

Summary

The correlations among the sub-scales have a low significance but, the sub-scales, however, are not significantly related to the total alienation scores.

The items in the sub-scales, except for three in the Social Isolation Scale have high discriminative power.

The findings in this study show that high alienation is related to rural background, lower educational attainment of father, farming as father's occupation and non-membership in college organizations. The high alienation groups are also less certain about getting a job after graduation, and more plan to go into a more socially isolated occupation—farming. On the other hand, low alienation is related to an urban background, higher educa-

tion of father plus a white-collar job of father and membership in college organizations. They're more certain about a job and intend to go into more "socializing" occupations as teaching and extension work.

These findings are not by any means conclusive. However, they may serve as hypotheses for further study. Some modifications could be made of the scale to yield more meaningful results. Possibly, studying alienation within the framework of a specific social situation, like the Pearlin and Clark studies may be attempted. The question could be paraphrased to make them more understandable and meaningful. Furthermore, independent treatment could be made of the components.

In-Service Training Needs of Barrio Development Workers in the Philippines

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Community development workers at all levels need training throughout their professional careers. The village or barrio development workers specially need a well-developed in-service training program that will support them in meeting a multitude of problems in the job.¹

Working with people in the barrio requires a full knowledge of the content of the community development program. It needs a great many skills in teaching, human relations, and some technical subject matter areas. It demands the barrio development workers' possession of desirable personal qualities, so that it becomes

imperative for them to receive continuous and purposeful training. "He has to be trained, and how to train him most effectively is still one of the major problems, if not *the* major problem, of the organizers of community development work."²

In the office of the Presidential Assistant on Community Development (PACD) particularly, management is constantly faced with the problem of providing the appropriate in-service training for its workers at all levels. Policies in this regard are sometimes arrived at through unsystematic procedures of program planning. A study was therefore conducted

¹ Robert A. Polson, "Theory and Methods of Training for Community Development," *Rural Sociology*, Vol. 23, No. 1, (March 1958).

² T. R. Batten, *Training for Community Development: A Critical Study of Method* (London: Oxford University Press, 1962), p. 6.

in 1964 to determine the training needs of the employees of PACD throughout the Philippines.

The study was primarily intended to serve as an instrument for collecting information that may be useful in curriculum planning for future in-service training programs of PACD. The study surveyed the training needs of three levels of PACD employees: (1) the field supervisors; (2) the field workers; and (3) the office staff and service personnel.

This report, however, is limited to the training needs of PACD field workers (Barrio Development Workers). Relevant to such training needs are the Barrio Development Workers' motivations for training, preferences for subject matter and content, trainers and resource persons, methods and techniques. The field workers were also asked of their preferences for the training site as well as the time and duration of training.

For purposes of this study, in-service training is defined as the continuous process of teaching a worker to be proficient in his present job, as well as to prepare him for promotion to higher levels of work. As described in this article, the term Barrio Development Worker (BDW) refers to the Barrio Development Workers assigned in rural barrios and the City Development Workers assigned in barrios of cities, both of whom are employed by the PACD.

It is assumed in this study that Barrio Development Workers need in-service training.

Method

A questionnaire designed to obtain BDWs' opinions and preferences on five factors (training objectives, trainees, training content, trainers, and training methods and techniques) was drafted, revised and pretested. Of the 216 questionnaires sent

out to BDW's, 129 were returned duly accomplished.

Sample. A combination of quota and systematic random sampling was used to select the sample. An attempt was made to take a quota of four BDW's from each province or approximately an equivalent of four times the number of provinces in each of the six Community Development Areas throughout the country. A systematic random sampling was then made to select the BDW's from each province. Returns, however, were short of the expected 16 per cent of the total BDW population throughout the country. The questionnaires which were not returned, or were returned but unanswered, were those sent to BDW's who had either resigned, transferred to other offices, or changed their stations. The roster of PACD Field Personnel as of August 1, 1963 (with some up-dated changes according to current field personnel placements) was used in selecting the sample.

Characteristics of the sample. The sample is dominated by male BDWs whose ages range from 25 to 39 years old, who trained at Los Baños, Laguna, and who are college graduates with bachelor's degrees in commerce or business administration, liberal arts or education. One to 25 BDW's were graduated from each pre-service school (1st to 16th) group; and one to six BDW's are assigned in each of the 56 provinces throughout the country. Area representations are as follows: I CD Area, 37 BDW's; II CD Area, 21 BDW's; III CD Area, 15 BDW's; IV CD Area, 19 BDW's; V CD Area, 11 BDW's; and VI CD Area, 26 BDW's.³

³ For purpose of administration and field operations, the PACD divided the country into six community development areas (CD Areas): I CD Area, Ilocano-speaking region; II CD Area, Tagalog-speaking region; III CD Area, Bicol region; IV CD Area, Cebuano and Waray-speaking region; V CD Area, Ilongo-speaking region; VI CD Area, Mindanao and Sulu.

Findings

Need for in-service training and objectives. The assumption that BDW's need in-service training is supported by Table 1 which indicates that of the 129 respondents, 122 said that they need in-service training, while only 5 said "no", and 2 said they did not know.

TABLE 1. Need for in-service training by BDW's

Need for In-Service Training	Number	Per Cent
Yes	122	95
No	5	4
I don't know	2	1
TOTAL	129	100

Of those who feel the need for in-service training, 45 said so because they want to keep abreast of new trends in the job, while 44 said they want to improve their performance and efficiency, and 38 said they want to acquire new or additional skills.

Keeping abreast of new trends in the job, to most BDW's, means to have a better understanding of current operational policies and field operations. It also means a redirection of program objectives, operational goals, values and principles. Because everything changes, thereby making community development a dynamic activity, most BDW's would like to avoid 'stagnating' in the job. By learning more about the job, they would continually be sharpening themselves on the "tools of the trade." Some even confessed that they are not so well acquainted yet with the CD program; so they asked to know more about its nature. At any rate, they are all for in-service training for this helps them much in their job. Besides, in-service training is part of progressive

management and administration of any growing organization.

Some BDW's feel inadequate and therefore aspire for cultural, educational or professional growth. Accepting the fact that no man is perfect, some BDW's think that training or learning should be a continuous process. To gain more knowledge in order to broaden one's perspectives is actually an indication that the thirst for knowledge is endless. Some expect in-service training to prepare them for advancement and promotion.

A few BDW's view in-service training as something that will supplement their past training. They consider in-service training as an opportunity to evaluate past performance through the sharing or exchange of ideas and past experiences. In-service training is also expected to raise morale through the discussion of field problems and their corresponding solutions. It is considered an opportune time to bring grievances to the attention of top management. Through better understanding among co-workers, in-service training can focus personal loyalty, and bring about belongingness, to PACD.

Those who said "yes" to in-service training need invariably maintained their reasons for needing such in two control questions. Asked which objectives should the in-service training program recognize most, they chose:

- To provide employees with new skills;
 - To improve the performance and efficiency of personnel; and
 - To prepare employees for advancement and promotion.
- in that order of preference.

When asked which objectives of in-service training they consider most important, again the following were mentioned most often by the respondents:

To improve the performance and efficiency of personnel;

To prepare employees for advancement and promotion; and

To inform trainees of new trends in the job.

The motivations of BDW's for participating in any in-service training are the learning of more skills and the gaining of more knowledge.

The five BDWs who see no need for in-service training had varied reasons for their feelings. Their comments are:

I have done my job well.

We have learned many theories or principles that are not applicable.

Subjects taken are just similar to previous in-service training.

Training for six months is already enough. [Referring to pre-service training.]

The two BDW's who said they don't know whether they need in-service training or not had this to say:

Theory is one thing; practice is another—I mean good fieldmen are born, not made. Training probably helps a little but, well, I don't know.

I could not say no or yes because it is the policy of the office that counts much as I have observed in the operations of this office.

The BDWs' perception of training is very great. One hundred twelve of the respondents admittedly pointed to their own level (BDW) as the PACD employees who need in-service training most, followed in the order of intensity of preference, by the field supervisors (Municipal Development Officers), then by the middle supervisors (Regional, Provincial, and the Assistant Provincial and City Development Officers).

TABLE 2. PACD Employees Who Need In-Service Training Most As Felt By The Barrio Development Workers (Frequency Distribution). (N=129)

Rank	PACD Employees Who Need In-Service Training	Number
1.	Field Workers (BDW's, CDW's)	112
2.	Field Supervisors (MDO's)	67
3.	Middle Supervisors (RDO's, PDO's, APDO's, CDO's)	47
4.	Top Management (PACD, ADO's)	20
5.	Technical Staff (Section Chiefs, Unit Heads)	9
6.	Training Staff (CDC and TIS instructors, PTIOs)	8
7.	Major Executives (Deputy, Executive Officer, Division Chiefs)	8
8.	Clerical Staff (Clerks, typists, stenographers, etc.)	7
9.	Service Personnel (Drivers, janitors, etc.)	3
10.	Those slated for promotion	1

Table 3 summarizes the subject matter areas that the BDW's feel should be in-

cluded in the curriculum for their in-service training.

TABLE 3. Subject Matter Areas That BDW's Feel Should Be Included In The Curriculum For In-Service Training (Frequency Distribution) (N=129)

Subject Matter	Number
1. Some practical skills in agriculture	79
2. Overcoming resistance to change; techniques of change	78
3. Some principles in rural sociology and their application; social system analysis	75
4. Community organization methods	63
5. How to train local leaders	61
6. Revised Barrio Charter	49
7. How to conduct better meetings	46
8. Human relations; behavior and conduct of PACD employees	46
9. Case Studies of field experiences	45
10. Supervision: roles of supervisee and supervisor; guidance and counselling	40
11. Adult leadership	38
12. Administration: "negative and positive incentives for workers"	38
13. Comparative study of community development programs	36
14. Some principles of social psychology and their application	36
15. Public speaking	35
16. Roles and utilization of technical agencies and civic-religious organizations engaged in CD	33
17. Personnel management and procedures; ranking and placement of personnel	33
18. Evaluation methods	30
19. Budget planning	30
20. Program planning	29
21. Office policies	29
22. Communication skills, including audio-visual operation, official correspondence writing	28
23. Overview of the "big picture" of CD	27
24. Research methods; statistics	27
25. Some principles in adult education and their application	25
26. Review of CD principles and objectives; "self-help"	22
27. Decision making	19
28. Review of job description	18
29. Office management	17
30. Fiscal accounting	17
31. Professional ethics in the government service; the Civil Service Law, rules and regulations	17
32. More practical skills adaptable to the barrios	16

Subject matter and content of training. The BDW's clamor for more practical skills in agriculture points to at least two probable things: (1) that their train-

ing in agriculture during the pre-service training was not adequate; (2) that their job in the barrios demands more and more practical skills in agriculture.

The specific agricultural skills that they would like to have are in poultry and animal husbandry. In poultry, they would especially like to know more about the diseases of chickens and how these can be remedied. Another agricultural skill mentioned is the production of mushrooms, especially mushroom seeds (spawns), and the preservation of grown mushrooms. The female BDW's mentioned homemaking or home management.

BDW's, despite pre-service training of over six months and their considerable field experience, still need to learn how to overcome resistance to change. They admit meeting resistance from the barrio people in introducing innovations in the barrio. Learning more about the techniques of change will equip them with knowledge and skills in effecting socio-cultural change in the rural areas. In terms of improved public relations, they would like to learn more techniques on selling ideas effectively.

Rural sociology has increased its adherents especially among community development workers all over the world. The BDW's in the Philippines know the usefulness of some principles in rural sociology and how these can be applied to local situations and problems. They will particularly benefit more from a better understanding of the economic and other resources of the rural communities and their effects on CD; and the attitudes, values and value orientations of the barrio people.

Because the BDW is the PACD man who is directly involved in the barrio community, he is constantly called upon, by virtue of his functions and duties, to organize the community for action. Thus, most BDW's would like to learn community organization methods. They can use this knowledge in teaching barrio people how to organize and operate successful cooperative enterprises, especially consum-

ers' cooperatives and credit unions. Said one BDW, "Although we have already the CAO (Cooperatives Administration Office), I believe having a working knowledge about [organizations] will be of importance."

The BDW's would also benefit from a better understanding of the young people in the barrios. In working with adults, they want to know practical methods of, and techniques in, encouraging more effective coordination among personnel of PACD, technical agencies, and local government officials, especially in project implementation. The BDW's will particularly benefit from a knowledge of how to deal with political bigwigs in the community.

Recognizing their role as multi-purpose workers in general and as educators in particular, most of the respondents want to know how to train local leaders. This demand for such a skill may have been caused by an office policy that has shifted the responsibility of training barrio council officials, lay leaders, women and youth, to all BDW's. Formerly, this was the main concern of the trainers assigned either at the area or provincial offices. Specifically, the BDW's would like to learn more skills in the conduct of leadership and CDWAY (Community Development through Women and Youth) institutes.

PACD workers are generally referred to by the barrio people as *the* experts on the Barrio Charter. It is incumbent therefore for every PACD worker to know the provisions and implications of such a law. The BDW is especially in such a position that the barrio council officials and other interested barrio citizens can approach him for any question regarding the provisions in the Revised Barrio Charter. The BDW's are therefore interested in knowing more about the procedures and methods of barrio budgeting and the accounting of barrio funds, since current

problems in the barrio councils emanate from these areas.

The growth and development of barrio councils and the importance of the barrio assembly in the efficient management of barrio government has brought to the fore the need for better meetings. BDW's, therefore, in their capacity as advisers to the above bodies, would like to know more about conducting better meetings which are productive and therefore vital to community development.

The rest of the subject matter areas listed in the questionnaire were selected in varying degrees of preference but in a lesser frequency than that described above. These were the items which the respondents strongly felt should be included in their in-service training curriculum. In addition some new topics were suggested. The "new" topics, however, tend more to explain or specify the subject matter areas already listed in Table 3.

The most prominent of the new subject matter areas proposed in the curriculum are "more practical skills that are adaptable to the barrios." Such skills include practical skills in handicrafts, small cottage and home industries, arts and trades, ceramics, improved fishing methods, making watersealed toilets, and practical mechanics, like repairing sewing machines and other machines most commonly found in the barrios. One BDW said, in support of learning practical mechanics, that "this will hold and foster closer relationship and thus aid much in 'doing' (sic) and dealing with people."

Also suggested were skills in the operation, maintenance and repair of typewriters, motorbikes, and bicycles, and better motor handling. Even some engineering skills such as surveying, plan interpretation, and computation of bills for materials were mentioned.

There were some isolated cases where topics which cannot be categorized under any of the above-listed subject matter areas were suggested. For instance, the Agricultural Land Reform Code (RA 3844) and land reform as a community development activity were mentioned by a few BDW's (4). Other topics suggested by at least one BDW are the following:

Decentralization law and local government;

Politics in our organization and how to avoid them;

Effects of politics in government service and on the CD program;

The image of the PACD organization as perceived by the barrio people;

Work patterns of PACD fieldmen and office personnel;

Attitudes, values and value orientation of field workers;

Project management;

Project programming;

How to make "rationale" of GIA projects;

Traffic rules and regulations;

GAO rules and regulations.

In emphasizing the importance of the knowledge and skill of public speaking, a BDW from Albay commented: "CD work is a lot of speaking jobs. Effective speaking is the key to leadership in any endeavor, for instance, in sales promotion and missionary work. CD work requires more training, more thorough training in communication and effective speaking, for leadership purposes and in selling the program."

Trainers preferred. Seventy-one per cent of the respondents prefer a training staff composed of instructors from the Area Office, Community Development

Center, and the Central Office, (Table 4). Eleven per cent, however, would like to have as trainers only those coming from the CDC and the Central Office. In fact, one of the respondents made this comment: "We don't want MDOs and PDOs as [our] trainers." Seven per cent would prefer a combination of Area Office and CDC trainers. A negligible number wanted instructors originating from the Area Office only or the CDC only. Nobody chose a training staff composed of people from the Central Office only, although in another question in the questionnaire, four respondents indicated that the Central Office can be tapped for some resource persons.

Three respondents did not make any choice for various reasons. One said, "I am not choosy as long as the instructor

delivers the right goods and practices what he preaches." Another said, "It doesn't matter who, as long as they are competent and know their subject matter."

Eighty-seven per cent of the respondents think that resource persons would be of great help during the in-service training, but three of them did not suggest any agency, office or department from which the resource persons should come. Twelve respondents doubt the usefulness of resource persons during the in-service training; nevertheless, ten of them suggested possible sources of resource persons. One did not categorically say that resource persons will be of great help or not, or even doubtful about this, and yet suggested some agencies which could be tapped for resource persons.

TABLE 4. Trainers Most Preferred By BDW's

Trainers	Number	Per Cent
Area Staff, Central Office Staff and CDC instructors	91	71.0
CDC instructors and Central Office Staff	14	11.0
CDC instructors and Area Staff	9	7.0
Area Staff only	5	4.0
CDC instructors only	3	2.0
Area Staff and Central Office Staff	2	1.5
Experienced fieldmen	1	.8
"Those that have Master's and Doctorate degrees only"	1	.8
No answer	3	2.0
TOTAL	129	100.1*

* Figures were rounded, thus arriving at more than 100%.

Most respondents preferred resource persons who could talk on scientific agricultural skills, especially skills in poultry and animal husbandry, and in the production of mushrooms. Among the agencies which were mentioned most often as possible sources of resource persons (Table 5) are the Commission on Agricul-

tural Productivity (34), Department of Agriculture and Natural Resources (29), Bureau of Animal Industry (17), National Waterworks and Sewerage Authority (15), Bureau of Plant Industry (14), Agency for International Development (14), NA-CIDA (11), and Bureau of Public Works (10).

While the CAP was mentioned most often, the number of respondents who suggested the DANR and offices under it is twice bigger than the number of respondents who mentioned CAP. Aside from the BAI and BPI, other offices under the DANR which were suggested as possible sources of resource persons are the Bureau of Soils (6), Bureau of Forestry (3), Bureau of Fisheries (2), and Bureau of Lands (1). The Provincial Agriculturist was singled out by the one respondent.

Among the numerous projects undertaken in the barrios under the grants-in-aid program of the PACD are those pertaining to water supply. Oftentimes, BDW's are forced by circumstances to act as first aiders for the technicians of the National Waterworks and Sewerage Authority. It is not a surprise therefore why 15 respondents suggested NAWASA as a possible source of resource persons. Very much related to the need for water supply technicians is the need for technicians in irrigation. Thus, two respondents mentioned the National Irrigation Administration and two mentioned the Irrigation Service Unit.

The Agency for International Development was suggested by 14 respondents as a source of resource persons. In the past, AID officials made it a point to attend for a day or so any in-service training being conducted at the CDC or at any CD Area. This contact with officials connected with the original source of part of PACD funds has somewhat boosted the trainees' morale in terms of more up-to-date information on AID's concern for PACD activities. One respondent suggested United Nations Community Development representatives to serve as resource persons, while another mentioned the Committee on American Remittances Everywhere (CARE).

Earlier, it was mentioned that BDW's would like to learn more practical skills

in handicrafts, small cottage and home industries and ceramics. The National Cottage Industries Development Administration (NACIDA) was therefore mentioned by eleven respondents as a possible source of resource persons. Likewise, the Philippine College of Arts and Trades (PCAT), Abaca Corporation (ABACORP), and Abaca Foreign Trade Promotion were each mentioned by one respondent.

The Bureau of Public Works was considered by ten respondents as an agency to be tapped for resource persons. Aside from the above ten, five named the Bureau of Public Highways, and four named the Department of Public Works and Communications. This is probably in view of the number of grants-in-aid projects which require the technical assistance of representatives of the above mentioned offices.

A recent problem that has plagued the barrio level workers of PACD is the one concerning the financial procedures involved in the management of barrio government according to the Revised Barrio Charter. Thus, ten BDW's indicated the Department of Finance as a possible source of resource persons. One mentioned that a representative from the Treasurer's Office would do. Seven others mentioned the General Auditing Office, two of whom preferred no less than the Auditor General to act as a resource person, while four named the Budget Commission. This then jibes with some comments made earlier in some returned questionnaires that GAO rules and regulations, the procedure and method of accounting of barrio funds, and barrio budgeting need to be included as topics in the in-service training curriculum.

The PACD being under the Office of the President, nine respondents indicated preference of representatives from the Office of the President as resource persons. One wanted no less than the Executive Secretary himself as a resource person;

four wanted the legal staff of the Local Government Section, and another one mentioned the Presidential Committee on Administrative Performance and Efficiency (PCAPE).

As the office directly concerned with the Philippine government funds supporting the PACD, the National Economic Council (NEC) is seen by eight BDW's as an office from which some resource persons should come. One other, however, preferred the Program Implementation Agency (PIA).

Eight BDW's, thinking that no less than the experts on agriculture should teach them some more agricultural skills, specified the University of the Philippines College of Agriculture (UPCA) as a source of resource persons. Some, however, suggested other units of the University of the Philippines: five mentioned the Graduate School of Public Administration (GSPA), two mentioned the Community Development Research Council (CDRC), and one mentioned the Community Development Graduate School. Three suggested UP in general while one would like to have as resource persons UP instructors, and another would like UP researchers (sociologists).

Land Reform is a current live issue. Thus, four BDW's suggested that land reform as a community development activity, especially as it pertains to the provisions of the Agricultural Land Reform Code (RA 3844), should be included as a subject matter in the in-service training. Consequently, a total of 55 respondents mentioned the Land Authority and several offices under it as possible sources of resource persons. As mentioned earlier, the

CAP alone got the most number of "votes" among all other agencies. The Land Authority had eight suggestors; and so did the Agricultural Credit Administration. Two BDW's mentioned the Land Authority Rural Information Service (LARIS), and the "different branches of Land Authority."

Those who did not care to mention any agency had the following to say:

Upper brackets in this organization are in the better position to know.

I am not choosy as long as the instructor delivers the right goods and practices what he preaches.

Any agency connected with our work.

No particular agency as long as it has done coordination and contact with the PACD.

From agencies whose work is directly concerned with the topics under discussion.

It all depends according to needs
As the case may be.

Table 5 shows the complete list of all the offices, agencies, and instrumentalities suggested by BDW's as possible sources of resource persons.

Practical experience, technical competence, and aptitude for teaching are the qualities considered most important by BDW's for instructors in their in-service training to possess. Less than one half of the respondents considered educational background as most important, while one third only of the group considered qualities of leadership as a most important quality of an instructor.

TABLE 5. Sources of Resource Persons Most Preferred by BDW's

Agency/Office/Department/Bureau	Number
Commission on Agricultural Productivity	34
Department of Agriculture and Natural Resources	29
Bureau of Animal Industry	17
National Waterworks and Sewerage Authority	15
Bureau of Plant Industry	14
Agency for International Development	14
National Cottage Industries Development Administration	11
Bureau of Public Works	10
Department of Finance	9
Office of the President	9
National Economic Council	8
University of the Philippines College of Agriculture	8
Land Authority	8
Agricultural Credit Administration	8
Congress (Senate and House of Representatives)	7
Irrigation Service Unit	7
Cooperative Administration Office	7
Bureau of Soils	6
Department of Justice	6
Rural Health Units	6
Bureau of Health	5
Bureau of Public Highways	5
Bureau of Public Schools	5
Graduate School of Public Administration, U.P.	5
Central Office, PACD	4
Department of Public Works and Communications	4
Legal Staff, Local Government Section, Malacañang	4
Budget Commission	4
Bureau of Forestry	3
Department of Education	3
Adult Education Division	3
Department of Health	3
University of the Philippines	3
Government Service Insurance System	3
Development Bank of the Philippines	3
Civil Service Commission	3
Philippine National Bank	2
Philippine Rural Reconstruction Movement	2
Land Reform Council	2
U.P. Community Development Research Council	2
International Rice Research Institute	2
Auditor General	2
Bureau of Fisheries	2
National Irrigation Administration (Irrigation Office)	2

Agency/Office/Department/Bureau	Number
Secretary of Justice	2
Social Welfare Administration	1
Provincial Fiscal	1
Justice of the Peace	1
Representative, Department of Finance	1
Representative, Treasurer's Office	1
Bureau of Lands	1
Provincial Agriculturist	1
Presidential Committee on Administrative, Performance and Efficiency	1
Inter-Department Coordinating Committee on Community Development	1
Executive Secretary	1
Provincial Governors	1
Municipal Mayors	1
United Nations CD Representatives	1
Program Implementation Agency	1
Committee for American Remittances Everywhere	1
University of the Philippines Instructors	1
U.P. CD Graduate School	1
CDC Staff members	1
U.P. Researchers (Sociologists)	1
Agrarian Counsel	1
Land Reform Information Service	1
CVC (?)	1
Emergency Employment Administration	1
Philippine College of Arts and Trades	1
Philippine Coconut Administration	1
Dale Carnegie's Public Speaking Course	1
Young Men's Christian Association	1
Rice and Born Board	1
Abaca Corporation	1
Abaca Foreign Trade Promotion	1
Wage and Position Classification Office	1

The majority of the respondents were quite satisfied with the latest in-service training that they had. Less than one-fourth of the group considered the latest in-service training very satisfying, while about one-eighth were rather satisfied.

Training methods. The majority of the respondents considered in-service training schools and demonstrations as the most helpful methods of training in attaining

their objectives in training. An urban development worker, however, suggested that "a different in-service training design be given CD workers assigned in the city." The UDW added that "conditions prevailing in the city are very much different than those existing in the province."

About one-third of the respondents considered field trips, tours, and reading materials as most helpful. A BDW proposed

“study tours to areas where CD is successful, and to others were the program is a failure—for case study purposes.”

One-fourth of the group thought that audio-visual aids, advanced study at a university here and/or abroad, workshops and seminars, would be most helpful. One-fifth of the respondents thought that conferences, short courses in college, on-the-job training by their supervisors, meetings, and study tours abroad would be most helpful.

There seems to be a clamor for equal opportunity among BDW's to study either here or abroad. While one said that advanced study at a university here and/or abroad is “a waste of money” a few verbalized their desire for this opportunity with these comments:

I suggest that in the future, we should be availed of these training experiences, especially advanced study abroad or at any university here in the country or a study tour abroad.

Fieldmen from the lower bracket should be given privilege to travel abroad.

Regular college study in various fields during off hours.

About one-eighth of the respondents also considered the following training methods most helpful: summer courses in college, refresher courses in college, assemblies, attendance at meetings of professional societies, counselling interviews and supervisory visits by their superiors.

New training methods suggested include a four-year course in college leading towards a degree in community development; laboratory method, direct experiences, learning by doing, field practice or exposure; actual field demonstrations and implementation by competent or selected demonstrators, demonstrations in the field on conduct of meetings and as-

semblies by CDC instructors; participant observation; case study of field experiences, sharing office and/or field experiences from top management down to BDW's and vice versa, etc.

Training techniques used by trainers that were found most helpful by the BDW's in attaining learning during their past in-service training were lecture-discussion, demonstration, and small-group discussion. One third of the respondents found study tours, field trips, and laboratory sessions as most helpful techniques. One-fourth of the group considered as most helpful, visual aids, motion pictures, the big group discussion, and role playing. One-fifth thought that lectures, case studies and the use of tape recorders were most helpful.

The training site most preferred by the BDW's is still the Community Development Center. Seventy per cent of them preferred to attend an in-service training school in CDC, while only 26 per cent would like to have their in-service training in their own CD area.

Those who preferred CDC said that there is no other place “where complete facilities are found.” One BDW commented in this connection thus, “CDC is more appropriate as it is near the UPCA where a worker undergoing in-service training can observe scientific skills in agricultural production at off hours.”

The next most popular places mentioned, however, are Baguio City and Pasonanca Park, Zamboanga City. Those who specified Baguio City said that Baguio would be good both “for pleasure and study.” They would prefer to go though to Baguio only during summer. Other places mentioned in the northern Luzon area were Bunuan Beach, Dagupan City; and Poro Point, La Union. In the Bicol region, Legaspi City and Tiwi, Albay were specified. In the Visayan islands, Cebu City, Iloilo City, and Tacloban City were

suggested. In Mindanao, other cities mentioned aside from Zamboanga City, are Cagayan de Oro City and Davao City. One respondent demanded a site "anywhere down south." The agricultural schools were not left unnamed. Agricultural schools mentioned as possibilities for training sites were the Araneta University; the Central Luzon Agricultural School at Muñoz, Nueva Ecija; the Visayan Agricultural College at Baybay, Leyte; Silliman University at Dumaguete City; and the Iloilo National Agricultural School at Lambunao, Iloilo. A BDW from Bukidnon suggested India "because their CD program seems to be better than ours."

Those who preferred to have the in-service training in their own CD area thought that it would be more economical on the part of the PACD. A respondent explained that "any place in one's own CD area approximating CDC facilities and conditions" would do. "Expenses would be less, especially as (in my case) vouchers are not paid, or if paid, they are much less than actual expenses incurred," said a BDW from the Mountain Province.

The majority of the respondents preferred to take their meals during in-service training with a caterer. A caterer would be "more practical for all concerned and ideal, too," commented one BDW. However, spending for meals from their own private funds would be all right, "if cash advances are given for meal purposes," according to another BDW.

Majority of the respondents preferred to lodge as a group. Of the 129 respondents, 111 preferred to lodge as a group because this would be "very ideal and practical," according to one BDW. It was, however, elaborated by another BDW that trainees should lodge "in small groups of 4 to 6" persons.

The respondents saw more advantages in lodging together than individually. A

BDW from Mt. Province said that "This would give them time to exchange experiences; discuss things learned at the school; provide them opportunities to know each other better."

The months towards the end of the year seem to be preferred more by the BDW's for holding in-service training. One-fourth of the group preferred November and December, one-sixth preferred October, and one-eighth preferred August and September, and April.

A BDW who suggested July-August said, "If it were possible and taking into consideration the advent of a fiscal year, any of the rainy months will do because the fieldman is busiest from January to June and September to December, leaving only July and August for the summer." Another respondent who preferred October-November commented that the "rainy season would be over and the climate would be fairly cool" during the months that he suggested.

Almost one-third of the respondents preferred in-service training that would be two weeks long only. However, one-fourth preferred 3 weeks and 1 month.

Summary and Conclusions

This study was conducted in order to guide policy and decision makers of PACD in laying out plans for in-service training of Barrio Development Workers and other levels of PACD employees.

A representative sample of BDW's was taken from each of the 56 provinces throughout the country, and a total of 129 accomplished questionnaires out of the 216 sent out by the researcher, was obtained.

The sample included was dominated by male BDWs whose ages range from 25 to 39 years old. Majority of the sample finished their pre-service training at Los Baños, and prior to joining the PACD,

had earned bachelor's degrees mostly along the lines of commerce or business administration, liberal arts and education.

Findings in this study indicate the following, which should serve as bases for making policies in and decisions on in-service training for Barrio Development Workers of PACD:

- (1) BDW's need in-service training that will provide them knowledge and teach them skills that can improve their performance and efficiency and prepare them for advancement and promotion.
- (2) BDW's need in-service training most in the following subject matter areas:
 - a) Some practical skills in agriculture, especially in poultry and animal husbandry;
 - b) Techniques of change;
 - c) Some principles in rural sociology and how these can be applied to local situations and problems;
 - d) Community organization methods;
 - e) How to train local leaders;
 - f) Revised Barrio Charter, especially financial procedures at the Barrio Council level;
 - g) How to conduct better meetings; and
- h) Practical skills in handicrafts and other home industries.
- (3) BDW's would prefer a composite training staff of Area Office, CDC, and Central Office instructors as well as resource persons from the Commission on Agricultural Productivity, Bureau of Animal Industry, Bureau of Plant Industry, NAWASA, AID, NACIDA, Bureau of Public Works, Department of Finance, the University of the Philippines, and other entities, who have practical experience, technical competence and aptitude for teaching.
- (4) BDW's would benefit most from in-service training schools which provide such training methods and techniques as demonstrations, field trips or tours, reading materials, visual aids, lecture-discussions, and small group discussions.
- (5) BDW's would still prefer the CDC as the site for their in-service training because they prefer to take their meals with a caterer and lodge together as a group in one place.
- (6) BDW's would be most willing to undergo a two-week long in-service training course especially towards the end of the calendar year (August through December).

A SUGGESTED FRAMEWORK FOR A PROGRAM OF IN-SERVICE TRAINING FOR BARRIO DEVELOPMENT WORKERS

Objectives:

1. To improve the performance and efficiency of Barrio Development Workers.
2. To keep Barrio Development Workers abreast of new trends in community development work.
3. To teach Barrio Development Workers new or additional skills.

Content:

1. Knowledge
 - a. Rural Sociology: social system analysis
 - b. Community Organization: community self-survey; community planning
 - c. Revised Barrio Charter: barrio budgeting; accounting of barrio funds
2. Skills
 - a. Poultry and pig raising; mushroom culture; cottage industries; other practical skills
 - b. How to train local leaders
 - c. How to conduct better meetings
 - d. Human relations
3. Attitudes:
 - a. Techniques of change: overcoming resistance to change
 - b. Case studies of field experiences
 - c. Supervisor-supervisee relationship

Training Staff:

Criteria for selection:

- practical experience
- technical competence
- aptitude for teaching

1. Instructors from:
 - a. The Area Offices (I, II, III, IV, V, & VI)
 - b. The Community Development Center
 - c. The Central Office, PACD
2. Resource persons from:
 - a. U.P. College of Agriculture
 - b. Department of Finance; Office of the President (Local Government Section)
 - c. Commission on Agricultural Productivity
 - d. Department of Agriculture and Natural Resources:
 - 1) Bureau of Animal Industry

- 2) Bureau of Plant Industry
- e. National Cottage Industries Development Authority (NACIDA)
- f. Agency for International Development (AID); National Economic Council (NEC)
- g. Bureau of Public Works; National Waterworks and Sewerage Authority (NAWASA)

Training Methods and Techniques:

1. Demonstrations
2. Field trips and tours
3. Reading materials and visual aids
4. Lecture-discussion
5. Small group discussion

Training Site:

Community Development Center, Los Baños, Laguna
 Meals—with CDC caterer
 Lodging—at CDC dormitories

Months of Training:

From August THROUGH December

Duration of Training:

Two weeks

Number of trainees per school group:

- *As many as can be accommodated at the CDC dormitories.
- *As many as can be managed by available training staff.

Training Schedule:

[First Week]

MONDAY

A.M.—Arrival and registration of trainees
 P.M.—Orientation

TUESDAY: Rural Sociology (Reference: Loomis and Beegle, *Rural Sociology: The Strategy of*

Change, Englewood Cliffs,
N. J.: Prentice - Hall, Inc.,
1962)

- 8- 9 A.M.—Social Systems: Elements
9-10 A.M.—Social Change: Processes
10-11 A.M.—The Community as a Social
System
11-12 A.M.—The Family and Kinship
Systems
1- 2 P.M.—Informal Social Systems
2- 3 P.M.—Social Class and Stratifica-
tion
3- 4 P.M.—Religion
4- 5 P.M.—Health and Education

WEDNESDAY: Community Organization
(References: Leadership Pamphlets Nos. 2 & 3,
Adult Education Association
of the U.S.A.; T. R. Batten,
*Communities and their De-
velopment*, London: Oxford
University Press, 1962; and
Murray G. Ross, *Community
Organization: Theory and
Principles*. New York: Har-
per and Brothers, Publishers,
1955).

- A.M.—Community Self-Survey
P.M.—Community Planning

THURSDAY: Revised Barrio Charter
(R.A. 3590)

- A.M.—Barrio Budgeting
P.M.—Accounting of Barrio Funds

FRIDAY: Practical Skills in Agriculture

- A.M.—Poultry Raising
P.M.—Pig Raising

SATURDAY: Practical Skills (continued)

- A.M.—Mushroom Culture
P.M.—Cottage Industries
Other Skills

SUNDAY: Socials
[Second Week]

MONDAY: How to Teach and Train
Adults (Reference: Leader-
ship Pamphlet No. 5, Adult
Education Association of the
U.S.A.)

- A.M.—The Teaching-Learning
Process
P.M.—Methods of Teaching

TUESDAY: How to Conduct Better
Meetings (Reference: Lead-
ership Pamphlet Nos. 1, 4,
11 & 14, Adult Education
Association of the U.S.A.)

- A.M.—Understanding How Groups
Work
P.M.—How to Lead Discussion

WEDNESDAY: Human Relations

- A.M.—Behavioral Ethics
P.M.—Interpersonal Communication

THURSDAY: Techniques of Change (Re-
ferences: Lippitt, Watson and
Westley, *The Dynamics of
Planned Change*. New York:
Harcourt, Brace & Co., Inc.,
1958; and Everett M. Ro-
gers, *Diffusion of Innovations*
New York: The Free Press
of Glencoe, 1962).

- A.M.—Planned Change
P.M.—Diffusion of Innovations

FRIDAY: Case Studies of Field Expe-
riences

SATURDAY: Case Studies of Field Expe-
riences (continued)

SUNDAY: Socials

MONDAY: Supervisor-Supervisee Rela-
tionship.