This study attempted to answer the following questions:

1. How did the participants react on the period and time allotment in which the non-formal education program operated in the two districts of Pasay City?
2. How did they react toward the following areas of non-formal education:
   a. Functional literacy
   b. Vocational skills training
   c. Technical skills training
   d. Socio-civic citizenship education
3. How did they react on the approaches used in the non-formal education program?
4. How did they react on the facilities in the non-formal education classes?
5. How did they react on the effects of the non-formal education activities upon the home and community?

The purpose of this investigation was to study the reactions of clientele of the non-formal education program toward the factors that operated the program in the East and South Districts of Pasay City during the school year 1980-1981. The descriptive survey method of research was used. The questionnaire was used to get the reactions of the respondents coupled with informal interview with some of the respondents.

Findings

1. As to the period and time allotment for non-formal education classes, the respondents most preferred either from 8:00-12:00 in the morning and from 2:00-6:00 in the afternoon.
2. On the functional literacy activities, 5 of the 7 activities were considered by the clientele “much interesting.” Such activities were: (1) learning to read and write; (2) learning simple arithmetic; (3) learning to read books, magazines and
other reading materials to enrich one’s reading ability; (4) learning to solve simple mathematical problems; and (5) knowing about health and sanitation. Only 2 of the 7 activities which were: (1) participating in community projects like home beautification, peace and order, green revolution, etc. and (2) participating in recreation activities like athletic games and competition were considered “somewhat interesting” by the respondents. As a whole, the features of the literacy program in the non-formal education classes were considered “much interesting” by the clientele as indicated by the general average weighted value of 1.2.

3. On vocational skills training in non-formal education, the clientele were “most interested” in: (1) cosmetology and dressmaking; and (2) tailoring and cooking. It appeared that embroidery was the vocational course which was “not interesting” to the clientele. The general average weighted value for this area was 1.6 described as “interesting.”

4. On technical skills training, radio electronics was the clientele’s first choice. This was followed by refrigeration, typing and automotive driving. It appeared that they were “interested” as known by a general average weighted value of 1.8.

5. On socio-civic citizenship education activities, the activity which the clientele were “much interested” in was that on “importance of family planning,” followed by “prevention and effects of drug abuse,” “meaning, sources and purposes of taxes,” “knowing the eleven basic need of man,” “meaning and importance of constitution,” “awareness of government thrusts,” and “obedience to traffic rules and regulations.” As a whole, they were “interested” in the activities as indicated by a general average weighted value of 1.6.

6. On the participants’ reaction on the methods and approaches used in the non-formal education program, “tutorial, individual and group instruction ranked number one, followed by “community assemblies/forums/discussions, demonstration teaching and sports tournament. As a whole, they considered the approaches as “effective” indicted by a general average weighted value of 1.7.

7. On the reactions of the clientele on the facilities and equipment used in the non-formal education classes, “comfort rooms” ranked number one. This was followed by classrooms/lightning and ventilation. It could be seen from the table that of the 7 items on facilities and equipment, 5 items were not adequate. These items were: (1) sewing machines/sewing kits; (2) tables/chairs/cabinets; (3) washing facilities, beauty kits/dressers; (4) typewriters/tables/chairs; and (5) kitchen wares/cooking ranges. However, as a whole, they considered the facilities
and equipment as “adequate” indicated by a general average weighted value of 2.5.

8. On the participants’ reaction on the effects of non-formal education activities upon the home and community, item number 4 (Development of Occupational Skills) ranked number one. This was followed by the following activities: (1) promotion of health and safety education; (2) awakened civic and citizenship consciousness; (3) acquisition of leadership and personality skills; (4) encouragement of the wise use of leisure; (5) improvement of physical environment; (6) development of moral and spiritual values; (7) development of effective family living and promotion of functional literacy. All of the above had “average effect” as shown by a general average weighted value of 2.0.

Conclusions

Based on the important findings of the study the following conclusions were drawn:

1. The non-formal education clientele most preferred holding classes in non-formal education on Saturdays with Sunday as alternate.
2. The clientele, mostly housewives, factory, shop, store, and household helpers, were “most interested” in the activities of functional literacy.
3. The non-formal education clientele were “interested” in the skills that would be acquired from the training would augment their income.
4. The clientele showed interest in the activities on technical skills training because such skills would improve their capability as workers especially in the factories and shops. Naturally, they would get better employment and better salaries and wages.
5. The non-formal education participants were interested in the socio-civic citizenship education activities because they came to know about important thrusts of the government and learned about their role and participation as members of society.
6. The approaches used in the implementation of the non-formal education program were considered effective by the respondents because they enabled them to learn the skills they needed to improve their present job either in the factory, shop, store or household.
7. The respondents considered the facilities and equipment as “adequate” because at least the facilities and equipment that were available enabled them to improve their skills.
8. The non-formal education clientele considered their activities as having average effect upon the home and community because they were in the City of Pasay where many avenues
of learning especially through mechanized media, like TV, radio, motion pictures and others, skills could not be felt very much.

Recommendations

In the light of the findings and conclusions arrived at and enumerated in this study, the researcher had the following recommendations:

1. Before conduction any non-formal education class, a survey should be made as to the most convenient time for the clientele in order to get a better enrollment for non-formal education classes.
2. Incentives should be provided in non-formal education classes. Competitions and contests in reading and other activities on functional literacy should be held and awards or rewards should be made available.
3. Before the conduct of vocational skills training, a survey on what courses are most preferred should be made in order to offer only relevant vocational courses.
4. Likewise, for technical skills training, find out first what the clientele would prefer in order to maximize attendance and tutors should be those who are tolerant and of course expert in the technical courses.
5. To make teaching more meaningful and effective on socio-civic citizenship education, books, magazines, visual aids about the different topics of socio-civic citizenship education be made available for non-formal education teachers’ disposal.
6. It is also recommended that non-formal education teachers teaching non-formal education teachers teaching non-formal education courses should be those who are endowed with limitless patience and understanding and who are aware of the needs and temperament of the clientele. They should be well versed in the course or courses they teach.
7. The researcher recommends that non-formal education facilities and equipment be improved by tapping the resources of civic organizations like the Lions and Rotary Clubs and similar others.