

THESES & DISSERTATIONS

THE PRACTICES AND PROBLEMS OF IN-PLANT TRAINING
AS PERCEIVED BY THE INDUSTRIAL COORDINATORS AND
SHOP SUPERVISORS OF THE BATAAN NATIONAL SCHOOL
FOR FILIPINO CRAFTSMEN AND BY THE TRAINERS AND
PERSONNEL OF THE TWELVE COOPERATING INDUSTRIES
IN BATAAN AND IN CINCINNATI CITY

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APPROVAL SHEET

This thesis entitled "THE PRACTICES AND PROBLEMS OF IN-PLANT TRAINING AS PERCEIVED BY THE INDUSTRIAL CO-ORDINATORS AND SHOP SUPERVISORS OF THE BATAAN NATIONAL SCHOOL FOR FILIPINO CRAFTSMEN" prepared and submitted by Mr. Antonio F. David in partial fulfillment of the requirements for the Degree Master of Arts in Education, has been examined and is recommended for acceptance for ORAL EXAMINATION.

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THE PRACTICES AND PROBLEMS OF IN-PLANT TRAINING
AS A CURRICULAR REQUIREMENT AT THE BATAAN
NATIONAL SCHOOL FOR FILIPINO CRAFTSMEN

ABSTRACT

Purpose

The study sought to reveal the practices and problems of in-plant training as a curricular requirement at the Bataan National School for Filipino Craftsmen. It attempted to answer the following questions:

1. What are its objectives? How are these objectives carried out by the BNSFC?
2. Are the cooperating industries responsive to the in-plant training program?
3. What supervisory assistance do these cooperating industries extend to the trainees? What incentives and benefits do they provide to them?
4. What problems do the program as well as the cooperating industries meet in the process? What resources are undertaken by BNSFC and the cooperating industries to solve the problems?

The Respondents

Ten industrial establishments from Bataan and two from Clongapo which served as cooperating industries for the training institution were involved in the study. From the 12 cooperating industries 103 trainers and 23 person-

nel served as respondents. Two industrial coordinators and 6 shop teachers representing each trade area in the training institution were also involved.

The Instrument

Two sets of questionnaire served as the instruments, and supplemented by observation and interview.

Statistical Treatment

The percentage and ranking methods were used in the statistical treatment of data.

Summary of Findings

1. Objectives of the in-plant training. In-plant training has ten objectives. These were evaluated according to the degree of emphasis that the industrial coordinators and shop instructors gave in teaching their students.

Arranged according to the ranking of the industrial coordinators and teachers the objectives were:

- (1) To enable students to gain actual experiences in the occupation
- (2) To enable students to know the reality of employer-employee relationships and gain experiences working with them
- (3) To minimize competencies related to the line of specialization
- (4) To develop proper attitudes toward work

- (5) To serve as pre-entry training for students
- (8) To maximize the gap between what the students are taught in the school and what industry expects of them
- (8) To prepare the students for social and personal development
- (8) To inculcate desire to search of knowledge
- (8) To adjust to more advanced sophisticated working conditions
- (8) To acquire industrial skills that develop self-confidence to brake with the continuous advancements in industrial technology

2. In the selection of students for in-plant training, the following factors were considered (arranged in their rank):

- (1) completion of pre-requisite subjects
- (2) attitudes and habits for work
- (3) physical fitness
- (4) interest
- (5) aptitude

While there were factors considered in the selection of students, methods were also utilized (arranged according to their rank), were as follows:

- (1) Interview
- (2) Processing the application

(3) Performance test

(4) Written test

4. Factors were also considered in the selection of cooperating industries. The factors were:

(1) Training facilities available

(2) Location of industry

(3) Volume of business

(4) Attitudes of the employer and employee toward the program

(5) Willingness of industry to provide well-rounded work experience to the students

(6) Degree of specialization required

5. Industrial coordinators and teachers involved in in-plant training do have duties and responsibilities toward their students. The first five of these were:

(1) Assists school authorities in orienting and gearing school offerings to the training requirements and manpower needs of the industry

(2) Helps students adjust in their training

(3) Helps establish a better cooperative atmosphere between school and industry

(4) Makes follow-ups of students on-the-job and helps evaluate the programs' progress

(5) Helps in working out solutions for the problems of in-plant training

6. The first five good effects of the overall operation of the program as viewed by the industrial coordinators were:

- (1) Enriches, strengthens and vitalizes vocational-technical education
- (2) Provides realistic situations for the development of occupational skills and competencies
- (3) Brings the school closer to industry
- (4) Enables the school meet training needs for industry
- (5) Enables the students discover and develop interest

7. Any program, no matter how good and effective it may be, encounters varied and numerous problems. In-plant training in DENR is no exception. The first five ranking problems were:

- (1) Accidents that may occur during the period of training
- (2) Difficulty of making arrangements with industry
- (3) Lack of interest of industrial management
- (4) Lack of vehicles for industrial coordinator to readily visit the different establishments
- (5) The absence of standardized training program

8. The twelve cooperating industries were asked to evaluate the objectives of in-plant training as formu-

lated by the school according to the degree of need or importance in their establishment. The first five ranking objectives were:

- (1) To enable students to know the reality of employer-employee relationships and gain experience in working with them
- (2) To enable students to gain actual experience in occupation itself
- (3) To maximize competence related to the lines of specialization
- (4) To develop proper attitudes toward work
- (5.5) To prepare students for social and personal development
- (5.5) To serve as pre-entry training for students

9. From the grouped responses of the respondents, it was revealed that 8 or 66.67 percent followed training schemes/programs of activities and 4 or 33.33 percent have yet to establish training program.

10. The nature of training programs followed by cooperating industries were as follows: Six or 50 percent used training schedules of the trainees by blocks; four or 33.34 percent used training schedules of the trainees by section; one or 8.33 percent used modular approach supplied by respondents; one or 8.33 percent used training schedules supplied by industrial coordinators.

11. The procedures in the development of training program were:

Six or 50 percent followed a procedure by a group of experienced worker and personnel of the company;

Three or 25 percent followed a procedure by a group of experienced workers and personnel of the company and by a committee from the above-mentioned;

Two or 16.67 percent followed a procedure by a committee from the training institution;

One or 8.33 percent followed a procedure developed by the training department in coordination with government and private institutions.

12. The extent to which these training programs were as follows:

Twelve or 100 percent provided copy of the schemes to the trainees;

Twelve or 100 percent provided copy of the schemes to the trainers;

Twelve or 100 percent assigned trainers to handle laboratory activities;

Twelve or 100 percent assigned supervisors to coordinate the linkages between practicals and theoreticals;

13. Industries limited the number of students to be trained in industry because of their desire to ensure effective training.

Eighty-six or 68.25 percent desired to accommodate 15 students; thirty one or 24.60 percent desired to accommodate 12 students; 3 or 2.38 percent desired to accommodate 6 students; 2 or 1.59 percent desired to accommodate 4 students; 1 or .79 percent desired to accommodate 3 students.

14. The factors considered by cooperating industries were as follows:

One hundred percent or 126 of the respondents considered completion of pre-requisite subjects; 95 or 75.40 percent considered attitudes and habits of work; 90 or 71.43 percent considered physical fitness; 87 or 69.05 percent considered interest; 50 or 39.68 percent considered aptitude.

15. Methods were employed in selection of students for in-plant training.

Ninety eight or 77.78 percent employed interview; 42 or 73.33 percent employed processing the application; 29 or 23.02 percent employed performance test; 15 or 11.91 percent employed written test.

16. Age, weight, and height were also considered by the cooperating industries. Majority of the respondents preferred students who were 19 years old; weighing 101-115 pounds and with a height of 5'4" to 5'6" and above.

17. Supervisory assistance, incentives and benefits

were extended to the trainees.

All of the respondents or 100 percent helped the trainees develop right habits and attitudes; 100 percent helped the trainees evaluate performance and accomplishment of trainees.

The incentives and benefits extended were: daily allowance, and free meals and snacks.

18. The criteria followed in evaluating students' accomplishments were as follows, ranked 1 was: attitude toward work; ranked two was knowledge of related information; ranked three was quality of work.

19. Problems were encountered by the cooperating industries; the first five ranking problems were as follows:

- (1) prevention of accident as a result of training
- (2) effect it has upon production when the trainee is still in the learning stage
- (3) unavailability of an standardized training program
- (4) leakage of trade secrets to trainee who might be employed by competing industries
- (5) additional appropriation for the remuneration of trainees.

20. The good effects of in-plant training program from the point of view of the cooperating industries,

ranked in their order of importance, were:

- (1) Makes vocational education more realistic in nature
- (2) Serves as an effective training ground for prospective workers in industry
- (3) Helps in the production out-put company
- (4) Gives employer opportunity to discover potential workers
- (5) Helps in meeting the manpower needs of industry

21. The following were the suggestions of the cooperating industries to strengthen the program. Ranked in their order of importance, they were:

(1) Representatives from the schools and industries should communicate regularly to discuss various aspects of the in-plant training program.

(2) Representatives from the schools and industries should meet and discuss among themselves how to further improve the in-plant training program.

(3) A standardized training program in all trade areas should be formulated by experts from the school and industries.

(4) Industrial coordinator should visit frequently student-trainees in their actual activities to assess their problems and progress.

(5) Schools should keep abreast with current trends

in industry to adjust or modify their course of study to suit the needs of the industry.

(6) Students should be well-instructed on the existing policies and regulations of the cooperating industries before the in-plant training.

(7) Industrial coordinators and teachers themselves must upgrade their competencies in their work.

Conclusions

1. That objectives ranked as very important by the industrial coordinators and teachers of IMCTC were the same objectives ranked as very important by the cooperating industries.

2. That completion of pre-requisite subjects by the trainees was considered as the foremost factor by the industrial coordinators and teachers.

3. That interview was ranked 1 by the industrial coordinators and teachers.

4. That the No. 1 factor considered in selecting cooperating industries was the training facilities available.

5. That the in-plant training enriches, strengthens, and vitalizes vocational-technical education.

6. That problems like - accidents may occur during the period of training and difficulty of making arrangements with industries were encountered by the industrial coordinators and teachers. These were also the problems

viewed by the cooperating industries.

7. That supervisory assistance, incentives and benefits were given to the student-trainees.

8. That the first three good effects of the program as viewed by the cooperating industries were:

(1) makes vocational education more realistic in nature, (2) serves as an effective training ground for prospective workers in industry, and (3) helps in the production output of the company.

Recommendations

1. A guideline in the selection of students who will undergo in-plant training be worked out by the institution and cooperating industrial establishment to help pin point a clear cut criteria for the training program.

2. School administrators should provide more incentives for personnel involved in in-plant training to work with greater efficiency and zeal. Such incentives should include honoraria and lessening teaching loads.

3. School authorities particularly industrial coordinators should strengthen their leadership, role, and initiate a regular dialogue with the representatives of industry in order to discuss matters relating to problems and solutions involving in-plant training.

4. An advisory committee should be organized to give guidance in the development and operation of this

program of technical education.

5. The cooperating agencies should assigned a qualified trainor with expertise to assure that students are placed under their guidance and direction.

6. There should be a regular appraisal and evaluation of the program to identify the current problems affecting the implementation of the program and to strengthen and further improve it.

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