

THE ECONOMIC CONTRIBUTION OF ABRA STATE INSTITUTE OF SCIENCES AND TECHNOLOGY IN THE DEVELOPMENT AND PROGRESS OF THE PROVINCE OF ABRA

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Abstract

This study was conducted to determine the economic contribution of Abra State Institute of Sciences and Technology, Bangued Campus in the development and progress of Abra. It considered the profile of the respondents and status of ASIST Bangued Campus as inputs, adequacy of school resources, program processes and quality of graduates as outputs and economic development of Abra as impact of the study. It employed the descriptive-correlational method of research. There were 465 respondents of the study. School resources, program processes and quality of graduates are influenced by status of ASIST. Singly, economic development of the province is influenced by equipment. As a whole, the combination of the factors influences the economic development of Abra. The college should offer courses that help the economic development of the province. Administrators must send faculty for the appropriate National TVET qualification schooling for them to acquire titles (highest NC level) as Master trainer Training Master, Training Designer/ Developer and Trainer/Assessor in technology education and higher education trainings to equip all faculty qualifications in support to the new educational challenge in the country better known as RA 10533 (Enhanced Basic Education Act of 2013) and eventually to avoid displacement or retrenchment of faculty resources. Knowledge, skills and attitudes of graduates should be prioritized to boost the province's economic development and in support to the ASEAN economic community.

Keywords

Economic Contribution, Progress, Knowledge, Skills, and Attitudes, Quality of Life.

Introduction

Human beings are the supreme possessions of every nation and the most efficient agents and catalysts of change. However, if the people are not armed with vigorous knowledge, skills, and the right attitudes, nothing will change. To become instruments and managers of change, they must be prepared and educated. They must be equipped with critical knowledge, skills, the right attitudes and values not only to function and live well in society, but also to be creative and upright citizens of the country. These capabilities and many more can be the object of development through education. It is an essential element in the building of a productive and strong nation.

Education should provide the necessary conditions and opportunities to the individual so that he can develop wholly and fully as a person. Education must make the individual responsive of his world which consists of basic structures in which each of his new experiences and each new aspect of his personally developed world finds its rightful place. Education must make man and woman willing and able to find niche within the complexity of the world and thus, find meaning in life.

Abra State Institute of Sciences and Technology (ASIST) Bangued Campus (formerly Abra School of Arts and Trades ASAT) is silently discharging its function as a college offering globally competitive technical and academic courses that could develop every Abrenian economically, socially and politically.

As part of the Asean Economic Community (AEC) the college is producing quality graduates who are globally marketable skilled labor, showcasing responsive technologies and other solutions to development problems; can generate new knowledge and verify client-oriented technologies and other solution to local, national and international development problems; can develop and operate viable income generating projects that augment its finances and to sustain and develop ASIST as dynamic and responsive institution of learning, performing efficiently and effectively to economic development in the province, country and the Asean Economic

Community (AEC) as a whole.

Education in every sense is one of the fundamental factors of economic development. No country can achieve sustainable academic/technical development without substantial investment in human capital. Education enriches people's understanding of themselves and world. It improves the quality their lives and leads to broad social benefits to individuals and society. Education raises people productivity and creativity and promotes entrepreneurship and technological advances. In addition it plays a very critical role in securing economic and social progress and improving distribution. (<http://www.sociologyguide.com/education>)

Theoretical Framework

The school indeed has a great responsibility in improving and enhancing its curriculum to link it to the world of work. Changing technology will inevitably encourage technical and vocational education system to improve methods and approaches in order to prepare students not only with current necessary skills, but also prepare them for new occupation. (<http://www.ite.edu.sg/pv>).

As the 21st century education spreads worldwide, universities and colleges must prepare for the impact of the K-12 and the 2015 ASEAN Economic Community. It aims to unite the member countries of ASEAN into one economic and multi-cultural community cooperating on security matters. As an initial step in the integration process, aims to develop the 10-member countries of ASEAN into single market and production base for the free flow of goods, services, investment, capital and skilled labor. The following results are expected from the education sector: 1) greater student and staff mobility, 2) greater demand for quality programs, 3) more collaborative research and curricular activities, 4) competition for jobs and employment, 5) higher employer standards, and 5) race for university ranking.

The education reform that resulted in the K-12 basic education curriculum stems from the need to address the onslaught of globalization and regional cooperation for the graduates of HEIs to

be globally competitive. This requires internal changes to include a shift from 10 to 12 years of basic education. By shifting to 12 years of basic education, the Philippines will now be at par with the rest of the world. This reform will result in a more solid basic foundation of HEI graduates, will provide a bigger chance of becoming regionally and globally competitive.

<http://www1.up.edu.ph/up-gears-up-for-the-impact-of-the-k-12-curriculum-and-asean-economic-cooperation-2015/>

The quality of technical and vocational teacher must be considered placing greater emphasis on practical skills training curricula. Teachers are required to periodically undertake programs in continuing education in order to update their knowledge and skills.

No country has achieved constant economic development without considerable investment in human capital. Previous studies have shown handsome returns to various forms of human capital accumulation: basic education, training, learning-by-doing and aptitude building. The distribution of education matters. Unequal education tends to have a negative impact on per capita income in most countries. Moreover, controlling for human capital distribution and the use of appropriate functional form specifications consistent with the asset allocation model make a difference for the effects of average education. Investment in human capital can have little impact on growth unless people can use education in competitive and open markets. The larger and more competitive these markets are, the greater are the prospects for using education and skills. (<http://socyberty.com/education/role-of-education-in-economics-development>).

ASIST Bangued Campus is a producer of wealth, training students to become productive labor forces in the province, country and around the world. The types of workers produced are professional and skilled workers like teachers, engineers, electricians, auto mechanic, draftsmen, electronics technician, culinary managers, dressmakers, civil technology workers, plumber and masonry workers and cosmetology managers. These workers command higher salaries not only in the country but also abroad and these will be of big help with their families.

Ragasa (1999) explained that impact is produced by output. On the effectiveness of Graduate Education Programs in State Universities in Region I, the output indicators of effectiveness of the graduate programs is measured in terms of productivity of graduates and productivity of programs.

She further explained that production of graduates is measured in terms of change in positions, promotion, present salary, training and study, research conducted, articles written and books published. Determinants of the success of graduates of higher institutions of learning are employability and passing the professional examinations such as Licensure Examination for Teachers, Licensure Examination for Engineering, Civil Service Exams, TESDA assessment among others.

On Economic Development

Economic development is a means and not an end. Economic growth is necessary, but not a sufficient condition for development. Local Economic Development is not just simply setting up large export processing zones or agro-industrial estates. It is not simply building roads, ports, and airports. The quality and direction of growth is as important- and perhaps more so than as quantity or size. Growth that destroys the environment, or that fails to create local employment and reduce poverty, is unlikely to be sustainable in the long run. Sustainable development is at the

heart of LED. It is important to remember that while focused on the local, effective LED necessarily has links to the regional, national, and international levels. It is also important to remember the difference between local and national economic development. National economic development is concerned with setting the overarching framework and ground for the sustainable growth and overall competitiveness of the economy through the use of policy instruments such as inflation targeting, and/or floating the exchange rate. National economic development deals with industry-wide and inter-industry matters, while local economic development concentrates on firm, inter-firm, and cluster dynamics. The critical levers in local economic development are, among others, land use plans, taxation, wage setting (regional level), and the provision of infrastructure and social services. (LGSP, 2003; (<http://www.dilgxi.org/KPs?EconomicDevelopment/led.pdf>))

The AEC is definitely a work in progress. Businesses need to have an international mindset, which gives them the appetite and ability to make cross-border investments and acquisitions. Momentum has been established, as seen from many investments and merger and acquisition activity that has occurred in the region. In the Philippines, PNB and Allied Bank, BDO, Equitable Bank and PCI Bank among others joined together to form a stronger and competitive business undertakings.

Improved Economic Condition. WimNaude (2008) as cited by Ferrer (2013) defines economic development as the process of structural transformation of an economy towards a modern, technologically advanced economy based on services and manufacturing. This process involves not only qualitative changes to the nature of an economy, but also accompanying quantitative changes in terms of the productivity and output per person. If these qualitative and quantitative changes result in unambiguous improvements in human welfare, it is generally seen as economic development. In both the qualitative as well as quantitative dimensions of economic development, entrepreneurship makes a positive contribution to economic development. Entrepreneurship is depicted as important for economic development, is seen to create jobs, eases fiscal burden, and provides competition.

Moreover, Miguel (2009) explained that industrial development has been a primary concern of the national development plan of the government. The aim is not only to industrialize per se but also to ensure equal distribution of income and economic opportunities for all sectors of the Philippine society with priority to its less endowed members. With the declining efficiency of the economy coupled with the rising population and growing disparity in income, the government has made industrial development a main strategy to contribute to the attainment of social justice, economic equity, poverty alleviation, and, lastly, the enhancement of the standard of living. Industrial development in the Philippines, however, has been perceived as rich-biased for the reason that the big capitalists who own the big industrial firms are given priorities, and urban-biased because the development is concentrated only in the big cities.

Adequacy of School Resources

On Human Resources

This refers to the manpower, teaching force, administrators and staff rendering services to the clientele.

Education is one of the vital components of the development process since its function focuses on human resource development. Economists agree that it is not the human resources, of the nation,

not its capital nor its material resources that ultimately determine the character and pace of its economic and social development. Harbion (1973) gives a version of this position by stating: human resources Constitute the ultimate basis for wealth of the nation Capital and natural resources are passive factors of production; human beings are active agents who accumulate capital, exploit natural resources, build social, economic and capital organizations, and carry forward material development. Clearly, a country which is unable to develop the skills and knowledge of its people and to utilized them effectively in the national economy will be unable to develop anything else.

The statement shows and strongly confirms that the principal institutional mechanism for the developing human skills and knowledge is the educational system.

Human aspect of resources within an organization contributes approximately eighty percent of the organization's value. This implies that if people are not managed properly, the organization faces a serious chance of falling apart. The Human Resource main objective is to bring out the best in their faculty/employees and thus contribute to the success of the organization.

Pilarta (2011) mentioned that the administrators' performance was significantly related with the school-related variables such as adequacy of instructional materials, adequacy of physical plant and facilities and adequacy of support services. This means that the higher the adequacy of instructional materials, physical plant and facilities as well as support services, more likely the better is the performance of administrators. Furthermore, it also reveals that occupational competence was significantly related with the adequacy of instructional materials.

On Non-Human Resources

The study of Pilarta (2011), revealed that the adequacy of physical plant and facilities like school buildings, classrooms, offices and staff rooms, sanitary facilities and library, medical and dental services, guidance and counseling services and food services, instructional materials and support services were associated with the performance of the administrators. Teachers' positions, number of trainings attended, and number of preparations, on the other hand, as well as the land area of the school adequacy of instructional materials and physical plant and facilities were significantly related with overall performance.

On Quality of Graduates

Producing effective teachers, engineers, and industrial workers, to functionally respond to the needs of critical times challenged every institution of higher learning. Higher Education Institutions (HEIs) strive for quality education and excellence. Quality education is the crucial need of the present times. This maybe forged ahead by technology, government's systems and structures, complex social problems and issues among others. The aimed excellence by educational institutions entails standards that include the kind and quality of graduates it produced (Visco, 2013).

He also explained that various indicators that help to measure the quality of education provided in each of the Higher Education Institutions. One of them is the number of students who pass the national standardized examination with similar or identical questions given under the same conditions like the Licensure Examination for Teachers (LET), Licensure Examination for Engineering Courses, TESDA National Competency Assessments and the CSC Examinations. These are national examinations uniformly given by Professional Regulation Commission (PRC),

CSC, and TESDA. The results are important indicator of the quality of education provided by the school. The reason for this is that when there is a uniform examination system and a grading system for students, it is easy to identify the best performing institution. This will also enable in comparing the various institutions against each other.

Administration and supervision are necessary for a school system to carry on a successful educational programs that will align to the goals and objectives of the new basic education curricula parallel to ASEAN economic community.

Gillespie as cited by Visco (2013) the aim of administration and supervision is to provide the necessary leadership, and training in improving, coordinating, and evaluating of the school program and in handling the problems associated with these. It provides the leadership in improving the teaching-learning situation, changing the school curriculum when necessary, and in developing and improving the instructional materials.

The faculty is what makes the school. The faculty should consist of highly-qualified members in terms of academic qualifications and professional performance who can effectively achieve the teaching-learning goals. Malinnag (1990) said the quality of instruction and the level of expertness of a teacher could be achieved by a long nurturing process as a result of experience coupled with professional development. Competence in teaching is exemplified by the ability to cope with problems of students in hierarchical process of decision-making. First choosing a plan to organize the situation and then identifying a small set of factors that will help improve the situation characterized this. The component teacher has a sufficient expertness to determine the classroom rules that will work. On the other hand, a proficient teacher described as a teacher who thinks analytically and intuitively and one who is capable of organizing and understanding the tasks. Finally the expert teacher establishes maturity and practical understanding.

On Research

Research is an avenue through which new knowledge is discovered, applied or verified and through which appropriate technologies are generated. Thus, it is a basic requirement for an educational institution to have firmly established research and development program (AACCUP, 2005).

Azucena (1995) pointed out that, research is an essential element of the mission of state universities and college. It is viewed as a vital corollary to the teaching-learning process as it sustains and intensifies the ability to teach efficiently and effectively. Through research, faculty-respondents are students advance their understanding in the world and put that knowledge to work to serve society. It challenges the institutions to germinate and bring out to realization ideas to some things of tangible value. To carry out this important function, state universities and colleges employ a number of full time research staff attached to the department and units. A great deal of academic efforts is being spent in the generation of technology. The concern for technological changes and advances led to the opening of various areas for scholarly works. Thus, state universities and colleges become sources of innovations and technologies.

On Extension

The essence of the university's mission of extension services is to bring the campus and the community into fruitful collaboration thereby enriching the life of both. Traditionally, the non-formal programs of the universities involve vocational and skills-oriented

training programs conducted in localities which are pre-surveyed to be in need of such programs. Skilled faculty-respondents and trainers, together with necessary materials and equipment are brought to the site convenient for the clients to keep cost of training on the part of the clients, to minimum. This has earned the program the moniker "University of Wheels". (Cadiz, 2009).

Labanen (1991) mentioned that ingredients of an effective university extension process to allow positive extension excellence and efficiency: 1) A clear cut statement of the university's extension incorporating dimensions, methods and priorities. 2) A sense of significance of the mission and on upgrading the commitment to it on the part of the entire university faculty, from the chief administrative officer to each individual professor. 3) A direct, consistent two channels between extension personnel and all the appropriate departments, schools and colleges of the university. 4) A symbiotic relationship between university research and university extension. 5) Imaginative, coordinated extension administration 6) An extension staff that merits and with full fellowship in university community while performing its essential mission. 7) An extension curriculum that reflects responsibility for institutional ideals and responsiveness to modern adult needs 8) Effective teaching techniques and learning materials 9) Adequate financing based on broad public support, and 10) Viable communications with individual students, clientele, groups and sister agencies.

On Production

Production activities aim to come up with a restricted set of resources, like materials, labor, equipment, and structure, these would be operated in some fashion such that the desired product or service results will accentuate the demands of the company.

Production management deals with planning, control, and decision-making necessary for the production process and system for getting end product or providing services to clients in the right quantity and of the right quality.

Extension and community outreach can only produce tangible outputs with benefits to the SUC and the general public served if viewed in its production efforts. Extension work when packaged as technology, both social and technical become production for income generation. This is the true essence of true rationalization of SUC's to self-propelling projects and self-liquidating operations management.

The success and failure of the program of the SUC's in Instruction, Research, Extension, and Production depends greatly on the competence and effectiveness in which faculty-respondents perform their professional roles.

Conceptual Framework

This study was guided by the following model:

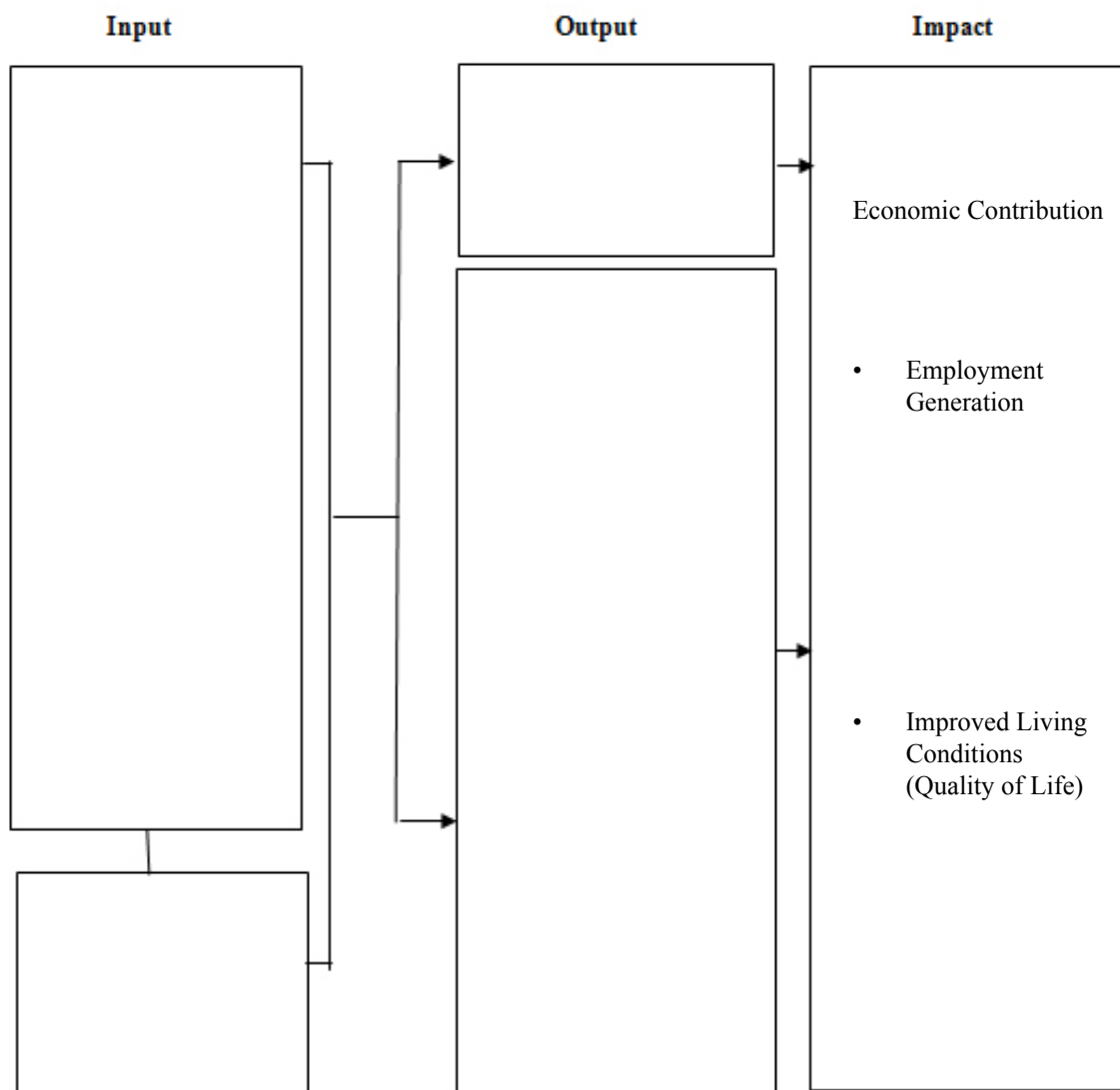


Fig. 1 : Research Paradigm

This study revolved around the paradigm shown above. The input included the Profile of Administrators and the Status of ASIST Bangued Campus along instruction; research, extension and production. The output included in the study are School Resources, Program Processes and Quality of Graduates. The impact of the study is Economic Development of the province of Abra.

Methodology

This study is descriptive and correlational in nature. Questionnaire was utilized to determine the role of ASIST in terms of instruction, research, and production.

Frequency and percentage was used to determine the impact of the roles played by the ASIST in the province of Abra along economic development. Mean was used to describe the status of ASIST in instruction, research, extension and production. Multiple regression was utilized to determine the influence of the profile of the administrators, faculty and graduate and the status of ASIST Bangued in instruction, research, extension and production; adequacy of school resources and program processes; quality of graduates in terms of knowledge, skills and attitudes on the economic development rules played by ASIST in the development of the province of Abra.

Results & Discussion

The salient findings of the study are summarized as follows:

Problem 1. What is the profile of the respondents in terms of the following factors:

- a. age,
- b. sex,
- c. civil status,
- d. educational attainment,
- e. area of specialization,
- f. number of hours spent in trainings/seminars attended,
- g. status of appointment, and
- h. number of years in service?

Majority of the respondents are female (273 or 58.7%) and of single (284 or 61.1%) status. 254 out of 465 or 54.6% are Bachelor of Science graduates and only four of them or 0.9% are graduates of a doctorate degree.

In terms of their area of specialization, Food Technology (10.5%) and Automotive (9.9%) of the Technical Trade Curriculum were revealed to be the greatest and Drafting Technology (1.7%) and Electronics (1.9%) were the lowest. This profile conforms to the accepted reality that culinary arts (food trades) and automotive technology are the best-selling courses in the country today.

Two hundred out of 465 or 43% of them were permanent and 127 or 27.3% are job order status. Sixty-five or 14% of them have been in the service for 16-20 years while twenty or 4.3% have been in the service for 36-40 years.

Problem 2. What is the status of the campus in terms of:

- a. instruction,
- b. research,
- c. extension, and
- d. production?

The level of Status of ASIST Bangued Campus in terms of Instruction. This shows that the school is attaining its goals in instruction. This is evident in the schools production of LET and Engineering Board Exam passers, CSC & TESDA qualifiers. Also the school produces students who won on skill competitions, regional contests on journalism, science and mathematics, etc.

The level of status of Bangued campus in research. This means

that the school is responsive to one of the four-fold functions of the college. Although, as to the individual indicators, some of them are moderately attained. This could be attributed to the number of research outputs of faculty as well as students along academic, social, scientific and technical/vocational.

The level of status of Bangued campus in extension. This could be attributed to the numerous extension programs the college is doing. The faculty and students are involved in extension services along skills transfer, livelihood, numeracy/literacy, leadership, environmental awareness, calamity preparedness, etc.

The level of status of the college in production. The faculty members have done instructional manuals for students' use, constructed review materials are sold to CTE and Engineering graduates for use, services in cosmetology, automotive, electronics, drafting, dressmaking, electricity and civil technology are turned into money. Likewise, products in foodservice and management, handicraft and practical arts are all sold out for production.

Problem 3. What is the level of adequacy of school resources and program processes in terms of the following:

1. School Resources
 - a. human resources, and
 - b. non-human resources;
 - b. 1. buildings,
 - b. 2. classrooms,
 - b. 3. laboratory,
 - b. 4. office and staff room, and
 - b. 5. library
 - b. 6. equipment
 - b. 7. materials
2. Program processes
 - A. Instructional system,
 - a. Processes, and
 - b. Activities;
 - B. Administrative System?

This presents the regression analysis of school resources of ASIST Bangued campus on the personal factors of the respondents.

The influence of the combination of the 11 personal factors on the level of adequacy of school resources is significant ($p < 0.05$). The 11 personal factors account for 27% of the variance on the level of adequacy; while 73% could be attributed to other factors not included in the study.

The beta coefficient of Educational Attainment (0.516) is significant at 0.05 probability level. Hence, the level of adequacy of school resources is influenced by the educational attainment of the respondents. This means that the higher the educational attainment of the faculty in ASIST Bangued campus, the better they will be able to manage school resources to the advantage of the clientele.

This means that the faculty possess all the qualities needed to be a great teacher. The faculty members possess the appropriate qualifications, display competence in teaching, approachable, sensitive to the needs of the students, set good examples in moral and social behaviours, perform leadership and followership roles. The most imperative is the support of the ASIST Bangued campus administration to the career development of the faculty.

The level of adequacy of classrooms is "Adequate" ($X^2 = 3.30$). The BEEd and BSEd graduates assessed classrooms as "Very Adequate" with computed means of 3.50 and 3.38 respectively. The rest of the respondents rated it as "Adequate". This means that students of CTE perceived that the size of each classroom to conforms to standards and in proportion with the number of

students in a class, the equipment and facilities are properly in place, there is an adequate supply and circulation of air in the classroom, properly lighted, ventilated and furnished. Thus, instructional areas are conducive to teaching-learning situation. On the other hand, the level of adequacy of laboratory is "Very Adequate" ($X\bar{=} = 3.42$). This could be due to the reason that the administration of ASIST Bangued are so desirous to link with other funding agencies to improve laboratories.

The level of adequacy of staff rooms and library, as indicated in Table 11 is "Very Adequate" ($X\bar{=} = 3.65$). This could be attributed to the notion that the staff rooms are strategically located, spacious, equipped with proper facilities furnished and ventilated. However, the college has to elevate the adequacy of staff rooms and library to an extremely adequate level for the school to extremely discharge its function.

Consequently, the materials and equipment are "Adequate" both with a mean of 3.34. This could be attributed to the ability of the administration to link to other line agencies so as to improve the non-human resources specifically equipment and materials.

As a whole, the respondents assessed program processes at a "Very Adequate" ($X\bar{=} = 3.84$) level. This could be because the faculty are industrious to prepare syllabi and course outlines. There is an open communication atmosphere between faculty and students. The faculty members often conducts consultation with the stakeholders of the college. The teaching methods adapted and used by teachers provide maximum opportunity for analytical, critical and independent attitude. Faculty members are doing their functions efficiently and effectively.

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This reveals a "Very Adequate" ($X\bar{=} = 3.78$) level of adequacy of activities. This could be attributed to the varied teaching methodologies and strategies employed by teachers in their teaching to enhance classroom instruction. They even apply strategies that go with the trend of times.

The level of adequacy of program processes is "Very Adequate" ($X\bar{=} = 3.76$). This could be attributable to the point that the college administration includes the stakeholders, e.g. community, students, faculty, alumni, and private sector in planning and decision-making on policy formulation especially when it affects them. Academic unit heads are involved in screening the educational qualifications, skills and abilities of applicants for faculty positions. Channels of communication are evidently open to solve conflicts among workers of the school. Motivational factors like promotion (NBC 461), adequate salary, and professional development are implemented and incentives are given for greater efficiency. The administration also sees to it that rules governing students' admission, retention and other academic requirements are strictly enforced

Problem 4. Is the level of adequacy of school resources of the campus influenced by the profile of the respondents?

The influence of the combination of the 11 personal factors on the level of adequacy of school resources is significant ($p < 0.05$). The 11 personal factors account for 27% of the variance on the level of adequacy; while 73% could be attributed to other factors

not included in the study.

The beta coefficient of Educational Attainment (0.516) is significant at 0.05 probability level. Hence, the level of adequacy of school resources is influenced by the educational attainment of the respondents. This means that the higher the educational attainment of the faculty in ASIST Bangued campus, the better they will be able to manage school resources to the advantage of the clientele.

Problem 5. Is the level of school resources influenced by the status the campus in terms of instruction, research, extension and production?

The influence of the combination of the seven related factors on the status of school resources is significant ($F = 28.44, p < 0.01$). The seven related factors account for 34% of the adequacy of school resources; while 66% could be attributed to other factors not mentioned in the study.

Singly, the beta coefficients of Instruction (0.401), Research (0.338), Extension (0.379) and Production (0.493) are all significant at 0.05 probability level. Hence, the status of school resources is influenced by instruction, research, extension and production functions of the College. This means that status of school resources is dependent on the functionality of instruction, research generated, extension made and production engaged.

Problem 6. What is the quality of graduates in terms of: knowledge, skills, and attitudes?

This indicates a "Very Adequate" quality of graduates in the Vocational Industrial Technology. Knowledge, skills and attitudes are all at the "Very Adequate" level with 3.5, 3.55 and 3.59 computed means respectively and a grand mean of 3.56 which is described as "Very Adequate".

The VIT respondents commonly perceived the college to enhance knowledge and it should have the latest tools and equipment to be used in the future jobs, make norms of actions and decisions to be made in expected work or job in relation to ethical standards and legal principles. Also, to enhance skills should relate effectively with clientele, workers and supervisors through its On-the-Job Training (OJT). Furthermore, to improve attitudes one should inculcate working independently and resolve conflicts peacefully.

Problem 7. Is the quality of graduates influenced by the profile of the respondents?

The 11 personal factors on the quality of graduates is significant ($F = 0.036, p > 0.05$). The 11 personal factors account for only 92% of the variance on the quality of graduates; while 8% could be attributed to other factors not considered in the study.

The beta coefficient of Hours of Seminars Attended (0.878) is significant at 0.05 probability level therefore, quality of graduates is highly influenced by it. This means that the more number of hours a faculty is exposed to seminars, the better he can perform his instruction function for he can give all the things he learned and experienced in the seminars.

The beta coefficient of Civil Status (0.646) and Hours of Training Attended (0.495), are significant at 0.05 probability level. Hence, the quality of graduates is influenced by civil status and number of hours of training a faculty had attended. This means that the more a faculty can concentrate in his/her work, the better quality of graduates. Singly, faculty can concentrate more on his/her work. Thus the greater the number of hours spent in training, the better is the job performance.

Consequently, the beta coefficient of number of hours of seminars attended (0.476) and Status of Appointment (0.546) are significant

at 0.05 level; hence, quality of graduates is influenced by the number of seminars attended and status of appointment of the respondents. This finding may mean that those who have permanent appointment tend to become more enthusiastic in attending in-service seminars.

Problem 8. Is the quality of graduates influenced by the status of the school?

The combination of the status in terms of instruction, research, extension and production on the quality of graduates of ASIST is significant ($F = 56.876, p < 0.01$). The four function factors account for 45% of the variance on the quality of graduates; while 55% could be attributed to other factors not considered in the study.

The beta coefficient of Production (0.664) is significant at 0.01; therefore, the quality of graduates of ASIST is highly influenced by production. This means that the quality of graduates is dependent on the school's production.

Problem 9. What is the impact of quality of graduates in terms of knowledge, skills and attitudes on the economic development in the province of Abra?

The impact of ASIST Bangued campus on the economic development of Abra is "High" ($X^2 = 3.60$). This could mean that ASIST plays an important role in improving the quality of life of the graduates. Likewise, it could also help in the generation of jobs.

Problem 10. Is the impact on economic development influenced by the level of school resources of the campus?

The influence of the combination of the seven related factors on school resources is significant ($F = 10.29, p > 0.05$). The seven related factors account for 26% of the variance on the school resources; while 74% could be attributed to other factors not identified in the study.

The beta coefficient of Office (0.420) and Library (0.419) are significant at 0.05; therefore, economic development is influenced by them.

This means that the contributions of ASIST graduates on the economic development of the province depend on the adequacy of school resources, specifically offices and libraries. In turn, it may result to more employment to be generated and improved quality of life and improved living conditions of the Abreños.

Problem 11. Is the impact on economic development influenced by the quality of graduates?

The influence of the combination of the three related factors on quality of graduates is significant ($F = 16.42, p < 0.01$). The three related factors account for 22% of the variance on the quality of graduates; while 78% could be attributed to other factors not considered in this study.

The three related factors influenced the economic development. It takes a combination of the three related factors to affect economic development.

As manifested, the influence of the combination of the three related factors on quality of graduates is significant ($F = 20.94, p < 0.01$). The three related factors account for 26% of the variance on the quality of graduates; while 74% could be attributed to other factors not included in the study.

Conclusions & Recommendations

In the light of the findings of this study, the following conclusions have been drawn.

On economic impact. The impact of ASIST Bangued campus on the economic development of Abra is "High". The college plays

an important role in 1) employment generation like: a) jobs were created through the technological courses it offered, b) people in the locality were employed, hence employees received fair and just remuneration from the businesses. 2) Improved Quality of life of the graduates (Improved Living Condition) through the following indicators: a) increased family income, b) met the basic needs of the family, c) improved health status of family members, d) bought quality clothes and footwear, e) have savings in the form or bank deposits, insurance protection on pre-need, f) acquired lot and other real properties, g) constructed a house, h) improved and renovate a house, i) purchased vehicles like jeep, car, and motor, j) purchased appliances like refrigerator, microwave oven, electric fan, electric iron, washing machine etc., k) purchased household furniture like sala set, dining set, chairs, cabinet, beds, etc., l) availed the services of a doctor or hospital, not only relying on self-medication or herbal medicines for some illnesses, m) sent their children to school, n) had paid other expenditures and taxes, and o) involved in recreational activities like travel, picnics, outings, parties, club affiliations and the like.

Recommendations

With the conclusions made, the following are the recommendations of the study:

1. Since the school produces the manpower needs of the province, it is imperative to review the undergraduate offerings and match to the new basic education curricula (K-12), by offering competitive courses in higher education and training that will align to the industry requirements for the economic development of the province parallel to ASEAN economic community perspectives.
2. Faculty members should be sent for trainings, seminar-workshops, conferences with longer duration to upgrade their teaching competencies and to be competitive to ASEAN institution of learnings and ultimately the college to have excellent faculty development program.
3. Administrators of ASIST Bangued should encourage their faculty to pursue their masters and doctoral studies in line with their fields of specialization to better prepare them as mentors of the students across departments and to prepare them responsive to the changing yet developing curricular programs brought about by K-12 and the ASEAN Economic Community.
4. To sustain improved program processes, there must be a review and evaluation of curricular program offerings considering the impact of K-12.
5. Instruction, research, extension and production functions of the College should be tapped because they highly influence the quality of graduates.
6. The enhancement of the quality of graduates in terms of knowledge, skills and attitudes should be given highest priority by the College to synchronize with the ASEAN Economic Cooperation/community. This has a high impact on the province's economic development.
7. ASIST Bangued campus must strive hard to procure technologically accepted/functional machines and equipment for the students to acquire and master the skills required by industries here and international community. Besides, they play an imperative role in the economic development of the province and country as a whole.
8. Administrators must provide more practice rooms and spacious laboratory buildings technologically equipped audio-visual

- rooms for each department like College of Teacher Education (CTE), Vocational and Industrial Technology (VIT), and Engineering showcasing students' talents in the different fields in general education and technological education.
9. Administrators must send faculty for the appropriate National TVET qualification schooling for them to acquire titles (highest NC level) as Master trainer (NTTC Level IV), Training Master (NTTC Level III), Training Designer/ Developer (NTTC Level III and Trainer/Assessor (NTTC Level I) in technology education and higher education trainings to equip all faculty qualifications in support to the new educational challenge in the country, better known as RA 10533 (Enhanced Basic Education Act of 2013) and eventually to avoid displacement or retrenchment of faculty resources.
 10. For production to be enhanced, the school must put up separate trade service-businesses on technological education like: Automotive, Electronics, Electricity, Culinary Arts, Fashion and Garment Designs and Cosmetology.
 11. ASIST Bangued campus must link with local, national and international government and non-government agencies to enhance knowledge and skill transfer and technology upgrading, opportunities to innovate, increase competitiveness and for improved delivery of services in the ASEAN Economic Community.
 12. A parallel study using other independent variables like administrative support, students' scholarships, linkage with other line agencies, trade test, accreditation level and other variables is highly recommended to validate the findings of this study.

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