

BIBLIOGRAPHY

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ABSTRACT

The study was conducted to evaluate the teaching strategies employed by the Tublay AEW during the FFS on PalayCheck. Specifically, the study aimed to determine the evaluation of the respondents on the teaching strategies used during the FFS on PalayCheck; determine the challenges encountered by the respondents on the teaching strategies; and list the suggestions of the respondents for the improvement of the teaching strategies.

A Focus Group Discussion together with 10 purposively chosen respondents who were farmer participants during the FFS was conducted. The study was conducted on December 2011 to February 2012.

Findings show that the respondents generally have good remarks regarding the teaching strategies used during the FFS. Moreover, the respondents also gave positive comments on the performance of the facilitator during the implementation of the teaching strategies. However the respondents pointed two major problems they encountered on the teaching strategies which are shortage of printed materials; difficulty in understanding the



content of distributed printed materials with the language used which is English; and difficulty in solving fertilizer requirement computations.

The respondents also brought out their suggestions for the improvement of the teaching strategies and these were: farmer participants should be given individual handouts with emphasis on pictures of the insects discussed during the lectures; printed materials distributed be localized and would be better if translated to their local dialect which is Ibaloy; and that the facilitator may allow and encourage peer teaching during fertilizer requirement computations.

The study recommends that the teaching strategies evaluated may be maintained for the succeeding FFS and in case another FFS will be conducted within the same locality, the same facilitator may also be maintained. Project proponents may also consider infusing more popularized instructional materials for succeeding FFS. Peer teaching as a teaching strategy may also be considered by the curriculum developers of the FFS. Lastly, a wider evaluation to further analyze the FFS is also recommended.



RESULTS AND DISCUSSION

Evaluation of the Respondents on the Teaching Strategies Employed by the Tublay AEW in the Palaycheck FFS

The respondents evaluated five teaching strategies, which include: lectures, group presentation, open forum, small group workshop sessions and practicum or exercises. These teaching strategies were chosen by the project proponents from the Department of Agriculture with emphasis on the nature of adult education as underscored in Antonio *et. al.* (2008) and further validated by the age range of the respondents which is 42-54 years old and by their generally positive feedback regarding the teaching strategies.

These strategies were evaluated in terms of their content, materials used, the facilitator and the venues. However, since there were no materials used in open forum, that aspect for this teaching strategy was not included in its evaluation. The length of the small group workshop sessions was also evaluated particularly for this teaching strategy.

Generally, the respondents gave a positive evaluation on the teaching strategies employed by the facilitator during the Farmers Field School (FFS) on PalayCheck. Moreover the respondents also gave positive feedbacks regarding the performance of the Agriculture Technician (AT) as a facilitator of the teaching strategies namely lectures, small group workshop sessions, group output presentations, practicum/exercises and open forum during the FFS on PalayCheck. Other than that, the respondents also appreciated the materials provided for them during the implementation of the teaching strategies however; the according to the respondents they also had difficulties dealing with the language used on the handouts they used during the FFS on PalayCheck.



The respondents unanimously agreed that the teaching strategies employed by the Tublay AEW during the FFS on the PalayCheck system were appropriate for them citing that most of what they did were always related to what they practice specifically on rice cultivation, the respondents however admitted that they were sometimes also alienated by some concepts which are either new or in contrast to what they have been practicing such as using a magnifying glass in examining seeds and counting seeds, still they credited the facilitators familiarity towards the respondents practices and his patience in convincing them to follow.

Concerning the time spent in each teaching strategy, the respondents said that they spent most on lectures and practicum/exercises. The time they spent for small group workshop sessions and group output presentation were almost the same with the time they spent for the lectures and practicum/exercises. It was the open forum where they spent the least of their time during the FFS.

They further explained that aside from the appropriateness of the teaching strategy to the rice cultivation stages they went in to, their learning pace was also considered by the facilitator that is why they do see anything wrong with the time allocation in each teaching strategy. The respondents also agreed that all of the teaching strategies were connected to each other in the very sense that the topics of the teaching strategies are also connected. However the respondents also said that although these teaching strategies are indeed related to each other a particular teaching strategy cannot be complimented by another teaching strategy.

Another respondent cited the example on pest identification and the importance of the different teaching strategies, according to her during the lecture they were shown



pictures of insect pests and beneficial insects, they were also given handouts of these insects however the handouts were shared by the group. During their small group workshop they were asked to conduct monitoring of insect pests and their output would be illustrations of the insects they have seen on in the area assigned to them and to classify these insects whether beneficial or not. Later they would present their outputs to the other groups and they would discuss their findings.

The respondents also said that the facilitator also added, validated and confirmed their findings particularly by sharing his experience during the training of trainors for the FFS on PalayCheck which the FFS facilitator underwent before. According to the respondents the varied teaching strategies they underwent made their learning more exciting and further gave them more experiences on rice cultivation.

Lectures

This teaching strategy was used to present concepts, principles and practices will be presented coupled with the use of visual aids and actual specimen.

Content. All of the respondents said that they were pleased with this teaching strategy. Specifically, they related that the objectives of the lectures were made clear to them at the start.

The emphasis of the respondents on the objectives of the lecture confers to the theory of Lieb (1991) wherein adult learners, such as the respondents of this study, have the characteristic of being goal-oriented which implies that before they participate in the lectures they already had set their goals which they would appreciate better if their goals are reflected on the objectives of the activity.



In terms of the relevance of the content of the lecture to the information needs of respondents, they said that they appreciated most of their lectures. One of the respondents said that, *“idjay lecture gamin karkaro ditoy da insekto naadal mi piman nga haan gayam nga amin nga makitkita mi nga insekto ket kalaban ada gayam piman dagidjay friendly ngem ti haan mi amu idi ket nu agspray kami gayam ket matay amin nga insekto ket mairaman dagijay friendly”* (during our lectures specifically on insect pests we learned that not all insects that we see are pests, rather there are also beneficial insects, however, what we did not know before was that when we use insecticides all of the insects including those beneficial ones are also eliminated).

Another respondent also agreed that the topics of their lectures were relevant to their farming needs. As the respondent described it, *“ti mayat piman idjay lecture ket kasla jay practical ngay ti inadal mi kasla diyay timing ti panagmula ken pati met lang diyay osto nga water leveling”* (what I appreciate during our lectures is that we learned practical lessons such as the proper planting time and the optimum water level for the plant).

One of the respondents said that what she liked the most was the lecture particularly on the rice booting stage or *“panagsikog ti pagay”*. When asked about her reason she said that it was her first time to hear about the *“panagsikog ti pagay”*.

Another respondent said that it was the lecture as well as the practicum/exercise particularly on tillering that he liked the most because according to him he learned that better yield could be obtained if the tillers are taken into consideration.

The high appreciation of the farmers towards the more practical portion of the lectures supports the idea of Lieb (1991) stating that adult learners have the characteristic



of being practical when it comes to learning wherein they give more focus on the lessons which they can apply to their own works.

Materials. Concerning the materials, the respondents said that there were notebooks, pencils, ball pens, envelopes and printed materials particularly handouts distributed to them aside from the power point presentations used by the facilitator, one of the respondents said that, “*nu panggep ti inusisar mi ada met piman kumpleto jay notebook, lapis ken bolpen ada pay envelope na*” (with regards to the materials we used they provided us with a complete set of notebook, pencils, ball pens and envelopes). This study focused on the handouts and the power point presentations only.

For the handouts, the respondents complained that they could not understand the contents mainly because of the level of English used. One of the respondents said that, “*mejo narigatan kami nga nangbasa ijay inted da ta han mi maawawatan jay ibagbagana nakaenglish gamin.*” (we had a hard time comprehending the materials they gave because the language used was English). Another respondent said that, “*masapul a nga ipaexplikar mi ti daduma jay inted da nu ada met ketdi ni Tancio isuna mangiexplikar*” (we have to let others explain it to us or if the facilitator is around he would do the explanation).

The respondents said they were given handouts and they were able to specify three handouts they received although according to them they were given more than three which are the handouts regarding AESA (Agro-Ecosystem Analysis), KeyChecks of PalayCheck and field management during early rice tillering stage.

To further examine claim of the respondents the Gunning Fog Index was used to measure the readability of the handouts. The Gunning Fog Index expresses the number of



years of formal education needed for a person to be able to understand the content of a certain reading material.

As for the fog index of the handout on Agro-Ecosystem Analysis (AESAs), the comprehensibility measured was 9.869 which in the Philippine system of education imply that in order for a person to understand the content of the poster he/she must have finished at least second year high school.

For the hand out on Managing and Checking the PalayCheck at Early to Mid-Tillering Stage, the comprehensibility measured was 12.33 which require a person to at least have finished third year high school in order for him/her to comprehend the content of the handouts.

Moreover, the comprehensibility measured for the handout on PalayCheck Key Checks and Technology Recommendations is 13.23 which also require a person to at least have finished third year high school to enable him/her to comprehend the message of the handout.

The facilitator being a college degree holder would be able to comprehend the three hand outs. However, most of the respondents are elementary graduates and the readability measured further justifies their claim of difficulty in comprehending the materials.

The respondents further elaborated that with the explanations of the facilitator they were able to comprehend the handouts; moreover, these materials were able to help them in expanding their knowledge about their discussions during the FFS. They further suggested if it would be possible that printed materials are translated into Ilocano or better if in Ibaloy and that each of the farmers be given copies of the materials.



In terms of the number of reading materials distributed, the respondents also said that there was a shortage of printed materials distributed and they had to share the materials particularly the handouts with their group mates and as one of them described it “*medjo kurang ngay*” (there was a shortage of the handouts).

For the power point presentations, the respondents said that they were able to note some concepts regarding their lessons. However most of the respondents appreciated the power point presentations because of the pictorial presentations. One of the respondents said, “*mayat ngay piman ijay ket jay ibagbagana ket ada picture na ket kasla kapapati ngay piman*” (the pictures served as proof of what he is saying). Another respondent said, “*ijay metlang insekto ket ijay nga nakita mi metlang dagijay itsura ti ibagbagana*” (during our lectures regarding insect pests, we were able to look at the pictures of the different insects).

Asked about the venue of their lectures, the respondent said that they see no problem about it. One respondent even appreciated the venue of their lectures which most of the time is the barangay hall because of the proximity of the venue to the rice fields. The respondent said that, “*ti mayat idjay ket ada kami idjay talon isunga nalaklaka a nga maawatan ta makitkitam diyay ibagbaga na*” (the good thing in there is that we are at the field and so we see what he is talking about). Another respondent said that there are many instances after the lecture that they will go out to the fields and prove whatever they learned from the lecture, “*kunana nga ada gayam ti mabilbilang idjay bulong ti bunubon nu malpas met a ket rumwar kami ket apan mi met bilangen uray ada inala na nga inpakita na ta idjay talon kami garud nga agad-adal*” (he said that there are indicators in the growth



of the rice seedling one of which is the number of leaves, so after the lecture we go to the field and check by ourselves even if he had shown one during the lecture).

Facilitator. Consistent with their positive feedbacks toward the content and materials used, the respondents were also pleased with how the facilitator handled their lectures.

The respondents described their lecture sessions as informal, *“haan nga kasla idjay ikasta ti uubing nga ageskwela”* (our lectures were different to that of the school children). One of the respondents further added that, *“kasla haan piman nga teacher diyay facilitator mi ta nu agdamag kami ket basta uray ayna idjay lecture basta ada haan mi maawatan mabalin ladta”* (we did not treat the facilitator as a teacher, moreover, during lecture times we could just ask questions whenever we do not understand concepts being lectured to us). Another respondent said that *“kaaduan kadakami ket inuuna nu ni Tancio (facilitator) isunga nu lecture ah ket nu agdamag kami piman ket kasla adding mi weno daduma pay ket kasla anak ngem kasla met awan ti problema ken isuna idjay nu siyak ah nga maysa nga mangkitkita”* (many of us are older than the facilitator so during lectures when we have conversations with him we treat him like a younger brother or for others like a son and as I look at it he does not feel bad if we treat him that way).

The findings on the attitude of the farmer participants towards their facilitator during their lectures supports the idea of Lieb (1991) which states that like any other type of learners, adults need to be shown respect. Those involved with teaching adult learners must also acknowledge the wealth of experiences that adult participants bring to the classroom as a form of respect and to facilitate the learning process more effectively.



Moreover, adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

In terms of the language they used during the lecture the respondents mentioned that during the lectures the facilitator translated their lessons that were written in English into Ilocano or even Ibaloi. One of the respondent from Ambongdolan further said that “*nu aglecture kami i-Ilocano na a i-Ibaloy na pay ngem ada piman kakadwa mi nga Kankana-ey isunga i-Ilocano na ta haan da makaawat ti Ibaloy*” (during lectures we use Ilocano or even Ibaloy however we also have companions who are Kakana-eyes and they do not understand Ibaloy so the facilitator has to use Ilocano).

When it comes to adjustments made during the lectures, one of the respondents explained that there were cases during their lectures that the facilitator has to adjust to the learning pace of the farmers. One of the respondents elaborated that, “*nu haan kami nga makasursurut ah piman ket masapul nga idoble na manen diyay inbaga na nu daduma dagidjay dati nga nalpas min ket ibaga na manen karkaro nu ada ti nagabsent ngem awan met ketdi problema nu para kanyak a uray nu idoble na*” (if we cannot understand the topics during the lectures, the facilitator had to repeat the discussion or sometimes even the previous discussions most especially if there were those who were absent during the last lectures. On my part, I see nothing wrong if he repeats the lecture for the sake of those who were absent).

These responses all led them to recommending lectures as a teaching strategy to be used in upcoming FFS on PalayCheck. As one of them said, “*talaga nga kasapulan gamin nga ada ti lecture ta idjay amin ti pagrugian ta idjay pinadasan mi met ket haan nga maysa*



aldaw ket ag-lelecture kami” (there is really a need for lectures because it was there that we learned the basics, and anyway the lectures were short).

Small Group Workshop Sessions

According to the respondents, there were three major groupings during the FFS, these are the farmers who were tasked to plant the traditional method, the conventional method and the organic method. All of them, regardless of their grouping were able to observe the three methods.

One of the respondent further elaborated that *“uray nagrupo kami nu inya jay inadal mi idjay PalayCheck aramiden mi amin, ti laeng diperensya na ket ada dagidjay nagspray, ada met dagidjay haan, ada metlang jay nagusar ti dati nga bin-i”* (even we have different groupings whatever we learned during our lectures and previous activities all of us apply it, regardless of our groupings, the only difference is that there is a groups who used pesticides, there is groups who did not and another group who used traditional varieties). Another respondent added that *“nalaklaka piman gamin nu magrupo kami ta jay trabaho tapnu maiwaras dibale ket paparehas metlang diyay inadal mi nga inapply mi ken amin kami metlang agobserbar”* (if we are in groups there would be easier task management the important thing is that whatever that we have learned before we apply it uniformly regardless of our groupings and all of us have the chance to observe).

Content. This aspect generated a positive result as stated by the respondents.

Specifically, the objectives of this teaching strategy were made clear to them at the start. This led them to understanding the purpose of the activities. All of them also said that the objectives were reflected during the course of the small group workshop sessions.



Moreover, a respondent explained that she was able to apply what she learned during the lecture when they were monitoring insects in this teaching strategy. She also added that they have to draw the insects they have seen making her more familiar with how the different insects look like.

She also mentioned that the knowledge she acquired from the lecture and the group workshop expanded when they presented their outputs to their co-farmers in a way that they were able to have an exchange regarding their experiences during the monitoring period such as what are their strategies on how to identify the insects.

Such imply that the topics in this teaching strategy were relevant to their information needs because it provided them the insights that they were not able to learn from the other teaching strategies.

Materials. The materials they used in this teaching strategy were the pictures of insects printed in bond papers and a poster located at the barangay hall and magnifying glasses.

One of the respondents narrated their experience during their insect pest identification activities. She said that they first learned about the insects during their lectures. After which, they were able to observe if the insects are present in their plants. They did this by using the pictures of insects, which they found helpful in the activity. Because of the pictures, they did not have a hard time identifying the insects.

However, they shared that the copies of the pictures were limited. This posed a problem because they had to wait for the other trainees to finish using it before they can use it too. Although there was a poster of the insects in the Barangay Hall, it was too big for them to bring it in the field.



Another experience of one of the respondents was regarding the use of the magnifying glass which they used when they were counting the seeds intended to be grown as seedlings. According to the respondents, they had to physically examine the seed if it is suitable to the characteristics of a genuine seed which they have previously discussed in the lecture.

The respondent said, “*naikawa kami ngay idjay magnifying glass ta nu kitam piman diyay pagay ket padakelena*” (we were not easily used to with the magnifying glass). However, they found the use of magnifying glass helpful because at a glance, they were able to identify the seeds quickly and accurately.

Venue. In terms of the venue of their group works, the respondents mentioned that most of their group workshops were done after the lecture and most of the time in the field.

One respondent related, “*kaaduan nga agpaysu a ket idjay talon, ada kami amin idjay a ket iexplain pay ni Tancio (facilitator) nu inya aramiden mi sakamin to aramiden kasla diyay kasanu ti panagmonitor iti insekto*” (most of our group works were done on the field the facilitator will instruct us on how to do our group works for example insect pest monitoring). The respondents further commented that it is just proper for them to conduct such activities on the field.

Other group workshop sessions were done inside the lecture venue because the activities do not require field works and could be performed more conveniently indoors. For instance seed counting, selection and inspection. One of the respondents narrated their experience during their group workshop on seed selection. She said that, “*sinagsagaysa mi nga binilbilang jay bin-i ta jay inadal mi gamin ket ada ti usto nga bilang ti bin-i nga maibunubon ta pati jay pagbunubunan ket ada gayam usto nga kadakel na isunga apan mi*



minesmeasure a dagidjay talon tapnu amu mi nu manu nga bunubon ti blangen mi ken nu kasanu kadakel na metlang a diyay aramiden mi nga pagbunubunan” (we had to count the seeds one by one because according to what we learned there is a right number of seeds for an area where the seedlings will be grown, which also have the right measurement for a specific rice field, prior to that we also have to take the measurement of the rice fields for us to determine how many rice seeds are we going to prepare and what is the area of the field where we would grow the seedlings).

These experiences in the field, according to them, provided them the knowledge and skills required for it, which they could not have learned in other venues of learning.

Length. In terms of the length of their group works, a respondent said that not all group works could be finished in one session. She said that, “*dagidjay daduma mabayag mi nga aramiden kasla jay apan agbilbilang ti insekto, ada kami ah nga inagsapa idjay nga apan agsirisirip*” (some of the group works were done for a long time for example the insect identification; we have to be there every morning looking for insects).

Another respondents further added that “*diyay kabayag a ti panagbilbilang mi ti insekto ket depende ta ada ti insekto nu bunubon, ada met nu agsabong, nu agdawa ken nu panagagapas*”. The respondents said that the length of the activity gave them the chance to understand how insects live, which they found educationally beneficial for their future farming activities.

Facilitator. The respondents appreciated the patience of the facilitator in persuading them to do or continue the group work. According to the respondents they sometimes get discouraged because of the lengthy and painstaking procedures they had to follow.



Another respondent said that it was their small group workshop on the correct number of seeds on a seedbed area with a specified measurement that she liked the most. Her reason was that aside from knowing that there is an optimum number of seeds for a specific seedbed area, she also highlighted the group efforts in order to come up with an ideal seedbed which included land preparation, measurement of the area and of the water level and counting the seeds which they did never expect to be crucial in rice cultivation and that they did never do in the past.

Finally, the respondents concluded that group works are necessary during the FFS. They further recommended the use of group work as a teaching strategy if ever another FFS on PalayCheck will be implemented. As one of them puts it, “*napintas nga pagadalan ken pamayatena ti panagkakadwa mi nga farmers*” (it is a good way of learning and it enhanced our relations as farmers).

Group Output Presentations

According to the respondents, the group output presentations were the avenues where they presented and discussed their activities during the group workshop sessions. Figure 4 shows a sample of the outputs of the respondents which is about the vegetative stage of rice.





Figure 4. Sample of the outputs of the respondents during their small group workshops

Content. The respondents mentioned that during the first meetings with the facilitator, they were briefed with the objectives and procedures of their group output presentation. The instructions regarding the group output presentation also discussed before their first group output presentation.

One respondent said that during their first group work, the facilitator instructed them that later on, they will be presenting their outputs.

All of the respondents said that through this teaching strategy, they were able to understand more about what they have discussed in the lectures.

As to their actual presentations of their outputs one of the respondents described it as exciting, she said, “*mayat piman, exciting ngay ta adu maadal mu nu agdidiniscus kayo*

amin nga farmers” (it is nice and exciting, the discussions between the farmers provide a lot of learning). Another respondent added that, *“ti maysa nga pagmayatan na daytoy ket mabalin mo piman nga icompare nga ay kasjay gayam piman”* (the good thing in here is that we were able to compare our outputs to the others).

Another respondent also said that *“nalagip mi nga agdrawing ken agusar ti color uray babaket ken lalakay kamin”* (we were able to draw and use crayons even if we are already old). One of the respondents further said that, *“nu aguurnung kami gamin mabalin mo ngay nga damagen ijay daduma nu kasanu da nga nakita jay kastoy ijay mula, nu ayna ti nangkitaan da ijay nga insekto kasjay ngy piman ta nu mamingsan uray adu kami inadal mi pay ngem ada ladta ti malabasan mi ken mabalin da met nga agdamag kadakami isu adi nga nu kasjay ket agdidinamag kami isunga mayat piman nu kasjay”* (when we present our outputs and later discuss them we are given the opportunity to learn more by asking the other groups about their observations and they could also ask questions from us).

Another respondent added that, *“nu ditoy presentation ti output ket ti pagsasaoan mi nga farmers ket jay experience mi ngay nga nangkitkita ken nangobobserbar ijay indrawing mi kasla jay insekto santo dagijay ruut”* (during our group output presentation we share our experiences when we were observing the things we have drawn such as the insect and weeds).

Materials. The respondents mentioned that prior to their group output presentation, each of the groups were given materials that they used such as manila papers, crayons and marker pens.

Another respondent added that *“apag-usto met piman jay inted da nga usaren mi nga agdrawing awan piman makunak idjay”* (there were enough materials given to us).



Another respondent added that the outputs produced by the group were helpful towards their understanding of PalayCheck concepts, *“ti napintas idjay ket idi inpakita mi amin jay inaramid mi nagbalin metlang nga pagadalan mi”* (what I appreciated is that the outputs we presented also served as learning materials for us).

Facilitator. Regarding the facilitator’s role, while they were doing their outputs, a respondent said, *“haan nga kanayun nga ada isuna nu panagaaramid ti output ngem ibabaga na met piman nu haan nga makaumay, santu bilibilnen na met ketdi dakami isunga awan piman makunak nga kurang na idjay”*(the facilitator is not always present when we produced our outputs but he always notified us in advance if he could not come and besides he always instructed us on what to do.)

All of the respondents also said that the facilitator did not fail to help them along the process, especially when they were preparing their output presentations.

Another respondent also said that, *“nu met ketdi ada ti haan mi nga naawatan idjay aramiden mi nga output ket agtext kami ladtan ken Tancio ket sumungbat met piman mamingsan tawagan mi pay isuna weno isuna ti agtawag”* (in some cases where we have clarifications about the output we are to make and the facilitator is not around we could just send him a text message and he always have replies or in other cases we reach him trough phone calls or he could also call).

Regarding the performance of the facilitator during the actual presentation a respondent said that, *“nu panagrepresent ti output haan unay nga agsao ni Tancio ta dakami amin nga farmers ti agsisinao nu laeng ada damagen mi weno ada kasla nagkamalian mi sana iexplain, nu malpamalpas kami met ketdi nga agsao ket kasla isuna ti mangilast ket ibaga na nuada ba ti haan mi nasurot isunga kasjya ti output mi ken nu*



inya a dagijay inararamid mi ken nu kasanu mi nga iapply to diyay” (during the output presentations the facilitator serves as a moderator and its us who do much of the talking, the facilitator intervenes when we have some clarifications and after we are done discussing he will explain the relevance of our activity to what we are learning).

The finding on the lesser participation of the facilitator during the exchange of ideas among farmers supports the theory of Merriam, S. and Caffarella, R. (1991) as cited in Conlan *et al.* (2005) stating that in the field of adult education, lesser intervention of facilitators should be observed because for adult learners learning on one's own, being self-directed in one's learning is itself a context in which learning takes place. Moreover, in order for the learner to absorb the contents of a learning experience he/she must be given the primary responsibility for planning, carrying out, and evaluating his or her own learning. Adults engaging in self-directed learning do not necessarily follow a definite set of steps or linear format. In essence, self-directed learning occurs both by design and chance depending on the interests, experiences, and actions of individual learners and the circumstances in which they find themselves. Self-directed learning does not necessarily mean learning in isolation--assistance is often sought from friends, experts, and acquaintances in both the planning and execution of the learning activity.

Venue. Concerning the place where they prepared their outputs, a respondent said that, *“maysa pay ket nu aramiden mi jay output mi nu mamingsan ditoy barangay hall nu mamingsan ijay a balay ti kakadwa mi kumpurmi ijay mayat ken mabalin nga pangisimpaan mi”* (moreover we either make our outputs here in the barangay hall or at the houses of our group mates depending on the availability of the venue and the convenience of the group).



For the venue of their group output presentation the respondent identified the barangay hall as the venue, one of them said, “*ayna paylang ngay ay adi idjay barangayhall metlang ijay lang met ti mabalin piman*” (it is in the barangay hall because that is the only available place).

Length. In terms of the length of preparing the outputs, another respondent said that there are different outputs they produced. They added that some were done within one day or even an hour. However, most outputs were accomplished after how many days depending on what their activities were. Even if they were required to do lengthy observations, the facilitator supervised them in producing their outputs.

The respondent added that in cases that time was not enough for them to produce the output; they were given the choice to do it at home.

In terms of the length of the actual presentation, the respondents said it usually last for two hours however it may be as long as three hours if there are additional discussions from the facilitator. One of the respondents elaborated that, “*mabalin dayta duwa nga oras ngem nu medjo adu ti ibagan ni Tancio ijay inaramid mi umabot a ti talo nga oras karkaro nu adu paylang ti damag mi*” (the duration is usually two hours however if the facilitator has something to discuss it can be as long as three hours especially when we have questions).

The respondents also encouraged the use of group output presentations for other succeeding FFS on PalayCheck.

Practicum/Exercises



According to the respondents most of their practicum was done after lectures for them to test and practice what they learned. According to a respondent, “*ti pagmayatana daytoy met ket nu inadal mi padasen mi metlang*” (the advantage of the exercises is that we can practice what we learned previously).

Content. The respondents gave the example on land leveling and water management prior to planting the seedlings. According to them during the lecture, they all thought that it was just easy to make a such particular measurements, having in mind that they have been farming for a long time however, during their practicum they found a hard time doing such activity adding what a respondent said that, “*narigatan kami metlang nga sumurut uray nu naianak kami nga agtaltalon*” (it was very hard to follow the steps even if we were born of this task).

Moreover, the respondents said that even if there was a practicum for example on land leveling and water management prior to transplanting the seedlings, still the lecture was very crucial for instance, the land leveling and the measurements particularly the optimum water depth prior to transplanting the seedling and the reason for such leveling and measurements was not discussed during the practicum/exercises although mentioned it was just like a review and according to a respondent she said that, “*mejo narigat jay inaaramid mi ijay practicum ken masapul nga maawatam ijay lecture tapnu amum ti ikaskastam kasla kanyak nu haan ku naawatan a ket karkaro nga narigat*” (the task during the practicum was indeed difficult and to be able to perform it we must first have to understand it in the lecture, on my case I cannot successfully perform something that I do not understand), this was also agreed by the other respondents.



Materials. In terms of the materials used the respondents identified a flipchart where they referred during the seed soaking, washing and incubation, “ada ngay jay chart nga ibalbaliktad mi ada piman amin ijay jay masursurut nu kasanu ti ikasta nga mangugas ijay bin-i pati nu kasanu metlang nga ibabad, basta kasjay” (we followed the steps on the flipchart during our practicum on seed soaking, washing and incubation, the steps were actually there). Asked about the comprehensibility of the material one of the respondent said, “nakaenglish ken nakatagalog jay ngem ada ti picture na gamin santo inoplekar ni Tancio jay ada ijay ken inadal mi metlang idi jay panggep ti incubation ijay lecture isunga kasla mi lang nga pagkitaan ijay ikasta mi tapnu awan ti malipatan” (the flipchart used English and Tagalog terms however, the facilitator earlier discussed the content of the material, moreover we have previously tackled seed soaking, washing and incubation during our lectures and the flipchart serves only as a reminder so that we would not miss the proper steps).

Regarding the facilitator, the respondents appreciated his patience in persuading them and teaching them during their practicum. One of the respondents said, “inananusana piman uray nu madi mi ken agriri-riri kami” (he was patient even if we refuse to do it or we always complain).

Venue. Regarding the venue the respondents said that there are exercises they do indoors such as seed soaking, washing and incubation including fertilizer requirement computations. Most of their exercises were done on field such as land preparation which includes plowing, harrowing, and leveling. Figure 5 shows one of the demo-fields where the facilitator conducted demonstrations, this is also where the participants practice before they actually perform their practicum at their own rice fields.





Figure 5. One of the demo-fields during the FFS

One of the respondents further narrated that, “*mejo narigat nga talaga jay computation karkaro di pinadas mi nga nagpracticum ti kasjay ngem inananusan min a nga kulkuliten ni Tancio santo kami metlang nagsisinuru nga farmers*” (our practicum on fertilizer requirement computation was really difficult and we had to request the facilitator to repeat his discussion we also had to ask our peers who were able to do the solving to help us).

Another respondent also shared their experience on their practicum on land preparation, the respondent said, “*narigat nga talaga masapul nga anusan ta jay nairwaman mi idi ket shortcut ngem diyay insuru na ket talaga nga masapul nga alaem jay usto nga ikasta ti agaradu*” (it is really difficult and we have to do it, the plowing and harrowing he taught us was the optimum land preparation while what we were used to is the shortcut way of land preparation).

Another respondent narrated the strict measurements they had to follow, *“pati jay kaadayu ti bunubun nga mairaep masapul nga agpapada ta ada metlang jay inadal mi nga usto nga kaadayo ti mairaep nga bunubon, isunga napan mi a minesmeasure jay talon sant mi apan kinabkabilan ti linya na nga sako tapnu nu agraep kami amu mi nu ayna ti masurut nga kaadayun jay bunubun”* (even the distance of the seedlings to be replanted have to be uniform, during the lecture we learned that there is an optimum distance between the seedlings what we did was to measure the field and tie sack fibers to serve as guide for us on where is the proper area to plant the seedling).She further added that she also appreciated their practicum/exercises especially on the determination of the start of the rice booting stage.

The respondents unanimously recommended exercise as a teaching strategy if ever there would be another FFS on PalayCheck. One of the respondents said that, *“uray nu narigat ngem kasapulan ladta ta nu haan mi met nga anusan ken padasen awan metlang serbi na nga inadaadal mi”* (we have to practice whatever we learned, there is no sense of learning it if we do not persevere to do it).

Open Forum

According to the respondents they have open forums which were conducted after a certain period of time when they have accomplished a step in the FFS two of which were major open forums that were conducted at the start of the FFS and prior to their graduation from the FFS. A respondent said that they always had an open forum every time they accomplished their activities in the schedule being followed by the facilitator.

According to one of the respondents, their first open forum was after a series of community meetings together with the Barangay officials, Municipal LGU and the farmers,



when they agreed to undergo the FFS. After that a farmer group in their barangay was formed and the facilitator discussed to the farmers what the things they will soon be doing are, after that they had an open forum wherein they were able to ask questions, mostly regarding their expectations about the FFS on PalayCheck, which the facilitator openly answered.

Content. For the open forum, the respondents said that their queries were clarified along the process. They also had exchanges of ideas, opinions and views regarding some concerns during the FFS through this strategy.

The respondents also specifically related the last open forum. During this activity, they were able to air out their concerns aside from the PalayCheck.

One respondent said that through the open forum, he was able to share that as he sees it, they all graduated without any doubts and hard feelings and that they assured that they will apply what they have learned from the training.

Time. Furthermore, the respondents said that they do not have any objections regarding the allocation of time in each teaching strategy. The time allocated for the open forum was just appropriate.

According to the respondents they appreciated the open forums because they were given the chance to openly ask questions which they could not ask during the other activities because their questions were not directly related to the activity they are doing. A respondent elaborated that *“nu mamingsan gamin ket ada jay bigla nga malagip mi nga damagen kuma ta ada kami amin mga farmers ngem gapu ta adawi jay damagen mi ijay pagsasaoan mi idjay nga time mejo mabain kami nga mangdamag inbag ketdi ta ada jay open forum”* (sometimes we suddenly have questions in mind which we would want to ask



in the presence of the other farmers, however, our topic during that time was very far from our questions so we tend not to ask them, the good thing is that we had open forums for us to ask these questions).

Finally, the respondents also recommended open forums to be conducted among the farmer participants of succeeding FFS on PalayCheck. According to one of the respondents, “*napintas gamin nu ada open forum ta awan ngay kuma ti agalalanganen nga farmer nu FFS ken tapnu metlang a masigurado nga nakasagana dagidjay farmer nga agadal tapnu aramiden da*” (it would be better to have open forums during FFS to address the doubts of farmers and to ensure that they are learning and they are ready to practice whatever they learned).

Challenges Encountered by the Respondents on the Teaching Strategies

Technical Problems. The respondents agreed with each other that there was a shortage of printed materials specifically pictures of the insects they discussed. Another problem raised by the respondents is the language used in the printed materials given to them.

According to them, most of the materials were in English, although the facilitator was able to translate the contents of the materials the respondents still have reservations if they would be able to comprehend these materials noting that the facilitator was not always at their locality.

The respondents also brought out their experience regarding the fertilizer computation which most of them had hard times understanding and performing the computation. Another challenge shared by the respondents was the strict measurement they



have to follow such as the optimum distance between transplanted seedlings, optimum water level to be maintained at different life stage of rice. The respondents further added that they really had a hard time following most of the procedures especially during their practicum/exercises. As one of the respondents put it, *“nu haan mu masurutan, talaga nga mapukaw ka”* (if you missed the steps you will really get lost).

Another respondent narrated that unfavorable weather condition disrupted their schedule of activities; she added that, *“karkaro nu ada ti bagyo ket haan nga makaumay isuna”* (during stormy days the facilitator cannot make it at the barangay).

Personal Problems. Aside from the absence of the facilitator there are some instances where some of the farmers, according to the respondents, also missed some of their activities, which are minimal, due to some unspecified reasons. A respondent said, *“ada piman dagidjay haan nga makaumay ngem mamaminsan met ketdi diyay nu bigla nga ada ti importante nga mapanan da”* (there are some instances when one of us could not attend a certain activity due to some urgent matters however it happens rarely).

Another respondent admitted that there are sometimes that they arrive at the activity venue late, she said that *“nu mamaminsan ada ngay piman jay maladawan mi ngem awan gamin mairason mi ta haan kami met nga magna ti adayu ken awan metlang mairasun mi nga haan kami nga makaumay ta isungarud nga idjay kami nga agadal ta awan kuma ti rason ngem siyempre ada piman ah diyay nu mamaminsan ket awan remedjo na isunga ada maladaw ken han nga makaumay ngem amuk nga maawatan ni Tancio”* (there are also times that we arrive late but we do not have excuses because we do not have to walk that far for us to arrive at the venue or to get absent because our activities are done within our own neighborhood, however there are really unavoidable circumstances and so



some get late or even get absent but I know that the facilitator considered those). According to the respondent both the facilitator and the farmer would come up to solve the missed part, for the lecture, on the side of the facilitator, he could do detailed recap to the missed topic which is according to one respondent not an inconvenience on her part who was present during the past lecture and on the part of the farmer who was absent during the activity he/she would ask the other farmers who were present of what they did during his/her absence.

For group works which are done for a long time, the farmer who was absent could just join the group and usually, the farmer is given some briefing regarding what happened when he/she was not around, however those done within one session and the farmer was not around were not repeated rather the facilitator would discuss to the farmer what happened during the absence of the farmer.

Asked about the inconvenience of the absences and tardiness of the farmers, a respondent said that, *“no kanyak a nga maladaw weno absent ket siyempre mejo narigat ta nu maladaw ta ket kababain met kadagidjay kakadwa ta agururay da piman nu mamingsan masapul nga ibaga manen ni Tancio jay inbagana ta anya garud ket haan nga nangeg jay naladaw nu met absent ket karkaro manen nga narigat ta kasla ka naiawawan ngem anya ngay anusan ah nga agdamag ijay kakadw ta ibaga da metlang piman”* (on my part it is not good to be late considering that the others have to wait for me or if they have started the facilitator has to repeat what he have discussed just to accommodate me). Another respondent also added that *“nu siyak met ti nailaw-an nga nasapa ket medjo adu ti naladaw masapul a nga urayen mi isuda ngem anya ngay ti importante a ket haan da nga igagagara nga agpalpaladaw ket makaawatak met a nga maysa ta uray siyak ket*



haanak met nga kanayon nga masasapa” (if I would come earlier than the others and some are late we have to wait for them that would be understandable on my part so long as it was not their intention to be late and also I am not always early).

Another respondent said, “*nu ada maladaw weno agabsent ket nu sumarunu ket masapul piman a nga ibaga manen ni Tancio jay inbaga na idi awan jay tao ket nu siyak a nga maysa ket agiinanaus kami a ta haan kami me nga perpekto amin*” (when some of us are late or were absent the facilitator has to discuss whatever he discussed when that person was not around and we as participants have to understand also because after all we are not that perfect).

Suggestions of the Respondents for the Improvement of the Teaching Strategies

The respondents suggested that farmers who will be undergoing the FFS on PalayCheck be individually given handouts. Specifically, the respondents suggested that pictures of insects discussed in the lecture be included to the handouts to be given individually to the farmers.

Further, the respondents suggested that the printed materials given to them be localized and would be better if translated to Ibaloy which is the vernacular language of the respondents. The respondents further suggested that regarding the computation on fertilizer requirement, the facilitator may allow and encourage peer teaching among the farmers because according to the respondents, they were able to solve fertilizer computations by asking the help of their peers who were able to do the computation.



One of the respondents further suggested that the facilitator may employ more groupings among the farmers to further facilitate the learning process and to make the facilitator's job flow more convenient.



SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

With the general objective of obtaining the evaluation of the farmer participants on the teaching strategies employed by the Tublay AEW in the PalayCheck Farmers Field School (FFS) implemented at the barangays of Ambongdolan and Tublay Central, Tublay, Benguet the study attained the following objectives: determined the socio-demographic profile of the respondents; determined the evaluation of the respondents on the teaching strategies employed by the Tublay AEW in the PalayCheck FFS which are the lectures, practicum/exercises, small group work sessions, group out presentations, and open forum; determine the readability of the handouts, flipcharts and posters used by the AEW during the PalayCheck FFS, determined the challenges encountered by the respondents on the teaching strategies; and listed the suggestions of the respondents for the improvement of the teaching strategies.

The study was conducted in Tublay, Benguet with respondents coming from barangays Ambongdolan and Tublay Central.

Data were gathered through a survey questionnaire and guide questions. The data were consolidated and analyzed using descriptive statistics and further presented in narrative form.

The findings show that:

1. The farmer respondents were aged 42 to 54, mostly elementary graduate, married, mostly women with varying number of children ranging from one to six. Further most of the respondents were engaged in farming for more than 20 years and also, most of them own the land they are farming. According to the respondents the following are crops



they grow: rice, corn, camote, taro/gabi, tomato, eggplant, string bean, pole bean, pechay, chinese cabbage (wombok), and also ornamentals.

2. The respondents agreed that the teaching strategies were appropriate for them, the topics matched to the teaching strategies, the time allotment was appropriate for each topic and teaching strategy. The respondents also agreed that the materials provided during the FFS on PalayCheck were purposively made for them, that these materials supported the teaching strategies, and that these materials met their learning needs. They further said that the both the topics and the teaching strategies were related and that a teaching strategy cannot compliment another teaching strategy and that they recommend these teaching strategies to be used in other upcoming FFS on PalayCheck. Finally the respondents emphasized that trough the varied teaching strategies they were able to gain more experience on rice cultivation.

3. The results of the readability test using the Gunning fog index of the handouts on Agro-Ecosystem Analysis (AESA), Managing and Checking the PalayCheck at Early to Mid-Tillering Stage and PalayCheck Key Checks and Technology Recommendations used during the FFS on PalayCheck are 12.33, 7.776, and 13.23 respectively. In the Philippine system of education, a readability of 12.33 in the Gunning Fog Index requires an individual to at least finish third year high school, second year high school for a readability of 7.776 and at least a high school graduate for a readability of 13.23.

4. The respondents enumerated the following as the challenges they encountered in the teaching strategies during the FFS on PalayCheck: shortage of printed materials; difficulty in understanding the content of distributed printed materials with the language used which is English; and difficulty in solving fertilizer requirement computations.



5. The respondents suggested that should there be another FFS on PalayCheck, farmer participants should be given individual handouts with emphasis on pictures of the insects discussed during the lectures. The respondents also suggested that printed materials distributed be localized and would be better if translated to their local dialect which is Ibaloy. The respondents also suggested that the facilitator may allow and encourage peer teaching during fertilizer requirement computations.

Conclusions

Based on the findings the following conclusions were derived:

Generally, the teaching strategies employed during the FFS on PalayCheck are effective.

1. The variety of teaching strategies employed by the Tublay AEW helped the farmers understand the content and topics of the FFS on PalayCheck.

2. In order for the materials to be understood by the farmers, they need someone to explain it to them.

3. The shortage of reading materials hindered the smoother learning of the respondents.

5. On the part of the farmers, the proximity of the learning venue to their farms facilitated their easier understanding of the concepts and topics during the FFS on PalayCheck.

4. The farmers prefer localized versions of reading materials used during the trainings.



Recommendations

Based on the conclusions the following recommendations were drawn:

1. The same teaching strategies may be maintained in the succeeding FFS on PalayCheck.
2. The same facilitator may be maintained for the next FFS on PalayCheck.
3. Those who produced the handouts may consider re-orienting the material to fit in to the comprehending capability of the respondents hence; popularizing printed learning materials may also be an option.
4. Those supervising the FFS on PalayCheck may also consider increasing the supply of reading materials particularly the handouts and illustrations of insect pests printed in color so as for the farmer participants to be individually given copies.
5. Developers of learning materials for the FFS on PalayCheck may also consider localizing their materials to farther relate the materials to the farmers. Moreover, they may also consider producing materials using the vernacular language of the farmer participants.
6. The facilitator may also consider employing peer teaching particularly on topics regarding fertilizer requirement computations.
7. A wider evaluation may also be considered for further analyze the FFS on PalayCheck.



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