

Measure of the Perception and Attitude of Trainees as Inputs for Training Programs



Emelita C. Kempis, Jasmin S. Villanueva, Rommel P. Gaña

Abstract: This study was done to assess the perception and attitude of trainees who were previously trained by PSAU, a state university in the Philippines. It is a quantitative research that employed descriptive designed. The respondents were previous trainees from 2014 to present and they were randomly selected.

The respondents' socio-demographic characteristics showed that they were varied in terms of age, but they were prepared and interested to attend PSAU training programs. Majority were married, but they attained only limited education, so much so that they also received meager amounts of monthly income. Most of the families had four children who mostly obtained only elementary education. They appreciated the importance of training programs and they manifested their interest to attend trainings.

With regards to the perception of trainees towards PSAU training programs, data suggested that the respondents strongly agree that the trainings conducted by PSAU satisfied their expectations in terms of training environment, outlook, benefits, role of training practices and commitment to trainings. In terms of the attitude of trainees towards training programs, the trainees believe that the trainings spearheaded by PSAU were interesting, beneficial and could be useful for their future. They also believe that these programs were pleasant and useful to every professional.

Keywords: training programs, perception, attitude, PSAU

I. INTRODUCTION

Crafting an effective training program provides numerous benefits for employees and the company, but only if they are carefully planned and properly implemented. There should be a clear understanding of policies, job functions, goals and company philosophy lead to increased motivation, morale, and productivity for employees, and higher profits for business. Training is a means to a specific end, so keeping goals in mind during the development and implementation stages of the training program will assist in creating a clearly defined and effective program.

Training is a necessity, and one has to get new hires up to speed as quickly as possible so people can become productive members of any organization. It updates the skills of the trainees to implement new technology, develop new processes and acquire new markets.

Tarakanov, Kalinina, and Kryukova (2017) analyzed training programs for transnational corporations, educational services market and society.

Based on the findings of the study, training programs of transnational corporations are the foundation for the formulation of the private educational resources and provide significant advantages for transnational corporations, educational services market, and society on the whole. Moreover, the research output helps in the development of the human resources, the concept of a post-industrial economy, and the concept of transnational business.

Also, Suvedi, Ghimire, and Kaplowitz (2017) examined the factors affecting farmers' participation in extension programs and adoption of improved seed varieties in the hills of rural Nepal. Results show that adoption decisions were mainly affected by extension-related variables such as training, membership in a farmers' group and off-farm employment. Furthermore, it was clear from the results of the study that extension participation was found to be influenced by socioeconomic variables- age, education, household size, and distance to the extension office.

The Pampanga State Agricultural University (PSAU) offers training programs that will help in enhancing the skills of the trainees regarding entrepreneurial level. These training programs are crafted to hone the trainees in dealing with the skills needed in agriculture, animal husbandry and others. They expose the trainees with the different trend in farming crops and train them to market their produce.

It is in this light that the researchers conducted this study. They aimed to assess the perception and the attitude of the trainees who were previously trained by the University's training programs.

II. OBJECTIVES

This study sought to determine the perception and attitude of trainees towards PSAU training programs.

Specifically it aimed to:

1. describe the socio-demographic profile of the trainees in terms of:

- 1.1. age;
- 1.2. civil status
- 1.3. location of residence
- 1.4. length of residency
- 1.5. educational attainment;
- 1.6. type of employment;
- 1.7. monthly income;
- 1.8. household size;

Manuscript published on 30 September 2019

* Correspondence Author

Emelita C. Kempis, Vice- President, Research, Extension and Training Pampanga State Agricultural University San Agustin, Magalang, Pampanga, Philippines

Jasmin S. Villanueva, faculty, College of Education/Coordinator, Knowledge, Information and Technology Sharing Research, Extension and Training Office Pampanga State Agricultural University San Agustin, Magalang, Pampanga, Philippines

Rommel P. Gaña, faculty, College of Arts and Sciences, Pampanga State Agricultural University San Agustin, Magalang, Pampanga, Philippines

© The Authors. Published by Blue Eyes Intelligence Engineering and Sciences Publication (BEIESP). This is an [open access](https://creativecommons.org/licenses/by-nc-nd/4.0/) article under the CC-BY-NC-ND license <http://creativecommons.org/licenses/by-nc-nd/4.0/>

Measure of the Perception and Attitude of Trainees as Inputs for Training Programs

- 1.9. children's educational attainment;
- 1.10. number of appliances;
- 1.11. recreational activities; and,
- 1.12. Training programs attended.
2. describe the perception of the trainees towards PSAU training programs in terms of:
 - 2.1. Training environment,
 - 2.2. Employee training outlook,
 - 2.3. Training benefits,
 - 2.4. Role of training,
 - 2.5. Training practices, and
 - 2.6. Commitment on training;
3. describe the attitude of trainees towards PSAU training programs attended;
4. determine if there is a significant relationship between the socio-demographic profile of the trainees and their perception and attitude towards PSAU training programs;
5. determine if there is a significant relationship between the perception and attitude of the trainees towards PSAU training programs;
6. design a PSAU training program based on the findings of the study.

III. REVIEW OF LITERATURE

Promoting the universities' training programs is a critical responsibility of the entire university community. In the article of Sneed, Elizer, Hasting and Barry (2016), the authors described a unique peer-to-peer training and mentoring program developed to assist country Extension staff in improving marketing skills and in implementing Extension marketing plan. They also revealed best practices for states wishing to create a similar peer-to-peer program. In 2015, Kuwaiti, Ahmed Subbarayalu and Vijay conducted a study to examine the perception of students of health sciences on research training program offered at Saudi universities. Findings revealed that fifty percent of the selected students are satisfied with the existing research training programs. Furthermore, it was also found out that there are significant differences in the students' attitude towards research training programs offered in seven selected Saudi universities.

Another research was conducted by Aly and Abdulhakeem (2016) where they found out that training programs for Mathematics teachers are highly efficient in covering the theoretical background of the project of mathematics development, content, methods of teaching, activities and educational aids, evaluation, and the quality of training. It also further shows that the respondents have positive attitudes towards teaching the developed curricula and concluded that there are no statistically significant difference due to the teachers' experience. On the other hand, there are significant differences attributed to gender in favor of female teachers.

Baglieri and Shapiro (2012) posited that considering attitudes toward disability is an essential step towards building a more inclusive society. The study they conducted examined the attitudes toward disability of staff members of vocational and independent living skills programs for young adults with disabilities in four Jewish summer campus.

Based on the gathered data, concrete instantiations of all three approaches were found during site visits and interviews in the campus.

An issue on how useful training programs are in the development of professionals in the security sector was being addressed. In the study of Okyireh, R. and Okyireh, M. (2016), the researchers examined the three key issues pertaining to training programs- training programs, participant's experiences of training content and work proficiency. In addition to this, it was reported that majority of the participants had positive experiences and outcomes from the training programs which have implications for work proficiency.

With the different literature and studies mentioned, the researchers will focus on the perception and attitude of the trainees exposed under the Pampanga State Agricultural University's training programs. The result will serve as baseline information in crafting more training programs for the University's clientele.

IV. METHODOLOGY

A. Research Design

The study was a quantitative research employing descriptive design. It is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion (Creswell, 2009). Like qualitative researchers, those who engage in this form of inquiry have assumptions about testing theories deductively, building in protections against bias, controlling for alternative explanations, and being able to generalize and replicate the findings.

B. Respondents of the Study

The respondents of the study were the trainees who participated in the various PSAU training programs from 2014 to present. Respondents were randomly selected and the sample size was determined by Slovin's formula:

C. Research Instruments

To measure the perception of the respondents towards PSAU training programs, an adopted instrument was utilized. It was based on the study of Lather, Garg and Vikas (n.d.) on the employees' perception towards training and development in travel agencies in India. The tool generated information regarding training environment, employee training outlook, training benefits, role of training, training practices, commitment on training.

On the other hand, to obtain information regarding the attitude of the trainees, an instrument from the study of Papanasiou on the factors structure of the attitude towards research' scale was employed. Few modifications were made to fit the objectives of the study.

V. RESEARCH PROCEDURE

Permission was secured from the barangay officials. After which, the researchers approached and asked the respondents for their most convenient time. A schedule was set for the focus group discussion and interview to ask them about the other training programs they wish to have and their reasons. The gathered information were analyzed and the obtained data served as a baseline information for designing training programs of the University.

VI. RESULTS AND DISCUSSION

Basic Descriptive Statistics such as mean, percentage and frequency counts were utilized. Data on the respondents' profile and other characteristics will be presented in a qualitative manner with the aid of tables.

The trainees who were interviewed as respondents varied in terms of age. They came in as young as 25 years old and more than 46 years, though most of them were between the age of 41 to 45 years old, a manifestation that they are old enough to understand the training programs offered by the University. These varied ages of participants showed that they are ready and prepared to learn something new from the training programs (Figure 1).

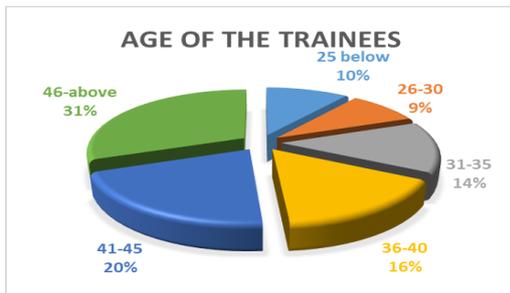


Fig.1. Respondents according to age

Majority (66.67%) of the trainees were married but there were single trainees who also joined the programs including those who were separated from their spouses and those who were widowed.



Fig. 2. Civil status of trainees

Data from Figure 1.3 show that the respondents came from different towns of Pampanga, since they were attending a specific training program when they were interviewed.

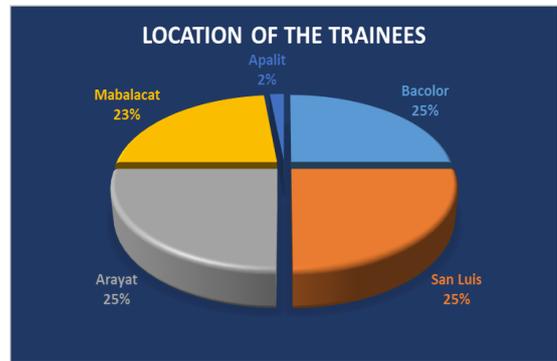


Fig. 3. Respondents according to location of residence

Data show that they have stayed in their locations of residence for quite a long time already as they do not have any other alternative place to stay. They had stayed in their residence from 5 to 21 years as shown on Figure 1.4.

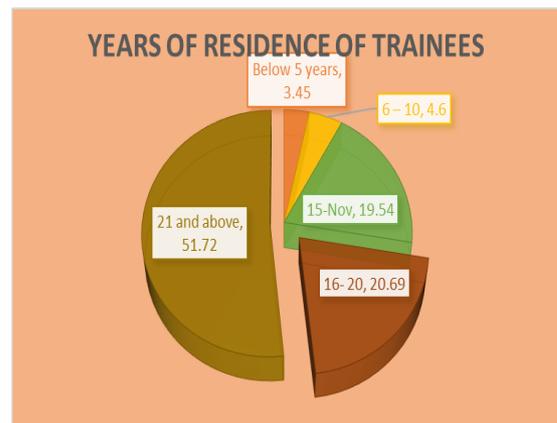


Fig. 4. Respondents according to length of residency

The trainees who attended PSAU's training programs were mostly high school graduates, an indication that they need to learn more from the trainings. They had very limited education as indicated on Figure 1.5 where some were even elementary graduates and only a few managed to have finished college education.

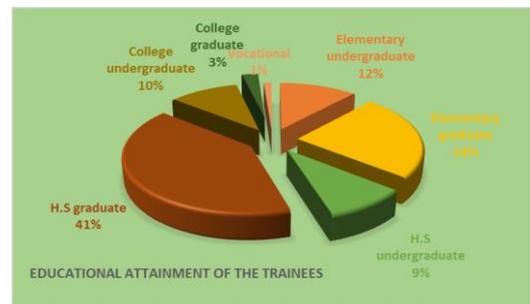


Fig. 5. Educational attainment of respondents

Due to limited education, the respondents did not have the opportunity to look for professional jobs. Most of them just stayed at home and do some housekeeping. Some of them managed to sell fruits and snacks, while the rest did farming. Others did some jobs such as being a barangay staff, being a salon employee just to earn money for the family's needs. (Figure 1.6).

Measure of the Perception and Attitude of Trainees as Inputs for Training Programs

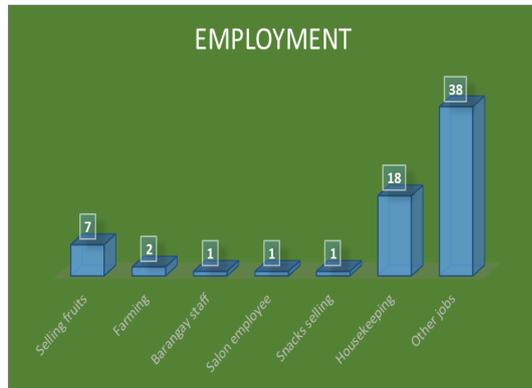


Fig 6. Respondents according to type of employment

Their monthly income is indicative of the jobs they had (Figure 1.7). Most of them had a monthly income of Php5,000 to Php10,000 while the rest had less than Php5,000 income for a month. Others managed to have earned more than Php11,000 a month, still a meager income to sustain all the family's needs.

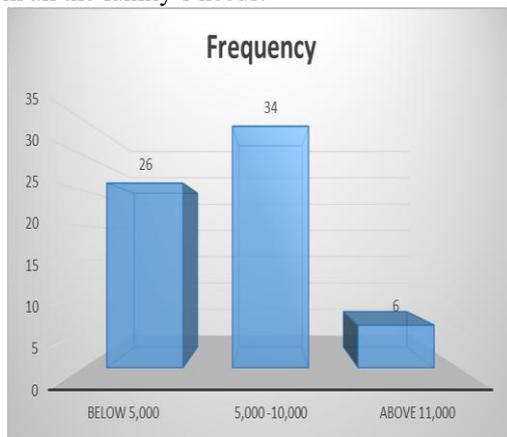


Fig. 7. Respondents according to monthly income

Shown on Figure 1.8 are the number of children in a family. Most of the respondents had more than 5 children in a family, while the rest had from 2 to 4 children to feed and educate. This showed that the more children to feed and educate make it difficult for the family to attain better education for their children. Most of the children finished only elementary education, and some finished high school. Only a few reached college education and only 2 managed to have graduated from college (Figure 1.9).

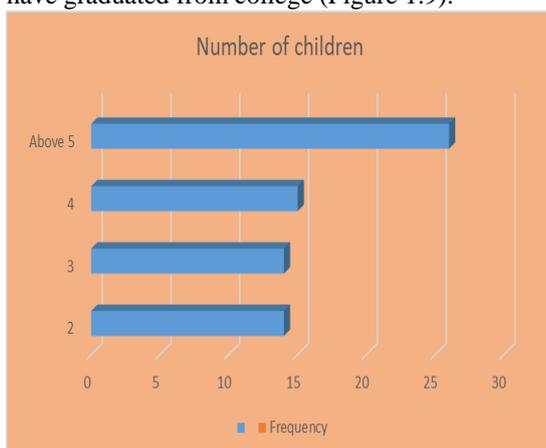


Fig. 8. Respondents according to number of children

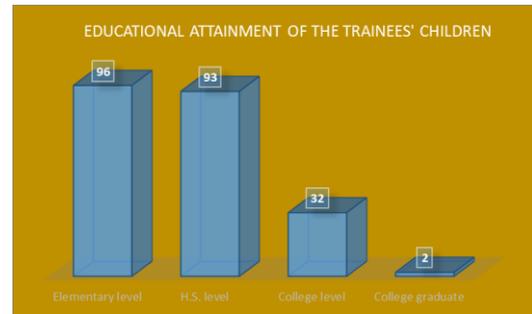


Fig. 9. Respondents' children according to educational attainment

The respondents managed to own several appliances such as television sets, electric fans, radio and washing machine (Figure 1.10). They had known what it means to have comfortable living, hence, they enjoyed watching TV, bonding and dining with family members. Others did some other recreational activities such as zumba, watching movies, chatting with friends that they enjoyed (Figure 1.11).

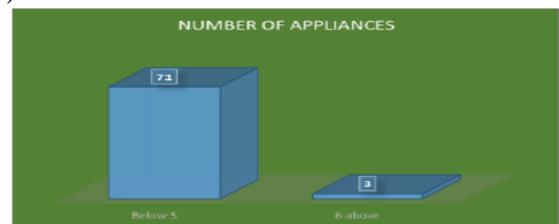


Fig. 10. Respondents according to number of appliances

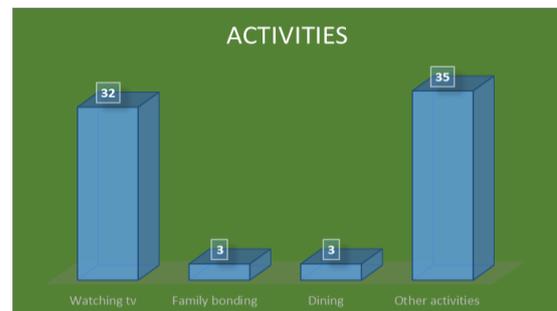


Fig. 11. Respondents according to recreational activities

The respondents know the importance of training programs, hence all of them manifested their interest to attend trainings. They also understand the benefits that accompany trainings. They believed that from the trainings, they will gain additional knowledge; and future developments in farming.

Training and development does not only improve a worker's competence but more importantly, this builds and develops his character. Most of them were found to have a positive attitude towards trainings and others gave several reasons for their interest in attending training programs. They expressed their belief that training programs will provide them with additional knowledge, additional income and additional experience. Their perception of training programs is that they are very useful. Most of them attended trainings pertaining on hog

fattening, goat production, food processing and some other training programs that gave them additional skills and knowledge (Figure 1.12).



Fig. 12. Training programs that the respondents had attended

Table 2 reflects the perception of the trainees towards the PSAU training programs. Based on the gathered data, the overall mean was 1.15 which was interpreted as *Strongly Agree*. The trainees considered that all the training programs

conducted by the university satisfied their expectations in terms of training environment, employee training outlook, training benefits, role of training, training practices and commitment to training.

Table 2. Perception of the trainees towards PSAU training program

	MEAN	DR
Training Environment		
1. PSAU has organized procedures for conducting training programs for employees.	1.11	SA
2. PSAU encourages trainees to identify training needs themselves.	1.13	SA
3. I am kept regularly informed of all changes in business practices, policies and systems that affect my role and work.	1.36	SA
4. Senior managers / faculty at PSAU are used as Resource persons for in-house training programs.	1.20	SA
Employee Training Outlook		
1. I should be able to apply my learning in the day to day work through training.	1.16	SA
2. For me, training is a break from monotony.	1.43	SA
3. I would like to attend those trainings which help in adding to my knowledge and skills.	1.07	SA
4. Training is a time for relaxation for me.	1.28	SA
Training Benefits		
1. Training is responsible for developing technical skills of employees in my organization.	1.14	SA
2. Training is responsible for developing behavioral skills of employees in my organization.	1.32	SA
3. Training has improved my quality of work.	1.11	SA
4. Training has improved my work-life.	1.11	SA
5. Training helps in improving the organizational culture in my organization.	1.10	SA
6. Training helps in building positive perception about my organization.	1.06	SA
7. Training helps in optimum utilization of human resources in my organization.	1.07	SA
8. Training assists in increasing employee productivity in my organization.	1.05	SA
Role of Training		
1. It is due to training that I have the skills I need to do my job.	1.06	SA
2. PSAU ensures that my training meets my needs for my current job.	1.05	SA
3. Training helps me keep myself abreast with the latest happenings in the industry.	1.06	SA
Training Practices		
1. I am aware of available training and development activities at PSAU.	1.10	SA
2. There is a systematic training plan at PSAU.	1.33	SA
3. I am frequently sent for trainings by the management of my organization.	1.09	SA
4. I get an opportunity to network with other colleagues during training.	1.05	SA
5. PSAU is committed to improving the skills of current employees for improving their performance.	1.09	SA
Commitment to Training		
1. I get the training I need to do my job well.	1.03	SA
2. I am given a real opportunity to improve my skills by the management of this Company.	1.25	SA
3. My Company invests in employees through training and development.	1.15	SA
OVERALL MEAN	1.15	SA

Legend; 1.00- 1.75-strongly agree
1.76-2.50- Agree
2.51-3.25- Disagree
3.26-4.00- Strongly Disagree

Table 3 shows the attitude of the trainees towards the PSAU training programs. The overall mean obtained was 1.57 which had a descriptive rating of *Highly Positive Attitude*. The

trainees believe that the training programs spearheaded by the university were interesting, beneficial and could be useful in their future. They also confirmed that although the training programs made them anxious, they still believe that these programs were pleasant and useful to every professional.

Table 3. Attitude of the trainees towards the PSAU training programs

STATEMENTS	Mean	DR
1. PSAU training programs make me anxious.	1.93	HPA
2. PSAU training programs should be taught to all students.	1.17	HPA
3. I enjoy PSAU training programs.	1.13	HPA
4. PSAU training programs are interesting.	1.1	HPA
5. I like PSAU training programs.	1.14	HPA
6. I feel insecure concerning the analysis of PSAU training programs data.	1.97	PA
7. PSAU training programs scare me.	2.06	PA
8. PSAU training programs are useful for my career.	1.31	HPA
9. I find it difficult to understand the concept of PSAU training programs.	1.92	PA
10. I make many mistakes in PSAU training programs.	1.9	PA
11. I love PSAU training programs.	1.24	HPA

Measure of the Perception and Attitude of Trainees as Inputs for Training Programs

12. I am interested in PSAU training programs.	1.2	HPA
13. PSAU training programs are connected to my field of study.	1.54	HPA
14. Most trainees benefit from PSAU training programs.	1.21	HPA
15. PSAU training programs are stressful.	1.92	PA
16. PSAU training programs are very valuable.	1.29	HPA
17. PSAU training programs make me nervous.	1.24	HPA
18. I use PSAU training programs in my daily life.	1.15	HPA
19. The skills that I have acquired in PSAU training programs will be helpful to me in the future.	1.32	HPA
20. PSAU training program is useful to every professional.	1.4	HPA
21. Knowledge from PSAU training program is as useful as writing.	1.8	PA
22. PSAU training program is irrelevant to my life.	1.98	PA
23. PSAU training program is indispensable in my professional training.	2.01	PA
24. PSAU training program is complicated.	1.74	HPA
25. PSAU training program does not apply to my personal life.	1.72	HPA
26. I will employ PSAU training programs approaches in my work.	2	PA
27. PSAU training program is difficult.	1.78	PA
28. I am inclined to study the details of PSAU training programs procedure.	1.6	HPA
29. PSAU training program is pleasant.	1.72	HPA
30. PSAU training program is a complex subject.	1.57	HPA
OVERALL MEAN	1.57	HPA

perception vs EDUC 0.874 not significantly related

*significant at 5%

Table 4 shows the relationship between the socio-demographic profile of the trainees and their perception and attitude towards PSAU training programs. As gleaned from the results of the study, the profile of the respondents in terms of age, civil status, location of residence, length of residency and educational attainment had no significant relationship with attitude with p-values of 0.718, 0.054, 0.0510, 0.0281 and 0.145, respectively.

On the other hand, only age of the trainees was significantly related with perception with a p-value of 0.030 which was lower than the set alpha of 0.05 level of significance.

The results imply that the age of the trainees affects their perception on the various training programs offered by the University.

Table 4. Relationship between the socio-demographic profile of the trainees and their perception and attitude towards PSAU training programs

variables	p-value Sig. (2- Tailed)	Interpretation
attitude vs age	0.718	not significantly related
attitude vs CS	0.054	not significantly related
attitude vs LOC	0.51	not significantly related
attitude vs LOS	0.281	not significantly related
attitude vs EDUC	0.145	not significantly related

variables	p-value Sig. (2- Tailed)	Interpretation
perception vs age	*0.030	significantly related
perception vs CS	0.676	not significantly related
perception vs LOC	0.133	not significantly related
perception vs LOSonly	0.116	not significantly related

Significant relationship between the perception and attitude of the trainees towards PSAU training programs is shown in Table 5. With an obtained p-value of 0.019, it was concluded that the attitude and the perception of the trainees on the different training programs of PSAU were significantly related.

This means that the attitude of the respondents affect their perception. If they have positive attitude, therefore, they also have good perceptions and vice-versa.

Table 5. Relationship between the perception and attitude of the trainees towards PSAU training programs

variables	p-value Sig. (2- Tailed)	Interpretation
attitude vs perception	*0.019	significantly related

*significant at 5%

Random interview was conducted to solicit the ideas of the trainees as regards the training programs they want to be offered by the university. Based on the interview, trainees would like to attend more trainings on hog production specifically on hog fattening, hog production, hog nutritional concepts and animal growth and development. In addition, trainees were also suggesting trainings on goat production and goat nutritional concepts. Lastly, TESDA trainings were also considered as interesting trainings to be offered by the university. Based on the generated data, the researchers crafted a training program which may suffice the need of the trainees.

Table 6. Training program

FIRST SEMESTER	
TOPIC	Hog Fattening
	Pork Production
	Hog Nutrition Concepts
	Animal Growth and Development
Activities	Focus Group Discussion
SECOND SEMESTER	
TOPIC	Goat Production
	Goat Nutrition Concepts
	Animal Growth and Development
Activities	Focus Group Discussion
SUMMER	
TOPIC	TESDA Trainings
	Massage and Hilot Training
	Electrical Installation
	Health and Wellness
Activities	Focus Group Discussion

VII. CONCLUSION

The University has to be observant and vigilant as to what type of training programs it can offer to clients. Through the Extension and Training Office, the University can come up with relevant trainings programs for its numerous clientele.

VIII. RECOMMENDATION

The following are suggested based on the findings of the study: Trainings in animal production and health care should be conducted among the trainees specifically in hog and goat production. Furthermore, livelihood training programs like massage and hilot, health and wellness specifically cosmetology and hair and make-up trainings should be facilitated by the University.

REFERENCES

1. V. Tarakanov, A. Kalinina , & E. Kryukova,(2017). Training programs of transnational corporations as a foundation of formation of private educational resources: International Journal of Educational Management, 31 (1).
2. M. Suveti, R. Ghimere, & M. Kaplowitz (2017). Farmers’ participation programs and technology adoption in rural Nepal: a logistic regression analysis: Journal of Agricultural Education and Extension, 23 (4)
3. C. Sneed , A. Elizer , S. Hasting & M. Barry (2016). Developing a marketing mind-set: training and mentoring for country extension employees: Journal of Extension, 54 (4).
4. A. Al Kuwaiti , A. Subbarayalu (2015). Health Science students’ perception about research training programs offered in Saudi universities: Quality Assurance in Education: An International Perspective, v 23 (2).
5. H. Aly, & H. Abdulhakeem (2016). Assessment of training program for elementary Mathematics teachers on developed curricula and attitudes towards teaching in Najran-Saudi Arabia: Journal of Education and Practice, v7 (12).
6. S. Baglieri and A. Shapiro (2012). Disability studies and the inclusive classroom : critical practices for creating least restrictive attitudes. New York : Routledge
7. R. Okyireh & M. Okyireh (2016). Experience of social media, training and development on work proficiency: a qualitative study with security personnel: Journal of Education and Practice, v7 (30).
8. J. Creswell (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 3rd ed. Thousand Oaks, CA: SAGE Publications.
9. A.S. Lather, S. Garg, and S. Vikas (2000). Behavioral skills training in travel agencies. Retrieved from: https://www.academia.edu/12258883/Behavioral_Skills_Trainin_g_in_Travel_Agencies

AUTHORS’ PROFILE



EMELITA C. KEMPIS finished her degree in Agricultural Economics in 1977 as well as her Master’s degree in 1987 from the University of the Philippines. Furthermore, she obtained her doctorate degree in Management from Adamson University in 1995 where she was awarded as Meritissimus. At present, she is the Vice- President for Research, Extension and Training of Pampanga State Agricultural University, Philippines since 1995.

In addition to her accomplishments, she is also a constant lecturer and resource speaker in several seminars which are mostly focused on trainings and extension programs like Trainers’ Training on Farming Systems Development for APTs in support to CARP, Training on Rice Production for Members of Tarlac Agri-Industrial Development Foundation to name a few.

Moreover, her participation in different research colloquia are commendable. She presented some of her researches like Agricultural Marketing, Socio-Economics of Sheep production in Region III, Farm Plans and many others.

Her expertise was even honed when she was assigned as OIC- President in 1999. But before that, she started her career as a department chair of Agricultural Business and Economics in 1987-1993 which was then followed by her designation as Dean of the Graduate School from 1993-1995. As part of her four-fold function, she was also involved in the AACUP Accreditation committee from 2008-2014.

To top her achievements, she received the following awards: Mentor of the Year 1982, Researcher of the Year 1990, PSAU Service Award 2017, Outstanding Alumni, UP Rizal High School 2004.



JASMIN S. VILLANUEVA. is a faculty of Pampanga State Agricultural University under the auspices of the College of Education. She has been in the university for almost fifteen years in various capacities: research adviser, resource speaker, researcher, literary trainer/coach and organization adviser.

She finished her degree Bachelor of Arts in English in 2002 (Cum laude) and Master of Arts in English (2008) at Pampanga State Agricultural University. At present, she is pursuing her Doctor of Education major in Educational Management at Don Honorio Ventura Technological University, Bacolor Pampanga.

Being part of her function as professor, she co-authored three college books such as English Plus, Writing in the Discipline and Student Teaching which were all published in 2015. In 2018, she started to venture her career in research and extension. She became a constant presenter in different conferences. She also conducts seminars and workshops in conducting action researches specifically in educational context. Aside from being a professor, she is also a regular member of Bataan Research Educators Organization, Inc., Pampanga Research Educators Organization, Inc., and many more. She is also the editor of RET Newsletter and at the same time, the Literary Arts Coordinator and secretary of Research, Extension and Training of the University.



ROMMEL P. GAÑA is a faculty of Pampanga State Agricultural University under the College of Arts and Sciences. He obtained his baccalaureate degree from Republic Central Colleges in Angeles City, Philippines in 1998. He then pursued his post education and finished his master’s degree from the same university.

Being part of a state university, one should perform four functions. In relation to this, Mr. Gaña is part of the BIDANI program of the Extension Unit of the University. He serves in

the different immersion activities for the target beneficiaries of the unit. Also, he is an active member of the Research unit of the university.

At present, he devotes his time in his several organization involvement such as Philippine Association of Institutions for Research, Inc., Institute of Research Engineering and Doctors, National Organization of Professional Teachers, Inc., and National Organization of Science Teachers and Educators, Inc.

