The Relationship between Management Style, Performance Appraisal, and Employee Development of Selected Personnel from an Academic Institution

E.E. Riego de Dios[1*], A.M.E. Lapuz[2]

[1,2]Social Sciences and Philosophy Department, College of Education, Arts and Sciences, Gordon College, Olongapo City, Philippines

Corresponding Author: erin.riegodedios.asio@gmail.com, Tel.: +63-929-583-3422

Abstract— The purpose of this study is to describe the management style, performance appraisal and employee development of selected personnel from an academic institution in Central Luzon, Philippines. The study used a descriptive-correlation research design with survey as the primary instrument for data gathering. 75 personnel took part in the survey with the use of convenience sampling technique. The researchers used an adapted and modified instrument to gather data. The instrument underwent a reliability test and generated an overall coefficient of .925. This study used SPSS 20 to analyze the data. The study found that the personnel agreed on the context of management style in the organization. They also shared the same response on how their performance appraisal works and how the organization plans for employee development. There is also a significant difference in performance appraisal and employee development when grouped according to years in service and employment status. In terms of relationship, there is a low-moderate positive relationship between management style, performance appraisal and employee development. Based on the results of the study, the researchers presented some general recommendations for human resource management and for the institutions.

Keywords—Management Style, Performance Appraisal, Employee Development, Personnel, Academic Institution

I. INTRODUCTION

In an organization, it is important that management must have a general overview of the employees' needs. Essential professional growth and development promote better organization. The employees are the front lines of an organization in an academic institution. That is why we considered them assets. Government funds change together with external pressures of international and national competition challenge higher education institutions to excel in a turbulent environment [1]. Transformational leadership and its behaviors can serve as a mechanism for the developmental movement of an employee [2]. A study also revealed the combined influence of leadership style, work environment, and organizational silence on institutional effectiveness [3].

This study analyzes the relationship between management style, performance appraisal, and employee development of an academic institution in Central Luzon, Philippines. It also describes the management style in the organization. This study analyzes the performance appraisal of employees. And, we explore employee development in the organization.

The results of this study will benefit the human resource office. They will have a general perspective on employees in the organization. The results will help a lot in planning and organizing essential activities and programs. The organization (or the academic institution) will also benefit from knowing what type of employees they have. This will also help in policy-making and memorandum agreements between the organization and its employees.

Section I of this paper contains a brief introduction of the study, while section II accounts for related materials that provide both theoretical and practical approaches for this research. Section III includes the method that described the (a) research design, (b) respondents of the study, (c) instrument used, and (d) statistical analysis. The results of the study provided in section IV include tables for the demographic profile, management style, performance appraisal, and employee development. Tables are also shown for the significant differences in the responses and correlation matrix. Section V contains the discussion of the study, while Section VI details the conclusion and future scope.

II. RELATED WORK

An organization in the academic community needs a good and flexible management style. This is to suit the different needs and situations of employees. In relation, there is a positive impact of leadership style on job satisfaction in

faculty [4]. Thus, those that occupy the managerial position should have a good grasp of management skills and characters. Parallel to this is the generalization of another study where it showed that leadership style has a significant influence on employee commitment [5]. This is not a simple task for leaders to influence their constituents with commitment. Position, formal exchanges, paternalism, relation approaches, and gender reactions need to be explored so that leadership can adapt to it [6]. In a literature review, a distinct diversity agenda, paradigms of change, and leadership style can fuel institutional diversity efforts [7]. However, the author also established that leadership style can influence the intention to leave the staff in an organization also [8]. So based on the presented premises, there are a lot of interesting ideas to note on how management style affects employees.

For performance appraisal, unique perspectives provide interesting facts. In terms of the utilization of tools in performance appraisal, the use of management by objectives is one method [9]. A study also suggested that it is a method of performance appraisal for employees because it enhances their effectiveness. The appraisal of something that you worked for sometimes gives you the motivation to well. A just and proper appraisal for a day's effort is enough to keep you going in the organization. However, a study also showed a contradicting idea of emphasizing the cognitive aspects of performance appraisal [10]. A proposed scheme regarding human resource analytics is negatively related to subjectivity bias in the performance appraisal system [11]. But on a different paper, it showed that performance appraisal satisfaction has a positive relationship with creative behavior and career development of employees [12]. This is true to some extent, since performance appraisal satisfaction boosts one's self-esteem and serves as motivation. Another study also revealed that job stress mediates the relationship between performance appraisal satisfaction and work-family conflict [13]. And from a point of view, a relationship exists between performance appraisal satisfaction with work effort and affective organizational commitment [14].

To boost the organization's performance, employee development is an essential part of planning. This provides the organization with better thrust and commitment. Employees grow. A study showed that upward job transition influences turnover via perceived external employability [15]. Every employee aims to be promoted once or twice in their lifetime. This is a fulfillment since their service is becoming indispensable for the organization. One study showed that the lack of congruence may be detrimental in work performance and turnover intention [16]. However, in reviewing the current state of employee development literature, there is a proposal for a newer conceptualization characterized by a partnership between employers and employees [17]. It is very important for employers to have some kind of connection or bond with their employees. In this way, both serve each other mutually. Another study reported a

positive impact on employee development initiatives on job satisfaction [18]. From the standpoint of a group of researchers, they confirmed that supply chain learning, returns management orientation and information support are vital antecedents of returns management employee development [19].

III. METHODOLOGY

Design
This study used a descriptive correlation type of research design. A descriptive research aims to describe certain characteristics or phenomena of a particular population or sample. A correlational study is concerned with the context of identifying specific variables that relate to one another. Thus, since this study aims to find the relationship between management style, performance appraisal and employee development, the said research design fits.

Respondents
There were 75 respondents who took part in the survey. The researchers used a convenience sampling technique since the study had a brief span of survey time. In addition, the researchers considered that not all the respondents were present on that day or the time that the survey began. The criteria for inclusion comprise an individual employed in the academic institution regardless of status and rank and are present during the time of the survey.

Instrument of the Study
The instrument used in this study is an adapted and modified questionnaire based on the literatures reviewed by the researchers. It has four parts. The first part contained the demographic profile of the respondents. The second part is the management style of the organization. The third part is the performance appraisal of the employees. The last part is the employee development of the organization. Before the actual survey administration, the instrument underwent pretest to students who were not part of the study. The instrument also underwent the Alpha Cronbach test for reliability. The reliability test yielded the following coefficients: .921 for management style, .917 for performance appraisal, and .919 for employee development. The overall Cronbach alpha for the instrument was .925. All the coefficients are higher than the benchmark score of .70, for the acceptability and reliability of the instrument.

Statistical Analysis
The researchers used Microsoft Excel for encoding and tabulating of data. The SPSS 20 calculated the statistical analysis for the study. For the statistical tools, the study used frequency, percentage, mean, t-test, ANOVA and Pearson-r. The researcher patterned the values assigned to describe the management style, performance appraisal and employee development after Likert Scaling.

IV. RESULTS AND DISCUSSION

This study describes the relationship between management style in the organization, performance appraisal and

employee development in the organization. The researchers present the following findings:

Table 1. Demographic Profile of the Respondents

Profile	Frequency	Percentage
Age		
20-30 years old	33	44
31-40 years old	17	23
41-50 years old	14	19
51-60 years old	11	14
Sex		
Male	42	56
Female	33	44
Civil Status		
Single	44	59
Married	29	39
Others	2	2
Educational Attainment		
High School Level	5	7
High School Graduate	3	4
Vocational Course		
College Level	4	5
College Graduate	3	4
Post Graduate Level	24	32
Post Graduate	27	36
	9	12
Employment Status		
Regular	21	28
Casual	2	3
Contract of Service	50	66
Job Order	2	3
Years in Service		
1-5 years	44	59
6-10 years	13	17
11-15 years	18	24
Total	**75**	**100**

In table 1, it shows a summary of the demographic profile of the respondents that took part in the survey. As seen, most of the respondents are still young and belongs to the age bracket of 20-30 years old. There are more male respondents than the female counterpart. There are more single individuals than married ones. Also, there are more respondents were in the postgraduate level of educational attainment. Most are still in a contract of service personnel. And most are novices with 1-5 years in service. The above table described the typical organization personnel. It shows the general perspective of what a general personnel is all about.

Table 2. Management Style in the Organization

Statement	Mean	Interpretation
1) The management ensures that necessary information is communicated to the right individuals in a timely manner.	4.04	Agree
2) The management ensures that agency/department goals and priorities are clearly communicated.		
3) The management promotes a culture that continuously improves the quality of services and products delivered.	4.13	Agree
4) I understand how the work I do relates to the overall goals and priorities of the office/department.	4.51	Strongly Agree
5) The management holds employees accountable for their job performance.	4.17	Agree
6) The management in my office/department expects staff to use ethical practices to achieve results.	4.39	Agree
Average	**4.23**	**Agree**

Legend: 1.00-1.49=Don't know; 1.50-2.49=Strongly Disagree; 2.50-3.49=Disagree; 3.50-4.49=Agree; 4.50-5.00=Strongly Agree

Table 2 presents the management style in the organization. As observed, statement four got the highest mean score with 4.51. This corresponds to a Likert interpretation of "strongly agree". Statement one got the lowest mean score of 4.04. This relates to "agree" in the Likert scale. Overall, the average mean score is 4.23 which is "agree" in the Likert scale. We deduce that the personnel are fine and gets along properly with the management style that the organization employs to them.

Table 3. Performance Appraisal of the Employees

Statement	Mean	Interpretation
1) The Performance appraisal effectively links pay to my performance.	3.85	Agree
2) I have a Performance appraisal that clearly describes my performance expectations.	3.95	Agree
3) My Performance appraisal is a fair reflection of my performance	4.00	Agree
4) In my office/ department, employees are held accountable for poor performance.	3.97	Agree
5) In my office/ department, employees are recognized for good performance.	4.11	Agree
1) My Performance appraisal contains a clear employee development plan.	3.92	Agree
Average	**3.97**	**Agree**

Legend: 1.00-1.49=Don't know; 1.50-2.49=Strongly Disagree; 2.50-3.49=Disagree; 3.50-4.49=Agree; 4.50-5.00=Strongly Agree

Table 3 shows the performance appraisal of the employees. As seen, statement five got the highest mean score with 4.11. The result is parallel to "agree" in the Likert scale. Statement one got the lowest mean score of 3.85. This

3

corresponds to "agree" in the Likert scale interpretation. All in all, the average mean is 3.97 which is the same as "agree" in the Likert scale. This means that the personnel are aware and have an idea of their performance appraisal results in the organization.

Table 4. Employee Development in the Organization

Statement	Mean	Interpretation
1) In the past year, I have had adequate training opportunities that developed my knowledge and skills to help me better perform my work.	3.76	Agree
2) The office/department makes me aware of available training and development activities and opportunities	3.91	Agree
3) Employees are provided with a variety of useful training opportunities.	3.68	Agree
4) There are career growth opportunities for me within the office/ department.	3.91	Agree
5) The office/department provides me the tools and resources I need to achieve my career goals within the City.	3.69	Agree
6) The office/department encourages continual learning and development.	4.07	Agree
7) The office/department provides effective safety related training.	3.91	Agree
Average	**3.86**	**Agree**

Legend: 1.00-1.49=Don't know; 1.50-2.49=Strongly Disagree; 2.50-3.49=Disagree; 3.50-4.49=Agree; 4.50-5.00=Strongly Agree

Table 4 presents the employee development in the organization. We deduct that statement six got the highest mean score of 4.07. We interpret this as "agree" in the Likert scale. While statement three got the lowest mean score with 3.68 with an interpretation of "agree" in the Likert scale. The overall mean score is 3.86 which has an interpretation of "agree" in the Likert scale. This means that in terms of employee development, the personnel have adequate provision of such.

Table 5. Statistical Differences of the Responses of the Employees

Demographic Profiles	Managerial Style	Performance Appraisal	Employee Development
Age	2.308 (.084)	0.745 (.529)	0.485 (.694)
Sex	-1.023 (.310)	1.259 (.212)	1.127 (.263)
Civil Status	0.061 (.941)	1.644 (.200)	2.332 (.104)
Educational Attainment	1.605 (.159)	2.157 (.058)	2.094 (.065)
Employment Status	1.181 (.323)	0.933 (.429)	3.202* (.028)
Years in Service	2.020 (.140)	4.084* (.021)	2.347 (.103)

* $p < .05$

Table 5 makes up the statistical differences of the management style, performance appraisal and employee development according to demographic profiles. As observed, in terms of managerial style, there are no significant differences observed. We got the following values: 2.308 (age), -1.023(sex), 0.061(civil status), 1.605(educational attainment), 1.181(employment status), and 2.020(years in service). They have corresponding p-values higher than the Alpha significance of .05. In terms of performance appraisal, we observed that only year in service got a significant difference with an F-value of 4.084, with corresponding p-value of .021. The result is lower than Alpha significance level of .05. The rest of the demographic profile got the following values: 0.745 (age), 1.259 (sex), 1.644 (civil status), 2.157 (educational attainment), and 0.933 (employment status). All of their p-values are higher than the Alpha significance level of .05. For the employee development, only employment status got a significant difference since F-value is 3.202 with a p-value of .028. The probability value is lower than the Alpha significance level of .05. However, the rest of the demographic profile got the following values: 0.485 (age), 1.127 (sex), 2.332 (civil status), and 2.347 (years in service). All of their probability values are higher than the Alpha level of significance of .05.

Table 6. Correlation Matrix between Management Style, Performance Appraisal and Employee Development

		1	2	3
1)	Management Style	1		
2)	Performance Appraisal	.348* (.002)	1	
3)	Employee Development	.333* (.004)	.543* (.000)	1

*$p < .05$

Table 6 shows the correlation matrix between the managerial style, the performance appraisal and employee development. As seen, there are low to moderate positive relationships between the three variables. We obtained the following r-values: .348, .333, and .543, all of which are significant at Alpha significance level of .05. This means that the managerial style is related to performance appraisal and employee development. This is also the same for employee development which correlates with managerial style and performance appraisal and so on. This further means that all of the three variables have relationship with each other.

V. DISCUSSION

This study describes the relationship between management style in the organization, performance appraisal and

4

employee development in the organization. The result of this study can benefit the human resource department since it reflects a substantial perspective of the organization's personnel.

This study will benefit the human resource management since this study is meant for them. The academic institution will also enjoy the perspectives that this study provides. As mentioned by a group of authors, professionalism in the institution is a fundamental in running an organization [20]. Another study showed that 21st century qualities and skills need to be developed [21] [22]. They can use the results for a sound policy and administrative decisions in promoting the welfare of all.

In terms of the management style in the organization, the respondents agree that they get along well with the current style. This reflects on the context of having top scores in the survey. This means that the management is effective in dealing with its constituents somehow. In a related study which mentioned that a servant leader style has a high impact on job satisfaction [4]. Another parallel study also stated that transformational leadership made up more to employee commitment [5].

For the performance appraisal of the personnel, we observe that the scores are mediocre and fall under the category of agree. However, this does not mean that the personnel have a bad or an unpleasant performance appraisals for the past years in the organization. Some items are still not applicable to them. But the researchers believe that the organization can find definite solutions to some problems in terms of performance appraisal. A paper mentioned that using management by objectives as performance appraisal tool enhances the employees' effectiveness [9]. There is also a study that showed the positive association of performance appraisal with employee acceptance [10]. From another standpoint, HR analytics affects employees' perceived accuracy and fairness in the performance appraisal system [11].

In employee development, the result of the scores is also average and fell under the category of agree. This means that personnel can know there is/are professional development programs for them but reluctant to take part or join for some varied reasons. It is still part of their professional growth and development to join such activities. They will enjoy it if they craft it for them. A group of researchers stated that retention path of employees via perceived internal employability was not supported [15]. Another study also showed that career development mediated the relationship between performance appraisal satisfaction and creative behavior [12].

Relationships between the three variables provided an avenue of fresh perspective which confronts the organization nowadays. However, this matter is only unique in this specific study. For example, a study showed that professional development has a substantial relationship to overall satisfaction of employees [23].

However, a paper showed an unfavorable relationship between employee development and organizational commitment [18]. A team of researchers suggested that returns management employee development positively impacts a firm's return management and market performance [19]. A related paper then showed the relationship between perceived organizational support, employee development and organizational commitment [24]. Also from another perspective a study showed that performance appraisal satisfaction was negatively related to job stress and work-family conflict [13]. On the other hand, a team found a negative relationship between employees' performance appraisal satisfaction and turnover intentions [14]. Also another researcher indicated that HRM practices have a positive impact on employees' performance [25]. Finally a paper also showed that leadership style, have significant effect on academic staff performance and organizational culture has positive relationship with institutional effectiveness [26] [27]. This paper is substantially important for human resource managers since it generated a significant amount of interesting result.

VI. CONCLUSION AND FUTURE SCOPE

Based on the result of the study, the researchers conclude that the demographic profile of the respondents includes the following information: most belong to age bracket of 20-30 years old, there are more males than females, are single, with postgraduate level of education, contract of service with 1-5 years in service. In addition, the personnel "agree" on the different contexts of the three variables namely, management style, performance appraisal and employee development. Furthermore, there exist significant differences in the response of the personnel when grouped according to employment status (for employee development) and years in service (for performance appraisal). Last, there is a low to moderate positive relationships between management style, performance appraisal and employee development.

The recent study produced some important and significant findings. These results can help HR managers and the academic institution fairly. However, this study also has its limitations. First, the coverage of the study, since it only tackled an academic institution. It is suggested to consider other types of institutions (not only academic in nature) for a broader perspective. Second, the sample size, since we only considered a small sample, it is recommended to increase the number to gain a more general consensus of the study. Third, the period of data gathering, it is suggested to lengthen the duration of gathering data since some of the personnel are not available during the administration of the survey. Fourth, the design of the study, it is suggested to consider qualitative interview and do some triangulation to justify further the result of the survey. Last, statistical analysis, the researchers suggest a more stringent test like regression analysis for future studies.

REFERENCES

[1] S.K. Kok, C. McDonald, "Underpinning Excellence in Higher Education- An Investigation into the Leadership, Governance and Management Behaviors of High-Performing Academic Departments," *Studies In Higher Education,* Vol. **42** No. **2**, pp. **210-231, 2017.**

[2] B. Crane, C.J. Hartwell, "Developing Employees' Mental Complexiy: Tranformational Leadership as a Catalyst in Employee Development," *Human Resource Development Review,*Vol. **17**, No. **93**, pp. **234-257, 2018.**

[3] O.F. Oyerinde, "Leadership Style, Work Environment, Organizational Silence and Institutional Effectiveness of Polytechnic Libraries, South-West Nigeria," *International Information & Library Review.***2020**

[4] R. Alonderiene, M. Majauskaite, "Leadership Style and Job Satisfaction in Higher Education Institutions," *International Journal of Educational Management",* Vol. **30**, No. **1**, pp. **140-164, 2016.**

[5] O.M. Adebara, R.O. Opeke, "Leadershiph Style as a Predictor of Employee Commitment in University Libraries in South-West, Nigeria," *Library Management,* Vol. **40**, Issue. **6/7**,pp. **441-452, 2019.**

[6] B. Akanji, C. Mordi, A. Ituma, T.A. Adisa, H. Ajonbadi, "The Influence of Organizational Culture on Leadership Style in Higher Education Institutions," *Personnel Review,* Vol. **49**, No. **3**, pp. **709-732, 2019.**

[7] R.P. Adserias, L.J. Charleston, J.F.L. Jackson, "What Style of Leadership is Best Suited to Direct Organizational Change to Fuel Institutional Diversity in Higher Education?" *Race Ethnicity and Education,* Vol. **20**, No. **3**, pp. **315-331, 2017**

[8] B.M. Wakabi, "Leadership style and staff retention in organizations," *International Journal of Science and Research,* Vol.**5**, No. **1**, pp. **412-417, 2016**.

[9] X. Islami, E. Mulolli, N. Mustafa, "Using Management by Objective as a Performance Appraisal Tool for Employee Satisfaction," *Future Business Journal,* Vol. **4**, pp. **94-108, 2018.**

[10] T. Kim, M. Holzer, "Public employees and performance appraisal: a study of antecedents to employees' perception of the process. *Review of Public Personnel Administration,* Vol,**36** No. **1**, pp. **31-56, 2016.**

[11] A. Sharma, T. Sharma, "HR Analytics and Performance Appraisal System: A Conceptual Framework for Employee Performance Improvement," *Management Research Review,* Vol. **40**, No. **6**, pp. **684-697, 2017.**

[12] H.N. Ismail, M. Rishani, "The Relationships among Performance Appraisal Satisfaction, Career Development and Creative Behavior," *The Journal of Developing Areas,* Vol. **52**, No. **3**, pp. **109-124, 2018.**

[13] H. Ismail, N. Gali, "Relationship among performance appraisal satisfaction, work-family conflict and job stress," *Journal of Management & Organization,*Vol. **23**, No. **3**, pp. **356-372, 2017.**

[14] M. Naeem, W. Jama, M.K. Riazm, "The Relationship of Employees' Performance Appraisal Satisfaction with Employees' Outcomes: Evidence from Higher educational institutes," *FWU Journal of Social Sciences,*Vol. **11**, No. **2**, **71-81, 2017.**

[15] J. Nelissen, A. Forrier, M. Verbruggen, "Employee Development and Voluntary Turnover: Testing the Employability Paradox," *Human Resource Management Journal,* Vol. **27**, No. **1**, pp. **152-168, 2017.**

[16] C.G.L. Nerstad, A. Dvdvik, B. Kuvaas, R. Buch, "Negative and positive synergies: n employee development practices, motivational climate, and employee outcomes. *Human Resource Management,* Vol. **57**, No. **5**, pp. **1285-1302, 2018.**

[17] A.M. Dachner, J.E. Ellingson, R.A. Noe, B.M. Saxton, "The Future of Employee Development," *Human Resource Management Review,* **100732, 2019.**

[18] K. Jehanzeb, J. Mohanty, "Impact of Employee Development on Job Satisfaction and Organizational Commitment: Person-Organization Fit as Moderator," *International Journal of Training and Development,* Vol. **22**, No. **3**, pp. **171-191, 2018.**

[19] H. Chen, S.E. Genchey, G. Willis, B. Griffis, "Returns Management Employee Development: Antecedents and Outcomes. *The International Journal of Logistics Management,* Vol. **30**, No. **4**, pp. **1016-1038, 2019.**

[20] J.M.R. Asio, E.E. Riego de Dios, A.M.E. Lapuz, "Professional Skills and Work Ethics of Selected Faculty in a Local College. *PAFTE Research Journal,* Vol. **9**, No. **1**, pp. **164-180, 2019.**

[21] J.M.R. Asio, E.E. Riego de Dios, "The College Students' Perspective on What Makes an Educator Well-Qualified," *Journal of Pedagogical Research,* Vol. **3**, No. **3**, pp. **126-138, 2019**

[22] J.M.R. Asio, E.E. Riego de Dios, "21st Century Attributes and Skills of a Teacher in the Perspective of College Student," *Online Submission,* **2018.**

[23] J.M.R. Asio, E.C. Jimenez, "Professional Development, Organizational Climate, Supervisory Rapport and Overall Satisfaction of Employees: An Attitudinal Study," *International Journal of Scientific Research in Multidisciplinary Studies,*Vol. **6**, No. **4**, pp. **34-40, 2020.**

[24] K. Jehanzeb, "Does Perceived Organizational Support and Employee Development Influence Organizational Citizenship Behavior? Person-Organization Fit as Moderator. *European Journal of Training and Development,* **2020.**

[25] S. Hassan, "Impact of HRM Practices on Employees' Performance," *International Journal of Academic Research in Accounting, Finance and Management Science,* Vol. **6**, No. **1**, pp. **15-22, 2016.**

[26] A.S. Jameel, A.R. Ahmad, "The Mediating Role of Job Satisfaction between Leadership Style and Performance of Academic Staff," *International Journal of Psychosocial Rehabilitation,* Vol. **24** No. **4**, pp. **2399-2414, 2020**

[27] E.D. Gadia, K.J. Mendoza, "Impact of Organizational Culture on Institutional Effectiveness in a Local Higher Education Institution", *Bigkis,* Vol. **1**, pp. **22-36, 2019**

AUTHORS PROFILE

Ms. Erin E. Riego de Dios is a graduate of Bachelor of Science in Psychology at President Ramon Magsaysay State University at Iba Zambales. Currently, she is on her thesis writing with her Master's degree in Behavioral Science major in Psychology at La Consolacion, University Philippines, Malolos City, Bulacan. She is part-time instructor of the Social Sciences and Philosophy Department of the College of Education, Arts and Sciences in Gordon College, Olongapo City. She has published a number of research papers in both local and international journals for the past few years while serving the academic community. Her research interest includes behavioral process, educational psychology, psychometrics, and early childhood education. He has 10 years of teaching experience and 3 years of research involvement.

Ms. April Mercy E. Lapuz graduated with a degree of Bachelor of Secondary Education major in Social Studies at President Ramon Magsaysay State University, San Marcelino Campus. Currently, she is taking up her Master of Arts in Education degree major in Social Studies in the same university. She is a Licensed Professional Teacher (LPT). Her research interest is focused on the different areas of Social Studies education and pedagogy. Although she considered herself as a novice in the research industry, she was able to publish 2 papers in local and international journals from the previous year.