The Technology and Livelihood Education Performance of Bachelor of Secondary Education (BSEd) Students of Abra State Institute of Sciences and Technology Bangued Campus

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Abstract

This study was conducted to evaluate the performance of the third year college students taking up Bachelor in Secondary Education (BSEd), major in Technology and Livelihood Education (TLE) at the ASIST Bangued Campus. Mean was used to determine the level of attainment of the desired learning competencies of the college TLE students along knowledge, skills and attitudes. A high level of knowledge, skills and attitudes was attained along Home Economics, “adequate” for agricultural arts “high” for Entrepreneurship. The general performance rating of the teachers improves the desired learning competencies along Agricultural arts and Entrepreneurship. Likewise, performance in Entrepreneurship is influenced by goals and objectives while performance in Agricultural arts is influenced by physical facilities. Faculty must pursue post-graduate education relevant to the subjects being taught. College officials should send teachers for training and seminars or even conduct the same within the campus to upgrade faculty with the new technologies or trends and issues related to their field of specialization. Vocational faculty must be sent for the appropriate National TVET schooling for them to acquire titles (TESDA National Competency levels NC’s) as Trainer/assessor, Training Master, Training Designer/Developer, in technology education and higher education training to equip all faculty qualifications in support to the Enhanced Basic Education Act of 2013 better known as K-12. TLE major students must undergo TESDA NCII assessment every semester to evaluate their performances in their field of specialization and to acquire certificate of competency or eligibility.

Keywords

Performance, Technology and Livelihood Education, Philippines

I. Introduction

Schooling is a preparation for a bright future. This statement has been proven by great number of people with remarkable achievements affixed to their names in the different fields of endeavor. An achievement, however, is primarily dependent upon an individual’s training and most importantly upon the kind of education one has chosen and acquired. Evidently nowadays, the changing world is facing complex problems; one of these is unemployment. According to the National Statistics survey, it is about sixty percent (60%) or over one half of the labor force in the country is unemployed. With this fact, government leaders are continuously improving and introducing newer schemes in the field of education. They believe that the country’s dream for progress and development all depend upon manpower’s education and performance dominated by a set of behaviors, values, practices, skills, and human associations. Obviously the academe has done its share in the improvement of the nation’s manpower with the inclusion of vocational and values education subjects. Learning institutions must instill and improve technical skills, attitudes, and work habits of students. The programs of vocational education in this country are provided for in Act Number 3377, otherwise known as the Vocational Act of 1927. Article XIV, Section 5 of the 1935 Philippine Constitution, also provides for the development of vocational efficiency. The Abra School of Arts and Trades (ASAT), now Abra State Institute of Sciences and Technology (ASIST) answers to the call with its operational and concrete vision of becoming the center of world-class excellence for instruction in technical vocational pursuits, the arts and sciences, functional, scientific, social and technological researches, relevant extension services and quality production towards the improvement of graduates for sustainable development (Visco, 2000).

This study aimed to evaluate the performance of the Third Year Bachelor of Secondary Education (BSEd) students major in Technology and Home Economics (THE) of the Abra State Institute of Sciences and Technology (ASIST), Bangued Campus. Specifically, it sought answers to the following questions:

1. What is the profile of the BSEd III students major in THE in terms of the following student-related factors:
   a. Age,
   b. Sex,
   c. Type of high school graduated from,
   d. Co-curricular activities,
   e. Parents’ education, and
   f. Family size?

2. What is the profile of the college instructors in terms of the following teacher-related factors:
   a. Highest educational attainment,
   b. Area of specialization,
   c. Length of teaching experience,
   d. Correspondence/congruence between area of specialization and area of component/s of THE taught,
   e. Training/seminars attended, and
   f. General performance rating?

3. What is the status of the THE program interms of the following program-related factors:
   a. Goals and objectives,
   b. Instructional materials,
   c. Tools and equipment, and
   d. Physical facilities?

4. What is the level of attainment of the desired learning competencies in THE of the students in terms of knowledge, skills and attitudes in the following areas:
   a. Home Economics,
   b. Agricultural Arts,
   c. Industrial Arts,
   d. Entrepreneurship?

5. What is the level of performance of the BSEd students along
THE subjects from 1st year to 3rd year first semester?
6. Is there a significant relationship between the students’ desired learning competencies in THE subjects and the following sets of variables:
   a. Student-related factors,
   b. Teacher-related factors, and
   c. Program-related factors?

Theoretical Framework
To support this study, a resume of related studies are summarized. This study is parallel to the study of Remular (1996), Espejo (1997), and Lazo (2000). The primary objective of Technical Vocational Education (TVE) in the Philippines is to develop a strong and appropriately trained middle-level manpower possessing capabilities supportive to national development. It trains individuals with work values, knowledge and skills for entrance and progression in their chosen occupations. In accordance with Batas Pambansa Blg.232, otherwise known as the Education Act of 1982, Technical Vocational Education (TVE) is mandated to provide leadership and a unified direction in the development and promotion of technical-vocational education and improve the management, planning, and regulations of technical-vocational education system (Tugadi, 1993).

As a continuation of the basic elementary education, secondary curriculum has a general technology education component. This is popularly known as practical arts education or simply practical arts, and its newer term is Technology and Home Economics. According to Department Order No.40, s. 1975, practical arts education in secondary education is intended to help the learner to understand the world of work and determine his interest in certain broad occupational areas that are sampled or studied. It aims to develop certain skills and understanding that will help the learner choose his vocation wisely and possibly enter upon with a certain amount of knowledge and skills that will prove helpful when the choice of work is made. Most importantly, practical arts education focuses on career awareness, orientation, and exploration of the world of work, and the development of values and work ethics. Also, it enhances the transmission of cultural heritage and appreciation of the achievements of the Filipino people, particularly in technology and in the world of work.

The Technology and Home Economics Program is designed to enable the students to:
1. Acquire working knowledge of the materials, tools, equipment’s, processes and products of production, distribution, and utilization and conversation of human and material resources;
2. Explore the various business opportunities and make an intelligent choice of an entrepreneurial activity;
3. Develop intellectual and functional skills essential to the pursuit of higher learning or more intensive training through practicum and entrepreneurial activity in a gainful occupation or career;
4. Possess effective management skills techniques to ensure success in coping with rapidly changing environment;
5. Participate in current thrusts and programs of government for national development;
6. Enhance individual self-reliance and productivity in meeting human needs;
7. Develop desirable attitudes and work ethics which will contribute to effective personal, family and community living; and
8. Develop safely working habits.
The above concept of Technology and Home Economics aims to develop manipulative skills, safe working practices, good working habits, technical knowledge, related industrial information, and citizenship essential to successful employment, advancement in the occupation, and success as respected members of the community (Belen, 1962; Lazo, 2000). The curriculum provides classroom and practical experience to enable the learner to gain understanding and acquire competencies in various economic related activities to the four major areas, namely: Industrial Arts, Home Economics, Agricultural Arts, and Entrepreneurship.

Entrepreneurship is the core or main focus as seen in Figure 1. This is necessary in the realization of the nation’s dream for industrialization (DECS Order No.11, s. 1998). Home Economics covers home and family living, housing and family economics, foods and applied nutrition and basic clothing. Practical work experiences include managing the household, caring for the sick, preparing and processing of food, simple serving and other related activities. Industrial Arts includes drafting, woodworking, electricity, refrigeration and air-conditioning, auto-mechanics, metal-works, handicrafts, electronics and other industrial activities found in the community. Practical work emphasizes application of technology in the processing of materials, repair, and maintenance of tools and equipment, fabrication of useful articles and servicing appliances. Agricultural Arts covers three major activities, namely: farm crop production and management, farm animal production and management, fish culture and fishpond management. Crop production covers ornamental propagation, growing vegetables, cereals, and root and fruit crops. Animal production includes poultry and livestock raising including their cultural requirements and market potentials. Fish cultivation and fishpond management includes the study of the kinds of fishes that are best suited for cultivation and their cultural requirements. The program provides a series of organized activities like basic soil science, seed testing, propagation of seedlings, ornamental plants, poultry and livestock raising and others where the students gain greater perspective of the significance of agriculture in the economy, and at the same time acquire proficiency in various agricultural skills.
Entrepreneurship enables the students to explore the basic concepts in becoming an entrepreneur, and in planning a simple entrepreneurial activity which includes retailing. The concept and principles of this will cut across the other areas of T.L.E., i.e., home economics, agricultural arts, industrial arts, with products services and creative innovations as the common areas of activities. Products identified in the four components are developed so students can make use of theses in their entrepreneurial activities in school. The program provides opportunities for students to develop entrepreneurial skills and productivity (Lazo, 2000).

On Student-Related Factors
Espejo (1997:178) stated that student factor is believed to be related to the automotive technology performance of the respondents. According to him, student factor is subdivided into age, type of school graduated from and curricular activities. Faminialagao (1996:52-53) stressed that there is a significant positive relationship between high school average grade and trade education performance. This means that the high school grades indicate trade education performance of the students. According to Faminialagao (1996:52-53):

1. There is no significant relationship between parent’s occupation and trade education performance of the students. This means that parents’ occupation does not indicate trade education performance of the students.

2. There is no significant relationship between the mother’s educational attainment and the trade education performance of the students. This means that father’s educational attainment does not indicate the trade education performance of the students.

3. There is no significant relationship between the number of dependents in the family and trade education performance of the students.

Virtudes (1993:104) pointed out that in order to improve students’ performance; the students should be encouraged to have good study habits by developing the values of perseverance, patience and punctuality.

Bisquera (1975:20) in his study on non-intellectual factors as predictors of college performance revealed that the type of high school graduated from showed a significant relationship with the student overall performance in college.

Remular (1996:84) pointed out that there is no significant relationship between the student-related variables (residents, parent’s occupation, parent’s education, family income, and family size) and the level of attainment of Desired Learning Competencies (DLC) in the explanatory Technology and Home Economics. She stressed that only family size has a significant relationship with the level of attainment of DLC.

On Faculty-Related Factors
Batin (1987:3-5) emphasized that learner’s achievement is the terminal goal of instruction. Teacher’s performance is usually measured by the students’ learning achievement and teacher competence which can be evaluated on the basis of observable performance notably the development of behavioral instructional skills. The manner by which the instructor transmits the subject matter to the students is one way of measuring the efficiency and effectiveness of the teacher.

To determine whether or not educational goals are being attained, the school usually conducts an assessment program. The assessment instruments used are intended to measure the conditions that create a lively classroom atmosphere conducive to effective instruction. Factors that determine the personal influence teachers have with their students are:

1. Students’ affection. In assessing student affection teachers should identify what their students like or dislike about them. Teachers should try to strengthen the tie between students and teacher by improving the thing student’s dislike and maintaining those they like.

2. Students’ perception. In assessing students’ perception of the teacher’s knowledge and competence, teachers should try to indicate the area where the students respect them. Teachers’ personal influence will be the greatest areas where students have the highest respect for their knowledge and competence. Teachers can increase their personal influence by demonstrating their abilities in the areas where the students have at least respected them.

It is not only the teacher factor that should be looked into in considering the performance of the students in school. As observed, the student’s previous training and education contribute much to the academic development of the learners. Most often in the tertiary level, it is noticeable that there seems to be a difference in the performance of graduates from the public and private high schools (Batin, 1987).

Faminialagao (1996:53-54) stressed that teacher-factors believed to directly influence trade education performance of students include teacher’s educational qualifications, length of service, in-service trainings, and performance rating.

Espejo (1997:187) recommended that upgrading of educational qualifications, knowledge, and technical knowhow of the T.L.E. faculty is very much needed. This can be made possible through a human resource development program for the faculty members.

On the other hand, special training and eligibility along T.L.E. should also be considered as important criteria for assigning faculty members to handle subjects in the BSIE program.

Balcita (1993:11-15) stated that teachers assigned to teach new subject areas like entrepreneurship were not adequately prepared. Some areas of T.H.E. were less attained in terms of objectives specially on enhancing self-reliance, developing intellectual and functional skills, and the exploration of business and entrepreneurial activities. The areas of agricultural arts, fishery arts, handicrafts, and business technology were not given due emphasis. The many areas or T.L.E. and the lack of facilities, tools and equipment to implement all these areas, led to the less attainment of the objectives of T.L.E. at the Tadian School of Arts and Trades.

Ruiz (1996) suggested that administrators should assign teachers who are majors in Entrepreneurship to teach the subject, since this is the core of the Technology and Home Economics program.

Joaquin (1991:135) revealed that the teaching performance of Master Teachers of the public elementary schools in Region I, II and CAR are influenced positively by their educational attainment and in-service training. This is so because they were given more insights to improve their instructional competence.

Lazo (2000:98) stressed that the area of specialization of teachers was on a very relevant degree. He elaborated the three common areas of specialization of T.L.E. I teachers like Practical Arts, Home Economics, and Agronomy. The others were Foods and Nutrition, Building Construction, Electronics Technology, Drafting Technology, HELE/HMT, Agricultural Extension/ Education, Management and Finance, Accounting, Automotive Technology, Girls Vocational Courses, Garment Trades, Animal
Husbandry, Furniture and Cabinet Making, Economics, Soils, Cosmetology, Fish Processing, HE, Agronomy, English with HE minor and Bookkeeping-Stenography Typing.

Molina (1989:12-13) in her findings stated that teachers in the secondary level should inspire/motivate their students to aspire for a higher level of performance because the quality of learning and the students’ performance are greatly influenced by the teacher herself. The teacher should know how to adjust at various levels of maturity. The teacher must also know the students’ interests and previous experiences which can be utilized in motivating them. Administrators should provide a conducive atmosphere of learning by modifying/improving school facilities. A teacher can motivate the students if she has an ideal classroom complete with the necessary teaching aids and instructional materials. Moreover, administrators should see to it that teachers should be given just enough workloads.

Visco (2000) cited that productivity and performance of faculty and students could be influenced by educational attainment, training/seminars attended and community outreach involvement. He also included membership in professional and civic organizations, foreign travels, researches conducted, and book/articles written as promising factors influencing faculty productivity.

On Program-Related Factors
The study of Lazo (2000:99-100) is very much parallel with the present study. He evaluated the secondary Technology and Home Economics I Program in the Old National High Schools in Region I. The difference lies in the area coverage and the year level in T.L.E. surveyed in the location. The present study evaluates the T.L.E. performance of BSEd III students major in Technology and Home Economics of the Abra State Institute of Sciences and Technology. He underscored attainment of goals and objectives of T.L.E. I program. His findings on the status of program-related factors in T.L.E. are the following:

1. Attainment of goals and objectives of T.L.E. I Program in Region I were attained at a very much level.
2. Adequacy of instructional materials used in the implementation of the T.L.E. I program is at an adequate level.
3. Adequacy of tools and equipment as perceived by the students were at a moderately adequate level.
4. Adequacy of physical facilities used in implementing the program was at an adequate level.

On Learning Competencies
From the study of Lazo (2000:100-101) where he assessed the level of attainment of T.L.E. I in the Old National High Schools in Region I, the following are his findings:

1. The Home Economics as a whole, the Desired Learning Competencies of this component were at a very satisfactory level. The mean rating of students overall in knowledge was very satisfactory, skills, and attitudes was very satisfactory.
2. Agricultural Arts. On his findings students manifested an attainment rating of 2.47 on the whole at a very satisfactory level. In terms of knowledge, students obtained a very satisfactory level, for skills satisfactory level while on attitudes very satisfactory level.
3. Industrial Arts. Students manifested a general rating, which is on a very satisfactory level, for knowledge, attitudes, and skills were all very satisfactory.
4. Entrepreneurship as a whole. The entrepreneurial competencies of students in Region I was at a very satisfactory level. The same level was seen in all the three levels of competencies such as knowledge, skills, and attitudes.

Conceptual Framework
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Fig. 2 : The Research Paradigm

RESULTS AND DISCUSSION

1. Profile of BSEd III Students Major in T.L.E.
The average age of the students is 19.8. Ninety-seven percent are female, 77 percent come from the public schools, 66 percent are not involved in any co-curricular activities and the average family size is 5.
Almost 60 percent of the respondents have fathers who have finished elementary and high school, and the mothers of 63 percent of the respondents have finished the same. Ninety-seven percent have fathers who are engaged in skilled jobs, and 91 percent have mothers who are also engaged in skilled jobs.

2. Profile of T.L.E. Instructors
The highest degree obtained by 93 percent of the T.L.E. instructors is Bachelor of Science in Industrial Education. The area of specialization of 13 percent each is Practical Arts and Building Construction while 47 percent specialized in non-T.L.E subjects. The average teaching experience of these instructors is 9.6 years. Sixty-seven percent claimed that there is congruency between the area of specialization and the components of T.L.E. subjects taught in Industrial Arts, 47 percent each in Home Economics and Agricultural Arts, and 20% in Entrepreneurship. 80 percent attended the SEDP Mass Training for T.L.E. Teachers, seven
percent have attended 18 seminars/trainings, 47 percent have attended two seminars and 13 percent have attended only one seminar/training. The general performance rating of the instructors is “very satisfactory”.

3. Status of the T.L.E. Program
A. Goals and Objectives
The faculty claimed that the goals and objectives were “very much” (X=3.39) attained, and the students (X=2.67) and as a whole (X=2.89) assessed that the goals and objectives were “much” attained.

B. Adequacy of Instructional Materials
The faculty claimed an instructional materials are “adequate” (X=2.63) while the students assessed that the instructional materials are moderately adequate (X=2.03), when taken as a whole, the adequacy of instructional materials is “moderately adequate” (X=2.21).

C. Adequacy of Tools and Equipment
The faculty assessed the adequacy of tools and equipment as “moderately adequate” (X=1.99) while the students rated it “moderately adequate” (X=1.90) and as whole “moderately adequate” (X=1.92).

D. Adequacy of Physical Facilities
Physical facilities was rated “fairly adequate” by the faculty (X=1.23) and students (X=1.21) and as a whole (X=1.21).

4. Level of Attainment of the Desired Learning Competencies in Terms of Knowledge, Skills and Attitudes
A. Home Economics
The knowledge (X=3.21), skills (X=2.78) and attitudes (X=2.91) of the students along home economics was “high”.

B. Agricultural Arts
The knowledge attained by the students along Agricultural Arts was “high” (X=2.62), and the skills (X=2.29) and attitudes (X=2.39) attained was “adequate”.

C. Industrial Arts
The knowledge (X=3.18), skills (X=2.48) and attitude (X=2.72) attained by the students along Industrial Arts was “high”.

D. Entrepreneurship
The knowledge attained by the students in Entrepreneurship was “very high” (X=3.31) and a “high” level of attainment along skills (X=2.72) and attitudes (X=2.90).

5. Level of Performance of the BSEd Students Along T.L.E. Subjects
The level of performance of the BSEd III students is “very satisfactory” from first year to third year with the following averages: first year (1st sem. X=2.07, 2nd sem. X=2.08), second year (1st sem. X=2.18, 2nd sem. X=1.99), third year (1st sem. X=2.08) and as a whole (X=2.08).

6. Relationship Between the Level of Desired Learning Competencies in T.L.E. Subjects and:
A. Student-Related Factors
Home Economics was significantly related with sex (r=-.362), co-curricular activities (r=-.345) and occupation of father (r=-.362), while the occupation of the mother was related significantly with Agricultural Arts (r=.411).

B. Teacher-Related Factors
The general performance rating of the instructors was significantly related with Agricultural Arts (r=.547) and Entrepreneurship (r=.866).

C. Program-Related Factors
Goals and objectives were significantly related to Entrepreneurship (r=.350) at .05 level of significance, while physical facility was also significantly related with Agricultural Arts (r=.457) at .01 level of significance.

Conclusions
Based on the findings, the following conclusions are drawn:
1. The age of the students is just right for their year level and their sex is proper for their major, which is Technology and Home Economics.

The students belong to a standard family size. The students are not much involved with co-curricular activities. The parents of the students are not highly educated and are skilled workers.

2. The teachers are qualified to teach T.L.E. subjects having finished Bachelor of Science in Industrial Education, with a good average teaching experience having attended several numbers of seminars/trainings and very satisfactory general performance ratings.

3. The goals and objectives were fully attained, having moderate adequacy of instructional materials and tools and equipment and fairly adequate for physical facilities.

4. A “high” level of knowledge, skills and attitude was attained along Home Economics, “adequate” for Agricultural Arts “high” for Industrial Arts and “high” for Entrepreneurship.

5. The BSEd III students attained a “very satisfactory” level of performance.

6. Home Economics is affected by sex, co-curricular activities and occupation of father, and Agricultural Arts is affected by the occupation of the mother.

The general performance rating of the teachers affects the desired learning competencies along Agricultural Arts and Entrepreneurship. Entrepreneurship is affected by goals and objectives while Agricultural Arts is affected by physical facilities.

Recommendations
The following recommended based on the conclusions drawn:
1. The students should be encouraged to join co-curricular activities in order to deepen their experiences and understanding of their social role and functions.

2. The strengths of every school are the teachers working on it. Although the teachers are qualified in their Bachelor’s degree, they should be encouraged to pursue post-graduate education relevant to the subjects they are teaching to further upgrade themselves professionally.

3. Instructional materials, tools and equipment’s are the most important factors to consider in attaining excellent performance of students in Technology and Home Economics (T.L.E.) or in a Technical Vocational Institution. It should be given special attention and highest priority so that students would become familiar with them. In return students are able to gain knowledge and skills if they are exposed to different tools and equipment in T.L.E.

Functional and conducive school facilities are indicators of an effective teaching-learning situation. Physical facilities like the T.L.E. lecture and laboratory rooms, water system,
comfort rooms and other relevant physical facilities should be improved or erected to facilitate higher school productivity.

4. Outstanding performance of both the teachers and students greatly depends upon one’s acquired knowledge, skills, and attitudes. Administrators should send teachers for training and seminars or even conduct the same within the campus to upgrade teachers with the new technologies or trends and issues related to their field of specialization.

5. Although the level of performance of students is very satisfactory, there are still rooms for improvement to reach an outstanding level of performance. College officials should update and evaluate now and then school curriculum for relevance. There should be standardized learning content of the T.L.E. program. Semestral or yearly evaluation should be made by the students to determine the weak points and strengths of the curriculum.

6. Since the performance of the students in T.L.E., as measured by the desired learning competencies is affected by the objectives and goals of the course, it is recommended that teachers should expose instill these competencies in the minds of the students for familiarization and mastery.

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References

Author’s Profile
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