THE TECHNO-VOCATIONAL GRADUATES: THEIR CONTRIBUTIONS TO THE SOCIO-ECONOMIC STATUS OF SAMAR

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A P P R O V A L S H E E T

In partial fulfillment of the requirements for the degree, DOCTOR OF PHILOSOPHY (Ph.D.), this dissertation entitled "THE TECHNO-VOCATIONAL GRADUATES: THEIR CONTRIBUTIONS TO THE SOCIO-ECONOMIC DEVELOPMENT OF SAMAR", was prepared and submitted by JOSEFA D. ABAWAG, who having passed the comprehensive examination with a rating of PASSED, is hereby recommended for oral examination.

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This Dissertation is dedicated to:

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ABSTRACT

This study attempted to determine the contributions of the techno-vocational graduates of the eight technical-vocational schools in Samar Province to the socio-economic status of the place. The result of 0.45 as r established the relationship between the socio-economic status of Samar and the actual employment of techno-vocational graduates. The computed Fisher's t-value was lower than the critical value of t. with this result, the hypothesis is accepted. Thus, there is no significant relationship between the socio-economic status of Samar and the Employment of Techno-Vocational Graduates as perceived by the three groups of respondents. The employment of the 1982-83- 1986-87 techno-vocational graduates of the eight techno-vocational schools of Samar Province is not associated with the socio-economic status of the province of Samar. This may be due to the fact that only 1.324 techno-vocational graduates were employed in Samar and the contributions of the techno-vocational graduates to the socio-economic development of Samar at the time of the study. The greatest number of the graduates have gone to other places to look for better opportunities in employment and to earn higher wages. There is no significant difference in the perceptions of the three groups of respondents, namely, the techno-vocational graduates, employers and community residents about the socio-economic status of Samar and the contributions of the techno-vocational graduates to the socio-economic development of Samar.

TABLE OF CONTENTS

TABLE OF CONTENTS
(Cont'd.)

TABLE OF CONTENTS
(Cont'd.)

TABLE OF CONTENTS
(Cont'd.)

Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Man unceasingly surveys and investigates the length and breadth of his environment by interacting with others, communicating with them, thus making this environment not only a backdrop, but also a fountainhead of a nation's progress and development.

Adiviso (1986) states that a country's development is not the sole responsibility of government. The entire society itself, in fact, everyone, has a role to play in the improvement of the community where he belongs. There is an imperative need for collaborative efforts of those in government and the people themselves towards the economic well-being of a community, province, region or nation.

The concern of the government is not only putting up projects like the construction of wells, roads, shelters, schools and producing new crops. It should also promote social and political responsibility and develop self-reliance among its citizenry. And the best institution to carry out these endeavors by the State is the

educational system of the country.

Indeed, our schools, particularly the techno-vocational schools, should play a vital role in producing skilled manpower imbued not only with self-reliance but also with a sense of social and political responsibility needed in a still developing country like the Philippines.

How do our schools in general and our techno-vocational schools in particular perform the task of producing skilled manpower needed for our country's development? Do our schools produce graduates who become gainfully self-employed or get employed after graduation? Or, are our schools contributing more to the unemployment problem of the country? What kind of graduates are our schools producing? Where do our graduates go after graduation? Do graduates use the expertise they gained in school in developing their own community? The researcher herself, a professor of a techno-vocational school cannot help but seek some answers to these vital questions. She is with the conviction that our unemployment problem and the mismatch between our graduates and our country's manpower needs are the effect, in part, of the neglect and/or failure of our educational institutions in realigning and redesigning their training programs to make them relevant to the changing manpower needs of the

communities they are serving. That there is a need for a closer consultation and tie-up between education and industry has long been recognized. Specific skills needed by industry to produce quality goods and services should be provided by the graduates of our schools particularly, the techno-vocational schools. Industry on the other hand, should serve as the answer for the utilization of the technical training of our graduates. Such is the complementary and supplementary relationship between Technical-Vocational Education on the one hand and industry on the other. Truly, technical-vocational schools and industry are inseparable and indispensable factors towards national development.

The products of technical-vocational schools are not only home appliances and modern edifices but also skilled manpower equipped with the necessary knowledge, skills, habits, and attitudes who are expected to be efficient and upright citizens of a democracy. Socio-economic development cannot be achieved by an unskilled workforce. The call for mutual cooperation, coordination and proper articulation between the technical-vocational schools and the business sector and industry must be ably responded to.

The present investigation, a follow-up study of

techno-tocational graduates of the eight techno-vocational schools in Samar province is one such response.

The Five-Year Socio-Economic Development Program of the Province of Samarand the Profile of the Province of Samar (1982-1987), reveal that Samar is rich in natural resources both land and sea, that await man's development. It is sad to note however, that up to this writing, action plans have been made, but the actual implementations of such plans have not been fully implemented. The province of Samar is basically agricultural, since its economy is principally based on agriculture. It is therefore, believed that it is through progressive agricultural activities that Samar can compete with other provinces in terms of progress and development.

Furthermore, current studies discovered that technical-vocational education is beset with the following problems: (1) absence of efficient guidelines indicating the direction of occupational training standards needed in technical-vocational education development; (2) existence of sub-standard quality of technical-vocational training program with wide variations between and among schools due to curricular variations, inadequate facilities, equipment, machines and tools; (3) no tie-ups and arrangements/coordination with the industrial sector to

identify manpower needs and to insure the marketability of technical-vocational skills developed; (4) lack of systematic staff development and pay incentives for teaching and non-teaching personnel; and (5) insufficient funding support.

The need for quality techno-vocational graduates for the socio-economic development and peaceful co-existence of the people of Samar is the fervent wish of the present investigator. This, she believes, may possibly be realized with the present thrust of the education system on values education, productivity, relevance and effectiveness in the delivery of education services. Through successful values development, the Filipino will be imbued with respect and consideration for others, honesty in the performance of his duties and responsibilities and love and compassion for one another. Thus, techno-vocational training centers are encouraged to adopt innovative and effective instructional technology and to emphasize values education and productivity to the effect that techno-vocational graduates can contribute to the socio-economic development of the country. Determining the extent to which the techno-vocational schools of Samar province fulfilled this task as indicated by the role played by the techno-vocational graduates in

the socio-economic development of Samar is the primary concern of the present investigation.

Theoretical and Conceptual Framework

This study is anchored on the theory of Kant and Rosensereign (1974) which states that the performance of an educational institution is measured not only by examinations, but more so by the stature of its alumni as evidenced by their contribution to society and their life successes. This underscores the need for follow-up study of the techno-vocational graduates to ascertain their present life status and their contribution to the socio-economic development of their society (1974:340).

The schematic diagram in Figure 1 showing the interrelationship between and among training, employment and the socio-economic development, clearly depicts the role of the eight techno-vocational institutions in the province of Samar offering three specific specializations. These schools include the (1) Samar State Polytechnic College, Catbalogan, Samar; (2) Tiburcio Tancinco Memorial Institute of Science and Technology, Calbayog City; (3) Wright Vocational School, Lipata, Wright, Samar, which offer the Trade Technical Curriculum; (4) Samar Regional School of Fisheries,

Mercedes, Catbalogan, Samar; (5) Clarencio Calagos Memorial School of Fisheries, Sta. Margarita, Samar; and (6) Rafael Lentejas Memorial School of Fisheries, Tinambacan, Samar, which offer fisheries curriculum; and (7) Basey National Agricultural School, Basey, Samar; and (8) Samar National Agricultural School, San Jorge, Samar, which offer the agricultural curriculum.

These eight technical-vocational schools involved in the study offer technician, agricultural and fishery curricula that are designed to train and prepare students for certain occupations.

The trade-technical curriculum offered by the Samar State Polytechnic College, Tiburcio Tancinco Memorial Institute of Science and Technology and Wright Vocational School, include such courses as Engineering, Bachelor of Science in Industrial Education, Diploma in Industrial Technician (for SSPC only) and the Two-Year Trade Technical Courses which cover automotive, electrical technology, machine shop, electronics, civil technology, furniture and cabinet making, food trades, cosmetology and garment trades technologies.

The specific courses include the Bachelor of Science in Civil Engineering (BSCE), Bachelor of Science in Electrical Engineering (BSEE), Bachelor of Science in

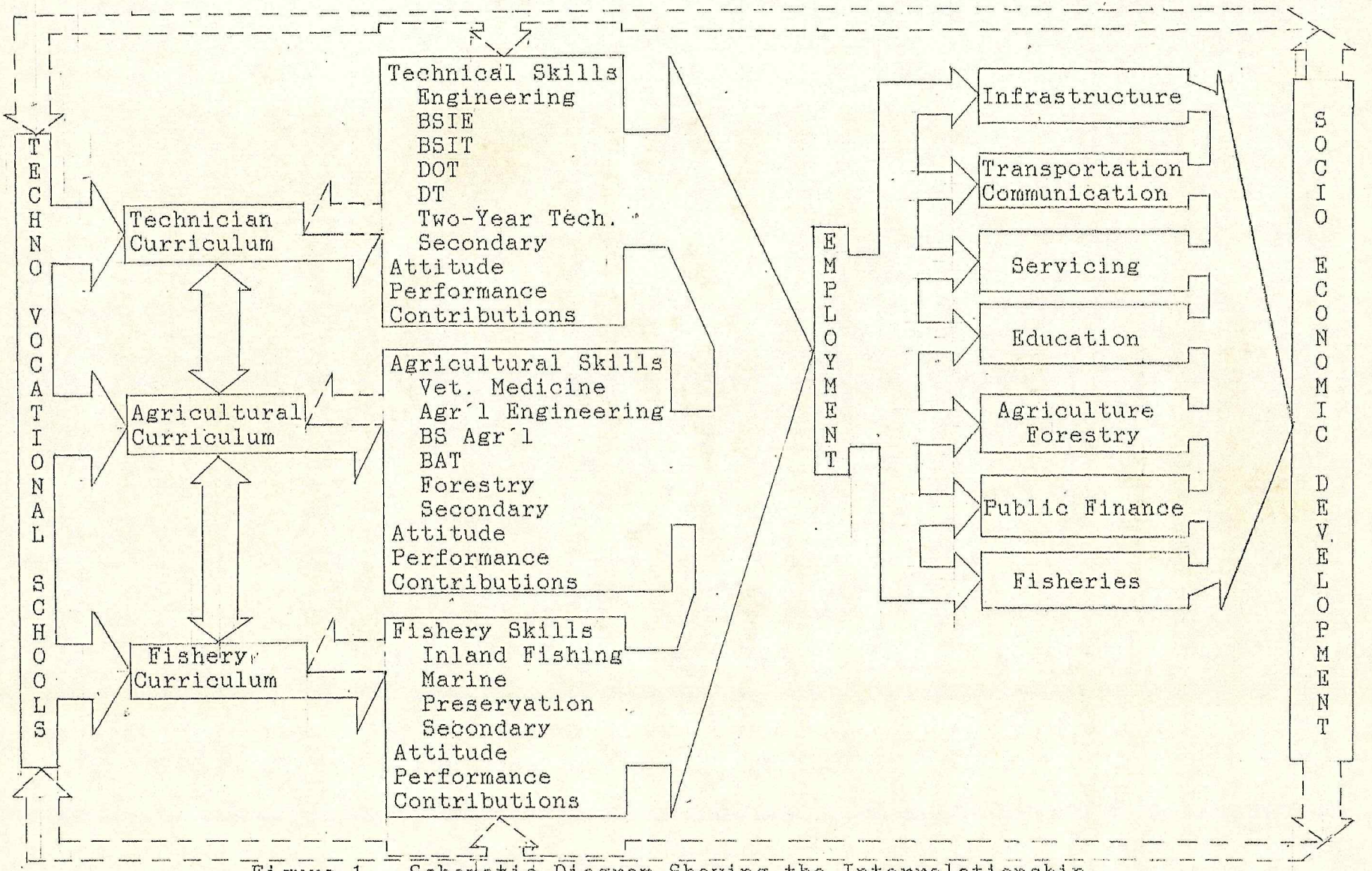

Figure 1. Schematic Diagram Showing the Interrelationship Between and Among Training, Employment and Socio-Economic Development

LEGEND: _____ Direct Relationship
_ _ _ _ Feedback

Industrial Education (BSIE), Bachelor of Science in Industrial Technology (BSIT), Diploma of Technology (DT), Certificate of Technology (COT), the Two-Year Trade Technical Curriculum and the four-Year Secondary Curriculum. These courses offer varied specializations. The engineering course has only two specializations, namely, Civil Engineering and Electrical Engineering. The BSIE course offer seven specializations which are as follows: BSIE in Trade Technical Course, BSIE in Mathematics, BSIE in Industrial Education, BSIE in Home Economics, BSIE in Practical Arts, BSIE in Chemistry and BSIE in Physics. Another lucrative course that the Trade Technical Curriculum offers is the Bachelor of Science in Industrial Technology (BSIT) which offers specialization on Automotive Technology, Electrical Technology, Electronics Technology, Machine Shop Technology, Civil Technology, Furniture and Cabinet Making Technology, Garments Technology and Cosmetology. The Diploma in Technology (DT) which is another three-year course, offers four specializations namely, Automotive Technology, Civil Technology, Electronics Technology and Mechanical Technology. The Certificate of Technology (COT), another two-year course, offers only two specializations which are Electrical Technology and Welding and Fabrication

Technology. The Two-Year Trade Technical course offers all the shop specializations except those offered by the Diploma of Technology (DT) and Certificate of Technology (COT) courses.

The Four-Year Secondary Curriculum offers all the orientations of the different trades but upon finishing first year the students are made to specialize a trade that develops in them the fundamental knowledge of the skills they have chosen from the following specializations offered by the school: Automotive Mechanics, Industrial Electricity, Electronics, Machine Shop Practice, Sheet Metal, Furniture and Cabinet Making, Food Trades, Dressmaking and Cosmetology. These secondary curricular offerings give opportunities for secondary students to learn a trade while still in their formative years. These curricular offerings are not found in other academic secondary schools. This makes the graduates of the Technical Secondary Schools more prepared for a life career as soon as they graduate from the secondary school. For those who cannot afford to pursue college education, they are given the opportunities to learn trade skills which will make them gainfully productive/self-employed upon leaving school.

The agricultural curriculum include Agricultural

Engineering, Veterinary Medicine, Bachelor of Science in Agriculture (BSA), Bachelor of Agricultural Technology (BAT) with varied specializations.

The curricula of agricultural schools involved in this study are limited to Two-Year Agricultural courses only. Students finish their courses in other agricultural schools and universities, like the University of Eastern Philippines (UEP) in Northern Samar, Visayas State College of Agriculture (VISCA) in Leyte, and University of the Philippines (UP), Los Baños, Laguna.

The fishery arts include the BS Fisheries with In-Land Fisheries, Marine Fisheries and Fish Preservation as fields of specialization.

The secondary fishery curriculum offers specializations in Fish Culture, Fish Capture, and Fish Preservation. Students are trained along these fields of specializations right in their own schools. On-the-job trainings are also conducted in other schools on such skills as fish pond industries and others in order for them to get first hand information regarding the skills they ought to acquire.

These curricular offerings are designed to develop in the students the different technical-vocational skills, as well as the right attitude towards work which hopefully

will enable them to demonstrate excellent performance in their chosen areas of work or employment like infrastructure projects, transportation/communication system, servicing, education, agriculture/forestry, industry, public financing systems and fisheries.

It is believed that the effectiveness of the training conducted by the techno-vocational schools under study will be shown in the effective performance and productive employment of the techno-vocational graduates which will redound to the socio-economic development of the province of Samar.

Statement of the Problem

This study aimed to determine the contributions of the techno-vocational graduates of the eight technical-vocational schools of the province of Samar to the socio-economic statusof the province of Samar.

Specifically, the study sought to answer the following questions:

1. What are the age, sex, civil status, education, employment, compensation and achievement profiles of the 1983-1987 graduates of the eight techno-vocational schools in the province of Samar who are presently employed and/or residing in Samar province?

2. What specific jobs do the techno-vocational graduates employed in Samar province hold at present?

3. To what extent have these techno-vocational graduates contributed to the socio-economic development of Samar?

4. Is the employment of the techno-vocational graduates of the province of Samar associated with the socio-economic status of Samar?

5. Is there a significant difference in the perceptions of the techno-graduates themselves, their employers and the community residents regarding: (a) the contribution of techno-vocational graduates to the socio-economic development of Samar and (b) the socio-economic status of Samar?

6. What are the implications of the findings of the study to educational programs management in general and to the management of vocational schools in particular?

Hypotheses

1. The employment of the techno-vocational graduates in the province of Samar is not significantly associated to the socio-economic development of Samar.

2. There is no significant difference in the perceptions of the techno-vocational graduates themselves,

their employers and the community residents about the following aspects:

2.1 the contribution of techno-vocational graduates to the socio-economic development of Samar, and

2.2 the socio-economic status of Samar.

Significance of the Study

This study provides a profile of the 1983-1987 techno-vocational graduates of the eight techno-vocational schools in the province of Samar and their contributions to the socio-economic development of the province of Samar. How these techno-vocational graduates had been developed or trained for specific skills that guarantee their employability and prospects for promotions may be gleaned from this investigation. Also, the need for more supply of skilled manpower for the socio-economic development of the province of Samar has been brought into focus in the study.

To the administrators of the eight techno-vocational schools in the province of Samar, this study is of significance. The results of the study provide these techno-vocational heads with objective data needed in re-structuring and re-designing their curricular offerings to

meet the manpower needs of the locality where these techno-vocational schools are located.

To the techno-vocational students, the results of the study may serve as a motivation and a challenge for them to make a judicious choice of the courses they should pursue, that is, courses that will enhance the socio-economic condition of the province of Samar.

The study is also of significance to future researchers and thesis and dissertation writers. The study may serve as a ready reference for literature review as well as for insights on research methodology, instrumentation and possible topics for further investigations.

Scope and Delimitation of the Study

The study sought to obtain a profile of the 1983-1987 graduates of techno-vocational schools in the province of Samar and the contributions of these graduates to the socio-economic status of the province of Samar.

The school samples of the study were limited to the eight (8) techno-vocational schools in the province of Samar only. These schools include the Samar State Polytechnic College (SSPC), Tiburcio Tancinco Memorial Institute of Science and technology (TTMIST), Wright

Vocational School (WVS), Samar Regional School of Fisheries (SRSF), Clarencio Calagos Memorial School of Fisheries (CCMSF), Rafael Lentejas Memorial School of Fisheries (RLMSF), Basey National Agricultural School (BNAS), and Samar National Agricultural School (SNAS). Only three fields of concentrations, namely, Trade Technician, Agricultural and Fisheries curricula were offered by the eight technical-vocational schools and these curricula covered such courses as Engineering, Bachelor of Science in Industrial Education (BSIE), Bachelor of Science in Industrial Technology (BSIT), Two-Year Technical, BS Agriculture, Bachelor of Science in Agricultural Education (BSAEd), Veterinary Medicine, Agricultural Engineering, and the Fishery courses, namely, In-Land Fisheries, Marine Fisheries and Fish Processing.

The study was also limited to the 1986-1987 graduates of the techno-vocational schools under investigation. These graduates served as respondents of the study together with 500 employers and 500 community residents. Out of the total number of the 1983-1987 graduates from the eight techno-vocational schools involved in this study,thirty percent of the graduates were randomly selected as student samples making a total of 1,234 student samples all in all.

Historical Background of the Province of Samar

Originally, the present province of Samar, as per Socio-Economic Profile of Samar, 1985, was only one of the three (3) districts of the whole island, then called Samar, the third largest island of the Philippines. This present Samar was the western district then, prior to the approval of Republic Act 4221, on June 1965. Then Western Samar was created as separate province, by virtue of Republic Act No. 5620 on June 21, 1969.

Samar is a fast growing province which abounds in marine resources. The well-known Maqueda Bay, provides the populace with an abundant supply of fish and other marine products.

Generally, the three provinces of Samar have identical physical features characterized by narrow strips of coastal townlands, rugged and mountainous interiors, thus, settlements are concentrated along the coastal areas. Catbalogan, the provincial capital is 72 kilometers from Calbayog City in the Northwest and about 38 kilometers from Gandara in the north. It is approximately 134 kilometers from Marabut in the south and around 59 kilometers from Bagacay to Hinabangan in the west.

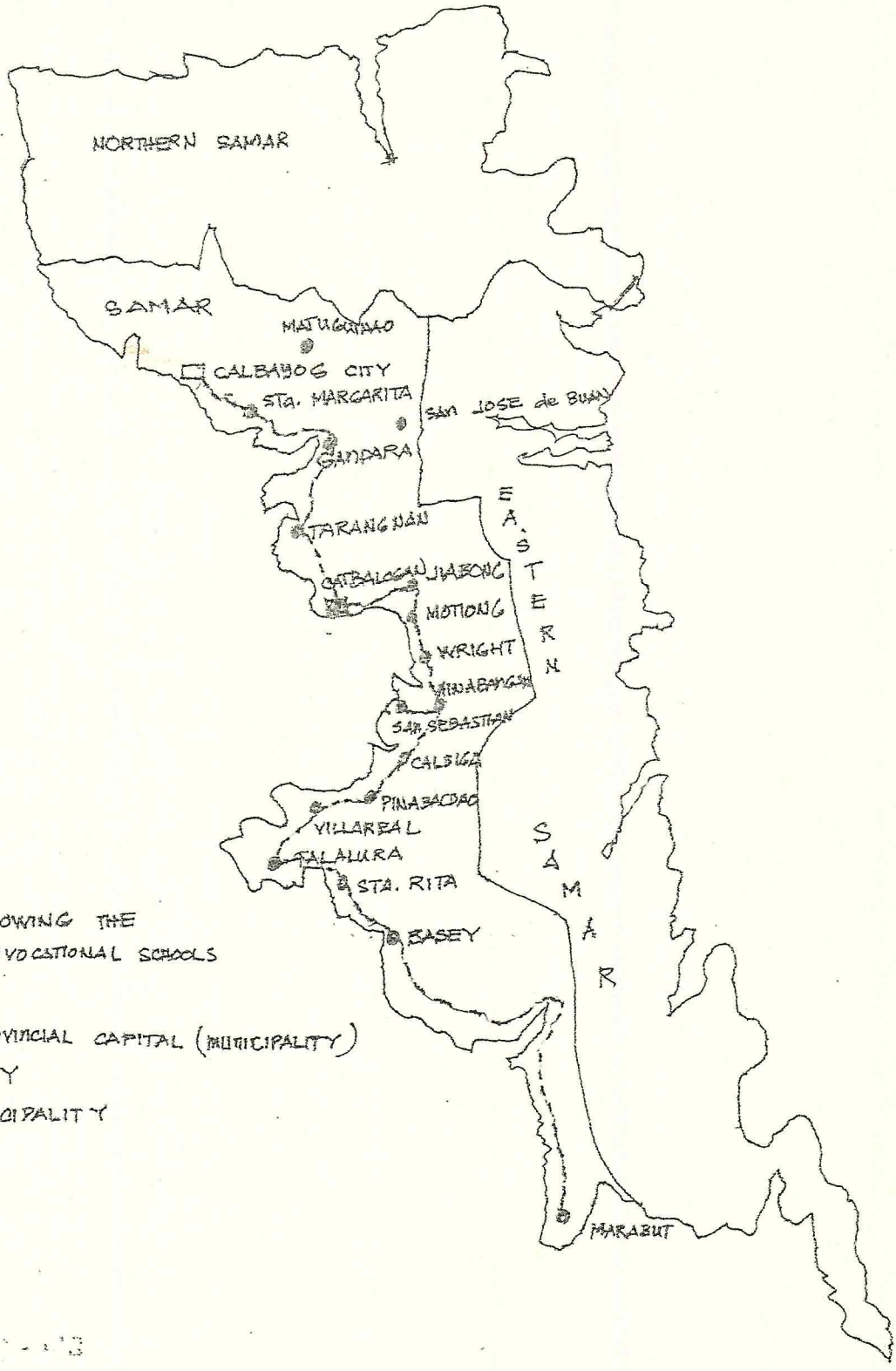

FIG. 2, MAP SHOWING THE
8 TECHNOVOCATIONAL SCHOOLS

LEGEND - - - - -

PROVINCIAL CAPITAL (MUNICIPALITY)

CITY

MUNICIPALITY

The term "Samar" metamorphosed from several names, namely, Zamal, Ibabao, Achan and Tandaya. The story goes that during the Spanish regime, a Spaniard asked a wounded man the name of the place. The wounded man answered "Samad" which means "wound". So the Spaniards presumed that the name of the island was "Samar" with a slight alteration of the last letter, from "Samad" to "Samar".

From then on, several events took place, one after another, like the founding of Catbalogan as the capital town by the Jesuit missionaries in 1596, the Sumoroy Revolt, the Muslim incursions, the Pulahan movements, the Japanese occupation, the landing of the Americans, the Balangiga Massacre, the liberation movement and the present insurgency problem.

Education in Samar is provided by public and private, academic and vocational schools starting from the elementary up to the secondary, tertiary and even up to the graduate levels. Specifically, Samar School of Arts and Trades, now Samar State Polytechnic College, the Tiburcio Tancinco Memorial Institute of Science and Technology and Wright Vocational School are the three trade technical schools established in Samar. The Samar National Agricultural School (SNAS) presently situated at San Jorge, Samar and Basey National Agricultural School

(BNAS) are the two agricultural schools established in Samar. The fishery schools are the Samar Regional School of Fisheries (SRSF) at Mercedes, Catbalogan, Samar, the Clarencio Calagos Memorial School of Fisheries at Sta. Margarita, Samar and the Rafael Lentejas Memorial School of Fisheries at Tinambacan, Samar, all these schools were involved in the present study.

The province of Samar is composed of 25 municipalities and one city. It has a total land area of 5,591 square kilometers which is 26.3 percent of the total land area of the region and 1.9 percent of the entire country. The commercial center of the province is the capital town of Catbalogan.

The province has two manpower development goals, namely, (1) to put unemployment to the lowest level, and (2) to identify policies which will enhance the employability of the labor force of the province. Aside from these two specific goals, the province aims to identify and combat the factors and causes of the low productivity in agriculture, low level of industrial development, unemployment and underemployment inadequate educational system, outmigration and unstable peace and order situation. Opportunities for manpower development

and strategies for development are also being identified by the province. Although generally mountainous, the province of Samar has good agricultural lands. Agricultural lands of 553,088 hectares are in the eastern portion of the province, 112,098 hectares are in the central portion, and 234,093 hectares are in the northern portion. Forty-three and nine hundredths percent (43.09%) of the total land area is in the northwestern and southwestern portion of the island.

The socio-economic development efforts of Samar is led by agriculture with a total capitalization of P104,898,400.00. Involving a total of 111,873 workers, agricultural activities yield a total harvest of 2 metric tons of copra, 324,154 metric tons of abaca, 2,160,992 cavans of rice from 20,732 hectares of rice lands, 498,806 cavans of shelled corn from 14,252 hectares of corn lands, 75,218 metric tons of root crops from 24,169 hectares of cultivated lands planted to root crops, and 7,616 metric tons of varied vegetables from 466 hectares of cultivated land planted to vegetables.

Definition of Terms

The following terms are operationally defined as used in the study.

Blue collar job. This is pertaining to, or designating an employee engaged in physical or manual work that requires them to wear rugged, rough textured, dark or special clothing for protection or as a uniform.

Development. Is the state that brings together into an activity certain ideas concerned to promote greater impact or conditions that being about the progress and improvement of the locality, the province or country in general.

Employability. The quality of a person to be acceptable for service. It also refers to the suitability of skills required by the manpower needs of the place.

Employed. Placing of a worker in the prepared position, work, occupation or a job for the purpose of earnings, wages or salary.

Follow up. A letter, visit, etc. that follows as a repetition or condition of such activity for the purpose of knowing the whereabouts of techno-vocational graduates whether they have contributed to the socio-economic development of Samar.

Industry. Any branch of trade that produces or

manufactures tangible products needed by the community thus contributing to the development and progress of a certain locality.

Performance. A formal exhibition of skills or job that contributes to the profit and socio-economic development of the place or community.

Progress. Is to go forward, advance or a continuous proceeding, so as to attain improvement from one status to another as an effect of an advanced technology, training and determination of the people of a community, province and country in general.

Socio-economic status. Includes the promotion of the welfare of individual and community in relation to the management of income and expenditure relating to the development and progress of the individuals and community involved.

Technical education. It is a particular art, science, trade or occupation dealing with industrial, mechanical and the applied sciences, which are used by the techno-vocational graduates in modernizing the life styles of the people.

Techno-vocational. A trade or occupation dealing with industrial and mechanical skills applied to the development and progress of the socio-economic condition

of the place which enhance rapid production and with less waste.

Underemployed. Is occupying a position regardless of the qualifications of the employees and the standard of the position the workers has been trained which lacks manhour service.

Vocational education. Is the state of being trained in specific skill or trade with a view to be gainfully employed soon after completion of the course.

Chapter 2

SURVEY OF RELATED LITERATURE AND STUDIES

To enrich the content of this study, the researcher included books, periodicals, unpublished dissertations as well as other reading materials which were relevant to the study conducted. Researches conducted here and abroad were carefully considered to enrich and the information relating to techno-vocational education and how it contributes to development and progress of a country in particular, and the world, in general.

RELATED LITERATURE

Foreign

Mead (1972:3), an American anthropologist, proposed three types of culture: (1) the young learns from the old; (2) the young learns from their peers; and (3) the old learns from the young. Mead feels that the breakneck speed of technical and cultural change has needs that are unique experiences of today's young people for the young faces a world without models and without presidents.

The medium term plan as stipulated in the overall plan for education and manpower development focuses on three important aspects of technical-vocational developments: (a) meeting the manpower needs of the country, (b) strengthening the system of planning and training, and (c) improving the quality of education and training. It is further aimed at accelerating the development of middle-level manpower required for economic recovery and growth, as well as enhance their employability, productivity and self-reliance. Furthermore, it aims to improve the quality and increase the relevance of education and training in order to strengthen the management, its information system in general and dissemination of accurate date.

In many ways, work performance is highly related to intrinsic motivation which has no much difference from the concern for higher order needs in Maslow's (1954) hierarchy. White's (1959:211) notion of competence is that people are motivated to do well in order to experience a satisfying sense of competence and as a result, individuals will strive to attain it. But Doci stems from De-Charms (1968:374) notion of personal causation. This assumes that people need to feel responsible for their own actions.

The idea of combining competence and personal control suggests that jobs should be designed to allow individuals to experience feelings of both competence and control over their actions in order to be productive.

Technological change consists of discovering alternative methods of producing old products, developing alternative products and introducing techniques of marketing, organization and management. It is further motivated by the desire either to produce the same quantity at a lower average cost through change in production method or to introduce new products. This involves three types of technological changes: (1) neutral technological change which allows production with the same amount of input but permits proportionate reduction in both capital and labor inputs; (2) labor-saving technology which happens when less labor is used per unit of output; and (3) capital-saving technology which occurs when the marginal physical product of labor increases relatively to capital.

Chandrakant (1957:31) emphasized that it is evident that many factors influence the pace and direction of progress of a country. Industry, trade, foreign aid, political institution, etc. are all important, but none is more important than man itself.

In the final analysis it is the urge and knowhow of men which determine whether minerals underground are converted into articles useful to society, whether roads remain mud tracks or are transformed into arteries of trade and commerce; and whether people will have more food, better health, better housing and better education.

All development studies must therefore recognize the importance of human factor, education, training and energizing of human resources, whether we see it as a means of building us skills, knowledge and competencies required for economic development or for providing the individual with productive and socially useful employment. He further stated that "As the ultimate purpose of development is to provide increasing opportunities to all people for a better life, it is essential for each developing country: (a) to raise substantially the level of employment, (b) to formulate its national employment objectives to absorb an increasing proportion of its working population in modern types of activities, and (c) to reduce significantly unemployment and underemployment".

Not only do unemployment and underemployment deny large sections of the population and unacceptable "quality of life", it also stands as barrier to further economic development (1957:31) Chandrankant stated.

Local

Bureau of Technical - Vocational Education (1985:5), as a project of the Technical - Vocational Education Program, has the main objective of improving the "quality of vocational education and training" of middle-level technical manpower required for national development. Specifically, the objectives are to:

1. improve the quality of technical and vocational education and training;

2. establish staff development programs for teaching and non-teaching personnel of project instruction;

3. improve planning, management and regulation of the technical and vocational education system; and

4. promote research in technical and vocational education development.

To achieve the foregoing objectives 23 project institutions have been provided assistance for upgrading the institutional facilities and capabilities.

Among other projects envisioned are the following:

1. Growth and development of institutions in accordance with the potentials and capabilities of students.

2. Developing new and flexible organizational structure that will fit the advances in technology and values.

3. Developing technician competency and skills standards by passing quality control. (Trade skill test)

4. Developing institution and program accreditation and standard by encouraging quality educational processes and output.

5. Developing research and development capabilities in order to guide and give direction, substance and meaning to all researches in the field.

6. Developing linkages to be abreast with the latest trends and processes in science and technology such as linkages, the Technological Education Institute Industry Board, the Regional and Bureau Level school-industry board, preferably with identified occupation clusters that are going strong or predominant in the locality.

7. Developing better financing schemes, which are focused on the participation of national and local government for better and more viable financing from dependent to more autonomous activities to generate incomes with national and local support.

Observing the Project Development: Focus on SIRDP

Approach, which is a Memorandum of Agreement between the government of Australia and the government of the Philippines, signed in January, 1979, the NSIRDP commenced in 1979 as a bilateral aid project involving funding from the the government of the Philippines and the government of Australia in order to develop the entire province of Northern Samar along with other integrated area development projects such as the construction and improvement of secondary roads, agricultural feeder roads, water supply, electricity distribution system, and telecommunication as well as agricultural programs involving various line agencies and the development of provincial institutions such as the University of Eastern Philippines.

The project is now considered to be more people-oriented in approach, that is, it is intended to develop barangay-based communities to such level where they are free and able to draw on the technology already provided by the project and the various government line agencies.

The project is implemented as follows: (1) using local expertise, (2) consultations and seeking guidance from provincial leadership and province-based institutions, (3) coordinating with interrelated

agencies, (4) using flexible management of the program to respond to the changing conditions of the developing environment, and (5) using a multi-directional approach to program fulfillment through coordination, implementation and the development of technical expertise.

Its implementation is achieved through the assistance of non-government organizations and the provision of support to involve government agencies within the province as it is a people-centered development.

By concentrating on these activities, by calling forth the dignity and responsibility of community group for influencing their future, by assisting people to organize for the common good of all, by providing technical assistance in cooperation with technical ministries of the government and by providing material resources for income generating program, the project will markly increase the scope for freedom development opportunities of the people.

A BTVE editorial (1986:7) said, "the present day technical-vocational education is more than mere cosmetic change of previous technical-vocational delivery system. The present technical-vocational delivery system is designed to meet the demands of agriculture and industry and to help countryside development through

enterpreneurial program, thus making it more relevant to the demands of development. It now gives credit to the role of the industries, training centers, private institutions, private organizations and government agencies which are involved in planning and developing programs for technical-vocational education.

The philosophy of techno-vocational education is a constitutional mandate most especially addressed to education institutions.

Adiviso (1986:5) further stated that technical education has been given strong acceptance particularly in developing countries because of its potential as an alternative delivery for developing critically needed manpower. In fact, several on-going educational development projects in the region are enjoying financial assistance from international lending institutions like the World Bank and Asia Development Bank. The country's development is not the responsibility only of the government, but of the entire society itself; hence everyone must participate in the improvement of the community where he belongs. Therefore, there is a need for a cooperative effort between the government and the people. Both must work hand in hand to develop the socio-economic well-being of the people. especially in depressed

areas of the country.

Community development is of practical value but each province has its own individual characteristics. Its chief aim should not only be putting projects like wells, roads, shelter, schools, or new crops, but it should also aim at developing stable and self-reliant citizens as well as strong labor force with an assured sense of social and political responsibility.

Adiviso (1986:9) further stated that the developmental goals of improving the quality of life of the people relies mainly on accelerating a balance of agro-industrial program. Very crucial to this development scheme is the rationalization of the technical and vocational education in terms of quality and quantity level of manpower that will match the need for skilled and committed middle level manpower supply.

Benitez (1980:41) recognized the two aspects of our national economy. An overall program of industrialization has been planned by the administration and a program on agricultural development for the production of prime necessities has been worked out.

Benitez believed further that industrialization for the welfare and progress of our people is necessary for this country and it must not only be self-sufficient

with the basic foods, essential clothing and shelter, but in those articles of daily use which are the products of modern industries. Our experiences during the Japanese occupation show that our country should be industrialized to the point where it may be able to supply industrial products for daily needs.

However Benitez said that with industrialization, we must remember that with our vast fertile unoccupied and uncultivated public lands, our country will remain for sometime, dependent for its welfare on a progressive and modern agricultural economy.

He also stressed that ever since the Industrial Revolution which changed the economics not only of towns and cities but also of the rural communities, every progressive country had to face the problem of unemployment, since no one can guarantee opportunities for work. What can insure full and permanent employment to all are those who are in agricultural economy consisting of small landowners.

Cabanganan (1982:22) quoted that the coming of the Spaniards to the Philippines in the 16th century marked the beginning of an organized form of education. However, since the first establishment of a trade school in 1961 (Escuela de Artes y Officio de Bacolor) or School of Arts

and Trades of Bacolor and the implementation of the educational system in 1901, vocational education became part and parcel of the educational program, which emphasized on general education.

The Philippine Legislature passed and approved in 1927 Act No. 3327 otherwise known as the "Vocational Act of 1927". It was the first basis of vocational education in the Philippines, which states that:

> All schools established under this provision of all this Act shall be Secondary grade, that is, that they shall be less than college grade. The controlling purpose of the education is to be given to said school shall be to fit pupils for gainful employment and to meet the needs of persons over 14 years of age who have entered upon or are preparing to enter upon the work of the firm or who are preparing for a trade or industrial pursuit, or who have actually entered upon a trade or industrial pursuit.

It became the obligation as well as the responsibilities of the Bureau of Education to formulate and facilitate rightful implementation of the instructional phase of vocational education. Its purpose was to effect desirable changes in the development of habits, attitudes and skills in the youth towards gainful participation in industry.

Attitude towards work is better caught than taught, according to Apostolate No. 75 of LANDAS

Constitution (1980), of the Congregation of Sisters of the Blessed Virgin Mary of the Philippines. It is said that "The Apostolate of Social Action", is an expression of Christ´s concern for the poor and the oppressed. It is made available through services to individuals, to groups and to communities. Group work is an integral part of social life and phases of its development that have been associated with social objectives. It emphasized that his profession must operate on the basis of deep conviction to grow, to develop and to change. Therefore, one´s attitude is a primordial factor to one´s desire to change. Change in the process of development may be able to change his life style at present and in the future as well.

Cendana (1982:6) in a speech delivered during the Round Table IV of the Foundation for Youth Development emphasized social changes in every form of today´s lives of young people. He said that we see new social relationships. new idioms of communication, new fashions of dress, dance, song and literature evolving from their collective experiences of the past. These changing modes begin to develop impact on our own more structured lives. In other words young people today are at the vanguard of change.

In the field of media and communications, Cendana

stated that there is special reason for interaction, collaboration and cooperation between old and young, due to the complexities of information in the modern world. Yesterday´s information can no longer be used as the basis for today´s decision-making. Information is made obsolete very quickly by the discovery of new facts. Today the media is a tremendous social force in the United States that toppled at least one recent president, but in our country the media, particularly the radio and television are shaping the social expectations of the masses of Filipinos and awakening them to the possibilities of modern life. The concept of communication is a key component in development and in achieving a higher quality of life. It summarized in what the Latin American educator Paulo Freire calls "conscientization", which means the opening of the mind and "self-knowledge".

As per speech delivered by Luna Londevilla (1982:38) the technical-vocational graduates have roles to play in meeting the basic needs of man but also in the higher aspirations for fulfillment, meaning and successes in life. Chronological age, economic and social status are no barriers to the quality of life our country has set itself to attain. Social services is a fitting instrument to achieve this goal, for it operates through ladder-like

uplift process from survival, to subsistence, to self-sufficiency and self-reliance.

This scheme for higher aspirations of life successes, encompasses remedial, preventive, rehabilitative and developmental services, all aimed towards uplifting the quality of life of the people, particularly the disadvantaged sector of society like Samar.

Kintanar (1982:102) added that in agriculture, man graduated from the primitive "slash-and-burn" type of agriculture, which is dependent on natural climatic conditions, to the more permanent and controlled method of cultivation using irrigation. Man was able to produce new varieties of economic plants and animals with highly desirable qualities, that can be propagated as well. He was able to increase yield, by using fertilizers and pesticides and ease labor through the use of farming machines and technology.

Aquaculture techniques are also being improved to increase fish production. Increased food production resulted to production of excess food materials which have to be processed and preserved to prevent wastage.

In the Scenario of the Philippine Society at

present, Laya (1985:131) shows a population of 58 million Filipino distributed in the rural-urban areas on a 60% to 40% ratio. The Filipinos have high aspirations as a result of technology progress, but faced problems of diminishing resources and competitions for jobs, both local and international markets. The people will continue to use modern technology, and in the year 2000, population is estimated to reach 80 million with 47% urban and 53% rural. This means greater competition for even the basics of living. Consequently, poverty among the greater portion of the population, mobility of people in search of better opportunities for work, socially unacceptable ways of earning a living, slum areas, drug addiction among the youths and general unrest among the people will continue and even rise. However, scenarios can be altered. The future of man and his ways of life can be shaped by the present, for man's future can be controlled by his intellect, his capacity to perform and his desire to live peacefully and comfortably. Through his education and training man can participate and live happily and successfully in a challenging, highly competitive and technological world.

In a speech delivered by Tayzon (1982:48) he mentioned Proclamation No. 2166, implementing the Five-

Year Development Plan of the Philippines for the Year 1983-1987 by the entire government machinery. He further emphasized the aligning and coordinating of activities sustained to economic growth, equity and total human development. This has been premised on three primordial rights of man namely: (a) the right to life, (b) the right to work, and (c) the right to well-being, which interlinked and found strength in each other. We envision sustained economic growth to provide more employment opportunities and raise the income levels of the people. Consequently, he visualized the enhancement of total human development through programs that confront directly poverty, illiteracy and satisfy basic nutritional needs. These alone can be enhanced through proper coordination of the techno-vocational schools established in such country.

This mandate, according to Cabanganan (1973:44) is incorporated in 1935 constitution on education which stated that "all schools shall aim to develop moral character, personal discipline, civic conscience, vocational efficiency and to teach the duties of citizenship". This became the prenatal point for the philosophy of education in the Philippines. The concept broadened the baseline for vocational education goals and objectives.

From the above provisions of the constitution came R.A. No. 1124, with a view to implement the mandate of said Act toward the establishment of an integrated nationalistic and democracy-inspired educational system in the Philippines, the following program of education was promulgated to wit:

Art. I, Sec. 1 of said Act provides:

> "To instill habits of industry and thrift and to prepare individuals to contribute to the economic development and wise conservation of the nation's natural resources".

Art. III, Sec. 2e provides:

> "To insure effective occupational competence, part of the training should be given in the school shop, school farm, and school laboratory as pilot and demonstration centers and factories, stores whenever possible in the shops, factories, store and offices, homes in the community for the acquisition of the skills and experiences needed in the local occupations and industries".

Art. III, Sec. 2f provides:

> "The schools should make every effort to ensure the cooperation of the local factories, shops, stores, farms and other places of work available in the community in which the students can gain experiences and skills through actual work and performance in the job".

The above provision of R.A. No. 1124 gives every school particularly vocational and technical institutions

the right to utilize shops, factories, farms, stores and business establishments in the locality as extension for the training of desirable habits, skills and attitudes of the youths.

In order to strengthen further, the vocational education to meet the country's urgent need to develop a strong labor force, R.A. 3742 was enacted in Congress in June, 1963. This is for the purpose of strengthening, promotion and expanding the program of vocational course for the purpose of enhancing the socio-economic programs of the country through the development of skilled and trained manpower in agriculture, industrial and trade-technical, fishery and other vocational courses.

According to Reyes (1970:76) there is a need for Graduate Education Reorientation Program (GERP), in the context of national development to analyze the supply of candidates trained for specific occupations and the supply of jobs available in the occupations. The recommended quality mechanism through standardization, uniformity, relevance, improving faculty-student ratio, expanding educational technology , curriculum innovations, improving facilities and improving manpower planning approach should also be scrutinized in answer to the prevailing need.

The Educational Survey Report (1987:2) concerning

vocational and technical-vocational education, reported that the nation's need for vocational-technical training is based on the following findings:

1. Vocational programs have been instituted without due consideration to manpower needs in the area where the schools are located.

2. There is a dearth of qualified vocational-technical education teachers.

3. With few exceptions, most vocational and technical schools are poorly equipped.

4. There has been lack of arrangement to involve industry adequately in the development of vocational-technical education.

5. Notable in terms of the administration of vocational-technical education is the independence of vocational programs under the Bureau of Education from those of private school systems and the state institutions.

The Bureau of Public Schools issued to the field Bulletin No. 6, s. 1969 entitled "Gearing the General Secondary Curriculum to Manpower Development". The goals are for the formulation of integrated plans, programs and projects for training the youth in order to coordinate education and industry to manpower development, which will

reduce the unemployment problem through work-oriented programs and projects.

The proceedings of a seminar in vocational education resolved three general conclusions regarding the present curriculum of technical-vocational schools:

1. The technical-vocational curricula are no longer responsive to the needs of the expanding industrial economy and that our schools failed to keep up with the new skills and technological demands of business and industry.

2. Not all skills learned by students from our technical-vocational schools are needed by industries. Schools have been turning out a lot of graduates whose skills do not meet the job entry requirements of industries and firms because these schools failed to consult industries and businesses of the locality that are users of manpower.

3. There is an urgent need to improve our technical-vocational teacher education curriculum in order to organize an adequate teaching-reserve-force to train these new skills needed eventually by our socio-economic development programs and projects.

Bulatao (1986:4) stated that in recent years, the rate of industrialization in the Philippines has been

closely matched by the increasingly fashionable admission linked with cynicism, that the cultural forces opposing these processes are so unwielded as to make the whole enterprise unattainable. Many foreign advisers leave the country disillusioned about the ability to have significant impact on development efforts, since young managers who arrive from prestigious schools abroad, find their newly acquired competence sharply thwarted by the old system. So, westernized young workers begin to question their wisdom of returning home often and increasingly frustrated about their ability to meet objectives or targets, because of interactivity of workforce, these young westernized workers are forced to handle the misproduction targets or unattained cost control due to unchanged value system. The two reactions observed on the old social system are: (1) It is centered on those workers, and (2) On substance, it is identified as a value system.

Mercado (1980:19) ascertained that with the concerned effort and cooperation of the government and the people, we can be assured of the better economic, social and cultural condition of the country in the future. Technician education has been gaining strong acceptance

particularly in developing countries like the Philippines, because of its potentials as an alternative delivery system for the development of critically needed manpower.

In fact several on-going educational development projects in the region are enjoying financial assistance from international lending institutions. These projects are all addressed to the improvement of technical-vocational education particularly on staff development, physical facilities, expansion and upgrading, curriculum and instructional materials, textbooks production, formation of intermediary bodies and similar structure to enhance efficient and effective system of technical education.

Dumaguin (1986:13) concluded, that effective staff development activities can help administrators develop competencies and attitudes needed to implement new curriculum trends and ideas. The total efforts in developing the competencies of individuals to the desired outcome is a good investment in human resource development. The investment, after all, will have its impact in terms of improved classroom techniques, better test results, innovativeness in classroom practices and a new image of teacher. He quoted E. T. Devision´s lines:

> "Education may arise the quality of labor force, defined to conclude all occupational from the highest to the lowest and upgrading of the educational background of the population, may accelerate the rate at which societies stock of knowledge itself advances".

With the Philippine-Australian program relative to rural development, Esteban (1987:16) stressed on the growth and development of institutions, relative to the potentials and capabilities of the students enrolled, in order to implement projects through the use of local expertise, coordinated and interrelated agencies, as well as the so-called "Province-people-centered" development, which calls for the dignity and responsibilities of the community.

Quisumbing (1986:1) stated that the DECS' thrust under the new government is national development, that is principally directed, towards the following goals: (1) alleviation of poverty; (2) generation of more productive employment; (3) promotion of equity and social justice; (4) attainment of sustainable economic growth.

Vergara (1977:9) dwelt on the role of trainors. He said, that the efficiency and effectiveness of an organization could be judged by the quality of skills available and manpower training programs provided.

Training officers play a vital role in industrial development.

Sanyal, et al. (1982:24) said that Technical-Vocational education seeks to develop man as a productive participant in nation building. It is an educational subsystem aimed at developing skills, abilities, work habits undertaking and appreciating encompassing knowledge and informations needed by semi-skilled and middle-level manpower, in order to enter and make progress in productive enterprises and/or employment in agricultural, industrial and service occupations.

Lopez (1987:3) leads in this area of concern by looking deeper into its curriculum offering and making it very relevant to the needs of the community. The philosophy behind the Community Development Program is founded by the library work of Markham entitled "Man Making" which states as follows:

> "We are all blind, until we see that in the human plan, nothing is worth the making of it, does not make a man."
>
> "Why build these cities glorious if man unbuild goes? In vain we build the work unless the builders also grow."

With the present enterpreneurial education, the vital role of development is to develop young workers to become more flexible and adaptive worker, one, not to be

counted as an additional burden in the unemployment problem of the country.

Benitez (1972:2) emphasized that the Ministry of Human Settlement of the Philippines basic concern, stems from the principles than man at the very least enjoy the minimum whole of physical, mental and spiritual needs. Thus, we have identified eleven basic needs which are: water, power, food, medical services, livelihood, clothing, cottage industries, education, culture and technology, ecological balance, shelter (housing and land use), mobility, roads, transportation and communication and sports and recreation. The MHS hopes to deliver the 11 basic services to each community through a coordinative role in cooperation with the entire government structure and the private sector, while assuming lead in the following areas:

1. Optimum land use and adequate shelter
2. Livelihood
3. Eco-culture and technology

Optimum land use means that all lands in the Philippines, public and private are to be utilized productively and discriminatingly, accordingly to the purpose assigned to them in local use plans. Adequate shelter covers a total package of regulation production

and financing strategies, to bring about adequate housing facilities and services. Livelihood covers provisions of opportunities to our people for out of the provision of social development, eventually the 42,000 barangays become economically productive. The goal of MHS is the enhancement of man´s fullest potentials as : (1) an active intelligent and sensitive person and as (2) a citizen proud of the Filipino dignity and identity.

RELATED STUDIES

Foreign Studies

Roth (1980:340) discovered that teachers have different goals, clients, contents, time frames and methodologies in different types of institutions. As society changes and becomes more complex, and as new knowledge and techniques emerge, the need for training employees will become even greater. As he estimated, there will be 60 million job opening in 1980 and 20 million will be new positions created by technological advances and societal changes (Commission on Programs and Projects 1980).

Katz (1980:33) found out in a follow-up study of their teacher education graduates, that 80% do not actually go into the teaching profession, but work in

other offices, factories, and 40% work in technical jobs after they received special trainings on specific skills. Yet those workers received sufficient salaries that provided them better quality of life, after several years of working in their chosen careers.

Ayer (1988:78) in a follow-up study of the Tennessee Technological graduates found out that 78% of their graduates are located in jobs related to their specific expertise. Workers in Tennessee are mostly trained with technical skills, which enhance the quality and quantity productions and services. Electronics, for instance, plays the basic role in technological development. As business and industries are highly modernized, the Tennessee techno-graduates are assured of their positions as soon as they finish their courses since the Tennessee government also helps in the proper placements of their technical-vocational experts.

Chesler (1981:101) further emphasized the need of societies' cultural values which need to be transmitted with thorough understanding, since many educational practices and issues are internalized, but never put into actual practice.

Steiner (1980:39) made a study on the effect of academic and technological knowledge and skills of

American Culture specifically the Indians. He emphasized that industrial and technical education be closely related to the changes in labor force structure and technological development, because greater effectivity is aimed at forming policies and guidelines, which are designed to meet the skilled manpower needs of the industrial and business sectors.

To be effective in meeting the manpower needs of business the industry, both academic and technical knowledge are equally necessary in the development of well-informed work force.

Local Studies

Cabanganan (1982:107) found out, that some of the reasons why Samar is underdeveloped could be due to the following: (1) non-examination of the manpower needs of the province, where technical-vocational schools are located; (2) lack of facilities and equipment; (3) indifferent attitudes of technical-vocational graduates towards work; (4) limited funding of projects put up by the province; and (5) too much politics in the government.

He further discovered that establishments of an in-plant training program between the Samar School of Arts

and Trades, now Samar State Polytechnic College, and the industrial establishments in Samar was feasible, hence he recommended for an immediate implementation of the program in order to harness and develop the vast natural resources of the province of Samar. He recommended further, that such training program should be made as a prerequisite for graduation of all college students, so that these students will have the hand to experience actual industrial atmosphere.

Cabanganan (1982:117) stated that in order to meet the country's urgent need for development of strong labor force, Congress should enact laws that will strengthen, expand and promote vocational education in the field of agriculture, fishery, trade-technical and other vocational pursuits.

He found out further, that out of the 30 vocational respondent schools in his actual study, only 8 have implemented the in-plant training program. On the other hand, out of the 224 industrial establishments, only 40 claimed to have tie-ups or linkages with vocational and technical schools.

He disclosed that the program was based on the following concept: Effective vocational and technical education can be obtained through a cooperative endeavor

between the school and industry for students to gain more occupational skills and competencies, effective vocational training needs facilities and training personnel that conform with those of the industry, effective vocational education needs close cooperation with industry and the community to insure up-to-date training courses and curricular offerings, and effective vocational training can be obtained through actual exposure to occupational atmosphere.

He further revealed that the occupational skills developed in the in-plant training program were the occupational skills needed by the industries in the region.

He finally stated that the most preferred workers by the industries were the vocational graduates with in-plant training experiences.

Pada (1972:39) revealed that the on-going training programs of trade and industrial education are related to the changing structure of the labor force and technical development effort for greater effectivity, aimed at forming policy guidelines, and involved curriculum structures designed to meet skilled manpower requirements of industrial sectors. He stressed the idea of articulating between the school and industry. To be

effective in meeting the manpower needs of industry, the educational system should be geared towards the technical-vocational system and industry, and this can be done through their constant dialogues and consultations. Better cooperation, linkages, coordinations and harmonious relationships between the school and industry are vital contributing factors in the substance, upliftment and progress of such endeavor.

Ananta (1981:71) found out that the institutional profile of the schools are characterized by social, cultural, economic and technological subsystems: (a) the social subsystem, represents the human resources which are adequate with trained and effective competent directors who are masters or doctorate degree holders; (b) the cultural subsystem, represents the teachers and students, armed with functionality and relevance of the curricular offering, textbook, facilities and equipment and the methods of instructions; (c) the economic subsystem, refers to the financial, physical and material resources of the school in terms of facilities , equipment, school needs and services; (d) technological subsystem, refers to the school involvement in research and applied technology and adaption of scientific, more creative and innovative approach in doing the work related to each

other to constitute the institutional profile of the school, which is aimed to the technological development of the students. So, the quality of the school lays the foundations of the success of the graduates, as they enter into the field of work.

Oliva (1976:89) strongly recommends for a linkage of the training institutions to the industries and the Regional Offices of the Bureau of Labor, where these graduates may be assisted in landing a job. As such, the school should make representations or arrangements with the industries for cooperative trade training programs. Furthermore, the school should make consultations with the Regional Office of the Bureau of Labor regarding this cooperative training programs.

Taqueban (1983:16) found out in his studies that the 1982 UND graduates in automotive technology performed better in psychomotor skills than in cognitive skills which would be attributed to the following reasons:

1. Over emphasis on psychomotor learning to the neglect of cognitive learning;

2. Aversion of student to reading and writing found in their research work;

3. Admission requirements not rigid in terms of students aptitudes and interests;

4. Lack of materials be which cognitive skills were developed such as library books, manuals, magazines, instructional modules and information sheets; and

5. Scarcity of instructional jobs to develop specific competencies.

Low achievement in automotive technology was due to:

a. Lack of on-the-job training competencies;

b. Dearth of instructional materials;

c. Poor qualities of equipment;

d. Absence of standard by which output could be evaluated in house wiring than generator or motor operations.

The success of the students therefore, can be attributed to the status of the schools, the faculty, the facilities and equipment as well as the school standard relative to quality in student performance.

Gabriel (1975:33) stressed in his findings, the importance of manpower training, in overcoming poverty and hastening economic development in the Third World countries. He further stressed that the acquisition of skills and techniques by workers was vital to their liberation from poverty. Manpower development, he added,

is the basic strategy of development in most developing countries.

Emphasizing the value of trainor-training to manpower development, he further stated, that it is a powerful tool for expanding the effective coverage of training programmes by multiplying the effects of training and achieving manpower development goals.

Relationship With The Present Study

The ideas included in the related studies both foreign and local, were made as the basis of some of the ideas incorporated by the researcher in this dissertation. The ideas gathered from relevant studies have guided the writer in the discussion of the details of the research.

In matters pertaining to curricular offerings of techno-vocational schools, relative to the manpower needs of the province, the ideas of Oliva and Cabanganan have helped a lot. Concerning further industrialization of a community, ideas of techno-vocational experts like Benitez, Pada, and others have contributed much to the writing of this book.

Furthermore, after reading Landas' writing on values and work motivations the researcher is convinced that the effectiveness of our techno-vocational graduates are

also through the contribution of values orientations of our work force, in school, as well as in the place of work where they are now located.

Lastly, the reliability of a researcher is not only based on the personal ideas of the writer, but it should also be authenticized by experts and authoritative references, especially if these are products of previous studies and researches.

Chapter 3

METHODS AND PROCEDURES

Methodology

This study is a normative-descriptive research for the reason that it was directed towards ascertaining facts that prevailed in a group of respondents and cases chosen in this particular study. Likewise other procedures such as interview, observation, visitation and the use of questionnaires, were used to advantage.

Sampling Procedure

The subjects of the study comprised 30 percent of the total technical-vocational graduates of every school of the eight technical-vocational schools, three of which were Trade Technicals, two agricultural and three fisheries schools, randomly taken from the different courses offered by said schools. They were graduates for the last five years. Their responses were evaluated in terms of their (1) employability, (2) prospects for promotions, (3) performance, (4) attitudes, (5) skills, (6) achievements, and (7) contributions to the socio-economic development of Samar in particular.

Heads and employers of technical-vocational schools were also consulted with regards to their perceptions in terms of the technical-vocational graduates performances, attitudes, skills, achievements and contributions to the socio-economic development of the province of Samar.

To be able to describe thoroughly the perceptions of both students, employers and the community residents with respect to the socio-economic status of the province and the contributions of the technical-vocational graduates, a questionnaire was designed in order to collect the needed information. Through their answers the researcher was able to identify the perceptions of students and community residents towards technical-vocational graduates' contribution to the socio-economic status and progress of the province of Samar.

Research Instrumentation

In order to authenticize the result of this study the questionnaire was used, so that data that were utilized as the basis for the conclusions made were taken from the responses made by the respondents of the study. The questionnaire was used to find out the employability of the techno-vocational graduates in various firms and

industries found in the province.

These two sets of questionnaires were distributed personally to the respondents in order to secure the responses about the status of the technical-vocational graduates as stated in the above paragraph. Furthermore, to supplement the procedure mentioned above, observations, unstructured and informal interviews and visitations were utilized.

The actual responses of the three groups of respondents, the techno-vocational graduates, the employers and the community residents were tabulated using the Likert five-point scale. The computed weighted mean resulted to an interval data and the corresponding means were computed as follows:

4.51 - 5.00	-	Very High
3.51 - 4.50	-	High
2.51 - 3.50	-	Moderately High
1.51 - 2.50	-	Low
1.00 - 1.50	-	Very Low

Using this five point scale, the interpretation of the responses were made specific and clear.

Validation of the Instrument

A draft of the questionnaires was designed for a tryout to the three groups of respondents. This questionnaire was used to test the students of Balicuatro

Vocational School, Northern Samar. The result of the dry run led to the finalization of the questionnaires that were distributed to the eight technical-vocational schools, the employers and the community residents. The questionnaires were distributed randomly to the different students of the courses offered by these schools.

Through group validation of a validating committee, the questionnaires were evaluated based on the suggestions of the respondents, so that the same items were revised in order to draw out the needed information from the respondents.

Data Gathering Process

As soon as the questionnaires were approved by the validating committee, permission to distribute the questionnaires was requested from the College President, Basilio S. Frincillo, in order to field the questionnaires.

Then another letter asking for permission from the administrators of the different schools involved in this study allowing her to distribute the questionnaires to their department heads and graduates was also framed. With the assistance of the department heads and guidance personnel the distribution of the questionnaires was

facilitated and the retrieval of the questionnaires was done through the same process. Other respondents directly sent the questionnaires to the researcher.

Scoring, Tabulation and Statistical Treatment

As soon as the questionnaires were returned the data were immediately recorded and tabulated by schools, by course, and by years, as well as by group of respondents to find whether the data would suit to the established statistical treatment.

1. For the data of the percentage of yearly employment, the simple percentage was used.

Formula:

$$P = \frac{f}{N} \times 100$$

Where:

f = frequency

N = No. of cases

2. In testing the relationship/association between the employment of the techno-vocational graduates and the socio-economic status of the Province of Samar. The Spearman Rank Correlation Coefficient was used as follows:

Formula:

$$r_s = 1 - \frac{6\ \Sigma D^2}{N\ (N^2 - 1)}$$

Where:

x's = are the ranked data for the techno-vocational graduates

y's = are the ranked data for the socio-economic status of the Province of Samar

3. To determine the significance of r, the Fisher's t-test was used as follows:

$$t = \frac{r\sqrt{N - 2}}{\sqrt{1 - r^2}}$$

Where:

r = the computed Spearman coefficient of correlation

N = the number of paired observations

The computed value was tested against the tabular value using the 5-point scale. For each aspect the weighted mean was computed thus making the data interval equal. The corresponding means were interpreted as follows:

To test whether there is significant difference between the perceptions of the three groups of respondents

One-Way-Anova (Analysis of Variance) was utilized . To ensure normality of the data which is one of the assumptions of the F-test the test of normality using Goodness of Fit test was employed before proceeding to the ANOVA.

ANOVA Table (Working Formula)

Source of Variance	Degree of Freedom	Sum of Squares SS	Mean Squares MS	Computed (F)
Between	k-1	$\frac{(\text{Group Total})^2}{r}$	$\frac{\text{SS Between}}{k-1}$	$\frac{\text{MS Between}}{\text{MS Within}}$
Within	N-k	SS Total-SS Between	$\frac{\text{SS Between}}{N-k}$	
Total	N-1	$X^2 - \frac{(\Sigma X)^2}{2}$		

Where:

N = No. of cases
k = No. of groups
r = No. of replicates
c = Correction factor = $\frac{(\Sigma X)^2}{N}$

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the survey concerning the study of the techno-vocational graduates and their contributions to the socio-economic status of the province of Samar, based from the responses of the respondents who were composed of the techno-vocational graduates, the employers and the community residents. This research study gave us a good picture of the techno-vocational graduates relative to their attitudes, performance and their achievements in relation to the socio-economic status of Samar for a period of five years starting from 1982 up to 1987.

The data were derived from the documentary analysis and the questionnaires that were distributed to the employers, community residents and to the techno-vocational graduates of the eight technical-vocational schools in Samar last August.

1.1 Population Growth of Techno-Vocational Graduates

This study has taken into account the growth of population of techno-vocational graduates in a span of five years.

There were eight schools whose population growths were registered in this study namely: 1. the Samar State Polytechnic College; 2. Tiburcio Tancinco Memorial Institute of Science and Technology; 3. Wright Vocational School; 4. Samar Regional School of Fisheries; 5. Clarencio Calagos Memorial School of Fisheries; 6. Rafael Lentejas Memorial School of Fisheries; 7. Samar National Agricultural School; and 8. Basey National Agricultural School.

As can be seen in Table 1, the total population growth in 1982 was 12.30 percent. From 1982 to 1987, it has steadily risen to 26.10 percent. The total population in 1982 was 598 consisting both female and male graduates. In 1987 it soared to 1264. By 1987 the grand total for male was 2711 or 56.00 percent of the total population growth and 2128 or 43.90 percent for female. Significantly, the male population grew from 48.30 percent in 1982 to 56.0 percent in 1987 while the female decreased from 51.60 percent in 1982 to 43.30 percent in 1987. The two big producers of techno-vocational graduates were the Samar State Polytechnic College and the Tiburcio Tancinco Memorial School.

Table 1

Population Growth of Techno-Vocational Graduates
By Schools, 1982 - 1987

Schools	1982 - 1983			1983 - 1984			1984 - 1985			1985 - 1986			1986 - 1987			Total M	Total F	Grand Total	Percent
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total				
1. SSPC	83	61	144	132	48	180	249	140	389	240	143	383	258	174	432	962	566	1528	31.57
2. TTMIST	71	62	133	126	42	168	164	139	303	266	140	406	246	153	399	873	536	1409	29.11
3. WVS	47	76	123	61	64	125	65	63	128	55	72	127	63	46	109	291	321	612	12.64
4. SRSF	32	42	74	34	15	49	17	30	47	14	24	38	23	33	56	120	144	264	5.46
5. CCMSF	19	28	47	22	26	48	22	28	50	23	31	54	22	31	53	108	144	252	5.21
6. RLMSF	0	1	1	18	24	42	25	42	67	37	33	70	42	37	79	122	137	259	5.35
7. SNAS	18	19	37	20	22	42	23	27	50	26	25	51	36	32	68	123	125	248	5.12
8. BNAS	19	20	39	18	24	42	26	27	53	23	42	65	26	42	68	112	155	267	5.52
Total	289	309	598	431	265	696	591	496	1087	684	510	1194	716	548	1264	2711	2128	4839	100
Percent	48.30	51.60	12.30	61.90	38.00	14.30	54.30	45.60	22.40	57.20	42.70	24.60	56.60	43.30	26.10	56.00	43.90	100.00	-

Table 2

Profile of Techno-Vocational Graduates by Schools & Sex

Schools	Total Population			30% of Graduates			Others Not Contacted			Actual Respondents			Percent
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
SSPC	962	566	1528	288.6	169.8	458.4	24	10	34	264	160	424	32.02
TTMIST	873	536	1409	261.9	160.8	422.7	16	6	22	246	155	401	30.29
WVS	291	321	612	87.3	96.3	183.6	8	9	17	79	87	166	12.54
SRSF	120	144	264	36	43.2	79.2	3	5	8	33	38	71	5.36
CCMSF	108	144	252	32.4	43.2	75.6	9	4	13	24	39	63	4.76
RLMSF	122	137	259	36.6	41.1	77.7	6	6	12	31	35	66	4.98
BNAS	133	125	258	39.9	37.5	77.4	7	4	11	33	33	66	4.98
SNAS	112	155	267	33.6	46.5	80.1	8	5	13	36	31	67	5.06
Total	2721	2128	4849	816.3	638.4	1454.0	81	49	130	746	578	1324	99.99

1.2 Profile of Techno-Vocational Graduates by Schools and Sex

Table 2 shows the number of techno-vocational graduates of each vocational school in Western Samar. All in all there were 4849 techno-vocational graduates with the Samar State Polytechnic College supplying 1528 techno-vocational graduates; Tiburcio Tancinco Memorial Institute of Science and Technology - 1409; Samar Regional School of Fisheries - 267; Clarencio Calagos Memorial School of Fisheries - 252; Rafael Lentejas Memorial School of Fisheries - 259; Basey National Agricultural School - 258 and Samar National Agricultural School - 267.

Thirty percent of the graduates were made respondents of this study. However, 130 of them could not be contacted so that there were only 1324 graduates or 99.99 percent of the total number of respondents who were contacted. The table further reveals that there were more male graduates than the female graduates with male population having a total of 2721 and the female population had a total of 2128.

1.3 Profile of Techno-Graduates As to Age and Sex

According to Table 3, 28.40 percent or 378 of

Table 3

Age & Sex Profile of Techno-Vocational Graduates in Samar
(1982 - 1987)

Age Range	SSPC			TTMIST			WVS			SRSF			CCMSF			RLMSF			BNAS			SNAS			Total			Percent
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
16-20	2	0	2	1	1	2	1	1	2	1	0	1	2	1	3	1	1	2	2	1	3	0	1	1	10	6	16	1.21
21-25	13	30	43	24	45	69	13	10	23	3	3	6	3	5	8	4	1	5	4	5	9	1	2	3	65	101	166	12.54
26-30	80	62	142	60	43	103	23	26	49	10	6	16	9	6	15	7	9	16	6	7	13	12	10	22	207	169	376	28.40
31-35	81	47	128	65	34	99	18	19	37	6	5	11	4	8	12	6	7	13	10	6	16	6	4	10	196	130	326	24.62
36-40	53	10	63	65	11	76	20	16	36	7	16	23	3	11	14	9	11	20	7	10	17	15	10	25	179	95	274	20.69
41-45	34	10	44	30	19	49	4	14	18	6	8	14	3	8	11	4	5	9	4	4	8	1	4	5	86	72	158	11.93
46-50	1	1	2	1	2	3	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	3	5	8	0.60
Total	264	160	424	246	155	401	79	87	166	33	38	71	24	39	63	31	35	66	33	33	66	36	31	67	746	578	1324	99.99
Percent	62.2	37.7	32.0	61.3	38.6	30.2	47.5	52.4	12.5	46.4	53.5	5.3	38.0	61.9	4.7	46.9	53.0	4.9	50.0	50.0	4.9	53.7	46.2	5.0	56.3	43.6	100.0	-

the 1324 have ages ranging from 26 to 30 years old. Two hundred seven were males and 169 were females. This was followed by 326 or 24.52 percent of graduates whose ages were from 31-35 with 196 males and 130 females. The rest are as follows: 20.89 or 274 graduates have age range from 36-40 with 95 females and 179 males; 1.21 percent or 16 graduates, 10 males and 6 females have ages between 16-20 years old and 166 or 12.54 (65 males and 101 females) were from 21-25 years old; 11.93 or 158 (86 males and 72 females) were aged between 40-45. Lastly only 6 or .60 have age range between 46-50.

1.4 Civil Status Profile of Techno-Vocational Graduates

Table 4 gives the civil status profile of the employed techno-vocational graduates.

The data reveal that out of the 1324 techno-vocational graduates 585 or 44.2 percent were single with 303 males considered as single and 282 as females who are also single. There were 674 or 50.9 who were considered as married and 65 or .9 who were widow/ers. Under the married group 419 were males and 255 were females. The data further showed that 34 were widowers and 31 were widows.

Table 4

Civil Status Profile of Techno-Vocational Graduates
Employed in Samar

Type of Employment	SSPC			TTMIST			WVS			SRSF			CCMSF			RLMSF			BNAS			SNAS			Total			Percent
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Single	90	98	188	113	75	188	40	38	78	11	12	23	10	14	24	13	14	27	12	17	29	14	14	28	303	282	585	44.2
Married	169	58	227	129	75	204	45	33	78	17	21	38	11	23	34	11	18	29	17	13	30	20	14	34	419	255	674	50.9
Widow/er	5	4	9	4	5	9	4	6	10	5	5	10	3	2	5	7	3	10	4	3	7	2	3	5	34	31	65	4.9
Total	264	160	424	246	155	401	89	77	166	33	38	71	24	39	63	31	35	66	33	33	66	36	31	67	756	568	1324	100.0
Percent	62.2	37.7	32.02	61.3	38.6	30.28	53.6	46.3	12.53	46.4	53.5	5.362	38.0	61.9	4.758	46.9	53.0	4.984	50.0	50.0	4.984	53.7	46.2	5.060	57.0	42.9	100.0	-

Thus it can be seen that the majority of the techno-vocational graduates were composed of either single or married persons.

1.5 Educational Qualification Profile of Techno-Vocational Graduates Employed in Samar

Out of 1324 techno-vocational graduates involved in this study, 276 or 20.84 percent were BSIE graduates, 339 or 25.60 percent were secondary graduates, 123 or 9.29 percent were graduates from Bachelor of Science in Industrial Technology (BSIT), 59 or 4.45 percent were graduates of Bachelor of Science in Education (BSE), 295 or 22.28 were Bachelor of Science in Agriculture graduates, 48 or 3.62 were Agriculture Technology graduates, 54 or 4.078 were graduates from Bachelor of Science in Fisheries Technology, 25 or 1.88 percent were Masters of Arts in Teaching graduates, 11 or .83 percent were civil engineers, 22 or .83 percent were electrical engineers , 8 or .60 were veterinarians, 6 or .45 percent were commerce graduates, 4 or .30 percent were geodetic engineers and a total of 12 or .90 percent of techno graduates did not specify their qualifications.

The greatest number of the respondents of this

Table 5

Educational Qualifications of Techno-Vocational Graduates
Employed in Samar

Educational Qualification	SSPC			TTMIST			WVS			SRSF			CCMSF			RLMSF			BNAS			SNAS			Total			Percent
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
BSIE	91	42	133	66	25	91	4	6	10	4	6	10	4	9	13	1	3	4	8	3	11	1	3	4	179	97	276	20.84
Sec. Grade	12	32	44	16	38	54	51	61	112	15	14	29	9	14	23	20	21	41	2	15	17	17	2	19	142	197	339	25.60
BSIT	42	21	63	41	6	47	4	9	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	87	36	123	9.290
BSE	4	11	15	5	9	14	3	4	7	1	2	3	1	2	3	1	1	2	5	2	7	6	2	8	26	33	59	4.456
Two-Year Technical	94	45	139	79	49	128	8	3	11	1	1	2	2	1	3	3	1	4	3	1	4	2	2	4	192	103	295	22.28
BSA	3	4	7	5	5	10	2	0	2	2	0	2	0	0	0	0	0	0	1	6	7	2	6	8	15	21	36	2.719
BAT	2	1	3	4	5	9	3	2	5	0	0	0	0	5	5	0	0	0	4	4	8	4	14	18	17	31	48	3.625
BSFT	0	1	1	1	2	3	0	0	0	9	11	20	7	8	15	6	9	15	0	0	0	0	0	0	23	31	54	4.078
MAT	4	5	9	5	7	12	0	1	1	0	2	2	0	0	0	0	0	0	0	1	1	0	0	0	9	16	25	1.888
Ag. Eng'g	1	0	1	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	4	1	5	1	2	3	8	3	11	0.830
Civ. Eng'g	3	0	3	7	0	7	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	0	11	0.830
Elect. Eng'g	3	0	3	7	0	7	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	0	11	0.830
Archt'l Eng'g	1	0	1	6	0	6	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	8	0.604
Vet. Med.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	2	0	2	6	0	6	0.453
BSCommerce	1	1	2	1	3	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	4	6	0.453
Geodetic Eng'g	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	1	0	1	4	0	4	0.302
Others	2	2	4	1	2	3	1	1	2	0	1	1	1	0	1	1	0	1	0	0	0	0	0	0	6	6	12	0.906
Total	264	165	429	246	151	397	79	87	166	32	37	69	24	39	63	32	35	67	33	33	66	36	31	67	746	578	1324	100
Percent	61.5	8.7	13.7	61.9	38.0	29.9	47.5	52.4	12.5	46.3	53.6	5.2	38.0	61.9	4.7	47.7	52.2	5.0	50.0	50.0	4.9	53.7	46.2	5.0	56.3	43.6	100.0	-

study were only secondary graduates who were already employed in the province of Samar, followed by the Two-Year Technical graduates of Bachelor of Science in Industrial Education and other related courses.

1.6 Employment Profile of Techno-Vocational Graduates Employed in the Province of Samar

Table 6 reflects the saturation of the techno-vocational graduates as found in the different agencies in Samar.

As found in the table, there were 287 or 21.44 percent of the techno-vocational graduates employed in the DECS, 158 or 11.93 percent were absorbed by the Bureau of Agricultural Extension, 224 or 16.91 percent worked with the Bureau of Public Works and Highways, 199 or 15.03 were privately employed, 88 or 6.64 percent were employed in the Provincial Office and 86 or 6.49 percent were also employed in the different municipal offices. Those who worked with the Bureau of Fisheries totaled to 35 or 2.64 percent; 35 or 2.64 worked with the CARP; 24 or 1.81 percent worked with DTI, 26 or 1.96 percent worked with the Bureau of Forestry, 23 or 1.73 percent worked with the National Irrigation Administration,

Table 6

Employment Profile of Techno-Vocational
Graduates Employed in Samar

Place of Employment	SSPC			TTNIST			WVS			SRSF			CCMSF			RLMSF			BNAS			SNAS			Total			Percen
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
DECS	51	40	91	47	44	91	20	28	48	9	10	19	2	8	10	4	6	10	4	8	12	2	4	6	139	148	287	21.67
BAEX	32	11	43	27	10	37	2	4	6	4	9	13	6	10	16	5	9	14	3	9	12	4	13	17	83	75	158	11.93
DPWH	56	30	86	71	7	78	18	11	29	1	5	6	5	2	7	2	5	7	6	0	6	4	1	5	163	61	224	16.91
Pricate Firm	39	30	69	36	30	66	6	17	23	5	5	10	2	8	10	5	5	10	2	4	6	2	3	5	97	102	199	15.03
Prov'l Offices	23	13	36	6	17	23	5	4	9	1	2	3	2	0	2	4	4	8	1	4	5	0	2	2	42	46	88	6.646
Mun. Offices	12	10	22	10	17	27	4	4	8	4	2	6	0	2	2	4	4	8	2	5	7	2	4	6	38	48	86	6.495
Bureau of Fisheries	3	1	4	4	0	4	2	0	2	6	3	9	6	1	7	4	2	6	2	0	2	1	0	1	28	7	35	2.643
CARP	9	3	12	9	6	15	4	1	5	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3	25	10	35	2.643
DTI	5	2	7	6	2	8	2	1	3	3	0	3	1	1	2	0	0	0	0	0	0	1	0	1	18	6	24	1.812
Bureau of Forestry	4	0	4	3	1	4	1	0	1	0	0	0	3	0	3	1	0	1	6	1	7	4	2	6	22	4	26	1.963
NIA	5	0	5	4	2	6	1	0	1	0	0	0	0	0	0	1	0	1	3	1	4	6	0	6	20	3	23	1.737
Bureau of Health	3	3	6	2	6	8	2	1	3	0	2	2	0	0	0	1	0	1	0	0	0	0	0	0	8	12	20	1.510
Land Bank	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0.075
Others	22	17	39	20	13	33	12	16	28	0	0	0	2	2	4	0	0	0	4	1	5	7	2	9	67	51	118	8.912
Total	264	160	424	246	155	401	79	87	166	33	38	71	29	34	63	31	35	66	33	33	66	36	31	67	751	573	1324	100
Percent	62.2	37.7	32.0	51.3	38.6	30.2	47.5	52.4	12.5	46.4	53.5	5.3	46.0	53.9	4.7	46.9	53.0	4.9	50.0	50.0	4.9	53.7	46.2	5.0	56.7	43.2	100.0	-

20 or 1.51 percent were connected with the Bureau of Health, 1 or .07 percent was with the Land Bank and 118 or 8.91 percent worked in unidentified jobs since the respondents just indicated these as others.

Although Table 6 reflects that there were 287 or 21.44 percent techno-vocational graduates are with the DECS, blue collar jobs were distributed to the different agencies like agriculture, forestry, fishery, DPWH, CARP, NIA and DTI.

1.7 Compensation Profile of Techno-Vocational Graduates Employed in Samar

The data on Table 7 below shows that the position occupied by the techno-vocational graduates employed in diversified jobs received compensation ranging from P501.00 to P5,001.00. The salary scale followed the law of "Equal Pay for Equal Work."

Out of the 1324 respondents 39.73 percent or 526 received salaries between P1,001.00 and P2,000.00; 27.34 percent or 362 had salaries between P2,001.00 and P3,000.00. The bracket goes up with 8.01 percent or 106 techno-vocational graduates having salaries from P3,001.00 to P4,000.00. A few or 1.59 percent of them received salaries between P4,001.00 and P5,000.00. Only three or 0.23 percent

Table 7

Compensation Profile of Techno-Vocational Graduates Employed in Samar

Salary Scale	SSPC	TTMIST	WVS	SRSF	CCMSF	RLMSF	BNAS	SNAS	Total	Percent
Below P 500.00	0	0	4	0	4	2	3	0	13	0.98
P501.00 - 1,000.00	39	53	32	6	10	14	12	14	180	13.6
P1,001.00 - 2,000.00	188	161	79	20	26	15	18	19	526	39.73
P2,001.00 - 3,000.00	144	106	28	27	12	11	13	21	362	27.34
P3,001.00 - 4,000.00	26	45	11	11	1	8	3	1	106	8.01
P4,001.00 - 5,000.00	9	6	2	0	0	0	2	2	21	1.59
P5,001.00 - above	2	1	0	0	0	0	0	0	3	0.23
Others (Not Stated)	16	29	10	7	10	16	15	10	113	8.53
Total	424	401	166	71	63	66	66	67	1324	100
Percent	32.02	30.29	12.54	5.36	4.76	4.98	4.98	5.06	100	-

Table 8

Achievements Profile of Techno-Vocational Graduates in Samar

A. Present Position	SSPC	TTMIST	WVS	SRSF	CCMSF	RLMSF	BNAS	SNAS	Total	Percent
Secondary Tea.	76	61	13	8	7	3	6	4	178	13.44
Agr'l Prod. Technician	3	12	3	0	0	1	23	21	63	4.76
Fishermen	22	32	20	15	19	34	0	0	142	10.73
Farmers	26	19	15	0	5	9	8	8	90	6.80
Retailers	34	32	25	6	5	6	5	7	120	9.06
Instructors	6	5	0	0	0	0	0	0	11	0.83
Electronics Shop Operator	29	18	11	4	2	2	1	1	68	5.14
Auto Repair Shop Operator	24	15	4	0	0	0	0	0	43	3.25
Fishpond Tech.	0	0	12	10	11	0	0	0	33	2.49
Vol. Shop Owners	13	12	9	0	0	0	0	0	34	2.57
Eco. Researchers	6	4	4	2	3	3	2	3	27	2.04
Mun. Agr'l Off.	7	6	0	2	3	3	2	3	26	1.96
Animal Caretaker	0	0	0	0	0	0	12	13	25	1.89
DTI Field Workers	6	4	0	2	0	0	0	0	12	0.91
CE Aides	1	3	4	0	0	0	0	0	8	0.60
Jeepney Operators	8	2	0	0	0	0	0	0	10	0.76
Station Supt.	0	1	0	3	0	0	0	0	4	0.30
Driver	11	18	0	0	0	0	0	0	29	2.19
Administrators	10	8	4	0	5	1	1	2	31	2.34
Fiber Supv. Dept. Production	0	0	0	0	0	0	1	1	2	0.15
Dressmakers	38	31	17	2	1	2	4	4	99	7.48
Elem. Sch. Tea.	27	30	2	10	1	1	0	0	71	5.36
Clerks	8	4	2	1	1	1	0	0	17	1.28
Others	69	84	21	6	0	0	1	0	181	13.67
Total	424	401	166	71	63	66	66	67	1324	100.00
Percent	32.02	30.29	12.54	5.36	4.76	4.98	4.98	5.06	99.99	–

of the total techno-vocational graduates were receiving more than P5,001.00.

Salaries below P500.00 a month were given to a group of employees who were considered "square pegs in round holes", as they were under-employed workers under casual and contractual basis. They were the group of workers who composed .98 percent of the total graduates from 1982-1987. They did not have permanent items in spite of their qualifications.

1.8 Occupation Profile of Techno-Vocational Graduates Employed in Samar

Table 8 gives the different occupations engaged in by the 1324 techno-vocational graduates of this study. Based on their bulk, the occupations are ranked as follows:

	Total	Percent	Rank
1. Secondary teachers	178	13.44	1
2. Fishermen	142	10.73	2
3. Retailers	120	9.06	3
4. Dressmakers	99	7.48	4
5. Farmers	90	6.80	5
6. Elem. School Teachers	71	5.36	6
7. Electronics Shops Operators	68	5.14	7
8. Agricultural Production Technician	63	4.76	8
9. Auto Repair Shop Operators	43	3.25	9
10. Vulcanizing Shop Operators	34	2.57	10

11.	Fishpond Technician	33	2.49	11
12.	Administrator	31	2.34	12
13.	Drivers	29	2.19	13
14.	Economic Researchers	27	2.04	14
15.	Municipal Agricultural Officers	26	1.96	15
16.	Animal Caretaker	25	1.89	16
17.	Clerks	17	1.28	17
18.	DTI Field Workers	12	0.91	18
19.	Instructors	11	0.83	19
20.	Jeepney Operators	10	0.76	20
21.	CE Aides	8	0.60	21
22.	Station Superintendent	4	0.30	22
23.	Fiber Supt. Dept. Production	2	0.15	23
24.	Others (unidentified)	181	13.67	

The different occupations engaged in by the techno-vocational graduates show the various ways in which the techno-vocational graduates can be of use in the socio-economic development of Samar. However, to really feel the impact of the techno-vocational graduates, an adequate supply of them should be present in our communities.

The ranking above shows that the supply of techno-vocational graduates is meager. Fishermen only ranked second comprising only 10.73 of the total number of graduates. Only 9.06 percent are retailers and 6.80 are farmers. Dressmakers comprise 7.48 percent of the total number of graduates. The figure diminishes with the following occupations: electronic shop operators, agricultural production

technicians, auto repair shop operators, vulcanizing shop operators, fishpond technicians, administrators, drivers, jeepney operators, economic researchers, down to Fiber Superintendent Department Production. Even the kind of occupation engaged in by the techno-vocational graduates does not fully utilize their skills and expertise. Many jobs they are holding are not technical by nature. This is due to the fact that the greater number of the techno-vocational graduates are holders of high school diploma only. Thus, the jobs that they hold are in accordance with their qualification. Subsequently, the salaries that they receive are commensurate to their qualification.

The greatest job concentration is teaching registering 13.44% or a total of 178 techno-vocational graduates. While teaching is a noble profession it does not spur economic activity and production in the same manner as business and industries. Also, the popular choice of the profession reflects the Filipino´s penchant for white collar jobs. Present development however show that the country needs today blue collar workers who will raise our nation´s economy.

1.9 Personal Achievements of Techno-Vocational Graduates Employed in Samar

Study shows that the socio-economic status of Samar is directly related to the standard of living of the people as related to their personal achievements. Through proper examination of the personal properties of these techno-vocational graduates employed in Samar, conclusions can be drawn that the standard of living of our techno-vocational graduates was far better than before.

Table 9 shows that among the personal property that are adequately purchased by these graduates clothing ranked first followed by radio, sala set, electric fan, wrist watch, tape recorder, wall clock, jewelry, gas stove, house only, aparadors, house and lots, gas ranges, refrigerators, betamax, televisions, dining sets, computers and others. The succession in the list shows the buying capacity of these respondents.

1.10 The Extent of Influence of the Employed Techno-Vocational Graduates

There were twelve indicators showing the extent of influence of the employed techno-vocational graduates. As perceived by the respondents

Table 9

Personal Achievement of Techno-Graduates Employed in Samar

Personal Properties	SSPC	TTMIST	WVS	SRSF	CCMSF	RLMSF	BNAS	SNAS	Total	Percent
Clothing	226-17.06	211-15.21	114-8.61	39-2.34	45-3.39	32-2.41	35-3.39	31-2.34	733	11.04
Radio	184-13.89	141-10.64	41-3.09	36-2.71	44-3.32	34-2.56	36-2.71	42-3.17	558	8.41
Sala Set	105-7.93	136-10.27	36-2.71	32-2.41	35-2.64	22-1.66	18-1.35	27-2.03	411	6.19
Electric Fan	114-8.61	126-9.51	26-1.36	29-2.19	46-3.47	32-2.41	18-1.35	25-1.88	416	6.27
Wrist Watch	96-7.25	102-7.70	31-2.34	40-3.02	36-2.71	42-3.17	24-1.81	27-2.03	398	6.00
Tape Recorders	111-8.38	101-7.62	22-1.66	41-3.09	32-2.41	42-3.17	7-0.52	12-0.90	368	5.54
Wall Clock	192-14.57	136-10.27	21-1.58	2-0.15	6-0.45	4-0.30	3-0.22	1-0.07	365	5.50
Jewelries	91-6.87	136-10.27	30-2.26	26-1.96	20-1.51	16-1.20	6-0.45	10-0.75	335	5.05
Gas Stove	105-7.93	121-9.13	10-0.75	2-0.15	1-0.07	3-0.22	6-0.45	5-0.37	253	3.81
House Only	96-7.25	21-1.58	21-1.58	41-3.09	22-1.66	16-1.20	22-1.66	20-1.51	259	3.90
Aparador	98-7.40	49-3.70	30-2.26	13-0.98	8-0.60	3-0.22	11-0.83	20-1.51	232	3.50
House & Lot	119-8.98	36-2.71	36-2.71	32-2.41	21-1.58	18-1.35	12-0.90	25-1.88	299	4.50
Gas Range	86-6.49	68-5.13	8-0.60	16-1.20	10-0.75	23-1.73	7-0.52	10-0.75	228	3.43
Lot Only	70-5.28	49-3.70	19-1.43	49-3.70	27-2.03	3-0.22	2-0.15	6-0.45	225	3.39
Refrigerator	86-6.49	78-5.80	10-0.75	3-0.22	3-0.33	4-0.30	8-0.60	5-0.37	197	2.97
Betamax	69-5.21	22-1.66	2-0.15	2-0.15	2-0.15	3-0.22	3-0.22	4-0.30	107	1.61
Television	86-6.41	49-3.70	19-1.43	13-0.98	13-0.98	14-1.05	5-0.37	8-0.60	207	3.12
Dining Set	46-3.47	39-2.34	25-1.88	25-1.88	12-0.90	11-0.83	13-0.98	18-1.35	189	2.85
Electric Stove	23-1.73	28-2.11	1-0.07	12-0.90	12-0.90	11-0.83	8-0.60	13-0.98	108	1.63
Sleeprite Bed	49-3.70	38-2.87	8-0.60	6-0.45	3-0.22	2-0.15	3-0.22	3-0.22	112	1.69
Sing-along	26-1.96	33-2.49	2-0.15	0-0.00	0-0.00	0-0.00	1-0.07	1-0.07	63	0.95
Garden Set	11-0.83	14-1.05	2-0.15	3-0.22	6-0.45	2-0.15	1-0.07	6-0.45	45	0.68
Computer	1-0.07	2-0.15	0-0.00	0-0.00	0-0.00	0-0.00	0-0.00	0-0.00	3	0.05
Others	218-16.46	132-9.96	19-1.43	44-3.32	39-2.94	36-2.71	19-1.43	20-1.51	527	7.94
Total	2308	1868	533	506	443	373	268	339	6638	100.02
Percent	34.77	28.14	8.03	7.62	6.67	5.62	4.04	5.11	100.00	-

eradication of illiteracy was rated High with the weighted average of 3.98. This can be attributed to the fact that the greatest number of our techno-vocational graduates were absorbed by DECS. Improved cultivation comes second with the weighted average of 3.52 (High); improved technology and other indicators down to improved water system received the rating of Moderately High in the Likert 5-point scale. The last item "improved peace and order situation" was rated Low. The grand weighted mean was 3.12 or Moderately High.

This means that the influence of the techno-vocational graduates can be felt in all these indicators but the impact was not as great as it should be. Socio-economic advances are closely linked with improved standard of living, improved communities, improved communication, electrical services, water system and improved peace and order situation. These indicators were rated by the respondents as Moderately High only.

1.11 Jobs Held by Techno-Vocational Graduates Employed in Samar

As shown in Table 11 there were 663 or 48.60 techno-vocational graduates who were employed with

Table 10

The Extent of Influence of Employed Techno-Vocational Graduates

Indicators	VH (5)	H (4)	MH (3)	L (2)	VL (1)	Total	Weighted Average	Evaluation
1. Eradication of Illiteracy	291 (1455)	306 (1224)	210 (630)	33 (66)	10 (10)	850 (3385)	3.98	High
2. Improved Cultivation	188 (940)	301 (1204)	309 (927)	149 (298)	16 (16)	963 (3385)	3.52	High
3. Increased Farm Production	296 (1480)	268 (1072)	240 (720)	140 (280)	66 (66)	1010 (3618)	3.58	High
4. Improved Technology	104 (520)	245 (980)	298 (894)	128 (256)	39 (39)	814 (2689)	3.30	Moderately High
5. Increased Income Level	133 (665)	290 (1160)	310 (930)	100 (200)	88 (88)	921 (3043)	3.30	Moderately High
6. Improved Production of Goods	78 (390)	200 (800)	144 (432)	166 (332)	34 (34)	622 (1988)	3.20	Moderately High
7. Improved Standard of Living	127 (635)	148 (592)	300 (900)	138 (276)	70 (70)	783 (2473)	3.16	Moderately High
8. More Modernized Filipino Homes	101 (505)	185 (740)	302 (906)	203 (406)	69 (69)	860 (2626)	3.05	Moderately High
9. Improved Communities	106 (530)	288 (1152)	201 (603)	309 (618)	98 (98)	1002 (2626)	2.62	Moderately High
10. Improved Comm. Transportation	48 (240)	134 (536)	139 (417)	214 (428)	74 (74)	609 (1695)	2.78	Moderately High
11. Improved Electrical Services	98 (490)	146 (584)	274 (822)	394 (788)	87 (87)	999 (2771)	2.77	Moderately High
12. Improved Housing	46 (230)	64 (256)	393 (1179)	202 (404)	69 (69)	774 (2138)	2.76	Moderately High
13. More Convenient Living Condition	102 (510)	290 (1160)	301 (903)	289 (578)	90 (90)	1072 (3241)	3.02	Moderately High
14. Improved Water System	88 (440)	39 (156)	288 (864)	334 (668)	98 (98)	847 (2226)	2.63	Moderately High
15. Improved Peace & Order Situation	28 (140)	36 (144)	144 (432)	303 (606)	109 (109)	619 (1431)	2.31	Low
Total	1834 (9170)	2940 (11760)	3853 (11559)	3102 (6204)	1017 (1017)	12745 (39710)	3.12	Moderately High

Table 11

Jobs Held by Techno-Vocational Graduates
Employed in Samar

Type of Employment	SSPC			TTMIST			WVS			SRSF			CCMSF			RLMSF			BNAS			SNAS			Total			Perce
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Government Employed	169	99	268	100	79	179	39	46	85	12	17	29	10	16	26	9	15	24	13	16	29	10	13	23	362	301	663	48.60
Self-Employed	41	20	61	86	43	129	15	13	28	6	6	12	6	4	10	5	4	9	5	7	12	9	10	19	173	107	280	20.52
Privately Employed	20	19	39	27	12	39	5	8	13	5	9	14	7	8	15	5	5	10	3	4	7	3	4	7	75	69	144	10.55
Under-Employed	31	22	53	32	17	49	19	19	38	10	4	14	1	9	10	11	9	20	11	6	17	14	4	18	129	90	219	16.05
Others	3	0	3	1	4	5	1	1	2	0	2	2	0	2	2	1	2	3	1	0	1	0	0	0	7	11	18	1.319
Total	264	160	424	246	155	401	79	87	166	33	38	71	24	39	63	31	35	66	33	33	66	36	31	67	746	578	1324	97.06
Percent	62.2	37.7	32.0	61.3	38.6	30.2	47.5	52.4	12.5	46.4	53.5	5.3	38.0	61.9	4.7	46.9	53.0	4.9	50.0	50.0	4.9	53.7	46.2	5.0	56.3	43.6	100.0	-

the provincial government in Samar with the males comprising the greater number than the females. This was followed by those who were self-employed having a total of 280 or 20.52 techno-vocational graduates with the males greater in number than the females. Those who were employed in private firms ranked third with a total of 144 or 10.55 with still the male group having the greater number than the female employees. For the underemployed the males outnumbered the females since out of 219 underemployed there were 129 males and 90 females.

In summary it can be drawn out that many jobs are generated by the government. Self-employment and private enterprise which, to the economists, are the basis of economic productivity come only second. Only a small percentage are employed by private firms. In a relative statement there are few who are privately employed because there are only few private firms existing in Samar. Underemployment comes last.

1.12 Perceptions of the Employers, Techno-graduates, and the Community Residents Regarding the Socio-Economic Status of Samar

Table 12 shows the perceptions of the employers, techno-vocational graduates and the community

Table 12

The Socio-Economic Status of Samar as Perceived By the Techno-Graduates, The Employers and The Community Residents

Indicators	Community Residents (X)	χ^2	Employers (X)	χ^2	Graduates (X)	χ^2
Demography						
1. Improved Agricultural Production	4.09	16.73	3.90	15.21	3.87	14.98
2. Balanced Population Growth	2.62	6.86	3.49	12.18	3.44	11.83
3. Reduced Popualtion Rate	2.44	5.95	3.53	12.46	3.71	13.76
4. Improved Standard of living in rural areas	3.10	9.61	3.01	9.06	3.44	11.83
5. Improved income for Agriculture	3.58	12.82	2.86	8.18	3.42	11.70
Education						
1. Increased literacy rate	3.11	9.67	3.12	9.73	3.33	11.09
2. Increased enrolment rate	3.09	9.55	3.09	9.55	3.50	12.25
3. Decreased drop-out rate	3.42	11.70	3.42	11.70	3.67	13.47
4. Improved quality of education	2.69	7.24	2.66	7.08	3.51	12.32
5. Improved social condition of the community	3.10	9.61	3.11	9.67	3.34	11.16
Employment						
1. Increased to 81%-100%	2.65	7.02	2.06	4.24	2.26	5.11
2. Increased to 61%-80%	2.56	6.55	2.49	6.20	3.24	10.50
3. Increased to 41%-60%	2.52	6.35	2.62	6.86	3.56	12.67
4. Increased to 21%-40%	2.74	7.51	2.41	5.81	3.31	10.96
5. Increased to 0%-20%	2.65	7.02	1.23	1.51	2.85	8.12
Industries						
1. People engaged in manufacturing	3.27	10.69	3.31	10.96	3.04	9.24
2. People engaged in servicing	2.42	5.86	2.35	5.52	3.28	10.76
3. People engaged in commerce	2.80	7.84	2.78	7.73	1.16	1.35
4. People engaged in transportation/communication	2.50	6.25	2.65	7.02	2.00	4.00
5. People engaged in construction	2.45	6.00	2.61	6.81	3.55	12.60

Table 12 cont'd.

Indicators	Community Residents (X)	2 X	Employers (X)	2 X	Graduates (X)	2 X
Financing						
1. Local funds assistance	2.39	5.71	2.37	5.62	3.27	10.69
2. Foreign aid funds assistance	2.28	5.20	2.22	4.93	2.80	7.84
3. Insurance assistance	2.34	5.48	2.27	5.15	1.62	2.62
4. Income generating assistance	1.85	3.42	1.74	3.03	1.94	3.76
5. Taxes	2.38	5.66	2.26	5.11	2.21	4.88
Total	69.04	196.31	67.56	191.32	75.32	239.50

Table 12-1

ANOVA Table of the Perceptions of the Techno-Vocational Graduates, The Employers and the Community Residents

SV	df	SS	MS	F	F-tab
Between	2	11.35	5.68		
Within	72	16.98	0.24	23.67*	3.13
Total	74	28.33			

Interpretation: Significant at .05 level

Decision: Reject Ho

residents regarding the socio-economic status of Samar.

All aspects under each indicator were rated by the respondents and their weighted means were subjected to the test of One-way ANOVA. The indicators were demography, educational status, employment rate, business/industry, transportation/ communication, infrastructure projects and public financing.

The results were as follows:

Summation of Total Squares = 28.33

Summation of Squares Between = 11.35

Summation of Squares Within = 16.98

Further test for the three summations gave the result: F - value = 23.67 and the tabular F - value = 3.13.

The computed F-value is higher than the tabular F-value. Therefore, the hypothesis which states that there is no significant difference in the perceptions of the employers, techno-vocational graduates and the community residents as to the socio-economic status of Samar is Rejected.

The result of the ANOVA points to the fact that the three groups of respondents did not agree in

their perceptions regarding the socio-economic status of Samar. Although the descriptive value of their assessment is Moderately high, each group of respondent had marginal differences in terms of decimal points which, when computed led to the rejection of the hypothesis.

The techno-vocational graduates who were directly involved in the study felt that somehow with them in the middle of events, Samar has achieved its Moderately High status in terms of their contributions. This is shown when the summation of all the weighted means under each indicator was computed to be 15.03. However, the direct recipients of their services who were the community residents rated their contributions not as high as the techno-vocational graduates. The summation of the weighted means is 13.82 The employers who see their actual performance in their jobs rated their contributions to the socio-economic status of Samar as Moderately High but have the summation of weighted means of 13.67.

1.13 Summary of the Perceptions of the Techno-Vocational Graduates, the Employers and the Community Residents on the Socio-Economic Status of Samar

The data in Table 13 disclosed this finding:

Table 13

Summary of the Perceptions of the Techno-Vocational Graduates, The Employers and the Community Residents on the Socio-Economic Status of Samar

Indicators	VH (5)	H (4)	MH (3)	L (2)	VL (1)	Total	Weighted Average	Interpretation
Demography	97	292	322	89	130	930		Moderately
	(485)	(1168)	(966)	(178)	(130)	(2927)	3.14	High
Educational Status	125	302	366	148	130	1071		Moderately
	(625)	(1208)	(1098)	(296)	(130)	(3357)	3.13	High
Infrastructure	49	244	311	262	29	895		Moderately
Projects	(245)	(976)	(933)	(524)	(29)	(2707)	3.02	High
Employment Rate	179	288	348	231	241	1287		Moderately
	(895)	(1152)	(1044)	(462)	(241)	(3794)	2.95	High
Transportation/	81	157	270	302	170	980		Moderately
Communication	(405)	(628)	(810)	(604)	(170)	(2617)	2.67	High
Public Financing	63	140	298	271	191	963		Moderately
	(315)	(560)	(894)	(542)	(191)	(2502)	2.6	High
Business/Industry	63	160	301	291	207	1022		Moderately
	(315)	(640)	(903)	(582)	(207)	(2647)	2.59	High
Total	657	1583	2216	1594	1098	7148		Moderately
	(3285)	(6332)	(6648)	(3188)	(1098)	(20551)	2.88	High

Demography for Samar is considered by the respondents as Moderately High with the weighted average of 3.15. Samar is also enjoying a moderately high educational status as it was rated by the respondents Moderately High with a weighted average of 3.14. Samar enjoys a a Moderately High employment rate. This item has 2.95 as its weighted average. Business and industry in Samar are considered to have Moderately High status with 2.59 as its weighted average. Transportation and Communication have also Moderately High Status (2.64) as well as infrastructure projects (3.02). Public Financing is considered to be Moderately High.

The grand mean was 2.87 (Moderately High). The implication is that Samar has Moderately High socio-economic status. But when the different aspects under each indicator were considered in the computation of the ANOVA, the respondents were not in agreement as to their perception of the socio-economic status of Samar.

1.14 Socio-Economic Status of Samar Based on Documentary Analysis

Based on documentary analysis, Table 14 reveals

Table 14

The Actual Socio-Economic Status of the Province of Samar Based on Documentary Analysis (1982-1987)

	Agriculture/ Fisheries/ Forestry	Population Office	Education	Commerce/ Industry	Trans- portation /Comm.	Health Services	Social Services	Infra- structure	Financing
1982-1983	1996	49	215738	292	492	210	11842	187985	276
1983-1984	2022	49	215025	201	145	246	12874	191855	283
1984-1985	2062	63	220319	203	527	246	41589	190780	306
1985-1986	2102	68	222564	306	477	691	41496	196761	306
1986-1987	2121	93	214644	318	537	1003	41996	199802	321
Total	10303	322	1088287	1320	2178	2396	149797	967183	1492
Average	2060.6	64.4	217657.4	264	435.6	479.2	29959.4	193436.6	298.4
Rank	(4)	(9)	(1)	(8)	(6)	(5)	(3)	(2)	(7)

the following data on the socio-economic status of the province of Samar covering five years, that is, from 1982 - 1987.

In 1982 there were 1,996 persons engaged in agriculture/fisheries/forestry. It rose to 2,121 by 1987. The population Office had 49 workers in 1982 and in 1987 the number increased to 93. Education, so far which ranked first had 215,735 employed workers in 1982. The number increased to 214,644 in 1987. Commerce and Industry had 292 workers and this increased to 318. There were 492 persons engaged in transportation and communication and this increased to 537. Other items include: Health Services with 210 persons to become 1,003 in 1987; Social Services, 11,842 to 41,996; Infrastructure 187,985 to 199,802 and Financing which had 276 and the number increased to 321.

1.15 The Actual Employment of Techno-Vocational Graduates

Table 15 has this interpretation as revealed by the data:

In 1982, there were 44 techno-vocational graduates who were engaged in Agriculture/Fisheries/ Industry. Their number in-creased to 96 in 1987 with

Table 15

The Actual Employment of the Techno-Vocational Graduates in the Province of Samar Based on Documentary Analysis (1982-1987)

	Agriculture/ Fisheries/ Forestry	Population Office	Education	Commerce/ Industry	Trans- portation /Comm.	Health Services	Social Services	Infra- structure	Financing
1982-1983	44	5	74	28	14	5	8	5	1
1983-1984	57	2	70	39	25	6	2	10	1
1984-1985	73	3	84	38	36	4	5	24	3
1985-1986	83	5	77	49	47	2	4	35	2
1986-1987	96	5	94	36	58	3	6	48	4
Total	353	20	399	190	180	20	25	122	11
Average	70.6	4.0	79.8	38.0	36.0	4.0	5.0	24.4	2.2
Rank	(2)	(7.5)	(1)	(3)	(4)	(7.5)	(6)	(5)	(9)

an average of 70.6 per year. Five graduates were employed in Population Office through 1987 thus incurring an average of five per year. In the field of Education, there were 74 who were absorbed by the DECS. Then their number increased to 94 in 1987 with an average of 79.8 or 80 persons employed per year. In Commerce and Industry, there were 28 workers. This increased to 58. There were 14 who were employed in Transportation and Communication. The number rose to 58 in 1987. Health and Services had a total of five techno-graduates employed which became three in 1987. Financing agencies had one techno-vocational graduate in 1983 to become 4 persons five years after.

In testing the null hypothesis associating the socio-economic status of Samar with the employment of the techno-vocational graduates of the province of Samar, the Spearman Rank Coefficient of Correlation was utilized.

Table 16 shows the aspects of relationship between the two.

The aspects considered were agriculture/fishery/ forestry, population office, education, commerce and industry, transportation/ communication, health

Table 16

The Relationships Between the Employment of Techno-Graduates to the Socio-Economic Status of Samar

Aspect	Socio-Economic Status of Samar	Employment of Techno-Graduates	Diff.	Diff.^{2}
Agriculture/ Fishery/ Forestry	4	2	2	4
Population	9	7.5	1.5	2.25
Education	1	1	0	0
Commerce/ Industry	8	3	5	25
Transportation/ Communication	6	4	2	4
Health Services	5	7.5	-2.5	6.25
Social Services	3	6	-3	9
Infrastructure	2	5	-3	9
Financing	7	9	-2	4
Total	45	45	0	63.5

$r = 0.47$

Interpretation: There is no significant relationship between socio-economic status of Samar and the employment of the techno-vocational graduates

services, social services, infrastructure and financing.

Taking the summation of all aspects, the total for Socio-Economic Status of Samar was 45 and the total for Employment was 63.5. The result of 0.47 as r established the relationship between the socio-economic status of Samar and the actual employment of graduates. The computed Fisher's T-value was lower than the critical value of t.

With this result, the hypothesis is Accepted. Thus, there is no significant relationship that exists between the Socio-economic status of Samar and the employment of techno-vocational graduates as perceived by the three groups of respondents.

The findings imply that the employment of the techno-vocational graduates have not affected the socio-economic status of Samar. Inspite of their number, they were not able to raise the economic condition of Samar. Data show that the supply of trained manpower is meager. The number existing is not sufficient to influence the socio-economic direction of Samar. Significantly the educational qualification of the greatest number of the respondents is only high school graduate. This

implies that skillwise the techno-vocational graduates are deficient, as shown in the occupation profile, our techno-vocational graduates engaged in occupations relative to their training, hence, they could not advance in their jobs as they should. Planning and decision-making which set directions for any activity regarding socio-economic advancement, generally belong to the executive and the upper echelon in any establishment or organization. In this aspect, our techno-vocational graduates are but a handful-technicians mostly employed as ordinary laborers. We need, therefore, better quality of techno-vocational graduates for Samar in order to achieve a higher status.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the overview of this study. It also gives the significant findings derived from the data and the subsequent conclusions drawn whereby recommendations were made.

A. Summary

This dissertation made an attempt to study the socio-economic status of Samar in relation to the employment of the techno-vocational graduates. This paper further made an attempt to establish the contributions made by the techno-vocational graduates.

This study sought answers to the following specific questions:

1. What is the profile of the techno-vocational graduates employed in the province of Samar with respect to:

    1.1 age?

    1.2 sex?

    1.3 civil status?

    1.4 education?

    1.5 employment?

1.6 compensation?

1.7 achievement?

2. What specific jobs do the techno-vocational graduates employed in Samar province hold at present?

3. What is the extent of contribution of the techno-vocational graduates on the socio-economic status of Samar?

4. Is the employment of the techno-vocational graduates of Samar associated with the socio-economic status of Samar?

5. Is there a significant difference between the perceptions of the techno-vocational graduates, their employees and the community residents as to:

a. contributions of techno-vocational graduates to the socio-economic status of Samar.

b. socio-economic status of Samar.

6. What are the implications of the findings of the study in relation to the socio-economic status of Samar?

The following two null hypotheses were formulated by the researcher in her attempt to provide answers to the problems mentioned above:

1. The socio-economic development of Samar is not significantly associated with the employment of the

techno-vocational graduates of Samar.

2. There is no significant difference between the perceptions of the techno-vocational graduates, their employees and the community residents as to:

a. contribution of the techno-vocational graduates to the socio-economic status of Samar.

b. socio-economic status of Samar.

There were 1324 persons who were involved in this study - 324 techno-vocational graduates, 500 employees and 500 community residents. There were also eight technical-vocational schools from where the respondents came. They were: Samar State Polytechnic College, Tiburcio Tancinco Memorial Institute of Science and Technology, Wright Vocational School, Samar Regional School of Fisheries, Clarencio Calagos Memorial School of Fisheries, Rafael Lentejas Memorial School of Fisheries and Basey National Agricultural School.

To establish the perceptions of the three groups of respondents, the same set of questionnaire was prepared for the employees and the community residents and another set was designed for the techno-vocational graduates.

When the questionnaires were retrieved, the data were sorted, tabulated, and later on interpreted. To

determine the different profiles exhibited by the techno-vocational graduates, the percentage was used. In finding out the perceptions of the three groups, the weighted mean was employed. The weighted means were further evaluated using the Likert 5-point scale. The difference in their perceptions was tested utilizing the One-Way Analysis of Variance (ANOVA).

In finding out the association between the socio-economic status of Samar and the employment of the techno-vocational graduates, the Spearman Rank Coefficient of Correlation was used.

After analyzing the data the following were the findings of this paper:

1. The results of the profiles of the techno-vocational graduates are as follows:

    1.1 Age. The greatest bulk of techno-graduates were aged between 26-30; this was followed by ages between 31-35, then by ages between 36-40; A few were from 16-20 and 46-50 years of age.

    1.2 Sex. There were more male techno-vocational graduates than female graduates.

    1.3 Civil Status. Majority of them were

married, a significant number were single and few were either widows or widowers.

1.4 Educational Qualifications. Majority of the respondents were high school graduates and graduates of Two-Year technical courses. The remaining number was sparsely distributed to four-year courses like Engineering, BSIT and BSIE.

1.5 Employment Profile. The greatest absorption of the techno-vocational graduates is in DECS. Many were employed in private firms and Bureau of Agricultural Extension. The rest of the graduates are found in offices like Bureau of Fishery, Bureau of Forestry. They held jobs as secondary school teachers, dressmakers, farmers, agricultural production technician, shop operators, fishermen.

1.6 Compensation. Compensation for the techno-vocational graduates ranged between P 500.00 for the underemployed to P 5,600.00 for techno-graduates occupy-

ing high positions.

1.7 Achievements. The techno-vocational graduates have possessions that are basic. They are as follows: clothing, radio, jewelry and appliances.

1.8 Jobs Held. The data showed that the majority were government employed. Only few were either self or privately employed. A significant number were underemployed.

1.9 The Extent of Employment. Eradication of literacy ranked first in the extent of employment. The significant other five indicators were 1. more convenient living 2. improved water system 3. improved farm cultivation 4. increased farm production 5. improved technology.

2. The three groups of respondents differed in their perceptions as to the socio-economic status Samar and the contributions of the techno-vocational graduates.

3. The following implications were deduced from the findings:

This study yields the fact that the employment of

the techno-vocational graduates has no significant relationship with the socio-economic development of Samar since the ratio of employment of techno-graduates was less than the manpower requirements per year from 1982-1987.

It is, therefore very clear that the need for skilled workers like the techno-graduates is very high. The techno-vocational graduates who are now employed in Samar per year did not sufficiently contribute to the socio-economic development of Samar, since most of our techno-graduates left the province to look for better jobs in other places, while those who remain in Samar went to teaching as shown in Table 6 which shows that rank number 1 under employment goes to education. Most of the techno-vocational graduates who remained in Samar from 1982-83 to 1986-87 taught in the techno-vocational schools. A few entered Agriculture inspite of the fact that Samar is an agricultural province.

It is then very evident that the need for more quality techno-vocational graduates is acute in order that the progress and development of Samar can be attained.

The perceptions of the three respondents, the techno-graduates, the employers, and the community residents, with regards to the progress of Samar revealed that they were unanimous in saying that there was progress in the socio-economic condition of Samar from 1982-83 to 1986-87 inspite of the few techno-vocational graduates employed in the Province of Samar. But because of their number, the contribution was insignificant.

As perceived by the three groups of respondents the techno-vocational graduates who were with the provincial labor force insignificantly contributed to the progress of the province. There is a need for more more techno-vocational graduates to be absorbed by the province in the future, in order to achieve speedier progress and development for the people of Samar.

With a huge allocation for capitalization per year there is no doubt that if skilled labor force will be made to handle the job, the industrialization of the province can be fully achieved.

B. Conclusions

From the findings, the following conclusions were made:

1. The socio-economic status of Samar is not associated with the employment of the techno-vocational graduates.
2. There is a significant difference in the perceptions of the techno-vocational graduates, employers and community residents regarding:
   a. the socio-economic status of Samar
   b. the contribution of the techno-vocational graduates to the socio-economic status of Samar.

C. Recommendations

The province should develop its agriculture, fisheries and industries through:

1. The development of appropriate technology that will improve indigenous local skills which can be intensified by the Techno-Vocational Schools offering Agriculture, Fishery and Technician Curricula and the national Manpower and Youth Council. The technology should be taught to small and

medium producers in order to reach a high level of quality of production.

2. There should be sufficient financial assistance that should be granted to new and existing small and medium producers on liberal terms to encourage the participation of rural and urban enterprising groups.
3. Special training should be coordinated with the different agencies in order to avoid outmigration which will affect the manpower needs of the province.
4. Marketing assistance should be given to small scale and medium scale producers in order to intensify market outlets of products locally produced.
5. Farm-to-market as well as major roads should be intensified in order to transport goods and people from the farm to places where these goods can be distributed to the consumers.
6. Give equal opportunities to employment or establishment of his own industry and every Samareño will live a peaceful life.

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A P P E N D I C E S

Appendix A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 18, 1988

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

S i r :

In view of the fact that the trends of education today are focused to socio-economic development, I have the honor to submit my three proposed titles for your comments:

1. THE VOCATIONAL-TECHNICAL GRADUATES: ITS IMPACT TO SOCIO-ECONOMIC DEVELOPMENT OF REGION VIII

2. THE VOCATIONAL-TECHNICAL SCHOOLS IN REGION VIII: ITS IMPACT TO SOCIO-ECONOMIC DEVELOPMENT

3. THE TECHNO-VOCATIONAL GRADUATES THEIR CONTRIBUTIONS TO THE SOCIO-ECONOMIC STATUS OF SAMAR

I hope for an immediate favorable comment on one of the three titles submitted for consideration.

Truly yours,

(SGD.) JOSEFA D. ABAWAG
Doctoral Student

Appendix B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 21, 1988

The College President
Samar State Polytechnic College
Catbalogan, Samar
(Thru Channels)

S i r :

I have the honor to request permission to field my questionnaires to the Technical-Vocational Graduates of the College.

The questionnaire is in connection with my study entitled "THE TECHNO-VOCATIONAL GRADUATES THEIR CONTRIBUTION TO THE SOCIO-ECONOMIC STATUS OF SAMAR", as a requirement for finishing a doctoral degree, Ph.D. in Educational Management of the Samar State Polytechnic College, Catbalogan, Samar.

Attached herewith are sets of questionnaires for the respondents.

I hope for a favorable approval to this request.

Very truly yours,

(SGD.) JOSEFA D. ABAWAG
Researcher

Recommending Approval:

(SGD.) SENECIO D. AYONG, DPA/Ed.D.
Adviser

Approved:

(SGD.) BASILIO S. FRINCILLO
College President

Appendix C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 21, 1988

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

S i r :

I have the honor to request for an immediate schedule any day of the first week of December, 1988 to defend my dissertation proposal entitled "THE TECHNO-VOCATIONAL GRADUATES THEIR CONTRIBUTION TO THE SOCIO-ECONOMIC STATUS OF SAMAR", in order to be able to finalize my manuscript and the questionnaires before the Christmas vacation.

In this connection, I am submitting herewith five (5) copies of my dissertation proposal for distribution to the Dean and the Panel members.

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

Very truly yours,

(SGD.) JOSEFA D. ABAWAG
Researcher

Recommending Approval:

(SGD.) SENECIO D. AYONG, DPA/Ed.D
Adviser

Approved:

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

Appendix D

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

A DISSERTATION QUESTIONNAIRE
(For Techno-Graduate)

Title: THE TECHNO-VOCATIONAL GRADUATES: THEIR CONTRIBUTION TO THE SOCIO-ECONOMIC STATUS OF SAMAR

Direction: Please check or fill the spaces provided for your answer. Leave questions which do not apply to you.

1. What is the profile of the Techno-Vocational Graduates employed in Samar with respect to age, sex, civil status, education, employment.

A. Respondents Personal Data:

1. Name_____ Age_____ Sex_____

Civil Status _____

2. Educ'l. Qual. _____

Specialization _____

3. Where Graduated _____

When Graduated _____

4. Type of Employment:

_____Self-employed
_____Gov't. employee
_____Private employee
_____Unemployed
_____Underemployed
_____Still studying

5. Present Salary:

_____ Basic Salary
_____ C O L A
_____ Allowance/Per diem

6. Place of Employment:

_____ DECS
_____ DPWH
_____ Forestry
_____ BAEX
_____ NIA
_____ Bu. of Health
_____ DAR
_____ Land Bank
_____ Bu. of Fisheries
_____ Prov'l. Office
_____ Mun. Office
_____ Others

7. Achievements: (Please check what you possess)

7.1 Present position _____

7.2 Personal Properties:

_____ House and lot	_____ Gas range
_____ Lot only	_____ Electric stove
_____ House only	_____ Electric fan
_____ Computer	_____ Refrigerator
_____ Piano	_____ Sing-Along
_____ Betamax	_____ Radio
_____ Television	_____ Tape recorder
_____ Sleeprite	_____ Aparador
_____ Dinner set	_____ Garden set
_____ Sala set	_____ Others

2. As employed in Samar what specific job do you hold at present?

2.1 Gainful Employment

_____ Professional	_____ Auto. technician
_____ Social worker	_____ Electrical tech.
_____ Technician	_____ Planner
_____ Dental/Medical	_____ Transportation worker
_____ Administrative	_____ Communication worker
_____ Clerical	_____ Craftsman
_____ Sales worker	_____ Service man
_____ Farmer tech.	_____ Manufacturer
_____ Fishery	_____ Forestry technician

2.2 Non-Gainful Occupation

_____ Volunteer	_____ Housekeeper

3. What is the extent of the socio-economic development of Samar as to:

1. Demography:	VH	H	MH	L	VL
1.1 Has Samar a large land area?	___	___	___	___	___
1.2 Has Samar a large population?	___	___	___	___	___
1.3 Are females more than males?	___	___	___	___	___
1.4 Has Samar more death mortality?	___	___	___	___	___

	VH	H	MH	L	VL
2. Educational Status:					
2.1 Are the Samarenos literate?	____	____	____	____	____
2.2 Is the literacy rate high?	____	____	____	____	____
2.3 Are there more children in school?	____	____	____	____	____
2.4 Is the drop-out rate in the elementary high?	____	____	____	____	____
2.5 Is the drop-out rate in the secondary high?	____	____	____	____	____
3. Employment Rate:					
3.1 Is the employment rate high?	____	____	____	____	____
3.2 Is it:					
81% - 100%	____	____	____	____	____
61% - 80%	____	____	____	____	____
41% - 60%	____	____	____	____	____
21% - 40%	____	____	____	____	____
0% - 20%	____	____	____	____	____
3.3 By sector?					
Are there more employees in agriculture, fishery and forestry?	____	____	____	____	____
In industry?	____	____	____	____	____
Servicing?	____	____	____	____	____
3.4 Environmental phenomena:					
3.4.1 Is it:					
typhoon?	____	____	____	____	____
flood?	____	____	____	____	____
drought?	____	____	____	____	____
fire?	____	____	____	____	____
3.5 Management style:					
3.5.1 Is it:					
autocratic?	____	____	____	____	____

laizzes faire (weak)? ____ ____ ____ ____ ____
democratic? ____ ____ ____ ____ ____

3.6 Is it capitalization? ____ ____ ____ ____ ____

3.7 Is it lack of raw materials? ____ ____ ____ ____ ____

3.8 Is it because of too much politics in the government? ____ ____ ____ ____ ____

4. Is the employment rate of Techno-Vocational graduates associated with the socio-economic status of Samar?

4.1 What is the employment rate of Samar?

4.1.1 Is it:

81% - 100% ____ ____ ____ ____ ____
61% - 80% ____ ____ ____ ____ ____
41% - 60% ____ ____ ____ ____ ____
21% - 40% ____ ____ ____ ____ ____
0% - 20% ____ ____ ____ ____ ____

4.2 What is the socio-economic status of the province of Samar? Is the:

4.2.1 Demographic condition high? ____ ____ ____ ____ ____
4.2.2 Educational status high? ____ ____ ____ ____ ____
4.2.3 Employment requirement high? ____ ____ ____ ____ ____
4.2.4 Industry level high? ____ ____ ____ ____ ____
4.2.5 Public Finance high? ____ ____ ____ ____ ____

5. Is there significant difference between the preceptions of the Techno-Vocational Graduates themselves, the Employers and the Community Residents with respect to the following:

5.1 Socio-economic status of Samar?

5.1.1 Demography
Do we have:

Enough land area? ____ ____ ____ ____ ____
Enough population increase? ____ ____ ____ ____ ____

5.1.2 Education:

Do we have high literacy rate?	____	____	____	____	____
5.1.3 Employment rate:					
- Is it high?	____	____	____	____	____
- Is it low?	____	____	____	____	____
5.1.4 Gainful employment:					
- Is there more blue collar workers?	____	____	____	____	____
- Is there more white collar workers?	____	____	____	____	____
5.1.5 Industry:					
- Are there more agricultural industries?	____	____	____	____	____
- Are there more mining and quarrying industries	____	____	____	____	____
- Are there more servicing industries?	____	____	____	____	____
Commerce:					
- Are there more wholesalers?	____	____	____	____	____
- Are there more retailers?	____	____	____	____	____
5.1.7 Transportation/ Communication:					
- Are there more:					
storage services?	____	____	____	____	____
transportation services?	____	____	____	____	____
communication services?	____	____	____	____	____
5.1.8 Construction:					
- Are there more:					

infrastructure projects?	___	___	___	___	___
buildings/construction projects?	___	___	___	___	___

5.1.9 Financing:

- Is there enough:

insurance income?	___	___	___	___	___
real estate income?	___	___	___	___	___
loans available?	___	___	___	___	___
business corporates?	___	___	___	___	___
income generating?	___	___	___	___	___

6. In your judgment, to what extent have you contributed to the socio-economic development of Samar particularly in relation to the following development indicators:

	VH 5	H 4	MH 3	L 2	VL 1
6.1 Demography					
6.1.1 Improved agri-cultural production	5	4	3	2	1
6.1.2 Balanced population growth to production	5	4	3	2	1
6.1.3 Reduced population mortality rate	5	4	3	2	1
6.1.4 Improved standard of living in rural areas	5	4	3	2	1
6.1.5 Improved income from agriculture	5	4	3	2	1
6.2 Education:					
6.2.1 Increased literacy rate	5	4	3	2	1
6.2.2 Increased enroll-ment rate	5	4	3	2	1
6.2.3 Decreased drop-out rate	5	4	3	2	1
6.2.4 Improved quality of education	5	4	3	2	1
6.2.5 Improved social condition of the					

community	5	4	3	2	1

6.3 Employment:

6.3.1 Increase to 81% - 100%	5	4	3	2	1
6.3.2 Increased to 61% - 80%	5	4	3	2	1
6.3.3 Increased to 41% - 60%	5	4	3	2	1
6.3.4 Increased to 21% - 40%	5	4	3	2	1
6.3.5 Increased to 0% - 20%	5	4	3	2	1

6.4 Industries:

6.4.1 People engaged in manufacturing	5	4	3	2	1
6.4.2 People engaged in servicing	5	4	3	2	1
6.4.3 People engaged in commerce	5	4	3	2	1
6.4.4 People engaged in transportation/ communication	5	4	3	2	1
6.4.5 People engaged in construction	5	4	3	2	1

6.5 Financing

6.5.1 Local funds assistance	5	4	3	2	1
6.5.2 Foreign aid funds assistance	5	4	3	2	1
6.5.3 Insurance assistance	5	4	3	2	1
6.5.4 Income generating assistance	5	4	3	2	1
6.5.5 Taxes	5	4	3	2	1

Thank you very much!

Mrs. Josefa D. Abawag
Researcher

Appendix E

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

A DISSERTATION QUESTIONNAIRE
(For Employers)

Title: THE TECHNO-VOCATIONAL GRADUATES: THEIR CONTRIBUTION TO THE SOCIO-ECONOMIC STATUS OF SAMAR

Direction: Please check or fill in the spaces provided for your answer. Leave the questions which do not apply to you.

1. Name _____ Age _____ Sex _____
(Optional)

2. Civil Status _____

3. Position _____ Address _____

4. Educ'l. Qual. _____ Specialization _____

5. Where Graduated _____

When Graduated _____

In your own judgment, to what extent have the 1983-1987 graduates of the eight (8) technical-vocational schools of the province of Samar, namely: Samar State Polytechnic College, Samar Regional School of Fisheries, Samar National Agricultural School, Clarencio Calagos Memorial School of Fisheries, Rafael Lentejas Memorial School of Fisheries, Basey National Agricultural School and Wright Vocational School contributed to the socio-economic development of Samar particularly in relation to the following development indicators? Please encircle the numeral which represents your answer to every item.

	VH	H	MH	L	VL
1. Demography:	5	4	3	2	1
1.1 Improved agricultural production	5	4	3	2	1
1.2 Balanced population growth	5	4	3	2	1

1.3	Reduced population mortality rate	5	4	3	2	1
1.4	Improved standard of living in rural areas	5	4	3	2	1
1.5	Improved income from agriculture	5	4	3	2	1
2.	Education:					
2.1	Increased literacy rate	5	4	3	2	1
2.2	Increased enrollment rate	5	4	3	2	1
2.3	Decreased drop-out rate	5	4	3	2	1
2.4	Improved quality of education	5	4	3	2	1
2.5	Improved social condition of the community	5	4	3	2	1
3.	Employment:					
3.1	Increased to 81% 81% - 100%	5	4	3	2	1
3.2	Increased to 61% - 80%	5	4	3	2	1
3.3	Increased to 41% - 60%	5	4	3	2	1
3.4	Increased to 21% - 40%	5	4	3	2	1
3.5	Increased to 0% - 20%	5	4	3	2	1
4.	Industries:					
4.1	People engaged in manufacturing	5	4	3	2	1
4.2	People engaged in servicing	5	4	3	2	1
4.3	People engaged in commerce	5	4	3	2	1
4.4	People engaged in transportation/ communication	5	4	3	2	1
4.5	People engaged in construction	5	4	3	2	1
5.	Financing:					
5.1	Local funds assistance	5	4	3	2	1

5.2 Foreign aid funds assistance	5	4	3	2	1
5.3 Insurance assistance	5	4	3	2	1
5.4 Income generating assistance	5	4	3	2	1
5.5 Taxes	5	4	3	2	1

Thank you very much!

MRS. JOSEFA D. ABAWAG
Researcher

Appendix F

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

A DISSERTATION QUESTIONNAIRE
(For Community Residents)

TITLE: THE TECHNO-VOCATIONAL GRADUATES: THEIR CONTRIBUTION TO THE SOCIO-ECONOMIC DEVELOPMENT OF SAMAR

Direction: Please check of fill in the spaces provided for your answer. Leave questions which do not apply to you.

1. Name _____ Age _____ Sex _____
(Optional)

2. Civil Status _____

3. Position _____

4. Educ'l. Qual. _____ Specialization _____

5. Where Graduated _____

When Graduated _____

In your judgment, to what extent have the 1983-1987 graduates of the 8 technical-vocational schools of the province of Samar, namely: Samar State Polytechnic College, Wright Vocational School, Tiburcio Tancinco Memorial Institute of Science and Technology, Basey National Agricultural School, Samar National Agricultural School, Samar Regional School of Fisheries, Clarencio Calagos Memorial School of Fisheries and Rafael Lentejas Memorial School of Fisheries, contributed to the socio-economic development of Samar particularly in relation to the following development indicators?

	VH	H	MH	L	VL
1. Demography:	5	4	3	2	1
1.1 Improved agricultural production	5	4	3	2	1
1.2 Balanced population growth to production	5	4	3	2	1
1.3 Reduced population mortality rate	5	4	3	2	1
1.4 Improved standard of living in rural areas	5	4	3	2	1
1.5 Improved income from					

	agriculture	5	4	3	2	1
2.	Education:	VH	H	MH	L	VL
		5	4	3	2	1
	2.1 Increased literacy rate	5	4	3	2	1
	2.2 Increased enrollment rate	5	4	3	2	1
	2.3 Decreased drop-out rate	5	4	3	2	1
	2.4 Improved quality of education	5	4	3	2	1
	2.5 Improved social condition of the community	5	4	3	2	1
3.	Employment:					
	3.1 Increased to 81% - 100%	5	4	3	2	1
	3.2 Increased to 61% - 80%	5	4	3	2	1
	3.3 Increased to 41% - 60%	5	4	3	2	1
	3.4 Increased to 21% - 40%	5	4	3	2	1
	3.5 Increased to 0% - 20%	5	4	3	2	1
4.	Industries:					
	4.1 People engaged in manufacturing	5	4	3	2	1
	4.2 People engaged in servicing	5	4	3	2	1
	4.3 People engaged in commerce	5	4	3	2	1
	4.4 People engaged in transportation/ communication	5	4	3	2	1
	4.5 People engaged in construction	5	4	3	2	1
5.	Financing:					
	5.1 Local funds assistance	5	4	3	2	1
	5.2 Foreign aid fund assistance	5	4	3	2	1
	5.3 Insurance assistance	5	4	3	2	1
	5.4 Income generating assistance	5	4	3	2	1
	5.5 Taxes	5	4	3	2	1

Thank you very much!

Mrs. JOSEFA D. ABAWAG
Researcher

Appendix G

Computation of the Spearman Coefficient of Between the Employment of the Techno-Graduates and the Socio-Economic Status of Samar

Aspect	Socio-Economic Status of Samar	Employment of Techno-Graduates	Diff.	$Diff.^2$
Agriculture/ Fishery/ Forestry	4	2	2	4
Population	9	7.5	1.5	2.25
Education	1	1	0	0
Commerce/ Industry	8	3	5	25
Transportation/ Communication	6	4	2	4
Health Services	5	7.5	-2.5	6.25
Social Services	3	6	-3	9
Infrastructure	2	5	-3	9
Financing	7	9	-2	4
Total	45	45	0	63.5

Hypothesis: The socio-Economic Development of Samar is not significantly associated with Employment of the Techno-Vocational Graduates of the province of Samar

$$r = 1 - \frac{6\,ED^2}{N^2\,(N-1)}$$

$$= 1 - \frac{6\,(63.5)}{9(81-1)}$$

$$r = 1 - \frac{381}{9(80)} = 1 - \frac{381}{9(80)}$$

$$= 1 - 0.5291666$$

$$r = 0.47$$

Decision: Accept Ho

Appendix H

Computation of the Analysis of Variance for to Determine A Significant Difference in the Perceptions of the the Three Groups of Respondents

Indicators	Community Residents (X)	X^2	Employers (X)	X^2	Graduates (X)	X^2
Demography						
1. Improved Agricultural Production	4.09	16.73	3.90	15.21	3.87	14.98
2. Balanced Population Growth	2.62	6.86	3.49	12.18	3.44	11.83
3. Reduced Popualtion Rate	2.44	5.95	3.53	12.46	3.71	13.76
4. Improved Standard of living in rural areas	3.10	9.61	3.01	9.06	3.44	11.83
5. Improved income for Agriculture	3.58	12.82	2.86	8.18	3.42	11.70
Education						
1. Increased literacy rate	3.11	9.67	3.12	9.73	3.33	11.09
2. Increased enrolment rate	3.09	9.55	3.09	9.55	3.50	12.25
3. Decreased drop-out rate	3.42	11.70	3.42	11.70	3.67	13.47
4. Improved quality of education	2.69	7.24	2.66	7.08	3.51	12.32
5. Improved social condition of the community	3.10	9.61	3.11	9.67	3.34	11.16
Employment						
1. Increased to 81%-100%	2.65	7.02	2.06	4.24	2.26	5.11
2. Increased to 61%-80%	2.56	6.55	2.49	6.20	3.24	10.50
3. Increased to 41%-60%	2.52	6.35	2.62	6.86	3.56	12.67
4. Increased to 21%-40%	2.74	7.51	2.41	5.81	3.31	10.96
5. Increased to 0%-20%	2.65	7.02	1.23	1.51	2.85	8.12
Industries						
1. People engaged in manufacturing	3.27	10.69	3.31	10.96	3.04	9.24
2. People engaged in servicing	2.42	5.86	2.35	5.52	3.28	10.76
3. People engaged in commerce	2.80	7.84	2.78	7.73	1.16	1.35
4. People engaged in transportation/communication	2.50	6.25	2.65	7.02	2.00	4.00
5. People engaged in construction	2.45	6.00	2.61	6.81	3.55	12.60

Indicators	Community Residents (X)	X^2	Employers (X)	X^2	Graduates (X)	X^2
Financing						
1. Local funds assistance	2.39	5.71	2.37	5.62	3.27	10.69
2. Foreign aid funds assistance	2.28	5.20	2.22	4.93	2.80	7.84
3. Insurance assistance	2.34	5.48	2.27	5.15	1.62	2.62
4. Income generating assistance	1.85	3.42	1.74	3.03	1.94	3.76
5. Taxes	2.38	5.66	2.26	5.11	2.21	4.88
Total	69.04	196.31	67.56	191.32	75.32	239.50

$EX = 211.92$ $\quad EX^2 = 627.13$

$$EX = 211.92$$
$$EX^2 = 627.13$$
$$N = 75.00$$
$$C = \frac{(EX)^2}{N}$$
$$= \frac{(211.92)^2}{75}$$
$$= \frac{44910.09}{75}$$
$$= 598.80$$

$$SS\ Total = 627.13 - 598.80$$
$$= 28.33$$

$$SS\ Between = \frac{69.04^2}{25} + \frac{67.56^2}{25} + \frac{75.32^2}{25} - 598.80$$
$$= 190.66 + 182.57 + 266.92 - 598.80$$
$$= 610.15 - 598.80$$
$$= 11.35$$

$$SS\ Within = 28.33 - 11.35$$
$$= 16.98$$

MS Between = 11.35/2 = 5.68

MS Within = 16.98/72 = 0.24

F-value = 5.68/0.24 = 23.67

ANOVA Table of the Perceptions of the Techno-Graduates, The Employers and the Community Residents

SV	df	SS	MS	F	F-tab
Between	2	11.35	5.68		
Within	72	16.98	0.24	23.67*	3.13
Total	74	28.33			

* Significant at .05 level

Decision: Since the computed F-value is Greater than the tabluar f value at .05 level of significance and $df_1 = 2$; $df_2 = 72$; Reject the null hypothesis

CURRICULUM VITAE

NAME	:	JOSEFA ABAWAG nee DACUT
ADDRESS	:	Paranas, Samar
DATE OF BIRTH	:	March 19, 1932
PLACE OF BIRTH	:	Hita-asan, San Sebastian, Samar
HUSBAND	:	Mr. Filomeno P. Abawag, Sr.
CHILDREN	:	Boy, Josie, Bobby, Butch, Beige, Bellesa and Bombom

EDUCATIONAL ATTAINMENT

Elementary Grades	Wright Central Elementary School - 1939-1948
Secondary Education	Samar High School Catbalogan, Samar 1948-1952
Elementary Certificate . .	Samar College 1952-1954
Bachelor of Science in Education	National Teacher´s College 1954-1961
Master of Arts in Education	Ortañez University 1965-1973
Doctor of Philosophy in Educational Management .	Samar State Polytechnic College, Catbalogan, Samar 1986-1989

WORK EXPERIENCES

Classroom Teacher	Gamay Central Elem. School 1954-1955
Classroom Teacher	Motiong Central Elem. School 1955-1957
Classroom Teacher	Wright Central Elem. School 1957-1968
District Guidance Coord. .	Wright District 1968-1970
School Head Teacher	Bato Elementary School 1970-1973
Teacher In-Charge	Wright Community School 1973-1977
School Guidance Coord. . .	Samar School of Arts & Trades 1977-1982
College Instructor	Samar State Polytechnic College, 1982-to date
Graduate Educ. Professor .	Samar State Polytechnic College, 1978-to date

AWARDS/APPRECIATIONS

Observation Tour to Japan	Outstanding Guidance Performance - 1980
Distinguished Speaker . . .	Career Guidance Program Samar National School, 1981
Best College Instructor . .	Recognition Day - 1987

MEMBERSHIP TO PROFESSIONAL ORGANIZATIONS

Philippine Guidance and Personnel Association, 1965-1970

Regional Guidance and Personnel Association, 1977-1981

Philippine Association of Graduate Education, 1985 to date

Philippine Association of Vocational Education, 1977 to date

SSPC Personnel Association, 1977 to date

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LIST OF TABLES AND FIGURES

LIST OF TABLES AND FIGURES
(Cont'd.)