and 4.3
- 5. Adjusting Contact Point Clearance 3 hrs.
  - 5.1 Loosen screw bolt and adjust to
    - specified clearance 3 hrs.
- 6. Adjust Spark Plug Clearance 3 hrs.



6.1 Expand and adjust to specified	
spark pug gap clearance	3 hrs.
7. Set Ignition Timing	6 hrs.
7.1 Perform initial and basic	
ignition timing	6 hrs.
8. Check Belt Tension	1 hr.
9. Testing the Engine	6 hrs.
9.1 Check oil level	1 hr.
9.2 Check water level	1 hr.
9.3 Secure wirings, cable and caps	2 hrs.
9.4 Start the engine	2 hrs.
<hr/>	
Total numbers of hours	50 hrs.

#### Training Needs Analysis Profile

Occupation : Automotive Mechanics  
 Job : Auto Electrical Repair  
 Duties :

1. Ensuring the Availability of Tools 5 hrs.
  - 1.1 Prepare the tools
    - 1.1.1 Identify the tools 1 hr.

- 1.1.2 Classify handtools,  
gripping and measuring  
tools 2 hrs.
- 1.1.3 Cite the uses of each  
tools 2 hrs.
- 2. Check-up Battery Condition 6 hrs.
  - 2.1 Battery Capacity test
    - 2.1.1 Check specific gravity 1 hr.
    - 2.1.2 Add water and charge  
battery 2 hrs.
    - 2.1.3 Perform battery load  
test 2 hrs.
    - 2.1.4 Replace dead battery 1 hr.
- 3. Check-up and Condition Starting 10 hrs  
System
  - 3.1 Testing the solenoid, starter  
switch and starter motor
    - 3.1.1 Perform initial test of  
starting system 2 hrs.
    - 3.1.2 Remove, disassemble, check  
and replace starter motor

- parts 3 hrs.
- 3.1.3 Assemble, install and connect  
wirings in the circuit 3 hrs.
- 3.1.4 Crank engine and determine  
starting amperage draw test 2 hrs
- 4. Check-up and Condition Charging System  
10 hrs
- 4.1 Testing alternator components
  - 4.1.1 Disassemble the  
alternator 1 hr.
  - 4.1.2 Test rectifier assembly 1 hr.
  - 4.1.3 Test rotor assembly 1 hr.
    - 4.1.3.1 Ground test
    - 4.1.3.2 Continuity test
  - 4.1.4 Test stator 1 hr.
    - 4.1.4.1 Continuity test
    - 4.1.4.2 Ground test
  - 4.1.5 Test Capacitor 1 hr.
  - 4.1.6 Check the alternator bear-  
ings and reassemble 2 hrs.
- 4.2 Alternator and regulator test

- 4.2.1 Test alternator output and  
determine whether alternator  
is at fault 1 hr.
- 4.2.2 Test voltage regulator 1 hr.
- 4.2.3 Test alternator output  
with regulator in the  
circuit 1 hr.
- 5. Check Condition Electrical
  - Lighting System 13 hrs
  - 5.1 Install headlight wiring  
connection 3 hrs.
    - 5.1.1 Adjust headlight aiming
    - 5.1.2 Replace blown fuse and  
busted bulb
  - 5.2 Install park light wiring  
connection 2 hrs.
  - 5.3 Install signal light wiring  
connection 2 hrs.
  - 5.4 Install stop light wiring  
connection 2 hrs.
  - 5.5 Install tail light wiring

connection 2 hrs.

5.6 Install back-up light wiring

connection 2 hrs.

5.6.1 Replace blown fuse and bulb

6. Condition and Wiring Horn and Burglar

Alarm System 6 hrs.

6.1.1 Repair and adjust horn 3 hrs.

6.1.2 Replace damage horn and

switches 3 hrs.

---

Total numbers of hours 50 hrs

Personal gain	Better health condition, shelter, food, education, etc.	Train to be self-reliant, diligent and independent	Year Round	Open an account and save money
Responsible Stewardships	Recycle waste materials and utilize indigenous materials by making improvised projects	Collect disposable materials that can be made into ash trays wall décor, toys design a mechanism out of junk materials that can carry out an operation at minimal cost	Year Round	Construct at least one improvised gadget that would save time, money and efforts.
IV. Political Benefits Political awareness	Exercises the right of suffrage and participate	Vote the right candidate on election, referendum and	As schedule	Register and Vote

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## A P P E N D I C E S

## Appendix A

## LETTER REQUEST FOR APPROVAL OF RESEARCH PROBLEM

Samar State Polytechnic College  
Catbalogan, Samar

October 14, 2000

The DEAN  
Graduate and Post Graduate Department  
Samar State Polytechnic College  
Catbalogan, Samar

Sir:

In my desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following problems, preferably problem number 1.

1. A PROPOSED EXTENSION PROGRAM OF SILAGO NATIONAL VOCATIONAL SCHOOL
2. A PROPOSED NON-FORMAL EDUCATION PROGRAM OF SILAGO NATIONAL VOCATIONAL SCHOOL
3. TOWARDS AN ASSESSMENT PROGRAM FOR SILAGO NATIONAL VOCATIONAL SCHOOL (SNVS) VOCATIONAL COURSES OFFERINGS.

Hoping for your early and favorable action on this request.

Very truly yours,

(Sgd.) ROMULO R. BRAZAS  
Researcher

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Cathalogan, Samar

Dear Respondents,

This study entitled "A Proposed Extension Program of Silago Vocational School" is being undertaken by the undersigned for a Masteral Thesis. This study expects to determine the needs of the constituents of the service area as to their training needs, which will be the basis for the design of the extension program. For the realization of this goal, your kind cooperation in answering this questionnaire is humbly requested. All responses will be held confidential and your identity will not be disclosed.

Thank you very much.

Respectfully yours,

ROMULO R. BRAZAS  
Researcher

Noted:

JOSE A. LABRO, Ph.D.  
*Adviser*

Code: Please check if you are:

☐ LGU Official  
☐ School Official and Personnel  
☐ Industrial Sector Employee (w/ establishment)  
☐ Barangay Resident Respondent

## Part I Personal Profile

Name: (Optional) \_\_\_\_\_

Address: \_\_\_\_\_

Office/Establishment/Organization: \_\_\_\_\_

Position: \_\_\_\_\_ Working Experience: \_\_\_\_\_

Age: \_\_\_\_\_ Civil Status: \_\_\_\_\_ Gender (Sex): \_\_\_\_\_

Status:

\_\_\_\_\_ Permanent Family size: \_\_\_\_\_

\_\_\_\_\_ Contractual Average Family Income: \_\_\_\_\_

\_\_\_\_\_ Temporary \_\_\_\_\_

\_\_\_\_\_ Provisionary Other Source of Income: \_\_\_\_\_

Seminars/workshop in extension, non-formal education and  
programs

Title of Seminar/ Training	Sponsoring Inclusive Agencies	Date
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(Please write in separate sheet if necessary)

## B. Area Profile

Geographical Location of Residence (Please check)

\_\_\_\_\_ Coastal \_\_\_\_\_ Poblacion \_\_\_\_\_ High Land

Please indicate the barangay: \_\_\_\_\_

Natural Resources/raw material available in your barangay. (Please check)

\_\_\_\_\_ rattan \_\_\_\_\_ wood \_\_\_\_\_ clay  
 \_\_\_\_\_ sand \_\_\_\_\_ nipa \_\_\_\_\_ wildlife  
 \_\_\_\_\_ abacca \_\_\_\_\_ coconut \_\_\_\_\_ bamboos  
 \_\_\_\_\_ gravel Others, Please Specify: \_\_\_\_\_

## Part II On Training Needs

Direction: In your opinion, to what extent do the people of Silago need the following skills training and livelihood programs to help them improve their socio-economic status? Please use the following scale in quantifying your perceptions:

- 5 - Mostly Needed (MN)  
 4 - Highly Needed (HN)  
 3 - Moderately Needed (Mod N)  
 2 - Slightly Needed (SN)  
 1 - Not Needed (NN)

Skill Training/Livelihood Program		Responses				
A.) Automotive Technology						
1. Engine-overhauls		5	4	3	2	1
2. Battery repair	5	4	3	2	1	
3. Auto-tune-up		5	4	3	2	1
4. Body building	5	4	3	2	1	
5. Trouble shooting		5	4	3	2	1
6. Driving		5	4	3	2	1
Skill Training/Livelihood Program		Responses				
7. Welding		5	4	3	2	1
8. Steel Fabrication		5	4	3	2	1
9. Others please specify	5	4	3	2	1	

B.) Garments Technology						
1. Tailoring	5	4	3	2	1	
2. Dressmaking		5	4	3	2	1
a. curtain making	5	4	3	2	1	
b. babies & children's dresses	5	4	3	2	1	
3. Designing	5	4	3	2	1	



4. Others, please specify	5	4	3	2	1
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## C.) Civil Technology

1. House Construction (carpentry)	5	4	3	2	1
2. Painting	5	4	3	2	1
3. Hollow block making	5	4	3	2	1
4. Masonry	5	4	3	2	1
5. Furniture & Cabinet Making	5	4	3	2	1
6. Others, please specify	5	4	3	2	1

---

## D.) Industrial Technology

1. Coco parts craft	5	4	3	2	1
2. Gifts & house wares (handy craft)	5	4	3	2	1
3. Abaca craft	5	4	3	2	1
4. Rattan craft	5	4	3	2	1
5. Bamboo craft	5	4	3	2	1
6. Wood turning	5	4	3	2	1
7. Other, specify	5	4	3	2	1

---

## E. Ceramics

1. Pottery making	5	4	3	2	1
2. Bricks making	5	4	3	2	1
3. Others, please specify	5	4	3	2	1

---

## F. Electronics and Electrical Tech.

1. Auto electrical repair	5	4	3	2	1
2. House wiring	5	4	3	2	1
3. TV, VHS, CD and other Repairs	5	4	3	2	1
4. Motor rewinding	5	4	3	2	1
5. Refrigerator and Air condition	5	4	3	2	1
6. Others, please specify	5	4	3	2	1

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## G. Hotel and restaurant Management

1. Food and beverage Servicing	5	4	3	2	1
2. Food Preparation	5	4	3	2	1
3. Catering services	5	4	3	2	1
4. Room maintenance and	5	4	3	2	1

House keeping						
5. Interior design	5	4	3	2	1	
6. Others, please specify		5	4	3	2	1

H.) Food and Agro Technology						
1. Cooking and baking		5	4	3	2	1
2. Food processing	5	4	3	2	1	
3. Cookies and pastries making	5	4	3	2	1	
4. Agro-processing and preservation	5	4	3	2	1	

Skill Training/Livelihood Program		Responses				
5. Agro production	5	4	3	2	1	
a. egg/poultry		5	4	3	2	1
b. farm management	5	4	3	2	1	
c. fishpond management	5	4	3	2	1	
d. swine production	5	4	3	2	1	
e. vegetable production	5	4	3	2	1	
f. horticulture/cut flowers ornamental plants	5	4	3	2	1	
6. Others, please specify	5	4	3	2	1	

#### I. Cosmetology

1. Make-up and hair dressing	5	4	3	2	1	
2. Manicure and pedicure	5	4	3	2	1	
3. Others, please specify		5	4	3	2	1

#### Development Activities

Direction: In your opinion, should the following aspects of development to be included in the proposed extension program to holistically develop the individual clientele of Silago. Please use the following scale:

- 5 - Mostly Recommended (MR)  
4 - Highly Recommended (HR)

- 3 - Moderately Recommended (Mod R)  
 2 - Slightly Recommended (SR)  
 1 - Not Recommended (NR)

Activities and Aspects of Development	Responses
---------------------------------------	-----------

A.) Economic and Technological Development  
 The program should provides for

1. Better material welfare in	5	4	3	2	1
terms of higher family income as a result of the training.					
2. Better employment conditions since self employment is possible	5	4	3	2	1
3. Job satisfaction among the graduates of the program in terms of salary, security and benefits	5	4	3	2	1
4. Quality training and sustainable livelihood programs	5	4	3	2	1
5. Opportunities for employment or find self-employment	5	4	3	2	1
6. Self-sufficient, hard-working and industrious individual to attain high socio-economic status.	5	4	3	2	1
7. Responsible consumption and effective management of resources.	5	4	3	2	1
8. Modernization and expansion on livelihood skills.	5	4	3	2	1
9. Efficient oriented work style, practice mindedness, with visionary orientation.	5	4	3	2	1
10. 10.Others, please specify__	5	4	3	2	1

Activities and Aspects of Development		Responses				
B. Cultural and Environmental						
The program should provide for						
1. consciousness and appreciation of cultural heritage	5	4	3	2	1	
2. positive Filipino values	5	4	3	2	1	
3. moral consciousness and responsibility	5	4	3	2	1	
4. concern and involvement in the pursuit of social justice	5	4	3	2	1	
5. awareness of the importance of ecology and environment	5	4	3	2	1	
6. policy implementation on the clean and green program of the government	5	4	3	2	1	
7. the establishment of sanctuaries for marine and terrestrial organisms	5	4	3	2	1	
8. strong advocacy for the protection and conservation of the environment	5	4	3	2	1	
9. the implementation of recycling of waste materials	5	4	3	2	1	
10. Others, specify	5	4	3	2	1	

Activities and Aspects of Development				Responses		
B. Social and Political development						
The program should provides						
1.free and open political involvement	5	4	3	2	1	
2.training on leadership competencies and skills	5	4	3	2	1	
3.training and practice for a matured and responsible	5	4	3	2	1	

citizens

4. the recognition of others' rights and beliefs	5	4	3	2	1	
5. improvement of social-ization skills, such as the consultation of residents on sensitive matters	5	4	3	2	1	
6. training on how to increase social consciousness and responsibility		5	4	3	2	1
7. training for political awareness	5	4	3	2	1	
8. respect for the rights of minority and disadvantage groups (poor and landless)	5	4	3	2	1	
9. improved the social and political status	5	4	3	2	1	
10. Other, specify		5	4	3	2	1

## Part III Problems and Suggestions

Direction: Below is a list of statement, which describe the problem in the implementation of training/programs of the proposed extension program. Please rate:

- 5 - Very Serious
- 4 - Serious
- 3 - Moderately Serious
- 2 - Slightly Serious
- 1 - Not Serious

Problems	Responses				
	5	4	3	2	1
1. The school has inadequate number of Faculty/trainers to carry out the extension programs.	5	4	3	2	1
2. The school has limited physical plant to hold the extension classes/trainings	5	4	3	2	1
3. The school lacks instructional tools to meet the needs of the proposed extension classes	5	4	3	2	1
4. The school has no funds or budget for the extension classes	5	4	3	2	1
5. The courses offered by the school do not allow the development of thinking individuals who can participate in the community activities	5	4	3	2	1
6. The school system does not allow a blending of campus and field experiences to bridge theory and practice	5	4	3	2	1
7. The local government unit of Silago is not supportive to the implementation of programs and projects of the school	5	4	3	2	1
8. Lack of competent trainer on different technological skills	5	4	3	2	1
9. The school does not offer courses relevant to the needs and resources of the place.	5	4	3	2	1
10. There is no fund to pay additional trainers/teachers for additional services.	5	4	3	2	1

Table 25 (Cont'd.)

Silago National Vocational School  
Silago, Southern Leyte

March 2, 2001

Remegio P. Cinco  
Vocational School Administrator I  
Silago National Vocational School  
Silago, Southern Leyte

Sir:

I have the honor to request permission to conduct a survey among the administrative and support personnel, and instructors/teachers in connection with my masteral thesis entitled "A Proposed Extension Program of Silago National Vocational School.

I further request from your office to allow the undersigned to field the questionnaire to administrative and support personnel, and instructors/teachers in this school, which may facilitate my research.

I am anticipating for your kind support to this study.

Very truly yours,

(Sgd.) ROMULO R. BRAZAS Sr.  
Researcher

APPROVED:

(Sgd.) REMEGIO P. CINCO  
Vocational School Administrator I

Silago National Vocational School  
Silago, Southern Leyte

March 3, 2001

Hon. Cesar Felizarta  
Barangay Captain  
Office of the Barangay  
Barangay Salvacion  
Silago, Southern Leyte

Sir:

I have the honor to request permission to conduct a survey among the barangay residents in connection with my masteral thesis entitled "A Proposed Extension Program of Silago National Vocational School.

I further request from your office to allow the undersigned to field the questionnaire and kindly facilitate in distributing to the identified residents under; industrial sector/employer or self-employed (3), unemployed adults (7), out-of-school youth (3). The results of this survey would be the basis for the offering of skills training and livelihood projects.

I am anticipating for your kind support to this study.

Very truly yours,

(Sgd.) ROMULO R. BRAZAS Sr.  
Researcher

APPROVED:

(Sgd.) Hon. CESAR FELIZARTA  
Barangay Captain



Silago National Vocational School  
Silago, Southern Leyte

March 3, 2001

Hon. Remegio Dasig  
Barangay Captain  
Office of the Barangay  
Barangay Sap-Ang  
Silago, Southern Leyte

Sir:

I have the honor to request permission to conduct a survey among the barangay residents in connection with my masteral thesis entitled "A Proposed Extension Program of Silago National Vocational School.

I further request from your office to allow the undersigned to field the questionnaire and kindly facilitate in distributing to the identified residents under; industrial sector/employer or self-employed (3), unemployed adults (6), out-of-school youth (3). The results of this survey would be the basis for the offering of skills training and livelihood projects.

I am anticipating for your kind support to this study.

Very truly yours,

(Sgd.) ROMULO R. BRAZAS Sr.  
Researcher

APPROVED:

(Sgd.) Hon. REMEGIO DASIG  
Barangay Captain

## Appendix H

## F-test Computation on Training Needs

Data	$\Sigma X$	$\Sigma X$	Sd	N	Mean
LGU	178.32	674.3716	0.5034	48	3.715
School	176.18	671.8602	0.7323	48	3.67
Personnel					
Industrial	170.93	629.447	0.66457	48	3.56
Sector					
Clientele	161.40	557.9072	0.56868	48	3.36
	686.83	2533.586		192	

$$\begin{aligned}
 SST &= \Sigma X_T^2 - \frac{(\Sigma X_T)^2}{N_T} \\
 &= 2533.588 - \frac{(686.83)^2}{192} \\
 &= 2533,586 - 2456.955463 \\
 &= 76.630536
 \end{aligned}$$

$$\begin{aligned}
 SSc &= \frac{(178.32)^2 + (178.32)^2 + (178.32)^2 + (178.32)^2}{48} - \frac{(178.32)^2}{192} \\
 &= 2460.50916 - 2456.955463 \\
 &= 3.55369
 \end{aligned}$$

$$\begin{aligned}
 SSe &= 76.630536 - 3.55369 \\
 &= 73.0768
 \end{aligned}$$

## Appendix I

## F-test Computation on Training Needs

Data	EX	EX <sup>2</sup>	Sd	N	Mean
LGU	90.21	304.9125	0.367	27	3.34
School	105.71	422.8875	0.5887	27	3.915
Personnel					
Industrial	89.21	302.9913	0.5627	27	3.304
Sector					
Clientele	97.97	359.2682	0.3814	27	3.62

$$\begin{aligned}
 SST &= \sum X_T^2 - \frac{(\sum X_T)^2}{N_T} \\
 &= 1390.0602 - \frac{(383.1)^2}{108} \\
 &= 1390.0602 - 1358.940833 \\
 &= 31.1193667
 \end{aligned}$$

$$\begin{aligned}
 SS_C &= \frac{(90.21)^2 + (105.71)^2 + (89.21)^2 + (97.97)^2}{48} - \frac{(383.1)^2}{108} \\
 &= 1365.518267 - 1358.940833 \\
 &= 6.5774
 \end{aligned}$$

$$\begin{aligned}
 SSe &= SST - SS_C \\
 &= 31.1193667 - 6.5774 \\
 &= 24.5419
 \end{aligned}$$

## LIST OF TABLES

TABLE	PAGE
1. Computation Formula for One-Way ANOVA	94
2. Age Profile of the Respondents	98
3. Gender Profile of the Respondents	102
4. Civil Status Profile of the Respondents	103
5. Educational Background of the Respondents	105
6. Economic Status of the Respondents	107
7. Work Experience Profile of the Respondents	108
8. Population of Silago Municipality	112
9. List of Industrial and Entrepreneurial Establishment of the Municipality of Silago Year 2000	114
10. Manpower Resources of the Municipality of Silago	116
11. Training Needs of Silago Constituents as Perceived by Local Government Units (LGU)	
12. Training Needs of Silago Constituents as Perceived by School Personnel	130
13. Training Needs of Silago Constituents as Perceived by Industrial Sector	136
14. Training Needs of Silago Constituents as Perceived by the Clientele Community	142
15. Comparison of the Perceptions by the Four Groups of the Respondents Relative to the Training Needs of the Silago Constituents	148
16. Result of the One-Way Analysis (ANOVA) on the Training Needs as Perceived by LGU, School Personnel, Industrial Sector,	

And Clientele	151
17.A Computed Scheffe's Test Use to Determine Where the Difference Lies Between the Perceptions of the Four Groups of Respondents	151
18.Recommended Activities and Aspects of Development Expected by the LGU	153
19.Recommended Activities and Aspects of Development Expected by the School Personnel	159
20.Recommended Activities and Aspects of Development Expected by the Industrial Sector	162
21.Recommended Activities and Aspects of Development Expected by the Silago Clientele	167
22.Comparison of Perceptions of the Four Groups of Respondents as to the Recommended Activities and Aspects of Development	171
23.Result of the One-Way Analysis of Variance (ANOVA) on the Recommended Activities and Aspects for Development as Perceived by LGU, School Personnel, Industrial Sector, and Clientele	174
24.A Computed Scheffe's Test Use to Determine Where the Difference Lies Between the Perceptions of the Four Groups of Respondents	175

## LIST OF FIGURES

FIGURE	PAGE
1. Theoretical Framework	11
2. Conceptual Framework of the Study	16
3. Map of the Municipality of Silago	21