

JOB ENTRY REQUIREMENTS OF FOODSERVICE ESTABLISHMENTS  
IN SAMAR AND THEIR IMPLICATIONS TO SHOP  
INSTRUCTION IN FOODS TECHNOLOGY

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A Thesis

Presented to

The Faculty of the Graduate School  
Samar State Polytechnic College  
Catbalogan, Samar

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In Partial Fulfillment for the Degree  
Master of Arts in Teaching Vocational Education

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MARIANITA B. CONDE

March 1991

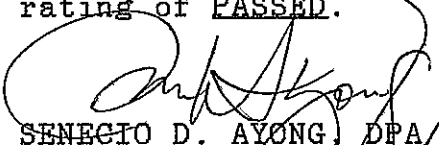
## A P P R O V A L     S H E E T

In Partial fulfillment of the requirements for the degree, MASTER OF ARTS IN TEACHING VOCATIONAL EDUCATION (MATVE), this thesis entitled "JOB ENTRY REQUIREMENTS OF FOODSERVICE ESTABLISHMENTS IN SAMAR AND THEIR IMPLICATIONS TO SHOP INSTRUCTION IN FOODS TECHNOLOGY", was prepared and submitted by MARIANITA B. CONDE, who having passed the comprehensive examination with a rating PASSED, is hereby recommended for oral examination.

MARCH 8, 1991  
Date

  
RIZALINA M. URBIZTONDO, Ed.D.  
Adviser

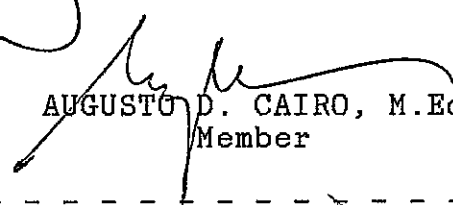
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Approved by the committee on Oral Examination on March 8, 1991 with a rating of PASSED.

  
SENECIO D. AYONG, DPA/Ed.D.  
Chairman

  
LILIA R. LAGDAAN, Ed.D.  
Member

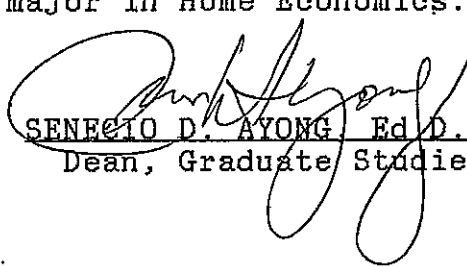
  
TERSITO A. ALIPOSA, Ph.D./Ed.D.  
Member

  
ALEJANDRO E. CANANUA, M.Ed.  
Member

  
AUGUSTO D. CAIRO, M.Ed.  
Member

-----  
Accepted and approved in partial fulfillment of the requirements for the degree, MASTER OF ARTS IN TEACHING VOCATIONAL EDUCATION (MATVE), major in Home Economics.

March 8, 1991  
Date

  
SENECIO D. AYONG, Ed.D./DPA  
Dean, Graduate Studies

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M.B.C.

*DEDICATION*

*To my beloved mother - - - - -*

*Andrea M. Bolledo*

*To my beloved brothers and sisters - - - - -*

*Tony Jr., Romy, Fred, Esther, Baby and Lynn*

*To my beloved husband - - - - -*

*Eddie L. Conde*

*To her darling jewels - - - - -*

*Eddie Mar*

*Edgico*

*To them, this humble work is dedicated*

*Ena*

## **ABSTRACT**

This study attempted to determine the job entry requirements of the food service establishments in Samar and their implications to shop instruction in foods technology. The normative-descriptive method of research was employed in this study using the questionnaire as the principal instrument in gathering data from the 75 samples coming from the food service establishment and the public schools of higher learning in the Province of Samar. As to the skills required by the job, the computed t-value of 6.5728 is greater than the tabular t-value of 1.7460 at 0.05 level of significance and 18 degrees of freedom, the null hypothesis is therefore rejected. In the light of the findings presented, the following conclusions are drawn: There is no significant difference in the perceptions of the proprietors of food service establishments and the school personnel as to the extent of educational qualifications required. There are significant differences in the perceptions of the proprietors of food service establishments and the school personnel on the extent to which the following factors are required for job entrance to food service establishments. Knowledge of the job, skills in the job, attitude towards work, and the trade skills acquired by the graduating students in the Samar State Polytechnic College are sufficient to meet the demands of food service establishments.

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## Chapter 1

### THE PROBLEM

#### Introduction

Education is for human development. Be it formal, non-formal or informal, education aims to develop the human potential in terms of knowledge, skills and attitudes (Perez Jr., 1989;229). This enables everyone to develop his potentials for self-actualization and productivity that will lead him to improve the quality of life of the present and future generations.

Quality of life is manifested in the moral and socio-economic progress of the community and is brought about by the productive capacity of the people. But this capacity can only be achieved through proper utilization of the intellectual and practical skills in any gainful undertaking (De la Cruz; 1980:1).

The needed skills are best developed through formal training in school followed by a conscientious practice in a given trade or occupation. These aspects enable the individual to obtain work competencies necessary to adopt themselves to a variety of jobs in their chosen field of employment. Isidro (1972: p. 133) believes that students

should be equipped with necessary skills which will help one to earn an honest endeavor and contribute to the economy of the country.

The development of work competencies is the work of vocational schools as mandated by the Constitution in "Educational Act of 1982" which stresses among others the promotion of scientific, technological and vocational efficiency. Section 4 of the Educational Act of 1982 (MECS Journal, 1982:24-30) provides that educational system should:

1. Train the nation's manpower in the middle level skills required for national development,
2. Develop the professions that will provide leadership for the nation in the advancement of knowledge for improving the quality of human life, and
3. Respond effectively to changing needs and conditions of the nations through a system educational planning and evaluation.

These provisions focus on manpower training to ensure national development; yet our country today has only a few quality vocational and technical schools capable of turning out highly-skilled graduates. According to Rep. Padilla (1990:4-5) industry has expressed dissatisfaction with the kind of graduates that schools are producing.

This condition is due to the following reasons as stated by Rep. Padilla: (1) curricular programs have been instituted without due consideration of the manpower needs of establishments and industry where the school is located; (2) with few exceptions, vocational schools are poorly equipped. Training requires a sufficient linkage with the industry in the development of vocational skills. With these, he suggested a review of the country's vocational and technical program in the light of the present trends to keep them abreast with the manpower needs of the country.

Post-secondary vocational and technical courses should aim to produce graduates at a competency-level proportionate to the means available to them - graduates of quality not necessarily ready for skilled or technician work immediately but at least an edge to benefit from specialized or upgrading training most industries are prepared to conduct an understanding (Torres, 1986:26).

In consonance with the recommendation, it is necessary to evaluate and determine whether or not the training procedures and facilities being utilized in Foods technology course of SSPC jibe with those required by the foodservice industry.

Many of our Foods graduates are unemployed after graduation because they lack the competence to meet

employment requirement in the industry. As a result, they either shift to other courses or unskilled job not allied to their field of specialization.

According to Quisumbing, (1989:298) at present, our economy needs more middle-level than high level manpower; we have an oversupply of potential white collar workers.

Mercado (1980:32) comments that a serious problem that plagues the country's economy is the inadequate supply of skilled manpower necessary to keep the industry running and growing to meet production targets. The lack of manpower supply to meet industrial needs is due to excess labor supply in areas where the demand is low, and undersupply in industries where there is a great demand for certain skills. Our educational system has produced a large group of graduates trained for white-collar jobs. The level of our economic development was so much that it could not absorb them. Thus, creating a class of "educated unemployed" and manpower shortage exists in the technical and skilled level. (Quisumbing, 1989:316).

This implies that Foods technology curriculum must be attuned with the needs of the industry. It has to realign itself to the requirements of the labor market. Industry now needs professionals, technicians and skilled

manpower who can readily take the reins of operation and get the company moving. Modern equipment for the foodservice establishments has come to exist which calls for technicians and the expertise of skilled workers for the operation of these machines. Management, on the other hand, expects too much from the working force that it must be productive. No organization can expect to have an efficient working force if the people in it are not carefully selected and placed in positions for which they are best fitted by native ability, training and experience. However, it is a general perception among industry managers that they always have room for excellent people. These are generally viewed as people who can help managers to lead their firm out of depression and difficulties rather than become an added overhead or drag on management and the company. Excellent people do not only have the necessary skills and knowhow or knowledge but also the attitude, the drive and initiative to do any job well. (Carlos, 1985: 35). To do a job properly and efficiently, an employee must have exactly his share of work and how to do it (Wood;1977:490). It is in this premise that the training of the students in our institution should be responsive to the needs of the industry.

It is along this line of thought that the researcher has pursued her study. The researcher wanted to find out if the SSPC graduates in Foods Technology can qualify for the job entrance requirement in the different foodservice establishments.

#### Theoretical/Conceptual Framework

This study adopts Richards (1963:92) point of view which claims that job efficiency varies or depends upon the performer's possession of the manipulative skills, the functioning technical knowledge and the job intelligence to the problem at hand as shown in Figure 1.

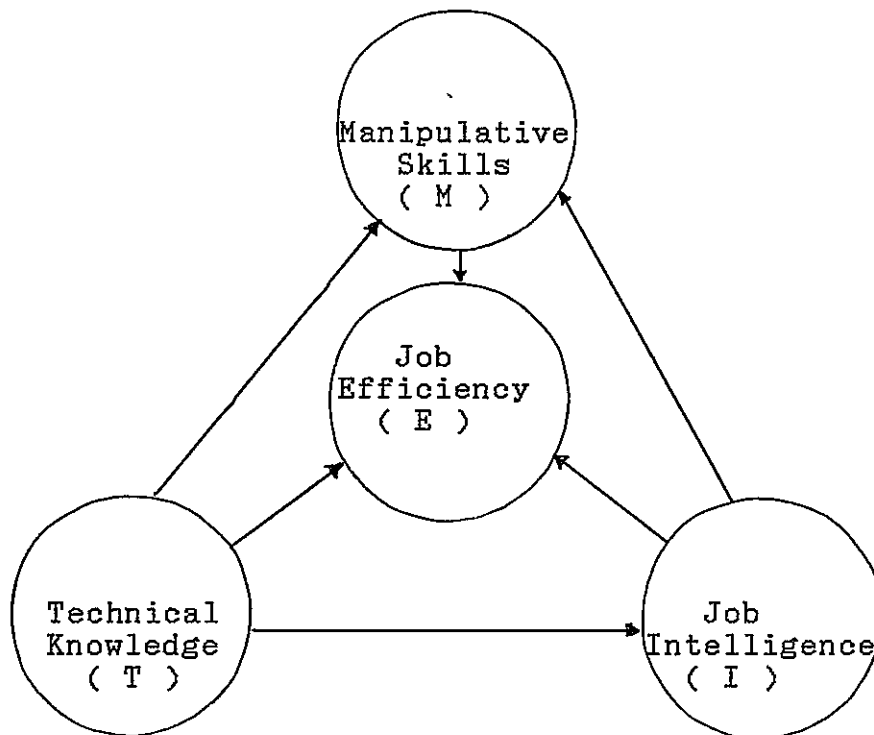


Figure 1. Interpretation of Richard's Theory on the equation  $E = M + T + I$ . This equation relates that job efficiency ( E ) is the aggregate of technical knowledge ( T ), manipulative skills ( M ), and job intelligence ( I ). The absence of anyone of the three will result in job inefficiency.

The successful practice of any occupation, cannot be made without manipulative skill, related technical knowledge, and job intelligence. These aspects of vocational practice do not exhibit themselves one at a time but are inseparable parts of the whole occupational activity. (May;1948:105) However, in the teaching of a vocation it is convenient to consider each aspect separately to ensure effective instruction.

In the acquisition of the skills from the training



school, there is a need for actual participation of the student in the real work condition of the occupation. The conditions of the occupational life is best conceived through proper induction of related technical knowledge in vocational shop training. The teaching of related technical knowledge imparts facts which enable the worker to better apply the skills. (Prosser and Quingley; 1963; 109-110). To be successful in occupational life, a person must know when and where to use his skills or decide what skills to use in a given situation.

The success of a skilled worker in his trade depends upon his knowledge and understanding of the technical information which he uses on the job. Skill of hand alone is not enough. Ability to choose proper materials, to lay-out and plan of work is very important. The superior worker can decide which of several methods is best for a particular job. He can form judgment and alter his methods to meet the requirement of the job. He can analyze difficulties and suggest remedies (Kidd and Leighbody:1955:7). All of these are done with the mind rather than with the hand. Such learning deals with a "trade theory" and then apply the knowledge when practicing the trade.

This job efficiency in an occupation varies

directly with the workers skill, knowledge and intelligence. To achieve this job efficiency, there should be a mutual task between the school and the industry. The industry is the total framework from which the subject matter is obtained, and it is where the students are headed to. The course content is obtained from the world of industry, and infused to the students in an industrial setting (Baird:1972:73).

Mercado (1981:10) states that to correct mismatching between the products of the educational and training institutions and the requirements of the industry, there is a need to identify the job requirements that the industry needs as shown in the conceptual framework (Figure 2).

The conceptual model shown in Figure 2, illustrates the relationship on the perceptions of the proprietors and the school personnel to the job entrance factors in Foodservice Establishments and their implications to shop instruction in foods Technology. The focus of the study were the different food establishments and public and state colleges in the Province of Samar. The emphasis is on the four job entrance factors namely: 1) the educational qualification, 2) the knowledge, 3) the skills and 4) the attitudes. The criterion variables were the extent

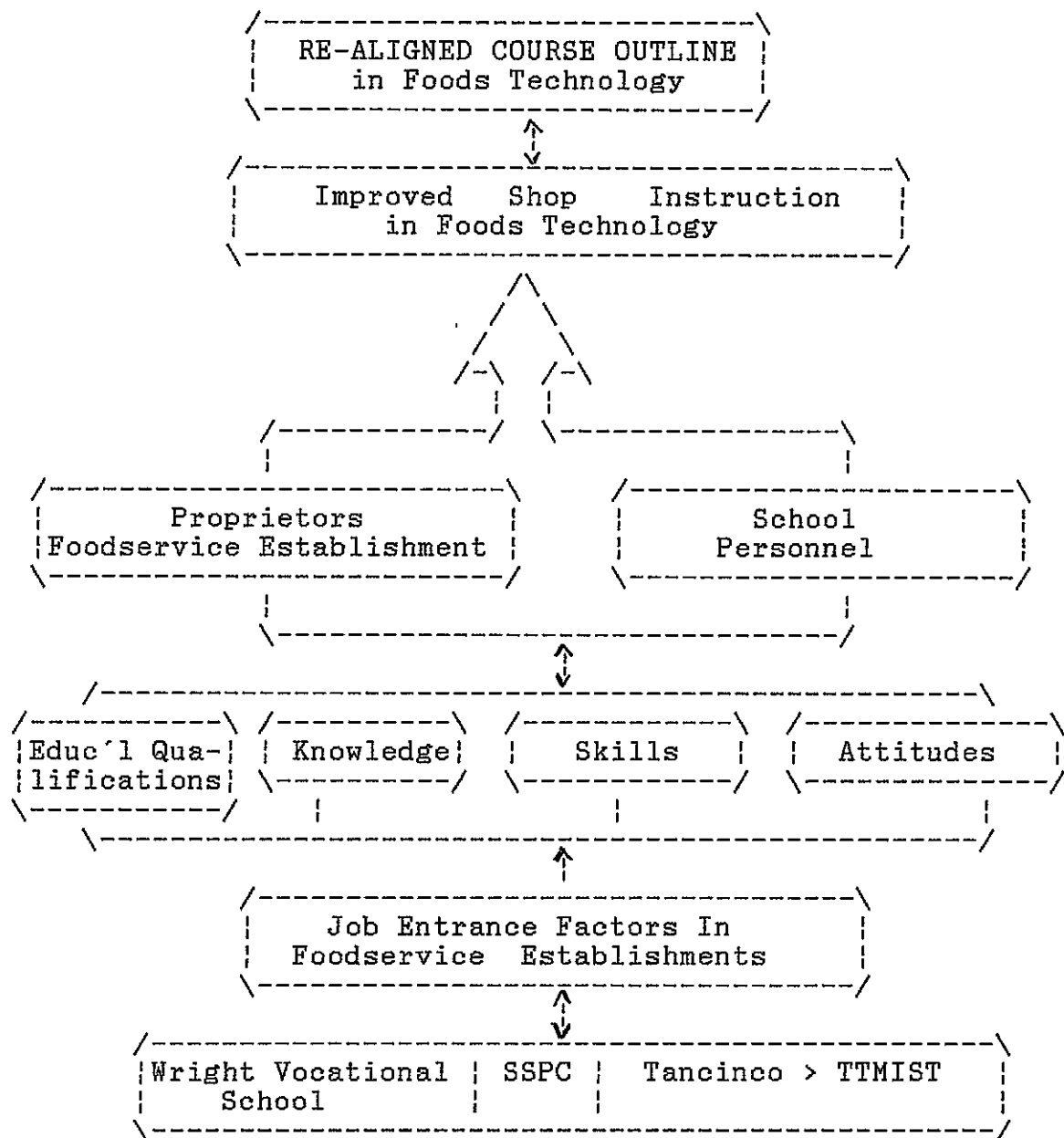


Figure 2. Schematic Diagram showing the Relationship on the Perceptions of the Proprietors and the School Personnel on the Job Entrance Factors and their Implications to shop Instruction in Foods Technology.

on the perceptions of the proprietors and the school personnel. The results on the perceptions of the respondents were the basis for drawing up the implications to shop instruction in Foods Technology.

#### Statement of the Problem

This study attempted to determine the job entry requirements of the foodservice establishments in Samar and their implications to shop instruction in foods technology. Specifically, it sought answers to the following questions:

1. How do the proprietors and school personnel perceive as a requirement for job entrance in the foodservice establishments:

- 1.1 educational qualification?
- 1.2 knowledge of the job?
- 1.3 skills in the job?
- 1.4 attitude towards work?

2. Is there a significant difference between the perception of the proprietors and those of the school personnel on the extent to which the foregoing factors are required for job entrance to foodservice establishments?

3. How are the foods technology graduates employed in the foodservice establishments?

4. What are the implications of this study to shop instruction in foods technology?

#### Null Hypothesis

1. There is no significant difference between the perception of the proprietors and those of the school personnel on the extent to which the following factors are required for job entrance to foodservice establishments:

- 1.1 educational qualification;
- 1.2 knowledge of the job;
- 1.3 skills in the job;
- 1.4 attitude towards work.<sup>1</sup>

#### Significance of the Study

This study is conducted with the hope that it will help both school administrators and establishment proprietors in analyzing the job entry requirements of the foodservice establishments in Samar.

To the administrators/curriculum planners it will help supply a useful information and data on various job entry requirements in the establishments and use them as basis in planning and realigning the curriculum for effective vocational-technical training center.

To the teachers and instructors this will help provide the necessary information that will make the

training program more responsive to the needs and demands of foodservice industry.

To the guidance counselors this study will help them in making a follow-up of the graduates as to whether or not they have been productive in their chosen vocational careers.

To the proprietors, identification of the weaknesses of the graduates will contribute to the revision of management and hiring policies that will eventually help improve the business and increase the economic stability of the foodservice industry.

Finally, this study will give to the community an insight in considering Foods Technology as a choice of career.

#### Scope and Delimitation of the Study

This study endeavored to find out the job entry requirements of foodservice establishments in Samar and their implications to shop instruction in Foods technology.

This study was confined only to 50 owners of the different types of reputable foodservice establishments in Samar to ascertain perceptions regarding job entrance factors and to 25 school personnel of Samar State

Polytechnic College, Tiburcio Tancinco Memorial Institute and Technology and Wright Vocational School involved in the Food Trades and Home Economics programs of the above mentioned institutions. The proprietors were grouped accordingly as follows: hotel and restaurant, carenderia or turo-turo and snack inn or service.

This study covers school year 1990-1991.

#### Definition of Terms

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

Attitudes. Operationally, attitudes as used in this study, refers to a position or a bearing as indicating action, feeling or mood.

Curriculum. As applied in this study, it refers to all the experiences which children have while under the direction of school (Gwyon,1950:45).

Foodservice establishment. As used in this study, it refers to all establishments where food is consumed for consideration, usually it is an eating place away from home.

Food Technology. This is the study dealing with the application of modern science and engineering to the

préparation, processing and distribution of foods. (Dictionary of Foods:89).

Job efficiency. As used in this study, it refers to a quality or degree of performance made by a worker who possesses technical knowledge, manipulative skills and job intelligence utilized in his daily activity in producing best quality output or product.

Job intelligence. This applies to the ability of a worker to form his own judgment in altering his methods if necessary to meet the requirements of the job.

Job entry requirement. Operationally, Job entry requirement as used in this study, refers to the guidelines established by any employer for prospective workers in the organization.

Management. It is a body of systematized knowledge, based on general principles which are verifiable in business practice (Allen, 1958:348).

Manipulative skills. As applied in this study, it refers to the facility of the hands in applying correct procedures in the performance of a job without the assistance of an expert.

Organization. It refers to the system, having an established structure and conscious planning, in which people work and deal with one another in a coordinated and



cooperative manner for the accomplishment of recognized goals (Beach, 1975:344).

Reputable foodservice establishment. It refers to the established or licensed foodservice establishment in Samar.

Technical knowledge. It is the technical information about the nature of the work, such as job procedure, job functions or operations, management and job safety.

Trade course. This refers to the different shop activities offered at present in Samar State Polytechnic College.

Training program. It refers to the entire curriculum of a particular course which trains students along their line of specification.

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

A number of research studies and publications were browsed by the researcher to give her a clear and adequate background of the problem under investigation. Readings of these materials were made by the researcher in order to give more meaning and substance to this particular study.

#### RELATED LITERATURE

To underscore the importance of job entrance factors, Roberts (1965:15) stresses that vocational and technical courses are designed to provide youth with knowledge, skill and attitudes that will enable them to enter an occupation, because they need instruction and training for more skilled trades and technical positions. The need for this kind of training is due to the technological changes or new discoveries and inventions in various fields of industry. With these changes, it is necessary for vocational teachers to determine the subject matter that can be taught in the scientific manner. It is necessary to find out what is to be taught before formulating courses of instruction and the methods of presentation.

According to Baird (1972:73), the industry is the total framework from which the subject matter is obtained, and it is where the students are headed to. The course content is obtained from the world of industry, and infused to the students in an industrial setting.

Belen (1962:114) explained that the course content has to be broken down by the teacher into smaller units called operative and informational topics about industry. The operative units develop the skills and abilities of the students, while the informational topics enrich and broaden their knowledge about tools, industrial materials, industrial management and safety industrial products and industrial life.

These learning units are broken down in detailed listing called "trade and job analysis", a process of identifying, listing, classifying and organizing the essential elements of a job, trade or occupation for industrial purposes. A careful analysis will permit the teacher to select the information and skills which he wishes his students to acquire. Effective teaching can be attained if the shop is well equipped with tools and equipment necessary in the development of the needed skills in the industry.

Wilbur (1959:289-301) described that the type, amount

and characteristics of equipment in a school shop will have a significant effect on the program which can be developed. If the equipment is adequate and well-suited to the requirements of the course, learning will be greatly facilitated. If the equipment is inadequate or of a type not suited to the needs of the program, the achievement of desired purposes becomes difficult if not impossible.

Equipment should be purchased in terms of the requirements of the program, the type of shop organization, the size of classes, the size of the room, and the amount of money available. Hand tools should be of standard, should fit the students, should be purchased only in numbers needed, and should be diversified as to size and type. Machine tool equipment should be selected on the basis of functional, safety and design features.

The principal criterion for tool selection, according to Giachino and Gallinton (1974:223), is the course of study. The important consideration is to make sure that each tool necessary for the various instructional activities included in the course is identified. Certain modification in the course of study maybe required from time to time, as well as some adjustments in tool acquisition.

During the selection process, one needs to be especially cautious in specifying tools that are used very infrequently. Usually these are the tools that are most expensive. Tools in a shop or laboratory must always be considered as functional elements of learning and not merely ornamental display pieces.

Once essential tools are identified, the next problem is to determine the number of tools that will be needed to carry out the instructional program.

Class size, class organization and the number of instructional divisions are all interrelated and these are the key factors in ascertaining the quantity of tools. If, for example, the course contains three instructional areas, such as measuring, mixing and baking - a decision would have to be made whether all areas will be covered simultaneously. In the first instance, the class would normally be divided into three groups with the student rotated in the various instructional areas. On this basis, fewer tools would be needed than if the entire class participates in one instructional division. Thus, for a class of thirty students organized on a rotation plan, tools for only ten students would have to be provided. If the organization does not provide for student rotation, thirty would be needed.

The frequency with which a tool is used should also influence the factor of quantity. The practice is to provide a great number of those tools that are used most frequently.

Weaver (1959:11-12) emphasized that the organization and management of the school and its shops have many elements in common with business and industrial enterprises and their respective departments. In order to establish clearly the differences and similarities between the functions of business enterprises and the school, the following comparison should be understood.

#### COMMERCIAL SHOP

1. Operates for profit.
2. Produces needed or saleable item.
3. Maintains a high quality product through continuous consumer check-up.
4. Improves continually methods of production or service.

#### SCHOOL SHOP

1. Operates to render a service to the community.
2. Turns out partially trained workers.
3. Maintains high quality and up-to-date instruction through community and student.
4. Keeps course of study adjusted to the changing conditions of the community.

- |  |   |
|--|---|
| 5. Processes suitable materials and supplies required by the article produced.         | 5. Develops and applies suitable educational methods to the available students.                                     |
| 6. Uses machines, equipment and tools best suited for greatest efficiency and economy. | 6. Uses machines, equipment and tools best suited for instructional purposes.                                       |
| 7. Develops new products.  | 7. Organizes new courses of instruction to meet the demands of the most recent development within the community.    |
| 8. Advertises its products to increase sales.  | 8. Keeps the community informed as to the exact kind of service rendered so that continued support may be obtained. |
| 9. Assigns personnel on the basis of most rapid production output.                     | 9. Assigns students on the basis of their ability to profit most rapidly from the instruction.                      |

- |  |  |
|--|--|
| 10. Works with other organizations for its own advantage.  | 10. Works with other organizations to render better services.  |
| 11. Rewards its employees with salaries, bonuses, etc.   | 11. Rewards its students with special recognition, job placement, etc.   |
| 12. Judges its own success by the expansion of its physical plant, increase in reputation, and the extent of profits realized. | 12. Judges its success by the number of students satisfactorily employed in those fields for which they are trained. |

While the aims of the school shop differ from those of the commercial shop, the teacher will find that commercial shop conditions represent the best conditions for effective instruction. The machines and tools should be those of the particular occupation. This is with the use of the same kind of maintenance, attachments and repairs needed, the same guards for the prevention of accident, and the standards of operation applies for handling the machine and equipment.

To achieve commercial standards in workmanship, the teacher must: (1) organize his shop and his teaching



materials to meet the needs of all his students, (2) arrange the jobs in such a sequence as to permit his students to program from the simple to the more complex skills as quickly as the student is able to approximate commercial standards of workmanship, and (3) insist on strict attention to the work with a minimum of loafing and lost motion.

The students in the shops are not only the products of the instructors in the school shops, but are also the customers of the school. The student, as the customer, is giving his time in exchange for training. If the exchange does not prove satisfactory to the student, he will refuse to attend and the school will fail just as business enterprise would in the circumstances. The school, therefore, must offer courses which fit the needs of the community by keeping abreast with industrial methods and changes in community demands for training by doing the following things: (1) determine the number of students to be trained; (2) decide on the courses to be offered; (3) watch the registration and interpret the meaning of fluctuations in registration; (4) develop effective procedures for the selection, assignment and adjustment of new students in terms of occupational standards, namely: (a) employment requirements, (b) abilities demanded,

(c) personal qualities required; (5) enhance the value of its training by (a) helping its students to secure employment, (b) acting as coordinator between the school and the employee to assure placement satisfaction to the student and to the employer; (6) maintain the effectiveness of its training by (a) determining and striving for the acquisition of skills, knowledge and attitudes that are in harmony with occupational standards, (b) accepting constructive criticism and using it to improve its organization and methods, (c) maintaining a supervisory organization to assure the effectiveness of its operation. (d) requiring high standards of the teaching personnel, (e) providing the teaching staff with shop or laboratory facilities for the production of instructional aids, (f) encouraging the teachers to establish contacts with community, state and national educational and commercial organizations, (g) establishing definite policies regarding recruitment, placement and follow-up, and (h) developing continually the instructional material to keep it up to date.

The shop equipped for training foods that accommodate thirty students, according to Newkirk and Johnson (1949:293) should allow ninety square feet per student. This shop needs more space per student than the

average shop does because of the bulky nature of the equipment and the need for storage of supplies and work clothes. To Mays and Casberg (1948:10), the standard dimensions for shop designed for 24 students of is 38 by 88 feet.

In Newkirk book (1947:89), "Organizing and Teaching the General Shop", he declares that the necessary tools and equipment are inseparable. A quite adequate foods shop should have tools and equipment.

According to Strokes (1970:50), the skill craftsmanship, dependability and regularity of a worker will determine the selection of the worker. He further claims that worker's desire for self-improvement, ambition for promotion and identification with the firms are all important in the selection of manpower of tomorrow.

Torres (1986:26), stressed that post-secondary vocational and technical courses should aim to produce graduates at a competency-level proportionate to the means available to them - graduates of quality not necessarily ready for skilled or technician work immediately but at least an edge to benefit from specialized or upgrading training most industries are prepared to conduct an understanding.

He further stressed that there is a need to foster

cooperation, complementation and "dialogue" between the school and industry as they are the supply and demand dimensions of the human capital. Nowhere is this cooperation and complementation more urgently and hence more productively needed than in the area of resource complementation.

However, it is a general perception among industry managers that they always have room for excellent people. These are generally viewed as people who can help managers to lead their firm out of depression and difficulties rather than become an added overhead or drag on management and the company. Excellent people do not only have the necessary skills and knowhow or knowledge but also the attitude, the drive, and initiative to do any job well. (Carlos, 1985:35).

Mays (1948:108) emphasized that the purpose of knowledge is to impart facts, the information of which enables the worker to use his skills. Merely to perform work skillfully does not mean to perform it wisely or intelligently. To be successful in occupational life a person must know when and where to use his skills and just what skills to use in a given situation. To have such powers of understanding and self-control involves many factors, but one necessary factor is the possession of the

technical facts that lie back of the skills and that are appropriate in a given situation. Related knowledge should be related, both in time and in content. The student feels the need of the knowledge, and is given an opportunity at the time he feels such need, to acquire it rapidly and in the most direct fashion.

Wilbur (1975:121) believes that skills are in demand in modern industry. They are not only needed as a means of production but they are an important factor in the education of an individual. It is more than mere habit of action. It involves the ability to modify habitual action to meet the varying situations. He adheres to the notion that all jobs require the exercise of some human intelligence or skill.

According to Mays (1948:106), skills is a thoroughly established habit of doing things in the most economical way. It is the integration of well-adjusted performances, adapted under varying situations to the attainment of a desired result. While it consists primarily of habit, it is more than a series of habits. The habits must be of the kind to ensure adaptation.

The acquisition of skills involves three factors: (1) imitation, (2) repetition, and (3) occupational participation. Hence, to complete the training of a

student in skill that is saleable in occupational life, part of the practice must be under production conditions.

Prosser and Quigley (1949:79-84) reiterated that job intelligence is the ability to apply such experiences and acquired facts as bear upon the solution of problems connected with the job in hand. It is that part of the job which the machine can never wholly meet, if indeed the machine can meet it at all. It is important in proportion as the worker has the responsibility of making modifications in the job according to special conditions that may come up. Every job requires a certain amount of job intelligence. Since any occupation is regarded as nothing more than an aggregation of jobs, this is equally true for occupations as a whole. So long as we have a partnership between the man and the machine, the man must supply the brains necessary to cover the human operating points on every job. He may need less manipulative skill because the machine does much or most of what was done by hand, but he needs more ability for quick and resourceful thinking.

According to Selvidge and Frykland (1946:206-213), an individual who possesses a high potential level of intelligence achieves more under favorable conditions, than those who possess a low level. Intelligent persons

possess ability to make adjustments to a greater number of different situations. This includes ability to carry on under favorable circumstances, and to increase the ability to form, analogies and solve problems. Since all individuals are born with potential levels to which their abilities and traits may be developed, experience or environment, is an important factor in development of human capacities to the highest levels. This depends upon how he was able to take advantage of and profit by past experience. There must be opportunity to do abstract thinking, form, analogies, build hypothesis, and solve new problems while training. Proper ideals leading toward success must accompany efforts to choose or prepare for an occupation.

According to Edwards (1968:264), attitude is a tendency toward certain behavior patterns, which have an effective component, that is feelings, along with cognitions. The primary interest of student from standpoint of the school are student's motivations, his values, goals, aspirations and interest as well as his attitudes - for these are the prime determinants of what he will do. It is necessary to see him in perspective by considering his present status in terms of previous experiences, his unsolved difficulties, his present

values, as well as his present and future goals. (George Monly:1962:218).

Duran (1973:56) indicated that student success in his studies is greatly influenced by his attitudes towards them. His attitudes also affect what he perceives, what he remembers, and in fact, what he thinks. Unless a student has a favorable attitude towards a set of instructional objectives and makes it as a desirable goal for himself, the educative process will not be maximally effective. The unfavorable attitude of the learner towards his studies is a great barrier to his progress..

For the successful practice of a vocation, one must have the attitudes appropriate to one's particular calling. Such attitudes involved in most occupations are: pride in one's vocation; a persistent desire for the highest degree of efficiency; a feeling of social responsibility as a worker in the particular field involved; jealousy for the prestige of calling; and high standards of vocational ethics in dealing with clients or employer and with fellow workers. Since attitudes are essentially emotional in character, the problem is to produce appropriate, or desirable, "feelings" with reference to vocation.



Occupational pride, on the other hand, grows a knowledge of the economic and social significance of the occupation to which one belongs and from a feeling of an exclusive fellowship with other members of the occupation. Proper attitudes of social obligation can be developed through example and precept, and through the insistence, on all suitable occasions upon the practice of a high type of social and occupational ethics.

#### RELATED STUDIES

Many studies have been conducted to find out the relevance of school training to the real world of work in establishments, factories and industries. Some of these are the following:

Ariola (1985) found out that the trade-technical education program did not match sufficiently with the needs and requirements of industry. Majority of industrial operations were not performed by the trade students. Materials and supplies, tools and equipment were not available in the shop. Trade instructors possessed the minimum educational qualification but lacked industrial experience. He further recommended that a unit should be created to ensure closer cooperation and consideration between school and employment sector. One

of its functions is to implement the on-the-job training programs of the school.

The study of Mendiola, (1978) on "Expectation of the Students of the SSAT", stressed that courses offered in the curriculum should be geared towards the occupational needs prevailing in the community, and should provide necessary knowledge and skills required for occupation.

The study of Concillo (1971) on "Manpower Requirements and Occupational Trends in Lanao del Norte", has the following recommendations:

1. The curricular offerings must be so organized so that they should meet the skill requirement of industry.

2. The program must provide in-plant training in industrial establishments as a requirement for graduation.

In Bardelas (1988) study on "Curricular Offerings of Trade-Technical Education" recommended the following:

1. There should be selective admission to the courses offered by these schools. In this manner, it is hoped that the graduates are really capable and are actually skilled workers.

2. There should be pruning and limiting of the courses offered to suit the schools' equipment and

facilities which will help channel students to courses with adequate equipment and machineries.

3. Vocational-technical schools should limit enrolment, and the course offerings to the demands of the community.

4. Schools should specialize in specific courses to meet the manpower demands.

Of revealing nature is Melegrito's (1989), information of the economic growth of Cagayan Valley, its natural resources, labor force, types of occupation and employment opportunities. He sought to determine the implications of his findings to the operation of vocational-technical schools for the purposes of making these schools more responsive to the occupational needs and requirements of industry. His study revealed that vocational school had not sufficiently contributed to the economic growth of the region. He recommended the following:

1. The curriculum of the vocational schools should be revised in order that the training program will jibe with the manpower requirements of industry.

2. Vocational schools should train high level manpower.

The study of Tating, (1983) indicated that majority

of the vocational schools have turned out graduates who could hardly meet the demands of the industry. The graduates were mostly semi-skilled who still needed much in-service training.

Considering that there are changes to meet the modernization of technology and industry, vocational education should look into the possibility of upgrading the facilities and equipment of the schools, the quality of instruction and training and the curriculum should be revised to suit the needs of the time.

He further states that only when the graduates of said schools meet the manpower needs of the place can they be employed and only then can vocational schools become relevant and useful.

The study of Apostol (1974) on developing industry-oriented training program for the students in vocational schools, pointed out that the methodology of training program should spell out the specific, detailed and straightforward manner that the industry is implementing. It should lay down a clear scheme on how the objectives and aims are going to be attained based on the availability of resources and needs of industries must be the determining factors.

Apostol stated that a responsive training program

should offer courses more relevant to the needs of a particular area than generally sought of. An intensive economic survey of the area is made where industrial potentials are likewise identified before any training scheme is made.

The foregoing study has bearings on the present research because both deal on manpower needs of industry which are the bases of the study.

Another study, that of Salinas (1985), disclosed that the most important factors that contributed to the attainment of the objectives of vocational schools are the job training, and the efficient instruction of the faculty which are all attributed to how the school implements the program.

One of the findings of the study showed that there is adequate vocational competence exhibited by the different instructors in the vocational courses. In her study, too, were cited some problems affecting the implementation of the program.

Cabanganan (1977) conducted a study on the feasibility of establishing an in-plant training program between the school and industries in Samar. He pointed out that the purposes of establishing such in-plant program were: (1) to provide an opportunity for students

to learn new operations, processes and skills in industry; (2) to enable the students to gain actual experiences in the occupation itself, and (3) to supplement the training in school with those that are found in the actual industrial set-up.

In another study of Cabanganan (1982) he recommended a periodic dialogue between the vocational-technical schools and the cooperating agencies to improve the training program and the curricular offering of the college. He states further that the success of the cooperative training programs depends so much on close cooperation, coordination and good relationship between the college and cooperating agencies:

The study of Pada, (1972) indicated that various training program of the trade-technical education schools have not been responsive to the needs and demands of industries because of the program rigidity and poor coordination between the school and industry. This finding pointed out the needs of strengthening the working relationship between these two sectors particularly on the matter of vocational training and job placement. To be effective, trade-technical schools must be geared towards industry. This could be achieved through constant dialogue, better coordination, linkages, cooperation and

harmonious relationship between the training institutions and the industrial sectors which are important factors in the upliftment and progress of such endeavor.

The same findings is expressed in the study of Oliva (1976) that some of the courses offered by schools need restructuring by providing students more practical experiences, and more exposure to the industries in order to obtain the necessary training needed by the establishments. It was likewise noted that teachers teaching the subject needed upgrading of their previous training so that they could meet the new challenges of the time. It was also found out that the industries of Samar were not in full working capacity due to lack of manpower or skilled workers.

Maramara (1984) looked into the job performance of the graduates to determine their employability and offered solutions to improve qualified graduates whose skills are marketable in the industries.

The above-mentioned studies had given insight on the relationship between vocational training and job placement which are also considered in this study.

Santos (1989) conducted a survey regarding entrance requirements in industry. Some of his significant findings were as follows:

1. The entrance age requirement for most establishments was 21 years old, however, those below this age could be admitted provided they possess special technical skills and abilities.

2. Some of the practices of the establishments were: requiring applicants to pass interviews, performance tests and physical medical examination.

Matic (1983) pointed out that among the requirements of the industrial establishments from applicants were: performance tests, personal interview, pertinent documents, recommendations, school credentials, certificates and clearances.

These studies show relationship with the present research since both deal on entrance requirements in industry, which are the schemes/areas evaluated in the study.



## Chapter 3

### METHODS AND PROCEDURES

This chapter presents the methods and procedures on how the study progressed, the instruments used in gathering data, the description of the respondents, and the statistical tools employed in the treatment of data gathered.

#### The Method Used

The normative type of descriptive survey was employed in this study. This was used to ascertain facts concerning factors required for job entrance in foodservice establishments as perceived by the respondents.

#### Instrumentation

Questionnaire, interview and documentary analysis were employed by the researcher to delve deeper into the job entrance factors required by food establishments as perceived by the school personnel of the food technology graduates.

Questionnaire. An open-ended questionnaire was the principal instrument used in gathering data on the job

entrance requirements as perceived by the food establishments and instructors of food technology courses. This questionnaire was structured by the researcher after undertaking a diligent review of related literature and studies, and after taking a careful analysis of the problems to determine the vital information desired. The questionnaire was so constructed in a way that the respondents could answer each question with ease and facility. Instructions were so provided to avoid ambiguous answers from the respondents.

Only one set of questionnaire was made for the two respondents - the proprietors of foodservice establishments and school personnel of public schools and colleges offering the course of Foods Technology or its equivalent.

Validation of Questionnaire. A draft of the questionnaire was prepared based on the specific questions sought for by the study. Before the final copies of the questionnaire for school personnel were distributed, these were tried out among 15 graduate students specializing in Home Economics in Samar State Polytechnic College to test the questionnaire reliability. Questionnaires for Foodservice Establishments were also

tried out among Home Economics Teachers in-charge in the management of school lunchroom/canteen in both elementary and secondary schools in Catbalogan, Samar. Comments and suggestions of these teachers were looked into and carefully studied and considered before final revisions were made in the instrument. The questionnaires were then submitted to the adviser for comments, suggestions and recommendations. Then the final approval of the questionnaire by the adviser was sought.

The questionnaire was personally fielded by the researcher to facilitate distribution and to ensure a high percentage of retrieval. Permission was sought from the administrators of the three institutions of higher learning that were involved in the study. Referral letters to the proprietors were made and duly approved by the Dean of Graduate School in Samar State Polytechnic College for the researcher to distribute her questionnaires to the different Foodservice establishments in Samar involved in this study. The approved letters can be seen in Appendix D & E.

Documentary Analysis. Course outlines and course syllabi were used in this study to look into the course offerings and content that may give idea into the required

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educational qualification, knowledge, skills and attitudes desired for in the training of the students.

Likewise master's theses, doctoral dissertations, books, magazines, newspapers and other publication both local and foreign were used to gather substantial information relevant to the study.

Interview. In order to verify data provided for the proprietors of foodservice establishments and the teachers an informal interview was conducted. The interview was resorted to validate and supplement information through the questionnaire.

#### Sampling Procedure

No sampling procedure was conducted in hotel and restaurants, for we have few hotels in Samar. Eight (8) hotel and restaurants were made as respondents (Table 1, p. 44).

A simple stratified sampling procedure was employed to represent the population for carenderia/"turo-turo and snack inn proprietors in the service area. The researcher used lottery technique. The researcher listed down all Food establishments in Samar. From this list, corresponding number of each participating establishment was written on a piece of paper and rolled

over. Those rolled pieces of paper were placed in a box and 42 pieces were drawn to represent the respondents. These 42 pieces drawn represent the respondents for the above-mentioned groups of establishments in Samar. (Table 1, p. 44).

No sampling procedure was used for the school personnel respondents as all school personnel involved in the teaching program of Samar State Polytechnic College, Tiburcio Tancinco Memorial Institute of Science and Technology and Wright Vocational School were made respondents to the study (See Table 2, p. 45 ).

The findings and general conclusions were derived from the total number of returned questionnaire from the proprietors and personnel.

Table 1

Distribution of Proprietors' Respondent  
by Categories of Foodservice

=====				
Proprietors	: <u>RESPONDENTS</u> :			
	: Number	: Number	: Total	: %
	: Distributed	: Retrieved	:	:
-----				
Hotel and Restaurant	8	8	8	100
Carenderia/ Turo-turo	27	27	27	100
Snack Inn	15	15	15	100
-----				
Total	50	50	50	100
=====				

Table 2

Distribution of School Personnel  
Respondent by Institution

School Personnel	: <u>RESPONDENTS</u> :		:Total :	: % :
	: Number	: Number		
	:Distributed	: Retrived		
SSPC	10	10	10	100
TTMIST	10	10	10	100
WVS	5	5	5	100
Total	25	25	25	100

Statistical Treatment

The data derived from the survey of the respondents were carefully tabulated; analyzed and interpreted. For simple numerical facts, as in the presentation of the distribution of the respondents, the frequency count and the percentage measure were used. This was done by dividing the number of respondents in every item by the total number of respondents involved in this study.

To determine the extent to which job entrance factors were perceived by the proprietors and the school personnel, the weighted mean was used. (Ferguson: 1975: 36).

Formula:

$$WM = \frac{WS}{T}$$

where:

WM - weighted mean

WS - summation of weighted score

T - total

Five descriptive ratings were used, namely: very much required, much required, required, slightly required, not required, and they were assigned weights of 5, 4, 3, 2, 1, respectively.

The frequency of each item was multiplied by the weights of the respective columns to obtain the weighted frequencies which were all added to get the total weighted frequency. This, in turn, was divided by the total frequency to arrive at the weighted mean which is interpreted by using the arbitrary scale adopted for this purpose, as follows:

Scale/Assigned weight:

5	4.51 - 5.00	-	very much required
4	3.51 - 4.50	-	much required
3	2.51 - 3.50	-	required
2	1.51 - 2.50	-	slightly required
1	1.00 - 1.50	-	not required

To test the null hypothesis on the significant difference between the perception of the proprietors and the school personnel on the extent to which job entrance factors are required to the foodservice establishments, T-test for independent sample (pooled variance model) was used (Walpole:1982:311).

Formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1-1)S_1^2 + (N_2-1)S_2^2}{N_1 + N_2 - 2} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

where:

t - the computed t-value

$\bar{X}_1$  -  $\frac{\sum X_1}{N_1}$  which is the mean for the 1st group

$\bar{X}_2$  -  $\frac{\sum X_2}{N_2}$  which is the mean for the 2nd group

$N_1$  - the number of cases for the 1st group

$N_2$  - the number of cases for the 2nd group

$$S_1^2 = \frac{N_1 \sum X_1^2 - (\sum X_1)^2}{N_1(N_1-1)}$$

which is the variance for the 1st group



$$s_2^2 = \frac{N_2 \sum X_2^2 - (\sum X_2)^2}{N_2(N_2-1)}$$

which is the variance for the 2nd group

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter discusses the results of the data obtained through the survey. Statistical treatment on the data was used in order to draw out and interpret the information revealed by the data.

#### Perceptions of Proprietors and School Personnel on Educational Qualifications as Factor for Job Entrance

There were fifty owners of foodservice establishments and twenty-five school personnel who were the respondents of this study. They were asked to give their perceptions on the various factors that were considered requirements in landing a job. These factors were: 1. educational qualification 2. knowledge 3. skills 4. attitudes. Under each factor were different items under consideration. Using the Likert 5 - point scale, the researcher evaluated these items by getting the average weighted mean and later by obtaining the grand weighted mean. The grand means were further tested by employing the t-test for independent samples.

The null hypothesis to be proven was: There is no significant difference between the perceptions of the

proprietors and those of the school personnel on the extent to which the following factors are required for job entrance to foodservice establishments:

1. educational qualification
2. knowledge of the job
3. skills in the job
4. attitude towards work.

Table 3 shows the extent to which educational qualification is required as job entrance factor by foodservice establishments as perceived by the proprietors and the school personnel.

The two groups differ in their perception on educational qualification as a requirement for job entrance by foodservice establishments. The proprietors believed that educational qualification is necessary as a job entrance factor. The weighted mean for this is 3.26 which means that educational qualification is only required whereas the school personnel believed that educational qualification is very much required with a weighted mean of 3.70.

Among the three educational qualifications listed in Table 3, the proprietors and school personnel were of the same opinion that the "Two-Year Technical Graduate" is much required as an entrance factor to Foodservice

Table 3

Educational Qualification as Job Entrance Factors  
to Foodservice Establishments

Entrance Factors		VMR : (5)	MR : (4)	R : (3)	SR : (2)	NR : (1)	Total	Weighted: Mean	Descriptive Rating
1.	High School Graduates	33-165 4-20	9-36 5-20	4-12 11-33	2-4 5-10	2-5 0-0	50-219 25-83	4.38 3.32	VMR R
2.	Two-Year Technical Graduate	7-35 4-20	29-116 16-64	5-15 0-0	4-8 5-10	5-5 0-0	50-179 25-94	3.58 3.76	MR MR
3.	College Graduate/ 4-Year Degree Holder	6-30 15-75	3-12 0-0	4-12 6-18	0-0 4-8	37-37 0-0	50-91 25-101	1.82 4.04	SR MR
Total		46-230 23-115	41-164 21-84	13-39 17-51	6-12 14-28	44-44 -	150-489 75-278	3.26 3.70	R MR
LEGEND:									
- Upper data belong to the proprietors perceptions									
- Lower data belong to the school personnel's perceptions									
4.51	-	5.00	Very Much Required (VMR)	1.51	-	2.50	Slightly Required (SR)		
3.51	-	4.50	Much Required (MR)	1.00	-	1.50	Not Required (NR)		
2.51	-	3.50	Required (R)						

Establishments. The weighted mean for the proprietors' group is 3.58 while that of the school personnel is 3.76.

The educational qualification where the respondents have total disagreement is on the "High School Graduate". The proprietors believed that a high school graduate is very much required as an entrance factor to foodservice establishments. Their weighted mean is 4.38 while the school personnel says that it is only required with a weighted mean of 3.32. The big difference lies in the fact that the proprietors' group are profit-oriented while the school personnel are for excellence in job performance. This further implies that since the bulk of respondents come from turo-turo and snack inn service only, these people consider that a high school graduate is a sufficient qualification in the operation of their business.

Although these entrance factors received different ratings through the weighted mean from the two groups, the result of the t-test for independent samples showed no difference.

Table 4

Summary of the Perceptions of the Educational  
Qualification as Job Entrance Factors to  
Foodservice Establishments

=====				
Job Entrance Factor	: Perception	: School	: Computed	: Tabular
	: Proprie-	: Personnel	: t-value	: t-value
	: tors			
-----				
High School Graduate	4.38	3.32		
Two-Year Technical Graduate	3.58	3.76		
College Graduate/ Four-Year Degree Holder	1.82	4.04		
-----				
T - value			0.4058	: 2.1320
=====				

Table 4 shows the results of the computation of the t-test. At 4 degrees of freedom and at .05 level of significance, the computed t-value of 0.4058 is very much less than the tabular t-value of 2.1320.

With this result, the null hypothesis that there is no significant difference between the perceptions of the proprietors and those of the school personnel when it comes to educational qualification as a factor in job entrance is accepted. This means that the proprietors and the school personnel are in agreement as to the needed

educational qualifications that an applicant should possess upon applying for a job.

Proprietors' and School Personnel's Perceptions on Knowledge as Entry Requirement

Knowledge as a factor for job entrance to foodservice establishments was evaluated in terms of nine aspects, namely: 1) administration, 2) purchasing, 3) receiving and storing, 4) manufacturing, 5) food preparation and cooking, 6) food distribution and service, 7) sanitation and safety, 8) maintenance and repair, and 9) accounting and clerical. Likewise, the Likert five-point scale was used by the researcher to obtain the perception of the respondents on the different items.

Table 5 shows the different knowledge on administration as a factor to foodservice establishments. The proprietors and school personnel both agreed that the nine aspects on knowledge of administration are much required as entrance factor to foodservice establishments. The weighted mean for the proprietors is 4.12 and that of the school personnel is 4.24.

The only item where the proprietors and school personnel disagree was on "Determining standards for quality foods" as the proprietors declared that this aspect is very much required with a weighted mean of 4.54

Table 5

Knowledge of Administration as Job Entrance  
Factors to Foodservice Establishments

Administration	VMR : (5)	MR : (4)	R : (3)	SR : (2)	NR : (1)	Total	Weighted:Mean	Descriptive Rating
1. Nature and Objectives of Foodservice	28-140 11-55	12-48 14-56	6-18 0-0	3-0 0-0	1-0 0-0	1 50-213 0 25-111	4.26 4.44	MR MR
2. Types of Management	25-125 10-50	11-44 10-40	10-30 5-15	1-0 0-0	3-0 0-0	3 50-204 0 25-105	4.08 4.20	MR MR
3. Personnel Policies	27-135 11-55	12-48 10-40	7-21 4-12	2-0 0-0	2-0 0-0	2 50-210 0 25-107	4.20 4.28	MR MR
4. Determining the Qualification of Foodservice Personnel	28-140 11-55	11-44 10-40	9-27 4-12	2-0 0-0	0-0 0-0	0 50-215 0 25-107	4.30 4.28	MR MR
5. Processes of Interviewing an Applicant	6-30 10-50	28-112 9-36	10-30 6-18	3-0 0-0	3-0 0-0	3 50-181 0 25-104	3.62 4.16	MR MR
6. Criteria for Selecting Personnel	10-50 9-45	27-108 10-40	8-24 6-8	4-0 0-0	1-0 0-0	1 50-191 0 25-103	3.82 4.12	MR MR
7. Determining standards for quality food	35-175 10-50	9-36 10-40	5-15 5-15	0-0 0-0	1-0 0-0	1 50-227 0 25-105	4.54 4.20	VMR MR
8. Labor Law	13-65 10-50	25-100 11-44	8-24 4-12	3-0 0-0	1-0 0-0	1 50-196 0 25-106	3.92 4.24	MR MR
9. Determining Food Cost	31-155 10-50	9-36 12-48	8-24 3-9	1-0 0-0	1-0 0-0	1 50-218 0 25-101	4.36 4.28	MR MR
Total	203-1015 92-460	144-576 96-384	71-213 37-111	19-38 0-0	13-0 0-0	13 450-1855 0 225-955	4.12 4.24	MR MR

LEGEND: - Upper data belong to the proprietors perceptions  
 - Lower data belong to the school personnel's perceptions  
 4.51 - 5.00 Very Much Required (VMR) 1.51 - 2.50 Slightly Required (SR)  
 3.51 - 4.50 Much Required (MR) 1.00 - 1.50 Not Required (NR)  
 2.51 - 3.50 Required (R)



while the school personnel says that this aspect is only much required. This data imply that the proprietors gave much emphasis on quality of food.

Of the eleven aspects shown in Table 6, the two groups of respondents categorically expressed that except items number 5 on "Methods of buying" and items number 6 on "Federal standards" all other items are much required for one to be involved in a foodservice establishment. All these items received a weighted mean ranging from 3.60 to 4.40.

However, the groups of respondents differ in their perceptions on the aspects of "Methods of buying" as the proprietors rated this particular aspect with a weighted mean of 4.16 as much required while the school personnel says that this aspect is very much required with a weighted mean of 4.52. The school personnel probably had the belief that correct techniques and methods in buying supplies greatly helped maintain and promote economy in food preparation.

The proprietors and school personnel also disagree on the importance of knowing the Federal standards in purchasing. The proprietors claimed that this is a required knowledge only with a weighted mean of 3.24 while the school personnel insist that it is much required with

Table 6

Knowledge of Purchasing as Job Entrance Factors  
to Foodservice Establishments

Purchasing	VMR : (5)	MR : (4)	R : (3)	SR : (2)	NR : (1)	Total	Mean	Weighted: Descriptive Rating
1. The items and amount of food required in the FS	28-140	8-32	9-27	1-2	4-4	50-205	4.10	MR
2. Specification for foods to meet the requirements of the particular situation	12-60	10-40	3-9	0-0	0-0	25-109	4.36	MR
3. Price list of commodities	28-140	6-24	9-27	4-8	3-3	50-202	4.04	MR
4. Correct weight measure of the food	12-60	9-36	4-12	0-0	0-0	25-109	4.32	MR
5. Methods of buying	29-145	8-32	7-21	4-8	2-2	50-208	4.16	MR
6. Federal Standards	10-50	15-60	0-0	0-0	0-0	25-110	4.40	MR
7. Testing of canned and frozen fruits & vegg.	30-150	6-24	8-24	4-8	2-2	50-208	4.16	MR
8. Hygiene conditions in the market or store	15-75	6-24	4-12	0-0	0-0	25-111	4.44	MR
9. Factors to consider in buying perishable and non-perishable foods	28-140	10-40	8-24	1-2	3-3	50-209	4.18	MR
10. Relation with vendors	13-65	12-42	0-0	0-0	0-0	25-113	4.52	VMR
	9-45	7-28	27-81	1-2	6-6	50-162	3.24	R
	8-40	10-40	5-15	2-4	0-0	25-99	3.966	MR
	10-50	28-112	7-21	1-2	4-4	50-189	3.78	MR
	7-35	15-60	3-9	0-0	0-0	25-104	4.16	MR
	32-160	7-28	7-21	3-6	1-1	50-216	4.32	MR
	13-65	9-36	3-9	0-0	0-0	25-110	4.40	MR
	30-150	9-36	7-21	1-2	3-3	50-212	4.24	MR
	10-50	13-52	2-6	0-0	0-0	25-108	4.32	MR
	29-145	7-28	9-27	4-8	1-1	50-209	4.18	MR
	9-45	12-48	4-12	0-0	0-0	25-105	4.20	MR

Table 6 cont'd

11. Forms used in purchasing	7- 35	28-112	8- 24	2- 4	5- 5	50-180	3.60	MR
	5- 25	15- 60	3- 9	2- 4	0- 0	25- 98	3.92	MR
Total	260-1300	144-426	106-318	26- 52	34- 34	550-2200	4.00	MR
	114- 570	126-504	31- 93	4- 8	0- 0	275-1175	4.27	MR
=====								
LEGEND:	=====							
-	Upper data belong to the proprietors perceptions							
-	Lower data belong to the school personnel's perceptions							
4.51 -	5.00	Very Much Required (VNR)	1.51 -	2.50	Slightly Required (SR)			
3.51 -	4.50	Much Required (MR)	1.00 -	1.50	Not Required (NR)			
2.51 -	3.50	Required (R)						

a weighted mean of 3.97.

The data shown in Table 6 imply that a girl must be equipped with knowledge in purchasing if she wants to enter in the foodservice establishments.

The different aspects on Knowledge of Receiving and storage as job entrance factors to foodservice establishments is reflected in Table 7. There are nine aspects listed in this category, namely: the receiving clerk, weighing deliveries, methods of receiving, inspection for quality, marking merchandise, the dry storerooms, care and control of the dry storage, housekeeping refrigerators and other refrigerator units.

Both the proprietor's group and the school personnel emphatically declared that the nine aspects under knowledge of Receiving and Storing are much required as entrance factors to foodservice establishments. The proprietors' grand weighted mean is 4.01 while that of the school personnel is 4.10. All the nine aspects listed in this particular category were also rated by both respondents as much required.

The data imply that receiving and storage is a very important factor in the effective management and success of foodservice establishments.

Table 7

Knowledge of Receiving and Storage as Job Entrance  
Factors to Foodservice Establishments

Receiving and Storage	VMR : (5)	MR : (4)	R : (3)	SR : (2)	NR : (1)	Total	Weighted: Descriptive Mean : Rating
1. The receiving clerk	26-130 4-20	9-36 13-52	8-24 8-24	4-8 0-0	3-3 0-0	50-201 25-96	4.02 3.84
2. Weighing deliveries	28-140 6-30	9-36 13-52	8-24 6-18	1-2 0-0	4-4 0-0	50-206 25-100	4.12 4.00
3. Methods of receiving	28-140 7-35	10-40 18-72	7-21 0-0	1-2 0-0	4-4 0-0	50-207 25-107	4.14 4.28
4. Inspection for quality	29-145 10-50	10-140 15-60	5-15 0-0	2-4 0-0	4-4 0-0	50-208 25-110	4.24 4.40
5. Marking merchandise	28-140 8-40	9-36 12-48	7-21 5-15	3-6 0-0	3-3 0-0	50-206 25-103	4.12 4.12
6. The dry storeroom	27-135 6-30	9-36 14-56	7-21 5-15	2-4 0-0	5-5 0-0	50-201 25-101	4.02 4.04
7. Care and control of the dry storeroom	10-50 6-30	27-108 15-60	13-39 4-12	0-0 0-0	0-0 0-0	50-97 25-102	3.94 4.08
8. Housekeeping in refrigerators	27-135 9-45	10-40 13-52	8-24 3-9	0-0 0-0	5-5 0-0	50-204 25-106	4.08 4.24
9. Other refrigerator units	8-40	28-112	4-12	2-4	8-8	50-176	3.52
Total	211-1055 62-310	121-484 125-500	69-201 38-114	15-30 0-0	36-36 0-0	450-1806 225-924	4.01 4.10

LEGEND: - Upper data belong to the proprietors perceptions  
 - Lower data belong to the school personnel's perceptions  
 4.51 - 5.00 Very Much Required (VMR) 1.51 - 2.50 Slightly Required (SR)  
 3.51 - 4.50 Much Required (MR) 1.00 - 1.50 Not Required (NR)  
 2.51 - 3.50 Required (R)

Table 8 shows the different aspects on Menu Planning as an aspect of knowledge that is important for one to enter and be involved in Foodservice Establishments. There are 12 aspects listed in this category, namely: kinds of menu, needs and desires of patron, availability of commodities, menu appeal, variety, seasonal factors, physical equipment, nutritional balance, price structure, classes of food, mechanics of menu planning and getting patron reaction. The grand weighted mean for these aspects is 4.28 for the proprietors and 4.45 for school personnel which means that knowledge in Menu planning is much required in foodservice establishments.

The two groups of respondents were of the same accord that knowing a variety type of menu is very much required in a foodservice establishment. The proprietors' weighted mean for this item is 4.52 and for the employees is 4.80. This signify that a foodservice establishment should have a variety of menu to attract patrons.

The proprietors and school personnel agreed on items number 6, 7, 8, 9, 10, 11 and 12. They reiterated that these items are much required for an individual to possess if she wants to enter a foodservice establishment. The weighted mean of the proprietors for these various

Table 8

Knowledge of Menu Planning as Job Entrance  
to Foodservice Establishments

Menu Planning	VMR : : (5)	MR : : (4)	R : : (3)	SR : : (2)	NR : : (1)	Total : :	Weighted: Descriptive	
							Mean :	Rating :
1. Kinds of menu	35-175	6-24	9-27	0-0	0-0	50-226	4.52	VMR
2. Needs and Desires of patron	20-100	5-20	0-0	0-0	0-0	25-120	4.80	VMR
3. Availability of commodities	34-170	6-24	8-24	0-0	2-2	50-220	4.40	MR
4. Menu Appeal	15-75	10-40	0-0	0-0	0-0	25-115	4.60	VMR
5. Variety	31-155	6-24	10-30	1-2	2-2	50-213	4.26	MR
6. Seasonal Factors	15-75	10-40	0-0	0-0	0-0	25-115	4.60	VMR
7. Physical Equipment	32-160	5-20	9-27	2-4	2-2	50-213	4.26	MR
8. Nutritional balance	15-75	8-32	2-6	0-0	0-0	25-113	4.52	VMR
9. Price structure	28-140	9-36	8-24	3-6	2-2	50-208	4.16	MR
10. Classes of foods	18-90	7-28	0-0	0-0	0-0	25-118	4.72	VMR
	31-155	8-32	8-24	0-0	3-3	50-214	4.28	MR
	12-60	9-36	4-12	0-0	0-0	25-108	4.32	MR
	30-150	7-28	11-33	1-2	1-1	50-214	4.28	MR
	14-70	6-24	5-15	0-0	0-0	25-109	4.36	MR
	28-140	8-32	10-30	2-4	2-2	50-208	4.16	MR
	15-75	7-28	3-9	0-0	0-0	25-112	4.48	MR
	29-145	11-44	6-18	2-4	2-2	50-213	4.26	MR
	13-65	8-32	4-12	0-0	0-0	25-109	4.36	MR
	33-165	7-28	5-15	2-4	3-3	50-215	4.30	MR
	8-40	13-52	4-12	0-0	0-0	25-104	4.16	MR

Table 8 cont'd.

11. Mechanics of menu planning	29-145	10-40	8-24	1-2	2-2	50-213	4.26	MR
	8-40	14-56	3-9	0-0	0-0	25-105	4.20	MR
12. Getting patron reaction	31-155	8-32	7-21	1-2	3-3	50-213	4.26	MR
	13-65	8-32	4-12	0-0	0-0	25-109	4.36	MR
Total	371-1855	91-364	99-297	15-30	24-24	600-2570	4.28	MR
	166-830	105-420	29-87	0-0	0-0	300-1337	4.45	MR
LEGEND:	=====							
-	Upper data belong to the proprietors perceptions							
-	Lower data belong to the school personnel's perceptions							
4.51	-	5.00	Very Much Required (VMR)	1.51	-	2.50	Slightly Required	(SR)
3.51	-	4.50	Much Required (MR)	1.00	-	1.50	Not Required	(NR)
2.51	-	3.50	Required (R)					



items are 4.28, 4.28, 4.16, 4.26, 4.30, 4.26, 4.26, and for the school personnel are 4.32, 4.36, 4.46, 4.36, 4.16, 4.20 and 4.36 respectively.

There were four items that the proprietors and school personnel disagree. These were on items 2- 5, namely: needs and desires of patron, availability of commodities, menu appeal and variety. The proprietors said that these aspects were much required with weighted mean of 4.40, 4.26, 4.26 and 4.16 while the school personnel declared that the same aspects were very much required with weighted mean of 4.60, 4.60, 4.52 and 4.72 respectively.

The data imply that knowledge of menu planning is very much important in a foodservice establishment. Individuals who have intentions or desires to be employed in a foodservice establishment must be equipped with this knowledge.

Table 9 shows the different aspects on knowledge of Food Preparation and Cooking as job entrance factors to foodservice establishments. There are 18 items listed in this category. The general weighted mean for the proprietors' group is 3.92 and 4.48 for the school personnel. The descriptive value of their evaluation the applying Likert 5-point scale is "Much Required." The degree of

Table 9

Knowledge of Food Preparation and Cooking as Job Entrance  
Factors to Foodservice Establishments

Food Preparation and Cooking :	VMR :	MR :	R :	SR :	NR :	Total :	Weighted Mean :	Descriptive Rating :
1. The kitchen as a production center	30-150	8-32	7-21	3-6	2-2	50-211	4.22	MR
	15-75	10-40	0-0	0-0	0-0	25-115	4.60	VMR
2. Schedule working plan	30-150	5-20	9-27	1-2	5-5	50-204	4.08	MR
	17-85	8-32	0-0	0-0	0-0	25-117	4.68	VMR
3. The objectives of good food preparation	30-150	7-28	9-27	0-0	4-4	50-209	4.18	MR
	10-50	15-60	0-0	0-0	0-0	25-110	4.40	MR
4. Tools and utensils	27-135	8-32	11-33	1-2	3-3	50-205	4.10	MR
	17-85	5-20	3-9	0-0	0-0	25-114	4.56	VMR
5. Ordering of food to be served	30-150	7-28	9-27	0-0	4-4	50-209	4.18	MR
	17-85	7-28	1-3	0-0	0-0	25-116	4.64	VMR
6. Methods of cooking food	25-125	12-48	7-21	3-6	3-3	50-203	4.06	MR
	16-80	9-36	0-0	0-0	0-0	25-116	4.64	VMR
7. Various ways of measurement applicable to different ingredients	30-150	8-32	6-18	4-8	2-2	50-210	4.20	MR
	16-80	9-36	0-0	0-0	0-0	25-116	4.64	VMR
8. Ways on how to get rid of food adulteration	25-125	8-32	11-33	3-6	3-3	50-199	3.98	MR
	15-75	8-32	2-6	0-0	0-0	25-113	4.52	VMR
9. Factors that affect shrinkage of meat and poultry	26-130	13-52	6-18	1-2	4-4	50-206	4.12	MR
	15-75	6-24	4-12	0-0	0-0	25-111	4.44	MR
10. Cooking time, temperature and doneness in meat, fish, shellfish & poultry	28-140	8-32	7-21	2-4	5-5	50-202	4.04	MR
	15-75	7-28	3-9	0-0	0-0	25-112	4.48	MR
11. Recipes for meat, fish, shellfish, poultry and soups commonly served in the foodservice	29-145	10-40	7-21	1-2	3-3	50-211	4.22	MR
	16-80	9-36	0-0	0-0	0-0	25-116	4.664	VMR

Table 9 cont'd.

12. Types and varieties of cookies, breads & pies	6- 30	27-108	8- 24	5- 10	4- 4	50-176	3.52	MR
13. Trademark, current prices of ingredients used in baking	16- 80	9- 36	0- 0	0- 0	0- 0	25-116	4.64	VMR
14. Methods of mixing cookies and breads	10 -50	26-104	7- 21	2- 4	5- 5	50-184	3.68	MR
	8- 40	12- 48	3- 99	2- 4	0- 0	25-101	4.04	MR
15. Importance of using the right temperature in baking	25-125	4- 16	8- 24	5- 10	8- 8	50-183	3.66	MR
	17- 85	8- 32	0- 0	0- 0	0- 0	25-117	4.68	VMR
16. How to prevent shrinkage when baking baked products	26-130	6- 24	10- 30	1- 2	7- 7	50-193	3.86	MR
	9- 45	16- 24	0- 0	0- 0	0- 0	25-109	4.36	MR
17. Types of filling used for pies, cookies, breads, etc. and the characteristics of each	25-125	6- 24	9- 27	1- 2	9- 9	50-187	3.74	MR
	7- 35	15-60	3- 9	0- 0	0- 0	25-104	4.16	MR
18. Materials good for decorating cakes and breads	8- 40	6- 24	25- 75	2- 4	9- 9	50-152	3.04	R
	7- 35	15- 60	3- 9	0- 0	0- 0	25-104	4.16	MR
	25-125	6- 24	9- 27	2- 4	8- 8	50-188	3.76	MR
	9- 45	16- 64	0- 0	0- 0	0- 0	25-109	4.36	MR
Total	435-2175	175-700	165-495	37- 74	88- 88	900-3532	3.92	MR
	242-1210	184-736	22- 66	2- 4	0- 0	450-2016	4.48	MR
=====								
LEGEND:	- Upper data belong to the proprietors perceptions							
	- Lower data belong to the school personnel's perceptions							
4.51 - 5.00	Very Much Required (VMR)	1.51 - 2.50	Slightly Required (SR)					
3.51 - 4.50	Much Required (MR)	1.00 - 1.50	Not Required (NR)					
2.51 - 3.50	Required (R)							

how much is much required among the respondents is conveyed in the resulting margin of 0.56.

The two groups displayed significant disagreement in their assessment on the following items: the kitchen as a production center; schedule of working plan; tools and utensils; ordering of food to be served; methods of cooking food; various ways of measurement applicable to different ingredients; ways on how to get rid of food adulteration; cooking time temperature and doneness in meat, fish, shellfish and poultry; recipes for meat, fish, shellfish commonly served in the foodservice; types and varieties of cookies, cakes, bread and pie and method of mixing cookies and bread. The proprietors displayed lower ratings than the school personnel. The ratings given by the proprietors were 4.22, 4.08, 4.10, 1.18, 4.06, 4.20, 3.98, 4.22, 3.52 and 3.66. While the school personnel's ratings were 4.00, 4.68, 4.56, 4.64, 4.64, 4.64, 4.52, 4.66, 4.64 and 4.68 in that order. This means that the proprietors gave the descriptive ratings of much required while the school personnel said that the aspects mentioned above were very much required.

Another item where the two respondents disagree is on the types of filling used for pies, cookies, bread, etc. and characteristics of each. The proprietors said

that this is only required while the school personnel insist that these must be much required. The weighted mean for the proprietors is only 3.04 while that of the school personnel is 4.16.

The items where the proprietors and the school personnel agreed and insisted that these were much required by food establishments were number 3, 9, 10, 13, 15, 16 and 17.

The data imply that Food Preparation and Cooking are very important knowledge that must be agreed upon in order to succeed in this business.

Table 10 shows the different aspect under Knowledge in Food Distribution and Service. The data reveal that items under this aspect were 'generally rated Much Required. The general weighted average displayed by the proprietors was 3.96 while the school personnel had a general rating of 4.11. The school personnel had higher ratings than the proprietors in the following items: cafeteria service 4.08 and 4.36; free-blow or hollow square foodservice 3.74 and 4.08; quantities of dishes and utensils required 4.08 and 4.22; mobile units and canteen 3.58 and 3.84; automatic vending machines 3.44 and 3.92; automatic cafeteria 3.52 and 3.84; selecting a centralized and decentralized center 3.84 and 4.16; forms

Table 10

Knowledge of Food Distribution and Service as  
Job Entrance Factors to Foodservice  
Establishments

Food Distribution and Service:		VMR :	MR :	R :	SR :	NR :	Total :	Weighted Mean :	Descriptive Rating :
		(5) :	(4) :	(3) :	(2) :	(1) :			
1.	Cafeteria Service	28-140	8-32	9-27	0-0	5-5	50-204	4.08	MR
		9-45	16-64	0-0	0-0	0-0	25-109	4.36	MR
2.	Free-blow or hollow-square Foodservice	9-45	29-116	6-18	2-4	4-4	50-187	3.74	MR
3.	Essentials of service line	6-30	15-60	5-15	0-0	0-0	25-102	4.08	MR
		27-135	9-36	8-24	0-0	6-6	50-201	4.02	MR
		5-25	15-60	5-15	0-0	0-0	25-100	4.00	MR
4.	The foodservice counter	28-140	10-40	7-21	2-4	3-3	50-208	4.16	MR
		8-40	12-48	5-15	0-0	0-0	25-103	4.12	MR
5.	Cashier's stand	29-145	8-32	10-30	0-0	3-3	50-210	4.20	MR
		9-45	12-48	4-12	0-0	0-0	25-105	4.20	MR
6.	Counter equipment	30-150	8-32	5-15	1-2	6-6	50-205	4.10	MR
		6-30	15-60	4-12	0-0	0-0	25-102	4.08	MR
7.	Quantities of dishes and utensils required	29-145	10-40	6-18	3-6	2-2	50-211	4.22	MR
		7-35	13-52	4-12	1-2	0-0	25-101	4.04	MR
8.	Snack bars	25-125	12-48	6-18	4-8	3-3	50-202	4.04	MR
		6-30	15-60	4-12	0-0	0-0	25-102	4.08	MR
9.	Mobile units and canteen	8-40	26-104	7-21	5-10	4-4	50-179	3.58	MR
		3-15	15-60	7-21	0-0	0-0	25-96	3.84	MR
10.	Automatic vending machines	6-30	25-100	9-27	5-10	5-5	50-172	3.44	MR
		4-20	15-660	6-18	0-0	0-0	25-98	3.92	MR
11.	Automatic cafeteria	8-40	26-104	6-18	4-8	6-6	50-176	3.52	MR
		4-20	15-60	4-12	2-4	0-0	25-96	3.84	MR
12.	The coffee break	28-140	8-32	7-21	2-4	5-5	50-202	4.04	MR
		5-25	16-64	4-12	0-0	0-0	25-101	4.04	MR
13.	Selecting a food distribution system	26-130	9-36	5-15	1-2	9-9	50-192	3.84	MR
		7-35	15-60	3-9	0-0	0-0	25-104	4.16	MR
14.	Table service	30-150	10-40	6-18	0-0	4-4	50-212	4.24	MR

Table 10 cont'd.

15. Service stations	10- 50	6- 24	29- 87	0- 0	5- 5	50-166	3.32	MR
	10- 50	15- 60	0- 0	0- 0	0- 0	25-110	4.40	MR
16. Training of table service employees	10- 50	27-108	7- 21	1- 2	5- 5	50-186	3.72	MR
	3- 15	15- 60	7- 21	0- 0	0- 0	25- 96	3.84	MR
17. Centralized and decentralized center	8- 40	26-104	4- 12	5- 10	7- 7	50-173	3.46	R
	5- 25	15- 60	5- 15	0- 0	0- 0	25-100	4.00	MR
18. Forms of table service	25-125	9- 36	8- 24	5- 10	3- 3	50-198	3.96	MR
	8- 40	17- 68	0- 0	0- 0	0- 0	25-108	4.32	MR
19. Table appointment	25-125	7- 28	14- 42	0- 0	4- 4	50-199	3.98	MR
	6- 30	16- 64	3- 9	0- 0	0- 0	25-103	4.12	MR
20. Table setting	33-165	8- 32	5- 15	0- 0	4- 4	50-216	4.32	MR
	6- 30	16- 64	3- 9	0- 0	0- 0	25-103	4.12	MR
21. Napkin folding	29-145	9- 36	7- 21	0- 0	5- 5	50-207	4.14	MR
	6- 30	16- 64	3- 9	0- 0	0- 0	25-103	4.12	MR
22. Ways of decorating a table	29-145	8- 32	6- 18	2- 4	5- 5	50-204	4.08	MR
	7- 35	15- 60	3- 9	0- 0	0- 0	25-104	4.16	MR
23. Importance of table covering	9- 45	27-108	7- 21	2- 4	5- 5	50-183	3.66	MR
	10- 50	15- 60	3- 9	0- 0	0- 0	25-104	4.16	MR
24. Ways of serving food	32-160	5- 20	6- 18	4- 8	3- 3	50-209	4.18	MR
	10- 50	15- 60	0- 0	0- 0	0- 0	25-110	4.40	MR

## Total

521-2605 330-1320 190-570 48-96 111-111 1200-4702 3.92 MR  
 156- 780 359-1436 82-246 3- 6 0- 0 600-2468 4.11 MR

## LEGEND: - Upper data belong to the proprietors perceptions

- Lower data belong to the school personnel's perceptions

4.51 - 5.00 Very Much Required (VMR) 1.51 - 2.50 Slightly Required (SR)

3.51 - 4.50 Much Required (MR) 1.00 - 1.50 Not Required (NR)

2.51 - 3.50 Required

of table service 3.96 and 4.32; importance of table covering 3.66 and 4.16; and ways of serving food 4.18 and 4.40.

Both respondents considered the above items as Much Required, however, the school personnel rated the above mentioned items higher than the proprietors.

The data reveal that the school personnel have higher standards than the proprietors when it comes to food distribution and service. This is understandable for the school personnel who are more knowledgeable in foodservice feel that better service and food distribution would attract more customers. The proprietors', on the other hand, who are more profit-oriented are more conscious on cheaper food and lower paid employees.

The different aspects of knowledge in sanitation and safety is shown in Table 11. The data illustrate that the two groups of respondents generally agree that these particular knowledge is much required for applicants to enter foodservice establishments. The grand weighted mean for the proprietors is 4.16 and for the school personnel is 4.41.

However, there were some particular items wherein the two groups of respondents disagree. These were items number 1 - main points in sanitation; 2 - planning for



Table 11

Knowledge of Sanitation and Safety as Job  
Entrance Factors to Foodservice  
Establishments

Sanitation and Safety	VMR : (5)	MR : (4)	R : (3)	SR : (2)	NR : (1)	Total	Weighted Mean	Descriptive Rating
1. Main points in sanitation	32- 160	10- 40	6- 18	0- 0	2- 2	50-220	4.4	MR
2. Planning for sanitary operation	17- 85	5- 20	3- 9	0- 0	0- 0	25-114	4.56	VMR
3. Handling and storage of food	11- 55	30-120	4- 12	2- 4	2- 2	50-194	3.88	MR
4. Sanitary service and distribution of food	17- 85	5- 20	3- 9	0- 0	0- 0	25-114	4.52	VMR
5. Procedures for washing dishes, utensils and equipment	11- 55	30-120	5- 15	2- 4	2- 2	50-196	3.92	MR
6. Storage of clean dishes and utensils	20-100	2- 8	3- 9	0- 0	0- 0	25-117	4.68	VMR
7. Washing of cooking utensils and equipment	17- 85	25-100	6- 18	0- 0	2- 2	50-205	4.10	MR
8. Use of towels	18- 90	3- 12	4- 12	0- 0	0- 0	25-114	4.56	VMR
9. Cleaning of rooms and furniture	11- 55	30-120	6- 18	2- 4	1- 1	50-198	3.96	MR
10. Disposal of garbage and rubbish	17- 85	8- 32	0- 0	0- 0	0- 0	25-117	4.68	VMR
11. Food service employees:	27-135	16- 64	5- 15	1- 2	1- 1	50-217	4.34	MR
a. medical examination	13- 65	8- 32	4- 12	0- 0	0- 0	25-209	4.36	MR
b. first aid	28-140	15- 60	5- 15	2- 4	0- 0	50-219	4.38	MR
c. employee cooperation	15- 75	7- 28	3- 9	0- 0	0- 0	25-112	4.48	MR
	11- 55	30-120	6- 18	1- 2	2- 2	50-197	3.94	MR
	15- 75	7- 28	0- 0	3- 6	0- 0	25-109	4.36	MR
	30-150	11- 44	5- 15	1- 2	3- 3	50-214	4.28	MR
	30-150	12- 48	6- 18	0- 0	2- 2	50-218	4.36	MR
	7- 35	15- 60	3- 9	0- 0	0- 0	25-104	4.16	MR
	30-150	12- 48	5- 15	0- 0	3- 3	50-216	4.32	MR
	12- 60	6- 24	4- 12	3- 6	0- 0	25-102	4.08	MR
	10- 50	30-120	6- 18	2- 4	2- 2	50-194	3.88	MR
	15- 75	6- 24	4- 12	0- 0	0- 0	25-111	4.44	MR
	35-175	8- 32	5- 15	1- 2	1- 1	50-255	4.50	MR

Table 11 cont'd.

d. rules for employees	13- 65	8- 32	4- 12	0- 0	0- 0	25-109	4.36	MR
	10- 50	30-120	7- 21	0- 0	3- 3	50-194	3.88	MR
e. employee education	10- 50	6- 24	9- 27	0- 0	0- 0	25-101	4.04	MR
	30-150	10- 40	6- 18	1- 2	3- 3	50-213	4.26	MR
	10- 50	6- 24	9- 27	0- 0	0- 0	25-101	4.04	MR
12. Safety in the foodservice	32-160	10- 40	4- 12	2- 4	2- 2	50-218	4.36	MR
	15- 75	7- 28	3- 9	0- 0	0- 0	25-112	4.48	MR
13. Training for safe work	15- 75	27-108	5- 15	0- 0	3- 3	50-210	4.02	MR
practice	18- 90	6- 24	1- 3	0- 0	0- 0	25-117	4.68	VMR
=====								
Total	370-1850	336-1344	92-276	17- 34	35- 35	850-3539	4.16	MR
	247-1235	111- 444	61-183	6- 12	0- 0	425-1874	4.41	MR
=====								
LEGEND:	=====							
-	Upper data belong to the proprietors perceptions							
-	Lower data belong to the school personnel's perceptions							
4.51 - 5.00	Very Much Required (VMR)		1.51 - 2.50	Slightly Required (SR)				
3.51 - 4.50	Much Required (MR)		1.00 - 1.50	Not Required (NR)				
2.51 - 3.50	Required (R)							

sanitary operation; 3 - handling and storage of food; 4 - sanitary service and distribution of food; 5 - procedure for washing dishes, utensils and equipment; 13 - training for safe work practices. The proprietors declared that these aspects are much required in foodservice establishments with weighted mean of 4.4, 3.88, 3.92, 4.10, 3.96, 4.02 respectively. The school personnel, on the other hand, rated the above aspects as very much required with a weighted mean of 4.56, 4.52, 4.38, 4.56, 4.68 and 4.68 accordingly.

The data revealed by Table 11 imply that both the proprietors and the school personnel believed that knowledge of sanitation and safety are very important for an applicant to be involved in foodservice establishments.

Table 12 shows that the different aspects on knowledge of maintenance and repair as job entrance factors to foodservice establishments. Both the proprietors and the school personnel have considered these aspects as much required. The weighted mean for the proprietors is 4.03 and for the school personnel is 4.26. However, a disparity in opinion was revealed with the marginal difference in decimal points only.

The data revealed by Table 12 show that generally the two groups of respondents believed that knowledge of

Table 12

Knowledge of Maintenance and Repair as Job  
Entrance Factors to Foodservice  
Establishments

Maintenance and Repair	VMR : : (5) :	MR : : (4) :	R : : (3) :	SR : : (2) :	NR : : (1) :	Total : :	Mean : :	Weighted:Descriptive Rating
1. Selection of the equipment	9- 45 13- 65	26-104 7- 28	10- 30 5- 15	2- 4 0- 0	3- 3 0- 0	50-186 25-108	3.72 4.32	MR MR
2. Methods of purchase	10- 50 10- 50	30-120 9- 366	6- 18 3- 9	2- 4 3- 6	2- 2 0- 0	50-194 25-101	3.88 4.04	MR MR
3. Guides to operate machines in working condition	30-150 12- 60	10- 40 9- 36	8- 24 4- 12	0- 0 0- 0	2- 2 0- 0	50-216 25-108	4.32 4.32	MR MR
4. Guides to prolong life and usefulness of equipment	30-150 13- 65	10- 40 9- 36	6- 18 3- 9	1- 2 0- 0	3- 3 0- 0	50-213 25-110	4.26 4.40	MR MR
5. Inspection procedure	30-150 12- 60	10- 40 8- 32	7- 21 2- 6	0- 0 3- 6	3- 3 0- 0	50-214 25-104	4.28 4.16	MR MR
6. Care of equipment and preventive maintenance	10- 50 6- 30	30-120 15- 60	7- 21 4- 12	0- 0 0- 0	3- 3 0- 0	50-194 25-102	3.88 4.02	MR MR
7. Care of refrigerator	11- 55 15- 75	30-120 7- 28	5- 15 3- 9	2- 4 0- 0	2- 2 0- 0	50-1966 25-112	3.92 4.48	MR MR
Total	130- 650 81- 405	146- 584 64- 256	49-147 24- 72	7- 14 6- 12	18- 18 0- 0	350-1413 175- 745	4.03 4.26	MR MR
=====								
LEGEND: - Upper data belong to the proprietors perceptions								
- Lower data belong to the school personnel's perceptions								
4.51 - 5.00	Very Much Required (VMR)	1.51 - 2.50	Slightly Required (SR)					
3.51 - 4.50	Much Required (MR)	1.00 - 1.50	Not Required (NR)					
2.51 - 3.50	Required (R)							

maintenance and repair is also necessary in any food establishment.

The different aspects of knowledge in Accounting and Clerical services as job entrance factors to foodservice establishments is shown in Table 13. Both the proprietors and the school personnel perceived that the different aspects are much required with a grand weighted mean of 3.91 and 4.37 respectively. There were only seven aspects listed in these category, namely; records and forms used in the foodservice; statement of reports; estimating income and expenses; preparing the budget; and analysis of sales and customers. Both respondents perceived all the above items as Much Required. However, they differ in marginal points.

Table 14 shows the summary of the perceptions of knowledge as job entrance factor to foodservice establishments as tested through the t-test. The computed t-value is very much higher than the tabular t-value. The degree of freedom is 16 while the level of significance is equal to 0.05.

This means that there is a significant difference in the perception of the proprietors and the school personnel when it comes to knowledge as a factor in job entrance. It should be noted that while the two groups of

Table 13

Knowledge of Accounting and Clerical as Job  
Entrance Factors to Foodservice  
Establishments

Accounting and Clerical	VMR : (5)	MR : (4)	R : (3)	SR : (2)	NR : (1)	Total	Weighted: Mean	Descriptive Rating
1. Value of records	30-150	10-40	7-21	1-2	2-2	50-215	4.13	MR
2. Records and forms used in the foodservice	15-75	6-24	4-12	0-0	0-0	25-111	4.44	MR
3. Statements or reports	29-145	6-24	8-24	4-8	3-3	50-204	4.08	MR
	15-175	7-28	0-0	3-6	0-0	25-109	4.36	MR
	9-45	25-100	14-42	0-0	2-2	50-189	3.78	MR
4. Estimating income and expenses	15-75	7-28	3-9	0-0	0-0	25-112	4.48	MR
5. Preparing the budget	27-135	10-40	5-15	5-10	3-3	50-203	4.06	MR
	14-70	8-32	0-0	3-6	0-0	25-108	4.32	MR
6. Budgeting costs	25-125	8-32	11-33	4-8	2-2	50-200	4.00	MR
	14-70	8-32	3-9	0-0	0-0	25-111	4.44	MR
7. Analysis of sales and customers	10-50	7-28	26-78	5-10	2-2	50-168	3.36	MR
	15-75	7-28	3-9	0-0	0-0	25-112	4.48	MR
	10-50	28-112	7-21	2-4	3-3	50-190	3.80	R
	9-45	13-52	0-0	3-6	0-0	25-103	4.12	MR
Total	140-700	94-376	78-234	21-42	17-17	350-1369	3.91	MR
	97-485	56-224	13-39	9-18	0-0	175-766	4.37	MR

LEGEND: - Upper data belong to the proprietors' perceptions

- Lower data belong to the school personnel's perceptions

4.51 - 5.00	Very Much Required (VMR)	2.51 - 3.50	Required (R)
3.51 - 4.50	Much Required (MR)	1.51 - 2.50	Slightly Required (SR)
1.00 - 1.50	Not Required (NR)		

Table 14

Summary of the Perceptions of the Knowledge  
as Job Entrance Factor to Foodservice  
Establishments

=====			
Job Entrance Factors:	Perception: Proprie- tors	School : Personnel:	Computed: t-value: : Tabular t-value
-----			
Administration	4.12	4.24	
Purchasing	4.00	4.27	
Receiving and Storage	4.02	4.11	
Menu Planning	4.28	4.46	
Food Preparation and Cooking	3.92	4.48	
Food Distribution and Service	3.92	4.11	
Sanitation and Safety	4.16	4.41	
Maintenance and Repair	4.04	4.26	
Accounting and Clerical	3.91	4.38	
-----			
T - value		4.1808	: 1.7460
=====			
Degrees of Freedom = 16; Level of Significance = 0.05			

repondents generally agree on several aspects on knowledge as job entrance factors to foodservice establishments, the difference in marginal points have greatly affected the computed t-value. With this result, the null hypothesis

stating that there is no significant difference between the perceptions of the proprietors and those of the school personnel on the extent to which knowledge of the job is required for job entrance to foodservice establishments is rejected.

Perception of Proprietors and School Personnel on Skills as Job Entrance Factor

Another important factor to job placement in foodservice establishments are the skills that an individual possesses in performing her task. The proprietors and the school personnel were made to react on the different aspects of the following skills, namely: 1) administration, 2) purchasing, 3) receiving and storage, 4) menu planning, 5) food preparation and cooking, 6) food distribution and service, 7) sanitation and safety, 8) maintenance and repair, and 9) accounting and clerical.

Table 15 shows the different skills under Administration which are considered as entrance factors to foodservice establishments. There were 13 aspects listed in this category. The proprietors and the school personnel were in total agreement that all these 13 aspects are much required for one to be employed in foodservice establishments. The grand weighted mean for the proprietors is 4.00 and 4.26 for the school personnel.



Table 15

Skills in Administration as Job Entrance Factors  
to Foodservice Establishments

Administration	VMR : (5)	MR : (4)	R : (3)	SR : (2)	NR : (1)	Total	Weighted:Mean	Descriptive Rating
1. Application of the objectives of the FS	28-140 10- 50	9- 36 10- 40	9- 27 5- 15	4- 8 0- 0	0- 0 0- 0	50-211 25-105	4.22 4.20	MR MR
2. Adoption of the types of management	8- 40 10- 50	27-108 10- 40	10- 30 5- 15	3- 6 0- 0	2- 2 0- 0	50-186 25-105	3.72 4.20	MR MR
3. Making use of personnel policies that fit the organization	8- 40 11- 55	28-112 10- 40	8- 24 4- 12	4- 8 0- 0	2- 2 0- 0	50-186 25-107	3.72 4.28	MR MR
4. Choosing qualified personnel by means of: a. interview	28-140 11- 55	11- 44 10- 40	8- 24 4- 12	1- 2 0- 0	2- 2 0- 0	50-212 25-107	4.24 4.28	MR MR
b. job performance/skill test	30-150 10- 50	9- 36 15- 60	7- 21 0- 0	2- 4 0- 0	2- 2 0- 0	50-213 25-110	4.26 4.40	MR MR
5. Establishing duties and schedule of work for all employees	6- 30 12- 60	30-120 10- 40	10- 30 3- 9	3- 6 0- 0	1- 1 0- 0	50-187 25-109	3.74 4.36	MR MR
6. Setting criteria for selecting personnel	29-145 12- 60	13- 52 10- 40	5- 15 3- 9	2- 4 0- 0	1- 1 0- 0	50-217 25-109	4.34 4.36	MR MR
7. Establishing standards for quality food	30-150 12- 60	8- 32 10- 40	9- 27 3- 9	2- 4 0- 0	1- 1 0- 0	50-214 25-109	4.28 4.20	MR MR
8. Establishing labor cost	28-140 9- 45	8- 32 12- 48	9- 27 4- 12	3- 6 0- 0	2- 2 0- 0	50-207 25-105	4.14 4.20	MR MR
9. Making and outlining duties of all foodservice personnel	9- 45 10- 50	28-112 12- 48	8- 24 3- 9	3- 6 0- 0	2- 2 0- 0	50-189 25-101	3.78 4.28	MR MR

Table 15 cont'd.

10. Holding staff conferences	10- 50	27-108	7- 21	1- 2	5- 5	50-186	3.72	MR
	66- 30	14- 56	5- 15	0- 0	0- 0	25-101	4.04	MR
11. Planning and developing the organization and establishing lines of authority	10- 50	9- 36	27- 81	1- 2	3- 3	50-172	3.44	MR
	7- 35	13- 52	5- 15	0- 0	0- 0	25-102	4.08	MR
12. Introducing the employees to their jobs, instructing and supervising	30-150	10- 40	8- 24	0- 0	2- 2	50-216	4.32	MR
	12- 60	10- 40	3- 9	0- 0	0- 0	25-109	4.36	MR
13. Dealing with all employees in such ways to develop morale of the organization and efficiency of workers	30-150	7- 28	8- 24	1- 2	4- 4	50-208	4.16	MR
	12- 60	10- 40	3- 9	0- 0	0- 0	25-109	4.36	MR
Total	284-1420	224-896	133-399	30- 60	29- 29	700-2804	4.00	MR
	144- 720	156-624	50-150	0- 0	0- 0	350-1494	4.26	MR
=====								
LEGEND: - Upper data belong to the proprietors' perceptions								
- Lower data belong to the school personnel's perceptions								
4.51 - 5.00	Very Much Required (VMR)	2.51 - 3.50		Required (R)				
3.51 - 4.50	Much Required (MR)	1.51 - 2.50		Slightly Required (SR)				
1.00 - 1.50	Not Required (NR)							
=====								

The data imply that an applicant to a foodservice establishment should endeavor to develop the 13 different skills in administration if she wants to be employed and succeed in her work.

Of the seven aspects in Table 16, the two groups of respondents agreed that items number 2, 3, 4, 5 and 6 were rated by the proprietors with weighted mean of 4.06, 4.08, 3.88, 4.18, and 4.00 while the school personnel gave the ratings of 4.24, 4.60, 4.24, 4.24, and 4.16 respectively, which means that these aspects are much required.

The proprietors and the school personnel disagree on item number 1 - specification buying and item number 7 - accomplishing purchase record. The weighted mean for the proprietors is 3.42 and 3.46 which means that these two aspects were only required by them. The school personnel, on the other hand, declared that these aspects are much required with weighted means of 4.24 and 4.24 respectively.

The data above imply that the proprietors do not depend much on their employees to do purchasing for them. This is based on the speculation that they do not trust much their employees.

Table 16

Skills in Purchasing as Job Entrance Factors  
to Foodservice Establishments

Purchasing		VMR (5)	MR (4)	R (3)	SR (2)	NR (1)	Total	Mean	Weighted: Descriptive Rating
1.	Specification buying	11-55 10-50 26-130	8-32 11-44 9-36	25-75 4-12 10-30	3-6 0-0 2-4	3-0 0-0 3-0	50-171 25-106 50-203	3.42 4.24 4.06	R MR MR
2.	Price listing	9-45 29-145	13-52 8-32	3-9 6-12	0-0 2-4	0-0 5-5	25-106 50-204	4.24 4.08	MR MR
3.	Using the correct weight and measure	15-75 10-50	10-40 27-108	0-0 11-33	0-0 1-2	0-0 1-1	25-115 50-194	4.60 3.88	MR MR
4.	Securing market list from the cook or menu planner	8-40 29-145	15-60 8-32	2-6 9-27	0-0 1-2	0-0 3-3	25-106 50-209	4.24 4.18	MR MR
5.	Asking receipts for every purchased	9-45 27-135	13-52 7-28	3-9 10-30	0-0 1-2	0-0 5-5	25-106 50-200	4.24 4.00	MR MR
6.	Turning over the items to the storeroom clerk	8-40 10-50	13-52 8-32	4-12 29-87	0-0 1-2	0-0 2-2	25-104 50-173	4.16 3.46	MR R
7.	Accomplishing purchase record properly	10-50	11-44	4-12	0-0	0-0	25-106	4.24	MR
Total		142-710 69-345	75-300 86-344	100-300 20-60	11-22 0-0	22-0	350-1354 175-749	3.86 4.28	MR MR

LEGEND: - Upper data belong to the proprietors' perceptions

- Lower data belong to the school personnel's perceptions

4.51 - 5.00 Very Much Required (VMR)

3.51 - 4.50 Much Required (MR)

1.00 - 1.50 Not Required (NR)

Required (R)

Slightly Required (SR)

As further gleaned from Table 17, for the skills in receiving and storage, the data reveal that items under this aspect were generally rated much required. The general weighted average displayed by the proprietors was 3.88 while the school personnel had a general rating of 3.98. However, a disparity in opinion was revealed with a marginal difference in decimal points only.

The data revealed by Table 17 show that generally the two groups of respondents believed that skills in receiving and storage is very necessary in any food establishment. This imply that anyone must be equipped with skills in receiving and storage if one wants to enter in the foodservice.

The different aspects of skills in Menu Planning as job entrance to foodservice establishments is shown in Table 18. There are five (5) aspects listed in this category, namely: application of the rules in menu planning, application of the rules in menu planning, application of menu to specific situation, planning menu based on the food budget, confer with the manager regarding the menu for the day and planning menu for breakfast, lunch, supper and any special occasion.

The two groups of respondents were of the same accord that conferring with the manager regarding the menu

Table 17

Skills in Receiving and Storage as Job Entrance Factors  
to Foodservice Establishments

Receiving and Storage	VMR : (5)	MR : (4)	R : (3)	SR : (2)	NR : (1)	Total	Weighted Mean	Descriptive Rating
1. Receiving supplies	27-135 5-25	9-36 14-56	7-21 6-18	4-8 0-0	3-0 0-0	50-203 25-99	4.06 3.96	MR MR
2. Filling food requisition after they have been properly signed by the manager	7-35 5-25	26-104 15-60	9-27 5-15	3-0 0-0	5-0 0-0	50-177 25-100	3.54 4.00	MR MR
3. Notifying the manager when the amount of any commodity has reached the "order-level"	10-50 5-25	28-112 14-56	5-15 4-12	2-4 2-4	5-0 0-0	50-186 25-97	3.72 3.88	MR MR
4. Caring and controlling the dry storeroom	11-55 4-20	28-112 15-60	7-21 6-18	1-0 0-0	3-0 0-0	50-193 25-98	3.86 4.16	MR MR
5. Storing foods properly	30-150 7-35	9-36 15-60	7-21 3-9	1-0 0-0	3-0 0-0	50-212 25-104	4.24 4.16	MR MR
Total	85-425 26-130	100-400 73-292	35-105 24-72	11-22 2-4	19-19 0-0	250-971 125-498	3.88 3.98	MR MR

LEGEND: - Upper data belong to the proprietors' perceptions  
 - Lower data belong to the school personnel's perceptions  
 4.51 - 5.00 Very Much Required (VMR)  
 3.51 - 4.50 Much Required (MR)  
 1.00 - 1.50 Not Required (NR)  
 Required (R)  
 Slightly Required (SR)

Table 18

Skills in Menu Planning as Job Entrance Factors  
to Foodservice Establishments

Menu Planning	VNR : (5)	MR : (4)	R : (3)	SR : (2)	NR : (1)	Total	Weighted: Mean	Descriptive Rating
1. Application of the rules in menu planning	30-150 15-75	12-48 8-32	8-24 2-6	0-0 0-0	0-0 0-0	50-222 25-113	4.44 4.52	MR VNR
2. Application of menu to specific situation	30-150 15-75	12-48 10-40	5-15 0-0	0-0 0-0	3-3 0-0	50-216 25-115	4.32 4.60	MR VNR
3. Planning menu based on the food budget	31-155 15-75	10-40 10-40	7-21 0-0	0-0 0-0	2-2 0-0	50-218 25-115	4.36 4.60	MR VNR
4. Confer with the manager regarding the menu for the day	30-150 13-65	10-40 9-36	7-21 3-9	0-0 0-0	3-3 0-0	50-214 25-110	4.28 4.40	MR MR
5. Planning menu for breakfast, lunch, supper and any special occasion whether simple, moderate and elaborate	29-145 12-60	11-44 13-52	6-18 0-0	1-2 0-0	3-3 0-0	50-212 25-112	4.24 4.48	MR MR
Total	150-750 70-350	52-220 50-200	33-99 5-15	1-2 0-0	11-11 0-0	250-1082 125-565	4.32 4.52	MR VNR

LEGEND: - Upper data belong to the proprietors' perceptions

- Lower data belong to the school personnel's perceptions

4.51 - 5.00 Very Much Required (VNR)

3.51 - 4.50 Much Required (MR)

1.00 - 1.50 Not Required (NR)

Required (R)

Slightly Required (SR)

for the day and planning menu for breakfast, lunch, supper and any special occasion is much required in a foodservice establishment. The proprietors' weighted mean for these items were 4.28 and 4.24 and for the school personnel were 4.40 and 4.48. This signify that a foodservice establishment should have a variety of menu to attract customers.

The proprietors and the school personnel disagree on items number 1, 2 and 3 namely: application of the rules in menu planning, application of menu to specific situation, planning menu based on the food budget. The proprietors said that these aspects were much required with a weighted mean of 4.44, 4.32 and 4.36 while the school personnel declared that these aspects were very much required with a weighted mean of 4.52, 4.60 and 4.60, respectively.

The data imply that the skills in menu planning is very important in a foodservice establishment. Individuals who have intentions or desires to be employed in a foodservice must be equipped with this skills.

Of the seven aspects in Table 19, the two groups of respondents agreed that items number 1, 2, 3, 4 and 5 were rated by the proprietors with a weighted mean of 4.08, 4.12, 4.12, 3.98 and 4.10 while the school personnel gave



Table 19

Skills in Food Preparation and Cooking as Job Entrance  
Factors to Foodservice Establishments

Food Preparation and Cooking : (5) : (4) : (3) : (2) : (1) : Total : Mean : Rating										
: VMR : MR : R : SR : NR :										
:Weighted:Descriptive										
1. Adoption of techniques to insure uniform serving portions	29-145 8- 40	8- 32 17- 68	6- 18 0- 0	2- 4 0- 0	5- 5 0- 0	50-204 25-108	4.08 4.32	MR MR		
2. Application of rules for cooking meat, poultry, fish and shellfish	28-140 7- 35	10- 40 18- 72	6- 18 0- 0	2- 4 0- 0	4- 4 0- 0	50-206 25-107	4.12 4.28	MR MR		
3. Application of cooking time, temperature and doneness in meat, fish, shellfish and poultry	28-140 7- 35	10- 40 18- 72	7- 21 0- 0	0- 0 0- 0	5- 5 0- 0	50-206 25-107	4.12 4.28	MR MR		
4. Preparing recipes for meat, shellfish, poultry, soups commonly served in the foodservice	27-135 7- 35	8- 32 15- 60	7- 21 3- 9	3- 6 0- 0	5- 5 0- 0	50-199 25-104	3.98 4.16	MR MR		
5. Preparing recipes for noodles commonly served in the foodservice	28-140 6- 30	9- 36 16- 64	6- 18 3- 9	4- 8 0- 0	3- 3 0- 0	50-205 25-103	4.10 4.12	MR MR		
6. Using the right time and temperature in baking	25-125 8- 40	9- 36 17- 68	7- 21 0- 0	4- 8 0- 0	5- 5 0- 0	50-195 25-108	3.90 4.32	R MR		
7. Listing the materials good for decorating baked products	25-125 7- 35	7- 28 13- 52	5- 15 5- 15	4- 8 0- 0	9- 9 0- 0	50-185 25-102	3.70 4.08	R MR		
Total	190- 950 70- 250	61-244 114-456	44-132 11- 33	19- 38 0- 0	36- 36 0- 0	350-1400 175- 739	4.00 4.22	MR MR		

LEGEND: - Upper data belong to the proprietors' perceptions

- Lower data belong to the school personnel's perceptions

4.51 - 5.00 Very Much Required (VMR)

3.51 - 4.50 Much Required (MR)

1.00 - 1.50 Not Required (NR)

Required (R)

Slightly Required (SR)

the ratings of 4.32, 4.28, 4.28, 4.16 and 4.12 respectively, which means that these aspects are much required.

The proprietors and the school personnel disagree on item number 6 - using the right time and temperature in baking and item number 7 - listing the materials good for decorating baked products. The weighted mean for the proprietors are 3.90 and 3.70 which means that these aspects were only required by them. the school personnel on the other hand, declared that these aspects are much required with weighted means of 4.32 and 4.08 respectively.

The data above imply that nutritious or good quality but cheap food should be served in a foodservice in order to attract patrons.

Table 20 illustrates the different skills under Food Distribution and Service. There were 12 aspects listed in this category. The proprietors and the school personnel agreed on items number 2, 4, 5, 6, 7, 9 and 12. They reiterated that these items are much required for an individual to possess if she wants to enter a foodservice establishment. The weighted mean of the proprietors for these various items are 3.94, 4.28, 4.30, 4.20, 4.22, and 3.82. For the school personnel are 4.48, 4.44, 4.20,

Table 20

Skills in Food Distribution and Foodservice as Job  
Entrance Factors to Foodservice  
Establishments

Food Distribution and Service:		VMR : (5)	MR : (4)	R : (3)	SR : (2)	NR : (1)	Total :	Weighted: Mean :	Descriptive Rating
1.	Displaying food items in the counters attractively	30-150 19- 95	7- 28 6- 24	6- 18 0- 0	2- 0 0- 0	5- 0 0- 0	50-205 25-119	4.10 4.76	MR VMR
2.	Arranging food in the counter and in the service area	24-120 15- 75	13- 52 7- 28	6- 18 3- 9	0- 0 0- 0	7- 0 0- 0	50- 197 25-112	3.94 4.48	MR MR
3.	Maintaining cleanliness of the counter area, display cabinet and menu board	33-165 20-100	8- 32 5- 20	7- 21 0- 0	0- 0 0- 0	2- 0 0- 0	50-220 25-120	4.40 4.80	MR VMR
4.	Writing and receiving orders	34-170 6- 30	6- 24 16- 64	8- 24 3- 9	0- 0 0- 0	2- 0 0- 0	50-220 25-103	4.40 4.12	MR MR
5.	Carrying out tray and soiled dishes from the lunchroom to the dish pantry	30-150 15- 75	10- 40 6- 24	7- 21 4- 12	0- 0 0- 0	3- 0 0- 0	50-214 25-111	4.28 4.44	MR MR
6.	Wiping tables	30-150 9- 45	10- 40 12- 48	7- 21 4- 12	1- 2 0- 0	2- 0 0- 0	50-215 25-105	4.30 4.20	MR MR
7.	Bringing additional food needed from the kitchen to the counter	30-150 13- 65	6- 24 8- 32	11- 33 4- 12	0- 0 0- 0	3- 0 0- 0	50-210 25-109	4.20 4.36	MR MR
8.	Setting table properly with appropriate table appointment for: a. breakfast	32-160 17- 85	4- 16 8- 32	10- 30 0- 0	2- 0 0- 0	4- 0 0- 0	50-212 25-117	4.24 4.68	MR VMR

Table 20 cont'd.

b.	lunch	28-140	9-36	7-21	4-8	2-2	50-207	4.14	MR
		18-90	7-28	0-0	0-0	0-0	25-118	4.72	VMR
		28-140	6-24	9-27	4-8	3-3	50-202	4.04	MR
		18-90	7-28	0-0	0-0	0-0	25-118	4.72	VMR
d.	special occasion as wedding, birthday anniversary, etc.	28-140	5-20	3-9	10-20	4-4	50-193	3.86	MR
		18-90	7-28	0-0	0-0	0-0	25-118	4.72	VMR
9. Setting table for;									
a.	russian style	25-125	5-20	7-21	4-8	9-9	50-183	3.66	MR
		7-35	15-60	3-9	0-0	0-0	25-104	4.16	MR
b.	english style	25-125	8-32	5-15	3-6	9-9	50-187	3.74	MR
		7-35	18-72	0-0	0-0	0-0	25-107	4.28	MR
c.	compromise style	9-45	25-100	7-21	3-6	6-6	50-178	3.56	MR
		9-45	13-52	3-9	0-0	0-0	25-106	4.24	MR
d.	family style	30-150	9-36	7-21	0-0	4-4	50-211	4.22	MR
		12-60	13-52	0-0	0-0	0-0	25-112	4.48	MR
10. Folding napkin by:									
a.	luncheon fold	9-45	5-20	27-81	2-4	7-7	50-157	3.14	R
		5-75	7-28	3-9	0-0	0-0	25-112	4.48	MR
b.	two-point fold	28-140	10-40	9-27	0-0	3-3	50-210	4.20	MR
		15-75	7-28	3-9	0-0	0-0	25-112	4.48	MR
c.	half-rose fold	30-150	9-36	6-18	1-2	4-4	50-210	4.20	MR
		14-70	8-32	3-9	0-0	0-0	25-111	4.44	MR
d.	lily fold	8-40	7-28	24-72	3-6	8-8	50-154	3.08	R
		15-75	7-28	3-9	0-0	0-0	25-112	4.48	MR
e.	slipper fold	7-35	9-36	25-75	3-6	6-6	50-158	3.16	R
		13-65	7-28	5-15	0-0	0-0	25-108	4.32	MR
11. Decorating table by:									
a.	candles	8-40	6-24	26-78	5-10	5-5	50-157	3.14	R
		10-50	15-60	0-0	0-0	0-0	25-110	4.40	MR
b.	fruits	25-125	7-28	8-24	4-8	6-6	50-191	3.82	MR
		9-45	16-64	0-0	0-0	0-0	25-109	4.36	MR
c.	flowers	28-140	7-28	8-24	4-8	3-3	50-203	4.06	MR
		16-80	9-36	0-0	0-0	0-0	25-116	4.64	VMR
d.	cards	8-40	6-24	27-81	1-2	8-8	50-155	3.10	R
		15-75	10-40	0-0	0-0	0-0	25-115	4.60	VMR

Table 20 cont'd.

12. Application of the various ways of serving food										MR
11- 55	28-112	5- 15	3- 6	3- 3	50-191	3.82	MR			
15- 75	7- 28	3- 9	0- 0	0- 0	25-112	4.48	MR			
Total										MR
607-3035	232- 928	282-846	59-118	120-120	1350-5047	3.74	MR			
352-1760	254-1016	44-132	0- 0	0- 0	650-2908	4.47	MR			
=====										
LEGEND: - Upper data belong to the proprietors' perceptions										
- Lower data belong to the school personnel's perceptions										
4.51 - 5.00	Very Much Required (VMR)					2.51 - 3.50	Required (R)			
3.51 - 4.50	Much Required (MR)					1.51 - 2.50	Slightly Required (SR)			
1.00 - 1.50	Not Required (NR)									

4.36, 4.48 and 4.48 respectively.

The two groups displayed significant disagreement in their assessment on the following items: displaying food items in the counter attractively, setting table properly with appropriate table appointment for breakfast, lunch, supper and for special occasion, decorating table by flowers and maintaining cleanliness of the counter area, display cabinet and menu board. The proprietors displayed lower ratings than the school personnel. The ratings given by the proprietors were 4.10, 4.24, 4.14, 4.04, 3.86, 4.06, and 4.40. While the school personnel's ratings were 4.76, 4.68, 4.72, 4.72, 4.72, 4.64 and 4.80 in that order. This means that the proprietors gave the descriptive ratings of much required while the school personnel said that these aspects mentioned above were very much required.

Another items where the two groups of respondents disagreed were on folding napkin by luncheon fold; lily fold; slipper fold, and decorating table by candle. The proprietors perceived that this is only required while the school personnel insisted that this must be much required. The weighted mean for the proprietors were 3.14, 3.08, 3.16 and 3.14 while that of the school personnel were 4.48, 4.48, 4.32 and 4.40 respectively.

The data imply that skills in food distribution and service are very important skills in order to attract customers and to succeed in this business.

Aspects under Table 21 show the different skills in Sanitation and Safety. The proprietors and the school personnel generally agree that this particular skill is much required for an applicant to enter a foodservice establishment. The grand weighted mean for the proprietors is 4.32 and for the school personnel is 4.44.

However, item number 5 - cleaning sink, soiled dishes, pots and pans every now and then, the two groups of respondents disagreed. The proprietors perceived this aspect as much required with a weighted mean of 4.24. The school personnel, on the other hand, rated this aspect as very much required with a weighted mean of 4.56.

The data revealed by Table 21 imply that both the proprietors and the school personnel believed that these particular skills are very much important for an applicant to be involved in a foodservice establishment.

Table 22 shows the different aspects in skills in maintenance and repair as job entrance factors to foodservice establishment. The proprietors and the school personnel both agreed that the five (5) aspects are much required as entrance factor to foodservice establishments.

Table 21

Skills in Sanitation and Safety as Job Entrance  
Factors to Foodservice Establishments

Sanitation and Safety	VMR : (5)	MR : (4)	R : (3)	SR : (2)	NR : (1)	Total :	Weighted:Mean :	Descriptive Rating
1. Sanitary handling of food	35-155 10-75	11-44 7-28	5-15 3-9	0-0 0-0	3-0 0-0	50-217 25-112	4.34 4.48	MR MR
2. Sterilizing dishes and utensils	28-140 14-70	15-60 8-32	5-15 3-9	0-0 0-0	2-0 0-0	50-217 25-111	4.34 4.44	MR MR
3. Wiping dishes after washing them and keep them in proper places	27-135 15-75	17-68 7-28	6-18 0-0	0-0 3-6	0-0 0-0	50-221 25-109	4.42 4.36	MR MR
4. Wrapping silver	25-125 7-35	15-60 18-72	5-15 0-0	4-8 0-0	1-1 0-0	50-209 25-107	4.18 4.28	MR MR
5. Cleaning sink, soiled dishes, pots and pans every now and then	30-150 15-75	10-40 9-36	5-15 1-3	2-4 0-0	3-0 0-0	50-212 25-114	4.24 4.56	MR VMR
6. Cleaning floors, windows in the kitchen and serving areas	30-150 15-75	11-44 7-28	6-18 0-0	0-0 0-0	3-0 0-0	50-215 25-112	4.30 4.48	MR MR
7. See to it that electric lights, in the section are turned off	31-155 13-665	12-48 9-36	5-15 3-9	0-0 0-0	2-0 0-0	50-220 25-110	4.40 4.40	MR MR
8. Application of sanitation and safety measure in the foodservice	31-155 15-75	11-44 7-28	5-15 3-9	0-0 0-0	3-0 0-0	50-217 25-112	4.34 4.48	MR MR
Total	233-1165 109-545	102-408 72-288	42-126 16-48	6-12 3-6	17-17 0-0	400-1728 200-887	4.32 4.44	MR MR

LEGEND: - Upper data belong to the proprietors' perceptions

- Lower data belong to the school personnel's perceptions

4.51 - 5.00 Very Much Required (VMR)

3.51 - 4.50 Much Required (MR)

1.00 - 1.50 Not Required (NR)

Required (R)

Slightly Required (SR)



Table 22

Skills in Maintenance and Repair as Job Entrance  
Factors to Foodservice Establishments

Maintenance and Repair	VMR : (5)	MR : (4)	R : (3)	SR : (2)	NR : (1)	Total	Weighted Mean	Descriptive Rating
1. Selecting the equipment	7- 35 14- 70 27-135 15- 75 9- 45 16- 80	25-100 7- 28 9- 36 7- 28 27-108 6- 24	8- 24 4- 12 7- 21 3- 9 6- 18 0- 0	6- 12 0- 0 5- 10 0- 0 5- 10 3- 6	4- 4 0- 0 2- 2 0- 0 3- 3 0- 0	50-175 25-110 50-204 25-112 50-184 25-110	3.50 4.40 4.08 4.48 3.68 4.40	R MR MR MR MR MR
2. Operating a machine								
3. Using small and large equipment								
4. Reporting immediately all repairs needed to the manager	11- 55 15- 75 30-150 15- 75	30-120 66- 24 10- 40 7- 28	7- 21 4- 12 5- 5 3- 9	0- 0 0- 0 2- 4 0- 0	2- 2 0- 0 3- 3 0- 0	50-198 25-111 50-212 25-112	3.96 4.44 4.24 4.48	MR MR MR MR
5. Caring small and large equipment								
Total	84- 420 75- 375	101- 404 33- 132	33- 99 14- 42	18- 36 3- 6	14- 14 0- 0	250- 973 125- 555	3.89 4.44	MR MR

LEGEND: - Upper data belong to the proprietors' perceptions  
 - Lower data belong to the school personnel's perceptions  
 4.51 - 5.00 Very Much Required (VMR)  
 3.51 - 4.50 Much Required (MR)  
 1.00 - 1.50 Not Required (NR)  
 Required (R)  
 Slightly Required (SR)

The grand weighted mean for the proprietors is 3.89 and that of the school personnel is 4.44

The only item where the proprietors and the school personnel disagree was on "Selecting the equipment" as the proprietors declared that this aspect is only required with a weighted mean of 3.50 while the school personnel said that this aspect is much required with a weighted mean of 4.40

This data imply that skills in maintenance and repair is very important in a foodservice establishment. Individuals who have intentions or desires to be employed in a foodservice must be equipped with these skills.

Table 23 shows the different aspects in Skills and Accounting and Clerical that is necessary for one to enter and be involved in foodservice establishments. There are nine aspects listed in this category namely: adoption and application of the records and forms used in the service; operating the cash register accurately; receiving payments and giving accurate change; accomplishing daily sales analysis; posting cash sales for the service; posting disbursement in the journal; checking purchases with the receipts; accomplishing the daily financial report; accomplishing weekly profit and loss statement based on the journal. The grand weighted mean for these aspects is

Table 23

Skills in Accounting and Clerical as Job Entrance  
Factors to Foodservice Establishments

Accounting and Clerical		VMR : (5)	MR : (4)	R : (3)	SR : (2)	NR : (1)	Total	Weighted Mean	Descriptive Rating
1.	Adoption and application of the records and forms used in the service	9- 45 15- 75 27-135	26-104 7- 28 8- 32	7- 21 0 - 0 5- 15	2- 4 3- 6 4- 8	6- 6 0- 0 6- 6	50-180 25-109 50-196	3.60 4.36 3.92	MR MR MR
2.	Operating the cash register accurately	16- 80 30-150	9- 36 9- 36	0- 0 8- 24	0- 0 0- 0	0- 0 3- 3	25-116 50-213	4.64 4.26	VMR MR
3.	Receiving payments and giving accurate change	16- 80 28-140	5- 20 9- 36	4- 12 6- 18	0- 0 2- 4	0- 0 5- 5	25-112 50-203	4.48 4.06	MR MR
4.	Accomplishing daily sales analysis	16- 80 30-150	6- 24 7- 28	0- 0 8- 24	3- 6 0- 0	0- 0 5- 5	25-110 50-207	4.40 4.14	MR MR
5.	Posting cash sales for the service	13- 665 10- 50	5- 20 7- 28	3- 9 28- 84	4- 8 1- 2	0- 0 4- 4	25-102 50-168	4.08 3.36	MR R
6.	Posting disbursement in the journal	12- 60 9- 45	8- 32 25-100	3- 9 8- 24	2- 4 1- 2	0- 0 7- 7	25-105 50-178	4.20 3.56	MR MR
7.	Checking purchases with the receipts	13- 65 9- 45	7- 28 6- 24	3- 9 25- 75	2- 4 2- 4	0- 0 8- 8	25-106 50-156	4.24 3.12	MR R
8.	Accomplishing the daily financial report	15- 75	6- 24	4- 12	0- 0	0- 0	25-111	4.44	MR
9.	Accomplishing weekly profit and loss statement based on the journal	7- 35 15- 75	8- 32 6- 24	25- 75 4- 12	3- 6 0- 0	7- 7 0- 0	50-155 25-111	3.10 4.44	R MR
Total		159- 795 131- 655	105- 420 59- 236	120-360 21- 63	15- 30 14- 28	51- 51 0- 0	450-1656 225- 982	3.68 4.36	MR MR

LEGEND: - Upper data belong to the proprietors' perceptions

- Lower data belong to the school personnel's perceptions

4.51 - 5.00 Very Much Required (VMR)

3.51 - 4.50 Much Required (MR)

1.00 - 1.50 Not Required (NR)

Required (R)

Slightly Required (SR)

3.68 for the proprietors and 4.36 for school personnel which means that these particular skills are much required in foodservice establishments.

The two groups of respondents were of the same accord that items number 1, 3, 4, 5 and 6 were much required in foodservice establishments. The proprietors' weighted mean were 3.60, 4.26, 4.40, 4.14, and 3.56 while the school personnel's weighted mean were 4.36, 4.38, 4.40, 4.08 and 4.24, respectively. This imply that such skills are given more emphasis for effective management in a foodservice establishment.

However, the groups of respondents differ in their perceptions on the aspects of "operating the cash register accurately" as the proprietors rated this particular aspect with a weighted mean of 3.92 as much required while the school personnel say that this aspect is very much required with a weighted mean of 4.64. The school personnel probably have the belief that knowing the methods and techniques of operating the cash register will greatly help maintain the success in a foodservice establishment.

The proprietors and school personnel also disagree on items number 6 - posting disbursement in the journal; 8 - accomplishing weekly profit and loss statement based on the journal. The proprietors claimed that these are

required skills only with a weighted mean of 3.36, 3.12 and 3.10 while the school personnel insist that it is much required with a weighted mean of 4.20, 4.44, and 4.44, respectively.

The data shown in Table 23 imply that a girl must be equipped with skills in accounting and clerical if she wants to enter in the foodservice establishments.

The summary in Table 24 shows the results of the t-test.

When all the weighted means of both groups were tested with the use of t-test of independent samples, the findings show that the computed t-value was higher than the tabulated t-value. The summary in Table 24 shows the results of the t-test.

The postulated null hypothesis is: There is no significant difference between the perceptions of the proprietors and those of the school personnel on the extent to which the skills in the job are required for job entrance to food service establishments.

This hypothesis is Rejected. Findings point out that there is a difference in the perceptions of both groups concerning skills as a job entrance factor.

Table 24

Summary of Perceptions of the Skills as  
Job Entrance Factor to Foodservice  
Establishments

=====				
	: Perceptions		:Computed:	Tabular
Job entrance Factors:	Proprie-	School	t	t
	tors	:Personnel:	value	value
-----				
Administration	4.01	4.27		
Purchasing	3.87	4.28		
Receiving and Storage	3.88	3.98		
Menu Planning	4.33	4.52		
Food Preparation and Cooking	4.00	4.22		
Food Distribution and Service	3.88	4.47		
Sanitation and Safety	4.32	4.44		
Maintenance & Repair	3.89	5.33		
Accounting & Clerical	3.68	4.36		
-----				
T - value			6.5728	1.7460
=====				
Degrees of Freedom = 18; Level of Significance = 0.05				

Table 25 illustrates that the different attitudes as job entrance factors to foodservice establishments. There were 25 aspects listed in this factor. The proprietors and the school personnel were in total agreement that all these aspects were very much required for one to be employed in a foodservice. The grand weighted mean for the proprietors is 4.53 and 4.58 for the school personnel.

Of the 25 aspects, the two groups of respondents agreed that items number 1, 3, 4, 5, 6, 8, 12, 16, 21, 22, 24, and 25 were rated by the proprietors with a weighted mean of 4.54, 4.64, 4.58, 4.58, 4.62, 4.66, 4.56, 4.54, 4.60, 4.58, 4.52 and 4.56 while the school personnel gave the ratings of 4.64, 4.60, 4.64, 4.68, 4.60, 4.52, 4.72, 4.68, 4.72, 4.76, 4.64 and 4.72, respectively, which means that these aspects are very much required.

The proprietors and the school personnel agreed also on items number 9 - courteous, tactful and polite,; 10 - simplicity; 11 - frankness and 14 - hardworking. The weighted mean for the proprietors were 4.20, 4.42, 4.44 and 4.48 while the school personnel gave the ratings of 4.48, 4.44, 4.48 and 4.44 respectively, which means that these aspects are much required.

However, the groups of respondents differ in their

Table 25

## Attitudes as Job Entrance Factors to Foodservice Establishments

Entrance Factors	VMR : (5)	MR : (4)	R : (3)	SR : (2)	NR : (1)	Total	Mean	Weighted: Mean	Descriptive Rating
1. Good leader in the foodservice	39-195	2- 8	7- 21	1- 2	1- 1	50-227	4.54	4.54	VMR
2. Adaptable, responsible cooperative	20-100	3- 12	0- 0	2- 4	0- 0	25-116	4.64	4.64	VMR
3. Punctual and efficient in the service	35-175	8- 32	4- 12	0- 0	3- 3	50-222	4.44	4.44	MR
4. Kindness and alertness	20-100	3- 12	0- 0	2- 4	0- 0	25-116	4.64	4.64	VMR
5. Willingness to respect line of authority	39-195	5- 20	4- 12	0- 0	2- 2	50-229	4.58	4.58	VMR
6. Willingness to delegate authority	19- 95	4- 16	0- 0	2- 4	0- 0	25-115	4.60	4.60	VMR
7. Firmness and good judgment	39-195	5- 20	4- 12	0- 0	2- 2	50-229	4.58	4.58	VMR
8. Emotionally stable and reputable character	18- 90	5- 20	2- 6	0- 0	0- 0	25-116	4.64	4.64	VMR
9. Courteous, tactful and polite	40-200	4- 16	4- 12	1- 2	1- 1	50-231	4.62	4.62	VMR
10. Simplicity	19- 95	4- 16	2- 6	0- 0	0- 0	25-117	4.68	4.68	VMR
11. Frankness	40-200	5- 20	4- 12	0- 0	0- 0	50-233	4.66	4.66	VMR
12. Enthusiasm and cheerfulness	17- 85	6- 24	2- 6	0- 0	0- 0	25-115	4.60	4.60	VMR
13. Patience, calmness and consistency	39-195	7- 28	3- 9	0- 0	1- 1	50-233	4.66	4.66	VMR
14. Hard-working	15- 75	7- 28	0- 0	3- 6	0- 0	25-109	4.36	4.36	MR
	35-175	10- 40	4- 12	0- 0	1- 1	50-228	4.56	4.56	VMR
	16- 80	6- 24	3- 9	0- 0	0- 0	25-113	4.52	4.52	VMR
	30-150	10- 40	5- 15	0- 0	5- 5	50-210	4.20	4.20	MR
	16- 80	7- 28	0- 0	2- 4	0- 0	25-112	4.48	4.48	MR
	35-175	7- 28	5- 15	0- 0	3- 3	50-221	4.42	4.42	MR
	17- 85	5- 20	0- 0	3- 6	0- 0	25-111	4.44	4.44	MR
	35-175	8- 32	4- 12	0- 0	3- 3	50-222	4.44	4.44	MR
	16- 80	7- 28	0- 0	2- 4	0- 0	25-112	4.48	4.48	MR
	38-190	5- 20	5- 15	0- 0	2- 2	50-227	4.54	4.54	VMR
	18- 90	7- 28	0- 0	0- 0	0- 0	25-118	4.72	4.72	VMR
	33-165	10- 40	5- 15	1- 2	1- 1	50-223	4.46	4.46	MR
	19- 95	6- 24	0- 0	0- 0	0- 0	25-119	4.76	4.76	VMR
	35-175	7- 28	6- 18	1- 2	1- 1	50-224	4.48	4.48	MR
	17- 85	5- 20	0- 0	3- 6	0- 0	25-111	4.44	4.44	MR



Table 25 cont'd.

15. Honesty in the service	35-175 18- 90	8- 32 7- 28	4- 12 0- 0	1- 2 0- 0	2- 2 0- 0	50-223 25-118	4.46 4.72	MR VMR
16. Accurateness	38-190 17- 85	6- 24 8- 32	5- 15 0- 0	0- 0 0- 0	1- 1 0- 0	50-230 25-117	4.60 4.68	VMR VMR
17. Cleanliness and orderliness	36-180 16- 80	6- 24 6- 24	6- 18 3- 9	1- 2 0- 0	1- 1 0- 0	50-225 25-113	4.50 4.52	MR VMR
18. Alertness	38-190 15- 75	6- 24 6- 24	5- 15 4- 12	0- 0 0- 0	1- 1 0- 0	50-230 25-111	4.60 4.44	VMR MR
19. Thriftiness	36-180 17- 85	7- 28 5- 20	5- 15 3- 9	0- 0 0- 0	2- 2 0- 0	50-225 25-114	4.50 4.56	MR VMR
20. Acceptance of new suggestion regarding the work	40-200 15- 75	7- 28 7- 28	3- 9 3- 9	0- 0 0- 0	0- 0 0- 0	50-237 25-112	4.74 4.48	VMR MR
21. Safety conscious	35-175 18- 90	10- 40 7- 28	4- 12 0- 0	1- 2 0- 0	0- 0 0- 0	50-229 25-118	4.58 4.72	VMR VMR
22. Initiative, creativity and resourcefulness	35-175 19- 95	8- 32 6- 24	5- 15 0- 0	2- 4 0- 0	0- 0 0- 0	50-226 25-119	4.52 4.76	VMR VMR
23. Self-reliance	35-175 15- 75	8- 32 7- 28	6- 18 3- 9	1- 2 0- 0	0- 0 0- 0	50-227 25-112	4.54 4.48	VMR MR
24. Systematic in working	35-175 18- 90	9- 36 6- 24	5- 15 0- 0	1- 2 1- 2	0- 0 0- 0	50-228 25-116	4.56 4.64	VMR VMR
25. Love of God	36-180 18- 90	8- 32 7- 28	4- 12 0- 0	2- 4 0- 0	0- 0 0- 0	50-228 25-118	4.56 4.72	VMR VMR

## Total

911-4555 176- 704 116-348 13- 26 34- 34 1250-5667 4.53 VMR  
 433-2165 147- 588 25- 75 20- 40 0- 0 625-2868 4.58 VMR

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LEGEND: - Upper data belong to the proprietors' perceptions

- Lower data belong to the school personnel's perceptions

4.51 - 5.00 Very Much Required (VMR)

3.51 - 4.50 Much Required (MR)

1.00 - 1.50 Not Required (NR)

Required (R)

Slightly Required (SR)

perceptions on the aspects of "firmness and good judgment"; "alertness"; "acceptance of new suggestion regarding the work"; and "self-reliance". The proprietors rated higher than the school personnel. The proprietors claimed that these attitudes were very much required with weighted means of 4.66, 4.60, 4.74 and 4.54 while the school personnel said that these are much required with a weighted mean of 4.36, 4.44, and 4.48 respectively.

The proprietors and the school personnel also disagreed on items number 2 - adaptable, responsible, cooperative; 13 - patience, calmness and consistency; 15 - honesty in the service; 17 - cleanliness and orderliness; and 19 - thriftiness. The weighted means for the proprietors were 4.44, 4.46 and 4.50 which means that these attitudes were much required in foodservice establishments. The school personnel gave the ratings of 4.64, 4.76, 4.72, 4.52 and 4.56 respectively which means that these are very much required when one would apply or enter any foodservice establishment.

The data above revealed that an applicant should possess the above-mentioned attitudes if one wishes to be employed and succeed in her work in the foodservice establishments.

Table 26 below gives the results of the t-test which comprise the following:

Table 26

Summary of the Perceptions of the Attitudes  
as Job Entrance Factors to Foodservice  
Establishments

=====				
	: Perceptions		:Computed:	Tabular
Job Entrance Factors:	Proprie-	School	t	t
	tors	Personnel:	value	value
-----				
Good leader	4.54	4.64		
Adaptable	4.44	4.64		
Punctual	4.58	4.60		
Kindness	4.58	4.64		
Willingness to respect lines of authority	4.62	4.68		
Willingness to delegate authority	4.66	4.60		
Firmness	4.66	4.36		
Emotionally stable	4.56	4.52		
Courteous	4.20	4.48		
Simplicity	4.42	4.44		
Frankness	4.44	4.48		
Enthusiasm	4.54	4.72		
Patience	4.46	4.76		
Hard-working	4.48	4.44		
Honesty	4.46	4.72		
Accurateness	4.60	4.68		
Cleanliness and orderliness	4.50	4.52		
Alertness	4.60	4.44		
Thriftiness	4.50	4.56		

Table 26 cont'd.

Acceptance of new suggestion regard- ing the work	4.74	4.48
Safety conscious	4.58	4.72
Initiative	4.52	4.76
Self-reliance	4.54	4.48
Systematic in working	4.56	4.64
Love of God	4.56	4.72

T - value	1.7623	1.6450
Degrees of Freedom = 48; Level of Significance = 0.05		

Based on the findings that the computed t-value is less than the tabular t-value, the null hypothesis is thus Rejected. This means that the two groups significantly differ in their perceptions on attitude as a factor in job entrance.

Table 27 shows the employability of the food technology graduates in the foodservice establishments as revealed by the proprietors. Forty eight or 96.00 percent of the 50 proprietors declared that degree holder graduates can easily be employed as cashiers. Forty six or 92.00 percent of the proprietors stated that graduates could also be employed as marketer. Forty five or 90.00 percent of the proprietors also reiterated that food technology graduates can also be employed as managers,

Table 27

Employability of Foods Technology Graduates  
in Foodservice Establishments

Employability/Jobs	Field of Specialization											
	H. S. G.			Tech. Grad.			BSIT holder			BSIE holder		
	f	%	f	(Foods)	%	f	(Foods)	%	f	(Foods)	%	TOTAL
1. Proprietors/ Manager	-	-	-	-	-	20	15.15	25	15.62	45	90.00	
2. Nutritionist	-	-	-	-	-	20	15.15	25	15.62	45	90.00	
3. Receptionist	1	1.11	5	8.77	18	13.63	20	12.5	44	88.00		
4. Cashier	-	-	5	8.77	20	15.15	23	14.38	48	96.00		
5. Waitress	12	13.33	10	17.54	10	7.58	10	6.25	42	84.00		
6. Cook	-	-	2	3.51	17	12.88	25	15.62	44	88.00		
7. Marketer	12	13.33	14	24.56	10	7.58	10	6.25	46	92.00		
8. Dishwasher	35	38.88	3	5.26	1	0.76	1	0.63	40	80.00		
9. Baker	2	2.22	8	14.04	15	11.36	20	12.50	45	90.00		
10. Housekeeper	28	31.11	10	17.54	1	0.76	1	0.63	40	80.00		

nutritionist and bakers while only 40 or 80.00 percent declared that graduates should be given jobs as dishwashers and housekeepers.

The data above imply that food technology graduates have sufficient trainings and are very qualified to work in foodservice establishments.

#### Implications Drawn from the Findings:

After analyzing the different results of the data, implications were deduced from them. Significantly, the data imply several things. First and foremost the existing difference in the perceptions of the two groups show a gap between the real world of work and the school. It can be noted that almost in all aspects, categories and items under evaluation, the school personnel rated them higher than the owners of the establishments. This simply implies that our school require a more thorough and more rigid training on the part of the students than the food establishments. Therefore with the kind of training the students have they can meet the skills that the proprietors expect them to possess. Second, on the part of food establishments, findings reveal that many of them need further training to keep them updated with the recent trends in management.

Third, the data yield the results implying that no major revision in the curriculum is called for. With the school personnel rating the items higher than the proprietors, there is that implicit understanding that we are not behind in our skills training. Lastly, since these job entrance factors are supposed to be acquired by our Four-year Foods Technology graduates, the implication is that our graduates are adequately trained for the job. The only drawback is that these graduates will receive salaries equivalent to that of a high school graduate since establishments hesitate to hire professionals. Hiring professionals would mean higher salaries and higher salaries means a decrease in profit.

## Chapter 5

### SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS

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

#### Summary

This study was conducted to find out what educational qualification, knowledge, skills and attitudes are considered for job entrance requirements to foodservice establishments in Samar. It had for its purpose to find out whether shop instruction in Foods technology in the Samar State Polytechnic College is relevant to the demands of the foodservice establishments existing in the Province of Samar. The implications derived of the research were meant to guide curricular planners in the improvement/revision of Foods Technology curriculum.

Specifically, this study sought answers to the following questions:

1. How do the proprietors and school personnel perceive as a requirement for job entrance in the food-service establishments:



1.1 educational qualification

1.2 knowledge of the job

1.3 skills in the job

1.4 attitude towards work

2. Is there a significant difference between the perception of the proprietors and those of the school personnel on the extent to which the foregoing factors are required for job entrance to foodservice establishments?

3. How are the foods technology graduates employed in the Foodservice establishments?

4. What are the implications of the study to shop instruction in Foods technology?

A hypothesis was formulated in the attempt to answer the above questions, to wit:

There is no significant difference between the perception of the proprietors and those of the school personnel on the extent to which the following factors are required for job entrance to foodservice establishments.

1. educational qualification.

2. knowledge of the job.

3. skills in the job.

4. attitude towards work.

This is a descriptive study. The data were gathered through the use of the questionnaire as the

principal instrument. Documentary analysis was resorted to through the use of the course outline and course syllabi to give more viable facts to the study. Furthermore, dissertations, thesis books, magazines, newspapers and other publications both local and foreign were read to give more meaning and substance to this particular study.

The subjects of this study were composed of 50 proprietors of foodservice establishments in Samar and 20 school personnel from Samar State Polytechnic College, Tiburcio Tancinco Memorial Institute of Science and Technology and Wright Vocational School. This study covered school year 1990-1991.

This study covered the job entrance factors required to foodservice establishments namely: educational qualification; knowledge of the job; skills in the job; and attitude towards work.

In order to facilitate the fielding and retrieval of the questionnaire from the proprietors and school personnel, permission was sought from and duly granted by the Dean of Graduate School in Samar State Polytechnic College, and the Presidents and Supervisors from the three institutions of higher learning.

The statistical tools employed in this study were

weighted mean and the t-test for independent samples.

### Findings

The respondents were made to give their perceptions on the different factors required for job entrance to foodservice establishments. The findings are herewith presented:

1. educational qualification.

1.1 High school graduate was perceived by the proprietors as much required with a weighted mean of 4.38. The school personnel viewed it as required with a mean of 3.32.

1.2 Two-year technical graduate obtained a perception of much required or a mean of 3.58 from the proprietors and the school personnel appraised it the same with a mean of 3.76.

1.3 College graduate/Four-year degree holder, the proprietors perceived it as slightly required with a weighted mean of 3.58. The perception as shown by the school personnel was much required having obtained a mean of 4.04.

## 2. Knowledge of the job.

2.1 Administration was appraised by the proprietors as much required with a weighted mean of 4.12. The school personnel evaluated it as the same with a mean of 4.24.

2.2 Purchasing was perceived by the proprietors as much required with a weighted mean of 4.00. The school personnel viewed it as the same with a mean of 4.27.

2.3 Receiving and storage was perceived by the proprietors as much required with a weighted mean of 4.01 while the school personnel viewed it as the same with a weighted mean of 4.10.

2.4 Menu planning was perceived by the proprietors as much required with a weighted mean of 4.28 and the school personnel appraised as the same with a mean of 4.45.

2.5 Food preparation and cooking was appraised by the proprietors as much required with a weighted mean of 3.92. The school personnel viewed it as the same with a mean of 4.48.

2.6 Food preparation and service was perceived

by the proprietors as much required with a weighted mean of 3.92. The same perception was shown by the school personnel having obtained a mean of 4.11

2.7 Sanitation and safety was perceived by the proprietors as much required with a weighted mean of 4.16. The same perception was shown by the school personnel with a mean of 4.41.

2.8 Maintenance and repair was appraised by the proprietors as much required with weighted mean of 4.03. The school personnel viewed it as the same with a mean of 4.26.

2.9 Accounting and clerical was perceived by the proprietors as much required with a weighted mean of 3.91. The same perception was shown by the school personnel with a mean of 4.37.

### 3. Skills in the job.

3.1 Administration obtained a perception of much required with a weighted mean of 4.00. The school personnel viewed it as the same with a mean of 4.26.

3.2 Purchasing was perceived by the proprietors as much required with a weighted mean of 3.96. The school personnel appraised it as

the same with a mean of 4.28.

- 3.3 Receiving and storage was appraised by the proprietors as much required with a weighted mean of 3.88. The same perception was shown by the school personnel with a mean of 3.98.
- 3.4 Menu planning was perceived by the proprietors as much required with a weighted mean of 4.32. The school personnel viewed it as very much required with a mean of 4.52.
- 3.5 Food preparation and cooking obtained a perception of much required with a weighted mean of 4.00 by the proprietors. The school personnel viewed it as the same with a mean of 4.22.
- 3.6 Food distribution and service was appraised by the proprietors as much required with a weighted mean of 3.74. The same perception was shown by the school personnel with a mean of 4.47.
- 3.7 Sanitation and safety was perceived by the proprietors as much required with a weighted mean of 4.32. The same perception was shown by the school personnel with a mean of

4.44.

3.8 Maintenance and repair was perceived by the proprietors as much required with a weighted mean of 3.89. The personnel viewed it as the same with a mean of 4.44.

3.9 Accounting and clerical obtained a perception of much required with a weighted mean of 3.68 by the proprietors. The same perception was shown by the school personnel with a mean of 4.36.

#### 4. Attitude towards work.

A list of 25 desirable traits and attitudes were evaluated. The proprietors perceived attitude towards work as very much required with a weighted mean of 4.53. The same perception was shown by the school personnel having obtained a mean of 4.58.

The summarized perception of the proprietors and the school personnel of the educational qualification as job entrance factors to foodservice establishments shows an absolute computed t-value of 0.4058 which is less than the tabular t-value of 2.1320 at .05 level of significance and 4 degrees of freedom. Hence, the

null hypothesis that "there is no significant difference between the perception of the proprietors and those of the school personnel on the extent to which the job entrance factors are required to foodservice establishments" is accepted. This means that the proprietors and the school personnel are in agreement as to the needed educational qualifications that an applicant should possess upon applying for a job.

For the knowledge of the work, the absolute computed t-value which is 4.1808 is greater than the tabular t-value of 1.7460 at .05 level of significance at 16 degrees of freedom, hence, the null hypothesis mentioned above is rejected. This means that there is a significant difference in the perception of both proprietors and school personnel when it comes to knowledge as a factor in job entrance.

For the skills in the job, the absolute computed t-value is 6.5728 which is more than the tabular t-value of 1.7460 at .05 level of significance and 18 degrees of freedom. The null hypothesis, as stated, is therefore rejected. This means that the perceptions of the



proprietors and the school personnel in the skills as job entrance factor to foodservice establishments significantly differ.

For the attitude towards work, the absolute computed  $t$  - value is 1.7623, which is greater than the tabular  $t$ -value of 1.6450 at .05 level of significance and 48 degrees of freedom. Therefore, the null hypothesis that "there is no significant difference between the perception of the proprietors and those of the school personnel on the extent to which the job entrance factors to foodservice establishments is rejected. This means that the perception of the proprietors and the school personnel on the attitude as job entrance factors to foodservice establishments significantly differ.

Based on the evaluation, food technology graduates have sufficient trainings and are very much qualified to work in foodservice establishments.

The following are the implications derived from the findings:

- a. The graduates were adequately trained for the job.

- b. Almost all items were rated by the school personnel higher than the proprietors. This implies that our school has higher requirements than the proprietors. Thus, our training can cope up with the demands of the industry.
- c. There is a need to those who are in the foodservice establishment in Samar to attend seminars to update or improve their knowledge in management.

### Conclusions

In the light of the findings presented, the following conclusions are drawn:

1. There is no significant difference in the perceptions of the proprietors of foodservice establishments and the school personnel as to the extent to which educational qualification is required.
2. There are significant differences in the perceptions of the proprietors of foodservice establishments and the school personnel on the extent to which the following factors are required for job entrance. to foodservice establishments:
  - 2.1 knowledge of the job.

2.2 skills in the job.

2.3 attitude towards work.

3. The trade skills acquired by the graduating students in the Samar State Polytechnic College are sufficient to meet the demands in the foodservice establishments.

### Recommendations

Based on the conclusions, the following recommendations are made:

1. Improvement in the curricula should be done to those items which were rated higher by the proprietors than by the school personnel.

2. Non-formal classes on food service and hotel and restaurant management be offered by the extension services.

3. There should be a stronger tie-up between food-service establishments and the school for better and more effective placement of the graduates.

4. Seminars or short-term training programs be conducted where foodservice establishment can send their employees for re-training.

5. The following researches can also be conducted to reinforce the present study as:

5.1 A follow-up/survey should be conducted to ascertain the employability of the Foods technology graduate.

5.2 A separate study should be done to owners of hotels and restaurants to find out in details their demands from graduates of foods technology applicants.

5.3 This study is only true to the Province of Samar. Results might be different in other places. It is therefore recommended that a similar study should be conducted in cities like Manila, Davao and Cebu where conditions might be different.

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

## APPENDIX A

Computation of T-value Between the Perceptions of the  
Proprietors and the School Personnel of the  
Educational Qualification as Job Entrance  
Factors Required by Foodservice  
Establishments

Indicators	Proprietors ( $X_1$ )	School Personnel ( $X_2$ )
High School Graduate	4.38	3.32
Two-Year Technical Graduate	3.58	3.76
Four-Year Degree Holder	1.82	4.04

$X_1$	$X_1^2$	$X_2$	$X_2^2$
4.38	19.1844	3.32	11.0224
3.58	12.8164	3.76	14.1376
1.82	3.314	4.04	16.3216
<hr/>			
$EX_1 = 9.78$	$EX_1^2 = 35.3132$	$EX_2 = 11.12$	$EX_2^2 = 41.4816$
$\bar{X}_1 = 3.26$		$\bar{X}_2 = 3.71$	
$S_1^2 = 3.4272$		$S_2^2 = 0.2619$	

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{(N_1 + N_2 - 2)} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$= \frac{3.26 - 3.71}{\sqrt{\frac{(3-1)(3.4272) + (3-1)(0.2619)}{(3+3-2)} \left( \frac{1}{3} + \frac{1}{3} \right)}}$$

$$= \frac{-0.45}{\sqrt{\frac{(6.86 + 0.52)}{4} \left(\frac{2}{3}\right)}}$$

$$= \frac{-0.45}{\sqrt{(1.8450)(0.67)}}$$

$$= \frac{-0.45}{\sqrt{1.23}} = \frac{-0.45}{1.1091}$$

$$t = -0.4050$$

$$df = N_1 + N_2 - 2$$

$$= 3 + 3 - 2$$

$$= 6 - 2$$

$$= 4$$

Interpretation:

Since the computed t-value of 0.4058 is less than the tabular value of 2.1340 at .05 level of significance and 4 degrees of freedom, the hypothesis is accepted.

## APPENDIX B

Computation of T-value Between the Perceptions of the  
Proprietors and the School Personnel of the  
Knowledge as Job Entrance Factors  
Required by Foodservice  
Establishments

Indicators	Proprietors (X <sub>1</sub> )	School Personnel (X <sub>2</sub> )	
1. Administration	4.12	4.24	
2. Purchasing	4.00	4.27	
3. Receiving and Storage	4.02	4.11	
4. Menu PLanning	4.28	4.46	
5. Food Preparation and Cooking	3.92	4.48	
6. Food Distribution and Service	3.92	4.11	
7. Sanitation and Safety	4.16	4.41	
8. Maintenance and Repair	4.04	4.26	
9. Accounting and Clerical	3.91	4.38	
X <sub>1</sub>	X <sub>1</sub> <sup>2</sup>	X <sub>2</sub>	X <sub>2</sub> <sup>2</sup>
4.12	16.9744	4.24	17.9776
4.00	16.0000	4.27	18.2329
4.02	16.1604	4.11	16.8921
4.28	18.3184	4.46	19.8916
3.92	15.3664	4.48	20.0704
3.92	15.3664	4.11	16.8921
4.16	17.3056	4.41	19.4481
4.04	16.3216	4.26	18.1476
3.91	15.2881	4.38	19.1844
-----			
EX <sub>1</sub> = 36.37	EX <sub>1</sub> <sup>2</sup> = 147.1013	EX <sub>2</sub> = 38.72	EX <sub>2</sub> <sup>2</sup> = 166.7368
$\bar{X}_1$ = 4.0411	$\bar{X}_2$ = 4.3022		
S <sub>1</sub> <sup>2</sup> = 0.0158	S <sub>2</sub> <sup>2</sup> = 0.0193		
t =	$\frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{(N_1 + N_2 - 2)} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}}$		

$$= \frac{4.0411 - 4.3022}{\sqrt{\frac{(9-1)(0.0158) + (9-1)(0.0193)}{(9+9-2)} \left( \frac{1}{9} + \frac{1}{9} \right)}}$$

$$= \frac{-0.2611}{\sqrt{\frac{(0.1261 + 0.1548)}{16} \left( \frac{2}{9} \right)}}$$

$$= \frac{-0.2611}{\sqrt{(0.0176)(0.2222)}}$$

$$= \frac{-0.2611}{\sqrt{0.0039}} = \frac{-0.2611}{0.0625}$$

$$t = -4.1808$$

$$df = N_1 + N_2 - 2$$

$$= 9 + 9 - 2$$

$$= 18 - 2$$

$$= 16$$

Interpretation:

Since the computed t-value of 4.1808 is greater than the tabular value of 1.7460 at .05 level of significance and 16 degrees of freedom, the hypothesis is rejected.



## APPENDIX C

Computation of T-value Between the Perceptions of the  
Proprietors and the School Personnel of the Skills  
as Job Entrance Factors Required by  
Foodservice Establishments

Indicators	Proprietors (X <sub>1</sub> )	School Personnel (X <sub>2</sub> )
1. Administration	4.01	4.27
2. Purchasing	3.87	4.28
3. Receiving and Storage	3.88	3.98
4. Menu Planning	4.33	4.52
5. Food Preparation and Cooking	4.00	4.22
6. Food Distribution and Service	3.88	4.47
7. Sanitation and Safety	4.32	4.44
8. Maintenance and Repair	3.89	5.33
9. Accounting and Clerical	3.68	4.36

X <sub>1</sub>	X <sub>1</sub> <sup>2</sup>	X <sub>2</sub>	X <sub>2</sub> <sup>2</sup>
4.01	16.0801	4.27	18.2329
3.87	14.9769	4.28	18.3184
3.88	15.0544	3.98	15.8404
4.33	18.7489	4.52	20.4304
4.00	16.0000	4.22	17.8084
3.88	15.0544	4.47	19.9809
4.32	18.6624	4.44	19.7136
3.89	15.1321	5.33	28.4089
3.68	13.5424	4.36	19.0096

$$EX_1 = 35.86 \quad EX_1^2 = 143.2516 \quad EX_2 = 39.87 \quad EX_2^2 = 177.7435$$

$$\bar{X}_1 = 3.9844 \quad \bar{X}_2 = 4.43$$

$$S_1^2 = 0.0462 \quad S_2^2 = 0.1399$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{(N_1 + N_2 - 2)} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$= \frac{3.9844 - 4.43}{\sqrt{\frac{(9-1)(0.0462) + (9-1)(0.1399)}{(9+9-2)} \left( \frac{1}{9} + \frac{1}{9} \right)}}$$

$$= \frac{-0.4456}{\sqrt{\frac{(0.3694 + 1.1194)}{16} \left( \frac{2}{9} \right)}}$$

$$= \frac{-0.4456}{\sqrt{(0.0207)(0.2222)}}$$

$$= \frac{-0.4456}{\sqrt{0.0046}} = \frac{-0.4456}{0.0678}$$

$$t = -6.5728$$

$$df = N_1 + N_2 - 2$$

$$= 9 + 9 - 2$$

$$= 18 - 2$$

$$= 16$$

Interpretation:

Since the computed t-value of 6.5728 is greater than the tabular value of 1.7460 at .05 level of significance and 16 degrees of freedom, the hypothesis is rejected.

## APPENDIX D

Computation of T-value Between the Perceptions of the  
 Proprietors and the School Personnel of the  
 Attitudes as Job Entrance Factors  
 Required by Foodservice  
 Establishments

Indicators	Proprietors (X <sub>1</sub> )	School Personnel (X <sub>2</sub> )
1. Good Leader in the foodservice	4.54	4.64
2. Adaptable, responsible and cooperative	4.44	4.64
3. Punctual and efficient in the service	4.58	4.60
4. Kindness and Friendliness	4.58	4.64
5. Willingness to respect lines of authority	4.62	4.68
6. Willingness to delegate authority	4.66	4.60
7. Firmness and good judgment	4.66	4.36
8. Emotionally stable and reputable character	4.56	4.52
9. Courteous, tactful and polite	4.20	4.48
10. Simplicity	4.42	4.44
11. Frankness	4.44	4.48
12. Enthusiasm	4.54	4.72
13. Patience, calmness and consistency	4.46	4.76
14. Hardworking	4.48	4.44
15. Honesty in the service	4.46	4.72
16. Accurateness	4.60	4.68
17. Cleanliness and Orderliness	4.50	4.52
18. Alertness	4.60	4.44
19. Thriftiness	4.50	4.56
20. Acceptance of new suggestions regarding the work	4.74	4.48
21. Safety consciousness	4.58	4.72
22. Initiative, creativity and resourcefulness	4.52	4.76
23. Self-reliance	4.54	4.48
24. Systematic in working	4.56	4.64
25. Love of God	4.56	4.72

$X_1$	$X_1^2$	$X_2$	$X_2^2$
4.54	20.6116	4.64	21.5296
4.44	19.7136	4.64	21.5296
4.58	20.9764	4.60	21.1600
4.58	20.9764	4.64	21.5296
4.62	21.3444	4.68	21.9024
4.66	21.7156	4.60	21.1600
4.66	21.7156	4.36	19.0096
4.56	20.7936	4.52	20.4304
4.20	17.6400	4.48	20.0704
4.42	19.5364	4.44	19.7136
4.44	19.7136	4.48	20.0704
4.54	20.6116	4.72	22.2784
4.46	19.8916	4.76	22.6576
4.48	20.0704	4.44	19.7136
4.46	19.8916	4.72	22.2784
4.60	21.1600	4.68	21.9024
4.50	20.2500	4.52	20.4304
4.74	22.4676	4.48	20.0704
4.58	20.9764	4.72	22.2784
4.52	20.4304	4.76	22.6576
4.54	20.6116	4.48	20.0704
4.56	20.7936	4.64	21.5296
4.56	20.7936	4.72	22.2784

$$EX_1 = 113.34 \quad EX_1^2 = 514.0956 \quad EX_2 = 114.72 \quad EX_2^2 = 526.7584$$

$$\bar{X}_1 = 4.5336 \quad \bar{X}_2 = 4.5888$$

$$s_1^2 = 0.0107 \quad s_2^2 = 0.0138$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1)s_1^2 + (N_2 - 1)s_2^2}{(N_1 + N_2 - 2)} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$= \frac{4.5336 - 4.5888}{\sqrt{\frac{(25-1)(0.0107) + (25-1)(0.0138)}{(25 + 25 - 2)} \left( \frac{1}{25} + \frac{1}{25} \right)}}$$

$$= \frac{-0.0552}{\sqrt{\frac{(0.2574 + 0.3313)}{48} \left(\frac{2}{25}\right)}}$$

$$= \frac{-0.0552}{\sqrt{(0.0123)(0.0800)}}$$

$$= \frac{-0.0552}{\sqrt{0.0010}} = \frac{-0.0552}{0.0313}$$

$$t = -1.7623$$

$$df = N_1 + N_2 - 2$$

$$= 9 + 9 - 2$$

$$= 18 - 2$$

$$= 16$$

Interpretation:

Since the computed t-value of 1.7623 is greater than the tabular value of 1.6450 at .05 level of significance and 48 degrees of freedom, the hypothesis is rejected.

## APPENDIX E

List of Foodservice Establishments  
in Samar by Categories

=====		
Name of Establishment	:	Address
-----		
A. HOTEL AND RESTAURANT		
1. Hotel Saint Bartholomew		Catbalogan, Samar
2. Fortune Hotel and Restaurant		Catbalogan, Samar
3. Tony's Kitchen & Hotel		Catbalogan, Samar
4. Jady's Food Complex		Catbalogan, Samar
5. Alice Chicken and Hamburger House		Catbalogan, Samar
6. Join-Us Restaurant		Catbalogan, Samar
7. Mangrove Restaurant		Calbayog City
8. San Juaquin Restaurant		Calbayog City
B. CARENDERIA/TURO-TURO		
1. TIME INN Eatery		Catbalogan, Samar
2. Susana's Carenderia		Catbalogan, Samar
3. Hya's Eatery		Catbalogan, Samar
4. Oning's Eatery		Catbalogan, Samar
5. Cuberoot Carenderia		Catbalogan, Samar
6. Summer's Carenderia		Catbalogan, Samar
7. Gloria's Carenderia		Catbalogan, Samar
8. Felicidad's Carendria		Catbalogan, Samar
9. Alice Carenderia		Catbalogan, Samar
10. Ceming's Carenderia		Catbalogan, Samar
11. Mesing's Carenderia		Catbalogan, Samar
12. Felisa's Carenderia		Catbalogan, Samar
13. Goring's Eatery		Catbalogan, Samar
14. Nena's Carenderia		Catbalogan, Samar
15. Virgie's Carenderia		Boray, Paranas
16. Auring's Carenderia		Boray, Paranas
17. Gonyang's Carenderia		Boray, Paranas
18. R. S. Carenderia		Calbayog, City
19. Rose CArenderia		Calbayog, City
C. SNACK INN		
1. La Suerte Snack Inn		Catbalogan, Samar
2. Beer plaza		Catbalogan, Samar
3. Tina's Snack Inn		Catbalogan, Samar
4. Cinex Snack House		Catbalogan, Samar
5. San Bernardo's Snack Inn		Calbayog, City
6. Linda's Inn		Calbayog City

## APPENDIX F

## SURVEY QUESTIONNAIRE

Dear Respondent,

This is a questionnaire for a thesis entitled "Job Entry Requirements of Foodservice Establishments in Samar and Their Implications to Shop Instruction in Foods Technology." Your honest answers to the questions will help very much in gathering the data. Your answers will be kept confidential.

Thank you very much for your cooperation.

Very truly yours,

MARIANITA B. CONDE  
Researcher

## Part - I: Personal Information

Name of Respondent: \_\_\_\_\_

Position: \_\_\_\_\_

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

School: (If Instructor) \_\_\_\_\_

Name of Establishment: (If Proprietor) \_\_\_\_\_

No. of Years Existence: \_\_\_\_\_ Tel. No. \_\_\_\_\_

## Part - II: Questionnaire Proper

To what extent are the following factors required for the job entrance to a foodservice establishment? Please put a checkmark ( / ) on the appropriate column that corresponds most closely with the indicators at the left column, such as: 5 for Very Much Required (VMR); 4 for Much Required (MR); 3 for Required (R); 2 for Slightly Required (SR); and 1 for Not Required (NR).

	5	4	3	2	1
	VMR	MR	R	SL	NR
A. Educational Qualification					
1. High School Graduate					
2. Two-Year Technical Graduate					

	5	4	3	2	1
	VMR	MR	R	SL	NR
3. Four-Year Degree Holder (preferably Foods Technology major)					
B - Knowledge of:					
1. Administration					
The worker must be equipped with knowledge and information on :					
1.1 Nature and objectives of foodservice.					
1.2 Types of management.					
1.3 Personnel policies.					
1.4 Determining the qualification of foodservice personnel					
1.5 Processes of interviewing an applicant.					
1.6 Criteria for selecting personnel					
1.7 Determining standards for quality food.					
1.8 Labor law.					
1.9 Determining food cost.					
1.10 Others (please specify below)					
_____					
_____					
2. Purchasing					
The worker must be equipped with knowledge and information on:					
2.1 The items and amount of food required in the service.					
2.2 Specification for foods to meet the requirements of the particular situation.					
2.3 Price list of commodities.					
2.4 Correct weight and measure of the food.					
2.5 Methods of buying.					



	5 VMR	4 MR	3 R	2 SL	1 NR
2.6 Federal standards.					
2.7 Testing of canned and frozen fruits and vegetables.					
2.8 Hygiene conditions in the market or stores.					
2.9 Factors to consider in buying perishable and non-perishable foods.					
2.10 Relation with vendors.					
2.11 Forms used in purchasing.					
2.12 Others (please specify)					
_____					
_____					
3. Receiving and Storage					
The worker must be equipped with knowledge and information on:					
3.1 The receiving clerk.					
3.2 Weighing deliveries.					
3.3 Methods of receiving.					
3.4 Inspection for quality.					
3.5 Marking merchandise received.					
3.6 The dry storeroom.					
3.7 Care and control of the dry storeroom.					
3.8 Housekeeping in refrigerators.					
3.9 Other refrigerator units.					
3.10 Others (please specify)					
_____					
_____					

	5	4	3	2	1
	VMR	MR	R	SL	NR
4. Menu Planning					
The worker must be equipped with knowledge and information on:					
4.1 Kinds of menu.					
4.2 Needs and desires of patrons.					
4.3 Availability of commodities.					
4.4 Menu appeal.					
4.5 Variety.					
4.6 Seasonal factors.					
4.7 Physical equipment.					
4.8 Nutritional balance.					
4.9 Price structure.					
4.10 Classes of foods.					
4.11 Mechanics of menu planning.					
4.12 Getting patron reaction.					
4.13 Others (please specify)					
_____					
_____					
5. Food Preparation & Cooking					
The worker must be equipped with knowledge and information on:					
5.1 The kitchen as the production center.					
5.2 Schedule working plan.					
5.3 The objectives of good food preparation.					
5.4 Tools and utensils.					
5.5 Ordering of food to be served.					
5.6 Methods of cooking food.					
5.7 Various ways of measurement applicable to different ingredients.					

	5	4	3	2	1
	VMR	MR	R	SL	NR
5.8 Ways on how to get rid of food adulteration.					
5.9 Factors that affect shrinkage of meat and poultry.					
5.10 Cooking time, temperature and doneness in meat, fish, shellfish and poultry.					
5.11 Recipes for meat, fish, shellfish, poultry, soups commonly served in the foodservice.					
5.12 Types and varieties of cookies, cakes,					
5.13 Trademark, current prices of ingredients, used in baking.					
5.14 Methods of mixing cakes, cookies & bread.					
5.15 Importance of using the right time and temperature in baking.					
5.16 How to prevent shrinkage when baking baked products.					
5.17 Types of filling used for pies, cookies, breads, etc. and the characteristic of each.					
5.18 Materials good for decorating cakes and breads.					
5.19 Others (please specify)					
6. Food Distribution & Service					
The worker must be equipped with knowledge and information on:					
6.1 Cafeteria service.					
6.2 Free-flow or hollow-square foodservice.					
6.3 Essentials of service line.					
6.4 The foodservice counter.					

	5	4	3	2	1
	VNR	NR	R	SL	NR
6.5 Cashier's stand.					
6.6 Counter equipment.					
6.7 Quantities of dishes and utensils required					
6.8 Snack bars.					
6.9 Mobile units and canteen					
6.10 Automatic vending machine.					
6.11 Automatic cafeteria.					
6.12 The coffee break.					
6.13 Selecting a food distribution system.					
6.14 Table service.					
6.15 Service stations.					
6.16 Training of table service employees.					
6.17 Centralized and decentralized center.					
6.18 Forms of table service.					
6.19 Table appointment.					
6.20 Table setting.					
6.21 Napkin folding.					
6.22 Ways of decorating a table.					
6.23 Importance of table covering.					
6.24 Ways of serving food.					
6.25 Others (please specify)					

	5 VMR	4 MR	3 R	2 SL	1 NR
7. Sanitation & Safety					
The worker must be equipped with knowledge and information on:					
7.1 Main points in sanitation.					
7.2 Planning for sanitary operation.					
7.3 Handling and storage of food.					
7.4 Sanitary service and distribution of food.					
7.5 Procedures for washing dishes, utensils and equipment.					
7.6 Use of towels.					
7.7 Storage of clean dishes and utensils.					
7.8 Washing of cooking utensils and equipment.					
7.9 Cleaning of rooms and furniture.					
7.10 Disposal of garbage and rubbish.					
7.11 Food service employees					
a. Medical examination					
b. First aid					
c. Employee cooperation					
d. Rules for employees					
e. Employee education					
7.12 Safety in the foodservice.					
7.13 Training for safe work practice.					
7.14 Others (please specify)					
_____					
_____					

	5 VMR	4 MR	3 R	2 SL	1 NR
8. Maintenance and Repair					
The worker must be equipped with knowledge and information on:					
8.1 Selection of the equipment.					
8.2 Method of purchase.					
8.3 Guides to operate the machines in working condition.					
8.4 Guides to prolong life and usefulness of equipment.					
8.5 Inspection procedure.					
8.6 Care of equipment and preventive maintenance.					
8.7 Care of refrigerator.					
8.8 Others (please specify)					
_____					
_____					
9. Accounting & Clerical					
The worker must be equipped with knowledge and information on:					
9.1 Value of records.					
9.2 Records and forms used in the foodservice					
9.3 Statements or reports.					
9.4 Estimating income and expenses.					
9.5 Preparing the budget.					
9.6 Budgeting costs.					
9.7 Analysis of sales and customers.					
9.8 Others (please specify)					
_____					
_____					

	5	4	3	2	1
	VMR	MR	R	SL	NR
C - Skills in:					
1. Administration					
The worker must be equipped with skills on:					
1.1 Application of the objectives of the foodservice.					
1.2 Adaption of the types of management.					
1.3 Making use of personnel policies that fits the organization.					
1.4 Choosing qualified foodservice personnel by means of					
1.4.1 interview					
1.4.2 job performance/skill test					
1.5 Establishing duties and schedules of work for all employees.					
1.6 Setting criteria for selecting personnel					
1.7 Establishing standards for quality food					
1.8 Establishing labor cost.					
1.9 Make and outline duties of all foodservice personnel.					
1.10 Holding staff conference.					
1.11 Planning and developing the organization and establishing lines of authority.					
1.12 Introducing the employees to their jobs, instructing and supervising them.					
1.13 Dealing with employees in such ways to develop morale of the organization and efficiency of workers.					
1.14 Others (please specify)					
_____					
_____					

	5	4	3	2	1
	VMR	MR	R	SL	NR
2. Purchasing					
The worker must be equipped with skills on:					
2.1 Specification buying.					
2.2 Price listing.					
2.3 Using the correct weight and measure.					
2.4 Securing market list from the cook or menu planner.					
2.5 Asking receipts for every items purchased.					
2.6 Turn-over the items to the storeroom clerk.					
2.7 Accomplishing purchase records properly.					
2.8 Others (please specify)					
_____					
_____					
3. Receiving and Storage					
The worker must be equipped with skills on:					
3.1 Receiving supplies					
3.2 Filling food requisition after they have been properly signed by the manager.					
3.3 Notifying the manager when the amount of any commodity has reached the "order level"					
3.4 Caring and controlling the dry storeroom.					
3.5 Storing foods properly.					
3.6 Others (please specify)					
_____					
_____					



	5	4	3	2	1
	VMR	MR	R	SL	NR
4. Menu Planning					
The worker must be equipped with skills on:					
4.1 Application of the rules in menu planning.					
4.2 Application of menu to a specific situation.					
4.3 Planning menu for breakfast, lunch, supper and any special occasion whether simple, moderate and elaborate.					
4.4 Planning menu based on the food budget.					
4.5 Confer with the manager regarding the menu for the day.					
4.6 Others (please specify)					
_____					
_____					
5. Food Preparation & Cooking					
The worker must be equipped with skills on:					
5.1 Adoption of techniques to insure uniform serving portions.					
5.2 Application of rules for cooking meat, poultry, fish and shellfish.					
5.3 Application of cooking time, temperature, and doneness in meat, fish, shellfish and poultry.					
5.4 Preparing recipes for meat, fish, poultry, shellfish, soups commonly served in the foodservice.					
5.5 Preparing recipes for noodles commonly served in the service.					
5.6 Using the right time and temperature in baking.					

	5	4	3	2	1
	VMR	MR	R	SL	NR
5.7 Listing the materials good for decorating baked products.					
5.8 Others (please specify)					
6. Food Distribution & Service					
The worker must be equipped with skills on:					
6.1 Displaying the food items in the counter attractively.					
6.2 Arranging food in the counter and in the service area					
6.3 Maintaining cleanliness of the counter area, display cabinet & menu board.					
6.4 Writing and receiving orders.					
6.5 Carrying out tray and soiled dishes from the lunchroom to the dish pantry.					
6.6 Wiping tables.					
6.7 Bringing additional food needed from the kitchen to the counter.					
6.8 Setting table properly with appropriate table appointment for:					
6.8.1 breakfast					
6.8.2 lunch					
6.8.3 supper					
6.8.4 special occasion as wedding, birthday, anniversary, etc.					
6.9 Setting the table for:					
6.9.1 Russian style					
6.9.2 English style					

	5	4	3	2	1
	VMR	MR	R	SL	NR
6.9.3 Compromise style					
6.9.4 Family style					
6.9.5 Buffet style					
6.10 Folding napkin by:					
6.10.1 luncheon fold					
6.10.2 two-point fold					
6.10.3 half-rose fold					
6.10.4 lily fold					
6.10.5 slipper fold					
6.11 Decorating tables by:					
6.11.1 candles					
6.11.2 fruits					
6.11.3 flowers					
6.11.4 cards					
6.12 Application of the various ways of serving food.					
6.13 Others (please specify )					
_____					
_____					
7. Sanitation & Safety					
The worker must be equipped with skills on:					
7.1 Sanitary handling of food.					
7.2 Sterilizing dishes and silvers.					
7.3 Wiping dishes after washing and keep them in proper places.					
7.4 Wrapping silver.					

	5 VMR	4 MR	3 R	2 SL	1 NR
7.5 Cleaning sink, soiled dishes, pots and pans every now and then.					
7.6 Cleaning floors, windows in the kitchen and serving areas.					
7.7 See to it that electric lights in the section are turned off.					
7.8 Application of sanitation and safety measure in the foodservice.					
7.9 Others (please specify)					
8. Maintenance and Repair					
The worker must be equipped with skills on:					
8.1 Selecting of the equipment.					
8.2 Operating a machine.					
8.3 Using small and large equipment.					
8.4 Reporting immediately all repairs needed to the manager.					
8.5 Caring small and large equipment.					
8.6 Others (please specify)					
9. Accounting & Clerical					
The worker must be equipped with skills on:					
9.1 Adoption and application of the records and forms used in the service.					
9.2 Operating the cash register accurately.					
9.3 Receiving payments and giving accurate change.					
9.4 Accomplishing daily sales analysis.					

	5 VMR	4 MR	3 R	2 SL	1 NR
9.5 Posting cash sales for the service.					
9.6 Posting disbursement in the journal.					
9.7 Checking purchases with receipts.					
9.8 Accomplishing the daily financial report.					
9.9 Accomplishing weekly profit and loss statement based on the journal.					
9.10 Others (please specify)					
D - Attitudes					
1. Good Leader in the foodservice.					
2. Adaptable, Responsible and cooperative					
3. Punctual & Efficient in the service.					
4. Kindness and Friendliness					
5. Willingness to respect lines of authority.					
6. Willingness to delegate authority					
7. Firmness and good judgment					
8. Emotionally stable, and reputable character					
9. Courteous, tactful and polite					
10. Simplicity					
11. Frankness					
12. Enthusiasm					
13. Patience, calmness and consistency.					
14. Hard-working					
15. Honesty in the service					
16. Accurateness					
17. Cleanliness & Orderliness					

	5	4	3	2	1
	VMR	MR	R	SL	NR
18. Alertness					
19. Thriftiness					
20. Acceptance of new suggestions regarding the work					
21. safety consciousness					
22. Initiative, creativity and resourcefulness.					
23. Self-reliance					
24. Systematic in working					
25. Love of God					



## HONORS AND AWARDS RECEIVED

Graduated with honors . . . . .	Catbalogan I Elementary School, 1965
Outstanding Student . . . . .	Secondary and College education
Certificate of Appreciation. . . . . (Nutritionist, Regional Seminar-Workshop on Curriculum Design and Development Including Achievements Testing, Phase IV)	SSAT, Catbalogan, Samar April 26, 1980
Merit Award . . . . . (Adviser, PAHP, SSAT Chapter)	SSAT, Catbalogan, Samar February 26, 1981
Certificate of Merit . . . . . (Teacher-Demonstrator in Practical Arts Girls)	SSAT, Catbalogan, Samar October 19, 1981
Certificate of appreciation. . . . . (Demonstrator Teacher, Regional Seminar-Workshop in Cooperating Teaching)	SSAT, Catbalogan, Samar, August 14, 1981
Merit Award . . . . . (Meritorious Performance as Chairman, Snack Committee, Regional FFP/FAHP/FFPCC Work Conference)	MECS, Region VIII November 25, 1981
Merit Award . . . . . (Outstanding Services, One-Day Conference on Administrative and Professional Matters)	SSAT, Catbalogan, Samar, June 26, 1981
Merit Award . . . . . (Meritorious Performance as Chairman, Meals of the FFP/FAHP/FFPCC Officers under training)	MECS, Region VIII January 28, 1982
Merit Certificate. . . . . (Outstanding services as member of the play "Portrait of the Artist as Filipino")	SSPC, Catbalogan, Samar December 18, 1984
Certificate of Appreciation. . . . . (IGP Manager, FAHP)	SSPC, Catbalogan, Samar March 20, 1984
Certificate of Appreciation. . . . . (Camp Facilitator, Echo Youth Science Camp)	SSPC, Catbalogan, Samar November 11, 1984



Certificate of Commendation. . . . .	MECS, Region VIII, National Science and Technology September 13, 1986
(Outstanding Performance as Member, Regional Echo Seminar- Worksshop on Research and Research Management)	
Certificate of Commendation. . . . .	SSPC, Catbalogan, Samar March 14, 1986
(Wholehearted support and participation in the activities of the FAHP/FFP/FFPCC	
Certificate of Appreciation. . . . .	SSPC, Catbalogan, Samar December 16, 1986
(Wholehearted support and valuable service, "Christmas Festival '86)	
Certificate of Appreciation. . . . .	SSPC, Catbalogan, Samar October 24, 1987
(Invaluable contribution as MECS Officer, Regional SCUA Meet'87)	
Certificate of Appreciation. . . . .	Philippine Coconut Authority, November 15, 1987
(Camp Facilitator, Coconut Products/By-Products and Utilization)	
Certificate of Appreciation. . . . .	The Philippine training Centers for Rural Develop- ment, November 17, 1987
(Facilitator, Package of Applicable Technology)	
Mahogany Service Award . . . . .	SSPC, Catbalogan, Samar, November 18, 1987
(8 years in service)	

#### TRAINING ATTENDED

Training Course in Cosmetology . . .	SSPC, Catbalogan, Samar, June 10 - August 20, 1988
for Young Citizen Producers of the Foundation for Youth Development in the Philippines, Inc. and the Ministry of Education, Culture and Sports	

#### SEMINARS AND WORKSHOP ATTENDED

Seminar-Workshop in Curriculum . . .	SSAT, Catbalogan, Samar, November 5 - December 14, 1979
Design and Development Including Achievement Testing (Phase II-A)	

Seminar-workshop in Home Economics for Secondary School . . . . .	Catbalogan, Samar Oct. 27-29, 1980
Regional Seminar-Workshop on Cooperating Teaching . . . . .	SSAT, Catbalogan, Samar Aug. 12-14, 1981
Seminar on the Techniques of Developing Reading Skills Among Students . . . . .	SSAT, Catbalogan, Samar Oct. 18-19, 1981
Seminar-Workshop on Work Values Development . . . . .	SSPC, Catbalogan, Samar June 27, 1986
Seminar-Workshop on Research Program Development . . . . .	SSPC, Catbalogan, Samar February 27, 1987
Seminar on Thesis/Dissertation Writing and Advising . . . . .	SSPC, Catbalogan, Samar, May 3-4, 1990
Joint Seminar-workshop on "Bayan Muna Bago ang Sarili: An Educational Commitment and Mini-Agency Worker's Congress . . . . .	SSPC, Catbalogan, Samar July 5-6, 1990

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