



TRAINERS' TRAINING ASSISTANCE AND TRAINEES' PERFORMANCE IN NATIONAL COMPETENCY (NC) ASSESSMENT

VONRYAN D. PRADO

vonryanprado32@gmail.com

<https://orcid.org/0009-0008-1266-5970>

Zamboanga Peninsula Polytechnic State University
R.T. Lim Boulevard, Baliwasan Zamboanga City, Philippines

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ABSTRACT

This study inspired to look into the extent of trainers' training assistance and its significant effect on the trainees' performance for the National Competency (NC) assessment of the selected training institutions under the supervision of the Technical Education Skills Development Authority – Zamboanga City Division (TESDA-ZCD) through descriptive-quantitative research design. Furthermore, this study considered the trainees who were selected randomly as respondents to share their substantial responses pertaining to the quality of training assistance rendered by the trainers. Also, the trainers of the selected training institution were considered to share their responses regarding the challenges met along with the training assistance that they rendered towards the trainees' performance for the National Competency (NC) assessment. Findings revealed that there was a high observable of the trainers' training assistance and it significantly influenced the highly performed trainees for their National Competency (NC) assessment. However, there was a high challenge on the part of trainers along with the training assistance that they rendered. In relation to the findings revealed, this study further suggests that the administrator to endorse, maintain, and provide desirable rewards and recognition for the highly observable training assistance of trainers that manifests in their commitment and dedication to the service.

Keywords: Trainees, Trainees' Performance for National Competency (NC) Assessment, Trainers, Trainers' Training Assistance

INTRODUCTION

Technical-vocational programs are one of the current trends in education for this 21st-century generation envisioned to produce competent human resources with knowledge, skills, and attitude that prepares them for the world of working industry as reported by Vacalares, J. (2014). Thus, the envision of the technical-vocational program offered by the Technical Education Skills Development Authority (TESDA) prepares a trainee to become a competent industry workers

suitable to the demand of the industry nationwide.

Moreover, the envision of technical-vocational programs becomes more possible through the efforts and services rendered by trainers as affirmed by Kakkakunan, M. (2018) that trainers were destined to assist trainees to upgrade their technical competence suited to the industry's needs. It covers the various competencies that the trainers expected to assist towards the trainees' progression as shared by Angara, M. (2021) such as Occupational Health and Safety Practices (OHSP), participating in workplace



communication, workers’ ethics, and technical working performance & operations.

Also, trainees who are officially enrolled in any technical-vocational programs offered by the Technical Education Skills Development Authority (TESDA) as shared by Mendoza, J. (2017) they expected to acquire the necessary knowledge, skills, and attitude that prepares them to be qualified through the National Competency (NC) assessment as an indicator that a trainee is qualified for them to be an industrial worker suited to the needs of a working industry.

In relation to this, learning competencies that trainees acquire along with their technical training depend on the quality of training assistance delivered by trainers. Moreover, the Technical Education Skills Development Authority (TESDA) ensures that their trainers are highly qualified enough to assist the trainees or the aspiring industrial workers and prepare them for the world of working industry.

Along with these given instances, this study was able to figure out that there was a highly observable of trainers’ training assistance which significantly influenced the highly performed trainees for their National Competency (NC) assessment. The outcome of this study may serve as a preference to promote the quality of services, especially on the trainers’ training assistance that is recommendable to promote, reward, and recognize. Hence, this study was already conducted.

OBJECTIVES OF THE STUDY

This study was inspired to prove if the extent of training assistance offered by trainers in training-vocational programs significantly influences the performance among trainees for the National Competency (NC) assessment of the selected technical training institutions under Zamboanga City for the academic year 2022-2023.

Specifically, it sought to fulfill the following:

1. Describe the extent of trainers’ training assistance in terms of the following: Occupational Health and Safety Practices

- (OHSP); Communication in workplace environment; Industrial workers’ ethics
2. Describe the level of trainees’ performance in the National Competency (NC) assessment.
3. Describe the challenges met by trainers along with their training assistance towards the trainees’ performance for the National Competency (NC) assessment.
4. Identify the significant influence of trainers’ training assistance on the performance of trainees for the National Competency (NC) assessment.
5. Identify the significant difference in the extent of trainers’ training assistance when the data will be clustered according to their sectors.

METHODOLOGY

This study employed the mixed-method through descriptive-quantitative design used to determine the problems of this study. Specifically, the descriptive design is used to determine the extent of trainers’ training assistance, the level of trainees’ performance based on their ratings, and its challenges. Furthermore, quantitative research design through correlational analysis was also utilized to find out the significant influence of trainers’ training assistance on trainees’ performance. Lastly, a comparative analysis was able to be used for this study to test the significant difference in trainers’ training assistance when the data were clustered according to their qualifications.

In this study, the trainers across any qualifications who were active in-service during the academic year 2022-2023 of the selected training institutions in Zamboanga City will be pointed as respondents of this study to share their responses about the challenges that they met along with the training assistance that they rendered. In terms of the trainers’ training assistance and trainees’ performance of this study for the National Competency (NC) assessment as a subject of this study, the trainees of the selected training institution, across any profile, sector, and



qualification will be the respondents to share the abovementioned problems.

Table 1
Populations of Trainers

Training Institutions	Populations
TI-A	15
TI-B	6
TI-C	8
TI-D	6
Total	35

Table 1 shows the populations or the number of trainers who were active in-service during the academic year 2022-2023 of the selected training institutions in Zamboanga City, it garnered a total population of 35 across all selected training institutions, and that figure will be serving as a number of respondents through total enumeration technique to share their responses pertaining on the research problems.

Table 2
Populations and Samples of Trainees

Training Institutions	Populations	Percentage	Samples
TI-A	209	29.47%	75
TI-B	150	21.16%	54
TI-C	200	28.21%	73
TI-D	150	21.16%	54
Total	709	100%	256

Table 2 illustrates the population and samples of trainees who finished the National Competency (NC) assessment from the selected training institutions in Zamboanga City, it garnered a total population of 709 who have done NC assessment. Through the use of stratified Slovincs' formula to extract the number of samples out of the total populations per training institution 256 total samples were extracted and those figures will be used to use the data gained from the administration office to request for r ratings as needed.

There were two sampling techniques employed for this study, which were the total enumeration technique and the stratified-simple random sampling technique. Total enumeration was used to gather all trainers who were officially

in-service of the selected training institution to participate by sharing their responses about the challenges that they met along with the training assistance that they rendered. On the other hand, the stratified-simple random sampling technique was able to be employed by means of extracting the number of samples (trainees) out of the entire population per training institution. When the number of samples per training institution was identified, the trainees were randomly selected through the raffling method for the selection of trainees. When the selected trainees were identified, the researchers were

This study employed a researchers-made survey questionnaire for the trainers and trainees as a medium to provide substantial responses for the research problems consisting of two parts. For the trainers to answer, the first part was the trainers' demographic profile where the trainers wrote their name optionally, sector, and training institution assigned. On the other hand, the second part listed the ten statements that described the challenges that were met by trainers associated with the training assistance that they rendered associated with a 4-point Likert scale where the trainers may tick a box that manifests their honest response. 4 points were "highly challenged". In contrast, 1 point was the "Not yet challenged". The other instrument was for the trainees to answer and consisted of two parts. The first part was the trainees' demographic profile where they wrote their name as optional, sector, and training institution. The second part was the five statements of each sub-variable to share their responses that manifest on their observation regarding the training assistance rendered by their trainers. On this part, there was a 4-point Likert scale associated with it which may marked as 4 points means "Highly Observed" as highest. In contrast, 1 point means "Not yet observed". Those five statements per sub-variables were anchored from the standard practices of trainers' training assistance based on the Training Regulation (TR) of Trainers' Methodology Course TMC). Also, there was an additional 10 statements that described their level of performance for the National Competency (NC) assessment which may be rated through a 4-point Likert scale where the highest 4 point manifested



as “Highly Performed”, and 1 point was the least score manifested as “Not yet performed”.

This study ensured the integrity validity and reliability of the research instrument before it was used as a medium for trainers and trainees to respond. It was able to consider the validity by subjecting the instrument to the panel of experts which were the three selected certified trainers and assessors and a holder of “Trainers’ Methodology Course-I” for critiquing and evaluation to seek suggestions and recommendations for improvement. Afterward, this instrument was able to run through a reliability test by disseminating the instrument to the 25 non-respondents for them to respond, and it will be collected afterward to determine the consistency of responses that reflects on the reliability of an instrument through Cronbach Alpha as a statistical tool to treat the collected data. Based on the result, there was an “acceptable” remark as it statistically treated the data which manifested that the instrument was pointed to be as significantly recommended in terms of its reliability. Since the result of the conduct validity and reliability tests coincides with each other with the positive remarks, the instrument that was constructed was concluded as recommended for the actual data-gathering process.

This study obeyed the proper and ethical ways of data gathering procedures to ensure the integrity of the conduct of the research study. It was started by communicating with the district director of Technical Education Skills Development Authority Region IX (TESDA-IX) sought for permission the conduct the research study and presented with a letter of intent, sample survey questionnaires, and a research proposal. As the district director approved and signed the agreement, the researcher proceeded to the selected training institutions through administrators and sought permission for the conduct of data gathering with the involvement of their trainers presented also with a letter of consent signed by the research professor and a sample survey questionnaire. As the administrator agreed, the researcher approached the trainers and trainees as the target participants of this study, provided with consent, and sought a humble request on them for their participation in answering the survey

questionnaires that were given to them, and they were given an ample time to respond with the instrument. Afterwards, the instruments were collected for statistical treatment of data.

This study was inspired to find out the extent of trainers’ training assistance and its significant influence on trainees’ performance. Furthermore, it sought to test the significant difference in the trainers’ training assistance compared to their sectors. Specifically, the statistical tools used were Arithmetic Mean served as descriptive statistics that were employed to measure the extent of trainers’ training assistance and its challenges, and trainees’ performance. Furthermore, Pearson Rho’s Product Moment of Correlation served as an inferential-correlational statistic that was used to find out the significant influence of the extent of trainers’ training assistance on trainees’ performance. Lastly, Way ANOVA served as an inferential-comparative statistic that was utilized to test the significant difference in the extent of trainers’ training assistance when the data were compared according to their sectors.

RESULTS AND DISCUSSION

1. The extent of trainers’ training assistance

Table 3
Trainers’ Training Assistance

Trainers’ Training Assistance	X	Description
Occupational Health and Safety (OHS)	3.87	Highly Observed
Communication in Workplace Environment	3.82	Highly Observed
Industrial Workers’ Ethics	3.80	Highly Observed
Overall Mean	3.83	Highly Observe

Table 3 shows the result of determining the trainers’ training assistance according to the responses shared by the trainees which garnered a computed mean score of 3.83 described as “Highly observed”. All indicators under training assistance such as Occupational Health and Safety (OHS), communication in a workplace environment, and industrial workers’ ethics



registered an individual mean score ranging from 3.80 to 3.87 which signifies that trainers were able to render their service in terms of training assistance that they offered towards the trainees' training needs which beyond expectations and manifested that trainees were satisfied pertaining on the assistance that the trainers served for them in terms of occupational health and safety, communication in a workplace environment and industrial workers' ethics. It is also perceived that trainers stand as industry experts to provide training assistance to the trainees and this result supports the idea of Manayan, M (2022) that the industry experts in Zamboanga City can assist the students during their work immersion course.

1.1. In terms of Occupational Health and Safety

Table 4
Occupational Health and Safety

Statement	X	Description
The trainers...		
Orients the general safety guidelines	3.86	Highly Observed
Demonstrates 5Ss housekeeping procedure	3.89	Highly Observed
Inspects hazards within the training area	3.89	Highly Observed
Eliminates identified hazards	3.86	Highly Observed
Ensures conduciveness of training center	3.84	Highly Observed
Mean	3.87	Highly Observed

Table 4 shows the result to measure the extent of training assistance offered by the trainers in terms of Occupational Health and Safety (OHS) registered a computed mean of 3.87 described as "Highly Observed". All practices it's observed to have a "Highly Observed" description with the individual mean score ranges from 3.84 to 3.86 which affirmed that the trainers across all technical institutions in Zamboanga City were able to render training assistance beyond expectations in terms of Occupational Health and Safety (OHS), especially in providing orientation to the trainees pertaining on the general safety guidelines, demonstrates 5 S housekeeping rules, inspection

of hazards within the training area, eliminates identified hazards and ensures conduciveness of the training center leading into conclusion that trainers ensure that there was a highly satisfaction pertaining on the training services that they rendered that promotes Occupational Health and Safety. This result is similar to the findings of Manayan, M. (2022) revealed that the industry experts were able to serve and assist students in terms of occupational health and safety during their work immersion course.

1.2. Communication in the Workplace Environment

Table 5
Communication in Workplace Environment

Statement	X	Description
The trainers...		
Encourages participation in training session	3.83	Highly Observed
Allows trainees express their ideas	3.83	Highly Observed
Promotes team collaboration	3.83	Highly Observed
Specifies learning outcomes	3.85	Highly Observed
Provides positive feedback	3.78	Highly Observed
Mean	3.82	Highly Observed

Table 5 presents the result to determine the extent of trainers' training assistance towards the trainees' needs in terms of communication in a workplace environment which registered a computed mean of 3.82 affirmed as "Highly Observed".

All practices about training assistance relevant to communication in the workplace environment garnered an individual mean score ranges from 3.78 to 3.85 confirming that the trainers were able to encourage the trainees to participate in a training session, allowing the trainees to express their ideas, promoting team collaboration, specifies learning outcomes and provides positive feedback and led into conclusion that the trainers in Zamboanga City were able to go beyond from satisfaction of trainees' expectation for the services that were able to serve. Since the



trainers were able to serve at highly satisfaction about communication in a workplace environment as part of the vocational education system claimed by Meylan, C. (2022) that there will be successful industrial workers among trainees in a meeting with the current trends in labor needs.

1.3. In terms of Industrial Workers’ Ethics

Table 6
Industrial Workers’ Ethics

Statement	X	Description
The trainers...		
1. Orients training rules and regulation	3.78	Highly Observed
2. Ensures the consistencies	3.73	Highly Observed
3. Shows dedication and commitment	3.79	Highly Observed
4. Encourages participation in decision-making	3.85	Highly Observed
5. Promotes a positive working attitude	3.87	Highly Observed
Mean	3.80	Highly Observed

Table 6 shows the result to test the extent of trainers’ training assistance in terms of industrial workers’ ethics which attained the computed mean score of 3.80 described as “Highly observed”. All practices under industrial workers’ ethics were confirmed to be highly observed whereas the individual mean score attained with the range from 3.73 to 3.87 which further implies that the trainers were able to orient the training rules and regulation, ensures the consistencies, shows dedication and commitment, encourages participation in decision-making and promotes positive working attitudes. All of the mentioned practices affirmed to be served by the trainers towards the trainees’ training needs beyond their satisfaction, and this result qualifies the trainers for the service that is expected to render which is further mentioned by the Technical Education Skills Development Authority (2020) that the role of trainers along with the training assistance were to serves as a team member for the learning outcomes that should be attained, serving a consultant, assist trainees to attain

individualized rewards and to instill confidence of the trainees pertaining on the expected learning experience that should be sustained.

2. Level of trainees’ performance in National Competency (NC) assessment

Table 7
Trainees’ Performance in National Competency (NC) Assessment

Statement	X	Description
The trainees...		
1. Guided in the Assessment flow	3.87	Highly Performed
2. Prepared in the assessment	3.83	Highly Performed
3. Executed instructions	3.84	Highly Performed
4. Performed worktasks provided	3.84	Highly Performed
5. Guided to establish OHS	3.88	Highly Performed
6. Accomplished worktasks given.	3.89	Highly Performed
7. Ensures of quality work	3.89	Highly Performed
8. Ensured to meet the assessors’ standards	3.93	Highly Performed
9. Translated learnings into performance.	3.95	Highly Performed
10. Manifested alertness in answering the questions	3.93	Highly Performed
Mean	3.88	Highly Performed

Table 7 shows the result of measuring the level of performance of trainees for their National Competency (NC) assessment registered an overall mean score of 3.88 described as “Highly Performed”. All practices pertaining to the trainees’ performance observed the attainment of beyond satisfaction which garnered an individual mean score ranges from 3.83 to 3.95 and all of those practices were described as highly performed which further agreed that the trainees were able to be guided in the flow of assessment, prepared enough for their assessment, able to execute instructions, perform worktasks that was provided to them during their assessment, guided to establish occupational health and safety along with



the conduct of assessment, ensures the quality of their work, meeting with the assessors’ standards, translate learning into performance and manifest alertness in answering their questions. All of those mentioned practices were executed by the trainees during their National Competency (NC) assessment which goes beyond satisfaction and this result could serve as an initial indication that trainees will be prepared for the world of working industry supporting the goal of Republic Act no. 7796 otherwise known as "Technical Education and Skills Development Act of 1994" emphasize and address industry needs across nationwide by encouraging aspiring trainees to be involved with technical-vocational institution for skills development as a way to transform them into competent manpower resources which will serve as a vehicle to address current issues pertaining on the labor issues among industries across nationwide. (Official Gazette, 1994)

3. Challenges met by trainers along with their training assistance towards the trainees’ performance for the National Competency (NC) assessment

Table 8
Trainers’ Challenges in Training Assistance

Statement	X	Description
The trainers have difficulty in...		
1. Limited tools and equipment given	3.75	Highly Challenged
2. Facilities	3.83	Highly Challenged
3. Training loads	3.83	Highly Challenged
4. Training Regulation (TR)	3.81	Highly Challenged
5. Executing session/training plan	3.77	Highly Challenged
6. Insufficient financial resources	3.59	Highly Challenged
7. Safety in training institution	3.61	Highly Challenged
8. Number of trainees	3.55	Highly Challenged
9. Handling trainees’ behavior	3.73	Highly Challenged
10. Trainees’ accessibility	3.85	Highly Challenged
Mean	3.73	Highly Challenged

Table 8 shows the result of measuring the challenges of trainers in serving for training assistance which garnered a computed mean of 3.73 described as “Highly Challenged”. All probable challenges were tested and it found out that all of those were highly challenged according to the trainers’ responses which registered an individual mean score ranges from 3.55 to 3.85 and all of those perceived as “highly challenged” were associated with serving for training assistance to sustain trainees’ performance for their National Competency (NC). Based on the findings revealed, it confirmed that the trainers perceived as highly challenging in terms of the limited tools and equipment that were given to them, the quality of facilities where the training was conducted, the observable number of training loads that obliged them to handle, Training Regulation (TR) that they have to meet, developing and executing session & training plan, insufficiency of financial resources for them to provide the needs for the conduct of training, safety issue in training institution, number of trainees which the trainers needs to serve them one at a time, handling trainees’ behavior which needs to adjust, and providing an access to the trainees for the conduct of training. In relation to those cited challenges encountered, Peters, J. (2022) suggests that the training center has to come up with an intervention to address the abovementioned challenges to promote skills development and employability integrated into their curriculum development, and training regulation that needs to match towards the needs of the industries across worldwide as a way to combat job mismatching, unemployment and underemployment as a challenge met by both industries and jobseekers.

4. Significant influence of trainers’ training assistance on the performance of trainees for the National Competency (NC) assessment

Table 9 shows the result of the test of the significant influence of the trainers’ training assistance on the trainees’ performance for the National Competency (NC) assessment which garnered a p-value of 0.000 which was lesser than the alpha level of 0.05 confirmed that the null



hypothesis of “No significant influence of the trainers’ training assistance towards trainees’ performance for the National Competency (NC) assessment” was rejected.

Table 9
Significant Influence of the Trainers’ Training Assistance Towards Trainees’ Performance for the National Competency (NC) Assessment

X	Y	r-value	p-value	Decision	Interpretation
Trainers’ Training Assistance	Trainees’ Performance for the National Competency (NC) Assessment	0.326	0.000	Significant	Low Correlation

Legend: Alpha Level = 0.05

Furthermore, this result implies that the training assistance rendered by the trainers in terms of occupational health and safety, communication in a workplace environment, and industrial workers’ ethics serves as a factor that leads to the high performance of trainees on their National Competency (NC) assessment that manifests on their preparation and guidance on the assessment flow, ability to execute instruction during the assessment, able to perform and accomplish the work task that was given to them, able to establish occupational health and safety, ensure the quality of their work, assurance in meeting the assessors’ standard, and manifest alertness in answering the questions. Overall, trainers’ quality of service in terms of the training assistance that they serve to the trainees was pointed as a factor that leads towards the trainees’ exerted high performance for their National Competency (NC) assessment. Also, trainers serve as a team leader who promotes the learning sustainability and achievement of the trainees and this result serves as evidence to prove that the trainers were able to be the team leader to prepare their trainees for their training experience and assessment as they abide the “role of trainers” prescribed by the Trainers’ Methodology Course (TMC) of Technical Education Skills Development Authority (2020). Furthermore, since the trainers’ highly observable training assistance serves as a significant factor that leads to trainees’ high performance for the preparation of their National Competency (NC) assessment, it was similar to the findings of Duhaylungsod, A. (2022) in terms of

skills and competencies as prescribed in the ICT strands offered in senior high school curriculum significantly matched to the industry demands in Zamboanga City. Therefore, this study concludes that the highly observable trainers’ training assistance significantly influenced the trainees’ highly performance for their National Competency (NC) assessment.

CONCLUSIONS

Based on the findings, the conclusions were drawn:

1. The trainers were able to highly observably serve in training assistance to the trainees’ performance for the National Competency (NC) assessment.
2. The trainees were able to highly performed for the conduct of the National Competency (NC) assessment.
3. The trainers were highly challenged along with the training assistance that they served for the trainees’ performance for the National Competency (NC) assessment.
4. The trainers’ training assistance significantly influenced the trainees’ performance on the National Competency Assessment.
5. There was no significant difference in the trainers’ training assistance according to the responses from the respondents clustered according to their sectors.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are presented:

1. The TESDA Administration may upgrade the quality of services rendered by the trainers to match the expectations of the trainees and may provide desirable rewards and recognition to the trainers who were able to serve their training assistance at highly observable.
2. The technical institution may endorse and maintain the highly observable training assistance of trainers to the stakeholders and may conduct a SWOT analysis to

determine the key factors that need to be maintained and resolved.

- The trainers and trainees may work collaboratively to develop a trainers' group organization that allows them to work collaboratively to upgrade the quality of training assistance suitable for trainees' expectations and preparation for the conduct of the National Competency (NC) assessment.

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AUTHOR'S PROFILE



Vonryan D. Prado, CLCMP, MATVE is a research author, a trainer of Electrical Installation and Maintenance (EIM) and a Senior High School Principal of Asia's Latin Institute, Inc (ALI), Zamboanga City. Mr. Prado was able to complete the academic requirements for the Degree of Doctor of Philosophy major in Technology Management (Ph. D – TM) of Zamboanga Peninsula Polytechnic State University (ZPPSU) with the General Weighted Average (GWA) of 1.125. Furthermore, he finished his master's degree of Master of Arts in Teaching Vocational Education major in Technology Livelihood Education (MATVE -TLE) with the General Weighted Average of 1.25 of the same university for the academic year 2019-2020. Also a graduate of Bachelor of Science in Civil Engineering (BSCE) for the academic year 2015-2016 at Southern City College (SCC). In addition, he succeeded the National Certification for the Trainers' Methodology Course (TMC), Electrical Installation and Maintenance NC II (EIM), Technical Drafting NC II



(TD) and Plumbing NC I of Technical Education Skills Development Authority (TESDA).

With regards to an overall accomplishments and achievement in a field of technical education and engineering, he is also an expertise and impart his area in Occupational Health and Safety (OHS), instructional and technical instruction and supervision, financial literacy, safety and health, loss control management and technology for teaching and learning towards the professionals and students.

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