

STATUS OF IMPLEMENTATION OF NONFORMAL EDUCATION  
PROGRAM IN THE DIVISION OF SAMAR:  
BASIS FOR POLICY REDIRECTION

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

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education  
major in Administration and Supervision

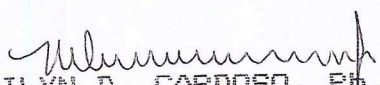
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SALVADOR M. BALDESCO

February, 2002

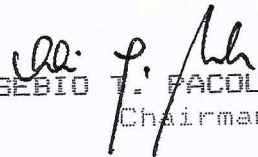
## APPROVAL SHEET


In partial fulfillment of the requirements for the degree *Master of Arts in Education*, this thesis entitled "STATUS OF IMPLEMENTATION OF NONFORMAL EDUCATION PROGRAM IN THE DIVISION OF SAMAR: BASIS FOR POLICY REDIRECTION" has been prepared and submitted by *SALVADOR M. BALDESCO* who have passed the comprehensive examination is recommended for the examination.

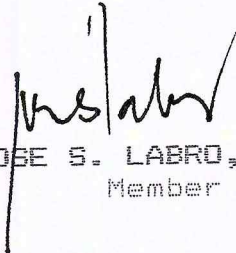
  
MARILYN D. CARDOSO, Ph.D.  
Adviser

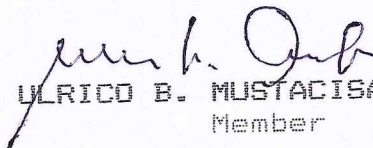
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Approved by the Committee on Oral Examination with a rating of PASSED.

  
EUSEBIO T. PACOLOR, Ph.D.  
Chairman

  
SIMON P. BABALCON, JR., Ph.D.  
Member

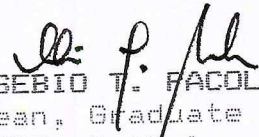
  
JOSE S. LABRO, Ph.D.  
Member

  
ULRICO B. MUSTACISA, Ed.D.  
Member

=====

Accepted in partial fulfillment of the requirements for the degree, *Master of Arts in Education major in Administration and Supervision*.

March 16, 2002  
Date of Oral Examination

  
EUSEBIO T. PACOLOR, Ph.D.  
Dean, Graduate Studies  
SSPC, Catbalogan, Samar



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**SALVADOR M. BALDESCO**  
Researcher

## **ABSTRACT**

This study looked into the status of implementation of the Non-formal Education Program in all districts in the Division of Samar as viewed by the public elementary school administrators, NFE coordinators and teachers. This study utilized the descriptive research design. The researcher assessed the extent of implementation of the NFE program along five components as follows: (1) objectives, (2) methodology/strategy, (3) activities and projects, (4) linkages with other agencies, and (5) financing scheme. Most of the respondents suggested strengthening the compensation of those involved in the program, providing necessary training to personnel involved in the NFE program, and soliciting support from DECS officials and from other local and national government agencies. The NFE teacher - respondent is typically in her early 40's, female, married, with MA/MS units, has no training relevant to NFE, has been in the service for 3.0 years, has a performance rating of VS, and has an average monthly family income of P9, 800.00. The administrators assessed the implementation of the NFE program components to be at its moderate level, while both the teachers and coordinators deemed the implementation to be "high". More training relative to NFE programs are wanted for all the three groups of respondents. Absence or inadequacy of training attended is one of the reasons why the implementation of the NFE program was not undertaken highly. Additional resources - human, physical as well as financial resources were also found to be wanting in the Division of Samar.



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## Chapter 1

### THE PROBLEM AND ITS BACKGROUND

#### Introduction

Non-Formal education refers to any organized or semi-organized systematic educational activity carried on outside the formal school system aimed at serving selected types to sub-groups in the population adults as well as children. This program is designed to provide meaningful learning opportunities to its clientele/learner as an alternative for a supplement to, and an extension of the formal school system in order to eradicate illiteracy and raise the level of functional literacy of the population.

In order to carry out effectively the objectives of Non-Formal Education Program, there is a felt need to establish linkages with government and non-government agencies/institutions involved in Non-formal Education. Non-Formal Education is the concern of both public and private agencies now, government departments, educational institution, social-civic organization and even becoming the pet of some politicians. They do not only organize NFE activities but also give unlimited support to the program (Bernardino, 1982: 41).

Education determines the process development and growth

of any country. Our New Society before instilled the vision for programs and development under the leadership former President and Prime Minister Ferdinand E. Marcos who called upon the educational system to contribute to the attainment of the national development goals. This goal has been spelled out as the "Educational Decree of 1972".

Non-Formal Education Program is a necessity in our country today. Thousands have dropped out from schools for one reason or another and have become problems of society. It is imperative that their potential talent be trained in order to make them productive. One among the different factors affecting our economic situation is about the illiteracy rate we have in our country today.

In the operation and management of Nonformal Education particularly in the Division of Samar which is the focus of this study, the grade levels of participants should serve as a criterion in the selection of participants and its potential for employment.

It was noted that in this Division, five years ago, as it is reflected in the annual reports during the school year 1997-1998, there were 425,621 population based on the 1995-1996 survey of illiterates OSY and adults. The survey includes seven years and above OSY and adults in the community. Of this number of population, 17.90 percent out of the population were considered illiterates.



The Division had launched programs and projects in the Nonformal Education for school year 1997-1998 with an enrollment of 11,930 clienteles in different areas in Nonformal Education. Only 83.27 percent or 9,934 clienteles/learners out of 11,930 enrollees were able to graduate with 15.5 percent or 66,233 remaining number of illiterates in the whole division which is still to be served.

The implementation of the Nonformal Education Program continued the following year 1998-1999 to attend to the remaining 66,233 illiterates. There were 13,415 enrollees in different areas and only 83.43 percent or 11,192 out of 13,415 enrollees were able to graduate with a remaining 12.93 percent or 55,041 remaining number of illiterates.

For school year 1999-2000, the Nonformal Education Program continued its operation in different areas and concern. There were 26,015 enrollees in different training schedule, but only 81.49 percent or 21,200 were able to graduate out of the 26,015 enrollees. The remaining 55,041 illiterates was reduced to 33,841 or 7.95 percent of the total population are still illiterates which is now the main focus of the NFE programs for this school year 2000-2001. (See Appendices B, C, D, E, F, G, H, I, J, K and L).

Considering the living condition and the economic

status of the majority of trained and untrained out-of-school youth OSY and adults, it is imperative to improve and assist these OSY and adults for their own development with the hope that they will be able to acquire desirable knowledge, skills, attitudes and values that will enable them to live a meaningful life for their family, community and country as a whole.

Thus, the researcher was motivated to conduct this study in order to determine the status of implementation of the NFE program as viewed by the administrators, teachers and coordinators.

### Statement of the Problem

This study looked into the status of implementation of the Nonformal Education Program in all districts in the Division of Samar as viewed by the public elementary school administrators, NFE coordinators and teachers. Specifically, it sought answers to the following questions:

1. What is the profile of the public elementary school administrators, NFE coordinators, and teachers in terms of;

- 1.1 age;
- 1.2 sex;
- 1.3 civil status;
- 1.4 educational background;
- 1.5 trainings attended for the last five years;

1.6 length of service;

1.7 performance ratings for the last two years;

and

1.8 family income per month?

2. As perceived by the three groups of respondents, what is the extent of implementation of the NFE program in the Division of Samar along the following components:

2.1 objectives;

2.2 methodology;

2.3 activities/projects;

2.4 networking coordination and linkages;

3. Are there significant differences among the perceptions of the three groups of respondents in terms of the extent of implementation of the NFE program along the five listed components?

4. What are the felt needs of the administrators and teachers in the extent of implementation of Nonformal Education Program?

5. What problems are encountered by the respondents of the implementation of the program?

6. What solutions are recommended by the respondents relative to the problems they encountered?

7. What policy redirection maybe formulated which will help improve the implementation of the NFE program in the Division?



### Hypothesis

The following hypotheses were tested in this study:

1. There are no significant differences among the perceptions of the public elementary school administrators, NFE coordinators and teachers relative to the extent of implementation of the NFE program in terms of the following components:

- 1.1 objectives;
- 1.2 methodology;
- 1.3 activities/projects;
- 1.4 networking coordination and linkages and
- 1.5 financing scheme.

### Theoretical Framework

This study is anchored on the theory that "A country cannot remain a democracy if our people continue to be unenlightened and illiterate or even half-enlightened or half-illiterate" (Bernardino, 1987: 34). This theory underscored the need for Nonformal Education Program which will furnish the OSY and adults, especially in the rural communities with literacy education and citizenship as well as vocational training to enable them to share with the educational and economic opportunity thereby making them useful and productive citizens of a democratic Republic.



This study revolves around motivated self-study that affects a person's life more profoundly than those acquired through formal education.

### Conceptual Framework

The conceptual framework of the study is shown in Figure 1. At the base of the paradigm is the research environment, that is, the Division of Samar. From the 27 districts, three groups of respondents were involved, namely: 1) The administrators, 2) the coordinators, as well as 3) teachers of the NFE program. The extent of implementation of the program was considered along: objectives; methodology; activities and projects; networking, coordination and linkages; and financing scheme.

Furthermore, the responses of the three groups of respondents were compared, to find out whether the answers that were provided were based on their objective assessments of the implementation of the program.

The results of the analysis were used as basis for formulating recommendations for policy redirection that were envisioned to improve the Nonformal Education Program in the Division of Samar.

### Importance of the Study

The researcher conducted this study to determine the

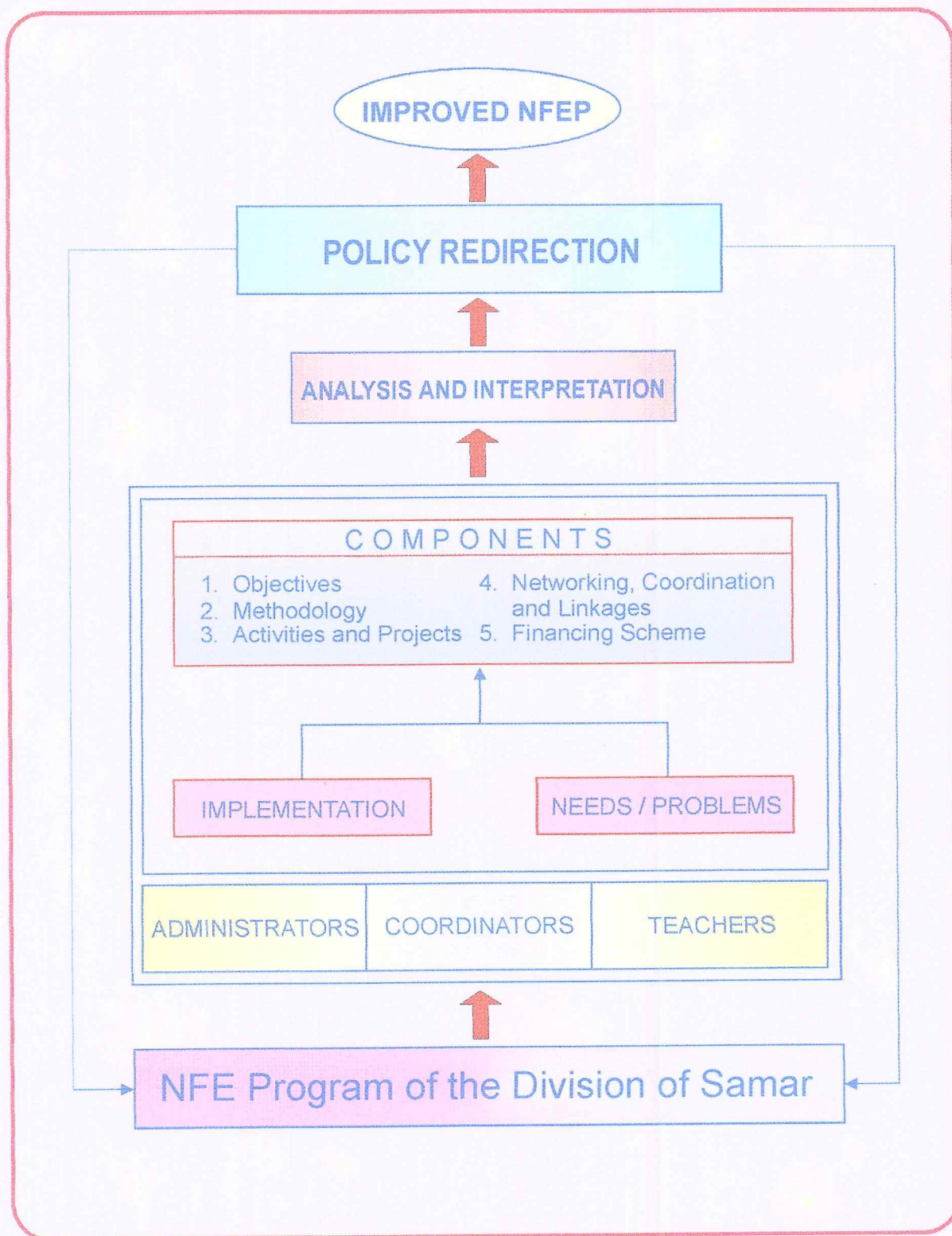


Figure 1. Conceptual Framework of the Study

extent of the implementation of Non-Formal Education Program throughout the different district in the Division of Samar. The findings of this study will be a great help to the school administrators, NFE Coordinators, and teachers of the said program to determine whether the scope of the program has contributed to the welfare of the clientele.

School administrators. The findings of this study would provide feedback to school administrators in terms of areas of the NFE program needing improvement. The information will serve as inputs in the formulation of policies and intervention activities for the betterment of the program.

NFE coordinators. Since this group is considered as the prime movers of the program, the policies and intervention activities will redound to a clearer procedure and strategies to improve the programs. Hence, the nFE coordinators will be guided in the process.

Para teachers. The teachers will also benefit from the findings of this study inasmuch as appropriate compensation scheme and motivation will spur this group to ensure the successful implementation of the program.

Out-of-school youth. This group is the ultimate



beneficiaries of this study. All innovation and improvement will redound to better services among the OSYs, hence uplifting their present socio-economic status, making them more productive members of their community.

Future researchers. This study will serve as a good source of literature for future researchers who are planning to undertake similar studies.

Ultimately, this study will be more beneficial to the implementors, the administrators, NFE coordinators and the NFE teachers in the sense that they will be able to evaluate the kind of training acquired by the clientele/learners as to whether it had affected and enriched their lives for their personal, community and national development.

### Scope and Delimitation

The study focused on the status of the implementation of the NFE Program in the Division of Samar along several components as follows: 1) objectives, 2) methodology, 3) activities and projects, 4) Networking coordination and linkages and 5) financing scheme.

This study involved the 27 districts of the Division of Samar, namely: Almagro-Tagapul-an, Basey I, Basey II, Calbiga, Catbalogan I, Catbalogan II, Catbalogan III, Catbalogan IV, Daram I, Daram II, Gandara I, Gandara II-



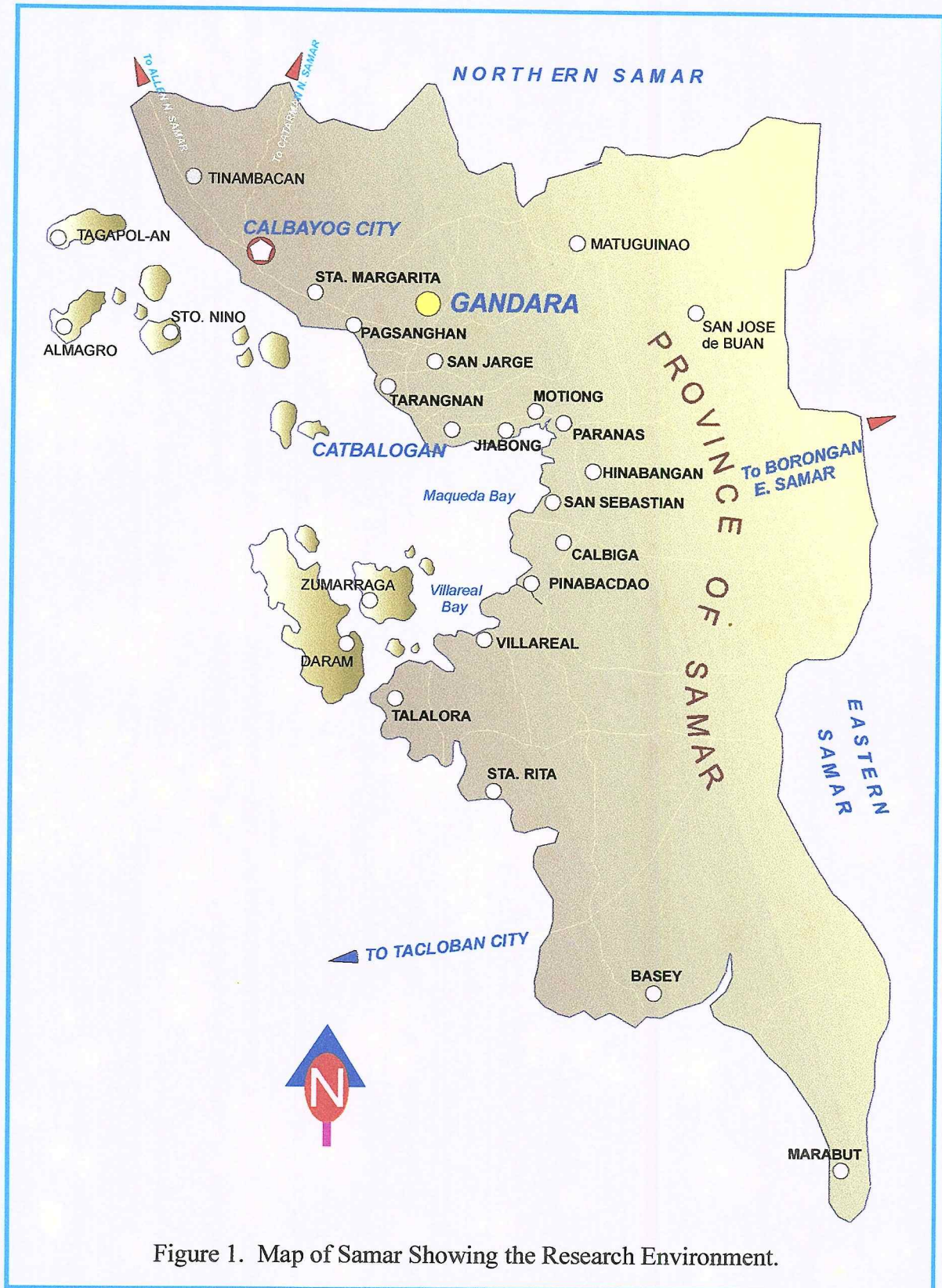


Figure 1. Map of Samar Showing the Research Environment.

Matuguinao, Hinabangan, Jiabong, Marabut, Motiong, Pinabacdao-San Sebastian, San Jorge, Sta. Margarita, Sta. Rita, Sto. Niño, Tarangnan/Pagsanghan, Villareal I, Villareal II-Talalora, Wright I, Wright II-San Jose de Buan, Zumarraga.

A total of 160 respondents were involved in this study broken down as follows: 128 elementary school administrators, 25 NFE coordinators and 7 NFE teachers. This study was conducted during SY 2000-2001.

### **Definition of Terms**

For the purpose of this study, the following terms are defined within the context of Non-Formal Education:

**Administrators.** Someone who managed direct or carry out policies, rules and regulations, etc. in government or private business or public affairs (The Webster Dictionary of the English Language, International Edition; Lexicon International Publishers Guild Grays, New York, New York).

**Coordinator.** Someone who coordinate, help and assist the work of the system or departments (The New Webster Dictionary of the English Language, International Edition).

**Development.** This term refers to the improvement of an individual within the outmost of his potentials and capabilities, thus attaining for himself, spiritual, physical, social, economic and political growth. Towards



this end, the client shall be equipped with skills that will enable him to acquire gainful employment and contribute to his becoming an active and constructive participant in his community (Handouts, National Seminar Workshop on Out-of-School Youth Development, 1995:127).

**Formal Education.** This term means the hierarchy of structured and chronologically graded "educational system" running from primary to general academic studies, a variety of specialized program and institution for a full-time technical and professional training (Bernardino, 1982: 53).

**Functional Literacy.** It means any education operation conceived as a component to economic and social development projects. It is the acquisition of essential trainings information which will enable a person to engage in all activities which education is required for effective functioning in his group and community's development (Bernardino, 1982:78).

**Learner of Non-Formal Education.** This term includes all people - young or old, rich or poor, in-school or out-of-school. However, special efforts are being given to under privileged, undeserved sectors, the out-of-school youth, semi-literate and illiterate youth and adults and the unemployed and the poor in both urban and rural areas (Bernardino and Ramos, 1981:125).

**Literacy.** It is not only the ability to read and write, more importantly it is the ability to express opinions and positions that will be given weight as they are expression of what people want for themselves and for their communities.

**Literate.** A person who can read with understanding and write a simple statement about his everyday life is classified as literate (NFE Primer, 1996:7).

**Non-Formal Education.** Any organized educational activity outside the established formal system-whether operating separately or as important feature of some broader activity - that is intended to serve identifiable learning clientele and learning objectives (Bernardino, 1982:54).

**Out-of School Youth.** This include children of school age who are not actively enrolled in attending school (NFE Primer, 1995:8).

**Policy.** Is a selected planned line of conduct or a role/guidelines to be followed in light of which individual decisions are made and coordination achieved (The New Webster Dictionary of the English Language

**Redirection.** To direct again a new something for improvement (The New Webster Dictionary of the English Language, International Edition).

**Role.** This refers to a responsibility taken and being



carried out by school administrators and classroom teachers to implement something (Morgan, 1993:15).

**Status.** The positions, rank or the standing of the implementation of the program (NAR Premier, 1999).

**Teacher.** Is the single most important factor in the teaching-learning process. The role of the teacher, as facilitator of learning, value advocate and as learner themselves, are particularly significant in the developing learners who are God-loving, physically fit, disciplined, creative, civic-minded, nationalistic and productive members of the community, the nation and the global village (The Philippine Journal of Education 2001).

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

In an earnest desire of this researcher to obtain relevant ideas related to this particular study, he reviewed books, periodicals, memoranda and other publications both local and national to give more substance to this study. They are presented for the readers to gather an understanding to the previous work that has done along the implementation of the Non-formal Education -- the focus of the present study.

#### Related Literature

The Legal Basis of Nonformal Education in the Philippines provides that the state shall encourage Nonformal and Independent Out-of-School Study Program. It was provided in Act. No. 1829 the giving of Civic Education lectures in towns and barrios. On December 14, 1914, The Common Act was amended by Act No. 2424, making all public school teachers in-charge of conducting lectures. In 1936 Act No. 80 was passed creating the Office of Adult Education.

The Philippine Constitution of 1973 has many provisions that have relevance to Non-Formal Education, some of which are the following:

Article II, Sec. 4: The State shall strengthen the family as basic institution. The natural right and duty of parents in rearing the youth for civic efficiency and development of moral character shall received the aid and support of the government.

Article II, Sec. 5: The State shall recognize the vital role of the youth in nation building and shall promote their physical, intellectual and social being.

Presidential Decree No. 1139 which took effect on May 11, 1977, created the position of Undersecretary for Non-formal Education of the Department.

The inadequacy of formal education and the prohibition cost of acquiring it have given our educational planners and decision-makers the reason to search for alternative means of learning that will bring about development in the countryside. One such alternative is the establishment of Nonformal Education issued on May 13, 1977 under Presidential Decree No. 1139. The objective of Nonformal Education is the Development of Adequately trained, sufficiently skillful and economically productive manpower.

Article XIV, Section 2 of the newly ratified 1987 Philippine Constitution provides that the state shall encourage Non-formal and indigenous learning system, as well as self learning independent and out-of-school study



programs particularly those that respond to community needs and provides adult citizens, the disabled and OSY with training in civics, vocational efficiency and other skills.

Executive order No. 117 s. 1987 known as the Reorganization Act of DECS stipulates the following relevant to Non-Formal Education. Section 4 states that the DECS primarily be responsible in the formulation of the policies, plans, programs and projects in the areas of formal and non-formal education at all levels; supervise all educational institutions both public and private and provide for the establishment and maintenance of complete adequate and integrated system of education relevant to the goals of national development. Section 15 state that the Bureau of National Education is renamed Bureau of Non-Formal Education.

Thus, it is evident that the policy of the government with regards to nonformal education is clearly expressed and given special focus in the 1987 Philippine Constitution.

The thrust of administrators in education today whether they be vocational or general is towards the directions of positive human and public relations practices, school management practices, technical practices and personal and social practices.

In order to relate our government practices to actual



situation, it is deemed better that situationer be made. It is believed that a school manager or administrator will only be able to make assessment of its courses of action if he has the necessary data at hand.

If the objective of the Nonformal Education is the development of skilled labor force, then it is incumbent upon our administrators, NFE Supervisors and NFE teachers that they adapt courses of action or practices that would promote manpower development. Criteria must be established on how we can come up with a productive manpower. There must be some improvements on the recruitment process, program content and methodology must be studied to sent the needs of the community, materials and facilities must be provided if we are to come up with a marketable skill.

The teachers' competencies is a deterrent factor in the dropout tendencies of students and absenteeism of trainees in the skills training program. It will be noted that the dropping out of children and youth in the various levels of education has posed problems to policy-makers and planners. We have still many out-of-school youths in the country today who are in direct need of continuing education that will be commensurate to their abilities, interest and needs so that they can be assets rather than liabilities to society.

There are among others, the unemployed school leaders

from the elementary or high school, those who attended for only a few years, and those who never attended school but in need for knowledge and skills to enable them to enhance their social and civic participation to improve their life style, to gain cultural experience and to live better, more enriched lives (Alonzo, 1976:46)

Department Memorandum No. 121, s. 1977: Directed the designation of Regional, Division Supervisors and District Coordinators in-charge of Nonformal Education. In conformity to Presidential Decree No. 1139 which directed the conduct of a survey of Nonformal Education activities and needs, and initial survey will be conducted immediately. In this connection it is desired that the following be designated from among regional and division supervisor in-charge of nonformal education and One nonformal coordinator (for each private school/college and state university) At the district level, a district coordinator for nonformal education should be designated.

Regional officer and provincial/city division with an adult education supervisor may designate the same person as supervisor/coordinator in-charge of non-formal education, In school division without an adult education supervisor, a coordinator for nonformal education may be designated from among qualified field personal. Institutions, colleges and

universities without adult-non-formal coordinators should designate one, preferably with aptime and inclination towards working with people out of the formal school system.

The above-designated supervisors/coordinators in-charge of nonformal education shall: 1). Conduct a survey of existing nonformal education service and activities as well as number of out-of-school youth and adults requiring some form of educational services, using the inclosed form; 2) Organize nonformal education programs or coordinate existing ones; 3) Coordinate with provincia; and local officials on various projects for nonformal education, like; cultural projects and activities, observance of national events, etc.

Moreover, Department Memorandum No. 181, s. 1977 called for the Organization of Pilot Centers for Nonformal Education. In line with the provisions of P.D. 1139 and LOI 561, it is desired that each school division and every private college/university set up a pilot center for nonformal education.

The Center is designed to serve the needs of Kabataang Barangay out-of-school youths and adults to enable them to develop themselves further, to acquire knowledge and skills for more effective social participation, and to contribute better society.

Department Memorandum No. 27, s. 1978: Provides the appropriations for Nonformal Education. Pursuant to the



provision of P.D. No. 1139, LOIs Nos. 561, 606 and 607, 1977, and Department Memorandum Nos. 121 and 181, s. 1977, the implementation of nonformal education programs and projects is being undertaken in all regions/divisions in the country making the need for fund imperative.

To facilitate the organization of NFE classes, the payment of honoraria of teachers and travel expenses of NFE supervisors/coordinators and the purchase of much needed supplies and equipments, all local school boards (district, provincial and city) vocational schools colleges and universities were directed to appropriate annually a substantially amount for NFE to meet the above-needs.

Presidential Decree No. 6-A - Known as the "Educational Decree of 1972, P.D. No. 6-A" authorized the undertaking of educational development projects, provided for the mechanics of implementation and financing thereof, and for other purposes.

The following sections have relevance to Nonformal Education:

Section 2. Declaration of Policy

a. To achieve and maintain an accelerating rate economic and social growth;

b. To ensure the maximum participation of all the people in the attainment and enjoyment of the benefits of



such growth; and

c. To strengthen national consciousness and promote desirable cultural values in a changing world.

#### Section 3. Statement of Objectives.

a. Provide for a board general education that will assist each individual, in the peculiar ecology of his own society, to (1) attain his potential as a human being; (2) enhance the range and quality of individual and group participation in the basic functions of society; (3) acquire the essential educational foundation for his development into a productive and versatile citizens; and

b. Train the nation's manpower in the middle-level skills required for national development.

#### Section 4. Guiding Principles of the Two-Year Program

a. Democratization of access to educational opportunities through the provision of financial assistance to deserving students, skills training programs for out-of-school youth, and continuing education program for non-literate adults and

b. Expansion of existing programs and establishment of new ones designed to train middle-level technical and agricultural manpower.

#### Section 5. Education Development Projects

a. Establishment and/or operation, upgrading or improvement of technical institution, skills training

centers, and other nonformal training programs and projects for the out-of-school youth and the unemployed in collaboration with the programs of the National Manpower and Youth Council (NMYC).

Brombeck (1974: 63), cited the following characteristics of Nonformal Education Programs which are essential to development: (1) these programs tend to arise in response to immediate needs, (2) they are usually related to action and use (3) they tend to be short than longer, (4) they have a variety of sponsors both public and private, and (5) they are to be responsive to local community requirements. More importantly, Nonformal Education programs show strong potentials for getting at the human condition of those likely to be excluded from the formal schools, the poor, the isolated, the rural, the illiterate, the unemployed and underemployed.

Abdul Mannan (1974: 45) in a discussion of "Trends and Issues in the Economic of Nonformal Education", stated:

Nonformal Education projects should be developed to meet specific needs in specific situation, and they should disappear once the need is satisfied. Nonformal Education needs emerging nations. Thus, Nonformal Education can both complement and substitute for formal education in human resource development. Nonformal Education, because of its diversity, is a dynamic factor in human resource development. Formal schooling cannot, perhaps, introduce this dynamic element because of its emphasis on maintenance of the status quo, tacitly supporting elite control in the society.

### Related Studies

In order to have a thorough analysis of the research problem, the researcher finds it necessary to read unpublished materials on studies conducted which have bearing on the present study.

Mendiola (1991) in her study "The Socio-Economic Status of the Nonformal Education Graduates in Catbalogan" come up with the following findings:

The most pressing problems which hindered the effectiveness of the program were: lack of placement for graduates, lack of funds for the implementation, lack of tools and equipment for instruction and the time allotted for the training program was too short. Therefore, funds should be afforded to the program for its implementation and effective operation. And the needs of the clientele and the economy of locality should be given utmost consideration in the offering of courses.

Mendiola's study has bearings on the present study because some of the factors that she mentioned and discussed were similar to the factors included in this study as to the objectives and problems met in the implementation of the program. This study however is more directed towards the implementors of the program, the administrators, NFE coordinators, trainors and teachers of the NFE, while



Mendiola's study emphasized the upliftment of the trainees.

Delantar (1984) in her study about "Nonformal Education Program in the Sub-Province of Biliran, Leyte, Its Implementation for Countryside Development" showed that all the administrators and teachers were educationally qualified, however, they had very little training in the implementation aspect of the nonformal education program. This findings implies the need for retraining of more administrators and teachers through attendance in NFE seminars in vocational skills courses or either the national, regional or division levels.

The study of Delantar is similar to the present study particularly in the content which focuses on the problems met, the financial side of the implementation, and the implementors of the NFE program.

Baylosi's study on the "Educational and Socio-Economic Conditions Needs and Problems in the Municipality of Babatngon, Leyte: Input for a Development Plan" (1992) is partly related to the present study because it has something to do with the socio-economic living conditions of the people and their needs and problems for development.

In this study it is stated that the occupations engaged in by the people as indicated are: farming, fishing, firewood making, making nipa shingles, tuba gathering, sari-



sari store, teaching, carenderia, tailoring and dressmaking with an average gross family income of five hundred eighty pesos daily.

Data from the Department of Agriculture revealed that only eight (8) barangays have rice irrigated farms and the rest are rainfed lowlands which depend only on rainfall for irrigation. This could cause the very low yield and consequently low income of the families involved.

As to the implementation of the government programs and projects only health and sanitation programs and projects were perceived with "fair implementation". All the rest of the programs and projects, roads and building construction, livelihood project and maintenance of roads were perceived as having "limited implementation".

The needs of community as identified by heads of families are livelihood projects, transportation facilities, school buildings, health center, reading center, nutrition program, school site and a recreational park.

As perceived by the teacher respondents there was only one (1) "problem beyond control" and this is the repair and maintenance of roads. There are three (3) very serious problems identified namely; excessive poverty, transportation services and environmental sanitation. All others were considered as "slightly a problem".

Based on his findings and conclusions he furtherly recommends the following:

If an action development plan is to meet the needs of the people it must start with production system, development of livelihood projects, where the natural resources of the community abound in fishing and farming.

Loans must be given, accompanied by a strong mechanisms for accountability. Whoever would help provide capital. (That is funding agency or private person) they should provide a mechanisms for training and development and monitor it at various check points.

A qualitative research on cultural patterns, beliefs and practices of the people could be useful as baseline information for development, and the development plan should be tried even for one or two projects to start with.

Chan (1991) conducted an assessment of Nonformal Education Program in Catarman I and II District in Relation of the Status of the Graduates for the Past Five Years 1985-1989.

Her study was aimed to describe and analyze the socio-economic status of the NFE graduates and their attitudes towards the NFE program, to identify the training needs and problems of the community; to evaluate the teaching competence of the NFE trainors; to determine the administrative support/incentives and to probe into how they

affect the implementation of the program in the district of Catarman I and II.

From the findings of this study, the author concludes that the socio-economical status, the training needs and the problems of the community and administrative support / incentives do not affect the implementation of the NFE program while the attitude of the graduates toward the program and courses needed do affect them.

The NFE programs are really needed by the community as revealed by a great majority who strongly agreed that the courses offered are the felt needs of the area and the materials needed are available.

NFE trainers are known to the graduates who tagged them as competent, assessed their classes as "very good", and their amount of knowledge learned as "very much / more than enough."

Unemployment / poor living condition have been minimized / improved by the NFE courses, which according to the respondents, "gave others a chancee / opportunities" and helped the out-of-school youth learn skills".

Dressmaking and handicraft ranked first as courses that the trainees wanted to be re-offered in the district. Fulache (1999) in his studies about the Status and Problems of the Skills Development in the Nonformal Education Program



in the Selected Districts of Leyte Division: Proposed Solutions and Recommendations stated:

That the worst problems encountered in the implementation of the NFE program were "lack of support from the school officials" and the measure adopted was "the district supervisor made representation to the school officials and solicited their support". This was considered as very effective by the respondents; the second worst problem was "lack of support from some teachers" this was remedied when the "school head motivated and inspired the teachers to support the Nonformal Education Program" and this was solved when the administrators "established support with barangay officials and requested support from them". This measures was effective.

Based on the foregoing findings, he concluded that the skills development trainings of the Nonformal Education Program implemented in the five selected districts of Leyte Division offered fifteen courses, its objectives were satisfactorily attained, The activities undertaken correspond to these course. The problems encountered were solved and the measures adopted were effective.

The following recommendations were offered: The skills development training courses to be offered should answer the demands of the moment; teachers who would be assigned to handle those courses should be properly selected based on

their competence and dedication to their work.

The selected teachers would be reoriented through seminar workshops on their respective field of specialization; the district supervisor should make representation to the Local School Board for finding purposes; Ready markets for the finished prorducts of the different projects should be provided.

He furtherly recommends that a guide for Effective Implementation of the Skills Development Trainings of the Nonformal Education Program in Leyte Division be formulated based on the salient findings, the purpose of which is to improve such implementation.

Nicart's (1989) study on the Nonformal Training Phase of the Teacher Formation Program: Its Contribution to Teachers' and Pupils' Performances, stated:

That the study showed that the Nonformal Training PHase of the Teacher Formation Program had "much" influence on teachers' attitude toward work in practically all of the behaviors mentioned. However, the perceptions of administrators regarding the extent of the influence of LAC session on tecahers' attitude toward reporting to school before the time seemed different from that of the teachers. Teachers perceived its effect to be "Little" while administrators considered it to have "much" influence. This implies the teacher-respondents were less concerned on the

profound effect of LAC sessions toward the development of punctuality among teachers. It further implies that teacher-respondents are likely to judge according to their experiences as participants differently from the administrators who are responsible of supervising them.

Both teacher and administrators-respondents agree that LAC activities had influenced "Much" the teachers' relationship with pupils. The summarized results of the statistical analysis showed a disagreement of the respondents' perception. This implies that the two group of respondents agree on some positive influence on certain behaviours but disagree on some other behaviours mentioned. LAC session therefore, should be continued in all school to reorient teachers on their duties and responsibilities in moulding future leaders of our country.

Teachers must always find new innovative ways of stimulating the student interest since the performance of students would be a reflection of the teachers' effectiveness. To be able to do this, teachers should not stagnate, but instead continue to grow, and accumulate as much knowledge as possible. Thus we need for the attendance in LAC sessions to remind teachers their duties and responsibilities of moulding future generations.

However, no matter how much contribution the LAC sessions training give to teachers' as well as to pupils'



performances, there are some problems encountered by respondents which inversely affect the effective implementation of the program. Among the most common problems encountered by teachers and administrators along in this line are: shortage of teachers' manual and guides, shortage of pupils textbooks, fear to try out new things, resistance to change non-recognition of teachers' positive change by administrators and the like. The government must therefore, support the program and provide teachers and LAC leaders the necessary manuals, guides and textbooks for pupils in order that LAC session activities be done to the optimum. Likewise, administrators should be keen observers on teachers' positive change and recommend promotion on increase in salaries to deserving teachers so as to encourage to effect change and to overcome laziness and by shyness among themselves.

Based on her findings in this study, she recommended that further investigatory work be conducted in a wider scope composed of 2-3 districts in different locations. This might give better insights on the extent of effect of the said Teacher Formation Program on Teachers' as well as pupils' performances.

Further study also be conducted in order to determine the specific contribution of LAC session activities on pupils' performance as to drop-out rates, participation and

survival rate of pupils, using objective measurement; and a similar study be conducted in both depressed and urban areas to determine other factors responsible for the variation in pupils' and teachers' performance. Moreover, the need to refine the methodology adopted is imperative in order to make future studies of this nature more conclusive and reliable.

Another study was conducted by Echtha C. Garnica "On the Status of Nonformal Education Program in the Division of Leyte (1994) stated:

That the implementation of the Nonformal Education Program was made satisfactorily inspite of the difficulties encountered by both the NFE Coordinators and NFE teachers in seeking for and coordinating with the different agencies to help support the funding in the implementation of the program.

The funding of the classes, the indifference of the different clientele of the program, lack of raw materials to be made into the required projects and lack of instructional materials were the most encountered problems met by the NFE implementors. These were the problems which could be helped either by the national government.

Based on her findings in this study she furtherly recommend that commendation should be given to the Nonformal Education Workers in the Division of Leyte so as to bring

them satisfaction and inspiration to do their work. This may be in the form of citations, awards, plaque or increase in rank or salary, and regular traveling allowance for their visits to the different barangay. Besides, they also need some protection when they do their field work. Most importantly, National Heads of the NFE Program should at least make representations that a national fund be made / allotted in the budget for the honorarium of the NFE skilled instructors of the continuing education classes, wherein they may be like the government teachers who receive their pay regularly for every completion of their work.

The participatory approach, should be applied in dealing with the people of the communities involved, that is, the NFE workers / implementors must be alert to the needs and concerns of the target groups who will participate in the planning and execution of projects and activities for their own welfare.

It is also important that the NFE learning centers in all school districts in the Division of Leyte be put up which will serve as a mass media center for the OSY and adults. Here, the self-learning kits in literacy and numeracy, tapees, cassettes, tape recorder or radio and other equipment for the courses offered may be available as recommended in her study.

Another recommendation is to conduct a yearly appraisal



of the NFEE activities by heads of the Division and that district supervisors may evaluate their NFE coordinators and commend them for the good work they may have done for the year.

NFE coordinators, teachers' and trainers may also assist the adults and OSY, who may be engaged in a profitable cottage home industry to register themselves in the NACIDA and that they may instruct them to approach some Rural Banks to seek for help in the form of industrial loans.

The NFE workers may likewise, convince through demonstration to the rural folks, farmers, fishermen or skilled workers to make use of the modern and scientific ways of agriculture, fishing and industry, so as to increase their production.

And barangay officials headed by the barangay Chairman and their Mayor and other local officials may work together to make representation to ranking National or Provincial Government officials to have good feeder roads constructed to their barangays so that all people in the hinterlands would be in closer contact with the more cultured or educated individuals.

Nuevo's study on the "Evaluation of the Nonformal Education Program of the Franciscan College of the Immaculate Conception, Baybay, Leyte" (1991) stated:

More female participats joined the program because they had more time to attend the sessions since they do not have to be in places of work as the males. Also, there were more married participants, attesting to the fact that there is a need to augment the income to support the family.

The skills training program significantly contributed to the increase in the family income and the variable pertaining to the program were rated very good by the participants. This rating can be attributed to proper program planning prior to implementation. The needs of the participants were identified and anticipated so that results expected to arise from the program were realized. The survey and interview methods used in assessing the skills training needs of prospective participants proved to be highly effective tools.

Cooperation among different agencies international organizations, is a factor that contributed much to the satisfactory outcome of the Nonformal education program.

Based on the findings of this study, he recommend that there should be a design for a Nonformal Education Program which could attract more participants from the male sex; Every skills training should be accompanied by a corresponding micro-business assistance scheme.

Thereby, giving the successful participants needed

start-up capital and knowledge for self-employment.

Education as an integral part of the Nonformal Education Program should not be limited to pre-evaluation and post-evaluation but should also focus on the programs' relevance competence in trade and industry.

Another recommendation is a proposal should be made to the agency supporting the program for a possible tie up and assistance in the marketing aspects.

Petilos (1989) study on the "Status of the Nonformal Education Program in the Division of Tacloban City stated the following

That school administrators and trainers were educationally qualified, but falling short in their managerial and instructional expertise due to less adequate training along the different areas in NFE. This suggests that more in-service trainings be provided in the national, regional, division and district levels and to be availed by these people.

That honoraria is too small for school administrators and trainers. This implies the need to increase this amount to serve really as incentive so that they will be fully motivated to perform their functions.

That approaches such as vocational technical skills, functional literacy, leadership development and civic citizenship trainings were effective. These should be



maintained and given emphasis by the implementors.

That different areas introduced in the NFE classes in the Division like manicuring, cooking, cosmetology, typing, hair science, dressmaking, pedicuring and handicraft were areas wherein the students showed interest as evidenced by the number of enrollees and graduates. This implies improved implementation of these areas.

Similar strategies in recruitment of clienteles such as positing, airing through the radio or television be used.

The monitoring aspect of the program is properly done however giving feedbacks to higher authority has not been given much attention. This implies that giving feedback to higher authorities always be given emphasis by implementors concerned.

Evaluating the NFE program of Tacloban City division has been properly done by those concerned. However job placement of graduates has never been given attention. This implies that the program should also look into the placement of these graduates.

The problems encountered in finance and materials / facilities as perceived by school administrators, trainers and clienteles are similar. This implies that lack of financial support and inadequacy of materials will affect the successful implementation of the NFE program along the different areas.

Based on the above findings and conclusions made in this study she recommend that more in-service trainings in the nation, regional, division and district levels should be made by the school administrators and trainers to improve their competencies / expertise in the implementation of the NFE program along the different areas.

There should be a continuous monitoring and evaluation of NFE programs in the division. Feedbacks are very necessary to serve as basis for improving or strengthening the weak points of the program.

Reas (1999) "The implementation of the Nonformal Education Program in Area V. Leytee Division: Proposed Measures for Improvement

His study revealed that, the measures adopted by those involved in the NFE program could at least solve the problems encountered by both the implementors and the beneficiaries. The number one solution was to train the beneficiaries on skills or activities wherein the resource materials are abundant in that place. This is logical because what is the use of their learned activities if there are no materials abounding within the locality. Another solution is the strengthening of linkages with the GO's and the NGO's so that problems on findings will be partly solved.

On the existing nonformal education activities and projects undertaken, he furtherly concluded that the objectives of the Nonformal education which is a capsule is to train the less priveleged people to be productive and self-reliant in order to attain a better quality of life was very Satisfactory Attained. However, it seemed that the implementation of activities and unsatisfactorily implemented due to major problems like material resources, marketability, lack of funds to sustain the program. However the linkages with other GO's and NGO's were strengthened and massive information drive about the program was made.

Based on the conclusion reached, the following recommendation are offered for immediate implementation:

1. Seminars on NFE should be conducted to equip all the NFE teachers's with the needed competencies
2. Relevant instructional matereials and equipments be utilized by the teachers and the trainee / clientele.
3. The school management should provide leadership and give incentives to those teachers who exceed in the implementation of NFE through its projects or activities.
4. Competent qualified teachers to handle each skill offering of NFE is required.
5. Incentives and awards be given to thè clientele who excel in their projects and activities.



6. Significant and meaningful projects / activities should be discussed in community assemblies so that the members of the community could actively participate.

7. Resource persons who can contribute to the excellence of the production of NFE projects should be involved.

8. That the Division Supervisors should conduct in-service education on all the NFE concerns every year in order to upgrade the competency and teachers handling the activities to be attended too by the different school heads for obvious reasons.

9. That the school administrators should make frequent observations and writing down all suggestions for improvement and proper monitoring of the program.

10. That the district supervisor should include interschool visitation of school heads and NFE teachers as one of this program activities every year in order to encourage them to do their best.

The foregoing literatures was used by the researcher as guide in the identification of variables and in the research methodology of his research undertaking.

## Chapter 3

### METHODOLOGY

This chapter presents the methods and procedures used in this study. This includes the research design, instrumentation, validation of the instrument, sampling data gathering and statistical treatment of data.

#### Research Design

This study utilized the descriptive research design. The researcher assessed the extent of implementation of the NFE program along five components as follows: (1) objectives, (2) methodology/strategy, (3) activities and projects, (4) linkages with other agencies, and (5) financing scheme.

The main instrument utilized in this study was the questionnaire distributed to the elementary school administrators, NFE coordinators and NFE teachers.

The data gathered was subjected to analysis using descriptive statistics like the weighted means and standard deviation, as well as inferential statistics like the Analysis of Variance and Scheffe's test.

#### Instrumentation

As discussed earlier, the questionnaire was used as the

principal data collection tool.

**Questionnaire.** This is the principal instrument in the study which is subdivided into four major parts, Parts I - IV.

Part I gathered information on the profile of the respondents like age, sex, civil status, educational background, trainings attended for the last five years, length of service, performance rating for the last two years and family income per month.

Part II determined the extent of implementation of the components of the NFE program, namely: (1) objectives, (2) methodology/strategy, (3) activities and projects, (4) linkages with other agencies, and (5) financing scheme. Answers were quantified using a five-point Likert scale as: 5 - fully implemented (FI), 4 - highly implemented (HI), 3 - moderately implemented (MI), 2 - slightly implemented (SI) and 1 - not implemented.

Part III gathered the perceptions of the respondents on the problems encountered in the implementation of the program while Part IV solicited from the respondents their suggestions relative to the problems encountered.

#### **Validation of the Instrument**

The main instrument used in this study is the questionnaire which was developed by the researcher himself.



To ensure validity of this instrument, two types of validation was done, namely: expert-validation and a try-out. The initial draft of the questionnaire was shown to his adviser, professors in research and other experts for their comments, suggestions and criticisms. Worthwhile suggestions and modifications were incorporated in refining the instrument.

Furthermore, the researcher administered a try-out or a field-testing among public school administrators, NFE coordinators and teachers at Tacloban City division to determine the reliability of the instrument through the test-retest procedure. The computed reliability coefficient was 0.81 which denoted that the questionnaire is appropriate to be used for gathering group information.

### Sampling Procedure

In the selection of administrator-respondents and the NFE coordinator-respondents, as well as the teacher-respondents total enumeration was used.

### Data Gathering Procedure

In collecting pertinent data, the researcher first solicited approval from the concerned authorities like Division Schools Superintendent to allow him to distribute the questionnaires and collect additional data pertinent to the completion of the study.

Table 1

## Distribution of Respondents by District

District	: Adminis- : trators	: NFE : Coordinators	: NFE : Para Teachers	: Total
1. Almagro-Tagapul-an	5	1		6
2. Basey I	5	1		6
3. Basey II	5	1		6
4. Calbiga	5	1		6
5. Catbalogan I	3	1	1	5
6. Catbalogan II	6	1		7
7. Catbalogan III	5	1	1	7
8. Catbalogan IV	5	1	1	7
9. Daram I	5	1	3	9
10. Daram II	5	1	1	7
11. Gandara I	5	1		6
12. Gandara II-Matuginao	4	1		5
13. Hinabangan	4	1		5
14. Jiabong	5	1		6
15. Marabut	4	1		5
16. Motiong	5	1		6
17. Pinabacdao-San Sebastian	5	1		6
18. San Jorge	4	1		5
19. Sta. Margarita	5	1		6
20. Sta. Rita	5	1		6
21. Sto. Niño	5	1		6
22. Tarangnan-Pagsanghan	4	1		5
23. Villareal I	5	1		6
24. Villareal II-Talalora	4	1		5
25. Wright I	3	1		4
26. Wright II-San Jose de Buan	5	1		6
27. Zumarraga	5	1		6
Total	126	27	7	160

The researcher administered and distributed the questionnaires personally to enable him to have a high percentage of retrieval and for him to be able to undertake

interviews and observation, if needed. Follow-up visits were also be undertaken to speed up retrieval of data.

The following experiences and difficulties met by the researcher in the distribution and retrieval of the questionnaires are as follows:

1. Inavailability of transportation wherein the researcher had to hired a private vehicle to reach some far distant complete elementary school in the distribution and retrieval of the questionnaire from the respondents.
2. Incomplete retrieval of the questionnaires due to the absence of th respondents in their stations.
3. Financial aspect.

### Statistical Treatment of Data

The data gathered through the questionnaire was tallied, analyzed, evaluated and interpreted. Statistical measures like frequency counts, percentages, mean, weighted mean, Pearson-Product Moment Correlation Coefficient, Analysis of Variance and Scheffe's test were applied.

Mean. This descriptive statistical measure was used to determine the profile of the respondents as to their age and length of service.

Weighted mean. This tool was applied to determine the extent of implementation of the NFE program components.



To interpret the computed weighted means, the following table served as guide:

Scale	Range	Interpretation
5	4.51 - 5.00	Fully implemented (FI)
4	3.51 - 4.50	highly implemented (HI)
3	2.51 - 3.50	moderately implemented (MI)
2	1.51 - 2.50	slightly implemented (SI)
1	1.00 - 1.50	not implemented (NI)

**Analysis of Variance (ANOVA).** This statistical tool was applied to compare the perceptions of the three groups of respondents and test the hypothesis of the study. The formula is given below (Freud & Simon, 1992: 399-402):

$$F = \frac{MS(Tr)}{MSE}$$

where:

MS(Tr) refers to the error mean square

MSE MSE refers to the error mean square

**Pearson-Product Moment Correlation Coefficient (rxy).**

This was used for establishing the reliability of the questionnaire through the test-retest method, as follows (Freund and Simon, 1992: 471-473).

$$r = \frac{S_{xy}}{\sqrt{S_{xx} \times S_{yy}}}$$

where:

$$S_{xx} = \sum X^2 - \frac{1}{n} (\sum X)^2$$

$$S_{yy} = \sum Y^2 - \frac{1}{n} (\sum Y)^2$$

$$S_{xy} = \sum XY - \frac{1}{n} (\sum X)(\sum Y)$$

In the presentation of the reliability coefficient, the following guide was used (Ebel, 1965: 242),

=====	
Reliability Coefficient	: Degree of Reliability
-----	
0.95 - 0.99	Very High
0.90 - 0.94	High
0.80 - 0.89	Fairly high, adequate for individual measurements
0.70 - 0.79	Farther low, adequate for group measurements
Below 0.70	Low, entirely inadequate for individual measurements although useful for group average and school savings
=====	

The hypothesis of the study was tested using  $\alpha = .05$ . Furthermore, to ensure accuracy in the computation, Microsoft Excel was utilized.

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data collected, the corresponding analysis as well as interpretation. Included in this chapter are: 1) profile of the respondents, 2) their perceptions relative to the implementation of the NFE program, 3) their felt needs, 4) problems encountered, 5) solution's recommended, and 6) tests of hypotheses.

#### Profile of the Respondents

The profile of the school administrators, coordinators and NFE program teachers are herein presented as follows:

Age. Table 1 shows that out of the 128 elementary school administrator, 25.00 percent were 54-56 years old and only 0.78 percent was 33-35 years old and 45-47 years old. On the other hand, the NFE coordinators' age distribution was found to be sporadically distributed, ranging from 30-32 years to 60-62 years, while the teacher-respondents' age were distributed from 30-32 years to 54-56 years old. Moreover, the administrators' group was found to be the oldest as evidenced by the corresponding mean of 53.92 years with a standard deviation of 6.37 years. This group was followed by the coordinators whose average age was found to be 48.16 years with a standard duration of 9.31 years. The



Table 1

## Age Distribution of the Respondents

Age Group	Respondents Category						Total	Percent
	Administrators		Coordinators		Teachers			
	f	%	f	%	f	%		
63 - 65	6	4.69	-	-	-	-	6	3.75
60 - 62	11	8.59	2	8.00	-	-	13	8.13
57 - 59	30	23.44	3	12.00	-	-	33	20.63
54 - 56	32	25.59	5	20.00	1	14.29	38	23.75
51 - 53	22	17.19	1	4.00	1	14.29	24	15.00
48 - 50	16	12.50	3	12.00	1	14.29	20	12.50
45 - 47	1	0.78	3	12.00	1	14.29	5	3.12
42 - 44	2	1.56	2	8.00	-	-	4	2.50
39 - 41	2	1.56	2	8.00	-	-	4	2.50
36 - 38	3	2.34	1	4.00	-	-	4	2.50
33 - 35	1	0.78	-	-	-	-	1	0.62
30 - 32	2	1.56	3	12.00	3	42.86	8	5.00
Total	128	100%	25	100%	7	100%	160	100%
Mean	53.92 yrs.	-	48.16 yrs.	-	42.14 yrs.	-	52.51 yrs.	-
SD	6.39 yrs.	-	9.31 yrs.	-	10.78 yrs.	-	7.70 yrs.	-

youngest group was the teachers inasmuch as their average age was pegged at 42.14 years with a standard distribution

of 10.18 years.

In general, the respondents involved in the study were found to be in their early 50's, where their average age was posted at 52.51 years and a standard duration of 7.70 years.

Sex. As gleaned from Table 2, majority of the administrators were males with 52.34 percent and only 47.66 percent were females. On the otherhand, most of the coordinators and teachers were females since they comprised 60.00 percent and 85.71 percent of these groups respectively.

Table 2

Sex Distribution of the Respondents

Sex	Respondents Category								Total	Percent
	Administrators		Coordinators		Teachers					
	f	%	f	%	f	%				
Male	67	52.34	10	40.00	1	14.29	78	48.75		
Female	61	47.66	15	60.00	6	85.71	82	51.25		
Total	128	100%	25	100%	7	100%	160	100%		
Percent	80.00%	-	15.62%	-	4.38%	-	100%	-		

Civil Status. Presented in Table 3 are data on the civil status of the respondents, where majority of them were married, comprising 91.41 percent of the 128 administrators, 92.00 percent of the 25 coordinators and 71.43 percents of the seven NFE teachers.

Table 3

Distribution of Respondents According to  
Civil Status

=====									
	Respondents Category								
	-----								
Civil Status:	Administrators:	Coordinators :	Teachers :	Total :	Percent				
	-----								
	f	%	f	%	f	%			
-----									
Single	8	6.25	2	8.00	2	28.57	12	8.50	
Married	117	91.41	23	92.00	5	71.43	145	90.62	
Widow/Widower	3	2.34	-	-	-	-	3	1.80	
-----									
Total	128	100%	25	100%	7	100%	160	100%	
=====									

Educational Qualification. Table 4 shows that the highest number of administrators, that is, 42.19 percent have earned MA/MS units, while the least number, that is, 3.12 percent were Ph.D./Ed.D. degree holders. Furthermore, majority of the NFE coordinators have earned MA/MS units, comprising 68.00 percent of this group, while only 4.00



Table 4

## Educational Qualification of the Respondents

=====										
	Respondents Category									
Educational Qualifi- cation	-----									
	Administrators		Coordinators		Teachers		Total	Percent		
	-----		-----		-----					
	f	%	f	%	f	%				
-----										
Ph.D./Ed.D.	4	3.12	-	-	-	-	4	2.50		
MA/MS w/ Ph.D. units	16	12.50	-	-	-	-	16	10.00		
MA/MS	36	28.12	1	4.00	-	-	37	23.12		
w/ MA/MS units	54	42.19	17	68.00	4	57.14	75	46.88		
BSE/BEED/BSIE	18	14.06	7	28.00	3	42.86	28	17.50		
-----										
Total	128	100%	25	100%	7	100%	160	100%		

percent was MA/MS degree holder. Moreover, it was found that most of the teachers have earned MA/MS units with 57.14 percent while the remaining 42.86 percent were baccalaureate degree holders.

The data imply that the administrators, coordinators as well as teachers involved in the NFE program of the Division of Samar are educationally qualified relative to the positions they occupy.

Training Attended. As regards to the trainings attended by the respondents, Table 5 shows that the number

Table 5

No. of Hours of Trainings Attended  
by the Respondents

=====								
	Respondents Category							
	-----							
No. of Hours	Administrators		Coordinators		Teachers		Total	Percent
	-----		-----		-----			
	f	%	f	%	f	%		
	:	:	:	:	:	:	:	:
215	5	3.91	-	-	-	-	5	3.12
194 - 214	2	1.56	-	-	-	-	2	1.25
173 - 193	-	-	-	-	-	-	-	-
152 - 172	1	0.78	-	-	-	-	1	0.62
131 - 151	2	1.56	2	8.00	-	-	4	2.50
110 - 130	6	4.69	-	-	-	-	6	3.75
89 - 109	5	3.91	1	4.00	1	14.29	7	4.38
68 - 88	13	10.16	3	12.00	1	14.29	17	10.62
47 - 67	3	2.34	6	24.00	1	14.29	10	6.25
26 - 46	9	7.03	6	24.00	-	-	15	9.38
5 - 25	30	23.44	7	28.00	2	28.57	39	24.38
None	52	40.62	-	-	2	28.57	54	33.75
Total	128	100%	25	100%	7	100%	160	100%
=====								

of hours of trainings attended by the administrators ranged from 5.25 hours to more than 215 hours, where the highest number or 10.16 percent attended 68-88 hours. Meanwhile, the NFE coordinators' trainings attended ranged from 5-25

hours to 131-151 hours, with the highest number, that is, 28.00 percent corresponded to 5-25 hours. For the teachers' group, their trainings attended ranged from 5-25 hours to 89-109 hours, where 28.57 percent attended ranged from 5-25 hours. It is significant to note that 40.62 percent of the administrators and 28.57 percent of the teachers had no training attended. This imply that there is a need for the respondents to attend more trainings related to nonformal education.

Length of Service. Data shown in Table 6 revealed that the highest number of the administrators had been in the service for 1-5 years, comprising 28.12 percent of them, while the least number, or 1.56 percent had served for 41-45 years. On the other hand, majority of the coordinators, that is, 60.00 percent had been in the service for 1-5 years while the least, that is 4.00 percent served for 11-15 years. Meanwhile, all the NFE teachers, that is, 100 percent had been in the service for 1-5 years.

Further scrutiny of the data showed that the administrators were found to be the oldest in the service since they have served at an average of 12-73 years with a standard deviation of 9.77 years. This group was followed by the coordinators with an average length of service posted at 5.20 years and a standard duration of 2.92 years. The NFE



Table 6

## Length of Service of the Respondents

Length of Service	Respondents Category								Total	Percent
	: Administrators: Coordinators : Teachers :									
	: f : % : f : % : f : % :									
41 - 45	2	1.56	-	-	-	-		2	1.25	
36 - 40	-	-	-	-	-	-		-	-	
31 - 35	9	7.03	-	-	-	-		9	5.62	
26 - 30	6	4.69	-	-	-	-		6	3.75	
21 - 25	7	5.47	-	-	-	-		7	4.38	
16 - 20	14	10.94	-	-	-	-		14	8.75	
11 - 15	25	19.53	1	4.00	-	-		26	16.25	
6 - 10	29	22.66	9	36.00	-	-		38	23.75	
1 - 5	36	28.12	15	60.00	7	100.00		58	36.25	
Total	128	100%	25	100%	7	100%		160	100%	
Mean	12.73 yrs.	-	5.20 yrs.	-	3 yrs.	-		11.12 yrs.	-	
SD	9.77 yrs.	-	2.92 yrs.	-	0 yrs.	-		9.38 yrs.	-	

teachers came the third or last, being the youngest in the service with an average of 3.00 years. On the whole, the respondents served at an average of 11.12 years with a standard deviation of 9.38 years.

**Performance Ratings.** As gleaned from Table 7, most of

Table 7

## Performance Ratings of the Respondents

=====														
	: Respondents Category :								:					
Performance Rating	:-----:-----:-----:-----:-----:-----:-----:-----:-----:-----:								:					
	: Administrators: Coordinators : Teachers :								Total	:Percent				
	:-----:-----:-----:-----:-----:-----:-----:-----:-----:-----:								:					
	:	f	:	%	:	f	:	%	:	f	:	%	:	:
-----														
Outstanding	12		9.38		-		-		1		14.29		13	8.13
VS	115		89.84		25		100.00		5		71.42		145	90.62
Satisfactory	1		0.78		-		-		1		14.29		2	1.25
-----														
Total	128		100%		25		100%		7		100%		160	100%
=====														

the respondents obtained "very satisfactory" rating for their performance, as follows: 89.84 percent administrators, 100.00 percent coordinators and 71.42 percent teachers. Moreover, only 9.38 percent of the administrators' group and 14.29 percent of the teachers' group obtained a performance rating equivalent to "outstanding". Generally, the administrators, coordinators and teachers in the division showed "very satisfactory" performance which indicate their commitment and dedication to the service.

**Average Family Income.** Data pertaining to the income of the respondents are contained in Table 8. The highest

Table 8

## Average Family Income of the Respondents

Respondents Category												
Income	Administrators						Coordinators		Teachers	Total	Percent	
	f		%		f		%		f			%
22,000 - 24,999	-	-			2	8.00	-	-	-	2	1.25	
19,000 - 21,999	-	-			5	20.00	-	-	-	5	3.12	
16,000 - 18,999	9	7.03			2	8.00	-	-	-	11	6.88	
13,000 - 15,999	59	46.09			-	-	1	14.29	-	60	37.50	
10,000 - 12,999	60	46.88			6	24.00	1	14.29	-	67	41.88	
7,000 - 9,999	-	-			8	32.00	5	71.43	-	13	8.12	
4,000 - 6,999	-	-			2	8.00	-	-	-	2	1.25	
Total	128	100%			25	100%	7	100%	-	160	100%	
Mean	P13,304.19	-			P13,299.50	-	P9,785.21	-		P13,149.50	-	
SD	P 1,857.35	-			P 5,873.67	-	P2,360.39	-		P 2,948.62	-	

number of the administrators, that is 46.88 percent had family income ranging from P10,000.00 to P12,999.00 while the lowest number, comprising 7.03 percent posted income between P16,000.00 to P18,999.00. Moreover, the



coordinators' group had income more sporadically distributed from P4,000.00 to P6,999.00 up to P22,000.00 to P24,999.00, where the highest that is, 32.00 percent had income falling under the P7,000.00 to P9,999.00 range. Meanwhile, majority of the teachers group or 71.43 percent had income from P7,000.00 to P9,999.00. On the average, the administrators were found to have the highest income with an average of P13,304.19 and a standard deviation of P1,857.35. The coordinators' group were found to be highest average income with an average of P13,299.50 and a standard deviation of P5,873.67, and the teachers were found to have the lowest average income which was pegged at P9,785.21 with a standard deviation of P2,360.39. It is significant to note that the average income of the three groups of respondents were higher than the 1997 poverty threshold set by NEDA at Ph 8,727.00, hence they can afford to provide their families the basic necessities like food, clothing, shelter and education.

#### Implementation of the NFE Program

The NFE program in the division was assessed in this study considering four areas, namely: 1) objectives, 2) methodology, 3) activities and projects, and 4) extent of involvement of the different line agencies. The school administrators, coordinators and teachers were requested to

assess the program and their responses are presented in this sections.

Objectives. Tables 9-11 show the perceptions of the three groups of respondents in terms of the extent of implementation of the NFE program objectives. As perceived by the administrators, in Table 9 all the nine listed objectives were "moderately implemented." Among these, the highest weighted mean turned out to be 3.32 for "Orientation of school personnel and community leaders on NFE program" and the lowest weighted mean was posted at 2.85 for "Launch community projects such as learning center of NFE program." Hence, the school administrators deemed the objectives of the NFE as moderately implemented inasmuch as the grand mean was found to be 3.14.

Meanwhile, it can be noted from Table 10 that the NFE coordinators considered all the nine listed objectives as "highly implemented" where the highest mean was 4.00 for "Intensify Community survey" and the lowest weighted mean was 3.76 which corresponded to two objectives, namely: 1) To provide necessary facilities and equipment for NFE classes, and 2) To make literacy classes functional. As a whole, the grand mean of the responses of the coordinators clustered around the value of 3.87, indicating that they deemed the implementation of the program objectives of the NFE to be

Table 9

Extent of Implementation of the NFE Program Objectives  
as Perceived by the Elementary School Administrators

Program Objectives	Responses					Total	Weighted	
	:-----:-----:-----:-----:-----:						Mean and	Interpretation
	: 5 :	: 4 :	: 3 :	: 2 :	: 1 :			
	: (FI) :	: (HI) :	: (MI) :	: (SI) :	: (NI) :			
1. Intensify community survey.	100 20	168 42	111 37	28 14	15 15	422 128	3.30	MI
2. Orientation of school personnel & community leaders on NFE program.	130 26	156 39	90 30	32 16	17 17	425 128	3.32	MI
3. Conduct community assembly in all barangay and sitios.	125 25	152 38	90 30	38 19	16 16	421 128	3.29	MI
4. To provide necessary facilities & equipment for NFE classes.	100 20	180 45	78 26	44 22	15 15	417 128	3.26	MI
5. To make literacy classes functional.	100 20	160 40	84 28	40 20	20 20	404 128	3.16	MI
6. Organize continuing NFE classes in every barangay or sitio.	60 12	152 38	84 28	36 18	23 23	355 119	2.98	MI
7. Undertake extension work.	75 15	160 40	96 32	36 18	23 23	390 128	3.05	MI
8. Organize short term courses.	100 20	136 34	84 28	44 22	24 24	388 128	3.03	MI
9. Launch community projects such as learning center of NFE program.	50 10	140 35	102 34	48 24	25 25	365 128	2.85	MI
Total	-	-	-	-	-	-	28.23	-
Mean	-	-	-	-	-	-	3.14	MI
Legend:	4.51 - 5.00 Fully Implemented (FI)							
	3.51 - 4.50 Highly Implemented (HI)							
	2.51 - 3.50 Moderately Implemented (MI)							
	1.51 - 2.50 Slightly Implemented (SI)							
	1.00 - 1.50 Not Implemented (NI)							



Table 10

Extent of Implementation of the NFE Program Objectives  
as Perceived by the NFE Coordinators

Program Objectives	Responses					Total	Weighted	
	-----						Mean and	Interpretation
	5	4	3	2	1			
	(FI)	(HI)	(MI)	(SI)	(NI)			
1. Intensify community survey.	45 9	44 11	6 2	4 2	1 1	100 25	4.00	HI
2. Orientation of school personnel & community leaders on NFE program.	35 7	40 10	15 5	4 2	1 1	95 25	3.80	HI
3. Conduct community assembly in all barangay and sitios.	45 9	36 9	12 4	4 2	1 1	98 25	3.92	HI
4. To provide necessary facilities & equipment for NFE classes.	35 7	36 9	18 6	4 2	1 1	94 25	3.76	HI
5. To make literacy classes functional.	35 7	36 9	18 6	4 2	1 1	94 25	3.76	HI
6. Organize continuing NFE classes in every barangay or sitio.	50 10	28 7	15 5	4 2	1 1	98 25	3.92	HI
7. Undertake extension work.	55 11	24 6	6 2	10 5	1 1	96 25	3.84	HI
8. Organize short term courses.	60 12	24 6	6 2	8 4	1 1	99 25	3.96	HI
9. Launch community projects such as learning center of NFE program.	25 5	60 15	6 2	6 3	0 0	97 25	3.88	HI
Total	-	-	-	-	-	-	34.84	-
Mean	-	-	-	-	-	-	3.87	HI
Legend:								
	4.51 - 5.00	Fully Implemented				(FI)		
	3.51 - 4.50	Highly Implemented				(HI)		
	2.51 - 3.50	Moderately Implemented				(MI)		
	1.51 - 2.50	Slightly Implemented				(SI)		
	1.00 - 1.50	Not Implemented				(NI)		

Table 11

Extent of Implementation of the NFE Program Objectives  
as Perceived by the NFE Teachers

Program Objectives	Responses					Total	Weighted	
	-----						Mean and	Interpretation
	5	4	3	2	1			
	(FI)	(HI)	(MI)	(SI)	(NI)			
1. Intensify community survey.	15 3	12 3	0 0	2 1	0 0	29 7	4.14	HI
2. Orientation of school personnel & community leaders on NFE program.	25 5	0 0	6 2	0 0	0 0	31 7	4.43	HI
3. Conduct community assembly in all barangay and sitios.	20 4	8 2	0 0	2 1	0 0	30 7	4.29	HI
4. To provide necessary facilities & equipment for NFE classes.	15 3	8 2	0 0	2 1	1 1	26 7	3.71	HI
5. To make literacy classes functional.	10 2	20 5	0 0	0 0	0 0	30 7	4.29	HI
6. Organize continuing NFE classes in every barangay or sitio.	10 2	12 3	0 0	2 1	1 1	25 7	3.57	HI
7. Undertake extension work.	15 3	8 2	0 0	2 1	1 1	26 7	3.71	HI
8. Organize short term courses.	10 2	12 3	3 1	2 1	0 0	27 7	3.86	HI
9. Launch community projects such as learning center of NFE program.	10 2	4 1	9 3	2 1	0 0	25 7	3.57	HI
Total	-	-	-	-	-	-	35.57	-
Mean	-	-	-	-	-	-	3.95	HI
Legend:								
	4.51 - 5.00	Fully Implemented (FI)						
	3.51 - 4.50	Highly Implemented (HI)						
	2.51 - 3.50	Moderately Implemented (MI)						
	1.51 - 2.50	Slightly Implemented (SI)						
	1.00 - 1.50	Not Implemented (NI)						

"high".

As regards the assessment of the teachers, Table 11 shows that like the coordinators' group, they also assessed all the nine program objectives as "highly implemented." Among these, the objective "Orientation of school personnel, community under on NFE program" obtained the highest weighted mean of 4.43, while the objective "Organize continuing NFE classes in every barangay or sitio" and "Launch Community projects such as learning center of the NFE program" obtained the lowest weighted of 3.57. Therefore, the teachers assessed the program objectives of BFE to be "highly implemented" as evidenced by the grand mean of their responses which was pegged at 3.95.

In summary, among the three groups of respondents, the administrators assessed the NFE program objectives as "moderately implemented" while the coordinators and the teachers gave a higher assessment of "highly implemented."

**Methodology.** Pertaining to this component, it can be gleaned from Table 12 that all the nine identified methodologies were rated as "moderately implemented" by the administrators, where the highest weighted mean was 3.41 while the lowest was 2.98 corresponding to "Solicit donations" and "making representation in the local school board and local officials," respectively. As a whole, the



Table 12

Extent of Implementation of the NFE Program Methodology  
as Perceived by the Elementary School Administrators

Program Objectives	Responses					Total	Weighted	
							Mean and	Interpretation
	5	4	3	2	1			
	(FI)	(HI)	(MI)	(SI)	(NI)			
1. Conduct survey of OSV & adults or school leavers in the community.	125 25	160 40	90 30	28 14	19 19	422 128	3.30	MI
2. Conduct classhomes general PTCA meetings in school.	125 26	148 39	87 30	34 16	20 17	414 128	3.23	MI
3. Connuct community assembly.	145 29	152 38	90 30	30 15	16 16	433 128	3.38	MI
4. Making representation in the local school board & local officials.	75 15	144 36	105 35	30 15	27 27	381 128	2.98	MI
5. Tap NGOs to support NFEP.	135 27	168 42	75 25	24 12	22 22	128 128	3.31	MI
6. Solicit donations.	150 30	144 36	105 35	20 10	17 17	436 128	3.41	MI
7. Organize literacy classes in strategic centers.	150 30	148 37	87 29	36 18	21 21	404 128	3.16	MI
8. Provide incentives to those involved in NFEP.	100 20	160 40	87 29	36 18	21 21	128 128	3.16	MI
9. Needs assessment of the recipient community.	100 20	180 45	87 29	28 14	20 20	415 128	3.24	MI
Total	-	-	-	-	-	-	28.23	-
Mean	-	-	-	-	-	-	3.14	MI

Legend: 4.51 - 5.00 Fully Implemented (FI)      1.51 - 2.50 Slightly Implemented (SI)  
 3.51 - 4.50 Highly Implemented (HI)      1.00 - 1.50 Not Implemented (NI)  
 2.51 - 3.50 Moderately Implemented (MI)

grand mean was posted at 3.26 which implies that the school administrators assessed the implementation of the program methodology of the NFE program as "moderate".

Meanwhile, the responses of the coordinators shown in Table 13 suggest that this group assessed all the nine listed methodologies as "highly implemented". Among these, two indicators obtained the highest mean weighted mean of 3.96. These are: 1) Conduct class homes, general PTCA meetings in school, and 2) Conduct community assembly. Furthermore, the lowest weighted mean of 3.56 corresponded to "Needs assessment of the recipient community. "In general, the coordinators perceived the program methodology of NFE as "highly implemented." This is supported by the obtained grand mean of 3.83.

As regards the assessment given by the teachers, Table 14 shows that like the coordinators' group, the teachers also deemed the listed indicators as "highly implemented." The highest weighted mean was found to be 4.34 for "Organize literacy classes in strategic centers," while the lowest weighted mean of 4.00 corresponded to two indicators as follows: "Conduct survey of OSY and adults or school leaves in the community," and "Conduct class homes, general PTCA meetings in school. On the whole, the grand mean of the responses of the teachers was pegged at 4.17, which implies

Table 13

Extent of Implementation of the NFE Program Methodology  
as Perceived by the NFE Coordinators

Program Objectives	Responses					Total	Weighted	
	-----						Mean and	Interpretation
	5	4	3	2	1			
	(FI)	(HI)	(MI)	(SI)	(NI)			
1. Conduct survey of OSY & adults or school leavers in the community.	25 5	52 13	15 5	4 2	0 0	96 25	3.84	HI
2. Conduct classhomes general PTCA meetings in school.	30 6	56 14	9 3	4 2	0 0	99 25	3.96	HI
3. Conduct community assembly.	35 7	48 12	15 5	0 0	1 1	99 25	3.96	HI
4. Making representation in the local school board & local officials.	25 5	52 13	6 2	4 2	3 3	90 25	3.60	HI
5. Tap NGOs to support NFEP.	30 6	60 15	3 1	4 2	1 1	98 25	3.92	HI
6. Solicit donations.	40 8	40 10	15 5	2 1	1 1	98 25	3.92	HI
7. Organize literacy classes in strategic centers.	25 5	60 15	6 2	2 1	2 2	95 25	3.80	HI
8. Provide incentives to those involved in NFEP.	45 9	40 10	9 3	2 1	2 2	98 25	3.92	HI
9. Needs assessment of the recipient community.	35 7	32 8	18 6	0 0	4 4	89 25	3.56	HI
Total	-	-	-	-	-	-	34.48	-
Mean	-	-	-	-	-	-	3.83	HI

Legend: 4.51 - 5.00 Fully Implemented (FI)      1.51 - 2.50 Slightly Implemented (SI)  
 3.51 - 4.50 Highly Implemented (HI)      1.00 - 1.50 Not Implemented (NI)  
 2.51 - 3.50 Moderately Implemented (MI)



Table 14

Extent of Implementation of the NFE Program Methodology  
as Perceived by the NFE Teachers

Program Objectives	Responses					Total	Weighted	
	-----						Mean and	Interpretation
	5	4	3	2	1			
	(FI)	(HI)	(MI)	(SI)	(NI)			
1. Conduct survey of OSY & adults or school leavers in the community.	15 3	8 2	3 1	2 1	0 0	28 7	4.00	HI
2. Conduct classhomes general PTCA meetings in school.	25 5	0 0	0 0	2 1	1 1	28 7	4.00	HI
3. Connuct community assembly.	15 3	12 3	3 1	0 0	0 0	30 7	4.29	HI
4. Making representation in the local school board & local officials.	15 3	8 2	6 2	0 0	0 0	29 7	4.14	HI
5. Tap NGOs to support NFEP.	10 2	20 5	0 0	0 0	0 0	30 7	4.29	HI
6. Solicit donations.	15 3	12 3	0 0	2 1	0 0	29 7	4.14	HI
7. Organize literacy classes in strategic centers.	25 5	0 0	6 2	0 0	0 0	31 7	4.43	HI
8. Provide incentives to those involved in NFEP.	15 3	8 2	6 2	0 0	0 0	29 7	4.14	HI
9. Needs assessment of the recipient community.	15 3	8 2	6 2	0 0	0 0	29 7	4.14	HI
Total	-	-	-	-	-	-	37.57	-
Mean	-	-	-	-	-	-	4.17	HI

Legend: 4.51 - 5.00 Fully Implemented (FI)      1.51 - 2.50 Slightly Implemented (SI)  
 3.51 - 4.50 Highly Implemented (HI)      1.00 - 1.50 Not Implemented (NI)  
 2.51 - 3.50 Moderately Implemented (MI)

that this group deemed the implementation of the program methodology of the NFE as "high."

Again, among the three groups of respondents, the administrators differed in their qualitative assessment of the NFE program methodology compared to the responses of the coordinators and the teachers. The former group deemed the implementation "moderate" while the latter groups considered the implementation "high".

**Activities and Projects.** Under this component, several sub-categories were, identified such as: basic literacy, functional literacy, livelihood skills development, socio-civil and cultural recreational.

The assessments for basic literacy are shown in Tables 15-17. The administrators considered all indicators under basic literacy as "moderately implemented." As shown in Table 15, the highest weighted mean was pegged at 3.57 for "counting numbers 1-100 (numeracy), while the lowest was 3.27 for "reading, forming and writing syllables and words using consonants R,S,T,W, Y and the vowels." Hence, basic literacy was considered by the administrators as "moderately implemented." This is supported by the grand mean which resulted to 3.40.

As perceived by the coordinators, all the indicators for basic literacy were "highly implemented." Among these,

Table 15

Extent of Implementation of the NFE Program Along  
Activities and Projects (Basic Literacy) as  
Perceived by the Elementary School  
Administrators

Activities / Projects	Responses					Total	Weighted	
	-----						Mean and	Interpretation
	5	4	3	2	1			
	(FI)	(HI)	(MI)	(SI)	(NI)			
1. Recognizing, reading, writing vowels.	135 27	176 44	87 29	24 12	16 16	438 128	3.42	MI
2. Recognizing, reading, writing vowels special consonants.	145 29	164 41	93 31	22 11	16 16	440 128	3.44	MI
3. Recognizing, reading, writing vowels special consonants.	135 27	156 39	87 29	30 15	18 18	426 128	3.33	MI
4. Reading, forming and writing syllables & words using the consonants B, K, D, G and the vowels.	130 26	184 46	84 28	26 13	15 15	439 128	3.43	MI
5. Reading, forming & writing syllables & words using the consonants L,M,N,NG, P and the vowels.	110 22	160 40	120 40	18 9	17 17	425 128	3.32	MI
6. Reading, forming & writing syllables & words using the consonants R,S,T,W,Y and the vowels.	90 18	172 43	120 40	18 9	18 18	418 128	3.27	MI
7. Counting numbers 1 - 100 (Numeracy)	185 37	164 41	75 25	16 8	17 17	457 128	3.57	HI
Total	-	-	-	-	-	-	23.77	-
Mean	-	-	-	-	-	-	3.40	MI

Legend: 4.51 - 5.00 Fully Implemented (FI)      1.51 - 2.50 Slightly Implemented (SI)  
 3.51 - 4.50 Highly Implemented (HI)      1.00 - 1.50 Not Implemented (NI)  
 2.51 - 3.50 Moderately Implemented (MI)



Table 16

Extent of Implementation of the NFE Program Along  
Activities and Projects (Basic Literacy) as  
Perceived by the NFE Coordinators

Activities / Projects	Responses					Total	Weighted	
							Mean and	Interpretation
	5 (FI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)			
1. Recognizing, reading, writing vowels.	40 8	52 13	6 2	4 2	0 0	102 25	4.08	HI
2. Recognizing, reading, writing vowels special consonants.	40 8	52 13	12 4	0 0	0 0	104 25	4.16	HI
3. Recognizing, reading, writing vowels special consonants.	45 9	52 13	9 3	0 0	0 0	106 25	4.24	HI
4. Reading, forming and writing syllables & words using the consonants B, K, D, G and the vowels.	35 7	56 14	12 4	0 0	0 0	103 25	4.12	HI
5. Reading, forming & writing syllables & words using the consonants L,M,N,NG, P and the vowels.	35 7	44 11	21 7	0 0	0 0	100 25	4.00	HI
6. Reading, forming & writing syllables & words using the consonants R,S,T,W,Y and the vowels.	35 7	52 13	15 5	0 0	0 0	102 25	4.08	HI
7. Counting numbers 1 - 100 (Numeracy)	55 11	40 10	12 4	0 0	0 0	107 25	4.28	HI
Total	-	-	-	-	-	-	28.96	-
Mean	-	-	-	-	-	-	4.14	HI

Legend: 4.51 - 5.00 Fully Implemented (FI) 1.51 - 2.50 Slightly Implemented (SI)  
3.51 - 4.50 Highly Implemented (HI) 1.00 - 1.50 Not Implemented (NI)  
2.51 - 3.50 Moderately Implemented (MI)

Table 17

Extent of Implementation of the NFE Program Along  
Activities and Projects (Basic Literacy)  
as Perceived by NFE Teachers

Activities/Projects	Responses					Total	Weighted	
	:-----:-----:-----:-----:-----:						Mean and	Interpretation
	: 5 :	: 4 :	: 3 :	: 2 :	: 1 :			
	: (FI) :	: (HI) :	: (MI) :	: (SI) :	: (NI) :			
1. Recognizing, reading, writing vowels.	20 4	8 2	0 0	2 1	0 0	30 7	4.29	HI
2. Recognizing, reading, writing vowels special consonants.	20 4	4 1	3 1	2 1	0 0	29 7	4.14	HI
3. Recognizing, reading, writing vowels special consonants.	15 3	12 3	0 0	0 0	1 1	28 7	4.00	HI
4. Reading, forming and writing syllables & words using the consonants B, K, D, G and the vowels.	15 3	12 3	0 0	0 0	1 1	28 7	4.00	HI
5. Reading, forming & writing syllables & words using the consonants L,M,N,NG, P and the vowels.	15 3	8 2	3 1	0 0	1 1	27 7	3.86	HI
6. Reading, forming & writing syllables & words using the consonants R,S,T,W,Y and the vowels.	15 3	12 3	0 0	0 0	1 1	28 7	4.00	HI
7. Counting numbers 1 - 100 (Numeracy)	20 4	4 1	6 2	0 0	0 0	30 7	4.29	HI
Total	-	-	-	-	-	-	28.57	-
Mean	-	-	-	-	-	-	4.08	HI

Legend: 4.51 - 5.00 Fully Implemented (FI)      1.51 - 2.50 Slightly Implemented (SI)  
 3.51 - 4.50 Highly Implemented (HI)      1.00 - 1.50 Not Implemented (NI)  
 2.51 - 3.50 Moderately Implemented (MI)

the highest weighted mean was 4.28 for "counting numbers 1-100 (numeracy)" and the lowest was 4.00 for "Reading forming and writing syllables and words using the consonants L,M,N,NG,P and vowels." Therefore, basic literacy was assessed as "highly implemented" by the coordinator-respondents as evidenced by the grand mean of 4.14.

The perceptions of the teachers found in Table 17 concurred with that of the coordinators. All listed indicators obtained weighted means which corresponded to the "highly implemented range". Among these, the highest weighted mean was 4.29 for two indicators "Recognizing, reading, writing vowels," and "counting numbers 1-100 (numeracy)."

Therefore, basic literacy was deemed "highly implemented" by the teachers, inasmuch as the grand mean was found to be 4.08.

For the functional literacy, the responses of the three groups of respondents are shown in Tables 18-20. The assessment of the administrators found in Table 18 suggests that this group assessed three indicators as "highly implemented" and the remaining seven indicators were deemed "moderately implemented." The highest weighted mean of 3.69 or "highly implemented" was referred to "Participating in community projects such as cleanliness and beautification



Table 18

Extent of Implementation of the NFE Program Along  
Activities and Projects (Functional Literacy)  
as Perceived by the Elementary School  
Administrators

Activities/Projects	Responses					Total	Weighted	
							Mean and	Interpretation
	5 (FI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)			
<b>A. Communication Skills</b>								
1. Ability to clearly express one's ideas & feelings orally and non-verbally.	110 22	188 47	99 33	26 13	13 13	436 128	3.41	MI
2. Ability to listen.	105 21	180 45	111 37	20 10	15 15	431 128	3.37	MI
3. Ability to read, comprehend and respond to ideas presented.	55 11	168 42	147 49	16 8	18 18	404 128	3.16	MI
4. Ability to write and clearly express one's ideas and feelings.	80 16	172 43	138 46	14 7	16 16	420 128	3.28	MI
5. Ability to access, process and utilize available basic and multi-media information.	60 12	124 31	138 46	40 20	19 19	381 128	2.98	MI
<b>B. Improving Quality of Life</b>								
1. Integrating government thrusts into the different activities and projects.	60 12	160 40	150 50	22 11	15 15	407 128	3.18	MI
2. Participating in community projects such as:								
2.1 Cleanliness and beautification campaign	165 33	192 48	90 30	16 8	9 9	472 128	3.69	HI
2.2 Environmental Sanitation	150 30	188 47	102 34	16 8	9 9	465 128	3.63	HI

table 18 cont'd.

2.3 Bio-intensive gardening	125 25	168 42	114 38	22 11	12 12	441 128	3.45	MI
2.4 Think Clean and Green	150 30	204 51	90 30	14 7	10 10	468 128	3.66	HI
Total	-	-	-	-	-	-	33.79	-
Mean	-	-	-	-	-	-	3.38	MI

Legend: 4.51 - 5.00 Fully Implemented (FI) 1.51 - 2.50 Slightly Implemented (SI)  
 3.51 - 4.50 Highly Implemented (HI) 1.00 - 1.50 Not Implemented (NI)  
 2.51 - 3.50 Moderately Implemented (MI)

campaign" and the lowest weighted mean of 3.16 was for "ability to read, comprehend and respond to ideas presented". In general, the grand mean resulted to 3.38, indicating that the administrators considered functional literacy implementation to be at a "moderate" level.

Meanwhile, the responses of the coordinators presented in Table 19 show that one indicator was assessed "moderately implemented" with a weighted mean value of 3.24 corresponding to "ability to access, process and utilize available basic and multi-media information." The remaining nine indicators pegged values corresponding to "highly implemented" where the highest weighted mean was found to be 4.08 while the lowest was 3.52. These values referred to "ability to listen" and "Integrating government thrusts into the different activities and projects,"

Table 19

Extent of Implementation of the NFE Program Along  
Activities and Projects (Functional Literacy)  
as Perceived by NFE Coordinators

Activities/Projects	Responses					Total	Weighted	
	-----						Mean and	Interpretation
	5	4	3	2	1			
	(FI)	(HI)	(MI)	(SI)	(NI)			
-----								
A. Communication Skills								
1. Ability to clearly express one's ideas & feelings orally and non-verbally.	30	40	27	0	0	97	3.88	HI
	6	10	9	0	0	25		
2. Ability to listen.	45	36	21	0	0	102	4.08	HI
	9	9	7	0	0	25		
3. Ability to read, comprehend and respond to ideas presented.	20	52	24	0	0	96	3.84	HI
	4	13	8	0	0	25		
4. Ability to write and clearly express one's ideas and feelings.	25	48	24	0	0	97	3.88	HI
	5	12	8	0	0	25		
5. Ability to access, process and utilize available basic and multi-media information.	5	28	45	2	1	81	3.24	MI
	1	7	15	1	1	25		
B. Improving Quality of Life								
1. Integrating government thrusts into the different activities and projects.	15	40	30	2	1	88	3.52	HI
	3	10	10	1	1	25		
2. Participating in community projects such as:								
2.1 Cleanliness and beautification campaign	25	52	15	2	1	95	3.80	HI
	5	13	5	1	1	25		
2.2 Environmental Sanitation	25	48	15	4	1	93	3.72	HI
	5	12	5	2	1	25		



table 19 cont'd.

2.3 Bio-intensive gardening	25	40	21	4	1	91		
	5	10	7	2	1	25	3.64	HI
2.4 Think Clean and Green	30	40	15	6	1	92		
	6	10	5	3	1	25	3.68	HI
Total	-	-	-	-	-	-	37.28	-
Mean	-	-	-	-	-	-	3.73	HI

Legend: 4.51 - 5.00 Fully Implemented (FI)      1.51 - 2.50 Slightly Implemented (SI)  
 3.51 - 4.50 Highly Implemented (HI)      1.00 - 1.50 Not Implemented (NI)  
 2.51 - 3.50 Moderately Implemented (MI)

respectively. As a whole, the grand mean of the responses of the coordinators was posted at 3.73. This means that this group deemed the implementation of functional literacy as "high".

In Table 20, the responses of the teachers show that out of the ten listed indicators, three were considered as "highly implemented" and the rest were assessed as "moderately implemented." Ability to listen" posted the highest weighted mean of 3.86 and "Integrating government thrusts into the different activities and projects" obtained the lowest weighted mean of 3.00. In general, the teachers considered functional literacy as "moderately implemented" as evidenced by the grand mean of 3.37.

Along livelihood and skills, 47 the responses of the three groups of respondents are shown in Table 21-23. In



table 20 cont'd.

2.3 Bio-intensive gardening	0	12	9	0	1	22		
	0	3	3	0	1	7	3.14	MI
2.4 Think Clean and Green	0	12	9	2	0	23		
	0	3	3	1	0	7	2.29	MI
Total	-	-	-	-	-	-	33.71	-
Mean	-	-	-	-	-	-	3.37	MI

Legend: 4.51 - 5.00 Fully Implemented (FI)      1.51 - 2.50 Slightly Implemented (SI)  
 3.51 - 4.50 Highly Implemented (HI)      1.00 - 1.50 Not Implemented (NI)  
 2.51 - 3.50 Moderately Implemented (MI)

Table 21, the administrators deemed seven major activities as "slightly implemented," the highest was "piggery and poultry raising" having a weighted mean of 2.13 while the lowest was "handicraft making" with a weighted mean of 1.62. The following were considered by this group as "not implemented": 1) wood working, 2) steno-typing, and 3) shoe making. In general, the administrators considered "livelihood skills development" as slightly implemented as evidenced by the grand mean of 1.63.

As regards the assessment of the coordinators, Table 22 shows that three were also deemed "not implemented" - working, steno-typing, and shoe making. Furthermore, one indicator was deemed "moderately implemented," that is, "dressmaking" with a mean of 2.60, while the rest were assessed as "slightly implemented." On the whole, the



Table 21

Extent of Implementation of the NFE Program Along  
Activities and Projects (Livelihood Skills  
Development) as Perceived by the  
Elementary School Administrators

[illegible]



table 21 cont'd.

H. Masonry Work - Hollow Block Making	45	60	36	22	81	244		
	9	15	12	11	81	128	1.91	SI
I. Carpentry	15	76	24	28	84	227		
	3	19	8	14	84	128	1.77	SI
J. Cooking & Food Processing	15	84	60	28	70	257		
	3	21	20	14	70	128	2.01	SI
K. Steno-typing	0	0	9	6	122	137		
	0	0	3	3	122	128	1.07	NI
L. Piggery & Poultry Raising	55	64	60	24	69	272		
	11	16	20	12	69	128	2.13	SI
M. Backyard Fishing	10	52	45	16	90	213		
	2	13	15	8	90	128	1.66	SI
N. Shoe Making	0	0	0	0	128	128		
	0	0	0	0	128	128	1.00	NI
Grand Total	-	-	-	-	-	-	44.13	-
Grand Mean	-	-	-	-	-	-	1.63	SI

Legend: 4.51 - 5.00 Fully Implemented (FI) 1.51 - 2.50 Slightly Implemented (SI)  
 3.51 - 4.50 Highly Implemented (HI) 1.00 - 1.50 Not Implemented (NI)  
 2.51 - 3.50 Moderately Implemented (MI)

coordinators considered livelihood skills development as "slightly implemented." This is supported by the grand mean of 1.77.

Pertaining to the teachers' responses, Table 23 show that six indicators were "not implemented." These are: handicraft making - 1.48, knitting and weaving - 1.43, woodworking - 1.14, steno-typing - 1.00, backyard fishing - 1.00 and shoe making - 1.00. Moreover, one indicator was







table 22 cont'd.

H. Masonry Work - Hollow Block Making	5	16	6	4	16	47		
	1	4	2	2	16	25	1.88	SI
I. Carpentry	5	12	3	2	19	41		
	1	3	1	1	19	25	1.64	SI
J. Cooking & Food Processing	10	20	27	0	9	66		
	2	5	9	0	9	25	2.64	SI
K. Steno-typing	0	0	0	0	25	25		
	0	0	0	0	25	25	1.00	NI
L. Piggery & Poultry Raising	10	10	0	2	11	25		
	3	10	0	1	11	25	2.72	SI
M. Backyard Fishing	5	4	6	4	19	38		
	1	1	2	2	19	25	1.52	SI
N. Shoe Making	0	0	0	2	24	26		
	0	0	0	1	24	25	1.04	NI
Grand Total	-	-	-	-	-	-	47.84	-
Grand Mean	-	-	-	-	-	-	1.77	SI

Legend: 4.51 - 5.00 Fully Implemented (FI) 1.51 - 2.50 Slightly Implemented (SI)  
 3.51 - 4.50 Highly Implemented (HI) 1.00 - 1.50 Not Implemented (NI)  
 2.51 - 3.50 Moderately Implemented (MI)

considered "moderately implemented" with a weighted mean of 2.86. This referred to "piggery and poultry raising." The rest of the indicators was considered "slightly implemented." In general, the grand mean of the responses of the teachers posted a value of 1.53. This indicates that this group considered livelihood skills development "slightly implemented."

For socio-civic activities and projects, the



Table 23

Extent of Implementation of the NFE Program Along  
Activities and Projects (Livelihood Skills  
Development) as Perceived by the  
NFE Teachers

[illegible]



table 23 cont'd.

H. Masonry Work - Hollow Block Making	0	0	3	2	5	10		
	0	0	1	1	5	7	1.43	SI
I. Carpentry	0	0	9	0	4	13		
	0	0	3	0	4	7	1.86	SI
J. Cooking & Food Processing	0	0	15	0	2	17		
	0	0	5	0	2	7	2.43	SI
K. Steno-typing	0	0	0	0	7	7		
	0	0	0	0	7	7	1.00	NI
L. Piggery & Poultry Raising	5	4	6	4	1	20		
	1	1	2	2	1	7	2.86	NI
M. Backyard Fishing	0	0	0	0	7	7		
	0	0	0	0	7	7	1.00	NI
N. Shoe Making	0	0	0	0	7	7		
	0	0	0	0	7	78	1.00	NI
Grand Total	-	-	-	-	-	-	41.29	-
Grand Mean	-	-	-	-	-	-	1.53	SI

Legend: 4.51 - 5.00 Fully Implemented (FI) 1.51 - 2.50 Slightly Implemented (SI)  
 3.51 - 4.50 Highly Implemented (HI) 1.00 - 1.50 Not Implemented (NI)  
 2.51 - 3.50 Moderately Implemented (MI)

assessments given by the respondents are found in Table 24 for the administrators, Table 25 for the coordinators and Table 26 for the teachers. As shown in Table 24, all the five activities/projects indicated were assessed by the administrators as "moderately implemented." Among these, activities on "health and sanitation" posted the highest weighted mean of 2.84, while those pertaining to drug dependency posted the lowest mean of 2.52. Consequently,



Table 24

Extent of Implementation of the NFE Program Along  
Activities and Projects (Socio-Civic)  
as Perceived by the Elementary  
School Administrators

Activities/Projects	Responses					Total	Weighted	
	-----						Mean and	Interpretation
	5	4	3	2	1			
	(FI)	(HI)	(MI)	(SI)	(NI)			
1. Health and Sanitation	100	112	81	34	363	422	2.84	MI
	20	28	27	17	36	128		
2. Population Education	80	100	78	42	40	340	2.66	MI
	16	25	26	21	40	128		
3. Drug Dependency	70	88	78	42	45	323	2.52	MI
	14	22	26	21	45	128		
4. Responsible Parenthood	75	100	78	38	43	334	2.61	MI
	15	25	26	19	43	128		
5. Sports and Physical Fitness Development	60	116	87	44	36	343	2.68	MI
	12	29	29	22	36	128		
Total	-	-	-	-	-	-	13.30	-
Mean	-	-	-	-	-	-	2.66	MI

Legend:      4.51 - 5.00   Fully Implemented      (FI)  
               3.51 - 4.50   Highly Implemented      (HI)  
               2.51 - 3.50   Moderately Implemented (MI)  
               1.51 - 2.50   Slightly Implemented      (SI)  
               1.00 - 1.50   Not Implemented          (NI)

the administrators perceived socio-civic activities/projects of NFE to be implemented at a moderate level as evidenced by the obtained grand mean of 2.66.

Table 25

Extent of Implementation of the NFE Program Along  
Activities and Projects (Socio-Civic)  
as Perceived by NFE Coordinators

Activities/Projects	Responses					Total	Weighted	
	-----						Mean and	Interpretation
	5	4	3	2	1			
	(FI)	(HI)	(MI)	(SI)	(NI)			
1. Health and Sanitation	30 6	40 10	21 7	0 0	2 2	93 25	3.72	HI
2. Population Education	20 4	44 11	15 5	4 2	3 3	86 25	3.44	MI
3. Drug Dependency	15 3	36 9	15 5	6 3	5 5	77 25	3.08	MI
4. Responsible Parenthood	10 2	40 10	15 5	6 3	5 5	76 25	3.04	MI
5. Sports and Physical Fitness Development	15 3	24 6	24 8	6 3	5 5	74 25	2.96	MI
Total	-	-	-	-	-	-	16.24	-
Mean	-	-	-	-	-	-	3.25	MI

Legend: 4.51 - 5.00 Fully Implemented (FI)  
 3.51 - 4.50 Highly Implemented (HI)  
 2.51 - 3.50 Moderately Implemented (MI)  
 1.51 - 2.50 Slightly Implemented (SI)  
 1.00 - 1.50 Not Implemented (NI)

As assessed by the coordinators, Table 25 shows that "health and sanitation" was deemed as "highly implemented" which posted the highest weighted mean of 3.72. The four

Table 26

Extent of Implementation of the NFE Program Along  
Activities and Projects (Socio-Civic)  
as Perceived by NFE Teachers

Activities/Projects	Responses					Total	Weighted	
							Mean and	Interpretation
	5	4	3	2	1			
	(FI)	(HI)	(MI)	(SI)	(NI)			
1. Health and Sanitation	0	12	6	0	2	20	2.86	MI
	0	3	2	0	2	7		
2. Population Education	0	8	6	2	2	18	2.57	MI
	0	2	2	1	2	7		
3. Drug Dependency	0	8	0	2	4	14	2.00	SI
	0	2	0	1	4	7		
4. Responsible Parenthood	0	12	0	4	2	18	2.57	MI
	0	3	0	2	2	7		
5. Sports and Physical Fitness Development	0	12	0	4	2	18	2.57	MI
	0	3	0	2	2	7		
Total	-	-	-	-	-	-	12.57	-
Mean	-	-	-	-	-	-	2.51	MI

Legend: 4.51 - 5.00 Fully Implemented (FI)  
 3.51 - 4.50 Highly Implemented (HI)  
 2.51 - 3.50 Moderately Implemented (MI)  
 1.51 - 2.50 Slightly Implemented (SI)  
 1.00 - 1.50 Not Implemented (NI)

other activities were considered as "moderately implemented" with the following weighted means: population education - 3.44, drug dependency - 3.08, responsible parenthood - 3.04, and sports and physical fitness



development - 2.96. In general, the responses of the NFE program coordinators clustered around the grand mean value of 3.25, indicating that this group assessed socio - civic activities of the NFE as "moderately implemented."

For the teachers' group, it can be gleaned from Table 26 that four indicators were considered "moderately affected." These are: 1) health and sanitation, 2) population education, 3) responsible parenthood, and 4) sports and physical fitness development with weighted means of 2.86, 2.57, 2.57, and 2.57, respectively. Meanwhile one indicator was deemed "slightly implemented with a weighted mean of 2.00, that is, "drug dependency." On the whole, the NFE program teachers considered socio-civic activities/projects of the program as "moderately implemented" where the grand mean resulted to 2.51.

As regards cultural-recreational activities and projects of the program, Table 27 shows the responses of the administrators. The four indicators were rated as "slightly implemented," the highest weighted mean was found to be 2.06 for "cultural dance troupe". While the lowest weighted mean resulted to 1.53 for "dramatics." In general, the grand of the responses of the school administrators was posted at 1.75, implying that they deemed cultural-recreational activities of the program as "slightly implemented."

Table 27

Extent of Implementation of the NFE Program Along  
Activities and Projects (Cultural-Recreational)  
as Perceived by the Elementary  
School Administrators

Activities/Projects	Responses					Total	Weighted	
							Mean and	Interpretation
	5	4	3	2	1			
	(FI)	(HI)	(MI)	(SI)	(NI)			
1. Cultural Dance Troupe	60	60	45	26	73	364		
	12	15	15	13	73	128	2.06	SI
2. Rondalla/Glee Club	35	48	33	20	88	224		
	7	12	11	10	88	128	1.75	SI
3. Arts	20	44	36	24	89	213		
	4	11	12	12	89	128	1.66	SI
4. Dramatics	0	44	33	26	93	196		
	0	11	11	13	93	128	1.53	SI
Total	-	-	-	-	-	-	7.01	-
Mean	-	-	-	-	-	-	1.75	SI

Legend: 4.51 - 5.00 Fully Implemented (FI)  
 3.51 - 4.50 Highly Implemented (HI)  
 2.51 - 3.50 Moderately Implemented (MI)  
 1.51 - 2.50 Slightly Implemented (SI)  
 1.00 - 1.50 Not Implemented (NI)

The same trend of responses was given by the coordinators in Table 28, where the highest weighted mean of 2.36 corresponded to "cultural dance troupe" while the lowest weighted mean of 1.60 referred to "dramatics."

Table 28

Extent of Implementation of the NFE Program Along  
Activities and Projects (Cultural-Recreational)  
as Perceived by NFE Coordinators

Activities/Projects	Responses					Total	Weighted	
							Mean and	Interpretation
	5	4	3	2	1			
	(FI)	(HI)	(MI)	(SI)	(NI)			
1. Cultural Dance Troupe	0	28	21	6	11	66	2.36	SI
	0	7	7	3	11	28		
2. Rondalla/Glee Club	5	12	12	4	15	48	1.92	SI
	1	3	4	2	15	25		
3. Arts	0	8	15	4	16	43	1.72	SI
	0	2	5	2	16	25		
4. Dramatics	0	8	9	6	17	40	1.60	SI
	0	2	3	3	17	25		
Total	-	-	-	-	-	-	7.60	-
Mean	-	-	-	-	-	-	1.90	SI

Legend: 4.51 - 5.00 Fully Implemented (FI)  
 3.51 - 4.50 Highly Implemented (HI)  
 2.51 - 3.50 Moderately Implemented (MI)  
 1.51 - 2.50 Slightly Implemented (SI)  
 1.00 - 1.50 Not Implemented (NI)

Moreover, all indicators were rated as "slightly implemented," which resulted to a grand mean of 1.90 with the same qualitative meaning.

The NFE teachers, on the other hand, assessed only one indicator as slightly implemented with a weighted mean of



Table 29

Extent of Implementation of the NFE Program Along  
Activities and Projects (Cultural-Recreational)  
as Perceived by NFE Teachers

Activities/Projects	Responses					Total	Weighted	
							Mean and	Interpretation
	5	4	3	2	1			
	(FI)	(HI)	(MI)	(SI)	(NI)			
1. Cultural Dance Troupe	0	4	0	2	5	11	1.57	SI
	0	1	0	1	5	7		
2. Rondalla/Glee Club	0	0	0	0	7	7	1.00	NI
	0	0	0	0	7	7		
3. Arts	0	0	0	0	7	7	1.00	NI
	0	0	0	0	7	7		
4. Dramatics	0	0	0	0	7	7	1.00	NI
	0	0	0	0	7	7		
Total	-	-	-	-	-	-	4.57	-
Mean	-	-	-	-	-	-	1.14	NI

Legend: 4.51 - 5.00 Fully Implemented (FI)  
 3.51 - 4.50 Highly Implemented (HI)  
 2.51 - 3.50 Moderately Implemented (MI)  
 1.51 - 2.50 Slightly Implemented (SI)  
 1.00 - 1.50 Not Implemented (NI)

1.57 for "cultural dance troupe" while the three other indicators as follows: 1) rondalla / glee club, 2) arts, and 3) dramatic's all posted weighted mean value of 1.00. Thus, the teachers perceived cultural-recreational activities of NFE as "not implemented" in their district, as evidenced by

a grand mean of 1.14.

Networking Coordination and linkages. This component of the program was measured relative to the extent of involvement of the different line agencies, as follows: 5, 4, 3, 2, 1 for fully involved, highly involved, moderately involved, slightly involved, and not involved at all, respectively. The data collected from the respondent are shown in Table 30-32.

As gleaned from Table 30, the administrators assessed the DECS to be "highly involved" in the NFE program with a weighted mean of 3.91. However, nine agencies were deemed to have moderate involvement and four others were deemed to have slight involvement as regards the NFE program. Among these, "parent-teacher association" posted the highest weighted mean of 3.45, while the Department of Agrarian Reform posted the lowest weighted mean of 2.37. As a whole, the extent of involvement of the different line agencies was rated by the administrators as moderate where the grand mean resulted to 2.81.

In Table 31, the coordinators deemed the involvement of DECS to be of the greatest degree where the weighted mean obtained was 4.64 or "fully implemented." This was followed by the "parent - teacher association" with a weighted mean of 4.12 or "highly involved." Meanwhile, eight agencies

Table 30

Extent of Involvement of the Different Line Agencies  
in the Implementation of the NFE Program as  
Perceived by the Elementary  
School Administrators

Activities/Projects	Responses						Total	Weighted	
								Mean and	Interpretation
	5	4	3	2	1				
	(FI)	(HI)	(MI)	(SI)	(NI)				
1. Department of Education, Culture and Sports	290 58	120 30	54 18	30 15	7 7	501 128	3.91	HI	
2. Department of Interior and Local Government	120 24	124 31	99 33	40 20	20 20	403 128	3.15	MI	
3. Department of Agriculture	80 16	104 26	99 33	40 20	33 33	356 128	2.78	MI	
4. Department of Agrarian Reform	30 6	80 20	96 32	54 27	43 43	303 128	2.37	SI	
5. Department of Health	130 26	116 29	93 31	38 19	23 23	400 128	3.13	MI	
6. Department of Natural Resources	55 11	72 18	81 27	62 31	41 41	311 128	2.43	SI	
7. Department of Social Services and Development	80 16	60 15	84 28	46 23	46 46	316 128	2.47	SI	
8. Department of Social Welfare and Development	90 18	64 16	99 33	48 24	37 37	338 128	2.64	MI	
9. Sangguniang Panlalawigan	75 15	92 23	78 26	52 26	38 38	335 128	2.62	MI	
10. Sangguniang Bayan	55 11	104 26	84 28	56 28	35 35	334 128	2.61	MI	
11. Sangguniang Barangay	75 15	84 21	102 34	38 19	39 39	338 128	2.64	MI	



table 30 cont'd.

12. Kabataang Barangay	55 11	96 24	99 33	60 30	30 30	340 128	2.66	HI
13. Association of Barangay Captains	65 13	96 24	66 22	44 22	47 47	318 128	2.48	SI
14. Parent-Teacher Association	160 32	164 41	89 23	32 16	16 16	441 128	3.45	HI
Total	-	-	-	-	-	-	39.33	-
Mean	-	-	-	-	-	-	2.81	HI

Legend: 4.51 - 5.00 Fully Involved (FI)  
 3.51 - 4.50 Highly Involved (HI)  
 2.51 - 3.50 Moderately Involved (MI)  
 1.51 - 2.50 Slightly Involved (SI)  
 1.00 - 1.50 Not Involved (NI)

were rated to be "moderately involved" where the highest weighted mean was pegged at 3.40 for Department of Social Welfare and Development." Moreover, three agencies were rated as "slightly involved," with the lowest weighted of 2.20 corresponding to Department of Natural Resources". In general, the NFE coordinators considered the involvement of the different line agencies as "moderate," where the grand mean was pegged at 3.11.

From Table 32, the teachers' perceptions were similar to that of the coordinators and administrators as regards the involvement of the DECS which they rated as the highest, that is, 4.29 or "highly involved." Meanwhile,

Table 31

Extent of Involvement of the Different Line Agencies  
in the Implementation of the NFE Program as  
Perceived by the NFE Coordinators

Activities/Projects	Responses					Total	Weighted	
	:-----:						Mean and	Interpretation
	: 5 :	: 4 :	: 3 :	: 2 :	: 1 :			
	: (FI) :	: (HI) :	: (MI) :	: (SI) :	: (NI) :			
1. Department of Education, Culture and Sports	100 20	8 2	6 2	2 1	0 0	116 25	4.64	FI
2. Department of Interior and Local Government	20 4	28 7	18 6	6 3	5 5	77 25	3.08	MI
3. Department of Agriculture	20 4	32 8	15 5	6 3	5 5	78 25	3.12	MI
4. Department of Agrarian Reform	5 1	20 5	15 5	4 2	12 12	56 25	2.24	SI
5. Department of Health	25 5	32 8	15 5	0 0	7 7	79 25	3.16	MI
6. Department of Natural Resources	5 1	16 4	18 6	4 2	12 12	55 25	2.20	SI
7. Department of Social Services and Development	15 3	24 6	15 5	6 3	8 8	88 25	2.72	MI
8. Department of Social Welfare and Development	30 6	32 8	15 5	4 2	4 4	85 25	3.40	MI
9. Sangguniang Panlalawigan	20 4	12 3	6 2	12 6	10 10	60 25	2.40	SI
10. Sangguniang Bayan	25 5	16 4	15 5	8 4	7 7	71 25	2.84	MI
11. Sangguniang Barangay	25 5	48 12	9 3	2 1	4 4	88 25	3.52	HI

table 31 cont'd.

12. Kabataang Barangay	20	28	24	2	5	79		
	4	7	8	1	5	25	3.16	MI
13. Association of Barangay Captains	20	28	9	8	7	72		
	4	7	3	4	7	25	2.88	MI
14. Parent-Teacher Association	35	80	6	2	0	103		
	7	15	2	1	0	25	4.12	HI
Total	-	-	-	-	-	-	43.48	-
Mean	-	-	-	-	-	-	3.11	MI

Legend: 4.51 - 5.00 Fully Involved (FI)  
 3.51 - 4.50 Highly Involved (HI)  
 2.51 - 3.50 Moderately Involved (MI)  
 1.51 - 2.50 Slightly Involved (SI)  
 1.00 - 1.50 Not Involved (NI)

this group rated only two agencies as "moderately involved, while the rest were rated as "not involved." The agencies assessed moderately involved are: "Parent-Teacher Association" and "Department of Health" with weighted means of 3.14, and 2.86, respectively. Among those considered as "not involved," Department of Agrarian Reform" obtained the lowest rating of 1.14.

Significantly, the DECS turned out to be observed by the three groups of respondents to have manifested the highest degree of involvement than the other line agencies. This could be attributed to the fact that it is the agency that spearheads non-formal education. Moreover, the data collected indicate the need for higher degree of involvement



Table 32

Extent of Involvement of the Different Line  
Agencies in the Implementation of the  
NFE Program as Perceived by the  
NFE Teachers

Activities/Projects	Responses					Total	Weighted	
							Mean and	Interpretation
	5	4	3	2	1			
	(FI)	(HI)	(MI)	(SI)	(NI)			
1. Department of Education, Culture and Sports	20 4	4 1	6 2	0 0	0 0	30 7	4.29	HI
2. Department of Interior and Local Government	0 0	4 1	0 0	2 1	5 5	11 7	1.57	SI
3. Department of Agriculture	0 0	0 0	6 2	2 1	4 4	12 7	1.71	SI
4. Department of Agrarian Reform	0 0	0 0	0 0	2 1	6 6	8 7	1.14	NI
5. Department of Health	0 0	12 3	3 1	4 2	1 1	20 7	2.86	MI
6. Department of Natural Resources	0 0	0 0	0 0	2 1	6 6	8 7	1.14	NI
7. Department of Social Services and Development	0 0	0 0	6 2	0 0	5 5	11 7	1.57	SI
8. Department of Social Welfare and Development	0 0	0 0	3 1	2 1	5 5	10 7	1.43	NI
9. Sangguniang Panlalawigan	0 0	0 0	3 1	2 1	5 5	10 7	1.43	NI
10. Sangguniang Bayan	0 0	0 0	6 2	4 2	3 3	13 7	1.86	SI
11. Sangguniang Barangay	0 0	4 1	3 1	2 1	4 4	13 7	1.86	SI

table 32 cont'd.

12. Kabataang Barangay	0	4	3	2	4	13		
	0	1	1	1	4	7	1.86	SI
13. Association of Barangay Captains	0	8	3	0	4	15		
	0	2	1	0	4	7	2.14	SI
14. Parent-Teacher Association	0	16	3	2	1	22		
	0	4	1	1	1	7	3.14	MI
Total	-	-	-	-	-	-	28.00	-
Mean	-	-	-	-	-	-	2.00	MI

Legend: 4.51 - 5.00 Fully Involved (FI)  
 3.51 - 4.50 Highly Involved (HI)  
 2.51 - 3.50 Moderately Involved (MI)  
 1.51 - 2.50 Slightly Involved (SI)  
 1.00 - 1.50 Not Involved (NI)

by other agencies to pursue the objectives of the NFE Program.

#### Comparison of the Perceptions of the Three Groups of Respondents

The perceptions of the administrators, coordinators as well as teachers were compared along the different components of the NFE program.

**Objectives.** Table 33 summarizes the responses of the three groups of respondents relative to the extent of implementation of the NFE program objectives. It can be gleaned from the table that the teachers' group rated the program the highest with a grand mean of 3.95 or "highly

Table 33

Summary of the Responses of the Three Groups of  
Respondents on the Extent of Implementation  
of NFE Program Objectives

Program Objectives	Respondents Category						Combined Mean	Inter- pretation
	Administrators		Coordinators		Teachers			
1. Intensify community survey.	3.30	MI	4.00	HI	4.14	HI	3.45	MI
2. Orientation of school personnel & community leaders on NFE program.	3.32	MI	3.80	HI	4.43	HI	3.44	MI
3. Conduct community assembly in all barangay and sitios.	3.29	MI	3.92	HI	4.29	HI	3.43	MI
4. To provide necessary facilities & equipment for NFE classes.	3.26	MI	3.76	HI	3.71	HI	3.36	MI
5. To make literacy classes functional.	3.16	MI	3.76	HI	4.29	HI	3.30	MI
6. Organize continuing NFE classes in every barangay or sitio.	2.98	MI	3.92	HI	3.57	HI	3.15	MI
7. Undertake extension work.	3.05	MI	3.84	HI	3.71	HI	3.20	MI
8. Organize short term courses.	3.03	MI	3.96	HI	3.86	HI	3.21	MI
9. Launch community projects such as learning center of NFE program.	2.85	MI	3.88	HI	3.57	HI	3.04	MI
Total	28.24	-	34.84	-	35.57	-	29.59	-
Grand Mean	3.14	MI	3.87	HI	3.95	HI	3.29	MI-I

Legend:

4.51 - 5.00	Fully Implemented	(FI)
3.51 - 4.50	Highly Implemented	(HI)
2.51 - 3.50	Moderately Implemented	(MI)
1.51 - 2.50	Slightly Implemented	(SI)
1.00 - 1.50	Not Implemented	(NI)



implemented" followed by the coordinators with a grand mean of 3.87 or "highly implemented" then by the administrators with a grand mean of 3.14 or "moderately implemented." Combining the responses of the three groups resulted to qualitative ratings of "moderately implemented" for all the program objectives. The highest combined mean was posted at 3.45 for "Intensify community survey," while the lowest combined mean was pegged at 3.04 for "Launch community project such as learning center of NFE program." Consequently, the general assessment of the three groups resulted to 3.29, indicating that the objectives of the NFE program were implemented at a moderate level.

To find out whether there are significant differences among the perceptions of the three groups of respondents one way analysis of variance was utilized and the results are shown in Table 34. The variation of the responses among groups were much greater than the variation within groups inasmuch as the MS between = 1.812 while the MS within = 0.050. Consequently, the computed F-value was found to be 36.382 and this proved to be greater than the tabular F-value of 3.403 at  $df = 2$  and 24. Therefore, the hypothesis that "there are no significant differences among the perception of the administrators, coordinators as well as teachers relative to the extent of implementation of the NFE

Table 34

ANOVA for Comparing the Perceptions of the  
Three Groups of Respondents on the  
Implementation of NFE Program  
Objectives

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	3.62303	2	1.812	36.382	5.4198E-08	3.403
Within Groups	1.195	24	0.050			
Total	4.81803	26				

Decision: Reject  $H_0$ /Significant

program objectives was rejected.

To find where the significant difference lies, Scheffe's Test in Table 35 showed that the administrators and the teachers posted significant difference in their responses, where the computed F-value was found to be 7.856, greater than the tabular F-value of 6.806. Meanwhile the two other pairs, namely: 1) administrators and coordinators, and 2) coordinators and teachers posted F-value of 3.802 and 1.097, respectively, and these values were found to be lesser than the critical F-value of 6.806, indicating that their responses did not differ significantly. The result showed that the administrators and the teachers were found to vary in their assessment of the program objectives of NFE

Table 35

Scheffe's Test for Comparing the Perceptions  
of the Respondents in Terms of the  
Implementation of the NFE  
Program Objectives

Groups Compared	Difference in Means	F' value	Critical F'-value	Evaluation
1. Administrators and Coordinators	0.73	3.802	6.806	Accept $H_0$ / Not Significant
2. Administrators and Teachers	0.81	7.856	6.806	Reject $H_0$ / Significant
3. Coordinators and Teachers	0.08	1.097	6.806	Accept $H_0$ / Not Significant

in terms of their extent of implementation. The teachers gave a higher rating than the administrators and this could be attributed to the fact that the former are the ones executing these objectives by providing the needed skills training.

**Methodology.** Data found in Table 36 pertain to the summary of the responses given by the three groups of respondents on the extent of implementation of the program methodology. The teachers and coordinators deemed the implementation to be "high" with grand means of 4.17 and



Table 36

## Summary of the Responses of the Three Groups of Respondents on the Extent of Implementation of NFE Program Methodology

Program Methodology		Respondents Category						Combined Mean	Interpretation
		Administrators		Coordinators		Teachers			
1.	Conduct survey of OSY & adults or school leavers in the community.	3.30	MI	3.84	HI	4.00	HI	3.42	MI
2.	Conduct classhomes general PTCA meetings in school.	3.23	MI	3.96	HI	4.00	HI	3.38	MI
3.	Conduct community assembly.	3.38	MI	3.96	HI	4.29	HI	3.50	MI
4.	Making representation in the local school board & local officials.	2.98	MI	3.60	HI	4.14	HI	3.13	MI
5.	Tap NGOs to support NFEP.	3.31	MI	3.92	HI	4.29	HI	3.45	MI
6.	Solicit donations.	3.41	MI	3.92	HI	4.14	HI	3.52	HI
7.	Organize literacy classes in strategic centers.	3.37	MI	3.80	HI	4.43	HI	3.48	MI
8.	Provide incentives to those involved in NFEP.	3.16	MI	3.92	HI	4.14	HI	3.32	MI
9.	Needs assessment of the recipient community.	3.24	MI	3.56	HI	4.14	HI	3.33	MI
Total		29.38	-	34.48	-	37.57	-	30.54	-
Mean		3.26	MI	3.83	HI	4.17	HI	3.39	MI-I
Legend:	4.51 - 5.00	Fully Implemented	(FI)	1.51 - 2.50	Slightly Implemented	(SI)			
	3.51 - 4.50	Highly Implemented	(HI)	1.00 - 1.50	Not Implemented	(NI)			
	2.51 - 3.50	Moderately Implemented	(MI)						

3.83, respectively, while the administrators considered the implementation as "moderate" with a grand mean of 3.26. The combined responses of the three groups of respondents showed that one indicator was deemed by the respondents as "highly implemented", referring to "Solicit donations". The eight remaining indicators pegged weighted means which belonged to the "moderately implemented" range. Among these, the highest was posted at 3.48 for "Organize literacy classes in strategic places" while the lowest combined mean was found to be 3.13 for "Making representation in the local school board and local officials". On the whole, the respondents considered the implementation of the NFE program methodology as "moderately implemented" with grand mean of 3.39.

To find out whether there are significant differences among the perceptions of the administrators, coordinators and teachers, one-way analysis of variance was applied and the results are shown in Table 37. The variation among groupings turned out to be greater than within groups inasmuch as the MS between groups and MS within groups are 1.900633 and 0.020214, respectively. Consequently, the computed F-value resulted to 94.02611 which is greater than the critical F-value of 3.402832 with degrees of freedom = 2 and 24. This led to the rejection of the hypothesis that "There are no significant differences among the perceptions of the three groups of respondents relative to the

Table 37

ANOVA for Comparing the Perceptions of the  
Three Groups of Respondents on the  
Implementation of NFE Program  
Methodology

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	3.801266667	2	1.900633	94.02611	4.42E-12	3.403
Within Groups	0.485133333	24	0.020214			
Total	4.2864	26				

Decision: Reject  $H_0$ /Significant

implementation of the NFE program along methodology".

To find out where the significant difference lies, Scheffes test was undertaken. The results of the analysis are contained in Table 38.

As gleaned from Table 38, the highest difference was pegged at 0.91 for the administrators and the teachers with corresponding F' value of 12.356 which proved to be greater than the tabular F'-value of 6.806. Meanwhile for the administrators and coordinators as well as the coordinators and teachers, the differences in means are 0.57 and 0.34, respectively. Furthermore, the F' values for these pairs are 4.848 and 1.725 which are lesser than the critical F' value of 6.806. This means that the perceptions of the



Table 38

Scheffe's Test for Comparing the Perceptions  
of the Respondents in Terms of the  
Implementation of the NFE  
Program Methodologies

Groups Compared	Difference in Means	F' value	Critical F'-value	Evaluation
1. Administrators and Coordinators	0.57	4.848	6.806	Accept $H_0$ / Not Significant
2. Administrators and Teachers	0.91	12.356	6.806	Reject $H_0$ / Significant
3. Coordinators and Teachers	0.34	1.725	6.806	Accept $H_0$ / Not Significant

administrators differed from that of the teachers while the other pairs showed no significant difference in their assessments. The administrators gave a lower rating than the teachers and this could be due to the fact that they are not as directly involved as the teachers in terms of implementing the program.

Activities and Projects. The data in Table 39 pertain to the summary of the responses of the three groups of respondents on the extent of implementation of the NFE program activities and projects. Combining the responses of these groups, "basic literacy" obtained the highest rating

Table 39

Summary of the Responses of the Three Groups of  
Respondents on the Extent of Implementation  
of NFE Program Activities & Projects

Program Objectives	Respondents Category			Combined	Inter-
				Mean	pretation
	Administrators	Coordinators	Teachers		
1. Basic Literacy	3.40 MI	4.14 HI	4.08 HI	3.55	HI
2. Functional Literacy	3.38 MI	3.73 HI	3.37 MI	3.43	MI
3. Livelihood & Skills Development	1.63 SI	1.77 SI	1.53 SI	1.65	SI
4. Socio-civic	2.66 MI	3.25 MI	2.51 MI	2.75	MI
5. Cultural-Recreational	1.75 MI	1.90 SI	1.14 NI	1.75	MI
Total	12.82 -	14.79 -	12.63 -	13.12	-
Mean	2.56 MI	2.96 MI	2.53 MI	2.62	MI

Legend: 4.51 - 5.00 Fully Implemented (FI)      1.51 - 2.50 Slightly Implemented (SI)  
 3.51 - 4.50 Highly Implemented (HI)      1.00 - 1.50 Not Implemented (NI)  
 2.51 - 3.50 Moderately Implemented (MI)

of 3.55 or "highly implemented" while "Livelihood and skills development" got the lowest rating of 1.65. Moreover, all the three groups of respondents deemed the implementation of NFEP activities and projects to be "moderately implemented", where the highest grand mean of 2.96 was given by the coordinators, followed by the teachers with grand means of 2.56 and 2.53, respectively.

To find out whether there are significant differences

Table 40

ANOVA for Comparing the Perceptions of the  
Three Groups of Respondents on the  
Implementation of NFE Program  
Activities and Projects

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.572173	2	0.0286087	0.253202	0.780356	3.88529
Within Groups	13.55852	12	1.129877			
Total	14.13069	14				

Decision: Accept  $H_0$ /Significant

among the perceptions of the three groups of respondents, the one-way ANOVA was undertaken. Table 40 shows that the computed F-value of 0.253202 is lesser than the critical F-value of 3.88529 at  $df = 2$  and 12. Thus, the hypothesis that "there are no significant differences among the perceptions of the the administrators, coordinators and teachers on the extent of implementation of NFE program activities and projects" was accepted. This indicates that reative to the activities and projects of the non formal education program. The thre groups of respondents gave more or less the same assessment.

Extent of Involvement of Line Agencies. The assessment



Table 41

Summary of the Responses of the Three Groups of  
Respondents on the Extent of Involvement of  
the Line Agencies in the NFE Program

Program Objectives	: Respondents Category						: Combined	: Inter-
	:-----:						Mean	pretation
	: Administrators:		Coordinators		: Teachers		:	:
1. Department of Education, Culture and Sports	3.91	HI	4.64	PI	4.29	HI	4.04	HI
2. Department of Interior and Local Government	3.15	MI	3.08	MI	1.57	SI	3.07	MI
3. Department of Agriculture	2.78	MI	3.12	MI	1.71	SI	2.79	MI
4. Department of Agrarian Reform	2.37	SI	2.24	SI	1.14	NI	2.30	SI
5. Department of Health	3.13	MI	3.16	MI	2.86	MI	3.12	MI
6. Department of Natural Resources	2.43	SI	2.20	SI	1.14	NI	2.34	SI
7. Department of Social Services and Development	2.47	SI	2.72	MI	1.57	SI	2.47	SI
8. Department of Social Welfare and Development	2.64	MI	3.40	MI	1.43	NI	2.71	MI
9. Sangguniang Panlalawigan	2.62	MI	2.40	SI	1.43	NI	2.53	MI
10. Sangguniang Bayan	2.61	MI	2.84	MI	1.86	SI	2.61	MI
11. Sangguniang Barangay	2.64	MI	3.52	HI	1.86	SI	2.74	MI
12. Kabataang Barangay	2.66	MI	3.16	MI	1.86	SI	2.70	MI
13. Association of Barangay Captains	2.48	SI	2.88	MI	2.14	SI	2.53	MI
14. Parents-Teachers Association	3.45	MI	4.12	HI	3.14	MI	3.54	HI
Total	39.34	-	43.48	-	28.00	-	39.49	-
Grand Mean	2.81	MI	3.11	MI	2.00	SI	2.82	MI I

Legend: 4.51 - 5.00 Fully Involved (FI)  
 3.51 - 4.50 Highly Involved (HI)  
 2.51 - 3.50 Moderately Involved (MI)  
 1.51 - 2.50 Slightly Involved (SI)  
 1.00 - 1.50 Not Involved (NI)

of the administrators, coordinators and teachers relative to the extent of involvement of the different line agencies are summarized in Table 41. Two agencies were rated as "highly

Table 42

ANOVA for Comparing the Perceptions of the  
Three Groups of Respondents on the  
Line Agencies in the NFE Program

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	9.175371	2	4.587686	9.677645	0.000387	3.2381
Within Groups	18.48794	39	0.47405			
Total	27.66331	41				

Decision: Reject  $H_0$ /Significant

involved" by the respondents - DECS with a combined mean of 4.04 and the Parents - Teachers Association with 3.54. On the other hand, three agencies were rated as "slightly involved." These are: 1) DAR, 2) DENR, and 3) DSSD with ratings of 2.30, 2.34 and 2.47.

The result of ANOVA for these responses are reflected in Table 42 where it was revealed that the computed F-value of 9.677645 turned out to be greater than the tabular / critical F - value of 3.2381 leading to the rejection of the corresponding hypothesis.

Further analysis using Scheffe's test in Table 43 showed that the administrators and teachers as well as coordinators and teachers differed in their assessments

Table 43

Scheffe's Test for Comparing the Perceptions  
of the Respondents on the Extent of  
Involvement of the Line Agencies

Groups Compared	Difference in Means	F' value	Critical F'-value	Evaluation
1. Administrators and Coordinators	0.3	1.329	6.4762	Accept $H_0$ / Not Significant
2. Administrators and Teachers	0.81	9.688	6.4762	Reject $H_0$ / Significant
3. Coordinators and Teachers	1.11	18.194	6.4762	Reject $H_0$ / Not Significant

significantly meanwhile, the administrators and coordinators had more or less the same perception. Thus results showed that the teachers' group differed in their perceptions as compared to the other groups.

Felt Needs Relative to the  
Implementation of the NFEP

Shows in Table 44, 45, and 46 are the felt needs of the administrators, coordinators and teachers, respectively. It can be gleaned from Table 44 that relative to human resources, para/mobile teachers are considered by the administrators as extremely needed, with a weighted mean of



5.00. Further more, eight indicators were assessed as "highly needed", and only one indicator, that is, "NFE Coordinators per school" was assessed as moderately needed.

Meanwhile, in Table 45 it can be seen that four indicators were considered by the coordinators as "extremely needed". These are : 1) Starting capital for the graduates of the training; 2) Honorarium for the teachers, coordinators, etc; etc. 3) supplies and materials for the training, and 4) mobility fund for the coordinators and teachers. Only one indicator was assessed as "moderately needed," that is, "NFE coordinators per school," with a weighted mean of 2.76.

As assessed by the teachers, Table 46 shows that eight indicators were deemed "highly needed" and only one indicator was considered as "moderately needed". Among these, the highest weighted mean was posted at 4.43 for "Honorarium for the NFE Teachers, Coordinators and skilled workers," while the lowest was 2.57 for "NFE coordinators per school."

It is significant to note that the resulting grand means of the responses of the three groups of respondents belonged to "highly needed" category, as follows" 4.10 for the administrators group, 4.16 for the coordinators' group and 3.79 for the teachers' group. This indicate that human resources financial support, as well as physical facilities

Table 44

Felt Needs Relative to the Implementation  
of the NFE Program as Perceived by the  
Elementary School Administrators

Activities/Projects	Responses					Total	Weighted		
							Mean and	Interpre	Rank
	5	4	3	2	1				
	(EN)	(HN)	(MN)	(SN)	(NN)				
A. Human Resources									
1. NFE Coordinators per school	195	148	57	24	21	445			
	39	37	19	12	21	128	3.48	MN	10
2. NFE teachers	215	152	60	24	15	466			
	43	38	20	12	15	128	3.64	HN	9
3. Skilled workers	265	180	39	12	11	507			
	53	45	13	6	11	128	3.96	HN	8
4. Others: Para/mobile teachers	5	0	0	0	0	5			
	1	0	0	0	0	1	5.00	EN	1
B. Physical Facilities									
1. Permanent venue of training per school	275	176	45	12	8	516			
	55	44	15	6	8	128	4.03	HN	7
2. Supplies and materials for the training	335	120	30	30	6	521			
	67	30	10	15	6	128	4.07	HN	6
3. Equipment needed for the training	310	160	42	10	7	529			
	62	40	14	5	7	128	4.13	HN	5
C. Financial Aspects									
1. Honorarium for the NFE teachers, para teachers, coordinators & skilled workers.	365	128	36	8	7	544			
	73	32	12	4	7	128	4.25	HN	3
2. Starting capital for the graduates of the training	365	136	33	8	6	548			
	73	34	11	4	6	128	4.28	HN	2
3. Mobility fund for the coordinators para teachers and NFE teachers.	340	144	33	10	8	535			
	68	36	11	5	8	128	4.18	HN	4
Total	-	-	-	-	-	-	41.02	-	
Mean	-	-	-	-	-	-	4.10	HN	

Legend: 4.51 - 5.00 Extremely Needed (EN)  
 3.51 - 4.50 Highly Needed (HN)  
 2.51 - 3.50 Moderately Needed (MN)  
 1.51 - 2.50 Slightly Needed (SN)  
 1.00 - 1.50 Not Needed (NN)

Table 45

Felt Needs Relative to the Implementation  
of the NFE Program as Perceived by  
the NFE Coordinators

Activities/Projects	Responses					Total	: Weighted		
	:-----:-----:-----:-----:-----:						: Mean and		
	: 5	: 4	: 3	: 2	: 1		: Interpre		
	: (EN)	: (HN)	: (MN)	: (SN)	: (NN)		: tation		
-----									
A. Human Resources									
1. NFE Coordinators per school	25	24	6	4	10	69			
	5	6	2	2	10	25	2.76	HN	9
2. NFE teachers	45	40	12	2	1	100			
	9	10	4	1	1	25	4.00	HN	6.5
3. Skilled workers	35	40	12	2	3	92			
	7	10	4	1	3	25	3.68	HN	8
-----									
B. Physical Facilities									
1. Permanent venue of training per school	50	40	6	2	2	100			
	10	10	2	1	2	25	4.00	HN	6.5
2. Supplies and materials for the training	75	40	0	0	0	115			
	15	10	0	0	0	25	4.60	EN	4
3. Equipment needed for the training	75	28	6	0	1	110			
	15	7	2	0	1	25	4.40	HN	5
-----									
C. Financial Aspects									
1. Honorarium for the NFE teachers, para teachers, coordinators & skilled workers.	90	20	6	0	0	116			
	18	5	2	0	0	25	4.64	EN	1.5
2. Starting capital for the graduates of the training	100	12	3	2	0	117			
	20	3	1	1	0	25	4.68	EN	1
3. Mobility fund for the coordinators para teachers and NFE teachers.	95	20	0	0	1	116			
	19	5	0	0	1	25	4.64	EN	1.5
-----									
Total	-	-	-	-	-	-	37.40	-	
-----									
Mean	-	-	-	-	-	-	4.16	HN	
-----									

Legend:      4.51 - 5.00    Extremely Needed      (EN)  
                  3.51 - 4.50    Highly Needed        (HN)  
                  2.51 - 3.50    Moderately Needed    (MN)  
                  1.51 - 2.50    Slightly Needed       (SN)  
                  1.00 - 1.50    Not Needed            (NN)



Table 46

Felt Needs Relative to the Implementation  
of the NFE Program as Perceived by  
the NFE Teachers

Activities/Projects	Responses					Total	: Weighted		
	:-----:-----:-----:-----:-----:						: Total	: Mean and	
	: 5	: 4	: 3	: 2	: 1			: Interpre	Rank
	: (EN)	: (HN)	: (MN)	: (SN)	: (NN)				
A. Human Resources									
1. NFE Coordinators per school	5	8	0	2	3	18			
	1	2	0	1	3	7	2.57	HN	9
2. NFE teachers	10	16	0	2	0	28			
	2	4	0	1	0	7	4.00	HN	4
3. Skilled workers	10	12	0	2	1	25			
	2	3	0	1	1	7	3.57	HN	7.5
B. Physical Facilities									
1. Permanent venue of training per school	15	12	0	2	0	29			
	3	3	0	1	0	7	4.14	HN	2.5
2. Supplies and materials for the training	15	12	0	2	0	29			
	3	3	0	1	0	7	4.14	HN	2.5
3. Equipment needed for the training	15	4	3	2	1	25			
	3	1	1	1	1	7	3.57	HN	7.5
C. Financial Aspects									
1. Honorarium for the NFE teachers, para teachers, coordinators & skilled workers.	15	16	0	0	0	31			
	3	4	0	0	0	7	4.43	HN	1
2. Starting capital for the graduates of the training	10	16	0	0	1	27			
	2	4	0	0	1	7	3.86	HN	5.5
3. Mobility fund for the coordinators para teachers and NFE teachers.	10	16	0	0	1	27			
	2	4	0	0	1	7	3.86	HN	5.5
Total	-	-	-	-	-	-	34.14	-	
Mean	-	-	-	-	-	-	3.79	HN	

Legend: 4.51 - 5.00 Extremely Needed (EN)  
 3.51 - 4.50 Highly Needed (HN)  
 2.51 - 3.50 Moderately Needed (MN)  
 1.51 - 2.50 Slightly Needed (SN)  
 1.00 - 1.50 Not Needed (NN)

are wanting in the implementation of the NFE program in the area.

#### Problems Encountered by the Respondents

Relative to the implementation of NFE, the administrators responses are found in Table 47, where out of the 12 listed problems, ten were assessed as "highly felt" and two were "moderately felt". Among these "highly felt", the problem on insufficient funding pegged the highest weighted mean of 4.16. This was followed by "Lack of instructional materials" with a weighted mean of 4.13. Meanwhile, "Lack of cooperation of the community people" posted the lowest weighted mean of 3.66. The two "moderately felt" problems are : 1) Training not relevant to community needs, and 2) Lack of support from DECS officials with weighted means of 3.49 and 3.28 respectively. In general, problems relative to the implementation of NFE program were "highly felt" by this group of respondents as evidenced by the grand mean of 3.81. Ranking of the results showed that the first three problems pertain to funding of the program, lack of instructional materials and item for teachers.

As perceived by the coordinators the data shown in Table 48 suggest that one out of 12 problems were deemed by this group as "extremely felt", where the weighted mean was

Table 47

Problems Encountered in the Implementation  
of the NFE Program as Perceived by the  
Elementary School Administrators

Problems	Responses					Total	: Weighted		
	:-----:						: Mean and	Interpre-	Rank
	: 5 :	: 4 :	: 3 :	: 2 :	: 1 :				
	: (EF) :	: (HF) :	: (MF) :	: (SF) :	: (NF) :				
-----									
1. No item for full time NFE teachers.	335	108	36	26	9	514			
	67	27	12	13	9	128	4.02	HF	3
2. Lack of qualified personnel to handle NFE classes especially for skills development.	260	168	51	18	8	505			
	52	42	17	9	8	128	3.95	HF	4.5
3. Lack of training programs for NFE teachers	195	196	72	24	4	491			
	39	49	24	12	4	128	3.84	HF	6
4. Lack of instructional materials	285	184	42	14	4	529			
	57	46	14	7	4	128	4.13	HF	2
5. Teachers handling NFE classes are not well compensated	245	176	60	20	5	506			
	49	44	20	10	5	128	3.95	HF	4.5
6. Insufficient funding to help finance the implementation of NFEP	315	148	45	22	2	532			
	63	37	15	11	2	128	4.16	HF	1
7. Poor linkages with local government	185	184	87	20	6	482			
	37	46	29	10	6	128	3.77	HF	8
8. Negative attitude of the DILG to support NFEP	205	156	108	18	3	490			
	41	39	36	9	3	128	3.83	HF	7
9. Lack of cooperation of the community people	155	172	120	16	6	469			
	31	43	40	8	6	128	3.66	HF	10
10. Training not relevant to community needs	145	148	114	32	8	447			
	29	37	38	16	8	128	3.49	MF	11
11. Lack of support from DECS officials	120	128	123	36	13	420			
	24	32	41	18	13	128	3.28	MF	12
12. Employability of graduates	205	148	84	30	7	474			
	41	37	28	15	7	128	3.70	HF	9
-----									
Total	-	-	-	-	-	-	45.77	-	
-----									
Mean	-	-	-	-	-	-	3.81	HF	
=====									
Legend:	4.51 - 5.00	Extremely Felt				(EF)			
	3.51 - 4.50	Highly Felt				(HF)			
	2.51 - 3.50	Moderately Felt				(MF)			
	1.51 - 2.50	Slightly Felt				(SF)			
	1.00 - 1.50	Not Felt				(NF)			



Table 48

Problems Encountered in the Implementation  
of the NFE Program as Perceived by  
the NFE Coordinators

Problems	Responses					Total	: Weighted		
	:-----: Total						: Mean and		
	: 5 : : (EF) :	: 4 : : (HF) :	: 3 : : (MF) :	: 2 : : (SF) :	: 1 : : (NF) :		: Interpre- Rank		
: tation									
1. No item for full time NFE teachers.	90	16	6	0	1	113			
	18	4	2	0	1	25	4.52	EF	1
2. Lack of qualified personnel to handle NFE classes especially for skills development.	40	56	6	2	0	104			
	8	14	2	1	0	25	4.16	HF	6.5
3. Lack of training programs for NFE teachers	50	52	6	0	0	108			
	10	13	2	0	0	25	4.32	HF	4
4. Lack of instructional materials	50	48	9	0	0	107			
	10	12	3	0	0	25	4.28	HF	5
5. Teachers handling NFE classes are not well compensated	75	24	9	0	1	109			
	15	6	3	0	1	25	4.36	HF	3
6. Insufficient funding to help finance the implementation of NFEP	80	28	3	0	1	112			
	16	7	1	0	1	25	4.48	HF	2
7. Poor linkages with local government	10	68	18	0	0	96			
	2	17	6	0	0	25	3.84	HF	8
8. Negative attitude of the DILG to support NFEP	35	44	9	4	2	94			
	7	11	3	2	2	25	3.76	HF	9
9. Lack of cooperation of the community people	40	24	18	10	0	92			
	8	6	6	5	0	25	3.68	HF	10
10. Training not relevant to community needs	10	36	24	8	2	80			
	2	9	8	4	2	25	3.20	MF	11
11. Lack of support from DECS officials	15	32	18	10	3	78			
	3	8	6	5	3	25	3.12	MF	12
12. Employability of graduates	60	28	15	0	1	104			
	12	7	5	0	1	25	4.16	HF	6.5
Total	-	-	-	-	-	-	47.88	-	
Mean	-	-	-	-	-	-	3.99	HF	
Legend:	4.51 - 5.00 Extremely Felt (EF)								
	3.51 - 4.50 Highly Felt (HF)								
	2.51 - 3.50 Moderately Felt (MF)								
	1.51 - 2.50 Slightly Felt (SF)								
	1.00 - 1.50 Not Felt (NF)								

found to be 4.52. This pertains to the problem on "No item for full time NFE teachers." Furthermore, nine problems were assessed as "highly felt", where the highest weighted mean was 4.48 while the lowest was 3.68. These values referred to "Insufficient funding to help finance the implementation of NFEP," and "Lack of Cooperation of the community people," respectively. The problems which were "moderately felt" are: 1) Training not relevant to community need with a weighted mean of 3.20, and 2) Lack of support from DECS officials with a weighted mean of 3.12. Generally, the coordinators of the program considered problems relative to the implementation of NFEP as "highly felt" inasmuch as the grand mean resulted to 3.99. Based on the ranking, the first three problems are: 1) items for full time teachers, 2) funding support, and 3) compensation of teachers.

For the teachers perceptions, Table 49 shows that five problems were considered by this group as "highly felt" and seven were deemed "moderately felt". The highest weighted mean was found to be 4.14 or "highly felt" for the two problems, viz: 1) No item for full time NFE teachers, and 2) Lack of training programs for NFE. On the other hand, the lowest weighted mean of 2.57 or "moderately felt" pertains to "Lack of support from DECS Officials." As a whole, the

Table 49

Problems Encountered in the Implementation  
of the NFE Program as Perceived by  
the NFE Teachers

Problems	Responses					Total	Weighted		
							Total	Mean and	
								Interpre-	Rank
	5	4	3	2	1				
	(EF)	(HF)	(MF)	(SF)	(NF)				
1. No item for full time NFE teachers.	15	8	6	0	0	29			
	3	2	2	0	0	7	4.14	HF	1.5
2. Lack of qualified personnel to handle NFE classes especially for skills development.	5	20	3	0	0	28			
	1	5	1	0	0	7	4.00	HF	3
3. Lack of training programs for NFE teachers	10	16	3	0	0	29			
	2	4	1	0	0	7	4.14	HF	1.5
4. Lack of instructional materials	10	12	3	2	0	27			
	2	3	1	1	0	7	3.86	HF	4
5. Teachers handling NFE classes are not well compensated	5	8	6	2	1	22			
	1	2	2	1	1	7	3.14	MF	9
6. Insufficient funding to help finance the implementation of NFEP	0	12	9	0	1	22			
	0	3	3	0	1	7	3.14	MF	9
7. Poor linkages with local government	5	12	6	0	1	24			
	1	3	2	0	1	7	3.43	MF	7
8. Negative attitude of the DILG to support NFEP	10	4	6	2	1	23			
	2	1	2	1	1	7	3.29	MF	11
9. Lack of cooperation of the community people	5	12	9	0	0	26			
	1	3	3	0	0	7	3.71	HF	5
10. Training not relevant to community needs	5	8	6	0	2	21			
	1	2	2	0	2	7	3.00	MF	12
11. Lack of support from DECS officials	5	0	9	2	2	18			
	1	0	3	1	2	7	2.57	MF	6
12. Employability of graduates	5	8	6	2	1	22			
	1	2	2	1	1	7	3.14	MF	9
Total	-	-	-	-	-	-	41.57	-	
Mean	-	-	-	-	-	-	3.46	MF	
Legend:									
	4.51 - 5.00	Extremely Felt				(EF)			
	3.51 - 4.50	Highly Felt				(HF)			
	2.51 - 3.50	Moderately Felt				(MF)			
	1.51 - 2.50	Slightly Felt				(SF)			
	1.00 - 1.50	Not Felt				(NF)			



responses of the NFE teachers clustered around the grand mean of 3.46, indicating that they assessed problems relative to the implementation of NFE as "moderately felt." The ranking showed that the three most urgent problems pertain to item for teachers, training for teachers, and the need for qualified personnel for the NFE program.

It is significant to note that common problems that are considered to be more frequently felt by the respondents are on "absence of items for full time NFE teachers" as well as on "inadequacy of funding to be used for the implementation of the program."

#### Suggested Solutions for the Problems Encountered

Tables 50, 51 and 52 are listed solutions and the extent to which the three groups of respondents agree to these solutions. As gleaned from Table 50, the administrators expressed agreement to ten solutions, where the highest weighted mean was 4.41 for "The right compensation for teachers handling NFE classes should be give due course." This was followed by "full support from the local and national government in the implementation of NFEP" with a weighted mean of 4.32. Meanwhile, the lowest weighted mean was pegged at 3.39 or "undecided" for the solution "Utilize all teachers in the community to teach NFE through the "Each - One - Teach - One scheme. Consequently

Table 50

Suggested Solutions to the Problems  
as Perceived by the Elementary  
School Administrators

Solutions	Responses					Total	Weighted	
							Mean and	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(D)	(SD)			
1. Utilize all teachers in the community to teach NFE through "Each-one-Teach-one scheme	210 42	116 29	36 12	54 27	18 18	434 128	3.39	U
2. Ext. program, primarily aimed to improve the NFEP be launched.	285 57	196 49	39 13	10 5	4 4	534 128	4.17	A
3. The right compensation for teachers handling NFE classes should be given due course.	380 76	144 36	27 9	14 7	0 0	565 128	4.41	A
4. Distance study program utilizing self-instructional kits, radio broadcast/programs, TV be launched.	270 54	208 52	48 16	10 5	1 1	537 128	4.20	A
5. Training of NFE teachers and administrators, coordinators be conducted.	290 58	224 56	24 8	12 6	0 0	550 128	4.30	A
6. Conduct Teachers Education Program adopting some modification to meet the NFE needs	300 60	208 52	27 9	8 4	3 3	548 128	4.27	A
7. More involvement of institution of higher learning geared towards the NFEP and activities	260 52	208 52	57 19	10 5	0 0	535 128	4.18	A
8. Full support from the local and national govt. in the implemen- tation of the NFEP	340 68	160 40	39 13	14 7	0 0	553 128	4.32	A
9. Full support from DECS officials	285 57	188 47	54 18	12 6	0 0	539 128	4.21	A

table 50 cont'd.

10. Full support of the community people in the implementation of NFEP	285	184	51	16	0	536		
	57	46	17	8	0	128	4.19	A
11. NFE graduates should be given priority for employment by the govt. along the specialized skills they acquired.	290	180	45	16	2	533		
	58	45	15	8	2	128	4.16	A
Total	-	-	-	-	-	-	45.80	-
Mean	-	-	-	-	-	-	3.82	A

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

the grand mean of the responses of this group was 3.82 indicating that the administrators agree to the listed solutions.

Relative to the coordinators' perception; Table 51 shows that the coordinators strongly agreed on the solutions "Full support from DECS officials with a weighted mean of 4.64; "The right compensation for teachers handling NFE classes should be given due course with a weighted mean of 4.72, "Full support from the local and national government in the implementation of NFEP with a weighted mean of 4.76, and "Full support from the community people in the implementation of the NFEP" with a weighted mean of 4.64. Furthermore, the coordinators "agree" to the six other listed solutions while they were "undecided" on the first



Table 51

Suggested Solutions to the Problems as  
Perceived by the NFE Coordinators

Solutions	Responses					Total	Weighted	
							Mean and	Interpretation
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)			
1. Utilize all teachers in the community to teach NFE through "Each-one-Teach-one scheme	25 5	28 7	3 1	6 3	9 9	71 25	2.84	U
2. Ext. program, primarily aimed to improve the NFEP be launched.	50 10	52 13	6 2	0 0	0 0	108 25	4.32	A
3. The right compensation for teachers handling NFE classes should be given due course.	95 19	20 5	3 1	0 0	0 0	118 25	4.72	SA
4. Distance study program utilizing self-instructional kits, radio broadcast/programs, TV be launched.	50 10	40 10	9 3	2 1	1 1	102 25	4.08	A
5. Training of NFE teachers and administrators, coordinators be conducted.	60 12	52 13	0 0	0 0	0 0	112 25	4.48	A
6. Conduct Teachers Education Program adopting some modification to meet the NFE needs	50 10	60 15	0 0	0 0	0 0	110 25	4.40	A
7. More involvement of institution of higher learning geared towards the NFEP and activities	50 10	44 11	9 3	2 1	0 0	105 25	4.20	A
8. Full support from the local and national govt. in the implementation of the NFEP.	100 20	16 4	3 1	0 0	0 0	119 25	4.76	SA
9. Full support from DECS officials	90 18	20 5	6 2	0 0	0 0	116 25	4.64	SA

table 51 cont'd.

10. Full support of the community people in the implementation of NFEP	85 17	28 7	3 1	0 0	0 0	116 25	4.64	SA
11. NFE graduates should be given priority for employment by the govt. along the specialized skills they acquired.	80 16	28 7	3 1	0 0	1 1	112 25	4.48	A
Total	-	-	-	-	-	-	47.56	-
Mean	-	-	-	-	-	-	4.32	A

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

solution that "Utilize all teachers in the community to teach NFE through the Each-one-Teach-one scheme" with a weighted mean of 2.84. Generally, this group agreed to the listed solution as evidenced by the grand mean of 4.32.

For the teachers, their perceptions relative to the listed solutions are contained in Table 52. Out of the 11 solutions that "NFE graduates should be given priority for employment by the government along the specialized skills they acquired" posted the highest weighted mean of 4.57 or "strongly agree." Furthermore, eight solutions obtained weighted means corresponding to the "agree range," where the highest was 4.29 for two solutions, namely: 1) The

Table 52

Suggested Solutions to the Problems as  
Perceived by the NFE Teachers

Solutions	Responses					Total	Weighted Mean and Interpretation
	:	:	:	:	:		
	5 : (SA)	4 : (A)	3 : (U)	2 : (D)	1 : (SD)		
1. Utilize all teachers in the community to teach NFE through "Each-one-Teach-one scheme"	5 1	2 2	9 3	2 1	0 0	24 7	3.43 U
2. Ext. program, primarily aimed to improve the NFEP be launched.	0 8	20 5	3 1	0 8	1 1	24 7	3.43 U
3. The right compensation for teachers handling NFE classes should be given due course.	10 2	20 5	0 0	0 0	0 0	30 7	4.29 A
4. Distance study program utilizing self-instructional kits, radio broadcast/programs, TV be launched.	5 1	24 6	0 0	0 0	0 0	29 7	4.14 A
5. Training of NFE teachers and administrators, coordinators be conducted.	20 4	4 1	2 1	0 0	1 1	28 7	4.10 A
6. Conduct Teachers Education Program adopting some modification to meet the NFE needs	15 3	8 2	3 1	0 0	1 1	27 7	3.86 A
7. More involvement of institution of higher learning geared towards the NFEP and activities	15 3	8 2	3 1	0 0	1 1	27 7	3.86 A
8. Full support from the local and national govt. in the implementation of the NFEP	20 4	4 1	3 1	0 0	1 1	26 7	4.00 A
9. Full support from DECS officials	20 4	8 2	0 0	0 0	1 1	29 7	4.14 A



table 52 cont'd.

10. Full support of the community people in the implementation of NFEP	25	4	0	0	1	30		
	5	1	0	0	1	7	4.29	A
11. NFE graduates should be given priority for employment by the govt. along the specialized skills they acquired.	25	4	3	0	0	32		
	5	1	1	0	0	7	4.57	SA
Total	-	-	-	-	-	-	44.00	-
Mean	-	-	-	-	-	-	4.00	A

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

right compensation for teachers handling NFE classes should be given due course, and 2) Full support of the community people in the implementation of NFEP. Meanwhile, the teachers were undecided relative to two solutions, as follows: "Utilize all teachers in the community to teach NFE through the Each-One-Teach-one scheme," and "Extension program, primarily aimed to improve the NFEP be launched." As a whole, the teachers involved in the study "agreed" to the listed solutions inasmuch as the grand mean resulted to 4.00.

In summary, most of the respondents suggested to strengthen compensation of those involved in the program, to

provide necessary trainings to personnel involved like the administrators and teachers, and to solicit support from DECS officials and government agencies.

### Policy Redirections

The results of the study point to two major policy redirection that are imperative. These are on the hiring of teachers to handle NFE classes, and the need to provide the needed financial support for the successful implementation of the NFE program.

Hiring of teachers. As practiced, there are no teachers specifically assigned to handle NFE classes, NFE coordinators merely assign teachers in their areas to handle these classes as a case-to-case basis. Consequently, the trainings undertaken are haphazardly prepared. There is a need therefore for the creation of items for NFE teachers.

Funding. The results of this study point to the necessity of regular and adequate appropriation of fund for the NFE program. Inadequate funding is one of the major causes of the poor status of the NFE program as revealed by this study.

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, the corresponding conclusions drawn as well as the recommendations formulated.

#### Summary of Findings

The salient findings of this study are as follows:

1. The average age of the administrator respondents was pegged at 53.92 years with a standard deviation of 6.37 years. Meanwhile, the coordinators' group had an average age of 48.16 years with a standard deviation of 9.31 years. and the teachers' group posted an average of 42.14 years with a standard deviation of 7.70 years.

2. Majority of the administrators were males with 52.34 percent, while most of the coordinators were females with 60.00 percent and 85.51 percent, respectively.

3. Most of the administrators, coordinators and teachers were married with 91.41 percent, 92.00 percent and 71.43 percent respectively.

4. Relative to educational qualification, the highest number among the three groups of respondents have already earned MA/MS units, as follows: administrators - 42.19 percent, coordinators - 68.00 percent, and teachers - 57.14



percent, hence those involved in the NFE program are pursuing professional advancement.

5. In terms of trainings attended, the number of hours of trainings attended by the administrators ranged from 5-25 hours to more than 215 hours, where the highest number or 10-16 percent attended 68-88 hours. Meanwhile, 28.00 percent of the NFE coordinators attended 5-25 hours of training. It was also observed that 40.62 percent of the administrators and 28.57 percent of the teachers had no training attended related to non formal education.

6. As to length of service, the following are the mean and standard deviations for the three groups: administrators - mean = 12.73 years with SD = 9.77 years; coordinators-mean = 5.20 with SD = 2.92 years; and teachers-mean = 3.00 years and SD = 9.38 years.

7. Relative to the performance rating of the respondents, majority of these groups obtained ratings equivalent to "very satisfactory", namely: 89.84 percent, 100.00 percent and 71.42 percent for administrators, coordinators and teachers, respectively.

8. For their family income the following are the obtained average family income for each groups: 1) administrators, with an average of P13,304.19 and SD = P1,857.35; 2) coordinators, with an average of P13,299.50 and SD = P5,873.67; and 3) teachers, with an average of

P9,785.21 and SD = P2,360.39.

9. In terms of the implementation of the program objectives of NFE, the school administrators considered these objectives to be "moderately implemented" with a grand mean of 3.14. On the otherhand, both the coordinators and teachers assessed the implementation to be "high" with grand means of 3.87 and 3.95, respectively.

10. For the program methodology, the same trend of responses was observed, that is, the administrators considered the implementation as "moderate" with a grand mean of 3.26. Meanwhile, the two other groups - the coordinators and the teachers rated the implementation as "high" with grand means of 3.83. and 4.17, respectively.

11. For the activities and projects, basic literacy was assessed as "moderately implemented" by the administrators with a grand mean of 3.40 while the coordinators rated it as "highly implemented" with a grand mean of 4.14 and the teachers also deemed it as "highly implemented" with a grand mean of 4.08. Furthermore, "functional literacy" was considered as "moderately implemented" by both the administrators and teachers with grand means of 3.38 and 3.37, respectively; and the coordinators rated it as "highly implemented" as evidenced by the grand mean of 3.73. As regards Livelihood and Skills Development, the following are the results: administrators =

1.63 or "slightly implemented", coordinators = 1.77 or "slightly implemented." and teachers = 1.53 or slightly implemented." Moreover, socio - civic activities were rated as moderately implemented by the administrators, coordinators and teachers with grand weighted means of 2.66, 3.25, and 2.51, respectively. On the other hand cultural recreational activities were considered as "slightly implemented" by the administrators and coordinators, with grand means of 1.75 and 1.90 respectively while the teachers deemed these activities as "not implemented" as evidenced by the grand mean of 1.14.

12. The computed F-value for comparing the perceptions of the three groups of respondents on the implementation of the NFE program objectives was posted at 36.382 which was found to be greater than the critical F-value of 3.403 at degrees of freedom = 2 and 24. This led to the rejection of the corresponding hypothesis. Further analysis using Scheffe's test showed that the difference between the grand means of the administrators and teachers was significant.

13. For the program methodology, the computed F-value resulted to 94.02611 which was also greater than the critical F-value of 3.403 at  $df = 2$  and 24, thus the corresponding hypothesis was also rejected, Scheffe's test suggested that the administrators and teachers differed



significantly in terms of their perceptions.

14. In terms of the program activities and projects, the computed F-value turned out to be 0.253202 which is lesser than the critical F-value of 3.88529. Thus, the corresponding hypothesis was accepted.

15. Relative to the involvement of the line agencies, the computed F-value was found to be 9.677645 which was greater than the critical F-value of 3.2381. Therefore, the corresponding hypothesis was rejected. Posteriori analysis using Scheffe's test showed that two pairs were significantly different. These are: 1) administrators and teachers, and 2) coordinators and teachers.

16. Generally, human resources like NFE coordinators, teachers and skilled worker was the felt needs of the three groups of respondents. Furthermore, physical facilities and financing were found to be wanting in the implementation of the NFE program. This is supported by the fact that the responses of the administrators, coordinators and teachers ranged from "highly needed" to "extremely needed".

17. Common problems encountered by the respondents were on: 1) absence of items for full time NFE teachers; and 2) inadequacy of funding to be used for the implementation of the program.

18. Most of the respondents suggested to strengthen

the compensation of those involved in the program, provide necessary trainings to personnel involved in the NFE program, and solicit support from DECS officials and from other local and national government agencies.

### Conclusions

Based on the different findings generated by this study, the following conclusions were drawn:

1. The typical administrator - respondent involved in this study was in his early 50's, male, married, with units in MA/MS program, no training related to NFE, has been in the service for approximately 13 years, with a performance rating of VS, and has an average family income of approximately P13,300.00.

2. The coordinator - respondent of this study is typically in her late 40's, female, married, with MA/MS units has attended 5-25 hours of trainings relevant to the NFE program, has been in the service for approximately 5 years, has a performance of VS and has an average monthly family income of approximately P13,300.00.

3. The NFE teacher - respondent is typically in her early 40's, female, married, with MA/MS units, has no training relevant to NFE, has been in the service for 3.0 years, has a performance rating of VS, and has an average monthly family income of P9,800.00.

4. The administrators assessed the implementation of the NFE program components to be at its moderate level, while both the teachers and coordinators deemed the implementation to be "high".

5. More trainings relative to NFE program are wanting for all the three groups of respondents. Absence or inadequacy of trainings attended is one of the reasons why the implementation of the NFE program was not undertaken highly.

6. Additional resources - human, physical as well as financial resources were also found to be wanting in the Division of Samar.

### Recommendations

Based on the results of the study the following are recommended:

1. There is a need to have a continuous and functional staff development program for NFE program personnel in the Division of Samar, to ensure that all those involved in the program - administrators, coordinators and teachers possess the necessary training and educational preparation for the full implementation of the different components of the program.

2. There is a need for the organizational structure of DepEd to be revised, to include necessary items needed in



the implementation of the NFE program. Each school must be provided with a coordinator and must identify NFE teachers who will be the ones to undertake the needed training for the community or service area of the school.

3. Due to limited funding from the national government every school must undertake measures to be able to generate funds to support the NFE activities in its area. The following could be done: 1) establishing linkages with private agencies to act as sponsors; 2) solicitation of donations from the officials in the locality, and 3) undertake income-generating projects.

4. A tracer study could be undertaken to focus on the livelihood activities and or/ employment status of the graduates of the NFE program in the Division of Samar.

5. A similar study could be done in other division of the region to validate the results of this study.



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## **APPENDICES**



## APPENDIX A

**QUESTIONNAIRE**

Direction: Please answer or indicate your responses with a check (/) mark.

**I - PERSONAL PROFILE**

1. Name: \_\_\_\_\_ 2. Division: \_\_\_\_\_  
(Optional)

3. School: \_\_\_\_\_ 4. District: \_\_\_\_\_

5. Present Position:

District Supervisor	( )	NFE Coordinator	( )
Principal	( )	NFE Teacher	( )
Head Teacher	( )		

6. Age: \_\_\_\_\_ 7. Sex: Male ( ) Female ( )

8. Civil Status:

Single ( )  
Married ( )  
Widowed ( )

9. Educational Background:

College:

BSEED ( )	BSE ( )
BEED ( )	BSHE ( )
BSIE ( )	Others specify _____

Post Graduate:

MA graduate	( )
MA with _____ units	( )
MA with CAR	( )
Doctoral Degree	( )
Doctoral with _____ units	( )
Others specify _____	

10. Number of in-service trainings attended relevant to Nonformal Education for the last three years:

	No. of Hours
District Level _____	_____
Division Level _____	_____
Regional Level _____	_____
National Level _____	_____
International Level _____	_____

11. Length of service as school administrators, NFE Coordinators, NFE teachers in years.

0 - 5 ( )	26 - 30 ( )
6 - 10 ( )	31 - 35 ( )
11 - 15 ( )	36 - 40 ( )
16 - 20 ( )	41 - 45 ( )
21 - 25 ( )	46 & above ( )

12. Performance for the last two years (average)

Satisfactory	( )
Very Satisfactory	( )
Outstanding	( )

13. Family Income per month.

In words \_\_\_\_\_

In figures P \_\_\_\_\_

## II - EXTENT OF IMPLEMENTATION OF THE NFE PROGRAM

Direction: Please indicate a check mark that best express your evaluation of the extent to which each criterion, condition is in evidence in your school/district, using the following scale:

5	-	fully implemented	(FI)
4	-	highly implemented	(HI)
3	-	moderately implemented	(MI)
2	-	slightly implemented	(SI)
1	-	not implemented	(NI)

=====					
ACTIVITIES/PROJECTS	: FI	: HI	: MI	: SI	: NI
	: (5)	: (4)	: (3)	: (2)	: (1)
-----					
1. Intensify community survey.	:	:	:	:	:
	:	:	:	:	:
2. Orientation of school personnel and community leaders on Non-formal Education Program.	:	:	:	:	:
	:	:	:	:	:
	:	:	:	:	:
3. Conduct community assembly in all barangay and sitios.	:	:	:	:	:
	:	:	:	:	:
	:	:	:	:	:
4. To look into the problems of the accommodation, facilities and equipments needed including supplies for Non-formal Education Classes.	:	:	:	:	:
	:	:	:	:	:
	:	:	:	:	:
-----					



PROGRAM OBJECTIVES	FI	HI	MI	SI	NI
	(5)	(4)	(3)	(2)	(1)
5. Literacy classes be made functional.					
5.1 Integrate nutrition, family planning, clean and green and population education in functional literacy curriculum.					
6. Organize continuing Non-formal Education Classes in every barangay or sitio.					
6.1 Organize other continuing Non-formal Education Classes such as:					
(1) Each-One-Teach-One					
(2) Literacy Service Constructed Scheme (LSCS)					
7. Extension work such as demonstration, field trips, intervisitation.					
8. Organize short term courses such as poultry raising, hog raising, hog fattening and etc.					
9. Launch community projects such as Learning Center of Non-formal Education Program.					
STRATEGIES/METHODOLOGIES EMPLOYED IN THE IMPLEMENTATION OF THE NFEP	FI	HI	MI	SI	NI
	(5)	(4)	(3)	(2)	(1)
1. Conduct survey of the OSY and adults or school leavers in the community.					
2. Holding classhomes, General PTCA meetings in school.					
3. Conduct community assembly.					

STRATEGIES/METHODOLOGIES EMPLOYED IN THE IMPLEMENTATION OF THE NFEP		FI (5)	HI (4)	MI (3)	SI (2)	NI (1)
4.	Making preparation in the local school board, Sanguniang Bayan, Sangguniang Barangay for provision of funds.	::	::	::	::	::
5.	Tapping Socio-Civic/Religious Organization to support the NFEP.	::	::	::	::	::
6.	Soliciting donations for instructional purposes.	::	::	::	::	::
7.	Reproduction of reading materials and instructional materials furnished by the DECS.	::	::	::	::	::
8.	Organize literacy classes in strategic centers in the community.	::	::	::	::	::
9.	Providing incentives for both the NFE teachers and the clientele to attend NFE classes.	::	::	::	::	::
	a) Tapping resource persons with special skills along different NFE activities.	::	::	::	::	::
	b) Allowing OSY and adults to participate in cultural contests, festivals & etc. and awarding prizes to winners.	::	::	::	::	::
10.	Survey of needs, desires, interest resources etc. of the community.	::	::	::	::	::
	a) Determine priority needs	::	::	::	::	::
	b) Organize Non-formal classes based on priority needs of the community: people as revealed in the survey.	::	::	::	::	::
	c) Seek technical assistance from other government agencies.	::	::	::	::	::

ACTIVITIES/PROJECTS		FI	HI	MI	SI	NI
		(5)	(4)	(3)	(2)	(1)
1.	<u>Basic Literacy:</u>	:	:	:	:	:
		:	:	:	:	:
	a. Recognizing, reading, writing vowels.	:	:	:	:	:
		:	:	:	:	:
2.	a. Recognizing, reading, writing consonants.	:	:	:	:	:
		:	:	:	:	:
	c. Recognizing, reading, writing special consonants.	:	:	:	:	:
		:	:	:	:	:
	d. Reading forming and writing syllables and words using the consonants B,K,D,G, and the vowels.	:	:	:	:	:
		:	:	:	:	:
		:	:	:	:	:
	e. Reading, forming and writing syllables and words using consonants L,M,N,NG,P and the vowels.	:	:	:	:	:
		:	:	:	:	:
		:	:	:	:	:
	f. Reading, forming and writing syllables and words using the consonants R,S,T,W,Y and the vowels.	:	:	:	:	:
		:	:	:	:	:
		:	:	:	:	:
	g. Counting Numbers 1 - 100 (Numeracy)	:	:	:	:	:
		:	:	:	:	:
		:	:	:	:	:
2.	<u>Functional Literacy:</u>	:	:	:	:	:
		:	:	:	:	:
A.	Communication Skills:	:	:	:	:	:
		:	:	:	:	:
	a. Ability to clearly express one's ideas and feelings orally and non-verbally.	:	:	:	:	:
		:	:	:	:	:
	b. Ability to listen.	:	:	:	:	:
		:	:	:	:	:
3.	Ability to read comprehend and respond to ideas presented.	:	:	:	:	:
		:	:	:	:	:
		:	:	:	:	:
4.	Ability to write and clearly express one's ideas and feelings.	:	:	:	:	:
		:	:	:	:	:



---

5. Ability to access, process and utilized available basic and multi-media information.	:	:	:	:	:
B. Activities/Projects for Improving Quality of Community Life.	:	:	:	:	:
1. Integrating government thrust into the different activities and projects.	:	:	:	:	:
2. Participating in community activities such as:	:	:	:	:	:
a. Cleanliness and beautification Campaign.	:	:	:	:	:
b. Environmental Sanitation.	:	:	:	:	:
c. Bio-intensive Gardening.	:	:	:	:	:
d. Think Clean and Green.	:	:	:	:	:
C. Livelihood Skills Development:	:	:	:	:	:
Direction: Please check on the space provided for the kind of Livelihood Skills Development trainings conducted in your place/barangay. State the status of implementation following the five point skills.					
( ) 1. Handicraft Making	:	:	:	:	:
a. Bamboo Craft	:	:	:	:	:
b. Rattan Craft	:	:	:	:	:
c. Wood Craft	:	:	:	:	:
d. Sea Shell Craft	:	:	:	:	:
e. Coconut Shell Craft	:	:	:	:	:
f. Broom Making	:	:	:	:	:
g. Embroidery	:	:	:	:	:
h. Crocheting	:	:	:	:	:
i. Ticog Craft	:	:	:	:	:
( ) 2. Knitting and Weaving	:	:	:	:	:
a. Basket Weaving	:	:	:	:	:
b. Hat Weaving	:	:	:	:	:
c. Mat Weaving	:	:	:	:	:
d. Sawali Weaving	:	:	:	:	:

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e. Net Making	:	:	:	:	:
f. Others (specify)	:	:	:	:	:
( ) 3. Dressmaking	:	:	:	:	:
( ) 4. Tailoring	:	:	:	:	:
( ) 5. Cosmetology	:	:	:	:	:
( ) 6. Hair Science	:	:	:	:	:
( ) 7. Wood Working	:	:	:	:	:
a. Furniture Making	:	:	:	:	:
b. Wood Carving	:	:	:	:	:
( ) 8. Masonry Work	:	:	:	:	:
a. Hallow Block Making	:	:	:	:	:
( ) 9. Carpentry	:	:	:	:	:
( ) 10. Cooking & Food Processing	:	:	:	:	:
( ) 11. Steno-typing	:	:	:	:	:
( ) 12. Piggery and Poultry Raising	:	:	:	:	:
( ) 13. Backyard Fishing	:	:	:	:	:
( ) 14. Shoe Making	:	:	:	:	:
( ) 15. Others (specify)	:	:	:	:	:
D. Socio-Civic Projects/Activities	:	:	:	:	:
( ) 1. Health and Sanitation	:	:	:	:	:
( ) 2. Population Education	:	:	:	:	:
( ) 3. Drug Dependency	:	:	:	:	:
( ) 4. Responsible Parenthood	:	:	:	:	:
( ) 5. Sports & Physical Fitness	:	:	:	:	:
Development	:	:	:	:	:
E. Cultural/Recreational Projects and Activities	:	:	:	:	:
( ) 1. Cultural Dance Troupe	:	:	:	:	:
( ) 2. Rondalla/Glee Club	:	:	:	:	:
( ) 3. Arts	:	:	:	:	:
( ) 4. Dramatics	:	:	:	:	:
( ) 5. Others (specify)	:	:	:	:	:

---

How will you appraise the degree of involvement of the following agencies in the implementation of the Nonformal Education Program?

Please check the column which you believe answers the questions using the following criterias:

- 5 - Fully Involved (FI)  
 4 - Highly Involved (HI)  
 3 - Moderately Involved (MI)  
 2 - Slightly Involved (SI)  
 1 - Not Involved (NI)

LINKAGES WITH OTHER AGENCIES		FI	HI	MI	SI	NI
		(5)	(4)	(3)	(2)	(1)
1. Department of Education, Culture and Sports						
2. Department of Interior and Local Government						
3. Department of Agriculture						
4. Department of Agrarian Reform						
5. Department of Health						
6. Department of Natural Resources						
7. Department of Social Services and Development						
8. Department of Social Welfare and Development						
9. Sangguniang Panlalawigan						
10. Sangguniang Bayan						
11. Sangguniang Barangay						
12. Kabataang Barangay						
13. Association of Barangay Captain						
14. Parent-Teacher Association						
15. Others, (specify)						



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 FINANCING SCHEMES
 

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1. What are the different sources of funds to help finance the NonFormal Education Program? Please check your appropriate answer.

- a) Department of Interior and Local Government ( )
  - b) Local School Board ( )
  - c) Sangguniang Barangay ( )
  - d) General Fund ( )
  - e) Donations ( )
  - f) Others (Specify) \_\_\_\_\_
- 

2. Where the funds available and enough?

- a) Yes ( )
- b) No ( )
- c) Sometimes ( )

3. If no, where did you get the funds?

- a) Pupils contribution ( )
- b) Teachers themselves ( )
- c) Soliciting donations ( )
- d) Benefit Dances/Shows ( )
- e) Others ( )

### III - FELT NEEDS RELATIVE TO THE IMPLEMENTATION OF THE NFE PROGRAM

Direction: Listed below are probable felt needs relative to the implementation of the problem. Use the following scale in providing your responses:

- 5 - Extremely Needed (EN)
- 4 - Highly Needed (HN)
- 3 - Moderately Needed (MN)
- 2 - Slightly Needed (SN)
- 1 - Not Needed (NN)

COMPONENTS/AREAS	EN	HN	MN	SN	NN
	(5)	(4)	(3)	(2)	(1)
A. Human Resources					
1. NFE coordinators per school					
2. NFE teachers					
3. Skilled workers					
4. Others, please specify					
_____					
_____					
B. Physical Facilities					
1. Permanent venue of training per school.					
2. Supplies and materials for the training.					
3. Equipment needed for the training:					
4. Others, please specify: _____					
_____					
_____					
C. Financial Aspects					
1. Honorarium for the NFE teachers, para teachers, coordinators and skilled workers.					
2. Starting capital for the graduates of the training.					
3. Mobility fund for the coordinators, para teachers, and NFE teachers.					
4. Others, please specify					
_____					
_____					

#### IV - PROBLEMS ENCOUNTERED IN THE IMPLEMENTATION OF THE NON-FORMAL EDUCATION PROGRAM

Direction: Please put a check mark and according to the most felt problem on the space provided opposite to the possible problems encountered which you believed actually happened, using the following scale:

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

COMPONENTS/AREAS	: SA	: A	: U	: D	: SD
	: (5)	: (4)	: (3)	: (2)	: (1)
1. No items of fulltime NFE teachers.	"	"	"	"	"
2. Lack of qualified personnel to handle Nonformal Education classes especially for skills development.	"	"	"	"	"
3. Lack of training program for NonFormal Education teachers.	"	"	"	"	"
4. Lack of instructional materials.	"	"	"	"	"
5. Teachers handling Nonformal Education Classes are not well-compensated.	"	"	"	"	"
6. Insufficient fundings to help finance the implementation of the NFEP.	"	"	"	"	"
7. Poor linkages with local government.	"	"	"	"	"
8. Negative attitude of the Department of Interior and Local Government to support funds for the Nonformal Education Program.	"	"	"	"	"
9. Lack of cooperation of the community people.	"	"	"	"	"
10. Training not relevant to the needs of the community.	"	"	"	"	"
11. Lack of supports from the DECS officials.	"	"	"	"	"
12. Employability of graduates.	"	"	"	"	"
13. Others (specify)	"	"	"	"	"



**PART V - SOLUTIONS TO THE PROBLEMS ENCOUNTERED IN THE  
IMPLEMENTATION OF THE NON-FORMAL EDUCATION PROGRAM.**

Direction: Please check the corresponding space opposite to the solution to the problems encountered and rank according to the most appropriate solution in the implementation of the Nonformal Education Program.

COMPONENTS/AREAS	EN	HN	MN	SN	NN
	(5)	(4)	(3)	(2)	(1)
1. Utilize all teachers in the community to teach Nonformal Education through the Each-One-Teach-One Scheme.	:	:	:	:	:
2. Extension program, primarily aimed to improve the Nonformal Education Program and activities be launched.	:	:	:	:	:
3. The right compensation for teachers handling Nonformal Education Classes should be given due course.	:	:	:	:	:
4. Distance study program utilizing self-instructional kits, radio broadcast/programs, TV, be launched.	:	:	:	:	:
5. Training of Nonformal Education teachers and administrators, NFE Coordinators be conducted.	:	:	:	:	:
6. Conduct Teachers Education Program, adopting some modification to meet the Nonformal Education needs.	:	:	:	:	:
7. More involvement of institution of higher learning geared towards the Nonformal Education Program and activities.	:	:	:	:	:
8. Full support from the local and national government in the implementation of the Nonformal Education.	:	:	:	:	:

---

	:	:	:	:	:
9. Full support from the DECS officials.:	:	:	:	:	:
	:	:	:	:	:
10. Full support of the community	:	:	:	:	:
people in the implementation of	:	:	:	:	:
the NFEP.	:	:	:	:	:
	:	:	:	:	:
11. NFE graduates should be given	:	:	:	:	:
priority for employment by the	:	:	:	:	:
government along their specialized	:	:	:	:	:
skills acquired.	:	:	:	:	:
	:	:	:	:	:
12. Others (Specify)	:	:	:	:	:
_____	:	:	:	:	:
_____	:	:	:	:	:
_____	:	:	:	:	:

---

- - THANK YOU - -

## APPENDIX B

Republic of the Philippines  
Department of Education, Culture and Sports  
Region VIII  
Division of Samar  
DISTRICT OF DARAM I  
Daram, Samar

December 18, 2000

The City Schools Division Superintendent  
Tacloban City Division  
Tacloban City

Sir/Madam:

In connection with my research study entitled "STATUS OF IMPLEMENTATION OF NON-FORMAL EDUCATION PROGRAM IN THE DIVISION OF SAMAR: BASIS FOR POLICY REDIRECTION", I have the honor to request permission to administer a try-out or a field testing of my questionnaire among public elementary school administrators, district NFE coordinators and NFE teachers in your division. A copy of the questionnaire-checklist is hereto attached.

Any favorable action on this request will be of great assistance in this research study for which the undersigned will be deeply grateful.

Respectfully yours,

(SGD.) SALVADOR M. BALDESCO  
Elementary School Head Teacher  
Daram I District  
Division of Samar

Recommending Approval:

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

APPROVED:

(SGD.) CIRILA B. REDORA, Ph.D.  
City Schools Division Superintendent



## APPENDIX C

Republic of the Philippines  
Department of Education, Culture and Sports  
Region VIII  
Division of Samar  
DISTRICT OF DARAM I  
Daram, Samar

December 2000

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Sir/Madam:

I am humbly requesting your cooperation in answering my survey questionnaire checklist in connection with my research study entitled "STATUS OF IMPLEMENTATION OF NON-FORMAL EDUCATION PROGRAM IN THE DIVISION OF SAMAR: BASIS FOR POLICY REDIRECTION".

Your responses will be treated confidentially. Your favorable action on this request will be of great assistance in this investigation for the good of the service for which the undersigned will be deeply indebted.

Thank you very much for your cooperation.

Very truly yours,

SALVADOR M. BALDESCO  
Elem. School Head Teacher  
Daram I District  
Daram, Samar

## APPENDIX D

Republic of the Philippines  
Department of Education, Culture and Sports  
Region VIII  
Division of Samar  
DISTRICT OF DARAM I  
Daram, Samar

February 5, 2001

The Schools Division Superintendent  
Division of Samar  
Catbalogan

Madam:

In connection with my research study entitled, "STATUS OF IMPLEMENTATION OF NONFORMAL EDUCATION PROGRAM IN THE DIVISION OF SAMAR: BASIS FOR POLICY REDIRECTION", I have the honor to request permission to administer my questionnaire-checklist o the School Administrators, Nonformal Education Coordinators and to the Nonformal Education Teachers in your Division. A copy of the questionnaire-checklist is hereto attached.

Any favorable action on this request will be of great assistance to this research study for which the undersigned will be deeply grateful.

Respectfully yours,

(SGD.) SALVADOR M. BALDESCO  
Head Teacher III  
Daram I District  
Daram, Samar

APPROVED:

(SGD.) THELMA C. QUITALIG, Ph.D.  
Schools Division Superintendent

## APPENDIX E

MALACANANG  
Manila

## PRESIDENTIAL DECREE No. 1139

CREATING THE POSITION OF UNDERSECRETARY OF EDUCATION  
AND CULTURE FOR NON-FORMAL EDUCATION

WHEREAS, non-formal education as a means of providing learning to the sector of the population who are not in a position to avail themselves of the facilities of formal education, is fast gaining support and acceptance among the people;

WHEREAS, various agencies of the government are now implementing non-formal education programs as part of the government-wide campaign to upgrade manpower skills for industry, improve the literacy of the large masses of the people, and reorient them towards the new values posed by development;

WHEREAS, despite the efforts of these agencies much is yet to be done to achieve programs in non-formal education which would make it at least comparable to formal education;

WHEREAS, there is a further need to insure utmost coordination of the non-formal programs of various government agencies by way of rationalizing and integrating these efforts.

NOW, THEREFORE, I, FERDINAND E. MARCOS, President of the Philippines, by virtue of the powers vested in me by the Constitution, do hereby decree and order the following:

SECTION 1. There shall be created in the Department of Education and Culture the position of Undersecretary of Education and Culture with overall responsibility for the non-formal education program of the Department.

SECTION 2. It shall likewise be the responsibility of the Undersecretary for Non-formal Education to establish linkages with institutions with similar programs, both government and non-government, to assure effective and integrated implementation of these programs.



SECTION 3. Immediately after his appointment, the Undersecretary for Non-formal Education shall make an overall assessment of the existing non-formal education programs and submit his report with recommendations to the Secretary of Education and Culture.

SECTION 4. This Decree shall take effect immediately.

DONE in the City of Manila, this 13th day of May, in the year of our Lord, nineteen hundred and seventy seven.

(SGD.) FERDINAND E. MARCOS  
President of the Philippines

By the President:

(SGD.) JACOBO C. CLAVE  
Presidential Executive Assistant

A TRUE COPY:

## APPENDIX F

Republika ng Filipinas  
(Republic of the Philippines)  
KAGAWARAN NG EDUKASYON AT KULTURA  
(DEPARTMENT OF EDUCATION AND CULTURE)  
Maynila

June 15, 1977

Department Memorandum  
No. 121, s. 1977

DESIGNATION OF REGIONAL AND DIVISION SUPERVISORS  
AND DISTRICT COORDINATORS IN-CHARGE OF NON-FORMAL EDUCATION

To: Bureau Directors  
Regional Directors  
Coordinators, State Colleges and Universities  
School Superintendent  
Heads of Private Schools, Colleges and Universities]

1. Conformably to Presidential Decree No. 1139 which directed the conduct of a survey of non-formal education activities and needs, and initial survey will be conducted immediately.

2. In this connection, it is desired that the following be designated from among regional and division supervisors:

One regional supervisor in-charge of non-formal education

One division supervisor in-charge of non-formal education

One non-formal coordinator (for each private school/college and state university)

At the district level, a district coordinator for non-formal education should be designated.

3. Regional offices and provincial/city division with an adult education supervisor may designate the same person as supervisor/coordinator in-charge of non-formal education. In school division without an adult education supervisor, a coordinator for non-formal education may be designated from

among qualified field personnel. Institutions, colleges and universities without adult non-formal coordinators should designate one, preferably with ample time and inclination towards working with people out of the formal school system.

4. The above-designated supervisors/coordinators in-charge of non-formal education shall:

- a. Conduct a survey of existing non-formal education services and activities as well as number of out-of-school youth and adults requiring some form of educational services, using the enclosed form.
- b. Organize non-formal education programs or coordinate existing ones.
- c. Coordinate with provincial and local officials on various project for non-formal education, like: organize listening groups for radio-broadcasts, cultural projects and activities, observance of national events, etc.

5. All survey reports should be sent to the office of the Undersecretary of Education and Culture, for Non-formal Education on or before August 10, 1977.

6. All officials concerned are enjoined to give this matter immediate attention.

(SGD.) JUAN L. MANUEL  
Secretary of Education and Culture

INCL:

as stated

Reference:

None

Allotment: 1-2-3-4 (D.C. 1-76)

To be indicated in the Perpetual Index  
under the followin subjects:

BUREAUS & OFFICES  
OFFICIALS  
PROGRAM, SCHOOL  
REPORTS  
SCHOOLS  
SURVEY  
UNIVERSITIES AND COLLEGES



## APPENDIX G

Republika ng Pilipinas  
(Republic of the Philippines)  
KAGAWARAN NG EDUKASYON AT KULTURA  
(DEPARTMENT OF EDUCATION AND CULTURE)  
Maynila

August 26, 1977

DEPARTMENT MEMORANDUM  
No. 181, s, 1977

ORGANIZATION OF PILOT CENTERS  
FOR NON-FORMAL EDUCATION

To: Bureau Directors  
Regional Directors  
Coordinators, State College and Universities  
Heads of Private Schools, Colleges and Universities  
Schools Superintendent

1. In line with the provision of P.D. 1139 and LOI 562, it is desired that each school division and every private college/university set up a pilot center for non-formal education.
2. The center is designed to serve the needs of Kabataang Barangay, out-of-school youths and adults to enable them to develop themselves further, to acquire knowledge and skills for more effective social participation, and to contribute better society.
3. The following are suggested guidelines in the setting up of this center.
  - a. At least one pilot center for non-formal education shall be set up in each school division and private college/university although more centers specially in the barangays shall be most beneficial.
  - b. The pilot center may be housed in any existing learning center or available school room, shop building, home economics building and administration building of any big central/barrio

high school in the community where there is a big number of out-of-school youth. A new building may also be constructed out of local funds.

- c. The pilot center may be the venue for meetings/classes of Kabataang Barangay and out-of-school youths and adults either enrolled in various non-formal education programs/classes or not.
- d. The pilot center shall be properly equipped with tables, stools/chairs/benches, blackboard, facilities for cooking, sewing, craftwork, carpentry, work and agricultural activities, daily newspapers (English/Pilipino), magazines, newsletters, easy to read books, medical handouts, transistor radios, etc.
- e. A division committee of five or more members headed by the schools division superintendent shall be created to take responsibility for the program and to see that the division pilot center is properly managed.
- f. Local committees on the district and barangay levels shall likewise be created to take responsibility over center in the district/barangay. These committees should be given free authority to plan and implement the program for the center like putting it in proper shape and condition, attending to its needs, seeing that KB/NFE programs are properly conducted, soliciting funds for the center and programming, evaluating and assessing accomplishments.
- g. Teachers for the center should be recruited from school teachers who may teach part-time, and members of the community who possess certain expertise. This may be given honorarium out of the special education fund of the division allotted for citizenship training. Local resources of funds like civic organization and municipal funds may also be tapped for this purpose.
- h. Samples of programs on NFE may be the following:

- 1) Development of values and attitudes like love of country, self-reliance, self-discipline, integrity, honesty, etc.
- 2) Functional Literacy
- 3) Numeracy
- 4) Elementary understanding of science and one's environment.
- 5) Economic productivity and occupational skills
- 6) First aid.

4. It is desired that these pilot centers be set up immediately, if none has been organized yet, so that they can be utilized for non-formal education activities of the division, at all levels.

5. A report on pilot NFE learning centers including committee membership should be submitted to the Undersecretary for Non-Formal Education on or before December 31, 1977.

(SGD.) JUAN L. MANUEL  
Secretary of Education and Culture

Reference:

None

Allotment: 1-2-3-4-- (D.O. 1-76)

To be indicated in the Perpetual Index  
under the following subjects.

CENTERS  
COMMUNITY DEVELOPMENT  
NON-FORMAL EDUCATION  
OFFICIALS  
PROGRAMS, SCHOOL  
REPORT  
SCHOOLS



## APPENDIX H

Republika ng Pilipinas  
(Republic of the Philippines)  
KAGAWARAN NG EDUKASYON AT KULTURA  
(DEPARTMENT OF EDUCATION AND CULTURE)  
Maynila

January 25, 1978

## DEPARTMENT MEMORANDUM

No. 27, s. 1978

## PROVIDING APPROPRIATIONS FOR NON-FORMAL EDUCATION

To: Bureau Directors  
Regional Directors  
Coordinator, State Colleges and Universities  
Schools Superintendent  
Heads of Private Schools, Colleges and Uni.

1. Pursuant to the provisions of P.D. No. 1139, LOIs Nos. 561, 606 and 607, and Department Memorandum Nos. 121 and 181, s. 1977, the implementation of non-formal education programs and projects is being undertaken in all regions/divisions in the country making the need for fund imperative.
2. To facilitate the organization of NFE classes, the payment of honoraria of teachers and travel expenses of NFE supervisors/coordinators, and the purchase of much needed supplies and equipment, all local school boards (district, provincial and city) vocational schools colleges and universities are hereby directed to appropriate annually a substantial amount for NFE to meet the above-needs.
3. Immediate compliance to this Department Memorandum is enjoined.

(SGD.) JUAN L. MANUEL  
Secretary of Education and Culture

## References:

Department Memorandum: (nos. 121 and 181s, s. 1977)

Allotment: 1-2-3-4- (D.O. 1-76)

To be indicated in the Perpetual Index  
under the following subjects:

## APPENDIX I

## PRESIDENTIAL DECREE NO. 6-A

Known as the Educational Decree of 1972, P.D. No. 6-A authorized the undertaking of educational development projects, provided for the mechanics of implementation and financing thereof, and for other purpose. The following sections have relevance to non-formal education:

## Section 2. Declaration of Policy

a. To achieve and maintain an accelerating rate economic and social growth;

b. To assure the maximum participation of all the people in the attainment and enjoyment of the benefits of such growth; and

c. To strengthen national consciousness and promote desirable cultural values in a changing world.

## Section 3. Statement of Objectives

a. Provide for a broad general education that will assist each individual, in the peculiar ecology of his own society, to (1) attain his potential as a human being; (2) enhance the range and quality of individual and group participation in the basic functions of society; (3) acquire the essential educational foundation for his development into a productive and versatile citizens; and

b. Train the nation's manpower in the middle-level skills required for national development.

## Section 4. Guiding Principles of the Ten-Yea Program

a. Democratization of access to educational opportunities through the provision of financial assistance to deserving students, skills training programs for out-of-school youth, and continuing education program for non-literate adults and



b. Expansion of existing programs and establishment of new ones designed to train middle-level technical and agricultural manpower.

#### Section 5. Education Development Projects

a. Establishment and/or operation, upgrading or improvement of technical institution, skills training centers, and other non-formal training programs and projects for th out-of-school youth and the unemployed in collaboration with the programs of the National Manpower and Youth Council (NMYC).

## **CURRICULUM VITAE**



## CURRICULUM VITAE

NAME : SALVADOR M. BALDESCO

ADDRESS : Poblacion 01, Daram, Samar

DATE OF BIRTH : March 15, 1947

PLACE OF BIRTH : Buri, Alang-alang, Leyte

PRESENT POSITION : Elem. School Head Teacher III

STATION/OFFICE : Rizal Elementary School  
Daram, Samar

CIVIL STATUS : Married

SPOUSE : Lucia Cabanganan Baldesco

CHILDREN : Avelina, Renato, Samuel, Lilia  
Ma. Liza, Salvador Jr.

## EDUCATIONAL BACKGROUND

Elementary . . . . . Pepita Community School  
Alang-alang, Leyte  
1960

Secondary . . . . . Leyte Regional School of Arts and  
Trades (LRSAT)  
Tacloban City  
1964

College . . . . . Leyte Institute of Technology  
Tacloban City  
1964

Curriculum Pursued . . . Master of Arts in Education  
(MAED)

Major . . . . . Administration & Supervision



### WORK EXPERIENCES

ELEMENTARY GRADES TEACHER. . .	Bagacay Elementary School Daram, Samar July 25, 1969 to August 31, 1969 (Substitute)
ELEMENTARY GRADES TEACHER. . .	Baras Elementary School Baras, Sto. Niño, Samar August 27, 1969 to November 20, 1970 (Provisional)
ELEMENTARY GRADES TEACHER. . .	Cabunga-an Elementary School Sta. Rita, Samar November 23, 1971 to March 22, 1974 (Substitute)
ELEMENTARY GRADES TEACHER. . .	Daram Central Elem. School Daram, Samar July 9, 1975 to Feb. 14, 1979 (Provisional)
	Daram Central Elem. School Daram, Samar Feb. 15, 1979 to June 30 1989 (Reg. Permanent)
TEACHER IN-CHARGE . . . . .	Parasan Elementary School Daram, Samar July 1, 1989 to June 28, 1995
ELEMENTARY SCHOOL HEAD TEACHER II . . .	Rizal Elementary School Daram, Samar June 29, 1995 to June 27, 1996
ELEMENTARY SCHOOL HEAD TEACHER III . . .	Rizal Elementary School Daram, Samar June 28, 1996 to present

### CIVIL SERVICE ELIGIBILITY

PROFESSIONAL BOARD FOR TEACHERS . . .	April 23, 1978 Catbalogan, Samar
--	-------------------------------------

### SCHOLARSHIP/STUDY GRANTS

MAGNA CARTA FOR PUBLIC SCHOOL. Daram I District,  
TEACHERS (Rep. Act 4670) Daram, Samar  
June 1, 2000 to March 2001

### AWARDS/RECOGNITION/APPRECIATION RECEIVED

Plaque of Recognition for an Exemplary Leadership as School Head Teacher of Rizal Elementary School, Daram I, Samar in Orchestrating the skills and expertise of the teachers, made the school No. 3 in the Division ranking of school in the NEAT 1997.

Certificate of Recognition for a Meritorious and Commendable ACHIEVEMENTS garnered which immeasurably helped in the Development of the Education Upliftment of the School Children in the District of Daram I, 1997.

Certificate of Merit for the meritorious and unstinted support accorded to the Samar-Calbayog City Council Boy Scouts of the Philippines, which contributed in a large measure of Character Development and Citizenship Training to the Youth, 1980.

Boy Scout of the Philippines, National Court of Recognition, SILVER SERVICE AWARD for a meritorious and Outstanding Service rendered to the Organization, 1987.

Gold Service Award for meritorious and Outstanding Service rendered to the Organization of the Boy Scouts of the Philippines, National Court of Honor, 1995.

Certificate of Appreciation in grateful recognition of invaluable services and unselfish support to the successful implementation of the FYDP/Non-formal Education Training Program in the province of Samar to provide the out-of-school youths with marketable skills and technical know-how, December 1989.

Certificate of Participation for actively participating and complying with all the requirements of the Empowerment for Peak Performance Seminar, April 20-22, 1999.

Certificate of Participation for actively participating and complying with all the requirements of the Instructional Leadership Development Seminar, April 23-25, 1999.

Certificate of Participation for attendance in the Seminar Workshop on Continuing Professional Education for Teachers and Nurses, January 27-28, 1999.

Certificate of Participation for having actively participated in the Regional Orientation-Workshop on the Regular Annual Collection and Processing of Basic Education Data, March 14-15, 2000, Division Office, Catbalogan, Samar.

Certificate of Participation for having attended the December ADMINISTRATIVE CONFERENCE and DIVLAC, December 16, 1996, Maqueda Bay Hotel and Restaurant, Catbalogan, Samar.

Certificate of Participation for having attended the Centennial Seminar-Workshop on Oral and Local History on the theme "Bringing History to the Barrios", May 21-22, 1998, Siliman University, Dumaguete City.

Certificate of Participation for having participated in the Regional-Echo-Seminar Workshop on the Promotion of Philippine Culture through Physical Education and School Sports, Nov. 18-22, 1991, Catbalogan, Samar.

Certificate of Participation for having participated actively in the DIVISION TRAINING for ELEMENTARY SCHOOL HEAD TEACHERS, January 20-21, 1994, GSP, Catbalogan, Samar.

Certificate of Participation for an active participation in the DIVISION ADVANCED LAC LEADER TRAINING PROGRAM (ALLTP), November 16-20, 1992, Catbalogan, Samar.

Certificate of Participation having participated in the 8th National Jamboree, October 3-9, 1987, Cadagmayan Norte, Sta. Barbara, Iloilo.



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