

**THE FUTURE AGRICULTURAL HOMEMAKERS OF THE
PHILIPPINES: AN ASSESSMENT**

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree, Master of Arts in Home Economics, this thesis entitled "THE FUTURE AGRICULTURAL HOMEMAKERS OF THE PHILIPPINES: AN ASSESSMENT" has been prepared and submitted by Mrs. Isidora B. Pantaleon, who, having passed the comprehensive examination, is hereby recommended for oral examination.

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DEDICATION

**This academic achievement is heartily
dedicated to my beloved parents,**

**PIO VELARDE BALDONADO & PASTORA GUERRERO
HERMANO,**

to my sisters, LUZ, LUCY, VOYEN, PETMARIE,

to my brother PIOT, to my children and in-laws,

ROWENA, ANDY, BOB, IMELDA, ROLAN

and grandchildren ROMMEL, JAKE, RANDY, CLIENE,

and Baby Girl and most especially to my

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ABSTRACT

The study attempted to assess the implementation of the Future Agricultural Homemakers of the Philippine (FAHP) in the Province of Samar. The normative-descriptive research design was utilized by the researcher in gathering the pertinent data for this study, utilizing the questionnaire as the main instrument in data collection. For the extent of sensitivity to the problems, both the administrators and the FAHP advisers indicated “highly felt” for Educational Activities and Community Service while the students indicated “Moderately felt”. Moreover, the administrators indicated “moderately felt” for problems on Social and Recreational Activities but both the FAHP advisers and students answered “highly felt” to problems on this component. Finally, the administrators responded “highly felt” to problems on Earning and Fund raising Activities while the advisers and students of the FHAP indicated “moderately felt” to these problems. As evidenced by the trend of responses on the problems encountered, both the administrators and the FAHP advisers showed more concern on educational activities and Community Service as compared to the students. However, the administrators manifested lesser concern for social and recreational activities in comparison to the FAHP advisers and students. Finally the administrators were observed to be more particular in Earning and Fund-Raising activities compared to the Advisers and Students. This could be attributed to the fact that more income on the part of the school provides administrators lesser concern in the financial management aspect of the school they manage.

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Chapter 1

THE PROBLEM

Introduction

The development of the child and his potentials as a person is one of the chief aims of education. All teaching methods, strategies, school programs and activities are aimed at having the child developed to the fullest his potentials so that he becomes a productive and useful member of the community where he lives.

As cited by Gregorio (1983: 60-61) pursuant to Presidential Decree No. 61 A (known as the Educational Decree of 1972), one of the official objectives of education as adopted by the Board of National Education is:

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

The school curriculum provides training for the total development of the child. However, regular curricular activities are not sufficient to accomplish this general aim of education. Intra and co-curricular activities are needed to supplement and complement the effort.

The Future Agricultural Homemakers of the Philippines

(FAHP) is a formidable co-curricular organization developing well-rounded and productive citizens for nation building. It is a national organization of by, and for girls studying in vocational agricultural and fishery schools and schools with strong technical-vocational training.

For its historical background the FAHP was formerly known as Future Homemakers of the Philippines or FHP. The objectives and operations of this Organization were patterned after those of the Future Homemakers of America (FHA). The organization of FHP chapters started originally in vocational agricultural schools shortly after the Future Farmers of the Philippines was organized in 1953. For a period of ten years its membership was limited within school level. When the Bureau of Vocational Education was created in 1963, the homemaking clubs in agricultural schools adopted the name, Future Agricultural Homemakers of the Philippines (FAHP) to distinguish it from the Future Homemakers of the Philippines (FHP), the name used by the homemaking clubs of the general public schools. The organization became a national organization upon its registration with the Securities and Exchange Commission on September 29, 1969. Later, other schools like fishery and technical vocational school recognizing the impact of the FAHP organization, joined the organization.

The regional FAHP was created upon the implementation of the Integrated Reorganization Plan in 1975. DECS Department Memorandum No. 161, s. 1975 was issued reorganizing the FFP-GAHP in conformity with the present regional set-up of the Department of Education, Culture and Sports.

The FAHP organization anchors on the belief that the experiences it provides would help develop leadership skills, social abilities, good character and proficiency in occupations related to technical-vocational aspect of education. It provides rich opportunities for citizenship training, gives the members a feeling of belonging to an important group and develops pride in their status as builders of home. Minister Onofre Corpuz in his speech during the FFP-FAHP National Convention in 1980, identified the role of the organization as an excellent agency for interpreting the homemaking work to the students, parents and the community.

The FAHP program of work is the core of instruction in the teaching of Agricultural and Fishery Homemaking schools and in the case of technical and vocational schools it is teaching Technology and Home Economics (T.H.E.). It is the focal point of all planning activities of both the members and advisers of the FAHP organization. It revolves

around four major aspects: 1) educational activities 2) community service 3) social and recreational activities and 4) earning and fund raising activities.

Educational activities includes leadership and skills training, FAHP degree advancement, informational activities, scholarship and proper conduct of meeting. Community service deals with the maintenance of cleanliness and beautification of the school, home and community for healthful living. Social and recreational activities cover literary, cultural and sports development. Earning and fund raising activities include activities which develop skills and abilities among students for economic and productive pursuits.

With all these varied activities Dumo (1982: 10-11) explained that a comprehensive program stimulates, challenges and provides the members with varied experiences.

In the process of accomplishing the diverse activities of the program, the students are able to reinforce and complement their knowledge acquired in their homemaking/home economics classes as they tackle the FAHP challenges in different setting eventually internalizing a lasting knowledge, skills and attitude necessary for effective living. The crucial process of integration occurring in the organization makes the FAHP a social laboratory, a tool for

national development.

Such is the pivotal role of the FAHP program in our educational system. The homemaking teachers acting as advisers are the chief implementators of the program. They are entrusted with the responsibility to carry out the implementation of the FAHP program in their respective schools and to propel the program effectively to the right direction for significant results.

The FAHP delivery system in the different schools may vary. The need to know how the program is managed by the implementors in order to attain the desired goals to the fullest deserves consideration. A closer appraisal of the various situations of the FAHP organizations existing in the technical-vocational schools in Samar will ascertain the status and direction of the different chapters and will provide bases for improving the program for more viability and productivity.

In the different vocational schools in the Samar province, it has been observed by the researcher that majority of the objectives of the FAHP were not achieved. Furthermore, the action plan for the FAHP program was not entirely implemented. This observation is also reinforced by feedbacks coming from some FAHP advisers.

With this preliminary observation, the researcher was

motivated to undertake a thorough analysis of the different areas of concern of the FAHP program to strengthen and improve the FAHP activities in vocational schools, hence this research undertaking.

Statement of the Problem

This study attempted to assess the implementation of the Future Agricultural Homemakers of the Philippines in the Province of Samar. Specifically, it sought answers to the following questions:

1. What is the profile of the respondents as to;
 - 1.1 age & sex?
 - 1.2 educational qualification?
 - 1.3 position in the FAHP Organization?
2. What are the salient features of the FAHP organizations as perceived by the administrators, advisers and students?
3. Are there significant differences among the perceptions of the three groups of respondents as to the salient features of the FAHP organization?
4. As perceived by the administrators, advisers, and students, to what extent are the following areas of concern of the FAHP program implemented in their respective schools:
 - 4.1 educational activities?
 - 4.2 community service?

4.3 social and recreational activities?

4.4 earning and fund raising activities?

5. Are there significant differences among the perceptions of the three categories of respondents on the extent to which the areas of concern of the FAHP program are implemented in vocational schools in Samar?

6. As perceived by the three groups of respondents, to what extent are the following FAHP areas of concern relevant to the curricular offering of Technology and Home Economics:

6.1 educational activities?

6.2 community service?

6.3 social and recreational activities?

6.4 earning and fund raising activities?

7. Are there significant differences among the perceptions of the three groups of respondents as to the relevance of the following areas of concern to the THE curricular offering:

7.1 educational activities?

7.2 community service?

7.3 social and recreational activities?

7.4 earning projects and fund-raising activities?

8. What problems are felt by the administrators, FAHP advisers and students in the implementation of the FAHP program in the different schools in the Province of Samar?

9. What solutions/alternatives maybe suggested by respondents to solve these problems?

10. What are the implications of this study to the FAHP program and to the THE curricular offering?

Hypotheses

1. There are no significant differences among the perceptions of the administrators, advisers and students as to the salient features of the FAHP organizations.

2. There are no significant differences among the perceptions of the three categories of respondents on the extent to which the following areas of concern of the FAHP are implemented in Vocational Schools in Samar:

2.1 educational activities

2.2 community service

2.3 social and recreational activities

2.4 earning and fund-raising activities

3. There are no significant differences among the perceptions of the administrators, FAHP advisers and students on the extent of relevance to the T.H.E. curriculum of the different activities such as:

3.1 educational activities

3.2 community service

3.3 social and recreational activities

3.4 earning and fund raising activities

Theoretical Framework

This study is anchored on the theory regarding evaluation as embraced by Terry Tembrink (f8 1984: 4-12) Tembrink claims that evaluation is one process of obtaining information and using it to form judgments which in turn are to be used in decision making. Educational decisions are made on the basis of judgments, and judgments in turn are made on the basis of information.

There are three concepts involved in evaluation.

1. Information is the essential ingredient in evaluation. Without some kind of information valid judgments and decisions are virtually impossible to make. With appropriate and accurate information, judgments which will lead to second decisions can be made.

2. Judgment is an important outcome of information gathering because judgments are the major consideration in decision making. Judgments do not call for action, instead they are estimates of present condition or predictions of future performance.

3. Decision-making is the final activity in evaluation. It is the ultimate goal of evaluation. It always calls for some action. A choice is made based on the judgment and information obtained.

Evaluation has three major stages in the process: a)

preparation stage, b) the data-collection stage, and c) the evaluation stage. The basic technique in evaluation that can minimize error and ensure validity and reliability are: a) relate everything you do to the reason you are evaluating b) at every step in the process of evaluation, be clear, concise and consistent and c) always obtain with representative sample of the information needed.

Conceptual Framework

The schema on page 11 explains how the study would be conducted. It shows the vocational schools in Samar which comprised of Samar State Polytechnic College (SSPC), Wright Vocational School (WVS), Samar National Agricultural School (SNAS), Basey National Agricultural School (BNAS) Samar Regional School of Fishery (SRSF) and Clarencio Calagos Memorial School of Fisheries (CCMSF) as the research environment. The criterion variables are the perceptions of the three groups of respondents regarding the implementation of the four areas of concern namely: 1) educational activities, 2) community service, 3) social and recreational activities and, 4) fund raising and earning projects. The respondents would also give their perceptions on the relevance of each area of concern. They would also determine the salient features of the FAHP organization as follows: 1) training/work conference, 2) parliamentary procedure,

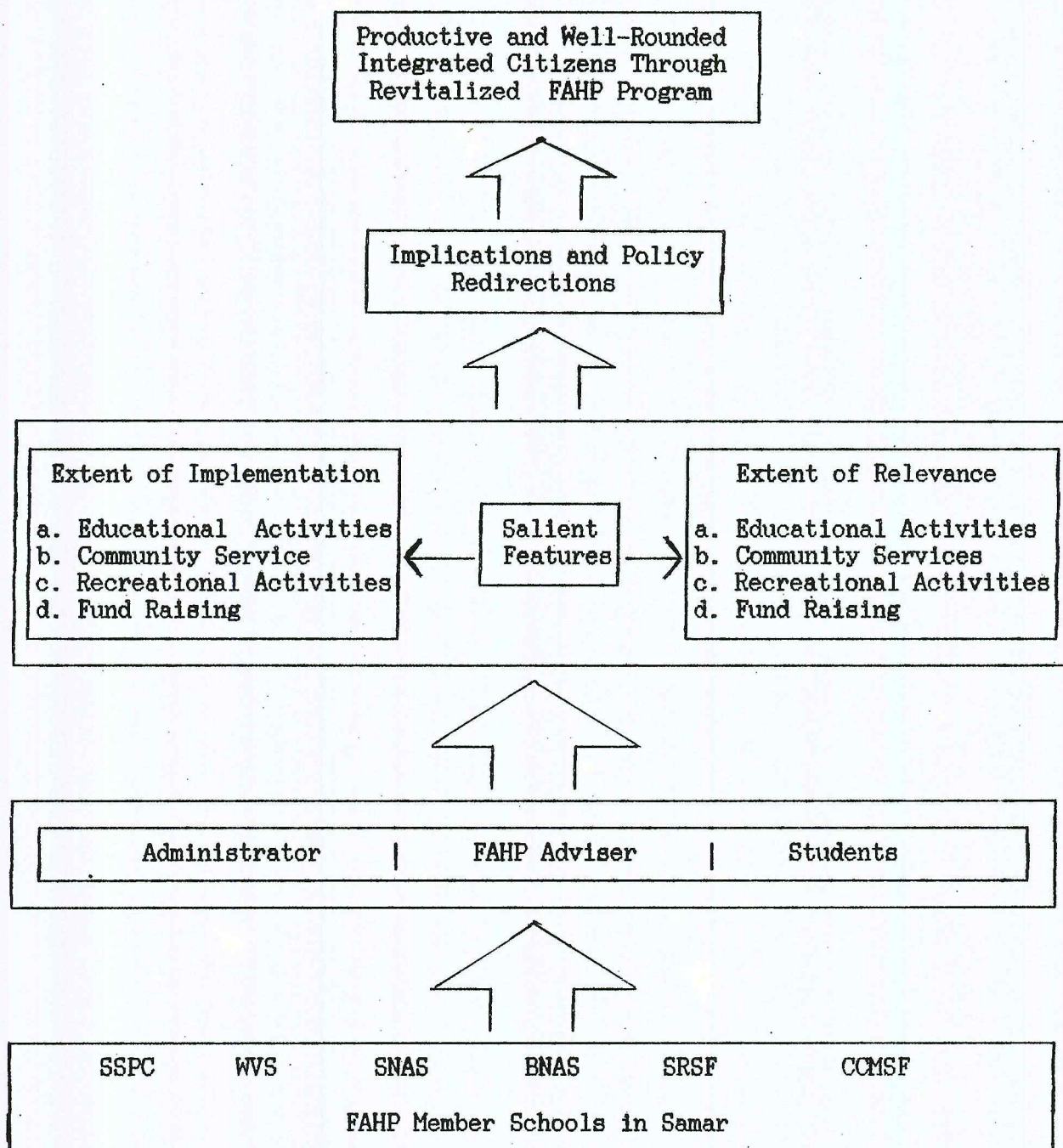


Figure 1. Conceptual Paradigm of the study showing the different variates and criterion-variables involved.

3) public speaking, 4) FAHP Creed, 5) Degree Advancement, 6) Homemaking skills. Their perceptions regarding implementation and relevance of each area of concern together with problems encountered and suggested solutions would serve as inputs to policy redirection for future development. Such inputs may serve as reference for future program planning, alteration and improvement necessary for a more revitalized FAHP Program.

The ultimate aim of the study is the generation of productive and well-integrated citizens through an effective FAHP program.

Significance of the Study

The results of this study are considered of utmost importances to the: policy maker, administrators, advisers, students/members of the FAHP organization as well the community in which chapter schools are found.

To the policy makers in the regional as well as national level, the study will enlighten them in the formulation of policies relevant to the strengthening of the FAHP as an organization specifically in the modification and improvement of curriculum involving the direct participation of the FAHP.

The administrators can have a good grasp as to how the different areas of concern were implemented. They can

formulate guidelines and policies that will promote bigger success for the attainment of the objectives and goals of the FAHP in their respective schools. Since this organization is an intra-curricular activity, the administrators will be guided in the design of the curriculum concerning the practice of skills involved in the different areas of concern.

Advisers of the FAHP organizations are provided with a good background on the areas being implemented. They will be able to enrich FAHP activities based on their relevance to the students growth and development as productive citizens. They will also be able to work out workable programs for the FAHP organization in their schools. The study provides new insights for redirection in policies as well as objectives.

The students will largely benefit from the results of this study. The study provides them an insight to the various ways and means of developing their potentials and the formation of values necessary for a meaningful life. Furthermore, it provides them meaningful activities to engage in that will promote the general well-being of the community.

To the community, the results of the study will greatly benefit the community. Whatever transformation the FAHP

would create in its members through its improved performance will greatly redound to a better community.

Scope and Delimitation

This study attempted to evaluate how the FAHP chapters in Samar implement the four areas of concern as intra-curricular activities of the vocational schools in Samar. Moreover, the perceptions of the respondents in terms of the FAHP programs' salient features, relevance, problems encountered and suggested solutions were sought. It involved six chapters/schools, two Technical-Vocational Schools, two Fishery schools and two Agricultural schools. (See figure 2)

A total of 354 respondents were involved in the study: six administrators, 30 chapter and sub-chapter advisers and 318 high school students. Total enumeration of the administrator-respondents and adviser-respondents was undertaken while random sampling through the fishbowl technique was utilized in selecting the student-respondents.

The study was conducted during SY 1996-1997.

Definition of Terms

In order to provide a common of reference and understanding the following terms are herein defined conceptually and operationally.

Adviser. This terms refers to one who is incharged to

guide, take counsel, confer, deliberate, discuss, consult, speak for, plead in favor of, recommend. Dictionary Effective Word Builder (1988: 20). In this study it means an informed person in a given area who provide specific information for another individual in education. An adviser may provide information about such things as course selection or future education plan.

Assessment. This term means the valuation placed upon property during this process.

Community Services. This term refers to activities and enterprises conducted by persons, institutions and the community as a whole for the maintenance and improvement of desirable social conditions in a locality. (1988: FAHP Manual, 15)

Educational Activity. A variable factor in the evaluation of educational programs designed to express the extent to which a school administration unit tries to support public schools.

Earning Projects. Something that earned with specific plan or design or plan undertaken such as research. (1988: FAHP Manual, 26)

FAHP. This is an acronym of Future Agricultural Homemakers of the Philippines Inc.

To abridge or shorten the word used in the FAHP Manual

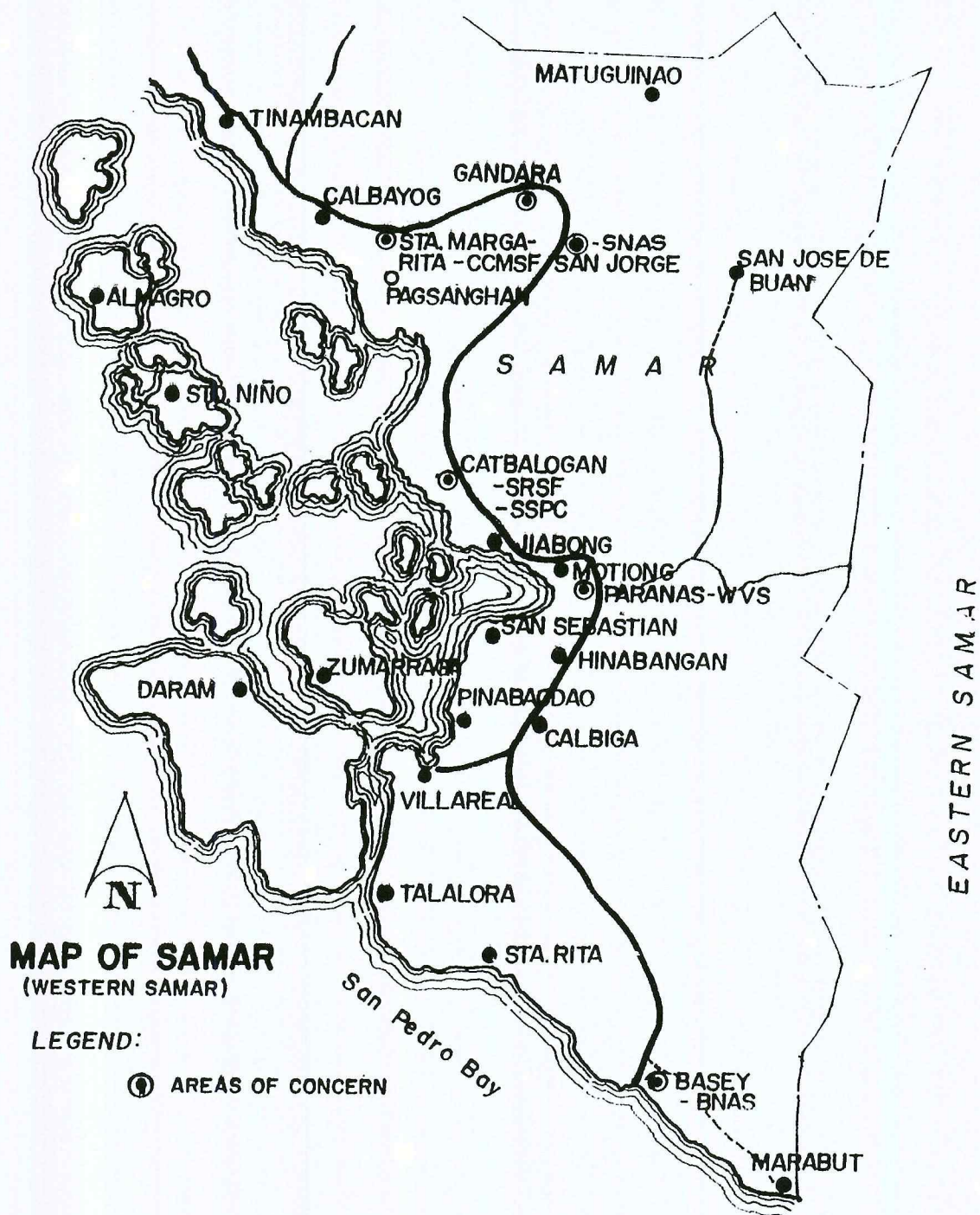


Figure 2. Map of Samar showing the locations of the schools involved in the Study.

Manila (1988:33).

Implementation. Denotes mechanical and other devices for doing work or any devices that is needed or useful in the performance of a task.

Leadership. Ability and readiness to inspire, guide, direct or manage others. One who leads, guide, go ahead, conducts, foremost position. Webster Dictionary (1959: 210).

Policy redirection. A judgment derived from some, system of values and some assessment of situational factors, operating as a general plan for guiding decisions regarding the means of attaining derived objectives. (1990 FAHP Manual, 50)

Productive citizen. A citizen which has a social physical production for the economic development of our country, who is ready at any time to share talent to any one who is in need of his special skill.

Salient features. This term refers to those activities that are deemed by the respondents as highly important (HI), very important (VI), important (I), slightly important (SI) and not important (NI).

Social recreational activities. This means the interaction of organism in groups in a socially leisure experience that provide immediate and inherent satisfaction to the individual who voluntarily participates in the activity.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter gives the related information gathered by the researcher in pursuing the study. Information herein presented were obtained from books and other related sources such as periodicals, documents and speeches as well as relevant studies conducted.

Related Literature

Several readings of FAHP journals, newsletter and memoranda have shown the importance of the organization as a co-curricular program in developing the youth particularly the girls for nation building.

Gregorio (1983:430-432) defines evaluation as the process of making judgments that are to be used as the basis for planning. He gave the following importance of evaluation:

1. Evaluation is important to the classroom teachers, supervisors, and administrators in directing as well as guiding and learning. Evaluation to be of importance to teachers and supervisors should be diagnostic, i.e., it should reveal the specific points of strength and weakness in teaching and learning.

2. Evaluation helps teachers to discover the needs of

the pupils. The purpose of any program of evaluation is to discover the needs of the pupils and to design learning experiences that will satisfy these needs.

In addition he gave the educational values of co-/intra-curricular activities of which FAHP belongs as follows:

1. If properly integrated with the rest of the curriculum, they will give the students opportunity of realizing the medium aim of education and the development of integrated personality.

2. Co - / intra curricular activities will give the students opportunity to discover their special abilities and interests which are the basis of vocational interest and vocational selection.

3. Co- / intra- curricular activities will give the students opportunity to develop the important habits, abilities, skills attitudes necessary for active life in a democracy.

The National Handbook of FAHP gives the purposes of the FAHP as follows:

1. To promote appreciation of the joys and satisfaction of home and family life.

2. To be worthy members of the home.

3. To carry on the Filipino way of life and retain the priceless heritage of our basic culture.

4. To promote democratic practices and encourages creative leadership.

5. To seek guidance in the selection of wholesome individual and group recreations.

6. To create a home environment conducive to the healthy growth and development of all family members.

7. To contribute to the economic well-being of the family and to help in conservation of human and natural resources.

8. To promote national and international understanding and friendship.

In the report made by the National Adviser, Dr. Pedro L. Esteban during the National Convention held at NVSIT, Bayombong, Nueva Viscaya on March 6-8, 1990, he stressed a few directions for the future of the organization. The following recommendations were made:

First, strengthen the foundation of the school chapter by providing support to all members in undertaking school projects that can generate funds for the various activities of the chapter.

Second, conduct regular meetings at the school chapter level emphasizing the role of every member in undertaking individual projects, leadership roles, sportsmanship, right attitude towards work and respect for the elders.

Third, all advisers must conduct themselves in

accordance with the best tradition of simplicity as leaders in assisting all chapter members.

Fourth, all chapters coming from every province should organize themselves into provincial chapter, so that in all regional associations there will be provincial federation of school chapters. Such federation will be managed by the (1) provincial chairman, (2) vice-provincial chairman, (3) secretary, (4) treasurer, and (5) provincial adviser.

Fifth, evaluate the accomplishments of the provincial chapter. The provincial chapter should have this set of officers: (a) the student officers, and (b) the adult adviser. A provincial advisory council shall be organized among the heads of schools with FAHP school chapter.

Salameda (1988: 80-84) claimed that the job of FAHP adviser which by nature is multi-farious and challenging demands leadership which is dynamic and forceful. The adviser being the forefront of every school chapter, should be aware of such approaches as may be effective in enabling each member of the organization to bring about improvement in her home and family life. Her or his duty should go beyond the induction ceremonies and should include such other activities as the development of skills, and appreciation which the individual members need for wholesome home life in a democratic society. They should have the ability to select, plan and carry out activities through their

yearly plan of action.

In MECS Memorandum No. 115 s. 1984 it calls for all FAHP organizations to undertake activities such as academic and vocational skills competition demonstrations of new farm/home technology as well as parliamentary procedures contest and related activities.

MECS Memorandum No. 180 s. 1983 stressed that the development of skills among the members of the FAHP is toward utilizing the skills and leadership of the youthful members for the worthwhile activities that would redound to the improvement of rural life.

MECS Memorandum No. 230, s. 1991 emphasized income generating projects both in the school and home farms, cooperativism, development of leadership potentials and desirable attitudes, technical and vocational education skills, literary and musical talents.

Montesclaros (1977: 12) gave the importance of earning projects as well as financing projects. She claims that in vocational homemaking classes, students develop and acquire basic skills needed for entrance into gainful occupations. These skills are utilized in undertaking projects that would enable the girls to earn money while in school. Through these projects the people will recognize how significant the students' contributions are toward improving their homes

and communities and how well they are participating in activities intended to train them for leadership. The scheme adopted is known as the coordinated FAHP Projects. The plan is envisioned to lead the girls to realize that much money can come from the wise management of diversified school or home earning projects.

Monteclaros suggested several ways of financing FAHP projects. Some of them are 1) revolving funds, 2) proceeds from fund raising campaigns, 3) financial support from Parent - Teacher Association, 4) using the national share of membership fees as allowed by the FAHP National Office, 5) loan from a rural bank.

The FAHP Program of Activities as started in the 1988 FAHP Manual for Advisers are planned to ensure success. Planning is essential for its effectiveness. The activities are geared towards the attainment of the goals of the organization and those of homemaking program.

Dumphy (1980: 230-246) has pointed out that co-curricular activities provide the learners a chance or opportunity to achieve on their own merits and further develop self-image. They help the adolescents develop the qualities needed in adult life. The significance of co-curricular activities rests in the fact that they satisfy the adolescents' fundamental psychological needs -- that

when fulfilled, they become sources of satisfaction; and when unsatisfied, they become sources of increased tension, conflict and frustration which are so manifested in behavior. These being significant in the life of the adolescents, should get proper attention so that fullest satisfaction may be derived from them. The way in which adolescents spend their off-time to co-curricular activities has certain degree of association with his mental and health habits and with his total personality development.

Dumphy also pointed out that, particularly, to school administrators and teachers, co-curricular activities not only serve as means in assisting the adolescents to understand themselves: their aptitudes, abilities, interests, strong points and limitations but also develop their potentialities toward realistic goals. These activities may serve as channel for expressing one's emotional and creative desires by leading them into more productive and satisfying purpose.

Related Studies

Few studies regarding FAHP programs and activities have been conducted. The few readings the researcher did, nonetheless have contributed towards the creation of a substantial research proposal.

Marco (1995) evaluated the implementation of Maqueda

Bay Area Development Program. She assessed its effect on productivity, improvement, diversified production and enterprise development. Among her findings were:

1. Program component of Health, Nutrition, and Family Planning was averagely implemented.

2. The least implemented were rural roads, enterprise development and finance.

3. There was least impact on productivity, improvement, enterprise development, diversified production and job generation.

4. The problems on health, nutrition and family planning were considered average.

She recommended among other things the following:

1. Undertake a massive but appropriate technology transfer training as to improve the resource mobilization, competencies of the people in the area.

2. Encourage more people empowerment so that they can take active participation, not only in the implementation of development efforts, but in the monitoring and evaluation of crises management.

Marco's study has a relationship to the present study in the sense that her study involved health nutrition and family planning which are the direct concerns of the FAHP activities under community service. The implementation and

relevance of activities in community service are being considered in this study.

The study of Dasig (1994) on the implementation of Samar Resettlement Program has these conclusions which have bearing on this study on activities done by the FAHP organization.

1. Agricultural practices in area are still dominated by traditional method, thus production of agricultural products is very low.

2. Social preparation of the farmer beneficiaries is very weak, thus, cooperative and other institution-building efforts cannot take off.

He recommended the following:

1. Massive and appropriate agricultural technology transfer trainings and seminars to transform the traditional agricultural practices of the farmers in the area into a modernized one.

2. Extensive value formation/reorientation training of the farmer beneficiaries.

Dasig's study has a relationship with this study since the study at hand considers income generating projects as one area of concern as a means of promoting productivity. Also the social preparation of the members of FAHP is being assessed to determine the training they receive from FAHP in

order for them to be leaders of their community.

Salceda (1990) made a study on "The Implementation of Co-Curricular Activities at Villamon High School: Its Relations to the Scholastic Achievement of Students:

The main findings of his study are as follows:

1. The extent of participation in co-curricular activities enhanced the students scholastic achievements in subjects like English, Science, Social Studies, Mathamatics and Filipino.

2. Clubs, student organizations and sports enabled the students to gain recognition in their special talent and abilities.

He made the following conclusions:

1. If properly organized, directed and supervised, co-curricular activities afford distinct educational values which positively affect the learners level of scholastic achievements. Extent of participation in co-curricular activities gives the students the opportunity to develop a school spirit of leadership and fellowship which are essential for good citizenship.

2. The students' level of scholastic achievements can be improved through the extent of participation in co-curricular activities.

His study considers the influence of co-curricular

activities while the study at hand considers the relevance of FAHP as a co-curricular / organization, to the learning in Homemaking and home economics classes.

In the study of Tan (1989) she made an assessment of the Status of the FAHP Phil. Program in Vocational Schools of Northern Samar. It made an assessment on the different areas of concern of FAHP programs and their salient features. The following are the conclusions made:

1. The student-members of the FAHP chapters in the vocational schools in Northern Samar are not fully aware of the objectives and activities of the FAHP Program; hence, their knowledge about the program are very limited.

2. Likewise, they did not undergo rank advancement activities, therefore, the FAHP degree advancement activities in the FAHP chapters of Northern Samar is very weak.

3. Majority of the adult-members are young, educationally qualified and have sufficient teaching experience. Thus, they possess the stamina, appropriate teaching competencies and background to implement the homemaking program.

4. A sizeable group of homemaking teachers do not have sufficient knowledge and background about the FAHP Program, therefore, they cannot effect an efficient FAHP

delivery system to their beneficiaries.

5. The salient features of the FAHP organization are "Homemaking skills development", "FAHP Creed", and "Parliamentary Procedures."

6. Several activities helped facilitate satisfactorily the realization of the objectives of the FAHP Program in the Vocational schools of Northern Samar.

7. Perceptions between the two groups of respondents relative to the FAHP activities that facilitated the realization of the objectives of the FAHP program in Northern Samar are perfectly associated along community service and social and recreational activities. Perceptions are highly associated along educational and earning and fund-raising aspects.

8. Several problems and difficulties planned adequately the full realization of the objectives of the FAHP Program.

The following are the recommendations she gave:

1. On Educational Aspect the recommendations were: 1) Periodic conduct of adult and students' leadership training in chapter level, 2) revitalization of the FAHP degree advancement scheme, 3) initiate FAHP scholarship scheme to poor but deserving members, 4) conduct monthly and special meetings following correct parliamentary procedure.

2. On Community Service: 1) Conduct home visit among members, 2) demonstration classes on FAHP skills, 3) integration of activities with the different school organizations.

3. On Social and Recreational Aspect: Acquisition of literary-musical facilities such as radio-phone and cassette-recorder.

4. On Earning and Fund Raising Aspect: 1) More skills training particularly in the field of handicraft and sewing, 2) Provision of laboratory kitchen utensils and facilities, 3) Intensify cooperative earning and fund-raising activities for organization support.

5. Deeper commitment and involvement by the adult and student-members and the Chapter Advisory Council for the cooperative formulation/implementation of a realistic and functional FAHP Program in the chapters of Northern Samar.

6. The researcher further recommended the following: 1) Annual assessment of the FAHP Chapters, 2) Wise use and proper accounting of FAHP membership and production funds, 3) Provision for incentives in the form of recognition/award to deserving chapter/sub-chapter advisers for outstanding accomplishment.

The study of Tan is very much similar to the present study. The only difference is the research environment and

the statistical tools used. She had the vocational schools in Northern Samar as the research environment while the researcher herein had the vocational schools in second district of Samar. Tan used only two groups of respondents and used correlation while the researcher considered three groups of respondents and used ANOVA in the treatment of data.

Malala (1987) conducted an assessment on the programs of agricultural school in relation to agricultural development. Some of the findings of the study were:

1. High school graduates did not go into farming because their knowledge and technological skills acquired were not adequate to make them have their own farm venture.

2. The value and love of work among students were given more emphasis by the school curriculum.

3. Knowledge and skills were included in the training of student to make them qualified for self employment and employment in agricultural industry.

4. Competence and confidence were developed among graduates necessary for future vocation and employment.

The present study is related to the study of Malala due to the fact that the FAHP program of activities in agricultural schools are part and parcel of the school curriculum. Thus, the FAHP training a student receives will

greatly influence agricultural development.

Some of the Salient recommendation of the study are:

1. Accomplishments of the program or graduates should answer the manpower training needs in agriculture and other agricultural related industry.

2. Strategies and resources should always be used to attain the objectives.

The study of Aliposa (1983) assessed the Boy Scout Organization as an effective training for responsible citizenship. Among the findings are:

1. Boys Scouting movement in the Districts of Catarman I and II did not conduct activities regularly.

2. There was no involvement of parents, units leaders and boy scouts in the planning of unit programs.

3. Inadequate funds to finance the activities of the movement.

These findings are corollary to the studies conducted regarding FAHP activities.

The research of Lu, (1980) on the growth and development of the FAHP Chapter of Sudlon Agricultural School revealed that the following are the leading activities taken in each phase of the program of work. On educational activities, the most prominent activity was on research studies. On community service, the activities undertaken were on sanitation, beautification, and food

production campaign. On social and recreational activities, the leading feature was on literary musical program participation and on earning and fund-raising, the activities focused on luncheon and snack service followed by vegetable gardening. She discovered that animal raising though ventured by few of the members, provided the highest income under individual earning projects. In contrast, sewing activities did not attract the members for the last four years. She emphasized the vitalization of the degree advancement and scholarship scheme of the chapter.

Due to lack of funds, many other school activities led to non-completion of some FAHP activities and lack of concern by the school administration and some teachers were found constraints in the growth and development of the chapter. There was no money to finance the said activities. Among her recommendations were: (1) to engage in more earning projects to support scholarship grants and finance research studies; (2) design the yearly program of activities properly for more room of self development; (3) encourage "FAHPians" to strive for the FAHP degrees; (4) more supportive/inspirational role from the administrators for maximum attainment of the chapter objectives; and (5) involvement of both vocational and academic teachers in the program.

Reyes (1980) conducted an appraisal on the implementation of the FAHP program in three state colleges and six national agricultural schools in Region III. Her study revealed that all chapter members were engaged in the four program of work in the following order: earning and fund raising; community service; social and recreational and educational activities. Under earning and fund raising program, all members were engaged in vegetable production, the greatest activity undertaken followed by the preparation and serving of snacks. Extension and community service was chiefly on food production campaign while participation and sanitation and beautification projects, and holding of exhibits during Agro-Industrial Fair came in second. The participation in literary-musical program and involvement in research studies were the main activities done under Social and Recreational and Educational Program of Work respectively.

The study of Lu and Reyes are very much similar to the study on hand. The difference lies on the research environment. Reyes had three state universities, six agricultural schools while Lu had Sudlon Agricultural School.

Chapter 3

METHODOLOGY

This chapter presents and discuss the methods of the study, the instrument used, the procedures in the preparation and administration of the questionnaire, the interviews, the observation, and the sources and treatment of the data gathered.

Research Design

The normative - descriptive research design was utilized by the researcher in gathering the data for this study.

The main instrument used to ascertain and determine the salient features, extent of implementation as well as the extent of relevance of the four areas of concern was the questionnaire. This was augmented by documentary analysis, interviews and observation.

Instrumentation

Four data gathering instruments were used in this study. They are as follows; the questionnaire, documentary analysis, interview and observation.

Questionnaire. The questionnaire was used as the major instrument in the data gathering. This was

structured by the researcher after undertaking a diligent review of related literature and studies and after making a careful analysis of each item to be included in each area of concern.

The questionnaire was composed of six parts, viz: Part I - Profile of the respondents, Part II - Salient Features of the FAHP program, Part III - Extent of Implementation of the FAHP programs, Part IV - Extent of Relevance of the FAHP programs, Part V - Problems Encountered by the Respondents, and Part VI - Suggested Solutions. Under Part II to Part V, the four areas of concern or components of FAHP were contained. These areas of concern covered educational activities, community service, social and recreational activities as well as earning and fund-raising activities.

Documentary Analysis. Different handouts, manuals and brochures were scrutinized to make an in - depth study of the whole operation of the FAHP and the different activities involved in each area of concern. The items in the questionnaire were based on the achievements, problems and suggestions derived from information/inputs provided by the documents studied.

Interviews. Interviews were resorted to add items of information and to unify and crosscheck information that are implicitly given by the respondents.

Observation. Actual observation of FAHP meetings and activities was conducted by the researcher to crosscheck the information and data gathered from the questionnaire administered.

Validation of the Instrument

The questionnaire was in a form of a checklist where the respondents answered by checking in the blanks provided.

After the first draft was framed it was submitted to the researcher's adviser for correction and improvement. An expert validation was done by subjecting the improved questionnaire to scrutiny by the officers of the FAHP in the regional level. The final draft was submitted again to the adviser for comments and suggestions.

The improved questionnaire was administered for try-out to fifty FAHP members in Leyte Institute of Technology on January 23, 1997. Items found to be vague and unclear to the try-out respondents were further improved and simplified to form the final format of the questionnaire to be distributed to the target respondents of the study.

Sampling Procedure

The study used total enumeration for the administrator's group and the FAHP advisers' group. On the other hand, for the students' groups the sample size was determined by using Sloven's formula, as follows:

$$n = \frac{N}{1 + Ne^2}$$

where: n = is the sample size desired

N = is total number of students in the six
school-respondents

e = is the margin of error which was set
at .05.

After the sample size was computed, random sampling was utilized to choose the respondents with the use of fishbowl technique. The names of the students were written in a piece of paper, rolled and placed on a box. After which, the box was shaken and the researcher drew the desired number of respondents. The names of those students written in the drawn pieces of paper were noted down by the researcher as the student-respondents of the study.

Data Gathering Procedure

After the main instrument was validated and finalized, the researcher requested permission from the different heads of schools to field the questionnaire. (See Appendix C). The researcher personally fielded the questionnaire to the administrators, chapter and sub-chapter advisers as well as students to ensure 100% retrieval.

In the process of administering the questionnaire, the researcher likewise undertook unstructured interviews and ocular survey to verify and cross-check the responses made on the questionnaire.

Treatment of Data

This study employed frequency counts, weighted means and ANOVA for one-way classification in the treatment of the data gathered.

To gather information relative to salient features, extent of implementation, relevance, problems encountered and the corresponding solutions suggested by the respondents, the Likert 5-point scale was used, as follows:

For the Salient Features:

- 5 - HI (Highly Important)
- 4 - VI (Very Important)
- 3 - I (Important)
- 2 - SI (Slightly Important)
- 1 - NI (Not Important)

For the Extent of Implementation

- 5 - FI (Fully Implemented)
- 4 - HI (Highly Implemented)
- 3 - I (Implemented)
- 2 - SI (Slightly Implemented)
- 1 - NI (Not Implemented)

For the Extent of Relevance:

- 5 - HR (Highly Relevant)
- 4 - VR (Very Relevant)
- 3 - R (Relevant)
- 2 - SR (Slightly Relevant)
- 1 - NR (Not Relevant)

For the Problems Encountered:

- 5 - EF (Extremely Felt)
- 4 - HF (Highly Felt)
- 3 - MF (Moderately Felt)
- 2 - SF (Slightly Felt)
- 1 - NF (Not Felt)

For the Solutions Suggested:

- 5 - SA (Strongly Agree)
- 4 - A (Agree)
- 3 - U (Undecided)
- 2 - DA (Disagree)
- 1 - SDA (Strongly Disagree)

The differences in the means of the three groups of respondents were utilized as bases for the computation of the ANOVA (Analysis for Variance). This test determined the decision arrived at in terms of accepting or rejecting the three hypotheses formulated in this study. The following formula for ANOVA was applied.

The formula for ANOVA is as follows:

$$F = \frac{MS_b}{MS_w}$$

Where: F is the computed statistical value

MS_b is the mean square between and

MS_w is the mean square within

The summary of the computation of MS_b and MS_w are given in the following ANOVA table:

Source of of Variation	Sum of square	Degree of freedom	Mean Square	computed F-value	Tabular F-value
Between	$\sum T_i^2 - C$	$(k - 1)$	SS Between/ $k-1$	MS Between:	
Within	$\frac{\sum N}{SS_{Total} - SS_{Between}}$	$(N - k)$	SS Within/ $N-k$	MS Within	
Total	$\sum X^2 - C$	$N - 1$			

where:

C = is the correction factor = $(\sum X)^2$

N = is the total number of cases

k = is the total number of groups

$\sum t_i^2$ = is the square of the total scores in the ith group

Chapter 4

PRESENTATION AND INTERPRETATION OF DATA

This chapter presents the findings of the study. It discusses the profile of the respondents involved as well as their perceptions on the salient features of the FAHP Program, extent of implementation of the program and their extent of relevance.

Profile of the Respondents

There were three categories of respondents involved in this study, namely six administrators, 30 FAHP advisers and 318 high school students. Their profile relative to age, sex, educational qualification and position in the FAHP organization are herein presented.

Age and Sex. As revealed by Table 1, majority, that is, five out of six administrators are males and only one is female. On the other hand, majority of the FAHP advisers are females inasmuch as 28 out of 30 are of this gender while only two are males. Moreover, majority of the administrators and FAHP advisers belong to the age bracket of 38-40 years old as evidenced by the fact that eight out of 36 or 22.2% of them are in this age interval. As a group, the administrators whose average age is 54.5 years are much

Table 1

**Profile of the Administrators and FAHP
Advisers According to Age and Sex**

Age Bracket	Respondents				Total	Percent
	Administrators		Advisers			
	Male	Female	Male	Female		
62 - 64	1	-	-	-	1	2.8
59 - 61	-	1	-	-	1	2.8
56 - 58	1	-	-	-	1	2.8
53 - 55	-	-	-	1	1	2.8
50 - 52	1	-	-	1	2	5.6
47 - 49	2	-	-	4	6	16.7
44 - 46	-	-	-	5	5	13.9
41 - 43	1	-	-	-	-	-
38 - 40	-	-	2	6	8	22.2
35 - 37	-	-	-	4	4	11.1
32 - 34	-	-	-	4	4	11.1
29 - 31	-	-	-	2	2	5.6
26 - 28	-	-	-	1	1	2.8
Total	5	1	2	28	36	100
Percent	13.9	2.8	5.6	77.8	100	=
Average Age in Years: Administrators: 54.5 years						
FAHP Advisers : 39.9 years						

older than the FAHP advisers whose average age was 39.9 years.

Educational Qualification Table 2 presents the educational qualifications of the administrators and the advisers. The table reveals that the lowest educational

qualification obtained by the administrators' group is Masteral degree. Two out of the six administrators are MA holders. Moreover, three of them are doctoral degree holders and one has already completed the academic requirements for the doctoral degree. This data reveal that the administrator-respondents are educationally qualified in relation to the positions they are occupying.

For the FAHP advisers, 10 out of 30 are MA holders already. Furthermore, one is holder of MA degree with units in the doctoral program. Nine of these advisers are BS degree holders with MA units while five have already completed the academic requirements for the MA degree. The data on educational qualifications of the advisers are indicators that the FAHP advisers are growing professionally.

In general, many of the administrators and advisers are MA holders as evidenced by the fact that 12 out of 36 or 33.3 percent have this educational attainment. Next to this category are those Baccalaureate degree holders with MA units where nine out of 36 or 25 percent belong to this category.

These data are manifestations of the fact that the administrators and FAHP advisers are pursuing higher educational qualification for them to enhance their professional growth.

Table 2

**Profile of the Administrators and FAHP
Advisers According to Educational
Qualification**

Educational Qualification	Respondents		Total	Percent
	Administrators	Advisers		
Doctoral Degree	3	-	3	8.3
Ph.D. (CAR)	1	-	1	2.8
MA with Doctoral Units	-	1	1	2.8
MA	2	10	12	33.3
MA (CAR)	-	5	5	13.9
BS with MA Units	-	9	9	25.0
BS degree holders	-	5	5	13.9
Total	6	30	36	100%

Position in the FAHP Organization. The FAHP advisers are categorized into two, viz: as chapter advisers and sub-chapter advisers. For every school, there is a total of five FAHP advisers, one chapter adviser acting as the overall adviser for all high school students and four sub-chapter advisers assigned to every year level, starting from first year to fourth year. Due to the fact that this study involved six schools, six out of the 30 respondents occupy the FAHP chapter adviser position and 24, that is

four for every six school occupy the FAHP sub-chapter adviser position.

Salient Features of the FAHP Organizations

The perceptions of the school administrators, advisers as well as the students relative to the four areas of concern of the FAHP program were solicited in this study and are herein presented by area.

Educational Activities. Table 3 presents the responses of the school administrators on the salient feature of the FAHP program for educational activities. Among the eight listed educational activities, four were considered by the school administrators as "very important", namely: "Leadership Trainings for adult members" with a weighted mean of 4.00, "Parliamentary Procedure" with a weighted mean of 3.83, "FAHP degree advancement" with a weighted mean of 3.67, and "Literary and newswriting" with a weighted mean of 3.67. The four remaining educational activities were considered by the school administrators as "important" with the lowest mean pegged at 2.83 corresponding to two activities, viz: "Leadership training for student-members" and "Paced with limited time and many school activities."

The responses of the FAHP school chapter and sub-

Table 3

**Salient Features of the FAHP Program for
Educational Activities as Perceived
by the School Administrators**

Educational Activities	Responses of the Administrators					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Leadership training for adult - members.	(15) 3	(8) 2	-	-	(1) 1	(24) 6	4.00	VI
2. Leadership training for student - members.	(5) 1	(4) 1	(6) 2	-	(2) 2	(17) 6	2.83	I
3. FAHP degree advancement	(15) 3	(4) 1	-	(2) 1	(1) 1	(22) 6	3.67	VI
4. Paced with limited time & many school activities.	-	(12) 3	-	(4) 2	(1) 1	(17) 6	2.83	I
5. Up-to-date technical skills trainings.	(10) 3	-	(9) 3	(2) 1	-	(21) 6	3.50	I
6. Literary and news writing.	(10) 2	(4) 1	(6) 2	(2) 1	-	(22) 6	3.67	VI
7. Sponsorship of scholarship programs.	(10) 2	-	(6) 2	-	(2) 2	(18) 6	3.00	I
8. Parliamentary Procedure for adult - members.	(15) 3	-	(6) 2	(2) 1	-	(23) 6	3.83	VI
Total	(80) 16	(32) 8	(33) 11	(12) 6	(7) 7	(164) 48	3.42	I

Legend: 1.00 - 1.50 - NI (Not Important)
 1.51 - 2.50 - SI (Slightly Important)
 2.51 - 3.50 - I (Important)
 3.51 - 4.50 - VI (Very Important)
 4.51 - 5.00 - HI (Highly Important)

chapter advisers are shown in Table 4. As revealed by the said table, four out of the eight activities were considered by the 30 FAHP advisers as "very important". These activities are "Up-to-date technical skill training", "Sponsorship of scholarship programs", "Leadership training for student members", and "Paced with limited time and many school activities" with weighted means of 3.77, 3.60, and 3.57, respectively. The rest of the four activities were deemed by the advisers as "important" with the lowest weighted mean pegged at 3.20 which corresponded to "FAHP degree advancement". In general, the educational activities of the FAHP program was considered by this group of respondents as "important" as revealed by the grand weighted mean of 3.49.

On the part of the students, it is shown by Table 5 that only two out of the eight educational activities were considered as "very important." These activities are "Leadership training for student members" with a weighted mean of 3.74 and "Up-to-date technical skills training" with a weighted mean of 3.71. The remaining six activities were perceived by the students as "important" where the lowest weighted mean obtained was 3.11, followed by 3.32 corresponding to "Literary and newswriting". As a whole, the students deemed educational activities of the FAHP program

Table 4

**Salient Features of the FAHP Program for
Educational Activities as Perceived
by the School Chapter and
Sub-chapter Advisers**

Educational Activities	Responses of the Advisers					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Leadership training for adult - members.	(40) 8	(24) 6	(18) 6	(10) 5	(5) 5	(97) 30	3.23	I
2. Leadership training for student - members.	(40) 8	(40) 10	(12) 4	(14) 7	(1) 1	(108) 30	3.60	VI
3. FAHP degree advancement	(30) 6	(24) 6	(27) 9	(12) 6	(3) 3	(96) 30	3.20	I
4. Paced with limited time & many school activities.	(45) 9	(24) 6	(30) 10	(6) 3	(2) 2	(107) 30	3.57	VI
5. Up-to-date technical skills trainings.	(60) 12	(24) 6	(18) 6	(10) 5	(1) 1	(113) 30	3.77	VI
6. Literary and news writing.	(50) 10	(20) 5	(12) 4	(16) 8	(3) 3	(101) 30	3.37	I
7. Sponsorship of scholarship programs.	(60) 12	(28) 7	(12) 4	(10) 5	(2) 2	(112) 30	3.73	VI
8. Parliamentary Procedure for adult - members.	(55) 11	(20) 5	(18) 6	(6) 3	(5) 5	(104) 30	3.47	I
Total	(380) 76	(204) 51	(147) 49	(84) 42	(22) 22	(837) 240	3.49	I

Legend: 1.00 - 1.50 - NI (Not Important)
 1.51 - 2.50 - SI (Slightly Important)
 2.51 - 3.50 - I (Important)
 3.51 - 4.50 - VI (Very Important)
 4.51 - 5.00 - HI (Highly Important)

Table 5

**Salient Features of the FAHP Program for
Educational Activities as Perceived
by FAHPians from 6 Schools**

Educational Activities	Responses of the Students					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Leadership training for adult - members.	(435) 87	(312) 78	(219) 73	(80) 40	(40) 40	(1086) 318	3.42	I
2. Leadership training for student - members.	(550) 110	(352) 88	(201) 67	(64) 31	(22) 22	(1189) 318	3.74	VI
3. FAHP degree advancement	(355) 71	(328) 82	(246) 82	(88) 44	(39) 39	(1056) 318	3.32	I
4. Paced with limited time & many school activities.	(365) 73	(376) 94	(249) 83	(92) 46	(22) 22	(1104) 318	3.47	I
5. Up-to-date technical skills trainings.	(535) 107	(336) 84	(204) 68	(92) 46	(13) 13	(1180) 318	3.71	VI
6. Literary and news writing.	(265) 53	(280) 70	(276) 92	(132) 66	(37) 37	(990) 318	3.11	I
7. Sponsorship of scholarship programs.	(435) 87	(312) 78	(234) 78	(104) 52	(23) 23	(1108) 318	3.48	I
8. Parliamentary Procedure for adult - members.	(440) 88	(304) 76	(228) 76	(80) 40	(38) 38	(1098) 318	3.45	I
Total	(3380) 676	(2600) 650	(1857) 619	(730) 365	(234) 234	(8801) 2544	3.46	I

Legend: 1.00 - 1.50 - NI (Not Important)
 1.51 - 2.50 - SI (Slightly Important)
 2.51 - 3.50 - I (Important)
 3.51 - 4.50 - VI (Very Important)
 4.51 - 5.00 - HI (Highly Important)

as "important" inasmuch as the resulting grand weighted mean was 3.46.

Community Service. Tables 6, 7, and 8 present the perceptions on the salient features of the FAHP program for community service by the school administrators, the advisers and the students, respectively. As revealed by Table 6, only one of the four activities listed was considered by the school administrators as "very important." This activity is "maintenance of cleanliness and beautification in the school campus" with a weighted mean of 3.67. The other three activities were deemed by the school administrators as "important." Among these, the lowest mean of 2.83 corresponded to two statements, viz: "Follow-up of assigned activities" and "Conduct of community Campaigns, demonstration classes, and home visits." In general, the administrators deemed community service of the FAHP program to be "important" with a grand weighted mean of 3.12.

It can be noted from Table 7 that the same trend of data is revealed by the advisers. Likewise, only one among the four activities was deemed by this group of respondents as "very important" with a weighted mean of 3.63 and it also corresponded to "Maintenance of cleanliness and sanitation in the school campus." The rest of community

Table 6

**Salient Features of the FAHP Program for
Community Services as Perceived by the
School Administrators**

Activities	Responses of the Administrators					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Maintenance of cleanliness and beautification in the school campus	(10) 2	(8) 2	-	(4) 2	-	(22) 6	3.67	VI
2. Follow-up of assigned activities.	-	(12) 3	(3) 1	-	(2) 2	(17) 6	2.83	I
3. Conduct of community campaigns, demonstration classes, and home visits.	-	(8) 2	(6) 2	(2) 1	(1) 1	(17) 6	2.83	I
4. Other related school activities.	(10) 2	-	(3) 1	(6) 3	-	(19) 6	3.17	I
Total	(20) 4	(28) 7	(12) 4	(12) 6	(3) 3	(75) 24	3.12	I

Legend: 1.00 - 1.50 - NI (Not Important)
 1.51 - 2.50 - SI (Slightly Important)
 2.51 - 3.50 - I (Important)
 3.51 - 4.50 - VI (Very Important)
 4.51 - 5.00 - HI (Highly Important)

service activities were considered by the FAHP advisers as "important", where the lowest mean resulted to 3.07 corresponding to "Follow-up of assigned activities." This value was followed by 3.27 referring to "Other related

Table 7

**Salient Features of the FAHP Program for
Community Services as Perceived
by the FAHP Advisers**

Educational Activities	Responses of the Advisers					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Maintenance of cleanliness and beautification in the school campus	(65) 13	(16) 4	(18) 6	(6) 3	(4) 4	(109) 30	3.63	VI
2. Follow-up of assigned activities.	(30) 6	(16) 4	(24) 8	(20) 10	(2) 2	(92) 30	3.07	I
3. Conduct of community campaigns, demonstration classes, and home visits.	(45) 9	(20) 5	(27) 9	(10) 5	(2) 2	(104) 30	3.47	I
4. Other related school activities.	(40) 8	(12) 3	(30) 10	(14) 7	(2) 2	(98) 30	3.27	I
Total	(180) 36	(64) 13	(99) 33	(50) 25	(10) 10	(403) 120	3.36	I

Legend: 1.00 - 1.50 - NI (Not Important)
 1.51 - 2.50 - SI (Slightly Important)
 2.51 - 3.50 - I (Important)
 3.51 - 4.50 - VI (Very Important)
 4.51 - 5.00 - HI (Highly Important)

school activities." As a whole, community service activities of the FAHP Program were considered by the advisers as "important" as evidenced by the grand weighted mean of 3.36.

On the otherhand, none of the activities was

Table 8

**Salient Features of the FAHP Program for
Community Services as Perceived
by the FAHPians**

Activities	Responses of the Students					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Maintenance of cleanliness and beautification in the school campus	(390) 78	(296) 74	(204) 68	(116) 58	(40) 40	(1046) 318	3.29	I
2. Follow-up of assigned activities.	(395) 79	(308) 77	(234) 78	(96) 48	(36) 36	(1069) 318	3.36	I
3. Conduct of community campaigns, demonstration classes, and home visits.	(385) 77	(288) 72	(195) 65	(124) 62	(42) 42	(1034) 318	3.25	I
4. Other related school activities.	(285) 57	(284) 71	(237) 79	(122) 61	(50) 50	(978) 318	3.08	I
Total	(1455) 291	(1176) 294	(870) 290	(458) 229	(168) 168	(4127) 1278	3.24	I

Legend: 1.00 - 1.50 - NI (Not Important)
 1.51 - 2.50 - SI (Slightly Important)
 2.51 - 3.50 - I (Important)
 3.51 - 4.50 - VI (Very Important)
 4.51 - 5.00 - HI (Highly Important)

considered by the FAHP Students as "very important." All the four activities, were deemed by this group of respondents as "important." The highest weighted mean value was 3.36 followed by 3.29 which corresponded to "Follow-up

of assigned activities" and "Maintenance of cleanliness and beautification of the school campus", respectively. In general, the students deemed community service of the FAHP program as "important with the resulting grand weighted mean of 3.24.

Social and Recreational Activities. Presented in Table 9 are the perceptions of the school administrators on the salient features of the FAHP program for social and recreational activities. Two of the four activities along this aspect were deemed by this group as "important" and the remaining two were deemed by them as "slightly important". The activities considered important are "Literary - Musical development of the members" and "Folkdance Practices" while those rated as "slightly important" are "Practices in literary-musical parts" and "Efficient school sound system." On the whole, this aspect of the FAHP program was assessed by the administrators to be "important" with a grand weighted mean of 2.58.

For the part of the FAHP Advisers, it can be observed from Table 10 that one of the four activities was rated by the advisers as "very important" with a resulting weighted mean of 3.70. This refers to "Practices in literary - musical parts." The three other activities were assessed by this group as "important" where the lowest weighted mean

Table 9
Salient Features of the FAHP Program for
Social and Recreational Activities as
Perceived by the School
Administrators

Educational Activities	Responses of the Administrators					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Literary-musical development of the members.	(5) 1	(8) 2	(3) 1	(2) 1	(1) 1	(19) 6	3.17	I
2. Folkdance practices.	(5) 1	(4) 1	(3) 1	(4) 2	(1) 1	(17) 6	2.83	I
3. Practices in literary-musical parts.	-	(4) 1	-	(8) 4	(1) 1	(13) 6	2.17	SI
4. Efficient school sound system.	-	-	(6) 2	(6) 3	(1) 1	(13) 6	2.17	SI
Total	(10) 2	(16) 4	(12) 4	(20) 10	(4) 4	(62) 24	2.58	I

Legend: 1.00 - 1.50 - NI (Not Important)
 1.51 - 2.50 - SI (Slightly Important)
 2.51 - 3.50 - I (Important)
 3.51 - 4.50 - VI (Very Important)
 4.51 - 5.00 - HI (Highly Important)

was 3.00 followed by 3.40 corresponding to "Folkdance practices" and "Literary-musical development of the members," respectively. As a whole, the FAHP advisers assessed social and recreational activities to be "important" as evidenced by a grand weighted mean of 3.38.

Table 10

**Salient Features of the FAHP Program for
Social & Recreational Activities as
Perceived by the FAHP Advisers**

Educational Activities	Responses of the Advisers					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Literary-musical development of the members.	(45) 9	(20) 5	(27) 9	(6) 3	(4) 4	(102) 30	3.40	I
2. Folkdance practices.	(30) 6	(16) 4	(21) 7	(20) 10	(3) 3	(90) 30	3.00	I
3. Practices in literary-musical parts.	(50) 10	(28) 7	(24) 8	(8) 4	(1) 1	(111) 30	3.70	VI
4. Efficient school sound system.	(30) 6	(36) 9	(24) 8	(12) 6	(1) 1	(103) 30	3.43	I
Total	(155) 31	(100) 25	(96) 32	(46) 23	(9) 9	(406) 120	3.38	I

Legend: 1.00 - 1.50 - NI (Not Important)
 1.51 - 2.50 - SI (Slightly Important)
 2.51 - 3.50 - I (Important)
 3.51 - 4.50 - VI (Very Important)
 4.51 - 5.00 - HI (Highly Important)

With respect to the students' assessment, it can be gleaned from Table 11 that the students considered all the social and recreational activities "important." Among these, "Literary - Musical Development of the Members," obtained the highest weighted means of 3.44. This was

Table 11

**Salient Features of the FAHP Program for
Social and Educational Activities as
Perceived by the Students/FAHPians**

Educational Activities	Responses of the Students					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Literary-musical development of the members.	(365) 73	(372) 93	(228) 76	(104) 52	(24) 24	(1093) 318	3.44	I
2. Folkdance practices.	(380) 76	(264) 66	(243) 81	(120) 60	(35) 35	(1042) 318	3.28	I
3. Practices in literary-musical parts.	(320) 64	(316) 79	(207) 69	(170) 70	(36) 36	(1046) 318	3.29	I
4. Efficient school sound system.	(335) 67	(312) 78	(228) 76	(126) 63	(34) 34	(1035) 318	3.25	I
Total	(1400) 280	(1264) 316	(906) 302	(490) 2445	(129) 129	(4189) 1272	3.29	I

Legend: 1.00 - 1.50 - NI (Not Important)
 1.51 - 2.50 - SI (Slightly Important)
 2.51 - 3.50 - I (Important)
 3.51 - 4.50 - VI (Very Important)
 4.51 - 5.00 - HI (Highly Important)

followed by "Practice in Literary-Musical Parts" and "Folkdance Practices" with weighted means of 3.29 and 3.28, respectively. Thus, these activities were likewise deemed by the FAHPians as "important" with a resulting grand weighted mean of 3.29.

Earning Projects and Fund Raising. Presented in Tables

12, 13, and 14 are the salient features of the FAHP program for earning projects and fund raising as perceived by the administrators, FAHP advisers and students, respectively. Of the eight activities under this aspect, one activity, "Laboratory and kitchen utensils and facilities" was assessed by the administrators as "very important" with a weighted mean of 4.00. Four were rated by this group as "important" with the highest weighted mean pegged at 3.50 referring to "school lunchroom and catering services." This was followed by a weighted mean value of 3.17 which corresponded to "Sewing." The remaining three activities were rated by the administrators as "slightly important" with weighted means of 2.50, 2.33, and 2.33 referring to "Financing IGP," "Producing Standard Quality Products" and "Piggery Projects," respectively. On the whole earning and fund-raising activities of the FAHP program were considered by the administrators as "important" with a grand weighted mean of 2.94.

On the other hand, the FAHP advisers deemed one out of the eight activities under this aspect as "very important" referring to "Laboratory and kitchen utensil and facilities" with a weighted mean of 4.03. The seven other activities were rated by this group as "important." Among these, the highest weighted mean was 3.47 followed by 3.40 and 3.27. These means corresponded to "sewing", "Producing Standard

Table 12

**Salient Features of the FAHP Program for Earning
and Fund-Raising Activities as Perceived
by the Administrators**

Activities	Responses of the Administrators					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. School lunchroom and catering services.	-	(16) 4	(3) 1	(2) 1	-	(21) 6	3.50	I
2. Laboratory and kitchen utensils and facilities.	(10) 2	(8) 2	(6) 2	-	-	(24) 6	4.00	VI
3. Sewing.	(5) 1	(4) 1	(6) 2	(4) 2	-	(19) 6	3.17	I
4. Handicraft.	(5) 1	(4) 1	(3) 1	(2) 1	(2) 2	(16) 6	2.67	I
5. Producing standard quality handicrafts.	(5) 1	(4) 1	-	(2) 1	(3) 3	(14) 6	2.33	SI
6. Piggery projects.	(10) 2	-	-	-	(4) 4	(14) 6	2.33	SI
7. Animal husbandry.	(10) 2	-	(6) 2	-	(2) 2	(18) 6	3.00	I
8. Financing IGP.	(5) 1	(4) 1	-	(4) 2	(2) 2	(15) 6	2.50	SI
Total	(50) 10	(40) 10	(24) 8	(14) 7	(13) 13	(141) 48	2.94	I

Legend: 1.00 - 1.50 - NI (Not Important)
 1.51 - 2.50 - SI (Slightly Important)
 2.51 - 3.50 - I (Important)
 3.51 - 4.50 - VI (Very Important)
 4.51 - 5.00 - HI (Highly Important)

Table 13

**Salient Features of the FAHP Program for Earning
and Fund-Raising Activities as Perceived
by the FAHP Advisers**

Activities	Responses of the Advisers					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. School lunchroom and catering services.	(45) 9	(8) 2	(27) 9	(16) 8	(2) 2	(98) 30	3.27	I
2. Laboratory and kitchen utensils and facilities.	(45) 8	(40) 10	(9) 3	(16) 8	(1) 1	(121) 30	4.03	VI
3. Sewing.	(35) 7	(40) 10	(15) 5	(12) 6	(2) 2	(104) 30	3.47	I
4. Handicraft.	(30) 6	(20) 5	(30) 10	(12) 6	(3) 3	(95) 30	3.17	I
5. Producing standard qua- lity handicrafts.	(30) 6	(40) 10	(15) 5	(16) 8	(1) 1	(102) 30	3.40	I
6. Piggery projects.	(15) 3	(20) 5	(33) 11	(14) 7	(4) 4	(86) 30	2.87	I
7. Animal husbandry.	(25) 5	(8) 2	(30) 10	(16) 8	(5) 5	(84) 30	3.80	I
8. Financing IGP.	(30) 6	(16) 4	(18) 6	(18) 9	(5) 5	(87) 30	2.90	I
Total	(255) 50	(192) 48	(177) 59	(120) 60	(23) 23	(767) 240	3.20	I

Legend: 1.00 - 1.50 - NI (Not Important)
 1.51 - 2.50 - SI (Slightly Important)
 2.51 - 3.50 - I (Important)
 3.51 - 4.50 - VI (Very Important)
 4.51 - 5.00 - HI (Highly Important)

Table 14

**Salient Features of the FAHP Program for
Earning and Fund-Raising Activities as
Perceived by the FAHPians**

Activities	Responses of the Students					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. School lunchroom and catering services.	(245) 49	(248) 62	(219) 73	(158) 79	(55) 55	(925) 318	2.91	I
2. Laboratory and kitchen utensils and facilities.	(205) 41	(328) 82	(240) 80	(128) 64	(51) 51	(952) 318	2.99	I
3. Sewing.	(205) 41	(288) 72	(222) 74	(178) 89	(42) 42	(935) 318	2.94	I
4. Handicraft.	(180) 36	(104) 76	(234) 78	(144) 72	(56) 56	(918) 318	2.89	I
5. Producing standard quality handicrafts.	(165) 33	(340) 85	(225) 75	(158) 79	(46) 46	(934) 318	2.94	I
6. Piggery projects.	(245) 49	(340) 85	(249) 83	(104) 52	(49) 49	(987) 318	3.10	I
7. Animal husbandry.	(235) 47	(300) 75	(249) 83	(138) 69	(44) 44	(966) 318	3.04	I
8. Financing IGP.	(255) 51	(280) 70	(225) 75	(130) 65	(57) 57	(947) 318	2.98	I
Total	(1735) 347	(2428) 607	(1863) 621	(1138) 569	(400) 400	(7564) 2544	2.97	I

Legend: 1.00 - 1.50 - NI (Not Important)
 1.51 - 2.50 - SI (Slightly Important)
 2.51 - 3.50 - I (Important)
 3.51 - 4.50 - VI (Very Important)
 4.51 - 5.00 - HI (Highly Important)

quality Products, and "School lunchroom and catering services," respectively. Evidently, the over-all assessment of the advisers for earning projects and fund raising was "important" inasmuch as the grand weighted mean resulted to 3.20 as reflected in Table 13.

For the students, however, all the eight activities under this aspect were assessed by them as "important." The first three weighted means from the highest are 3.10, 3.04 and 2.99. These corresponded to "Piggery Projects," "Animal husbandry," and "Laboratory and Kitchen utensils and facilities," respectively. The least weighted mean was pegged at 2.91 for "School lunchroom and catering services." With these trends of responses, the over-all assessment of the students under Earning Projects and Fund-raising was "important" as evidenced by the grand weighted mean of 2.97.

**Comparison of the Perceptions of the Three
Groups of Respondents on the Salient
Features of the FAHP Program**

The responses of the administrators, FAHP advisers and students on the salient features of the FAHP program focusing on the four areas, viz: 1) educational activities, 2) community service, 3) social-recreational activities, and 4) earning projects and fund-raising are reflected in Table 15. All the four areas were assessed by the three

Table 15

**Salient Features of the FAHP Program
as Perceived by the Three Groups
of Respondents**

Component	Respondents						Combined Mean	Inter-pretation
	Administrators		Advisers		Students			
	Weighted Mean	Interpre-tation	Weighted Mean	Interpre-tation	Weighted Mean	Interpre-tation		
1. Educational Activities	3.42	I	3.49	I	3.46	I	3.46	I
2. Community Service	3.12	I	3.36	I	3.24	I	3.24	I
3. Social-Recreational Activities	2.58	I	3.38	I	3.29	I	3.08	I
4. Earning Projects and Fund Raising	2.94	I	3.20	I	2.97	I	3.04	I
Total	12.06	-	13.43	-	12.96	-	12.82	-
Over-all Mean	3.02	I	3.36	I	3.24	I	3.21	I
SD	0.351	-	0.120	-	0.203	-	0.191	-

groups of respondents as "important." Of the four areas, however, "educational activities" obtained from the respondents the highest mean of 3.46 while "earning projects and fund-raising" got the lowest mean of 3.04. These responses are manifestations of the priority of the respondents which is evidently activities related to education. Moreover, among the three groups of respondents, the group which gave

Table 16

**ANOVA Table for Comparing the Perceptions
of the Three Groups of Respondents
on the Salient Features of the
FAHP Program**

Source of Variation	degree of freedom	Sum of Squares	Mean Squares	Computed F-value	Critical F-value
Between Groups	2	0.242525	0.1212626	2.034	4.26 NS
Within Groups	9	0.536475	0.0596083		
Total	11	0.779			

NS - Not Significant (Accept H_0)

the highest rating for the FAHP program was the FAHP advisers followed by the students and lastly, the administrators. The resulting over-all mean corresponding to these groups are 3.36, 3.24 and 3.02, respectively.

To test whether there are significant differences present among these groups of respondents, analysis of Variance (ANOVA) was applied and the results are reflected in Table 16. It can be observed from the said table that the variations between groups of respondents with a value of 0.1212625 proved to be higher than the variations within groups of respondents having a value of 0.0596083. This resulted to an F-ratio of 2.034 which was found to be lesser

than the tabular/critical F-value of 4.26. Thus, the first hypothesis which states that "There are no significant differences among the perceptions of the administrators, advisers and students as to the salient features of the FAHP program" was accepted. This result showed that the three groups of respondents are in agreement in terms of assessing the salient features of the FAHP Program.

Extent of Implementation of the FAHP Program

The assessment of the administrators, FAHP advisers and the students on the extent of implementation along the four components were solicited. The succeeding presentation deals with the four components included.

Educational Activities. Of the eight educational activities listed in Table 17, the administrators considered only one to be "highly implemented". This refers to the activity "Involvement in FAHP scholarship program" with a weighted mean of 4.17. Five activities were rated by this group of respondent as "implemented" with the highest weighted mean of 3.50, followed by 3.17 corresponding to "Involvement of FAHP members in the contribution of articles for the FFP-FAHP newsletter and school organ" and "Involvement of members in skills training and contests

Table 17

**Extent of Implementation of the FAHP Program
for Educational Activities as Perceived
by the School Administrators**

Activities	Responses of the Administrators					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Provision for adult leadership training.	(5) 1	(-)	(6) 2	(2) 1	(2) 2	(15) 6	2.50	SI
2. Provision for student leadership training.	(5) 1	(4) 1	(3) 1	-	(3) 3	(15) 6	2.50	SI
3. Opportunity to qualify for the next degree of FAHP membership.	(-)	(8) 2	(6) 2	-	(2) 2	(16) 6	2.67	I
4. Involvement of members in skills training and contests during homemaking classes and FAHP week celebration.	(5) 1	(8) 2	(3) 1	(2) 1	(1) 1	(19) 6	3.17	I
5. Provision for the discovery of simple low cost but nutritious recipes.	(-)	(8) 2	(6) 2	(-)	(2) 2	(16) 6	2.67	I
6. Involvement of members in the contribution of articles for the FFP-FAHP Newsletter and School Organ.	(10) 2	(4) 1	(3) 1	(4) 2	(-)	(21) 6	3.50	I
7. Involvement in the FAHP scholarship program.	(20) 4	(-)	(3) 1	(2) 1	(-)	(25) 6	4.17	HI
8. Provision for regular meetings conducted according to accepted parliamentary procedures.	(-)	(8) 2	(6) 2	(2) 1	(1) 1	(17) 6	2.83	I
Total	(45) 9	(40) 10	(36) 12	(12) 6	(11) 11	(144) 48	3.00	I

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

Table 18

**Extent of Implementation of the FAHP Program for
Educational Activities as Perceived by the
School Chapter & Sub-chapter Advisers**

Activities	Responses of the Advisers					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Provision for adult leadership training.	(35) 7	(16) 4	(24) 8	(12) 6	(5) 5	(92) 30	3.07	I
2. Provision for student leadership training.	(35) 7	(40) 10	(41) 7	(10) 5	(1) 1	(107) 30	3.57	HI
3. Opportunity to qualify for the next degree of FAHP membership.	(40) 8	(16) 4	(42) 14	(2) 1	(3) 3	(103) 30	3.43	I
4. Involvement of members in skills training and contests during homemaking classes and FAHP week celebration.	(40) 8	(32) 8	(24) 8	(8) 4	(2) 2	(106) 30	3.53	HI
5. Provision for the discovery of simple low cost but nutritious recipes.	(55) 11	(28) 7	(24) 8	(6) 3	(1) 1	(114) 30	3.80	HI
6. Involvement of members in the contribution of articles for the FFP-FAHP Newsletter and School Organ.	(20) 4	(20) 5	(42) 14	(12) 6	(1) 1	(95) 30	3.17	I
7. Involvement in the FAHP scholarship program.	(35) 7	(32) 8	(18) 6	(14) 7	(2) 2	(101) 30	3.37	I
8. Provision for regular meetings conducted according to accepted parliamentary procedures.	(30) 7	(20) 5	(27) 9	(16) 8	(1) 1	(99) 30	3.30	I
Total	(295) 59	(204) 51	(222) 74	(80) 40	(16) 16	(817) 240	3.40	I

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

during homemaking classes and FAHP Week Celebration", respectively. Two activities under this component were deemed by the administrators as "slightly implemented" with weighted means of 2.50. These are "Provision for adult leadership training" and "Provision for student leadership training." In general, the educational activities of the FAHP program were considered by the school administrators as "implemented" as revealed by the grand weighted mean of 3.00.

According to the FAHP advisers, three out of the eight listed activities were "highly implemented." These activities are "Provision for the discovery of low cost but nutritious recipes" with a weighted mean of 3.80, "Provision for student leadership training" with a weighted mean of 3.57, and "Involvement of members on skills training and contests during homemaking classes and FAHP Week celebration" with a weighted mean of 3.53. The remaining five activities were assessed by this group of respondents as "implemented" as reflected in Table 18. Among these, the highest weighted mean was 3.43 followed by 3.37 and 3.30. These means referred to "Opportunity to qualify for the next degree of FAHP membership", "Involvement in the FAHP scholarship program," and "Provision for regular meetings conducted according to accepted parliamentary procedure," respectively. The lowest weighted mean of 3.07

Table 19

**Extent of Implementation of the FAHP Program
for Educational Activities as Perceived
by the FAHPians from Six Schools**

Activities	Responses of the Students					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Provision for adult leadership training.	(215) 43	(280) 70	(231) 77	(172) 86	(42) 42	(940) 318	2.96	I
2. Provision for student leadership training.	(170) 34	(336) 84	(246) 82	(174) 87	(31) 31	(957) 318	3.01	I
3. Opportunity to qualify for the next degree of FAHP membership.	(370) 74	(364) 91	(225) 75	(100) 50	(28) 28	(1087) 318	3.42	I
4. Involvement of members in skills training and contests during homemaking classes and FAHP week celebration.	(200) 40	(336) 84	(228) 76	(174) 87	(31) 31	(969) 318	3.04	I
5. Provision for the discovery of simple low cost but nutritious recipes.	(395) 79	(276) 69	(210) 70	(118) 59	(41) 41	(1040) 318	3.27	I
6. Involvement of members in the contribution of articles for the FFP-FAHP Newsletter and School Organ.	(395) 79	(340) 85	(189) 63	(106) 53	(38) 38	(1068) 318	3.36	I
7. Involvement in the FAHP scholarship program.	(270) 54	(344) 86	(237) 79	(106) 53	(46) 46	(1003) 318	3.15	I
8. Provision for regular meetings conducted according to accepted parliamentary procedures.	(360) 72	(344) 86	(225) 75	(90) 45	(40) 40	(1059) 318	3.33	I
Total	(2375) 475	(2620) 655	(1791) 597	(1040) 520	(297) 297	(8123) 2544	3.19	I

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

corresponded to the activity "Provision for adult leadership training." On the whole, educational activities of the FAHP Program were considered by the FAHP advisers as "implemented" with a weighted mean of 3.40.

As reflected in Table 19, the students on the other hand, considered all the eight educational activities of the FAHP as "implemented." The highest weighted mean was 3.42, followed by 3.36 and 3.33 for the following activities: "Opportunity to qualify for the next degree of FAHP membership," "Involvement of members in the contribution of articles for the FFP-FAHP newsletter and school organ" and "Provision for regular meeting conducted according to accepted parliamentary procedure," respectively. The lowest weighted mean of 3.01 was given to the activity "Provision for student leadership training. Consequently, the over-all rating of the students relative to the extent of implementation of educational activities of the FAHP was "implemented" inasmuch as the resulting grand weighted mean was 3.19.

Community Service. The data presented in Tables 20, 21, and 22 are the responses on the extent of implementation of the FAHP Program for community service given by the administrators, FAHP advisers, and students, respectively. Two community service activities were rated by the

Table 20

**Extent of Implementation of the FAHP Program
for Community Service as Perceived by
the Administrators**

Activities	Responses of the Administrators					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Participation in the cleanliness, beautification and maintenance of the school grounds.	(5) 1	(12) 3	(3) 1	(2) 1	-	(22) 6	3.67	HI
2. Involvement in the dissemination campaign for food, proper nutrition and family planning.	(10) 2	(8) 2	(3) 1	(2) 1	-	(23) 6	3.83	HI
3. Provision for demonstration classes on the different FAHP skills.	-	(4) 1	(3) 1	(8) 4	-	(15) 6	2.50	SI
4. Provision for home visit among members to encourage healthful living.	(5) 1	(4) 1	(3) 1	(6) 3	-	(18) 6	3.00	I
Total	(20) 4	(28) 7	(12) 4	(18) 9	-	(78) 24	3.25	I

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

administrators as "highly implemented" as can be seen from Table 19. These activities are "Involvement in the dissemi-

nation campaign for food, proper nutrition and family planning" with a weighted mean of 3.83 and "Participation in the cleanliness, beautification and maintenance of the school grounds" with a weighted mean of 3.67. One activity was deemed by the administrators as "implemented" referring to "Provision for home visit among members to encourage healthful living" with a weighted mean of 3.00. The remaining activity which is "Provision for demonstration classes on the different FAHP skills" obtained a weighted mean of 2.50 which means "slightly implemented." In general, the administrators considered activities for community service as "implemented" with a weighted mean of 3.25.

Table 21 shows that for the FAHP advisers, two out of the four community service activities were "highly implemented" and the other two were "implemented." Highly implemented activities were "Participation in the cleanliness, beautification and maintenance of the school grounds" and "involvement in the dissemination campaign for food, proper nutrition and family planning." These activities obtained weighted means of 3.80 and 3.57, respectively. "Implemented" activities were "Provision for home visits among members to encourage healthful living" with a weighted mean of 3.50 and "provision for demonstration classes on the different FAHP skills" with a

Table 21

**Extent of Implementation of the FAHP Program
for Community Service as Perceived by
the FAHP Advisers**

Activities	Responses of the Advisers					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Participation in the cleanliness, beautification and maintenance of the school grounds.	(70) 14	(8) 2	(27) 9	(8) 4	(1) 1	(114) 30	3.80	HI
2. Involvement in the dissemination campaign for food, proper nutrition and family planning.	(50) 10	(24) 6	(21) 7	(10) 5	(2) 2	(107) 30	3.57	HI
3. Provision for demonstration classes on the different FAHP skills.	(40) 8	(12) 3	(27) 9	(16) 8	(2) 2	(97) 30	3.23	I
4. Provision for home visit among members to encourage healthful living.	(45) 9	(20) 5	(27) 9	(12) 6	(1) 1	(105) 30	3.50	I
Total	(205) 41	(64) 16	(102) 34	(46) 23	(6) 6	(423) 120	3.52	HI

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

weighted mean of 3.23. As a whole, community service activities of the FAHP program were considered by the FAHP

Table 22

**Extent of Implementation of the FAHP Program
for Community Service as Perceived by
the FAHP Students**

Activities	Responses of the Students					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Participation in the cleanliness, beautification and maintenance of the school grounds.	(425) 85	(284) 71	(255) 85	(130) 65	(12) 12	(1106) 318	3.48	I
2. Involvement in the dissemination campaign for food, proper nutrition and family planning.	(340) 68	(332) 88	(240) 80	(120) 60	(22) 22	(1074) 318	3.38	I
3. Provision for demonstration classes on the different FAHP skills.	(290) 58	(344) 86	(288) 96	(108) 54	(24) 24	(1054) 318	3.31	I
4. Provision for home visit among members to encourage healthful living.	(195) 39	(336) 84	(256) 86	(126) 63	(46) 46	(961) 318	3.02	I
Total	(1250) 250	(1316) 329	(1041) 347	(484) 242	(104) 104	(4195) 1272	3.30	I

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

advisers as "highly implemented" as evidenced by the grand weighted mean of 3.52.

On the part of the students, it can be gleaned from Table 22 that this group of respondents considered the four activities listed under this component to be "implemented." Among these, the highest weighted mean was 3.48 for "Participation in the cleanliness, beautification and maintenance of the school grounds." On the other hand, the lowest weighted mean was pegged at 3.02 for "Provision of home visits among members to encourage healthful living" with a weighted mean of 3.02. Evidently, the students rated community service activities of the FAHP program as "implemented" having a grand weighted mean of 3.30.

Social and Recreational Activities. In Table 23, the responses of the six school administrators on the extent of implementation of the FAHP program for Social and Recreational Activities are shown. Of the four activities listed, two were deemed by this group of respondents as "highly implemented" with weighted means of 4.00 and 3.67 for the activities "Organization of a literary-musical group among members such as dance troupe, rondalla and choral group" and "Involvement in Cultural presentation in school and other community gathering," respectively. The two other activities which are "Participation in literary-musical program and contest" and "Provision in the introduction of parlor games during meetings, socials and

Table 23

**Extent of Implementation of the FAHP Program
for Social and Recreational Activities
Perceived by the Administrators**

Activities	Responses of the Administrators					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Organization of a literary musical group among members such as dance troupe, rondalla and choral groups.	(15) 3	(4) 1	(3) 1	(2) 1	(-) 0	(24) 6	4.00	HI
2. Participation in literary musical programs and contest.	(-) 0	(8) 2	(6) 2	(4) 2	(-) 0	(18) 6	3.00	I
3. Provision for the introduction of parlor games during meetings, socials and other recreational affairs.	(5) 1	(4) 1	(3) 1	(6) 3	(-) 0	(18) 6	3.00	I
4. Involvement in cultural presentation in school and other community gathering.	(5) 1	(8) 2	(9) 3	(-) 0	(-) 0	(22) 6	3.67	HI
Total	(20) 5	(24) 6	(21) 7	(12) 6	(-) 0	(77) 24	3.21	I

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

other recreational affairs" obtained weighted means of 3.00 which fall in the "implemented" range.

On the other hand, it can be noted from Table 24 that one of the activities, "Involvement in Cultural presentation in school and other community gathering" obtained a weighted mean of 3.53 or "highly implemented." Two activities, namely: "Participation in literary-musical programs and contest," and "Organization of a literary-musical group among members such as dance troupe, rondalla and choral group" obtained weighted means of 3.49 or "implemented" and 3.27 or "implemented," respectively. The remaining activity referring to "Provision for the introduction of parlor game during meetings, socials and other vocational affairs" obtained a weighted mean of 2.30 or "slightly implemented." On the whole, social and recreational activities were rated by the FAHP advisers as "implemented" with a resulting grand mean of 3.31.

For the students, their assessment of this component of the FAHP program is reflected in Table 25. All the four activities were rated by this group as "implemented". The highest weighted mean of 3.34 was given to the activity "Involvement in cultural presentation in school and other community gathering" while the lowest weighted mean of 3.23 was provided to two activities, namely: "Participation in

Table 24

**Extent of Implementation of the FAHP Program
for Social and Recreational Activities
Perceived by the FAHP Advisers**

Activities	Responses of the Advisers					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Organization of a literary musical group among members such as dance troupe, rondalla and choral groups.	(25) 5	(28) 7	(30) 10	(14) 7	(1) 1	(98) 30	3.27	I
2. Participation in literary musical programs and contest.	(40) 8	(24) 6	(27) 9	(12) 6	(1) 1	(104) 30	3.47	I
3. Provision for the introduction of parlor games during meetings, socials and other recreational affairs.	(20) 4	(20) 5	(30) 10	(16) 8	(3) 3	(69) 30	2.30	SI
4. Involvement in cultural presentation in school and other community gathering.	(40) 8	(32) 8	(24) 8	(8) 4	(2) 2	(106) 30	3.53	HI
Total	(125) 25	(104) 26	(111) 37	(50) 25	(7) 7	(397) 120	3.31	I

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

Table 25

**Extent of Implementation of the FAHP Program
for Social and Recreational Activities
Perceived by the FAHP Students**

Activities	Responses of the Students					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Organization of a literary musical group among members such as dance troupe, rondalla and choral groups.	(320) 64	(320) 80	(261) 87	(114) 57	(30) 30	(1045) 318	3.29	I
2. Participation in literary musical programs and contest.	(325) 65	(320) 80	(234) 78	(108) 54	(41) 41	(1028) 318	3.23	I
3. Provision for the introduction of parlor games during meetings, socials and other recreational affairs.	(285) 57	(288) 72	(300) 100	(130) 65	(24) 24	(1027) 318	3.23	I
4. Involvement in cultural presentation in school and other community gathering.	(375) 75	(332) 83	(225) 75	(88) 44	(41) 41	(1061) 318	3.34	I
Total	(1305) 261	(1260) 315	(1020) 340	(440) 220	(136) 136	(4161) 1232	3.37	I

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

literary-musical programs and contest" and "Provision for the introduction of parlor games during meetings, socials and other recreational affairs." Therefore, the over-all assessment of the students for the social and recreational activities of the program was "implemented" as evidenced by the grand weighted mean of 3.37.

Earning and Fund-Raising Activities. Presented in Table 26 are the perceptions of the school administrators relative to the extent of implementation of FAHP Program for Earning and Fund-Raising Activities. Among the eight listed activities, one obtained a weighted mean of 4.00 or "highly implemented". This refers to "Provision for profitable management of lunchroom and catering services." On the other hand, five activities were rated as "implemented" by the administrators. The highest weighted mean was 3.50 for "Provision for a profitable flower garden." This was followed by a weighted mean value of 3.33 corresponding to two activities, viz; "Provision for profitable management in the preparation and selling of snack items and other food specialties" and "Provision for a profitable vegetable/root crop garden." Moreover, two activities were rated by this group of respondents as "slightly implemented" with weighted means of 2.33 and 2.17. These values corresponded to "Provision for a piggery / poultry project" and "Asked

Table 26

**Extent of Implementation of the FAHP Program for
Earning and Fund-Raising Activities as
Perceived by the Administrators**

Activities	Responses of the Administrators					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Provision for profitable management of lunchroom and catering services.	(20) 4	-	(3) 1		(1) 1	(24) 6	4.00	HI
2. Provision for profitable management in the preparation and selling of snack items and other food specialties.	(5) 1	(8) 2	(3) 1	(4) 2	-	(20) 6	3.33	I
3. Opportunities to do some sewing activities such as sewing athletes uniform.	(5) 1	(-)	(12) 4	(2) 1	-	(19) 6	3.17	I
4. Involvement in handicraft activities like bag making and embroidery work.	(-)	(8) 2	(3) 1	(4) 2	(1) 1	(16) 6	2.67	I
5. Provision for a profitable vegetable root crops garden.	(5) 1	(4) 1	(9) 3	(2) 1	(-)	(20) 6	3.33	I
6. Provision for a profitable flower garden.	(10) 2	(4) 1	(6) 2	(-)	(1) 1	(21) 6	3.50	I
7. Provision for a piggery and poultry project.	(-)	(4) 1	(6) 2	(2) 1	(2) 2	(14) 6	2.33	SI
8. Asked assistance from the KKP program to finance income generating projects.	-	-	(9) 3	(2) 1	(2) 2	(13) 6	2.17	SI
Total	(45) 9	(28) 7	(48) 16	(16) 8	(7) 7	(144) 47	3.06	I

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

assistance from the KKP Program to finance income generating projects." In general, the school administrators deemed the implementation of the FAHP program for Earning and Fund-Raising Activities to be "implemented" inasmuch as the obtained grand weighted mean was 3.06.

According to the FAHP advisers, the activity which states "asked assistance from the KKP program to finance income-generating projects" was "highly implemented where the weighted mean value was found to be 3.57. All the other seven activities listed in Table 27 obtained weighted means equivalent to "implemented." Among these, the highest weighted mean obtained was 3.47 followed by 3.43 for the activities "Provision for a piggery / poultry project" and "Provision for profitable management in the preparation and selling of snack items and other food specialties, respectively. The lowest weighted mean resulted to a value of 3.23 referring to "Provision for a profitable flower garden." On the whole, the FAHP advisers assessed the implementation of FAHP Program for Earning and Fund-Raising Activities as "implemented" as evidenced by the obtained grand mean of 3.23.

As to the assessment of the students which could be found in Table 28, all the eight activities for earning and fund-raising activities of the FAHP activity "Involvement

Table 27

**Extent of Implementation of the FAHP Program for
Earning and Fund-Raising Activities as
Perceived by the FAHP Advisers**

Activities	Responses of the Advisers					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Provision for profitable management of lunchroom and catering services.	(40)	(20)	(27)	(108)	(3)	(100)		
	8	5	9	5	3	30	3.33	I
2. Provision for profitable management in the preparation and selling of snack items and other food specialties.	(30)	(40)	(21)	(10)	(2)	(103)		
	6	10	7	5	2	30	3.43	I
3. Opportunities to do some sewing activities such as sewing athletes uniform.	(40)	(24)	(24)	(10)	(3)	(101)		
	8	6	8	5	3	30	3.37	I
4. Involvement in handicraft activities like bag making and embroidery work.	(25)	(32)	(30)	(10)	(2)	(99)		
	5	8	10	5	2	30	3.30	I
5. Provision for a profitable vegetable root crops garden.	(25)	(32)	(27)	(4)	(1)	(89)		
	5	8	9	7	1	30	2.97	I
6. Provision for a profitable flower garden.	(35)	(34)	(18)	(18)	(2)	(97)		
	7	6	6	9	2	30	3.23	I
7. Provision for a piggery and poultry project.	(30)	(40)	(24)	(8)	(2)	(104)		
	6	10	8	4	2	30	3.47	I
8. Asked assistance from the KKP program to finance income generating projects.	(50)	(24)	(21)	(10)	(2)	(107)		
	10	6	7	5	2	30	3.57	HI
Total	(275)	(212)	(192)	(80)	(17)	(776)		
	55	59	64	45	17	240	3.23	I

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

Table 28

**Extent of Implementation of the FAHP Program for
Earning and Fund-Raising Activities as
Perceived by the FAHP Students**

Activities	Responses of the Students					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Provision for profitable management of lunchroom and catering services.	(245) 49	(316) 79	(261) 87	(120) 60	(43) 43	(985) 318	3.10	I
2. Provision for profitable management in the preparation and selling of snack items and other food specialties.	(265) 53	(288) 72	(300) 100	(104) 52	(41) 41	(998) 318	3.14	I
3. Opportunities to do some sewing activities such as sewing athletes uniform.	(315) 63	(224) 56	(255) 85	(132) 66	(48) 48	(975) 318	3.07	I
4. Involvement in handicraft activities like bag making and embroidery work.	(320) 64	(352) 88	(237) 79	(104) 52	(35) 35	(1048) 318	3.30	I
5. Provision for a profitable vegetable root crops garden.	(335) 67	(288) 72	(279) 93	(94) 47	(39) 39	(1035) 318	3.25	I
6. Provision for a profitable flower garden.	(305) 61	(340) 85	(198) 66	(136) 68	(38) 38	(1017) 318	3.20	I
7. Provision for a piggery and poultry project.	(235) 47	(300) 75	(270) 90	(116) 58	(48) 48	(969) 318	3.05	I
8. Asked assistance from the KKP program to finance income generating projects.	(265) 53	(276) 69	(210) 70	(144) 72	(54) 54	(949) 318	2.98	I
Total	(2885) 547	(2384) 596	(2010) 670	(950) 475	(346) 346	(7975) 2544	3.13	I

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

in handicraft activities like bag making and embroidery work" got the highest mean of 3.30. This was followed by the activity "Provision for a profitable vegetable / root crops garden with a weighted mean of 3.25. Thus, the earning and fund-raising activities of the FAHP program was rated by the 318 student-respondents as "implemented" inasmuch as the grand weighted mean resulted to a value of 3.13.

**Comparison of the Perceptions of the
Three Groups of Respondents on the
Extent of Implementation of the
FAHP Program**

Presented in Table 29 is the summary of the perceptions of the school administrators, FAHP Advisers and FAHP students on the extent of implementation of the FAHP program along the four components. As can be observed from the said table, all the four components were rated by the school administrators as "implemented". Community Service component obtained the highest weighted mean of 3.25 and Educational activities obtained the least weighted mean of 3.00. However, for the FAHP advisers, community service was considered "highly implemented" with a weighted mean of 3.52, the highest among the four components. For them, the other three components were "implemented" with the least mean given to Earning and Fund-Raising Activities. Lastly,

Table 29

**Perceptions of the School Administrators, FAHP
Advisers and FAHP Students Relative to the
Implementation of the FAHP Program**

Component	Respondents						Combined Mean	Inter- preta- tion
	Administrators		Advisers		Students			
	Weighted Mean	Interpre- tation	Weighted Mean	Interpre- tation	Weighted Mean	Interpre- tation		
1. Educational Activities	3.00	I	3.40	I	3.49	I	3.20	I
2. Community Service	3.25	I	3.52	HI	3.30	I	3.36	I
3. Social-Recreational Activities	3.21	I	3.31	I	3.37	I	3.30	I
4. Earning Projects and Fund Raising	3.06	I	3.23	I	3.13	I	3.14	I
Total	12.52	-	13.46	-	12.99	-	13.00	-
Over-all Mean	3.13	I	3.36	I	3.25	I	3.25	I
SD	0.119	-	0.124	-	0.108	-	0.099	-

on the part of the FAHP students, all the four components were "implemented." The highest weighted mean of 3.37 corresponded to Social and Recreational Activities while the lowest weighted mean of 3.13 was given to Earning and Fund-Raising activities. Combining the responses of these respondents resulted to weighted means for all the four components falling in the "implemented" range. Community

Table 30

**ANOVA for Comparing the Extent of Implementation
of the FAHP Program as Perceived by the
Three Groups of Respondents**

Source of Variation	degree of freedom	Sum of Squares	Mean Squares	Computed F-value	Critical F-value
Between Groups	2	0.11045	0.05725	4.156	4.26 NS
Within Groups	9	0.12975	0.013775		
Total	11	0.234425			

NS - Not Significant (Accept H_0)

Service was given the highest combined weighted mean of 3.36, followed by 3.30, 3.20 and 3.14 referring to Social and Recreational Activities, Educational Activities and Earning and Fund-Raising Activities, respectively. Among these groups of respondents, it is the FAHP advisers' group who gave the highest rating of 3.36 or "implemented" and the administrators' group provided the least weighted mean of 3.13 which also means "implemented".

To ascertain whether there existed significant differences among the perceptions of the three groups of respondents, F-test was applied and the results are shown in Table 30. It can be observed that the variation between groups is greater than the variation within groups as

evidenced by the Mean Squares for between groups equivalent to 0.05725 and the mean-squares within groups equivalent to 0.013775. Hence, the computed value resulted to 4.156. Inasmuch as this value is lesser than the critical/tabular t-value of 4.26, the hypothesis that "There are no significant differences in the perceptions of the school administrators, FAHP advisers and the FAHP students in terms of the extent of the implementation of the FAHP program along the four considered areas" is accepted. Therefore, it can be concluded that the three groups of respondents are in agreement in terms of their appraisal of the implementation of the FAHP program.

Relevance of the FAHP Program

The four components of the FAHP program, namely: Educational Activities, Community Service, Social and Recreational Activities as well as Earning and Fund-Raising Activities were assessed by the school administrators, the FAHP advisers and FAHP students from the six-respondent schools in terms of their relevance. Their assessments are discussed according to the four components/areas.

Educational Activities. The school administrators' perception on the extent of relevance of the FAHP program for educational activities are reflected in Table 31. Of the eight activities listed, one was considered as "very

Table 31

**Extent of Relevance of the FAHP Program for
Educational Activities as Perceived by
the School Administrators**

Activities	Responses of the Administrators					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Provision for adult leadership training.	(10) 2	(4) 1	(3) 1	(2) 1	(1) 1	(20) 6	3.33	R
2. Provision for student leadership training.	(5) 1	(4) 1	(9) 3	-	(1) 1	(19) 6	3.17	R
3. Opportunity to qualify for the next degree of FAHP membership.	(5) 1	(8) 2	(-)	(6) 3	(-)	(19) 6	3.17	R
4. Involvement of members in skills training and contests during homemaking classes and FAHP week celebration.	(15) 3	(-)	(9) 3	(-)	(-)	(24) 6	4.00	VR
5. Provision for the discovery of simple low cost but nutritious recipes.	(5) 1	(4) 1	(6) 2	(4) 2	(-)	(19) 6	3.17	R
6. Involvement of members in the contribution of articles for the FFP-FAHP Newsletter and School Organ.	(5) 1	(-)	(6) 2	(4) 2	(1) 1	(16) 6	2.67	R
7. Involvement in the FAHP scholarship program.	(5) 1	(-)	(9) 3	(2) 1	(1) 1	(17) 6	2.83	R
8. Provision for regular meeting conducted according to accepted parliamentary procedures.	(5) 1	(-)	(9) 3	(2) 1	(1) 1	(17) 6	2.83	R
Total	(55) 11	(20) 5	(51) 17	(20) 10	(5) 5	(151) 48	3.15	R

Legend: 1.00 - 1.50 - NR (Not Relevant) 3.51 - 4.50 - VR (Very Relevant)
 1.51 - 2.50 - SR (Slightly Relevant) 4.51 - 5.00 - HR (Highly Relevant)
 2.51 - 3.50 - R (Relevant)

relevant" with a weighted mean of 4.00. This activity is "Involvement of members in skills training and contests during homemaking classes and FAHP week celebration." The other seven activities were rated by this group of respondents as "relevant", where the highest weighted mean was 3.33 corresponding to "Provision for adult leadership training." Next to this value is 3.17 which corresponded to three activities, as follows: 1) Provision for student leadership training, 2) Opportunity to qualify for the next degree of FAHP membership, and 3) Provision for the discovery of simple low-cost but nutritious recipes. In general, educational activities of the FAHP program were rated by the school administrators as "relevant" resulting to a grand weighted mean of 3.15.

In Table 32, the assessment of the FAHP advisers on the relevance of the educational activities of the program are presented. Of the eight activities, the advisers deemed five activities as "very relevant" with weighted means of 3.90, 3.80, 3.60, 3.53 and 3.53. These values refer to the following activities: 1) Provision for regular meetings conducted according to accepted parliamentary procedure, 2) Provision for the discovery of simple low cost but nutritious recipes, 3) Provision for student leadership trainings, 4) Involvement of members in skill training and

Table 32

**Extent of Relevance of the FAHP Program for
Educational Activities as Perceived by the
School Chapter and Sub-chapter Advisers**

Activities	Responses of the Advisers					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Provision for adult leadership training.	(45) 9	(28) 7	(24) 8	(4) 2	(4) 4	(105) 30	3.50	R
2. Provision for student leadership training.	(50) 10	(28) 7	(21) 7	(6) 3	(3) 3	(108) 30	3.60	VR
3. Opportunity to qualify for the next degree of FAHP membership.	(35) 7	(24) 6	(27) 9	(14) 7	(1) 1	(101) 30	3.37	R
4. Involvement of members in skills training and contests during homemaking classes and FAHP week celebration.	(45) 9	(32) 8	(15) 5	(12) 6	(2) 2	(106) 30	3.53	VR
5. Provision for the discovery of simple low cost but nutritious recipes.	(55) 11	(40) 10	(9) 3	(8) 4	(2) 2	(114) 30	3.80	VR
6. Involvement of members in the contribution of articles for the FFP-FAHP Newsletter and School Organ.	(40) 8	(20) 5	(30) 10	(12) 6	(1) 1	(103) 30	3.43	R
7. Involvement in the FAHP scholarship program.	(40) 8	(30) 8	(21) 7	(12) 6	(1) 1	(106) 30	3.53	VR
8. Provision for regular meeting conducted according to accepted parliamentary procedures.	(45) 9	(44) 11	(24) 8	(4) 2	(-) -	(117) 30	3.90	VR
Total	(355) 71	(248) 62	(171) 57	(72) 36	(14) 14	(860) 240	3.58	VR

Legend: 1.00 - 1.50 - NR (Not Relevant) 3.51 - 4.50 - VR (Very Relevant)
 1.51 - 2.50 - SR (Slightly Relevant) 4.51 - 5.00 - HR (Highly Relevant)
 2.51 - 3.50 - R (Relevant)

Table 33

**Extent of Relevance of the FAHP Program for
Educational Activities as Perceived by
the FAHPians from Six Schools**

Activities	Responses of the Students					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Provision for adult leadership training.	(385) 77	(316) 79	(237) 79	(70) 35	(48) 48	(1056) 318	3.32	R
2. Provision for student leadership training.	(455) 91	(332) 83	(207) 69	(90) 45	(30) 30	(1114) 318	3.50	R
3. Opportunity to qualify for the next degree of FAHP membership.	(405) 81	(340) 85	(207) 69	(106) 53	(30) 30	(1088) 318	3.42	R
4. Involvement of members in skills training and contests during homemaking classes and FAHP week celebration.	(455) 91	(308) 77	(261) 87	(70) 35	(28) 28	(1122) 318	3.53	VR
5. Provision for the discovery of simple low cost but nutritious recipes.	(315) 63	(324) 81	(237) 79	(106) 53	(42) 42	(1024) 318	3.22	R
6. Involvement of members in the contribution of articles for the FFP-FAHP Newsletter and School Organ.	(255) 51	(332) 83	(246) 82	(116) 58	(44) 44	(993) 318	3.12	R
7. Involvement in the FAHP scholarship program.	(370) 74	(304) 76	(222) 74	(110) 55	(39) 39	(1045) 318	3.29	R
8. Provision for regular meeting conducted according to accepted parliamentary procedures.	(340) 68	(272) 68	(258) 86	(118) 59	(37) 37	(1025) 318	3.22	R
Total	(2980) 596	(2528) 632	(1875) 625	(786) 393	(298) 298	(8467) 2544	3.33	R

Legend: 1.00 - 1.50 - NR (Not Relevant) 3.51 - 4.50 - VR (Very Relevant)
1.51 - 2.50 - SR (Slightly Relevant) 4.51 - 5.00 - HR (Highly Relevant)
2.51 - 3.50 - R (Relevant)

contests during home making classes and FAHP week celebration, and 5) Involvement in the FAHP scholarship program, respectively. The lowest weighted mean was 3.37 for the activity "Opportunity to qualify for the next degree of FAHP membership." On the whole, educational activities of the program were considered by the school FAHP advisers to be "very relevant" with a resulting grand weighted mean of 3.58.

For the students, one of the eight activities were considered as "very relevant" for "Involvement of members in skill training and contests during home making classes and FAHP Week celebration." This activity obtained a weighted mean of 3.53. The rest of the activities were rated as "relevant." Among these, the highest weighted mean was 3.50 for "Provision for student leadership training" while the lowest weighted mean of 3.12 referred to "Involvement of members in the contribution of articles for the FFP-FAHP newsletter and school organ." Generally, educational activities of the FAHP program were rated by the student - respondents as "relevant" inasmuch as the grand weighted mean resulted to 3.33.

Community Service. Shown in Table 34 are the perceptions of the school administrators on the extent of relevance of the FAHP program for community service. One of

Table 34

**Extent of Relevance of the FAHP Program
for Community Service as Perceived
by the Administrators**

Activities	Responses of the Administrators					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Participation in the cleanliness, beautification and maintenance of the school grounds.	(15) 3	(8) 2	(-)	(-)	(1) 1	(24) 6	4.00	VR
2. Involvement in the dissemination campaign for food, proper nutrition and family planning.	(10) 2	(8) 2	(-)	(2) 1	(1) 1	(21) 6	3.50	R
3. Provision for demonstration classes on the different FAHP skills.	(10) 2	(4) 1	(6) 2	(-)	(1) 1	(21) 6	3.50	R
4. Provision for home visit among members to encourage healthful living.	(5) 1	(4) 1	(9) 3	(-)	(1) 1	(19) 6	3.17	R
Total	(40) 8	(24) 6	(19) 5	(2) 1	(4) 4	(85) 24	3.54	VR

Legend: 1.00 - 1.50 - NR (Not Relevant)
 1.51 - 2.50 - SR (Slightly Relevant)
 2.51 - 3.50 - R (Relevant)
 3.51 - 4.50 - VR (Very Relevant)
 4.51 - 5.00 - HR (Highly Relevant)

the four activities obtained a weighted mean of 4.00 or "very relevant." This activity is "Participation in the

Table 35

**Extent of Relevance of the FAHP Program
for Community Service as Perceived
by the FAHP Advisers**

Activities	Respondents of the Advisers					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Participation in the cleanliness, beautification and maintenance of the school grounds.	(65) 13	(24) 6	(27) 9	(2) 1	(1) 1	(119) 30	3.97	VR
2. Involvement in the dissemination campaign for food, proper nutrition and family planning.	(40) 8	(40) 10	(18) 6	(8) 4	(2) 2	(108) 30	3.60	VR
3. Provision for demonstration classes on the different FAHP skills.	(40) 8	(16) 4	(36) 12	(8) 4	(2) 2	(102) 30	3.40	R
4. Provision for home visit among members to encourage healthful living.	(50) 10	(20) 5	(15) 5	(14) 7	(3) 3	(102) 30	3.40	R
Total	(195) 39	(100) 25	(95) 32	(32) 16	(8) 8	(430) 120	3.58	VR

Legend: 1.00 - 1.50 - NR (Not Relevant)
 1.51 - 2.50 - SR (Slightly Relevant)
 2.51 - 3.50 - R (Relevant)
 3.51 - 4.50 - VR (Very Relevant)
 4.51 - 5.00 - HR (Highly Relevant)

cleanliness, beautification and maintenance of the school grounds." The rest were considered as "relevant" by this

Table 36

**Extent of Relevance of the FAHP Program
for Community Service as Perceived
by the FAHP Students**

Activities	Responses of the Students					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Participation in the cleanliness, beautification and maintenance of the school grounds.	(365) 73	(272) 68	(249) 83	(100) 50	(54) 44	(1030) 318	3.24	R
2. Involvement in the dissemination campaign for food, proper nutrition and family planning.	(325) 65	(332) 83	(174) 58	(142) 71	(41) 41	(1014) 318	3.19	R
3. Provision for demonstration classes on the different FAHP skills.	(365) 73	(268) 67	(240) 80	(110) 55	(43) 43	(1026) 318	3.23	R
4. Provision for home visit among members to encourage healthful living.	(240) 48	(340) 85	(219) 73	(112) 56	(56) 56	(967) 318	3.04	R
Total	(1295) 259	(1212) 303	(882) 294	(164) 232	(184) 184	(4037) 1272	3.17	R

Legend: 1.00 - 1.50 - NR (Not Relevant)
 1.51 - 2.50 - SR (Slightly Relevant)
 2.51 - 3.50 - R (Relevant)
 3.51 - 4.50 - VR (Very Relevant)
 4.51 - 5.00 - HR (Highly Relevant)

group of respondents. Two activities obtained weighted means of 3.50, viz: 1) Involvement in the dissemination

campaigns for food, proper nutrition and planning, and 2) Provision for demonstration classes on the different FAHP skills. On the whole, the obtained grand mean of 3.54 indicated that the school administrators deemed community service of the FAHP program as "very relevant."

According to the FAHP Advisers, two activities under this component are "very relevant" as can be gleaned from Table 35. These are "Participation in the cleanliness, beautification and maintenance of the school grounds," with a weighted mean of 3.97 and "Involvement in the dissemination campaign for food, proper nutrition and family planning" with a weighted mean of 3.60. The activities stating "Provision for demonstration classes on the different FAHP skills" and "Provision for home visit among members to encourage healthful living" were given weighted means of 3.40 or "relevant." In general, the rating of the FAHP advisers was the same as that of the administrators that community service of the FAHP program is "very relevant" as evidenced by the grand weighted mean of 3.58.

The students on the other hand, considered all the four activities under community service as "relevant". It can be observed from Table 36 that the highest weighted mean was 3.24 for "Participation in the cleanliness, beautification and maintenance of the school grounds." This value was

followed by 3.23 and 3.19 referring to "Provision for demonstration classes on the different FAHP skills" and "Involvement in the dissemination campaign for food, proper nutrition and family planning," respectively. Consequently, the assessment of the students relative to the relevance of community service of the FAHP program is "relevant" with a grand weighted mean of 3.17.

Social and Recreational Activities. Table 37 contains the perceptions of the six school administrators as regards the relevance of FAHP program for Social and Recreational Activities. Out of the four activities listed, three were rated by them as "relevant", as follows: 1) Provision for the introduction of parlor games during meetings, socials and other recreational affairs, 2) Organization of a literary - musical group among members such as dance troupe, rondalla and choral group, and 3) Participation in literary-musical programs with weighted means of 3.17, 3.00 and 2.67, respectively. The activity "Involvement in cultural presentation in school and other community gathering" obtained a weighted mean of 2.50 which means "slightly relevant." In general, social and recreational activities were assessed by the school administrators as "relevant" with a resulting grand weighted mean of 2.83.

On the part of the FAHP advisers, it can be observed

Table 37

**Extent of Relevance of the FAHP Program for Social
and Recreational Activities as Perceived
by the School Administrators**

Activities	Responses of the Administrators					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Organization of a literary musical group among members such as dance troupe, rondalla and choral groups.	(-)	(8)	(9)	(-)	(1)	(18)	3.00	R
2. Participation in literary musical programs and contest.	(-)	(4)	(9)	(2)	(1)	(16)	2.67	R
3. Provision for the introduction of parlor games during meetings, socials and other recreational affairs.	(5)	(4)	(9)	(-)	(1)	(19)	3.17	R
4. Involvement in cultural presentation in school and other community gathering.	(-)	(4)	(6)	(4)	(1)	(15)	2.50	SR
Total	(5)	(20)	(33)	(6)	(4)	(68)	2.83	R

Legend: 1.00 - 1.50 - NR (Not Relevant)
 1.51 - 2.50 - SR (Slightly Relevant)
 2.51 - 3.50 - R (Relevant)
 3.51 - 4.50 - VR (Very Relevant)
 4.51 - 5.00 - HR (Highly Relevant)

Table 38

**Extent of Relevance of the FAHP Program for
Social and Recreational Activities as
Perceived by the FAHP Advisers**

Activities	Responses of the Advisers					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Organization of a literary musical group among members such as dance troupe, rondalla and choral groups.	(30) 6	(40) 10	(24) 8	(8) 4	(2) 2	(104) 30	3.47	R
2. Participation in literary musical programs and contest.	(30) 6	(20) 5	(27) 9	(12) 6	(4) 4	(93) 30	3.10	R
3. Provision for the introduction of parlor games during meetings, socials and other recreational affairs.	(30) 6	(28) 7	(34) 8	(10) 5	(4) 4	(96) 30	3.20	R
4. Involvement in cultural presentation in school and other community gathering.	(30) 6	(32) 8	(20) 10	(8) 4	(2) 2	(102) 30	3.40	R
Total	(120) 24	(120) 30	(105) 35	(38) 19	(12) 12	(395) 120	3.29	R

Legend: 1.00 - 1.50 - NR (Not Relevant)
 1.51 - 2.50 - SR (Slightly Relevant)
 2.51 - 3.50 - R (Relevant)
 3.51 - 4.50 - VR (Very Relevant)
 4.51 - 5.00 - HR (Highly Relevant)

from Table 38 that all the four listed activities under Social and Recreational Activities were rated by them as "relevant." The activity "Organization of literary-musical group among members such as dance troupe, rondalla and choral group" as well as "Involvement in cultural presentation in school and other community gathering" were given weighted values of 3.47 and 3.40. The value of 3.20 followed referring to "Provision for the introduction of parlor game during meetings, socials and other recreational affairs." The activity "Participation in literary-musical programs and other contest" was given the lowest rating of 3.10. Evidently, the assessment of the FAHP advisers for social and recreational activities was "relevant" inasmuch as the grand weighted mean was pegged at a value of 3.29.

Furthermore, it can be noted from Table 39 that the FAHP students considered social and recreational activities of the FAHP program as "relevant" with all the weighted means obtained falling within this category. The highest weighted mean of 3.22 refers to "Participation in literary - musical programs and contest" and the lowest weighted mean was 2.96 for "Provision for the introduction of parlor games during meetings, socials and other recreational affairs." Consequently, the over-all rating of the social and recreational activities of the FAHP program by the students

Table 39

**Extent of Relevance of the FAHP Program for
Social and Recreational Activities as
Perceived by the FAHP Students**

Activities	Responses of the Students					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Organization of a literary musical group among members such as dance troupe, rondalla and choral groups.	(255) 51	(288) 72	(234) 78	(126) 63	(54) 54	(957) 318	3.01	R
2. Participation in literary musical programs and contest.	(295) 59	(354) 81	(276) 92	(184) 42	(44) 44	(1023) 318	3.22	R
3. Provision for the introduction of parlor games during meetings, socials and other recreational affairs.	(200) 40	(320) 80	(225) 75	(144) 72	(51) 51	(940) 318	2.96	R
4. Involvement in cultural presentation in school and other community gathering.	(285) 57	(272) 68	(252) 84	(134) 67	(42) 42	(985) 318	3.10	R
Total	(1035) 207	(1204) 301	(987) 329	(488) 249	(191) 191	(3905) 1272	3.07	R

Legend: 1.00 - 1.50 - NR (Not Relevant)
 1.51 - 2.50 - SR (Slightly Relevant)
 2.51 - 3.50 - R (Relevant)
 3.51 - 4.50 - VR (Very Relevant)
 4.51 - 5.00 - HR (Highly Relevant)

was "relevant" as evidenced by the resulting grand weighted mean of 3.07.

Earning and Fund-Raising Activities. According to the six school administrator respondents, five out of the eight listed activities under Earning and Fund-Raising were "relevant". One of the these five obtained the highest weighted mean of 2.83 for "Provision for a profitable vegetable, root crops garden." The other four activities obtained weighted means of 2.67, viz: 1) Provision for profitable management in the preparation and selling of snack items and other food specialties, 2) Opportunity to do some sewing activities such as sewing athletes' uniforms, 3) Involvement in handicraft activities like bag making and embroidery work, and 4) Provision for a piggery/poultry project. Three activities on the other hand, were given weighted means of 2.33 which means "slightly relevant", as follows: 1) Provision for profitable management of lunchroom and catering services, 2) Provision for a profitable flower garden, and 3) Asked assistance from the KKKP program to finance income-generating projects. In general, the earning and fund-raising activities were assessed by the school administrators to be "relevant" inasmuch as the grand weighted mean was pegged at 2.56 as shown in Table 40.

Table 40

**Extent of Relevance of the FAHP Program for
Earning and Fund-Raising Activities as
Perceived by the School Administrators**

Activities	Responses of the Administrators					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Provision for profitable management of lunchroom and catering services.	(5) 1	(4) 1	(-)	(2) 1	(3) 3	(14) 6	2.33	SR
2. Provision for profitable management in the preparation and selling of snack items and other food specialties.	(5) 1	(4) 1	(3) 1	(2) 1	(2) 2	(16) 6	2.67	R
3. Opportunities to do some sewing activities such as sewing athletes uniform.	(5) 1	(4) 1	(3) 1	(2) 1	(2) 2	(16) 6	2.67	R
4. Involvement in handicraft activities like bag making and embroidery work.	(5) 1	(4) 1	(3) 1	(2) 1	(2) 2	(16) 6	2.67	R
5. Provision for a profitable vegetable root crops garden.	(-) 3	(12) 3	(-)	(4) 2	(1) 1	(17) 6	2.83	R
6. Provision for a profitable flower garden.	(-) 3	(-)	(9) 3	(4) 2	(1) 1	(14) 6	2.33	SR
7. Provision for a piggery and poultry project.	(-) 2	(8) 2	(3) 1	(4) 2	(1) 1	(16) 6	2.67	SR
8. Asked assistance from the KKP program to finance income generating projects.	(-) 1	(4) 1	(6) 2	(2) 1	(2) 3	(14) 6	2.33	SR
Total	(20) 4	(40) 10	(27) 9	(22) 11	(14) 14	(123) 48	2.56	R

Legend: 1.00 - 1.50 - NR (Not Relevant)
 1.51 - 2.50 - SR (Slightly Relevant)
 2.51 - 3.50 - R (Relevant)
 3.51 - 4.50 - VR (Very Relevant)
 4.51 - 5.00 - HR (Highly Relevant)

Table 41

**Extent of Relevance of the FAHP Program for
Earning and Fund-Raising Activities as
Perceived by the FAHP Advisers**

Activities	Responses of the Advisers					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Provision for profitable management of lunchroom and catering services.	(30) 6	(36) 9	(18) 6	(14) 7	(2) 2	(100) 30	3.33	R
2. Provision for profitable management in the preparation and selling of snack items and other food specialties.	(30) 6	(32) 8	(21) 7	(14) 7	(2) 2	(99) 30	3.30	R
3. Opportunities to do some sewing activities such as sewing athletes uniform.	(25) 5	(40) 10	(18) 6	(8) 4	(5) 5	(96) 30	3.20	R
4. Involvement in handicraft activities like bag making and embroidery work.	(30) 6	(28) 7	(24) 8	(10) 5	(4) 4	(96) 30	3.20	R
5. Provision for a profitable vegetable root crops garden.	(45) 9	(28) 7	(36) 12	(4) 2	(-)	(113) 30	3.77	VR
6. Provision for a profitable flower garden.	(30) 6	(24) 6	(24) 8	(12) 6	(4) 4	(94) 30	3.13	R
7. Provision for a piggery and poultry project.	(10) 2	(20) 5	(30) 10	(14) 7	(6) 6	(80) 30	2.67	R
8. Asked assistance from the KKP program to finance income generating projects.	(25) 5	(16) 4	(18) 6	(18) 9	(6) 6	(83) 30	2.77	R
Total	(225) 45	(224) 56	(189) 63	(94) 47	(29) 29	(761) 240	3.17	R

Legend: 1.00 - 1.50 - NR (Not Relevant)
 1.51 - 2.50 - SR (Slightly Relevant)
 2.51 - 3.50 - R (Relevant)
 3.51 - 4.50 - VR (Very Relevant)
 4.51 - 5.00 - HR (Highly Relevant)

Table 42

**Extent of Relevance of the FAHP Program for
Earning and Fund-Raising Activities as
Perceived by the FAHP Students**

Activities	Responses of the Students					Total	Weighted Mean	Interpretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Provision for profitable management of lunchroom and catering services.	(330) 66	(470) 94	(215) 72	(102) 51	(35) 35	(1152) 318	3.62	VR
2. Provision for profitable management in the preparation and selling of snack items and other food specialties.	(340) 68	(336) 84	(234) 78	(118) 59	(29) 29	(1057) 318	3.32	R
3. Opportunities to do some sewing activities such as sewing athletes uniform.	(405) 81	(352) 88	(207) 69	(96) 48	(32) 32	(1092) 318	3.43	R
4. Involvement in handicraft activities like bag making and embroidery work.	(340) 68	(324) 81	(231) 77	(124) 62	(30) 30	(1049) 318	3.30	R
5. Provision for a profitable vegetable root crops garden.	(295) 59	(312) 78	(273) 91	(108) 54	(36) 36	(1024) 318	3.22	R
6. Provision for a profitable flower garden.	(325) 65	(288) 72	(234) 78	(114) 57	(46) 46	(1007) 318	3.17	R
7. Provision for a piggery and poultry project.	(280) 56	(304) 76	(207) 69	(110) 55	(62) 62	(963) 318	3.03	R
8. Asked assistance from the KKP program to finance income generating projects.	(360) 72	(300) 75	(216) 72	(98) 49	(50) 50	(694) 318	2.18	R
Total	(2675) 535	(2592) 648	(1818) 606	(870) 435	(320) 320	(8275) 2544	3.25	R

Legend: 1.00 - 1.50 - NR (Not Relevant)
 1.51 - 2.50 - SR (Slightly Relevant)
 2.51 - 3.50 - R (Relevant)
 3.51 - 4.50 - VR (Very Relevant)
 4.51 - 5.00 - HR (Highly Relevant)

Moreover, the 30 FAHP advisers considered one out of the eight listed activities for earning and fund-raising activities as "very relevant" with a weighted mean of 3.77. It can be gleaned from Table 41 that this corresponded to the activity "Provision for a profitable vegetable/root crops garden." The seven remaining activities were assessed by this group of respondents as "relevant", where the highest weighted mean was 3.33 followed by 3.20 for "Provision for profitable management of lunchroom and catering services" and "Opportunity to do some sewing activities such as sewing athletes' uniform," respectively. The least weighted mean obtained was 2.67 corresponding to "Provision for a piggery/poultry project." As a whole, the assessment of the advisers for this component of the FAHP program was "relevant" with the resulting grand weighted mean of 3.17.

In Table 42, it can be noted that one activity was assessed by the 318 student - respondents as "very relevant," namely "Provision for a profitable management of lunchroom and catering services" having a weighted mean of 3.62. Six of the listed activities were assessed by this group of respondents as "relevant." The first three weighted means were 3.43, 3.32 and 3.30 and these referred to the following activities: 1) Opportunity to do some

sewing activities such as sewing athletes' uniform, 2) Provision for profitable management in the preparation and selling of snack items and other food specialties, and 3) Involvement in handicraft activities like bag making and embroidery work, respectively. One activity, however, was given by the students a weighted mean of 2.18 or "slightly relevant." This activity is "Asked assistance from the KKKP program to finance income generating projects." In general, the sewing and fund-raising activities of the FAHP program were considered "relevant" by the students inasmuch as the grand weighted mean resulted to a value of 3.25.

**Comparison of the Perception of
the Three Groups of Respondents
on the Extent of Relevance of
the FAHP Program**

The data presented in Table 43 are the summarized perceptions of the school administrators, FAHP advisers and FAHP students on the extent of relevance of the FAHP program. Educational Activities of the FAHP Program were considered by the FAHP advisers as "very relevant" with the assigned weighted mean of 3.58. On the other hand both the students and the school administrators rated this component as "relevant" where they assigned weighted means of 3.33 and 3.15, respectively. For community service, both the FAHP advisers and school administrators gave an assessment of "very relevant" assigning weighted mean of 3.58 and 3.54,

Table 43

**Perceptions of the School Administrators, FAHP
Advisers and FAHP Students on the Extent
of Relevance of the FAHP Program**

Component	Respondents						Combined Mean	Inter-pretation
	Administrators		Advisers		Students			
	Weighted Mean	Interpre-tation	Weighted Mean	Interpre-tation	Weighted Mean	Interpre-tation		
1. Educational Activities	3.15	R	3.58	VR	3.33	R	3.35	R
2. Community Services	3.54	VR	3.58	VR	3.17	R	3.43	R
3. Social-Recreational Activities	2.83	R	3.29	R	3.07	R	3.06	R
4. Earning Projects and Fund Raising	2.56	R	3.17	R	3.25	R	2.99	R
Total	12.08	-	13.62	-	12.82	-	12.83	-
Over-all Mean	3.02	R	3.40	R	3.20	R	3.21	R
SD	0.422	-	0.208	-	1.111	-	0.215	-

Legend: 1.00 - 1.50 - NR (Not Relevant)
 1.51 - 2.50 - SR (Slightly Relevant)
 2.51 - 3.50 - R (Relevant)
 3.51 - 4.50 - VR (Very Relevant)
 4.51 - 5.00 - HR (Highly Relevant)

respectively. Meanwhile, the students considered this component as "relevant" providing a weighted mean of 3.17. Social and Recreational activities as well as Earning and Fund-Raising Activities were rated by all the three

Table 44

**ANOVA Table for Comparing the Perception of the
Three Groups of Respondents on the Extent
of Relevance of the FAHP Program**

Source of Variation	Sum of Squares (SS)	Degrees of Free- dom (df)	Mean Squares (MS)	Computed F-value	Tabular F-value
Between Groups	0.7018	2	0.1483	1.902 NS	4.26
Within Groups	0.2966	9	0.0780		
Total	0.9984	11			

NS - Not Significant (Accept H_0)

categories of respondents as "relevant." Combining the responses of the school administrators, FAHP advisers and FAHP students resulted to weighted means for all the four components equivalent to "relevant," as follows: Community Service - 3.43, Educational Activities - 3.35, Social and Recreational Activities - 3.06 and Earning and Fund-Raising Activities - 2.99. Examining the means by group of respondents, it is evident that the FAHP advisers gave the highest weighted mean of 3.40 followed by the FAHP students, and lastly, by the administrators providing weighted means of 3.20 and 3.02, respectively.

To compare and determine the significance of the

difference among these three groups of respondents, F-test or Analysis of Variance was applied and is shown in Table 44. It can be noted that the variation between groups represented by its means squares value of 0.1483 is greater than the variation within group with a value of 0.0780.

These mean square values resulted to a computed F-value of 1.902 which turned out lesser than the corresponding critical / tabular F-value of 4.26 at $\alpha = .05$ and degrees of freedom equivalent to 2 and 9. Therefore, the third hypothesis which states that "There are no significant differences among the perceptions of the three groups of respondents on the extent of relevance of the FAHP program along the four components, namely: educational activities, community service, social and recreational activities as well as earning and fund-raising activities" is accepted. This result implies that the six school administrator-respondents, the 30 FAHP advisers and the 318 FAHPians were all in agreement in assessing the relevance of the FAHP program.

Problems Encountered Relative to the FAHP Program

The school administrators, the FAHP advisers and students were made to respond to the problems listed for each of the four components in terms of their extent of

sensitivity.

Educational Activities. In Table 45, the school administrators' sensitivity to the eight listed problems are presented. It can be observed that of the eight listed problems, one was rated by this group as "extremely felt" with a weighted mean pegged at a value of 4.67. This problem is "Inadequate leadership training for student members." The remaining seven problems were all "highly felt" by the school administrators, among which, the highest weighted mean was 4.17 for "Paced with limited time and many school activities." This value was followed by a weighted mean of 4.00 corresponding to two problems, namely: 1) Lack funds to sponsor scholarship programs, and 2) Inadequate knowledge and skills in parliamentary procedure. Generally, problem related to educational activities of the FAHP program were "highly felt" by the school administrators as evidenced by the resulting weighted mean of 4.02.

According to the FAHP advisers, among the eight listed problems under educational activities, six were "highly felt" by them. It can be gleaned from Table 46 that the problem "Needed more-up-to-date skills training" obtained the highest weighted mean of 3.97. This was followed by the problem "Paced with limited time and many school activities" with a weighted mean value of 3.90. Two problems were

Table 45

**Problems Encountered Related to Educational
Activities of the FAHP Program as
Perceived by the School
Administrators**

Activities	Responses of the Administrators					Total	Weighted Mean	Inter- pretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Inadequate leadership training for adult leaders.	(15) 3	(4) 1	(3) 1	(-)	(1) 1	(23) 6	3.83	HF
2. Inadequate leadership training for student-leaders.	(25) 5	(-)	(3) 1	(-)	(-)	(28) 6	4.67	EF
3. Lack knowledge regarding FAHP degree advancement.	(15) 3	(4) 1	(-)	(4) 2	(-)	(23) 6	3.83	HF
4. Paced with limited time and many school activities.	(10) 2	(12) 3	(3) 1	(-)	(-)	(25) 6	4.17	HF
5. Needed more up-to-date technical skills training.	(10) 2	(8) 2	(3) 1	(2) 1	(-)	(23) 6	3.83	HF
6. Insufficient background for literary news-writing.	(15) 3	(-)	(6) 2	(2) 1	(-)	(23) 6	3.83	HF
7. Lack funds to sponsor scholarship programs.	(15) 1	(4) 1	(3) 1	(2) 1	(-)	(24) 6	4.00	HF
8. Inadequate knowledge and skills in parliamentary procedure.	(10) 2	(12) 3	(-)	(2) 1	(-)	(24) 6	4.00	HF
Total	(115) 23	(44) 11	(21) 7	(12) 6	(1) 1	(193) 48	4.02	HF

Legend: 1.00 - 1.50 - NF (Not Felt) 3.51 - 4.50 - HF (Highly Felt)
1.51 - 2.50 - SF (Slightly Felt) 4.51 - 5.00 - EF (Extremely Felt)
2.51 - 3.50 - MF (Moderately Felt)

Table 46

**Problems Encountered Related to Educational
Activities of the FAHP Program as
Perceived by the FAHP Advisers**

Activities	Responses of the Advisers					Total	Weighted Mean	Inter- pretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Inadequate leadership training for adult-leaders.	(45) 9	(24) 6	(15) 5	(12) 6	(4) 4	(100) 30	3.45	HF
2. Inadequate leadership training for student-leaders.	(40) 8	(40) 10	(15) 5	(6) 3	(4) 4	(105) 30	3.50	HF
3. Lack knowledge regarding FAHP degree advancement.	(50) 10	(32) 8	(24) 8	(8) 4	(-) -	(114) 30	3.80	HF
4. Faced with limited time and many school activities.	(40) 8	(48) 12	(27) 9	(2) 1	(-) -	(117) 30	3.90	HF
5. Needed more up-to-date technical skills training.	(65) 13	(28) 7	(21) 7	(4) 2	(1) 1	(119) 30	3.97	HF
6. Insufficient background for literary news-writing.	(30) 6	(40) 10	(30) 10	(6) 3	(1) 1	(107) 30	3.57	HF
7. Lack funds to sponsor scholarship programs.	(40) 8	(28) 7	(30) 10	(6) 3	(2) 2	(106) 30	3.53	HF
8. Inadequate knowledge and skills in parliamentary procedure.	(40) 8	(48) 12	(21) 7	(2) 1	(2) 2	(113) 30	3.77	HF
Total	(350) 70	(288) 61	(183) 23	(46) 23	(14) 14	(881) 240	3.67	HF

Legend: 1.00 - 1.50 - NF (Not Felt)

1.51 - 2.50 - SF (Slightly Felt)

2.51 - 3.50 - MF (Moderately Felt)

3.51 - 4.50 - HF (Highly Felt)

4.51 - 5.00 - EF (Extremely Felt)

Table 47

**Problems Encountered Related to Educational
Activities of the FAHP Program as
Perceived by the FAHP Students**

Activities	Responses of the Students					Total	Weighted Mean	Inter- pretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Inadequate leadership training for adult-leaders.	(320) 64	(324) 81	(198) 86	(120) 60	(47) 47	(1009) 318	3.17	MF
2. Inadequate leadership training for student-leaders.	(330) 66	(328) 82	(237) 79	(120) 60	(31) 31	(1046) 318	3.29	MF
3. Lack knowledge regarding FAHP degree advancement.	(345) 69	(300) 75	(228) 76	(122) 61	(37) 37	(1035) 318	3.24	MF
4. Paced with limited time and many school activities.	(460) 92	(240) 60	(255) 85	(102) 51	(30) 30	(997) 318	3.14	MF
5. Needed more up-to-date technical skills training.	(335) 67	(320) 80	(246) 82	(116) 58	(31) 31	(1048) 318	3.30	MF
6. Insufficient background for literary news-writing.	(275) 55	(332) 83	(222) 74	(134) 67	(39) 39	(1002) 318	3.15	MF
7. Lack funds to sponsor scholarship programs.	(390) 78	(300) 75	(189) 63	(110) 55	(47) 47	(1036) 318	3.26	MF
8. Inadequate knowledge and skills in parliamentary procedure.	(410) 82	(296) 74	(246) 82	(48) 24	(36) 36	(1036) 318	3.26	MF
Total	(2865) 573	(2440) 610	(1821) 607	(872) 446	(308) 308	(8326) 2544	3.27	MF

Legend: 1.00 - 1.50 - NF (Not Felt) 3.51 - 4.50 - HF (Highly Felt)
 1.51 - 2.50 - SF (Slightly Felt) 4.51 - 5.00 - EF (Extremely Felt)
 2.51 - 3.50 - MF (Moderately Felt)

merely "moderately felt" by the FAHP advisers as follows: "Inadequate leadership training for student members" and "Inadequate leadership training for adult leaders; with weighted means of 3.50 and 3.45, respectively. With this trend of responses, the resulting over-all rating by the advisers to the problems encountered in relation to educational activities of the FAHP program was "highly felt" inasmuch as the grand weighted mean resulted to 3.67.

For the students, however, problems listed under educational activities were merely "moderately felt" by them. As reflected in Table 47, the highest weighted mean was 3.30 for the problem "Needed more up-to-date, technical skills training." This was followed by a value of 3.29 corresponding to the problem "Inadequate leadership training for student-members." The least weighted mean value was pegged at 3.15 for "Insufficient background for literary-news writing." Hence, the students considered problems related to educational activities as "moderately felt" with a grand weighted mean of 3.27.

Community Service. Shown in Table 48 are the extent of sensitivity by the school administrators to problems related to community service. All the listed problems were "highly felt" by the administrators. Three problems were given the weighted means of 4.33, 3.83, and 3.83. These

Table 48

**Problems encountered in Relation to Community
Service of the FAHP Program as Perceived
by the School Administrators**

Activities	Responses of the Administrators					Total	Weighted Mean	Inter- pretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Absence of specific assignment in the school campus for the maintenance of cleanliness and beautification.	(20) 4	(-)	(6) 2	(-)	(-)	(26) 6	4.33	HF
2. Inadequate follow-up after an assigned activity.	(10) 2	(8) 2	(6) 2	(-)	(-)	(24) 6	4.00	HF
3. No time to conduct community campaigns, demonstration classes and home visits due to full time schedule of classes.	(10) 2	(8) 2f	(3) 1	(2) 1	(-)	(23) 6	3.83	HF
4. Faced with many requirements and many other school activities.	(10) 2	(4) 1	(9) 3	(-)	(-)	(23) 6	3.83	HF
Total	(50) 10	(20) 5	(24) 8	(2) 1	(-)	(96) 24	4.00	HF

Legend: 1.00 - 1.50 - NF (Not Felt) 3.51 - 4.50 - HF (Highly Felt)
 1.51 - 2.50 - SF (Slightly Felt) 4.51 - 5.00 - EF (Extremely Felt)
 2.51 - 3.50 - MF (Moderately Felt)

values corresponded to the following problems: 1) Absence of permanent assignment to specific areas in the school campus for the maintenance of cleanliness and beautification, 2) Inadequate follow-up after an assigned activity,

3) No time to conduct community campaign, demonstration classes and home visits due to full test schedule of classes, and 4) Faced with many requirements and many other related school activities, respectively. With this trend of responses, it is evident that the over-all grand weighted mean was pegged at a value of 4.00 which also means "highly felt".

In Table 49, the FAHP advisers signified that two of the four problems listed related to community service of the program were "highly felt" by them with weighted means of 3.87 and 3.63. These problems are "Faced with many requirements and many other related school activities" and "absence of specific assignments in the school campus for the maintenance of cleanliness and beautification," respectively. The remaining two problems, viz: 1) "No time to conduct community campaigns, demonstration classes and home visits due to full time schedule of classes" with a weighted mean of 3.27 and 2) "Inadequate follow-up after an assigned activity" with a weighted mean of 3.50 were "moderately felt" by the advisers. As a whole, the FAHP advisers considered problems in relation to community service of the program to be "highly felt" as evidenced by the resulting grand mean of 3.56.

Among the FAHP Students, it can be observed from Table

Table 49

**Problems Encountered in Relation to Community
Service of the FAHP Program as Perceived
by the FAHP Advisers**

Activities	Responses of the Advisers					Total	Weighted Mean	Inter- pretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Absence of specific assignment in the school campus for the maintenance of cleanliness and beautification.	(50) 10	(20) 5	(27) 9	(12) 6	(-)	(109) 30	3.63	HF
2. Inadequate follow-up after an assigned activity.	(35) 7	(36) 9	(21) 7	(12) 6	(1) 1	(105) 30	3.50	MF
3. No time to conduct community campaigns, demonstration classes and home visits due to full time schedule of classes.	(40) 8	(16) 4	(30) 10	(8) 4	(4) 4	(98) 30	3.27	MF
4. Faced with many requirements and many other school activities.	(55) 11	(36) 9	(18) 6	(6) 3	(1) 1	(116) 30	3.87	HF
Total	(180) 36	(108) 27	(96) 32	(38) 19	(6) 6	(428) 120	3.56	HF
Legend: 1.00 - 1.50 - NF (Not Felt) 3.51 - 4.50 - HF (Highly Felt)								
1.51 - 2.50 - SF (Slightly Felt) 4.51 - 5.00 - EF (Extremely Felt)								
2.51 - 3.50 - MF (Moderately Felt)								

50 that all the four listed problems under community service were assessed by them as merely "moderately felt". The problem of "Absence of permanent assignment in the school campus for the maintenance of cleanliness and

Table 50

**Problems encountered in Relation to Community
Service of the FAHP Program as Perceived
by the FAHP Students**

Activities	Responses of the Students					Total	Weighted Mean	Inter- pretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Absence of specific assignment in the school campus for the maintenance of cleanliness and beautification.	(435) 87	(316) 79	(201) 67	(86) 43	(42) 42	(1080) 318	3.40	NF
2. Inadequate follow-up after an assigned activity.	(335) 67	(344) 86	(252) 84	(108) 54	(27) 27	(1066) 318	3.35	NF
3. No time to conduct community campaigns, demonstration classes and home visits due to full time schedule of classes.	(310) 62	(292) 73	(225) 75	(128) 64	(44) 44	(999) 318	3.14	NF
4. Faced with many requirements and many other school activities.	(385) 77	(324) 81	(240) 80	(112) 56	(24) 24	(1085) 318	3.41	NF
Total	(1465) 293	(1276) 319	(918) 306	(434) 217	(137) 137	(4230) 1272	3.33	NF
Legend: 1.00 - 1.50 - NF (Not Felt) 3.51 - 4.50 - HF (Highly Felt)								
1.51 - 2.50 - SF (Slightly Felt) 4.51 - 5.00 - EF (Extremely Felt)								
2.51 - 3.50 - MF (Moderately Felt)								

beautification" was given the highest weighted mean of 3.40 while the problem "Needed radio-phone for immediate folk-dance practice" got the lowest mean of 3.14. On the whole, therefore, the students considered problems

related to community service to be "moderately felt" by them as evidenced by the resulting grand weighted mean of 3.33.

Social and Recreational Activities. In Table 51, the problems encountered by the school administrators in relation to social and recreational activities are presented. It can be observed from the said table that out of the four problems, one was "highly felt" by this group of respondents as evidenced by the weighted mean of 3.67. This problem refers to "Inefficient school sound system". The other three problems obtained weighted means of 3.50, 3.33 and 2.83 or "moderately felt" for the problems "Needed radio-phone for immediate folkdance practice", "Needed radio-cassette for practice in literary - musical parts" and " Limited time for literary-musical development of the members," respectively. Recreational activities of the FAHP program were "moderately felt" by the school administrators with a grand weighted mean pegged at 3.33.

For the FAHP advisers, it can be seen from Table 52 that all the four problems related to social and recreational problems of the FAHP program were assessed by them as "highly felt". The weighted means obtained for these problems are 3.80, 3.73, 3.63 and 3.60. These values corresponded to the following problems: 1) Inefficient

Table 51

**Problems Encountered in Relation to Social
and Recreational Activities as
Perceived by the School
Administrators**

Activities	Responses of the Administrators					Total	Weighted Mean	Inter- pretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Limited time for literary- musical development of the members.	(-)	(12)	(3)	(-)	(2)	(17)	2.83	NF
		3	1		2	6		
2. Needed radio phone for immediate folkdance practices.	(-)	(12)	(9)	(-)	(-)	(21)	3.50	NF
		3	3			6		
3. Needed radio cassette for practice in literary- musical parts.	(5)	(8)	(6)	(-)	(1)	(20)	3.33	NF
	1	2	2		1	6		
4. Inefficient school sound system.	(10)	(8)	(3)	(-)	(1)	(22)	3.67	NF
	2	2	1		1	6		
Total	(15)	(40)	(21)	(-)	(4)	(80)	3.33	NF
	3	10	7		4	24		

Legend: 1.00 - 1.50 - NF (Not Felt) 3.51 - 4.50 - HF (Highly Felt)
 1.51 - 2.50 - SF (Slightly Felt) 4.51 - 5.00 - EF (Extremely Felt)
 2.51 - 3.50 - MF (Moderately Felt)

school sound system, 2) Limited time for literary - musical development of the members, 3) needed radio-cassette tape for practice in literary - musical parts, and 4) Needed radio-phone for immediate folk dance practice. Consequently, all the problems related to social and recreational

Table 52

**Problems Encountered in Relation to Social
and Recreational Activities as
Perceived by the FAHP
Advisers**

Activities	Responses of the Advisers					Total	Weighted Mean	Inter- pretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Limited time for literary- musical development of the members.	(50) 10	(36) 9	(21) 7	(2) 1	(3) 3	(112) 30	3.73	HF
2. Needed radio phone for immediate folkdance practices.	(45) 9	(28) 7	(21) 7	(14) 7	(-) -	(108) 30	3.60	HF
3. Needed radio cassette for practice in literary- musical parts.	(50) 10	(20) 5	(30) 10	(8) 4	(1) 1	(109) 30	3.63	HF
4. Inefficient school sound system.	(55) 11	(36) 9	(15) 5	(6) 3	(2) 2	(114) 30	3.80	HF
Total	(200) 40	(120) 30	(87) 29	(30) 15	(6) 6	(443) 120	3.69	HF

Legend: 1.00 - 1.50 - NF (Not Felt) 3.51 - 4.50 - HF (Highly Felt)
1.51 - 2.50 - SF (Slightly Felt) 4.51 - 5.00 - EF (Extremely Felt)
2.51 - 3.50 - MF (Moderately Felt)

activities were assessed by the FAHP advisers as "highly felt" as evidenced by the grand weighted mean which resulted to 3.69.

For the students, however, all the listed problems related to social and recreational activities of the FAHP program were considered by them as "moderately felt". It

Table 53

**Problems Encountered in Relation to Social
and Recreational Activities as
Perceived by the FAHP
Students**

Activities	Responses of the Students					Total	Weighted Mean	Inter- pretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Limited time for literary- musical development of the members.	(375) 75	(324) 81	(240) 80	(102) 51	(31) 31	(1072) 318	3.37	NF
2. Needed radio phone for immediate folkdance practices.	(345) 69	(308) 77	(249) 83	(96) 43	(41) 41	(1039) 318	3.27	NF
3. Needed radio cassette for practice in literary- musical parts.	(360) 72	(300) 75	(237) 79	(104) 52	(40) 40	(1042) 318	3.27	NF
4. Inefficient school sound system.	(400) 80	(252) 63	(171) 57	(128) 64	(54) 54	(1005) 318	3.16	NF
Total	(1480) 296	(1184) 296	(897) 299	(430) 215	(166) 166	(4157) 1272	3.27	NF

Legend: 1.00 - 1.50 - NF (Not Felt) 3.51 - 4.50 - HF (Highly Felt)
 1.51 - 2.50 - SF (Slightly Felt) 4.51 - 5.00 - EF (Extremely Felt)
 2.51 - 3.50 - MF (Moderately Felt)

can be observed from Table 53 that the obtained weighted means in descending order are: 3.37 for "Limited time for literary-musical development of the members", 3.27 for two problems, " "Needed radio-phone for immediate folk dance practice" and "Needed radio-cassette tapes for practice in

literary-musical parts", and 3.16 for "Inefficient school sound system." Evidently, problems related to social and recreational activities of FAHP program were considered as a whole by the FAHPians as "moderately felt" having a weighted mean of 3.27.

Earning and Fund-Raising Activities. Tables 54, 55 and 56 provide the data regarding the problems encountered in relation to earning and fund-raising activities as perceived by the school administrators, FAHP advisers and FAHP students, respectively. For the administrators, all the eight listed problems under this component were "highly felt" by them. Two problems obtained weighted means of 4.00 and these are: "No demand for school lunchroom and catering services" and "Inadequate laboratory kitchen utensils and facilities." Moreover, three problems obtained weighted means of 3.83, as follows: "Insufficient knowledge, training and skills for producing standard quality handicraft projects," "High demand for personal supervision of piggery projects" and "Insecurity of the animals to be raised." Thus, the over-all grand weighted mean of the eight listed problems resulted to 3.67 or "highly felt".

As can be observed from Table 55, the FAHP advisers considered four out of the eight problems to be "highly

Table 54

**Problems Encountered in Relation to Earning
and fund-Raising Activities of the FAHP
Program as Perceived by the
School Administrators**

Activities	Responses of the Administrators					Total	Weighted Mean	Inter- pretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. No demand for school lunch- room and catering services.	(15) 3	(8) 2	(-)	(-)	(1) 1	(24) 6	4.00	HF
2. Inadequate laboratory kitchen utensils and faci- lities.	(5) 1	(16) 4	(-)	(-)	(1) 1	(24) 6	4.00	HF
3. No demand for sewing.	(5) 1	(12) 3	(3) 1	(2) 1	(-)	(22) 6	3.67	HF
4. Few members specializing in handicraft.	(5) 1	(12) 3	(3) 1	(2) 1	(-)	(22) 6	3.67	HF
5. Insufficient knowledge, training and skills for producing standard quality handicraft projects.	(15) 3	(4) 1	(3) 1	(-)	(1) 1	(23) 6	3.83	HF
6. High demand for supervision of piggery projects.	(10) 2	(12) 3	(-)	(-)	(1) 1	(23) 6	3.83	HF
7. Insecurity of the amounts to be raised.	(15) 3	(4) 1	(3) 1	(-)	(1) 1	(23) 6	3.83	HF
8. Lack capital to finance income-generating projects.	(10) 2	(8) 2	(3) 1	(-)	(1) 1	(22) 6	3.67	HF
Total	(75) 16	(76) 19	(15) 5	(4) 2	(6) 6	(176) 48	3.67	HF

Legend: 1.00 - 1.50 - NF (Not Felt) 3.51 - 4.50 - HF (Highly Felt)
 1.51 - 2.50 - SF (Slightly Felt) 4.51 - 5.00 - EF (Extremely Felt)
 2.51 - 3.50 - MF (Moderately Felt)

felt" and the remaining four problems were assessed as "moderately felt". "Highly felt" problems are as follows: 1) Insecurity of animals to be raised with a weighted mean of 3.93, 2) Lack capital to finance income - generating projects with a weighted mean of 3.83, 3) No demand for school lunchroom and catering services with a weighted mean of 3.70, and 4) Inadequate laboratory kitchen utensils and facilities with a weighted mean of 3.63. Among the "moderately felt" problems, the lowest weighted mean was pegged at 2.87 for "Insufficient knowledge, training and skills for producing standard quality handicraft projects." In general, problems related to earning and fund - raising activities were assessed by the FAHP advisers as "moderately felt" having a grand weighted mean of 3.42.

For the part of the students, all problems in relation to earning and fund-raising projects were considered by them as "moderately felt" as shown in Table 56. The highest weighted mean resulted to a value of 3.37 for "Inadequate laboratory kitchen utensils and facilities." This value was followed by 3.34 and 3.19 corresponding to "Insufficient knowledge, training and skills for producing standard quality handicraft projects" and "high demand for personal supervisors of piggery projects," respectively. The lowest weighted mean was pegged at 3.00 for "No demand for

Table 56

**Problems Encountered in Relation to Earning
and Fund-Raising Activities of the FAHP
Program as Perceived by the
FAHP Students**

Activities	Responses of the Students					Total	Weighted Mean	Inter- pretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. No demand for school lunch- room and catering services.	(340) 68	(260) 65	(207) 69	(122) 61	(55) 55	(984) 318	3.09	NF
2. Inadequate laboratory kitchen utensils and faci- lities.	(385) 77	(300) 75	(249) 83	(106) 53	(30) 30	(1070) 318	3.37	NF
3. No demand for sewing.	(280) 56	(264) 66	(207) 69	(150) 75	(52) 52	(953) 318	3.00	NF
4. Few members specializing in handicraft.	(280) 56	(316) 79	(237) 79	(130) 65	(39) 39	(1002) 318	3.15	NF
5. Insufficient knowledge, training and skills for producing standard quality handicraft projects.	(405) 81	(296) 74	(225) 75	(94) 47	(41) 41	(1061) 318	3.34	NF
6. High demand for supervision of piggery projects.	(315) 63	(284) 71	(252) 84	(126) 63	(37) 37	(1014) 318	3.19	NF
7. Insecurity of the amounts to be raised.	(315) 63	(276) 69	(225) 75	(124) 62	(49) 49	(989) 318	3.11	NF
8. Lack capital to finance income-generating projects.	(355) 71	(292) 73	(177) 59	(136) 68	(47) 47	(1007) 318	3.17	NF
Total	(2675) 535	(2288) 572	(1779) 593	(988) 494	(350) 350	(8080) 2544	3.18	NF

Legend: 1.00 - 1.50 - NF (Not Felt) 3.51 - 4.50 - HF (Highly Felt)
1.51 - 2.50 - SF (Slightly Felt) 4.51 - 5.00 - EF (Extremely Felt)
2.51 - 3.50 - MF (Moderately Felt)

sewing." Evidently, the over-all assessment of the FAHP students for problems related to earning and fund-raising activities was "moderately felt" as evidenced by the grand weighted mean of 3.18.

Suggested Solutions to the Problems Encountered by the Respondents

The extent of agreement to the suggested solutions listed by the school administrators are presented in Table 57. Among the three listed solutions under Educational Activities the school administrators strongly agreed with the solution that to "Coordinate with other advisers and administrator of the school" with grand weighted mean of 3.67. For solutions to financial problems, the solution to "coordinate with administrators during the planning of activities" obtained the highest weighted mean of 4.67 or "strongly agree." The same weighted mean of 4.67 which means "strongly agree" was given to the solution to "Involve FAHP advisers and FAHP officers in planning." for the fourth category, the highest weighted mean of 4.33 or "agree" was assigned to the solution to "Solicit support and coordination from teacher involved during the planning to avoid rush." The fifth category of solution obtained the same value of the weighted mean of 4.33 or "agree". This solution is to "Recommend to the school administrators

Table 57

**Suggested Solutions to the Problems
Encountered by the School
Administrators**

Activities	Responses of the Administrators					Total	Weighted Mean	Inter-pretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Educational Activities								
a. Plan out activities in advance both regional and local	(10) 2	(12) 3	(3) 1	(-)	(-)	(25) 6	4.17	A
b. Coordinate with other advisers and administrators of the school.	(20) 4	(8) 2	(-)	(-)	(-)	(28) 6	4.67	SA
c. Improve past activities have been taken.	(10) 2	(16) 4	(-)	(-)	(-)	(26) 6	4.33	A
2. Financial Problems								
a. Coordinate with administrators during the planning of activities.	(20) 4	(8) 2	(-)	(-)	(-)	(28) 6	4.67	SA
b. Increase income generating activities of the organization.	(15) 3	(8) 2	(3) 1	(-)	(-)	(26) 6	4.33	A
c. Solicitation from public officials and citizens.	(10) 2	(8) 2	(6) 2	(-)	(-)	(24) 6	4.00	A
d. Encourage saving by members by providing initiative in undertaking individual projects.	(15) 3	(8) 2	(3) 1	(-)	(-)	(26) 6	4.33	A
3.								
a. Involve FAHP advisers and FAHP officers in planning.	(20) 4	(8) 2	(-)	(-)	(-)	(28) 6	4.67	SA
b. Assign them to perform parts during programs, workshops & conferences.	(10) 2	(12) 3	(3) 1	(-)	(-)	(25) 6	4.17	A

(table 57 continued)

c. There should proper turn-over of records and reports from advisers to guide the new advisers & officers.	(15)	(12)	(-)	(-)	(-)	(27)	6	4.50	A
4.									
a. Solicit support and coordination from the teachers involved during the planning to avoid rush.	(10)	(16)	(-)	(-)	(-)	(26)	6	4.33	A
b. Involve administrators in planning to make them see the different needs and problems of the advisers.	(10)	(12)	(3)	(-)	(-)	(25)	6	4.17	A
5.									
a. Recommend to the school administrator that school program be planned such that an hour be spent in one of the days of the week for FAHP activities.	(15)	(8)	(3)	(-)	(-)	(26)	6	4.33	A
6.									
a. Send delegates to FAHP training and seminars.	(20)	(8)	(-)	(-)	(-)	(28)	6	4.67	SA
b. Encourage re-echo in local chapter.	(20)	(8)	(-)	(-)	(-)	(28)	6	4.67	SA
7.									
a. Encourage novelty in the program of activities.	(15)	(4)	(6)	(-)	(-)	(25)	6	4.17	A
b. Solicit ideas from the members to improve participation.	(15)	(4)	(6)	(-)	(-)	(25)	6	4.17	A
c. Involve parents in planning income generating projects.	(10)	(16)	(-)	(-)	(-)	(26)	6	3.62	VR
d. Solicit feedback from parents and members and from workshops and conferences before planning FAHP activities.	(10)	(16)	(-)	(-)	(-)	(26)	6	4.33	A

(table 57 continued)

e. Coordinate with other agencies having direct link to the program of work of the FAHP.	(15)	(8)	(3)	(-)	(-)	(26)		
	3	2	1			6	4.33	A

Total	(285)	(200)	(42)	(-)	(-)	(527)		
	57	50	13			120	4.39	A

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

that school program be planned such that an hour be spent in one of the days of the week for FAHP activities." The two suggested solutions under the sixth category obtained the same weighted mean values of 4.67 or "strongly agree." These solutions are to "Send delegates to FAHP training and seminars" and "Encourage re-echo in local chapter." Lastly, for the seventh category, the highest weighted mean of 4.33 or "agree" was given by the school administrators to three solutions, viz: 1) Involve parents in planning income generating projects, 2) Solicit feedback from parents and members and from workshops and conferences before planning FAHP activities. On the whole, the six school administrators "agreed" to all the listed suggested solutions as evidenced by the grand weighted mean of 4.39.

In Table 58, the extent of agreement to the listed solutions by the FAHP Advisers are shown. It can be

observed that this group of respondents "agree" to all the solutions presented. The highest weighted mean was pegged at 4.30. This referred to the solution "There should be proper turn-over of records and reports from advisers to guide the new advisers and officers." The next values which followed are 4.27 for one solution that "Involve administrators in planning to make them see the different needs and problems of the advisers," and 4.23 for four solutions, as follows: 1) Coordinate with other advisers and administrators of the school, 2) Increase income generating projects of the school, 3) Involve FAHP Advisers and FAHP officers in planning, and 4) solicit support and coordination from the teachers involved during the planning to avoid rush. The least weighted mean obtained was 3.47 for the solution "Involve parents in planning income-generating projects." Consequently, the grand weighted mean resulted to 3.89 or "agree".

For the students' extent of agreement, the data are shown in Table 59. It can be observed that the FAHP students "agreed" to 18 out of 20 solutions suggested. However, they proved to be undecided with respect to two listed solutions. For the 18 solutions to which they agreed, the highest weighted mean resulted to 3.89 for the solution "Coordinate with administrators during the

Table 58

**Suggested Solutions to the Problems
Encountered by the FAHP Advisers**

Activities	Responses of the Advisers					Total	Weighted Mean	Inter-pretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Educational Activities								
a. Plan out activities in advance both regional and local	(70) 14	(32) 8	(15) 5	(4) 2	(1) 1	(122) 30	4.07	A
b. Coordinate with other advisers and administrators of the school.	(75) 15	(30) 6	(12) 4	(10) 5	(-) 0	(127) 30	4.23	A
c. Improve past activities have been taken.	(60) 12	(28) 7	(21) 7	(6) 3	(1) 1	(116) 30	3.87	A
2. Financial Problems								
a. Coordinate with administrators during the planning of activities.	(70) 14	(40) 10	(12) 4	(4) 2	(-) 0	(126) 30	4.20	A
b. Increase income generating activities of the organization.	(60) 12	(28) 7	(36) 9	(2) 1	(1) 1	(127) 30	4.23	A
c. Solicitation from public officials and citizens.	(45) 9	(36) 9	(12) 4	(14) 7	(1) 1	(108) 30	3.60	A
d. Encourage saving by members by providing initiative in undertaking individual projects.	(55) 11	(36) 9	(21) 7	(2) 1	(2) 2	(116) 30	3.87	A
3.								
a. Involve FAHP advisers and FAHP officers in planning.	(75) 15	(36) 9	(12) 4	(4) 2	(-) 0	(127) 30	4.23	A
b. Assign them to perform parts during programs, workshops & conferences.	(65) 13	(40) 10	(12) 4	(6) 3	(-) 0	(123) 30	4.10	A

(table 58 continued)

c. There should proper turn- over of records and reports from advisers to guide the new advisers & officers.	(85)	(28)	(15)	(-)	(1)	(129)		
	17	7	5		1	30	4.30	A
4.								
a. Solicit support and coor- dination from the teachers involved during the planning to avoid rush.	(70)	(40)	(15)	(2)	(-)	(127)		
	14	10	5	1		30	4.23	A
b. Involve administrators in planning to make them see the different needs and problems of the advisers.	(75)	(36)	(15)	(2)	(-)	(128)		
	15	9	5	1		30	4.27	A
5.								
a. Recommend to the school administrator that school program be planned such that an hour be spent in one of the days of the week for FAHP activities.	(70)	(44)	(9)	(2)	(1)	(126)		
	14	11	3	1	1	30	4.20	A
6.								
a. Send delegates to FAHP training and seminars.	(70)	(40)	(15)	(-)	(1)	(126)		
	14	10	5		1	30	4.20	A
b. Encourage re-echo in local chapter.	(75)	(28)	(21)	(-)	(1)	(125)		
	15	7	7		1	30	4.17	A
7.								
a. Encourage novelty in the program of activities.	(50)	(32)	(10)	(10)	(3)	(107)		
	10	8	4	5	3	30	3.37	A
b. Solicit ideas from the members to improve parti- cipation.	(60)	(44)	(12)	(2)	(2)	(120)		
	12	11	4	1	2	30	4.00	A
c. Involve parents in planning income generating projects.	(55)	(16)	(21)	(8)	(4)	(104)		
	11	4	7	4	4	30	3.47	A
d. Solicit feedback from parents and members and from workshops and confe- rences before planning FAHP activities.	(50)	(40)	(15)	(6)	(2)	(113)		
	10	10	5	3	2	30	3.77	A

(table 58 continued)

e. Coordinate with other agencies having direct link to the program of work of the FAHP.	(35)	(36)	(30)	(4)	(2)	(107)		
	7	9	10	2	2	30	3.57	A
Total	(1270)	(684)	(324)	(88)	(23)	(2389)		
	254	171	108	44	23	600	3.98	A
=====								
Legend: 1.00 - 1.50 - SD (Strongly Disagree)				3.51 - 4.50 - A (Agree)				
1.51 - 2.50 - D (Disagree)				4.51 - 5.00 - SA (Strongly Agree)				
2.51 - 3.50 - UD (Undecided)								

planning activities." This value was followed by the values 3.78, 3.76, 3.71 and 3.70 which corresponded to the solutions that "Involve FAHP advisers and FAHP officers in planning," "Assign them to perform parts during programs, workshop and conferences," "Solicitation from public officials and citizens," and "Recommend to the school administrators that school programs be planned such that an hour be spent in one of the days of the week for FAHP activities," respectively.

The solutions where the FAHP students considered themselves undecided are: "Coordinate with other agencies having direct link to the program of work of the FAHP" with a weighted mean of 3.49 and "Increase income generating activities of the organization" with a weighted mean of 3.47. In general, the FAHP students are in agreement with all the solutions listed in Table 59 as evidenced by the grand weighted mean of 3.63.

Table 58

**Suggested Solutions to the Problems
Encountered by the FAHPians**

Activities	Responses of the Students					Total	Weighted Mean	Inter-pretation
	5 (HI)	4 (VI)	3 (I)	2 (SI)	1 (NI)			
1. Educational Activities								
a. Plan out activities in advance both regional and local	(560) 112	(312) 78	(189) 63	(90) 45	(20) 20	(1171) 318	3.68	A
b. Coordinate with other advisers and administrators of the school.	(515) 103	(312) 78	(225) 75	(90) 45	(17) 17	(1159) 318	3.64	A
c. Improve past activities have been taken.	(490) 98	(280) 70	(207) 69	(116) 58	(23) 23	(1116) 318	3.50	A
2. Financial Problems								
a. Coordinate with administrators during the planning of activities.	(630) 126	(352) 88	(171) 57	(72) 36	(11) 11	(1236) 318	3.89	A
b. Increase income generating activities of the organization.	(395) 79	(364) 91	(216) 72	(106) 53	(23) 23	(1104) 318	3.47	UD
c. Solicitation from public officials and citizens.	(335) 67	(388) 97	(237) 79	(90) 45	(30) 30	(1180) 318	3.71	A
d. Encourage saving by members by providing initiative in undertaking individual projects.	(445) 89	(360) 90	(201) 67	(96) 48	(24) 24	(1126) 318	3.54	A
3.								
a. Involve FAHP advisers and FAHP officers in planning.	(625) 125	(304) 76	(168) 56	(90) 45	(16) 16	(1203) 318	3.78	A
b. Assign them to perform parts during programs, workshops & conferences.	(530) 106	(404) 101	(171) 57	(76) 38	(16) 16	(1197) 318	3.76	A

(table 58 continued)

c. There should proper turn-over of records and reports from advisers to guide the new advisers & officers.	(500)	(376)	(195)	(84)	(17)	(1172)		
	100	94	65	42	17	318	3.69	A
4.								
a. Solicit support and coordination from the teachers involved during the planning to avoid rush.	(530)	(332)	(207)	(84)	(18)	(1171)		
	106	83	69	42	18	318	3.68	A
b. Involve administrators in planning to make them see the different needs and problems of the advisers.	(495)	(348)	(216)	(74)	(23)	(1156)		
	99	87	72	37	23	318	3.64	A
5.								
a. Recommend to the school administrator that school program be planned such that an hour be spent in one of the days of the week for FAHP activities.	(560)	(348)	(153)	(96)	(20)	(1177)		
	112	87	51	48	20	318	3.70	A
6.								
a. Send delegates to FAHP training and seminars.	(510)	(388)	(174)	(84)	(19)	(1175)		
	102	97	58	42	19	318	3.69	A
b. Encourage re-echo in local chapter.	(480)	(396)	(198)	(76)	(19)	(1169)		
	96	99	66	38	19	318	3.68	A
7.								
a. Encourage novelty in the program of activities.	(460)	(372)	(180)	(70)	(38)	(1120)		
	92	93	60	35	38	318	3.52	A
b. Solicit ideas from the members to improve participation.	(500)	(332)	(213)	(100)	(14)	(1159)		
	100	83	71	50	14	318	3.64	A
c. Involve parents in planning income generating projects.	(400)	(408)	(231)	(82)	(18)	(1139)		
	80	102	77	31	18	318	3.58	A
d. Solicit feedback from parents and members and from workshops and conferences before planning FAHP activities.	(450)	(420)	(216)	(68)	(17)	(1171)		
	90	105	72	34	17	318	3.68	A

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter covers the summary of findings, conclusions and recommendations formulated as a result of the analysis of data undertaken in the preceding chapter.

Summary of Findings

The data collected were analyzed and corresponding appropriate statistical analyses were undertaken for purposes of arriving at the answers to the questions under considerations. The following are the significant findings of the study:

1. Majority of the administrator-respondents are males while among the FAHP advisers, most of them are females. Moreover, all the student-respondents are females.

2. The administrators' group turned out the oldest group among the three categories of respondents whose ages clustered around the mean age of 54.4 years old. This group was followed by the FAHP advisers with an average of 39.9 years of age. Lastly, the youngest group is the students' group inasmuch as they are secondary students only.

3. In terms of educational qualification, the lowest educational attainment of the administrators involved in the study is masteral degree. Three of them are holders of

doctoral degree and one has already completed the academic requirements for Ph.D. Moreover, majority of the FAHP advisers are MA holders and one possesses units in the doctoral degree.

4. Two categories of position are occupied by the FAHP advisers considered in this research. These positions are chapter advisers, six out of 30 and sub-chapter advisers, 24 out of 30.

5. As to the salient features of the FAHP program, all the components of the FAHP program were considered by the administrators, the advisers and students as "important". Of these, educational activities obtained the highest combined weighted mean of 3.46. This component was followed by Community Service with a mean of 3.24, then by Social and Recreational Activities with a weighted mean of 3.08 and lastly, by Earning Projects and Fund-raising with a weighted mean of 3.04.

6. In comparing the perceptions of the three groups of respondents on the salient features of the FAHP program, the resulting computed F-value was pegged at 2.034. This value turned out lesser than the tabular or critical value of 4.26 at .05 level of significance. Hence, the hypothesis that "There are no significant differences among the perceptions of the administrators, advisers and students as to the salient features of the FAHP program" was accepted.

7. Relative to the implementation of the FAHP Program, the three groups of respondents assessed all the four components to be "implemented". Community service component got the highest combined weighted mean of 3.36. This was followed by Social and Recreational Activities as well as Educational Activities with weighted means of 3.30 and 3.20, respectively. The least weighted mean was given to Earning Projects and Fund-raising with a value of 3.14.

8. To ascertain whether significant differences among the responses of the three categories of respondents exist F-test was applied. It turned out that the computed F-value of 4.156 was lesser than the tabular/critical value of 4.26 at $\alpha = .05$ and $df = 2$ and 9. Therefore, the hypothesis that "There are no significant differences among the perceptions of the school administrators, FAHP advisers and FAHP students in terms of the extent of implementation of the FAHP program along the four considered areas" is accepted.

9. With respect to relevance of the FAHP program, the three groups of respondents answered that all the four components are considered "relevant" by them. The component referring to Community Service, obtained the highest mean of 3.43. This value was followed by the weighted means of 3.35 for Educational Activities, 3.06 for Social Recreational Activities, and 2.99 for Earning Projects and

Fund-Raising.

10. The computed F-value for comparing the perceptions of the administrators, advisers and students of the FAHP program was 1.902. This value proved to be lesser than its corresponding critical/tabular F-value of 4.26 at .05 significance level and df of 2 and 9. This led to the acceptance of the hypothesis which states "There are no significant differences among the perceptions of the three groups of respondents on the extent of relevance of the FAHP program along the four components, namely: Educational Activities, Community Service, Social and Recreational Activities as well as Earning and Fund-Raising Activities.

11. For the extent of sensitivity to the problems, both the administrators and the FAHP advisers indicated "highly felt" for Educational Activities and Community Service while the students indicated "moderately felt". Moreover, the administrators indicated "moderately felt" for problems on Social and Recreational Activities but both the FAHP advisers and students answered "highly felt" to problems on this component. Finally, the administrators responded "highly felt" to problems on Earning and Fund-Raising Activities while the advisers and students of the FAHP indicated "moderately felt" to these problems.

12. All the three categories of respondents agreed to

all the listed solutions relative to the problems encountered in the FAHP program as evidenced by the obtained grand weighted means of 4.39 from the administrators, 3.89 from the FAHP advisers and 3.63 from the students.

Conclusions

Based on the findings just presented, the following conclusions were drawn by the researcher:

1. The data on the educational qualification of the administrator-respondents are indicative of the fact that they possess the necessary educational preparation for the positions they occupy. Moreover, the FAHP advisers provide manifestations of professional growth because majority are M.A. holders and some are even pursuing doctoral degree.

2. The priority of the respondents in relation to salient feature of the FAHP program is the component on educational activities. This could be attributed to the fact that all the three categories of respondents are from the educational sector.

3. Inasmuch as Community Service component obtained the highest combined weighted mean, it is therefore concluded that activities under this component are relatively easier to undertake on the part of the respondents. Moreover, the same component was deemed most relevant by the respondents involved in the study.

4. With the acceptance of the three hypotheses considered in this study, it is therefore inferred that the three categories of respondents are in agreement in terms of their assessment on the salient features, extent of implementation and extent of relevance of the FAHP program components. This further implies that the administrators, the FAHP advisers and FAHP students viewed the program in the same perspective.

5. As evidenced by the trend of responses on the problems encountered, both the administrators and the FAHP advisers showed more concern on educational activities and Community Service as compared to the students. However, the administrators manifested lesser concern for social and recreational activities in comparison to the FAHP advisers and students. Finally the administrators were observed to be more particular on Earning and Fund-Raising activities compared to the Advisers and Students. This could be attributed to the fact that more income on the part of the school provide administrators lesser concern on financial management aspect of the school they manage.

Recommendations

On the basis of the findings and conclusions drawn, the following recommendations are hereby presented:

1. There is a need to strengthen coordination and

cooperation among entities/personalities involved in the FAHP program in the planning and implementation stage of the different activities of the educational activities, community service, social and recreational activities as well as the earning and fund-raising activities. To be included among others, are the school administrators, FAHP chapter and sub-chapter advisers, the FAHP student-leaders, even the parents and representatives of the community where the school is located.

2. School administrators should assist FAHP advisers to source out funds from prospective funding agencies to provide the necessary logistics in the implementation of worthwhile projects of FAHP. If necessary, assistance of the local government units and even the NGOs could be tapped in the process of generating funding support.

3. There should be continuous training skills with the FAHPians as the clientele to enhance and improve their skills in the technology areas, in literary musical areas, in parliamentary procedure for leadership training and sports activities.

4. FAHP advisers as well as sub-chapter advisers should be properly compensated by deloading them, granting awards of distinction or if possible, giving them honoraria for their active participation and exemplary performance in

the FAHP program. This way, they will be motivated to serve the FAHP program more.

5. There should be a separate fund solely for granting scholarships to deserving FAHP advisers and FAHP students. One adviser and one student of the FAHP should be targetted to be sent abroad every year in order to widen their perspective to include the international set-up.

6. All FAHPians who were sent for trainings nationally and internationally should be required to prepare and implement their plan of re-entry which will include a re-echo undertaking.

7. In order to train the FAHPians effectively both in the vocational and academic areas, it is suggested that two sub-chapter advisers be assigned for every year level. One adviser should be a vocational teacher and another co-adviser should be an academic teacher.

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A P P E N D I C E S

APPENDIX A

Republic of the Philippines
Samar State Polytechnic College
Catbalogan, Samar

July 24, 1993

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

S i r :

In my desire to start writing my thesis proposal. I have the honor to submit for your approval one of the following research problems, preferably problem No. 1.

1. IMPLEMENTATION OF FAHP AREAS OF CONCERN IN VOCATIONAL SCHOOLS IN SAMAR:
AN ASSESSMENT
2. COMPILATION OF EXPERIMENTAL PROJECTS OF THE FAHP INVOLVING THE COMMUNITY
3. IMPLEMENTATION OF THE FAHP ORGANIZATION IN WESTERN SAMAR

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.) ISIDORA B. PANTALEON
Researcher

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate & Post Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

SCHOOL OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME PANTALEON. ISIDORA B.
Surname First Name Middle Name

CANDIDATE FOR DEGREE: Master of Arts in Teaching

AREA OF SPECIALIZATION: Home Economics

TITLE OF PROPOSED THESIS/DISSERTATION: THE FAHP

PROGRAM IN SAMAR: AN ASSESSMENT

(Sgd.) ISIDORA B. PANTALEON

Applicant

RIZALINA M. URBIZTONDO, Ed.D.

Name of Designated Adviser

CONFORME:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.

In 3 copies: 1st copy - for the Dean
 2nd copy - for the Adviser
 3rd copy - for Applicant

APPENDIX C

QUESTIONNAIRE

SAMAR STATE POLYTECHNIC COLLEGE
Graduate & Post-Graduate Studies Dept.
Catbalogan, Samar

January 15, 1997

My Dear FAHPian:

I am presently conducting a research study entitled "THE FUTURE AGRICULTURAL HOMEMAKERS OF THE PHILIPPINES: AN ASSESSMENT". In this connection, may I request you to be a respondent to this study because you are on the beneficiaries of the FAHP Program.

This questionnaire will give you the opportunity to express the FAHP program in your school. It is made with the end in view of drawing analysis and recommendations for policy formulation, modification, and improvements along the FAHP program. Your honest and sincere cooperation is truly and sincerely solicited. This questionnaire will, in no way, be used to evaluate your efficiency and performance.

Thank you for your cooperation.

Very truly yours,

ISIDORA B. PANTALEON
Researcher

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PART I - RESPONDENT PERSONAL DATA

Direction: Without giving your name, please write and/or check the appropriate response for every item asked.

1. School _____
2. FAHP Membership:

_____ Active Member	_____ Maria Orosa Degree
_____ Tandang Sora Degree	_____ Josefa Llanes Escoda Degree
3. Leadership Training/work Conference Attached Along FAHP Program:

Title	Place

Rank	Features
	Work-Conferences (Conventions, leadership trainings)
	FAHP Creed
	Degree Advancement
	Homemaking Skills Training
	Others, please specify:

II. Salient Features of the FAHP Program

Direction: Please answer the statement below by checking (/) the appropriate column which you think described accurately the extent to which the different activities are important, using the following scale.

- | | | |
|---|----------------------|------|
| 5 | - Highly Important | (HI) |
| 4 | - Very Important | (VI) |
| 3 | - Important | (I) |
| 2 | - Slightly Important | (SI) |
| 1 | - Not Important | (NI) |

	:(HI):	:(VI):	:(I):	:(SI):	:(NI):
	: 5 :	: 4 :	: 3 :	: 2 :	: 1 :

A. Educational Activities

- | | | | | | |
|---|---|---|---|---|---|
| 1. Provision for adult leadership training. | : | : | : | : | : |
| | : | : | : | : | : |
| 2. Provision for student leadership training. | : | : | : | : | : |
| | : | : | : | : | : |

		:(HI):	(VI)	: (I):	(SI)	: (NI)
		: 5	: 4	: 3	: 2	: 1
3.	Opportunity to qualify for the next degree of FAHP membership	:	:	:	:	:
4.	Involvement of members in skills training and contests during home-making classes and FAHP week celebration.	:	:	:	:	:
5.	Provision for the discovery of simple low cost but nutritious recipes.	:	:	:	:	:
6.	Involvement of members in the contribution of articles for the FFP - FAHP Newsletter and school organ.	:	:	:	:	:
7.	Involvement in the FAHP scholarship program.	:	:	:	:	:
8.	Provision for regular meeting conducted according to accepted parliamentary procedure.	:	:	:	:	:
9.	Others, please specify:	:	:	:	:	:
<hr/>						
B.	<u>Community Service</u>	:	:	:	:	:
1.	Participation in the cleanliness, beautification and maintenance of the school grounds and .	:	:	:	:	:

		:(HI):	(VI)	: (I):	(SI)	: (NI)
		: 5	: 4	: 3	: 2	: 1
2.	Involvement in the dissemination campaign for food, proper nutrition and family planning.	:	:	:	:	:
3.	Provision for demonstration classes on the different FAHP skills.	:	:	:	:	:
4.	Provision for home visit among members to encourage healthful living.	:	:	:	:	:
5.	Others, please specify.	:	:	:	:	:
	-----	:	:	:	:	:
	-----	:	:	:	:	:
	-----	:	:	:	:	:
C.	<u>Social and Recreational:</u>	-	-	-	-	-
	<u>Activities</u>	:	:	:	:	:
1.	Organization of a literary-musical group among members such as dance troupe, randalla and choral group.	:	:	:	:	:
2.	Participation in literary-musical programs and contest.	:	:	:	:	:
3.	Provision for the introduction of parlor games during meetings, socials and other recreational affairs.	:	:	:	:	:
4.	Involvement in cultural presentation in school and other community gathering.	:	:	:	:	:

	(HI)	(VI)	(I)	(SI)	(NI)
	5	4	3	2	1
5. Others, please specify:	:	:	:	:	:
-----	:	:	:	:	:
-----	:	:	:	:	:
D. <u>Earning and Fund-raising Activities</u>	:	:	:	:	:
1. Provision for profitable management of lunchroom and catering services.	:	:	:	:	:
2. Provision for profitable management in the preparation and selling of snack items and other food specialities.	:	:	:	:	:
3. Opportunity to do some sewing activities such as sewing athletes' uniforms.	:	:	:	:	:
4. Involvement in handicraft activities like bag making and embroidery work.	:	:	:	:	:
5. Provision for a profitable vegetable/root crop garden.	:	:	:	:	:
6. Provision for a profitable flower garden.	:	:	:	:	:
7. Provision for a piggery/poultry project.	:	:	:	:	:
8. Asked assistance from the KKKP program to finance income-generating projects.	:	:	:	:	:

III. Extent of Implementation of the Activities in the Four Aspects of the FAHP Program

Direction: Please answer the statement below by checking (/) the appropriate column which you think described accurately the extent of the different activities undertaken by the members of the FAHP Program.

- 5 - Fully Implemented (FI)
- 4 - Highly Implemented (HI)
- 3 - Implemented (I)
- 2 - Slightly Implemented (SI)
- 1 - Not Implemented (NI)

```
=====
                        : (FI) : (HI) : ( I) : (SI) : (NI)
                        : 5   : 4   : 3   : 2   : 1
=====
```

A. Educational Activities

1.	Provision for adult leadership training.	:	:	:	:	:
2.	Provision for student leadership training.	:	:	:	:	:
3.	Opportunity to qualify for the next degree of FAHP membership	:	:	:	:	:
4.	Involvement of members in skills training and contests during home-making classes and FAHP week celebration.	:	:	:	:	:
5.	Provision for the discovery of simple low cost but nutritious recipes.	:	:	:	:	:
6.	Involvement of members in the contribution of articles for the FFP - FAHP Newsletter and school organ.	:	:	:	:	:

	(FI)	(HI)	(I)	(SI)	(NI)
	5	4	3	2	1
7. Involvement in the FAHP scholarship program.	:	:	:	:	:
8. Provision for regular meeting conducted according to accepted parliamentary procedure.	:	:	:	:	:
9. Others, please specify:	:	:	:	:	:
<hr/>					
B. <u>Community Service</u>	:	:	:	:	:
1. Participation in the cleanliness, beautification and maintenance of the school grounds and .	:	:	:	:	:
2. Involvement in the dissemination campaign for food, proper nutrition and family planning.	:	:	:	:	:
3. Provision for demonstration classes on the different FAHP skills.	:	:	:	:	:
4. Provision for home visit among members to encourage healthful living.	:	:	:	:	:
5. Others, please specify.	:	:	:	:	:
<hr/>					
C. <u>Social and Recreational Activities</u>	:	:	:	:	:
1. Organization of a literary-musical group among	:	:	:	:	:

	(FI)	(HI)	(I)	(SI)	(NI)
	5	4	3	2	1
members such as dance troupe, randalla and choral group.	:	:	:	:	:
2. Participation in literacy-musical programs and contest.	:	:	:	:	:
3. Provision for the introduction of parlor games: during meetings, socials and other recreational affairs.	:	:	:	:	:
4. Involvement in cultural: presentation in school and other community gathering.	:	:	:	:	:
5. Others, please specify:	:	:	:	:	:
-----	:	:	:	:	:
-----	:	:	:	:	:
D. <u>Earning and Fund-raising Activities</u>	:	:	:	:	:
1. Provision for profitable management of lunchroom and catering services.	:	:	:	:	:
2. Provision for profitable management in the preparation and selling of: snack items and other food specialities.	:	:	:	:	:
3. Opportunity to do some sewing activities such as sewing athletes' uniforms.	:	:	:	:	:

		:(FI):	(HI)	: (I):	(SI)	: (NI)
		: 5	: 4	: 3	: 2	: 1
4.	Involvement in handi-craft activities like bag making and embroidery work.	:	:	:	:	:
5.	Provision for a profitable vegetable/root crop garden.	:	:	:	:	:
6.	Provision for a profitable flower garden.	:	:	:	:	:
7.	Provision for a piggery/poultry project.	:	:	:	:	:
8.	Asked assistance from the KKKP program to finance income-generating projects.	:	:	:	:	:

IV. Extent of Relevance of FAHP Activities

Direction: Please answer the statement below by checking (/) the appropriate column which you think described accurately the extent of the different activities undertaken by the members of the FAHP Program.

- 5 - Highly Relevant (HR)
- 4 - Very Relevant (VR)
- 3 - Relevant (R)
- 2 - Slightly Relevant (SR)
- 1 - Not Relevant (NR)

	:(HR):	(VR)	: (R):	(SR)	: (NR)
	: 5	: 4	: 3	: 2	: 1

A. Educational Activities

- | | | | | | | |
|----|---------------------|---|---|---|---|---|
| 1. | Provision for adult | : | : | : | : | : |
|----|---------------------|---|---|---|---|---|

		(HR)	(VR)	(R)	(SR)	(NR)
		5	4	3	2	1
	leadership training.	:	:	:	:	:
2.	Provision for student leadership training.	:	:	:	:	:
3.	Opportunity to qualify for the next degree of FAHP membership	:	:	:	:	:
4.	Involvement of members in skills training and contests during home-making classes and FAHP week celebration.	:	:	:	:	:
5.	Provision for the discovery of simple low cost but nutritious recipes.	:	:	:	:	:
6.	Involvement of members in the contribution of articles for the FFP - FAHP Newsletter and school organ.	:	:	:	:	:
7.	Involvement in the FAHP scholarship program.	:	:	:	:	:
8.	Provision for regular meeting conducted according to accepted parliamentary procedure.	:	:	:	:	:
9.	Others, please specify:	:	:	:	:	:

B.	<u>Community Service</u>	:	:	:	:	:
1.	Participation in the cleanliness, beautifi-	:	:	:	:	:

	(HR)	(VR)	(R)	(SR)	(NR)
	5	4	3	2	1
cation and maintenance of the school grounds and .	:	:	:	:	:
2. Involvement in the dis- semination campaign for: food, proper nutrition and family planning.	:	:	:	:	:
3. Provision for demonstra- tion classes on the different FAHP skills.	:	:	:	:	:
4. Provision for home visit among members to encou- rage healthful living.	:	:	:	:	:
5. Others, please specify.	:	:	:	:	:
-----	:	:	:	:	:
-----	:	:	:	:	:
-----	:	:	:	:	:
C. <u>Social and Recreational:</u> <u>Activities</u>	:	:	:	:	:
1. Organization of a lite- racy-musical group among members such as dance troupe, randalla and choral group.	:	:	:	:	:
2. Participation in lite- racy-musical programs and contest.	:	:	:	:	:
3. Provision for the intro- duction of parlor games: during meetings, socials and other recreational affairs.	:	:	:	:	:

	(HR)	(VR)	(R)	(SR)	(NR)
	5	4	3	2	1
4. Involvement in cultural presentation in school and other community gathering.					
5. Others, please specify:					
D. <u>Earning and Fund-raising Activities</u>					
1. Provision for profitable management of lunchroom and catering services.					
2. Provision for profitable management in the preparation and selling of snack items and other food specialities.					
3. Opportunity to do some sewing activities such as sewing athletes' uniforms.					
4. Involvement in handicraft activities like bag making and embroidery work.					
5. Provision for a profitable vegetable/root crop garden.					
6. Provision for a profitable flower garden.					
7. Provision for a piggery/poultry project.					

	:(HR):	(VR)	:(R):	(SR)	:(NR)
	: 5	: 4	: 3	: 2	: 1
8. Asked assistance from the KKKP program to finance income-generating projects.	:	:	:	:	:

IV. Problems and Difficulties Encountered in the Four Aspects of the FAHP Program

Direction: Please answer the statement by checking (/) the appropriate column which you think describes accurately the extent of the problems and difficulties encountered along the FAHP Program. There are four categories to select from. The limit of each is described below.

- 5 - Extremely Felt (EF)
- 4 - Highly Felt (HF)
- 3 - Moderately Felt (MF)
- 2 - Slightly Felt (SF)
- 1 - Not Felt (NF)

	: 1 :	2 :	3 :	4 :	5 :
	:(NF)	(SF)	(MF)	(HF)	(EF):
A. Educational Activities	:	:	:	:	:
1. Inadequate leadership: training for adult leaders.	:	:	:	:	:
2. Inadequate leadership: training for student-members.	:	:	:	:	:
3. Lack knowledge regarding FAHP degree advancement.	:	:	:	:	:

	1	2	3	4	5
	(NF)	(SF)	(MF)	(HF)	(EF)
4. Paced with limited time and many school activities.	:	:	:	:	:
5. Needed more up-to-date technical skills - training.	:	:	:	:	:
6. Insufficient back - ground for literacy - newswriting.	:	:	:	:	:
7. Lack funds for sponsor of scholarship program.	:	:	:	:	:
8. Inadequate knowledge and skills in parliamentary procedure.	:	:	:	:	:
9. Others, please specify.	:	:	:	:	:
-----	:	:	:	:	:
-----	:	:	:	:	:
B. Community Service:	:	:	:	:	:
1. Absence of permanent assignment to specific areas in the school campus for the maintenance of cleanliness and beautification.	:	:	:	:	:
2. Inadequate follow-up after an assigned activity.	:	:	:	:	:
3. No time to conduct community campaigns, demonstration classes and home-visits due to fulltime schedule of classes.	:	:	:	:	:

		: 1 :	2 :	3 :	4 :	5 :
		:(NF)	(SF)	:(MF)	:(HF)	:(EF):
4.	Faced with many re- quirements and many other related school activities.	:	:	:	:	:
5.	Others, please specify:	:	:	:	:	:
	-----	:	:	:	:	:
	-----	:	:	:	:	:
C.	Social and Recreational Activities:	:	:	:	:	:
1.	Limited time for lite- racy-musical develop- ment of the members.	:	:	:	:	:
2.	Needed radio-phone for immediate folkdance practice.	:	:	:	:	:
3.	Needed radio-cassete tapes for practice in: literacy-musical parts.	:	:	:	:	:
4.	Inefficient school sound system.	:	:	:	:	:
5.	Others, please specify:	:	:	:	:	:
	-----	:	:	:	:	:
	-----	:	:	:	:	:
D.	Earning and Fund-Raising Activities:	:	:	:	:	:
1.	No demand for school lunchroom and catering services.	:	:	:	:	:
2.	Inadequate laboratory: kitchen utensils and facilities.	:	:	:	:	:

	1 (NF)	2 (SF)	3 (MF)	4 (HF)	5 (EF)
3. No demand for sewing.	:	:	:	:	:
4. Few members specializing in handicraft.	:	:	:	:	:
5. Insufficient knowledge, training and skills for producing standard quality handicraft projects.	:	:	:	:	:
6. High demand for personal supervision of piggery projects.	:	:	:	:	:
7. Insecurity of the animals to raised.	:	:	:	:	:
8. Lack capital to finance income-generating projects.	:	:	:	:	:
9. Others, please specify:	:	:	:	:	:
:	:	:	:	:	:
:	:	:	:	:	:
:	:	:	:	:	:

VI - Suggested Solutions to the Problems:

The following are prospective solutions to the problems relative to the FAHP Program. Please check in the appropriate column your corresponding response using the following scales:

- 5 - Strongly Agree (SA)
- 4 - Agree (A)
- 3 - Undecided (UD)
- 2 - Disagree (DA)
- 1 - Strongly Disagree (SD)

		:(SA):	(A)	:(UD)	:(DA)	:(SD)
		: 5	: 4	: 3	: 2	: 1
1.	Educational Activities:	:	:	:	:	:
	a. Plan out activities in advance both regional and local.	:	:	:	:	:
	b. Coordinate with other advisers and administrators of the school.	:	:	:	:	:
	c. Improve past activities that have been taken.	:	:	:	:	:
2.	Financial Problems :	:	:	:	:	:
	a. Coordinate with administrator during the planning of activities.	:	:	:	:	:
	b. Increase income generating activities of the organization.	:	:	:	:	:
	c. Solicitation from public officials and citizens.	:	:	:	:	:
	d. Encourage saving by members by providing initiative in undertaking individual projects.	:	:	:	:	:
3.	a. Involve FAHP advisers and FAHP officers in planning.	:	:	:	:	:
	b. Assign them to perform parts during programs, workshops and conferences.	:	:	:	:	:
	c. There should proper turn-over of records and reports from advisers to guide the new advisers and officers.	:	:	:	:	:
4.	a. Solicit support and coordination from the teachers involved during the planning to avoid rushed.	:	:	:	:	:

-
- | | | | | | |
|----|-------------------------------|---|---|---|---|
| b. | Involve administrators : | : | : | : | : |
| | in planning to make them : | : | : | : | : |
| | see the different needs: : | : | : | : | : |
| | and problems of the ad- : | : | : | : | : |
| | visers. : | : | : | : | : |
| 5. | Recommend to the school : | : | : | : | : |
| | administrator that school : | : | : | : | : |
| | program be planned such : | : | : | : | : |
| | that an hour be spent in : | : | : | : | : |
| | one of the days of the week : | : | : | : | : |
| | for FAHP activities. : | : | : | : | : |
| 6. | a. Send delegates to FAHP : | : | : | : | : |
| | training and seminars. : | : | : | : | : |
| | b. Encourage re-echo in : | : | : | : | : |
| | local chapter. : | : | : | : | : |
| 7. | a. Encourage novelty in the : | : | : | : | : |
| | program of activities. : | : | : | : | : |
| | b. Solicit ideas from the : | : | : | : | : |
| | members to improve par- : | : | : | : | : |
| | ticipation. : | : | : | : | : |
| | c. Involve parents in plan- : | : | : | : | : |
| | ning income generating : | : | : | : | : |
| | projects. : | : | : | : | : |
| | d. Solicit feedback from : | : | : | : | : |
| | parents and members and: : | : | : | : | : |
| | from workshops and con- : | : | : | : | : |
| | ferences before planning : | : | : | : | : |
| | FAHP activities. : | : | : | : | : |
| | e. Coordinate with other : | : | : | : | : |
| | agencies having direct : | : | : | : | : |
| | link to the program of : | : | : | : | : |
| | work of the FAHP. : | : | : | : | : |
| | f. Others, Please specify : | : | : | : | : |
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-
-

APPENDIX D

Republic of the Philippines
Department of Education, Culture and Sports
REGIONAL OFFICE NO. VIII
Candahug, Palo, Leyte
oOo

October 28, 1991

REGIONAL MEMORANDUM
NO. 230, s. 1991

FFP, FAHP AND FFPCC CHAPTER WEEK CELEBRATION
DISTRICT AND REGIONAL WORK CONFERENCES

To: Presidents, State College and Universities
Schools Division Superintendents
Vocational School Superintendents
Vocational School Administrators
Vocational School Principals

1. The three student organizations namely: The Future Farmers of the Philippines (FFP); Future Homemakers of the Philippines (FAHP); Future Farmers of the Philippines Collegiate Chapter (FFPCC) will conduct the yearly Chapter Week Celebrations, District and Regional Work Conferences for the School year 1991-1992.

2. Chapter week celebrations should be held within the months of August and September not to exceed two (2) daysm the district and regional work conferences from October to December (February) for not more than three (3) days exclusive of arrival and departure days to end from the conference site.

3. The theme adopted is "Agricultural Enterprises for Increased Productivity and Sustained Profitability".

4. The focus of the celebrations/conferences shall be in Income Generating Projects both in the school and home farms, cooperativism, development of leadership potentials and desirable attitudes, technical development of leadership potentials and desirable attitudes, technical and vocational education skills, literary and musical talents and other activities relevant to the objectives of the organization.

5. The agreements made during the Pre-District conferences among the member schools last school year when activities were temporarily suspended may be followed with some enrichments, subject to the approval of the district member schools and the board.

6. The schedule of the district/regional conferences will be as follows:

<u>District</u>	<u>Date</u>	<u>District Conferences</u>	<u>Conference Site</u>
I	February 4-6, 1991		SNSAT, Taft E. Samar
II	January 29-31, 1992		PRMAC, Catubif N. Samar
III	November 27-29, 1991		TVS, Tabango, Leyte
IV	December 1-3, 1991		CNVS, Calubian, Leyte
V	February 12-13, 1992		SRSF, Catbalogan, Samar
FFPCC	February 19-21, 1992		ESSC, Borongan, E. Samar

7. The participants authorized to attend this conferences are:

a. FFP-FAHP District Work Conferences:

- 1) School Head
- 2) District FFP and FAHP Officers
- 3) Members of the Regional and National Board of Directors
- 4) Four (4) from each organization of good standing
- 5) FFP and FAHP school chapter advisers
- 6) Adult leaders who are members of the working committees
- 7) Secondary School Head Teacher (Vocational) or School Farming Coordinator

b. FFPCc Regional Work Conferences:

- 1) School Head
- 2) Two student delegates from each school of good standing
- 3) District and/or regional FFPCC officers
- 4) FFPCC School Chapter Advisers
- 5) Members of the Regional and National Board of Directors
- 6) Adult leaders who are members of the working committees

8. A registration fee of P500.00 will be charged each student and adult leader participants to cover board and

lodging, handouts and other incidental expenses relative to the holding of the district/regional conferences.

9. Expenses of the participants in connection with their attendance will be charged against local school funds subject to the usual accounting and auditing rules and regulations.

10. Regular student and adult leader, delegates should be at the convention site on the opening day while districts officers should report two days before the conference to give allowance for the necessary rehearsals and other necessary pre-convention preparations.

11. Immediate dissemination of this Memorandum to all concerned is earnestly desired.

(SGD.) ATTY. VICTORIANO B. TIROL II, Ph.D. Ed.D.
Director III

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

CONFERENCES OFFICIALS ASSOCIATION STUDENTS

TVED/nida

APPENDIX E

Republika ng Pilipinas
(Republic of the Philippines)
MINISTRI NG EDUKASYON, KULTURA AT ISPORTS
(MINISTRY OF EDUCATION, CULTURE AND SPORTS)

June 5, 1984

MECS MEMORANDUM
No. 15, s. 1984

IMPLEMENTING THE SARILING SIKAP PROGRAM IN ALL
FFP-FAHP SCHOOL CHAPTERS FOR 1984-1985

To: Bureau Directors
Regional Directors
School Superintendents
Presidents, State Colleges and Universities
Vocational Schools, Superintendents/Administrators/
Principals

1. This years activities of the FFP-FAHP FFPCC for school year 1984-1985 for the information of all active chapter members throughout the archipelago shall be geared towards the theme: "Gearing FFP-FAHP-FFPCC Activities Towards Sariling Sikap Project." Schedules and Venues of FFP-FAHP Regional Work Conferences for the school year 1984-1985 are indicated in the inclosure.
2. The activities lined up for the current school year are calculated to set the direction for the different chapters to follow, aimed at improving the members through self-initiated income generating projects.
3. It is suggested that chapter week-celebration be held simultaneously during the last week of June or first week of July. The activities during the week-long celebration should include among other things, academic and vocational skills competition. Demonstrations of new farm/home technology as well as parliamentary procedure contest and related activities as of the celebration to attune the members to the regular activities of the organization.
4. Likewise, the yearly regional work conferences should be held within the months of August and September to give the ammples time for the national organization to prepare and

synchronize all activities for the holding of the national conference. Policies anent to above-mentioned activities will be issued separately by the national adviser.

5. On the regional level the regional chairman and the rest of the officials of the regional council shall strive to evaluate and consolidate the performance of the different chapter members under them. Efforts should be made by the regional representative to the National Board to undertake internal audit of the chapter and the regional for purposes of strengthening the financial status of the regional FFP-FAH-FFPCC.

6. Effective this school year 1984-1985, all school chapters duly registered with the national organization shall remit their national share direct to the National Organization. Remittances should be made in the name of the organization and mailed to the FFP or FAHP c/o Bureau of Secondary Education, 7th Floor, Palacio del Gobernador, Intramuros, Manila not later than September 15 of every year.

7. A list of the Regional Chairman, National Adult Officials National Board of Directors FFP-FAHP Regional Secretaries/Treasurers, and FFP-FAHP Regional Coordinators and the National Student Officers for 1984-1985 is also inclosed.

8. It is desired that this Memorandum be given the widest publicity possible for the information and guidance of all concerned.

(SGD.) ABRAHAM I. FELIPE
Deputy Minister
Officer-In-Charge

Incls.:

As stated

References:

MECS Memorandum: No. 180, s. 1983

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

APPENDIX F

Republika ng Pilipinas
(Republic of the Philippines)
MINISTRI NG EDUKASYON, KULTURA AT ISPORTS
MINISTRY OF EDUCATION, CULTURE AND SPORTS
Maynila

August 29, 1983

MECS MEMORANDUM
No. 180, s. 1983

THE FFP-FAHP AND FFPCC ORGANIZATIONS AND THEIR
ACTIVITIES FOR SCHOOL YEAR 1983-1984

To: Bureau Directors
Regional Directors
School Superintendents
President, State Colleges and Universities
Vocational School Superintendents/Administrators/
Principals

1. Inclosed are the suggested Programs of Activities of the Future Farmers of the Philippines (FFP) Inc., the Future Agricultural Homemakers of the Philippines (FAHP) Inc. and the Future Farmers of the Philippines Collegiate Chapter (FFPCC) for the school year 1983-84. The local chapter activities shall be focused on the theme "Better Life, Better Future through KKK sa Paaralan".

2. The above-stated activities are planned and selected to help realize the objectives of the organizations toward utilizing the skills and leaderships of the youthful members for worthwhile activities that will redound to the improvement of rural life.

3. It is suggested that chapter week celebrations be held simultaneously during the months of September and October throughout the archipelago or in conjunction with the World Food Day Celebration. Regional work-conferences should be scheduled not later than January 30, 1984 and should include, among others competitive activities, demonstration of agricultural/homemaking/fishery/trade skills, parliamentary procedure contest, promotion of members to higher degree, academic talents and other related activities.

4. All activities of the organizations in the local and regional levels should be properly worked out to invite the attention of the public to the significance and the important role of these organizations in countryside development.

5. Certificates may be awarded to the first three winners in competitive activities to encourage students to participate in chapter week celebrations.

6. The regional chairman, regional executive secretaries and coordinators shall endeavor to evaluate the performance of the different school chapters under their jurisdiction. Likewise, the regional representative to the National Board of Directors shall audit the regional funds and the local chapter funds for the purpose of strengthening the regional and local FFP-FAHP and FFPC financial status. A consolidated report on their findings should be submitted to the National Office c/o the National Adviser.

7. It is desired that an updated and certified list of bonafide and accredited FFP, FAHP and FFPC chapters in the region be submitted to the National Office on or before October 30, 1983. All chapters of the three organizations are also enjoined to submit a report of their activities or projects for possible inclusion in the quarterly issue of the **FFP-FAHP Newsletter**.

8. The tentative dates of regional work-conferences for school year 1983-1984, list of National Officials, Members of the National Board of Directors, Regional Chairman and other ranking officials of the organizations are found in Inclosure Nos. 2 and 3.

9. It is requested that this Memorandum be given the widest publicity possible for the information and guidance of all concerned.

(SGD.) ONOFRE D. CORPUZ
Minister

Incls.:
As Stated

References:
MEC Memorandum: No. 160, s. 1982

APPENDIX G

Computation of the ANOVA for Comparing the
Perceptions of the Three Groups of
Respondents on the Extent of
Implementation of the
FAHP Program

Administrators	FAHP Advisers	FAHP Students
$\Sigma X_1 = 12.52$	$\Sigma X_2 = 13.46$	$\Sigma X_3 = 12.99$
$\bar{X}_1 = 3.13$	$\bar{X}_2 = 3.36$	$\bar{X}_3 = 3.25$
$N_1 = 4$	$N_2 = 4$	$N_3 = 4$
$\Sigma X_1^2 = 39.2302$	$\Sigma X_2^2 = 45.3394$	$\Sigma X_3^2 = 42.2199$

$$\Sigma X = \Sigma X_1 + \Sigma X_2 + \Sigma X_3 = 12.52 + 13.46 + 12.99 = 38.97$$

$$\Sigma X_1^2 = \Sigma X_1^2 + \Sigma X_2^2 + \Sigma X_3^2 = 39.2302 + 45.3394 + 42.2199 = 126.7895$$

$$N = N_1 + N_2 + N_3 = 4 + 4 + 4 = 12$$

1.) Computation of the Correction factor C

$$C = \frac{(\Sigma X)^2}{N} = \frac{38.97^2}{12} = \frac{1518.6609}{12} = 126.555075$$

2.) Computation of Sum of Squares

$$\text{Total SS} = \Sigma X^2 - C = 126.7895 - 126.555075 = 0.234425$$

$$\begin{aligned} \text{Between SS} &= \left[\frac{(\Sigma X_1)^2}{N_1} + \frac{(\Sigma X_2)^2}{N_2} + \frac{(\Sigma X_3)^2}{N_3} \right] - C \\ &= \left[\frac{12.52^2}{4} + \frac{13.46^2}{4} + \frac{12.99^2}{4} \right] - 126.555075 \end{aligned}$$

$$\begin{aligned}
 &= \left[\frac{156.7504}{4} + \frac{181.1716}{4} + \frac{168.7401}{4} \right] - 126.555075 \\
 &= [39.1876 + 45.2929 + 42.185025] - 126.555075 \\
 &= 126.665525 - 126.555075
 \end{aligned}$$

Between SS = 0.11045

Within SS = Total SS - Between SS

$$= 0.234425 - 0.11045$$

$$= 0.1239175$$

3.) Computation of degrees of freedom

$$\text{df total} = N-1 = 12-1 = 11$$

$$\text{df between} = K-1 = 3-1 = 2$$

$$\text{df within} = N-K = 12-3 = 9$$

4.) Computation of Mean Squares

$$\text{MS Between} = \frac{\text{Between SS}}{\text{df Between}} = \frac{0.1145}{2} = 0.05725$$

$$\text{MS Within} = \frac{\text{Within SS}}{\text{df within}} = \frac{0.123975}{9} = 0.013775$$

5.) Computation of F-value

$$F = \frac{\text{MS Between}}{\text{MS Within}} = \frac{0.05725}{0.013775} = 4.156$$

APPENDIX H

Computation of the ANOVA for Comparing the
Perceptions of the Three Groups of
Respondents on the Extent of
Relevance of the FAHP
Program

Administrators	FAHP Advisers	FAHP Students
$\Sigma X_1 = 12.08$	$\Sigma X_2 = 13.62$	$\Sigma X_3 = 12.82$
$\bar{X}_1 = 3.02$	$\bar{X}_2 = 3.40$	$\bar{X}_3 = 3.20$
$N_1 = 4$	$N_2 = 4$	$N_3 = 4$
$\Sigma X_1^2 = 37.0166$	$\Sigma X_2^2 = 46.5058$	$\Sigma X_3^2 = 41.1252$

$$\Sigma X = \Sigma X_1 + \Sigma X_2 + \Sigma X_3 = 12.08 + 13.62 + 12.82 = 38.52$$

$$\Sigma X_1^2 = \Sigma X_1^2 + \Sigma X_2^2 + \Sigma X_3^2 = 37.0166 + 46.5058 + 41.1252 = 124.6476$$

$$N = N_1 + N_2 + N_3 = 4 + 4 + 4 = 12$$

1.) Computation of the Correction factor C

$$C = \frac{(\Sigma X)^2}{N} = \frac{38.52^2}{12} = \frac{1483.7904}{12} = 123.6492$$

2.) Computation of Sum of Squares

$$\text{Total SS} = \Sigma X^2 - C = 124.6476 - 123.6492 = 0.9984$$

$$\begin{aligned} \text{Between SS} &= \left[\frac{(\Sigma X_1)^2}{N_1} + \frac{(\Sigma X_2)^2}{N_2} + \frac{(\Sigma X_3)^2}{N_3} \right] - C \\ &= \left[\frac{12.08^2}{4} + \frac{13.62^2}{4} + \frac{12.82^2}{4} \right] - 123.6492 \end{aligned}$$

$$= \left[\frac{145.9264}{4} + \frac{185.5044}{4} + \frac{164.3524}{4} \right] - 123.6492$$

$$= [36.4816 + 46.3761 + 41.0881] - 123.6492$$

Between SS = 0.2966

Within SS = Total SS - Between SS

$$= 0.9984 - 0.2966$$

$$= 0.7018$$

3.) Computation of degrees of freedom

$$\text{df total} = N - 1 = 12 - 1 = 11$$

$$\text{df between} = K - 1 = 3 - 1 = 2$$

$$\text{df within} = N - K = 12 - 3 = 9$$

4.) Computation of Mean Squares

$$\text{MS Between} = \frac{\text{Between SS}}{\text{df Between}} = \frac{0.2966}{2} = 0.1483$$

$$\text{MS Within} = \frac{\text{Within SS}}{\text{df within}} = \frac{0.7018}{9} = 0.0780$$

5.) Computation of F-value

$$F = \frac{\text{MS Between}}{\text{MS Within}} = \frac{0.1483}{0.0780} = 1.902$$

APPENDIX I

Computation of the ANOVA for Comparing the
Perceptions of the Administrators,
Advisers as well as Students
on the Salient Features
of the FAHP Program

Administrators	FAHP Advisers	FAHP Students
$\Sigma X_1 = 12.06$	$\Sigma X_2 = 13.43$	$\Sigma X_3 = 12.96$
$\bar{X}_1 = 3.02$	$\bar{X}_2 = 3.36$	$\bar{X}_3 = 3.24$
$N_1 = 4$	$N_2 = 4$	$N_3 = 4$
$\Sigma X_1^2 = 36.7308$	$\Sigma X_2^2 = 45.1341$	$\Sigma X_3^2 = 42.1142$

$$\Sigma X = \Sigma X_1 + \Sigma X_2 + \Sigma X_3 = 12.06 + 13.43 + 12.96 = 38.45$$

$$\Sigma X_1^2 = \Sigma X_1^2 + \Sigma X_2^2 + \Sigma X_3^2 = 36.7308 + 45.1341 + 42.1142 = 123.9791$$

$$N = N_1 + N_2 + N_3 = 4 + 4 + 4 = 12$$

1.) Computation of the Correction factor :

$$C = \frac{(\Sigma X)^2}{N} = \frac{38.45^2}{12} = \frac{1478.4025}{12} = 123.200$$

2.) Computation of Sum of Squares

$$\text{Total SS} = \Sigma X^2 - C = 123.9791 - 123.200 = 0.779$$

$$\begin{aligned} \text{Between SS} &= \left[\frac{(\Sigma X_1)^2}{N_1} + \frac{(\Sigma X_2)^2}{N_2} + \frac{(\Sigma X_3)^2}{N_3} \right] - C \\ &= \left[\frac{12.06^2}{4} + \frac{13.43^2}{4} + \frac{12.96^2}{4} \right] - 123.200 \end{aligned}$$

$$= \left[\frac{145.4436}{4} + \frac{180.3649}{4} + \frac{167.9616}{4} \right] - 123.200$$

$$= [36.3609 + 45.091225 + 41.9904] - 123.200$$

$$= 123.442525 - 123.200$$

$$\text{Between SS} = 0.242525$$

$$\text{Within SS} = \text{Total SS} - \text{Between SS}$$

$$= 0.779 - 0.242525$$

$$= 0.536475$$

3.) Computation of degrees of freedom

$$\text{df total} = N - 1 = 12 - 1 = 11$$

$$\text{df between} = K - 1 = 3 - 1 = 2$$

$$\text{df within} = N - K = 12 - 3 = 9$$

4.) Computation of Mean Squares

$$\text{MS Between} = \frac{\text{Between SS}}{\text{df Between}} = \frac{0.242525}{2} = 0.1212625$$

$$\text{MS Within} = \frac{\text{Within SS}}{\text{df within}} = \frac{0.536475}{9} = 0.0596083$$

5.) Computation of F-value

$$F = \frac{\text{MS Between}}{\text{MS Within}} = \frac{0.1212625}{0.0596083} = 2.034$$

APPENDIX J

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Graduate & Post-Graduate Studies Department
Catbalogan, Samar

January 21, 1997

The Administrator
Clarencio Calagos Memorial School of Fisheries
Sta. Margarita, Samar

Madam :

I am presently writing a thesis entitled "THE FUTURE AGRICULTURAL HOMEMAKERS OF THE PHILIPPINES: AN ASSESSMENT" a requirement in my masteral study.

In this connection, I have the honor to request permission to distribute questionnaire to the school administrators, local school chapter advisers and students in your school.

This questionnaire is designed to elicit information regarding the implementation of the FAHP program from the respondents.

I am anticipating for your kind support to this study, the result of which may help improve the implementation of the program not only in your school but in all FAHP member schools in the country. Thank you and may God bless us all.

Very truly yours,

(SGD.) ISIDORA B. PANTALEON
Researcher

Recommending Approval:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate Studies Department

CURRICULUM VITAE

NAME : ISADORA B. PANTALEON
ADDRESS : Catbalogan, Samar
DATE OF BIRTH : October 24, 1946
PLACE OF BIRTH : Catbalogan, Samar
CIVIL STATUS : Married

EDUCATIONAL BACKGROUND

Elementary Mercedes Elementary School
Brgy. Mercedes
Catbalogan, Samar
Secondary Samar Regional School of
Fisheries
Catbalogan, Samar
College Samar Regional School of
Fisheries
Catbalogan, Samar
Daniel Z. Romualdez School
of Fisheries
Tolosa, Leyte
Graduate Studies Samar State Polytechnic College
Catbalogan, Samar

CIVIL SERVICE ELIGIBILITIES

Professional Career Examination, June 16, 1979, Catbalogan,
Samar

AWARDS RECEIVED

Being the troop leader	March 12, 1985
of the first senior girl	Samar Council
scout troop to be awarded	Catbalogan, Samar
the GSP badges in whole of	
Samar for SY 1984-1985	
Valuable Assistance in the . . .	September 22, 1990
Cultural Presentation in	Samar Regional School
connection with the Samar	of Fisheries
Regional School of Fisheries,	
Barangay Night	
Barangay Service Award	September 23, 1991
	Barangay Mercedes
	Catbalogan, Samar

POSITIONS HELD

Secondary School Teacher	Bobon School of Fisheries
	Bobon Northern Samar
	June 21, 1976
	June 27, 1983
Secondary School Teacher	Samar Regional School
	of Fisheries
	Catbalogan, Samar
	Juune 28, 1983 - present
FAHP Adviser	Bobon School of Fisheries
	Bobon Northern Samar
	SRSF, Catbalogan,/Samar
GSP Troop Leader	SRSF, Catbalogan, Samar
GSP District Field Adviser . . .	Samar School of Fisheries
	Catbalogan, Samar

SEMINARS/TRAININGS ATTENDED

Seminars and Special Trainings-Leadership Training for
 Trainors of Adult Leader of the FAHP-FFP Organization
 Incorporation, February 26-29, 1980, Pampanga
 Agricultural College, Magalang, Pampanga

National Work Conference of the FAHP-FFP-FFPCC, January 26-28, 1982, Echo-Tech Center, Sudlon Agricultural School, Lahug, Cebu City

Second Joint FFP-FAHP Regional Work Conference, January 19-21, 1977, Southern Samar Agricultural College, Salcedo Eastern Samar

5th Regional Work Conference of the FFP-FAHP, November 21-23, 1979, Alang-Alang Agricultural School, Alang-Alang, Leyte

FFP-FAHP Regional Work Conference, January 17-19, 1979, University of Eastern Philippines, Northern Samar

Joint Annual Regional Pre-work Conference of the FFP-FAHP-FFPCC Organization, December 3-4, 1980, Isabel National Agricultural and Vocational School, Isabel, Leyte

6th Joint FFP-FAHP 5th FFPCC Regional Work Conference, February 24-26, 1981, Isabel National Agricultural and Vocational School, Isabel, Leyte

10th Joint FFP-FAHP 5th FFPCC Regional Pre-work Conference, November 21-22, 1985, Isabel National Agricultural and Vocational School, Isabel, Leyte

Joint District-V Work Conference of the FFP-FAHP-FFPCC Chapter, February 8-10, 1989, Samar Regional School of Fisheries, Catbalogan, Samar

Short Term Training Program in Fish Processing Technology, April 5 - May 16, 1985, University of the Philippines, Diliman, Quezon City

Quality Evaluation of Frozen Marine Products for Exports, November 23-27, 1992, PTTC Bldg., Senator Gil J. Puyat Ave. Cor. Roxas Blvd., Pasay City

Seminar on Proper Application Testing and export Specifications of Food Additives, May 26-28, 1993 Sen. Gil J. Puyat Ave. Cor. Roxas Blvd. Pasay City

Seminar on Quality Control in Food Canning, April 26-30, 1993, PTTC Bldg. Sen. Gil J. Puyat, Cor. Roxas Blvd. Pasay City

Training Program of Population Education for Trainors of Secondary Schools, July 17-22, 1978, Bobon School of Fisheries, Bobon Northern Samar

Level IV Training Course, Nov. 6-12, 1978 Bobon School of Fisheries, Bobon Northern Samar

Nagpakitang Turo sa Araling Panlipunan I SEDP, May 28, 1989, Eastern Samar national Comprehensive High School, Borongan, Samar

SEDP Mass Training in Technology in Home Economics, Nov. 18-24, 1990, Tanuan School of Craftsmanship and Home Industries, Tanuan, Leyte

SEDP Mass Training sa Araling Panlipunan - I, May 1-28, 1989 Eastern Samar National Comprehensive High School, Borongan, Samar

Seminar Work-Shop on Supervisory Techniques Contents and Strategies its implication to Quality Instructions in Social Studies, Nov. 26-27, 1991, Samar Regional School of Fisheries, Catbalogan, Samar

Valuable Assistance in the Cultural Presentation in Connection with the Samar Regional School of Fisheries, Catbalogan, Samar, Sept. 22, 1990, Samar Regional School of Fisheries, Catbalogan Samar

Seminar Workshop in learning Objectives Formulation, Test Item Analysis and Modern Teaching Strategies, Dec. 3-5, 1987, Samar Regional School of Fisheries, Catbalogan, Samar

Seminar Workshop on Alternative Strategies for Effective Teaching (ASET), march 1-9, 1984, SRSF, Catbalogan., Samar

Seminar on Technology on Home Economics a challenge to year 2000, February 27, 1993

GSP International Peace Jubilee Camp, April 5-12, 1992 Concepcion R. Gonzales National Program Training Center, Novaliches, Quezon City

Visayas Regional Junior and Senior Encampment, March 2-7, 1991, MARINE YULO - Vargas Regional Training and Program Center, Capitol Hills, Cebu City

- GSP Golden Jubilee Regional Event "Golden Opportunity-Economic Self Sufficiency, June 1-6, 1990, Marina Yulo-Vargas Regional Training Center and Program Center, Capitol Hills, Cebu City
- GSP Silver Jubilee Camp, Sept. 25 to 30, 1989, Marina Yulo-Vargas Regional Training and Program Center, Capitol Hills Cebu City
- GSP Regional Junior and Senior Encampment, February 20-27, 1992 Marina-Yulo Vargas Regional Training and Program Center, Capitol Hills, Cebu City
- GSP Basic Training Course, September 10-12, 1987, Bobon School of Fisheries, Bobon Northern Samar
- GSP District Field Advisor, Seminar Workshop, September 3-5, 1992, Samar Council, Catbalogan, Samar
- Provincial Senior Encampment, May 9-11, 1990, BLISS Elementary School, Catbalogan, Samar
- Junior and Senior Provincial Encampment, Nov. 27 to Dec. 1, 1992, Bangon, Pinabacdao, Samar