

## **Evaluation of the Performance of the Technical Education and Skills Development Authority (Tesda) Training Institutions in Region VIII**

**Roger G. Cataraja<sup>1\*</sup>, Geryl D. Cataraja<sup>2</sup>**

<sup>1\*</sup>TESDA Calubian Leyte

<sup>2</sup>Palompon Institute of Technology, Palompon Leyte, Philippines

**ABSTRACT:** The main objective of this study was to evaluate the performance of the Technical Education and Skills Development Authority (TESDA) Training Institutions in Region VIII covering the three provinces of Biliran, Leyte, and Eastern Samar. The findings revealed that the overall rating in all the areas of performance resulted to a Level 1 status which means that the three training institutions in Region VIII have met the threshold of APACC standards and their deficiencies could be improved within a period of two years. Based on the documentary inspection of the researcher, the performance level of the training and facilitative staff based on their Performance Evaluation System (PES) was very satisfactory. Furthermore, the results showed that the training and facilitative staff were performing their duties and functions in accordance with their job description. On the relationship between variables it was revealed that the performance of the training and facilitative staff was not significantly related to the performance of the training institutions. Anchored on the findings presented, it was concluded that the performance of the three TESDA Training Institutions have met and qualified on the Level I status which corresponds to the Asia Pacific. Moreover, the performance of the training staff is not related to that of the facilitative staff. However, the performance of the training and facilitative staff is independent on the performance of the training institution.

**Keywords:** TESDA, APACC, Performance Evaluation System

*Submitted: 04-07-2022; Revised: 13-07-2022; Accepted: 24-07-2022*

**\*Corresponding Author :** [rgcataraja@tesda.gov.ph](mailto:rgcataraja@tesda.gov.ph)

## INTRODUCTION

Today, the management of organizations in the new economy is a challenge all organizational development practitioners and business professionals face. There should be an understanding of the diverse areas within the organizational system such as the analysis, planning, finance capacity, performance evaluation, employees' compensation, benefits, health and safety, training and development, labor relations, etc. This will provide an understanding of the importance of critical thinking pertaining to strategic issues in organizational performance, more particularly those pertaining to human resource performance which is being considered as the most important organizational asset that can bring the organization to a high level of productivity and effectiveness (Heartfield, 2004).

In recent years, US companies have been urged to adopt a variety of performance - enhancing or progressing human resource management practices to improve their competitiveness in the global marketplace (U.S. Department of Labor, 1993). Such recommendations are not surprising because professionals and academics have long asserted that the way in which an organization manages people can influence its performance.

Spurred by Peter's and Waterman's (1992) description and assessment of excellent organizations, the past decade has produced many testimonials to the value of progressive human resource management practices and the systems of organizational practices. In particular, employee participation and empowerment of job redesign, including team-based production systems, extensive employee training, and performance-contingent incentive compensation are widely believed to improve the performance of organizations (Pfeffer, 1994).

Moreover, (Delany, Huselid, MacDuffie, 1995) a developing body of research has reported positive associations between firm-level measures of human resource management systems and organizational performance. Substantial uncertainty remains; however, as to how governance and human resource practices affect organizational performance.

It has been said that measuring performance seems difficult to do, people management is more subjective; and human Resource (HR) is considered a "soft" necessary cost of doing business, but this perception has changed now. The three factors responsible for this change were the entry of youngs, sophisticated HR professionals who are numerically inclined compared to their older colleagues; the significant impact of high-performing HR to the over all corporate business objectives; and the elevation of the position as a strategic partner in the enterprise (Payos, 2010). As many HR practitioners now put it, the name of the game in business is numbers, and HR's function must add value to the business.

It is in the interest of any country to maximize its human resources by investing in the skills of its workforce. The skills to productively transform knowledge and information into innovative products and services will define successful organizational economies. He added that since knowledge and information have become the most important currency for productivity, competitiveness, and increased wealth and prosperity, nations have placed greater priority on developing their human capital (Payos, 2010).

The concept encompasses investment in the skills of the labor force, including education and vocational training, to develop specific skills, in order to bring the company or training institution to a competitive advantage.

Thus, governments around the world are focusing on strategies to increase access to and improve the quality of education. Decision makers find themselves asking key questions: What defines a quality education kept pace with a rapidly

changing world? Are there good models for reform that can follow (Manual for Management of Vocational Training Facilities/Centers, 2002)?

Since the first decade of the third millennium, the educational system in the Philippines has been faced with so many strategic problems and issues reported on television, daily papers, and in any form of media. Such issues are: error-filled textbooks, no homework on weekend policy, zero drop-out rates, adding two more years in the basic education, lack of classrooms and facilities, unemployment and underemployment of graduates, etc. All these problems and issues, among others, will zero in on how our educational institutions are performing in the pursuit of quality and excellence, relevance and responsiveness, and access and equity; establishing therefore, the need to continuously monitor, evaluate, and re-evaluate its organizational structure, operations, and all aspects of the management system.

Over the past years, technical and vocational education, and short training courses have been given attention. This area of educational system was handled by the then National Manpower Youth Council (NMYC). Its purpose was to provide technical, vocational, and short training courses for the out-of-school youths (OSY) to give them the opportunity to land technical jobs not requiring a baccalaureate degree. In fact, the demand for graduates from technical, vocational, and short training courses was prevalent not only in our country but in international country, as well.

In the goal to improve and reform the educational system of our country, the Congressional Commission on Education (EDCOM) provided the impetus for Congress to pass Republic Act (RA) 7722 and Republic Act (RA) 7796 in 1994 creating the Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA), respectively.

The trifocal education system refocused the mandate of the DECS, which

is DepEd at present, on basic education, which covers elementary, secondary and non-formal education, including culture and sports. TESDA now administers the post-secondary, and middle-level manpower training and development, while CHED is responsible for higher education.

Development Plan (MTDP), and translated the policy thrusts of these plans into manpower development strategies to address the needed skills requirements of the country.

Effective management of vocational training is an extremely complex undertaking; requiring, as it does, the management, maintenance, and supervision of facilities of various types, the direction of curriculum and program design in fields such as agriculture, health, trades, and technology, and most important of all, the selection, coordination, and continued development of the training staff (Manual for Management of Vocational Training Facilities/Centers, 2002).

In response to these challenges, the TESDA has implemented various programs, including the Technical Vocational Education and Training (TVET) program which aims to enhance the relevance, quality, accessibility, and efficiency of the country's technical education and skills development program.

Over the last sixteen years of TESDA operations, continuing efforts on the crafting of strategies, implementation of new interventions like the TVET as introduced during the leadership of the former Director Augusto Syjuco, were mandated if only to improve its operations and achieve the reforms envisioned in RA 7796. Incentives like trainee scholarships were offered to linked agencies, such as higher education institutions, local government units, private institutions, and non-government institutions (NGOs); and were pursued in order to widely extend its mandate to serve. But, as perceived and observed by most of those in the TESDA training institutions, there are a lot of things to do and to improve, the reason why until now, TESDA has not yet gained its full momentum, as they say, "full speed."

The TESDA also mandates monitoring and evaluation of the performance of its training institution, for the purpose of determining the effectiveness of the management in all levels, and most especially indicating the performance of its graduates.

To resolve the inefficiency in training education would undoubtedly require skills and competencies on the part of the administrators. In modern education, different conceptual approaches are available in order to attain efficient and effective managerial skills, such that it would be easy for the administrator to manage and run the organization. It can be pointed out that in order to effectively manage the organization, the administrator must give time to evaluate himself in terms of his qualification, skills and competencies, whether

or not he successfully applies the appropriate methods and strategies suited to the needs of the organization.

Researchers have found out that performance evaluation is very important in the operational management of an organization, because it serves as a mechanism for better alignment of individual to organizational objectives, and enhances the objectivity of performance evaluation.

In this regard, the researcher believes that a measurement of performance is meaningful only when it can be compared with a standard. Thus, given the TESDA performance standards, he is hoping that every control variable can be measured objectively in order to achieve the desired performance improvement.

Being an instructor in a TESDA Training Institution this problem motivated the researcher to work and contribute for the improvement of its performance and; thereby, take part in the attainment of the TESDA mission, goals, objectives, and future directions.

The primary objective of this study was to evaluate the performance of the Technical Education and Skills Development Authority (TESDA) Training Institutions in Region VIII.

## **METHODOLOGY**

The descriptive survey research design was employed in the present study to gather related information on the management of the three TESDA Training Institutions in Region VIII.

The three TESDA Training Institutions in Region VIII that served as the locale of the study, were: Calubian National Vocational School, Calubian, Leyte; Cabucgayan School of Arts and Trades, Cabucgayan, Biliran; and Balangiga National Agricultural School, Balangiga, Eastern, Samar.

Figure 2 on the next page reflected the map of Biliran, Leyte, and Samar provinces, where the survey was conducted.

The respondents were composed of the heads of the operating units, instructors/training staff, and the facilitative staff of the corresponding training institutions. Table 1 shows the distribution of the respondents by training institutions.

The assessment tool was based on the Asia Pacific Accreditation and Certification Commission Assessment Instrument (APACC) carried out by TESDA as the main instrument used in this study. The questionnaire was in a checklist form, which consisted of seven criteria in the management of TESDA training institutions. Criterion 1, Governance; Criterion 2, Teaching and Learning; Criterion 3, Faculty and Staff; Criterion 4, Research and Development; Criterion 5, Extension, Consultancy and Linkages; Criterion 6, the Resources; and

Criterion 7, the Support to Students. These were answered by the corresponding unit heads and members/staff in each of the seven criteria.

The gathering of data was undertaken only after the validation of the research instrument and after securing permission from the vocational school administrators (VSA) of the concerned TESDA training institutions.

The researcher personally administered the instruments to the heads of the operating units of the TESDA Training Institutions in Region VIII, namely: Leyte province, Biliran province, and Samar province, with the assistance of the respective vocational school administrator. With regards to the performance of the training and facilitative staff, the data were taken from the Human Resource Officer on the first half performance evaluation cycle of the calendar year. The gathering of data was based on first-hand information from the respondents through an actual interview. In addition, the researcher conducted ocular observations and related discussions in order to substantiate and validate the responses on the questionnaire. The researcher also sought the help of some research assistants in reaching the respondents during the actual visit. To ascertain the veracity of the respondents' responses documentary inspection was done with the help of the research assistants. In the treatment of data, biases were seriously avoided in order to attain the reliability of the results. It was also carefully handled to safeguard its confidentiality.

The data was run using the Microsoft excel add-in program. To interpret the weighted mean obtained on the level of management, the APACC criteria was adopted.

The Asia Pacific Accreditation and Certification Commission (APACC) instrument rating system followed this procedure: The points earned for each Indicator were computed by adding all the points earned by the TESDA training institution in each indicator. The points earned for each area were computed by getting the sum of the earned points of all its indicators.

## RESULTS AND DISCUSSIONS

### *Evaluation on the Performance of the TESDA Training Institutions in Region VIII*

The result further shows that for *Administrative Structure & Bodies*, the three institutions communicate their vision and mission to the stakeholders quarterly of the year as per interview of the stakeholders and inspection of the newsletters. Meetings were done twice a year to discuss matters on decision/policy participated in by 90 to 100 percent of the members of the policy-making body. Their Quality Management System is reviewed and updated every year to conform to the established policies and procedures. Percentages of involvement of Administrative Committees in decision making to support TVET

programs and that of Academic Committees in deciding academic matters like curriculum development/implementation were both 81-90 percent. These findings were evident on the minutes of the meetings, report of the review of QMS, and attendance of the committee members as inspected.

For Qualification of Administrative Staff, 81 – 90 percent of them were competent in their works. This is evident on the profile of administrative personnel indicating their academic qualifications, years of work experience and the performance evaluation.

For Management Systems and Procedures in the three institutions, more than 20 projects/programs were planned in the past three years where 10-20 were implemented. The financial management officials met four times a year to discuss budget planning and allocation, and other financial management activities. More than 20 percent of the income-generated funds were allocated for development plans. Inventory of supplies and resources was done quarterly, while updating of communications and records was done monthly. The veracity of these findings was supported by the list of planned programs and projects of each institution, implemented programs and projects, copy of the system of accounting and control, report of income - generated funds and institutes' development plan, inventory reports and method of record disposal.

The total average rating on this area of governance is 89.55, which is 10.45 short to its highest possible rating of 100 based on APACC criteria. This implies that some indicators were not fully achieved in the three institutions such as on the frequency of reviewing the QMS, percentage of involvement of the administrative and academic committee members, and percentage of competent staff workers, etc. There is still a room for improvement on this area. For the teaching methods and techniques of the three training institutions, the extent of adaptation, were brainstorming "sometimes", case study "never" experience sharing "sometimes", experiments/hands on "always", multi-media presentation "sometimes", group discussion "always", problem solving "sometimes", workshops "always", and interactive learning "sometimes".

With regards to the frequency of monitoring and evaluation of the different teaching and learning processes, the result also shows that the delivery of instruction, utilization of laboratories and workshops, student assessment, and faculty performance evaluation, were done twice a year except for the evaluation of lifelong learning process, which was done once a year.

The total average rating on this area on teaching and learning is 183.62, which is 66.38 short to its highest possible rating of 250 based on APACC criteria. This implies that some indicators such as on the adaptation of different teaching methods, frequency on the review and revision of curriculum, and frequency of updating of syllabus, were not fully achieved in the three institutions.

The rating in the result shows the average of the respondents and evaluators. For qualification and job description of faculty members, 61-80 percent of the faculty and staff have the qualification and experience of Prof./Head of Institution/Senior most Academic position, Assoc. /Asst. Prof./Chief instructor Senior trainer, and more than 81 percent of the faculty having the qualification and experience of Senior lecturer/Lecturer/Instructor. For the qualification and job description of the staff, more than 81 percent and of the regular staff have the prescribed qualification and experience, and 61-80 percent of the probationary, contractual, and temporary staff have the prescribed qualification and experience.

For the faculty members' assignment load, more than 80 percent of the faculty members' workload, assignments, and number of preparations comply with the established government or institutional standards, and 61-80 percent have complied with the teacher-student minimum ratio: for theory class 1:20; and for practical, 1:10.

On the system of recruitment, compensation, staff development, and evaluation it has 81-100 percent compliance in observing the system of recruitment of faculty members and staff, 41-60 percent compliance in following the set system of compensating and rewarding the faculty members and staff. In the evaluation of the faculty and staff, it reveals that it is done every six months or twice a year, and less than 10 percent involvement of stakeholders in the selection and recruitment process of faculty members and staff, 91-100 percent participation of faculty members in the development program through attendance in seminars, workshops, in-service training, etc. in the last three years and 71- 80 percent of staff participation, and less than 10 of the scholarship grants through training programs or higher degrees were provided to faculty members and staff for the past three years.

The total average rating on this area on faculty and staff is 109.36 which is 40.64 short to its highest possible rating of 150 based on APACC criteria. This implies that some indicators such as on the percentage of qualification and job description of faculty members and staff, and the systems of recruitment and compensation were not fully achieved in the three institutions.

The Research and Development result shows the three TESDA training institutions as measured by the different indicators. The rating in each cell of the table shows the average of the respondents' and evaluators' ratings. For the program of Research and Development, it reveals that all of the research and development activities were not engaged by the three training institutions. For the faculty participation, less than 30 percent of the faculty members actively engaged in R and D activities. In the dissemination and utilization of R and D outputs, the result revealed that there are no publication, dissemination, and



commercialization of R and D output, and almost no implementation of output within the institution, in the industry, and the community.

For the management of R and D, it reveals that less than 10 percent of the institution's budget is allocated for R and D programs, less than 10 institutional linkages joint R and D projects for the past five years, and almost yearly when it comes to the monitoring and evaluation of R and D activities. It also reveals that less than 30 percent of the research project income is provided as incentives to motivate the faculty members and staff to conduct R and D programs.

The total average rating on this area on research and development is 13.07 which is 86.93 short to its highest possible rating of 100 based on APACC criteria. This implies that most indicators such as on the program of research and development, faculty participation, dissemination and utilization of R and D outputs, and the management of research and development, were not fully achieved in the three institutions

Extension, Consultancy, and Linkages result shows the extension, consultancy, and linkages of the three TESDA training institutions as measured by the different indicators. The rating in each cell of the table shows the average of the respondents and evaluator's ratings. For the program of extension, it reveals that the institution provides extension services based on the community needs, four times a year with more than five beneficiaries, less than 5 research results were utilized as extension inputs during the past five years by the community, and the designated extension staff of the institutions performs the planning, implementation, monitoring and extension services in the community was done twice a month.

For the faculty members' participation in extension projects of the three training institutions, the results reveal that 11-30 percent of the faculty members were involved in planning, implementation, monitoring, and evaluation of extension services in the community.

In the Management of Extension, 10-20 percent of the total budget of the institution is allocated to extension projects and 5-15 Memorandum of Agreements (MOAs) were signed and implemented in the last five years with other agencies, organizations, and industrial entities for the funding or conduct of extension projects in the community.

Moreover, the result shows the consultancy program, which revealed that the record of experts and services rendered were maintained and updated yearly, and it is 5-10 percent of the income derived from consultancy was to the total revenue of the institution.

For the linkages with industry, curriculum design, implementation, and evaluation, it shows that there were less than 10 industries involved during the last five years, and more than 20 industries involved in industrial training OJT

and apprenticeship of faculty and students. For the consortia/arrangement with educational institutions, there were less than five consortia/arrangement for student exchange, and less than six for faculty exchange.

The total average rating in the area of extension, consultancy and linkages is 60.34, which is 39.66 short to its highest possible rating of 100 based on APACC criteria. This implies that most indicators such as on the program of extension, management of extension, consultancy program, and the consortia/arrangement with educational institution were not fully achieved in the three training institutions.

The result for resources shows the three TESDA training institutions as measured by the different indicators. The rating in each cell of the table shows the average of the respondents' and evaluators' ratings. On financial resources, more than 40 percent of the total financial resources were made available for the operation and maintenance of the institute in order to achieve the laid down objectives as also for the future development, and less than 5 percent in the increase of the annual budget of the institutions in the average of five years.

The result shows the school campus in terms of its area and location, which is more than 80 percent compliance to the standards set by the government, and 80 percent compliance of the classroom, in terms of its size, availability of furniture, and audio-video aids in accordance with the government standards.

For the other facilities and conditions in terms of buildings, offices, food services, guidance and counseling units, hostels and dormitories, and healthcare centers in terms of design, there was more than 80 percent compliance. For the library collection, library space and facilities, and library management system based on the results, there was 61-80 percent compliance in accordance with set government standards.

The result shows on the other related library matters in terms of the annual budget allocated to the operation of the library, 5 - 10 percent of the annual budget, and 61-80 percent adequacy on the quantity and quality of library staff in terms of their number and qualifications consistent with standard

For workshops and laboratories in terms of equipment/tools, supplies and materials, more than 80 percent adequacy of the required equipment/tools and major supplies/materials are available in accordance with the prescribed national standards, and the maintenance of the equipment/tools and supplies/materials as per maintenance plan was done once a week. In terms of workshops the result shows that workshop laboratory management has more than 80 percent adequate space, well-ventilated, and properly maintained in accordance with the prescribed requirements, and more than 80 percent complied with the provisions to minimize exposure to risks and to prevent

accidents. Adequacy in terms of the number of state-of-the-art computers equipped with internet connections and required software, there was 61-80 percent adequacy in accordance with the set standard.

For the other information technology units, 61-80 percent adequacy of a functional multi-media center to satisfy the instructional requirements, frequency of maintenance of information technology equipment is done once a month, and 30-60 percent adequacy of quality, competent teachers, and technicians in ICT, in terms of their number, qualifications and experience vis-à-vis the prescribed standards.

The total average rating on this area on resources is 162.64, which is 37.36 short to its highest possible rating of 200 based on APACC criteria. This implies that most indicators such as on the financial resources, financial management, and the information technology were not fully achieved in the three training institutions.

Support to Students result shows the three TESDA training institutions as measured by the different indicators. The rating in each cell of the table shows the average of the respondents' and evaluator's ratings. For the guidance and counselor – student ratio, it is 61–80 percent compliance in accordance with the requirements of the government standards.

For the student services, 61–80 percent administered and adequately staffed as per the prescribed requirements. In the completion with the government requirements for the student recruitment, selection and admission, both in terms of the process as well as dissemination of information was more than 80 percent compliance.

On the retention program of the most deserving students less than 15 of meritorious students retained, and 15–30 percent of the students were provided with continuing scholarship, grants and study loans during the last three years which led them to earn a certificate or diploma.

On the compliance of the curricular and extra-curricular activities that contribute to student development with the government standards, 61–80 percent. During the last three years, 26–50 percent of the students/trainees were able to get employment/self-employment within one year from graduation through the institutions' employment and placement program, 5–10 percent of the students as representatives were involved in the major decision making of the training institutions with regards to their welfare.

There are 5–10 collaborations that have been established in the last three years with financial institutions for offering study loans, and more than 80 percent of the three training institutions complied in providing services to promote health, sports, and social needs of the students in accordance with the government standards. The total average rating on this area on support to

students is 70.26, which is 29.74 short to its highest possible rating of 100 based on APACC criteria. This implies that most indicators such as on the guidance counselor-student ratio, and the student services, were not fully achieved in the three institutions,

The result shows that of the seven areas considered in the study, the area where the three institutions made the highest rating on performance was on governance. In terms of percentage, it has attained 90 percent of its highest APACC point of 100. This is followed by the area on resources, which is 81 percent of its highest point of 200. The areas on teaching & learning and faculty & staff have attained 73 percent of their highest points of 250 and 150, respectively. The lowest performance was on the area of research where it has only attained 13 percent of its highest APACC point of 100.

### ***Performance of the Training and Facilitative Staff***

The result shows that the performance of both training and facilitative staff in the three TESDA institutions belong to the very satisfactory level. The table shows a pattern of higher mean ratings of the facilitative staff than that of the training staff. This could be due to the fact that the functions of the former are easier compared to that of the latter. And this could be due to different standards used in measuring of the performance.

### ***Relationship between the Performance of the Training Staff and the Training Institutions***

The first null hypothesis that is extracted from the research hypotheses of the study is the non-existence of significant relationship between the performance of the training staff and the performance of the training institution. This hypothesis was tested at 0.05 level of significance using Spearman-Rank order correlation since the data available cannot meet the assumptions for the use of its parametric counterpart.

The shows the correlation coefficient between the performance of the training staff and that of the training institution. It shows that the performance of the training staff is positively related to the performance of the training institution. The correlation coefficient are low, at most is 0.357, which means that in terms of coefficient of determination ( $r^2$ ), only 12.7 percent of the total variation in performance of the training staff is explained by the performance of the institution. The remaining 87.3 percent is due to other factors not considered in the study. The relationship that exists between the variables considered are all *not significant* because all coefficients are lesser than their corresponding critical values at  $\alpha = .05$ . This means that there was no sufficient evidence to show that the performance of the training staff is linearly related to the performance of the training institution. This leads to reject the claim in the research hypothesis that

the performance of the training staff is significantly related to the performance of the training institution.

### ***Relationship between the Performance of the Facilitative Staff and the Training Institution***

The second null hypothesis extracted from the research hypotheses of the study is the non-existence significant relationship between the performance of the facilitative staff and that of the training institution.

The result shows the correlation coefficient between the performance of the facilitative staff and that of the training institution. It shows that the performance of the facilitative staff is positively related to the performance of the training institution. The correlation coefficient are low, at most is 0.429, which means that in terms of coefficient of determination ( $r^2$ ), only 18.4 percent of the total variation in performance of the facilitative staff is explained by the performance of the institution. The remaining 81.6 percent is due to other factors not considered in the study. The relationship that exists between the variables considered are all *not significant* because all coefficients are lesser than their corresponding critical values at  $\alpha = .05$ . This means that there is no sufficient evidence to show that the performance of the facilitative staff is linearly related to the performance of the training institution.

### ***Relationship between the Performance of the Training Staff and Facilitative Staff***

The third null hypothesis that is extracted from the research hypotheses of the study is the non-existence of significant relationship between the performance of the training staff and that of the facilitative staff. This hypothesis was tested at 0.05 level of significance using Spearman-Rank order correlation since the data available cannot meet the assumptions for the use of its parametric counterpart.

The result shows the correlation coefficient between the performance of the training staff and that of the facilitative staff. It shows that the performance of the training staff is positively related to the performance of the facilitative staff. At most is 0.505 which means that in terms of coefficient of determination ( $r^2$ ), only 25.5 percent of the total variation in performance of the institution is explained by the performance of the facilitative staff. The remaining 74.5 percent is due to other factors not considered in the study. The relationship that exists between the variables considered are *not significant* because all coefficients are lesser than their corresponding critical values at  $\alpha = .05$ . This means that there is no sufficient evidence to show that the performance of the training staff is linearly related to the performance of the facilitative staff. This leads to reject the claim in the

research hypothesis that the performance of the training staff is significantly related to the performance of the facilitative staff.

## REFERENCE

- Alan Price. Human Capital, 2007. (<http://www.hrmguide.net/hrm/chap2/> )
- Anderson, Andrea A.. The Community Builder's Approach to Theory of Change a Practical Guide to Theory Development, <http://learningforsustainability.net>.
- Bitter, Lester Robert and Ramsey, Jackson Eugene. Encyclopedia of Professional Management Vol. 1 Second Edition. Grolier International Danbury, Connecticut, 1995.
- Brian Rowan et. al. On the Measuring Teachers' Pedagogical Content Knowledge, 2001.
- Carnevale & Schulz. Evaluation is an integral part of most *instructional design* (ID) models, 1990 ([www.ifets.info/journals/5\\_2/eseryel.html](http://www.ifets.info/journals/5_2/eseryel.html) )
- Champy, James. Reengineering Management. Harper Collins Publishers, 1995.
- Congressional Commission on Education (EDCOM) report of 1991, ([en.wikipedia.org/wiki/Education\\_in\\_the\\_Philippines](http://en.wikipedia.org/wiki/Education_in_the_Philippines).)
- Dallas L. Holmes. Purposes of Evaluation, 1999. ([www.evaluationwiki.org/index](http://www.evaluationwiki.org/index))
- Delaney John T. *Organizational Performance*, 1996 ([www.jstor.org/stable/256718](http://www.jstor.org/stable/256718))
- Lewis, James. School Management by Objectives. Parker Publishing Company, Inc. West New York, 1974.
- Payos, Ranulfo, P. Human Resource Management. Rex Book Store, Inc. Philippines, 2010.
- Scriven, M., *Evaluation thesaurus* (4th ed.). Newbury Park, CA: Sage. 1991.
- Sison, Pecfecto, S. *Personnel Management in 21<sup>st</sup> Century*. Rex Printing Company Inc., 2003.
- W.K. Kellogg Foundation. *Evaluation Handbook*, 2006.