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Assessment of Strengthened Technical Vocational Education Program-Competency-Based Curriculum (STVEP-CBC): Inputs for the Enhancement of the Curriculum Implementation

Diana Jean D. Delagon

Philippine Normal University

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ASSESSMENT OF STRENGTHENED TECHNICAL VOCATIONAL EDUCATION
PROGRAM – COMPETENCY-BASED CURRICULUM (STVEP-CBC):
INPUTS FOR THE ENHANCEMENT OF THE CURRICULUM IMPLEMENTATION

A thesis

Presented to
The Faculty of the College of
Graduate Studies and Teacher Education Research
Philippine Normal University
Manila

In partial fulfilment
of the Requirement for the Degree
Master of Arts in Education
with Specialization in Home Economics Education

by
DIANA JEAN D. DELAGON

April, 2017

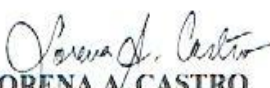


Philippine Normal University
National Center for Teacher Education

APPROVAL SHEET

This thesis entitled "ASSESSMENT OF STRENGTHENED TECHNICAL VOCATIONAL EDUCATION PROGRAM – COMPETENCY-BASED CURRICULUM (STVEP-CBC): INPUTS FOR THE ENHANCEMENT OF THE CURRICULUM IMPLEMENTATION" prepared and submitted by **DIANA JEAN D. DELAGON** in partial fulfillment of the requirements for the degree of Master of Arts in Education with specialization in Home Economics Education, is hereby recommended for approval and acceptance.


RACHEL R. ORTEGA
Adviser


LORENA A. CASTRO
Adviser

Approved in partial fulfillment of the requirements for the degree Master of Arts in Education with specialization in Home Economics Education by the Oral Examination Committee.


TERESITA T. RUNGDUIN, Ph.D.
Chairperson

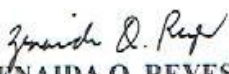

ADONIS P. DAVID, Ph.D
Member


RENE R. BELECINA, Ph.D
Member


BELEN M. JAMISAL, Ed.D
Member

Accepted in partial fulfillment of the requirements for the degree Master of Arts in Education with specialization in Home Economics Education.

18 March 2017
Date


ZENAIDA Q. REYES, Ph.D.
Dean
College of Graduate Studies and
Teacher Education Research

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And most of all, to the maker and giver of life, **ALMIGHTY GOD** whose love and generosity never fails.

DEDICATION

This piece of work is humbly dedicated
to my understanding and loving parents,

Daniel and Ma. Corazon;

to my supportive and caring siblings,

David John and Maricor;

to my dearest friends, colleagues, students

and above all

to ALMIGHTY GOD.

ABSTRACT

Name: DIANA JEAN D. DELAGON

Title: Assessment of Strengthened Technical Vocational Education
Program – Competency-Based Curriculum (STVEP-CBC):
Inputs for the Enhancement of the Curriculum Implementation

Key Concepts: Strengthened Technical Vocational Program –
Competency-Based Curriculum (STVEP-CBC), Technical
Vocational Education and Enhancement Program

Degree: Master of Arts in Education (MAEd)

Specialization: Home Economics Education (H.E.)

Advisers: Professor Rachel R. Ortega
Professor Lorena A. Castro

The study aimed to assess the STVEP-CBC and propose inputs for the enhancement of the curriculum implementation. This significant program of the Department of Education aims to equip learners with the right knowledge, skills and attitude to prepare them in their future endeavor. Its implementation was promulgated under DO 41, series of 2008 also known as the Implementation of CBC, CLM and Instructional Modules for 261 Tech-Voc High Schools. The study sought to answer the following questions: (1) How do the teachers and students assess the STVEP-CBC in terms of: Curriculum aims/goals/objectives, Curriculum content or subject matter, Curriculum learning experience - Teaching strategies and Student activities, Instructional materials and school

facilities, Assessment strategies? (2) What are the students' learning outcomes in the curriculum in terms of: students' General Point Average (GPA), students' self-assessment and attitude towards TVE? Lastly, (3) What inputs can be proposed for the enhancement of curriculum implementation of STVEP-CBC?

The respondents of the study were grade 10 (G10) students and teachers, Subject Area Coordinators, Assistant and Department Head from Gen. Mariano Alvarez Technical High School (GMATHS). Descriptive research design was used while the qualitative data are acquired from the retrieved research instruments and the unstructured interview result. All the data were gathered, organized and tabulated for the statistical process. The analysis procedure employ frequency and percentage, weighted mean, standard deviation and interpretation of mean score.

The findings reveal the following: the school provides opportunities for their students to be ready for future endeavor; the content or subject matter was attained at the school level and aligned to industry standard; different teaching strategies and student activities were identified to be useful; materials are available on the teacher's level and use of varied teaching aids and assessment are evident. Lastly, the student-respondents have satisfactory academic performance in T.V.E.

The researcher concludes that the implementation of STVEP-CBC should be continuously improved to enhance the quality of education. The following actions were hereby recommended: provision for a strong support mechanism for career and guidance program; trainings, seminars, exposure to industry and bench-marking for teachers; tie-up with other stakeholders in the community; similar study in a wider scope can be done; and the inputs for the enhancement its implementation can be utilized and further improved.

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Chapter I

THE PROBLEM AND ITS BACKGROUND

Introduction

“Education is not only about making sure all children can attend school. It is about setting young people up for life, by giving them opportunities to find decent work, earn a living, contribute to their communities and societies, and to fulfil their potential. At the wider level, it is about helping countries nurture the workforce they need to grow in the global economy.” (Education For All Global Monitoring Report, 2012). Through education, young minds of the country are inspired to prosper and improve their well-being and equip them with the right skills and nurture their capacity to better contribute in community and society.

Latest developments in the Philippine Education system answer the pressing issue of poverty in the country and the urgency to make education for all. The Department of Education (DepEd) believed that one of the effective strategies to properly address the perennial problem of poverty is thru the Strengthened Technical-Vocational Education Program (STVEP) using the competency-based curriculum (CBC). STVEP is designed to provide utmost development of the individual as a total person equipped with technical-vocational and academic competencies, proper work ethics and desirable values that will make the person economically-stable, responsible, law abiding, productive and competitive in the world of work. The program seeks to equip students with certifiable technical,

vocational, and industrial and other relevant skills to be productive citizen of the country (tucp.org.ph).

The STVEP provides the K to 12 education a glimpse of pathways in technical-vocational tracks. According to Valles (2013), the K-12's Senior High School Curriculum – TechVoc Track aims to make certifiable vocational and technical skills available for high school graduates that will equip them to the field of work (if they so desire) and venture into entrepreneurship or technopreneurship. It intended to unleash possibilities to pursue post-secondary career whether this is technical-vocational courses, tertiary education or apprenticeship leading to employment. The implementation of K to 12's TechVoc Track can make a great impact on Filipino families' lives. Alferez (2012) mentioned that “Considering the cost of tertiary education, a number of high school graduates cannot make it to tertiary education. This plus other school factors, such as poor quality of teaching, high direct and indirect schooling costs and the paucity of ‘good jobs’, discourages/prevents the parents from sending their children to college.” In order to encourage Filipino parents to support their children's education under the K to 12's TechVoc Track and with the hope that there is a good future ahead of them, there is a need for an evidence to prove its effectiveness.

Since STVEP is implemented since 2007 utilizing the competency-based curriculum (CBC), with the great expectations that the program can contribute towards national development goals, the researcher has chosen to conduct a study on assessing the program implementation of STVEP-CBC in General Mariano Alvarez Technical High

School, one of the TechVoc high schools in Cavite. The result of this study could provide inputs for the enhancement of the curriculum implementation that can be a great help for the mainstreaming of TechVoc track into K to 12 Curriculum and help in the aims of achieving a sustainable Technical Vocational Education Program that will meet the demand of the national government.

Background of the Study

Prior to the implementation of the K to 12 Senior High School's TechVoc track there is already an existing curriculum that emphasizes the role of technical vocational education in producing skilled and employment-ready students. Mapanoo (2014) cited that the Bureau of Technical Vocational Education is deemed as "an integrated part of the education system. The courses build in six years of elementary education and four years of secondary education. Technical and Vocational education is the level of education which forms the skilled workers and operative, craftsmen and technician with the appropriate attitude, aptitudes, and skills for specific levels of technology."

However, an agency study revealed that most of the unfilled openings in the industry were technical positions yet there were less available human resources supply from the labor market. Likewise, the result of the first National Career Assessment Examination (NCAE) in SY2006-2007 for graduating public and private HS students revealed that out of 1.3 million examinees, only 3.7 percent had the aptitude for college while close to 60 percent had the inclination to entrepreneurship and in other areas of TVE

(DepEd Order 5, series of 2007 – Survey of Technical-Vocational Schools). This led to the decision of fortifying the TVE program into Strengthened Technical-Vocational Education Program. The strengthening is also a response to the Philippine Millennium Development Goals and 10-point agenda of the government. Moreover, in the global arena, the TVE is now recognized as the “master key to sustainable development” and the STVEP is the DepEd’s response to the global economy for manpower with specialized skills. More importantly, STVEP sought to contribute to community and rural development by helping solve the job-skills gap in the labor market as it provides high school graduates with required skills duly certified by the Technical Educational Skills Development Authority (TESDA) while they are still in high school (Valisno, 2010).

In 2007, a total of 282 technical-vocational secondary schools in 16 regions started the enforcement of DepEd STVEP using the competency-based curriculum (CBC). The CBC is the set of specifications for a course or subject (module) which describes all the training experiences a trainee or learner undergoes generally. It includes learning outcomes, contents, conditions, methodologies and assessment methods. It specifies outcomes which are consistent with the requirements of the workplace as agreed by an adhoc committee composed of experts from the Voc-tech practitioners, academe, TESDA and industries to provide the industry’s competencies and minimum standards of each qualification level. These standards are descriptions of the actual work and performance of every worker in a particular qualification. (Curriculum Development, Technical Education and Skills Development Authority (TESDA. This means that the graduates of STVEP-CBC

possess skills essential for the world of work and competencies that will allow them to be productive members of society or pursue higher education. It pursues a sustainable process of human resource development as well as more effective social capital formation towards the improvement of the quality of life.

This research aimed to assess the implementation of Strengthened Technical Vocational Education Program using Competency-Based Curriculum (STVEP-CBC) and provide inputs for the enhancement of the implementation of the program.

Conceptual Framework

Figure 1 shows the conceptual framework of the study wherein the Assessment of the Strengthened Technical Vocational Education Program – Competency-Based Curriculum (STVEP-CBC) is the main focus. The figure above presents the indicators considered in assessing the program curriculum which, includes: goals/aims/objectives, content or subject matter, learning experience and students' learning outcomes.

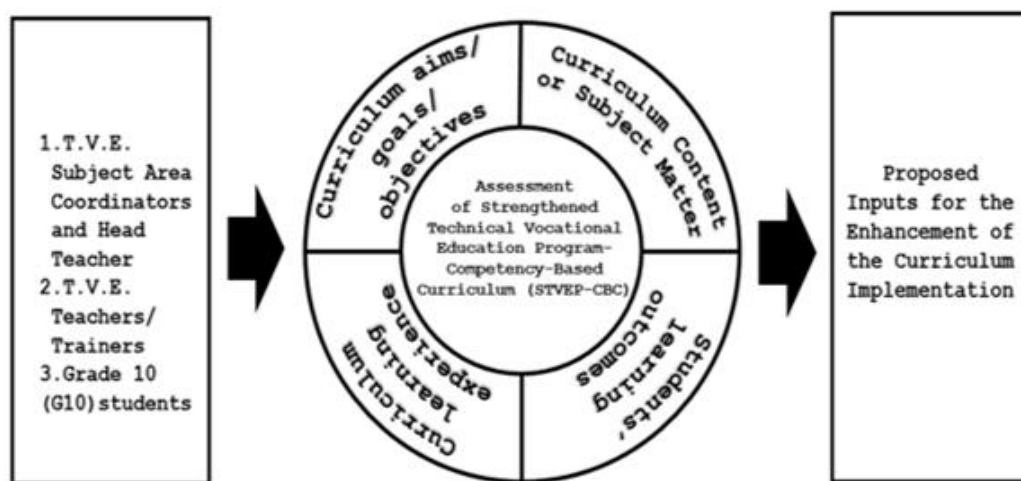


Figure 1 Conceptual Framework

In order for a curriculum to be effective, its aims, goals, and objectives must be designed for the national development and its quality must be ensured following the state's policy. Since DepEd targeted that graduates of TechVoc have the necessary competencies and qualification to enable them to pursue a college education, post-secondary education, venture to entrepreneurship or be directly absorbed in the world of work, this study aimed to assess its attainment.

Similarly, the study assesses whether the curriculum content and subject matter is aligned to the Training Regulations (TR) which serve as the industry standard being regulated by the TESDA. Since STVEP-CBC is the springboard of technological advancement and nation's progress, its content should focus on the academic competence, technical-vocational skills, employability skills and other life skills needed for success.

Moreover, the STVEP-CBC's curriculum learning experiences is assessed in terms of teaching strategies, student activities, instructional materials, school facilities, and assessment strategies. The learning experiences are the means towards attaining the goals and objectives of the curriculum. According to Tyler's curriculum development model, learning experience is the instructional component of the curriculum providing for the interaction between teacher, students and the content and it can be divided into teaching methods adopted and learning activities.

According to Grossman et. Al (2004), there is a strong need to train teachers to adapt instruction to diverse student abilities, learning styles, personality traits and needs by using more differentiated teaching. In order to address this need, an effective curriculum

should as well focus on appropriate student activities that will aid students' learning process.

The content and learning experience cannot be separated from the space within which experience takes place. The facilities or "educational space" is the environment in which teacher and students engage in mutual communication about content and mutually participate with "educational material" or instructional materials is vital to meaningful educational experience.

The students' learning outcomes describe the characteristics that a student should be able to show on successful completion of a course or topic. An important development is the growing awareness that academic achievement could improve by adapting teaching to student's individual differences. This awareness is finding its most distinct expression in the education system's attempts to deal with the issues of students with special needs. However, other aspects of adaptation of students' individual differences get far less attention. (Frasson, G. et. Al, Eds). Assessment strategies are also important so one could assess whether the objectives and aims have been met or if not, the teacher could employ another strategy. Corpuz, et. Al (2006) mentioned that assessment serves any of the following purposes: to appraise achievement, to help identify the students' learning difficulties; to determine the effectiveness of a teaching strategy; to serve as a guide in the choice of appropriate assessment tool, thus enhancing the teacher's decision making.

This study will provide information about the implementation of STVEP using CBC that can be useful to the administrators, teachers and students to make decisions.

Thus, an enhancement program for the implementation of the curriculum was proposed. According to Santiago (2012), enhancement program deals with the enhancement of weak competency and reinforcement of strong competency of teachers' as regards to knowledge, skills attitudes (KSA) toward curriculum development.

Statement of the Problem

The aim of the research is to assess the implementation of Strengthened Technical Vocational Education Program using Competency-Based Curriculum (STVEP-CBC) during school year 2015-2016 at Gen. Mariano Alvarez Technical High School (GMATHS).

Specifically, it sought to answer the following questions:

1. How do the teachers and students assess the STVEP-CBC in terms of:
 - a. Curriculum aims/goals/objectives
 - b. Curriculum content or Subject matter
 - c. Curriculum learning experience
 - c.1 Teaching strategies and Student activities
 - c.2 Instructional materials and School facilities
 - c.3 Assessment strategies
2. What are the students' learning outcomes in the curriculum in terms of:
 - a. students' General Point Average (GPA)
 - b. students' self-assessment and attitude towards TVE

3. What inputs can be proposed for the enhancement of curriculum implementation of STVEP-CBC?

Significance of the Study

The findings of the study would provide helpful suggestions to the following:

School Administrators – who could be provided with valuable information as a basis for institutional development measures that needs to be given emphasis, the opportunity to establish community linkages and improve teaching and learning;

Teachers – to gain insights and become aware of the importance of their role in the implementation of the STVEP-CBC to ensure that curriculum and instruction are relevant, current and reflect changing technologies and knowledge;

Students – the result of the study could be a great help to further improve and strengthen their TechVoc skills;

To future researchers – to serve as a reference in making scholarly work that is related to the study.

Scope and Delimitation

This study is focused on the assessment of the Strengthened Technical Vocational Education Program – Competency-Based Curriculum (STVEP-CBC).

It merely measured the teachers and students' perception on the implementation of STVEP-CBC. The indicators assessing the STVEP-CBC in terms of curriculum aims/goals/objectives and curriculum experience will be answered by both teachers and

students but the indicator assessing the effectiveness of curriculum content will be answered by T.V.E. Department Head, Asst. Department Head, Subject Area Coordinators and Grade 10 (G10) teachers alone. For the students' learning outcomes, it only covered the grade point average of grade 10 (G10) in Technical Vocational Education (T.V.E.). The student-respondents of the study were all Grade Ten (G-10) students of Gen. Mariano Alvarez Technical High School during S.Y. 2015-2016.

Definition of Terms

To provide a clearer view and understanding of the study, the following terms are defined operationally:

Assessment. It is the process of gathering data assessing the curriculum development in terms of curriculum aims/goals/ objectives, curriculum content and subject matter as well as curriculum experience based on teaching strategies, student activities, instructional materials, assessment strategies and learning outcomes.

Aims. This refers the indicator used to assess STVEP-CBC in terms of curriculum aims/goals/objectives that are described as description of purpose/ends.

Assessment Strategies. This refers the indicator used to assess STVEP-CBC in terms of curriculum learning experience. Thus, includes learning experiences that enhance student content and promote skills.

Attitude. This refers to the respondents' perception regarding Technology Vocational Education, whether they like or dislike the subject.

Competency. This refers to one's ability to utilize acquired knowledge, and perform tasks and responsibilities satisfactorily with the appropriate attitude which can be evaluated against industry standards (levels) mandatory in the employment.

Competency-Based Curriculum. It is self-paced modality used by TESDA and was adapted by DepEd. This comprises of learning competencies, strategies, and form of assessment that will equip graduates with the required knowledge, skills and attitude in the industry or actual work setting. This will also guide them to venture in an entrepreneurial activity if they don't have enough capacity to go to college.

Content. This refers the indicator used to assess STVEP-CBC in terms of curriculum content or subject matter. The subject matter, its processes and approaches which is a result of deliberate planning was assessed.

Curriculum learning experience. This refers the indicator used to assess STVEP-CBC in terms of curriculum's teaching strategies, student activities, instructional materials and school facilities and assessment strategies used in the curriculum.

Instructional materials. This refers the indicator used to assess STVEP-CBC in terms of the availability of instructional materials and a like, this is under the curriculum learning experience. This refers to educational resources used to improve students' abilities, knowledge and skills.

Learning outcome. It refers to the students' grade point average (GPA), their self-assessment on their competency level and their attitude towards T.V.E.

National Certification (NC). It refers to a proof of competency level that ensures quality standard provided by TVET. This is given to students once they pass the competency assessment and it serves as a proof that they are job ready or skilled in their respective area.

School facilities. This refers the indicator used to assess STVEP-CBC in terms of the availability of school's materials, supplies, equipment, furnishings, physical structure, building systems and learning environment, this is fall under curriculum experience.

Skill. This refers to anything that an individual acquires and develops through training and exposure that would make him or her become proficient in a certain competency.

Strengthened Technical Vocational Education Program. It refers to the program designed and implemented by Department of Education (DepEd) in S.Y. 2007-2008 to promote Technical-Vocational Education in public secondary schools.

Technical Vocational Education. This refers to the subject area that basically seeks to enhance and develop skills in different component such as Home Economics, Industrial Arts, Agri-Fishery Arts and Information Communication Technology. Some of the specializations include agricultural crop production, horticulture, computer system servicing, automotive technology, plumbing, building construction, masonry, carpentry, beauty care, hairdressing, massage, mechanical drafting, electrical installation maintenance, electronic product assembly servicing, garments, tailoring, refrigeration and air conditioning, machining, and shielded metal arc welding.

Technical Vocational School. This refers to schools that offer vocational and technical courser and programs including their curricula, and has undergone accreditation and approval by the Technical Education and Skills Development Authority (TESDA).

Teaching Strategies. This refers the indicator used to assess STVEP-CBC in terms the different approaches used by the teacher in TVE, this is under curriculum learning experience. Thus, promotes and support students' active learning.

Chapter II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains the researcher's readings on the topic under study.

The former DepEd Secretary Luistro, in Rimando (2012), stressed that in the global arena, "TVE is known as the "master key to sustainable development" which encouraged President Aquino, in his 2010 blue print for education, to bid secondary schools "to bring back TVE to better link schooling to local industry needs and employment."

Similarly, according to Goel (2008) "Technical Vocational Education (TVE) in India plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. The term Technical Education (TE) and Vocational Training (VE) are sometimes used synonymously. However, as per present practice, the term TE refers to post-secondary courses of study and practical training aimed at preparation of technicians to work as supervisory staff. The term VT refers to lower level education and training for the population of skilled or semi-skilled workers in various trades." He also stressed that, Technology education is a vital element in highly technologically-advanced world of work. Technology education must be emphasized in the intelligent use of technological enhancement for societies' progress. Technology education must groom students with desirable characteristics with the help of competent teachers to become productive and responsible workforce of the country. In comparison, City and Guilds Center of Skills Development (2011) in its study on What young people think about vocational

education in England, South Africa and Netherlands. They found out that “Young people value vocational education and training. They recognize practical learning and skills more than vocational education and training. Young people want to know their options and routes for progression. They want to make informed, independent decisions and they have opinions on how to improve their education system.”

Similarly, Karmel (2011) in his study on the implication of skills deepening for vocational education and training in Australia shows that, “the increase in proportion of persons with qualifications has led to change in the footprint of VET. The highest VET qualification, the diploma is losing its place as an entry qualification into more highly skilled jobs.”

Furthermore, in Okwuanaso (2007), his study revealed that, “the effectiveness of secondary vocational training can be grouped in three broad areas namely: The design of relevant vocational education curricula will mesh with the employment needs of countries. Additional relevance will be gained when curricula are modified to include courses that will assist graduates to establish and manage their own business. Next, is the provision of a greater spectrum of vocational courses which implies widening vocational curricula to reflect cluster concept of exploration and instruction in groups of related occupations rather than stressing isolated skills.” Therefore, there is a need to provide employable entry-level skills and labor-market exposure that will prepare them for their actual work experience.

In relation to the establishment of the right attitude and good character in the workplace, trainers/teachers have a vital part. Bautista, in Sor (2011), stated that Tech. Voc. teachers have a vital role to play in the realization of the five-point objectives. They are the

ones to equip students with leadership skills, provide them with technical assistance and encourage them to attain their outmost potentials. Even with inadequacy of shop tools and equipment, the teachers with their initiative, can provide alternatives; hence, their presence is indispensable. In addition, acquiring skills through Technical Vocational Education with the guidance of the teachers/trainers will enable learners to be productive in their respective areas of specialization.

According to the World Bank (2015), “In response to the growing demand for higher level technical and professional skills, Guangdong Province in China worked with the World Bank to improve the quality and relevance of its vocational and technical education by promoting competency-based training and strengthening the delivery system, directly benefiting more than 9,000 students, as well as school teachers and administrators. The lessons learned from implementing the project was disseminated and used to inform policy development.” Through this initiative, increase in the percentage of students that passed the skills certification exams, the percentage of graduates finding employment within six months.

Andrada (2008) stated that the “Strengthened Technical Vocational Program – Competency-Based Curriculum (STVEP-CBC) aims to help lessen the drop-out rate in high school and help lessen job-skills mismatch of graduates and labor market needs of local industries. It is geared towards providing technical vocational students with TESDA certifiable skills while in the high school.”

Furthermore, in Alferez and Palmes (2012), they attempted to assess the implementation of the Strengthened Technical Vocational Education Program –

Competency Based Curriculum (STVEP-CBC) in Region X. According to them, “Both the administrators and teacher-respondents were assessed very satisfactory on items of Competency Assessment and Certification, Instructional and Teacher Support Material, Curriculum Instruction, Program and Project Management and Monitoring and Evaluation.” It reveals that the effectiveness on the implementation of the programs are also dependent on the respondents’ professional profiles. Ballet and Kelchtermans (2008) propose that, “if teachers themselves cannot decide how innovations are to be implemented, discontented and resistance will increase. Teachers do not react passively to educational and curriculum reforms; or they merely accept the goals of the reforms and the changes brought about in their work.” Vahasantanen and Etelapelto (2011). In both studies, they showed that Vocational teachers had a variety of orientations towards a curriculum reform in its initial stage, including resistant orientation, an inconsistent orientation and an approving orientation. Furthermore, they believed that these orientations are influenced by the teachers’ background, experience, practices, and expectations.

Also, in the study of Castillon (2010), it was revealed that STVEP-CBC offers a very positive and advantageous impact to the need of the community or to the school culture. Results of his study showed the perceptions of the two sets of respondents. The school administrators were rated excellent quality while the teachers were rated high quality. In this case, school administrators had honestly described what they did and this harmonized with the teachers’ observation about them. Hence, school administrators’ management led the change throughout the organization to do the right things which are to add value and above all, involve every member in the school system. In the aspect on the

status of STVEP-CBC implementation program of activities, it can be concluded that this has introduced a very good program or set of activities for the school which will certainly redound to the benefit of teachers and students. In fact, the greatest impact is that, the Department of Education through the Tech-Voc Task Force did not fail to give Special Allocation Release Order (SARO) to all implementing schools in STVEP-CBC which totally upgrade basic facilities, tools and equipment to equip students with the basic competencies of the different technical-vocational courses and managed the school finances properly and makes these sustainable as some of the objectives in implementing the curriculum.

On the other hand, Yap (2015) conducted a study on the Impact of Strengthened Technical Vocational Education Program (STVEP) on the Job Satisfaction of Graduated in Malasila National Vocational and Technological High School. Her study was not able to determine the impact of the curriculum STVEP-CBC because all respondents were unemployed; therefore, she concluded that the national leadership especially the Department of Education office shall enrich the K to 12 Program which provides education and employment to graduates. Her recommendations include that additional planning and implementation of relevant trainings for school teachers who are newly-hired, to equip them and to enhance their skills and competencies. School Administrators must plan intervention to address job mismatch through linkages with other industries for students' immersion.

Consequent, Lustiado's (2009) study was conducted to find out whether the Strengthened Technical Vocational Education (STVE) Curriculum has an effect on the

students' performance on Technical Vocational Education (TVE). The study made use of descriptive method of research, with 178 selected Second Year students as respondents. Questionnaires were used as the main instrument. The study revealed that the students with the average mean score of 3.44 moderately agree, on the facilities of the shop room, teaching aids and devices; used by the teacher, obtained 3.72 with the verbal interpretation of almost always. The level of performance of students in TVE was fair and this implies that STVE curriculum has positive effect on the achievement of students in TVE, at .000 level of significance.

Based on the findings, the following recommendations are proposed: administrators and dept. heads of TVE teachers should evaluate and monitor the advancement of the school pieces of equipment so as to produce globally competitive graduates. TVE teachers should send their students to OJT for more effective hands-on teaching learning strategies.

According to United States Department of Education (2014) "Competency-based learning or Competency Based Education and Training is an approach to teaching and learning that differs from other related approaches in that the unit of learning is extremely fine grained. Rather than a course or a module every individual skill/learning outcome, known as competency, is one single unit. The students in this modality of teaching work on one competency at a time, which is likely a small component of a larger learning goal. The learners are evaluated on a certain competency, and once they have mastered it that they can move on to others. After that, higher or more complex competencies are learned to a degree of mastery and isolated from other topics." In competency-based learning, once

the students show level of mastery in a certain competency they are allowed to skip learning modules through prior learning assessment or formative testing.

In order to establish an effective curriculum, Ab Rahman et. al (2014) cited that “Standard format for curriculum consists of three components, namely: content standards, learning standards, and performance criteria. Content standards are specific statements about what students should know and can do in a school period, which cover knowledge, skills, and values. Learning standards are setting criteria or indicators of quality of learning and achievement, which can be measured for each content standard. Performance criteria are statements that specify the factors to be assessed and the required level of performance. The level of student competency is measured by standards reference consisting of standards of performance (academic) and competencies (vocational). Performance standards aim to obtain information about the extent to which students know, understand and can do or have mastered what they have learned, based on statements in accordance with performance levels as envisaged in the document. Competency standards aim to obtain information about the extent to which students has competency in assignment in accordance with a predetermined level of competency (knowledge, skills and values) as intended.”

On the other hand, Competency-Based Curriculum is described as a learner-centered curriculum. Blumberg (2009) mentioned about the five dimensions of Learner-Centered teaching namely:

-The function of content in Learner-Centered teaching includes giving students a strong knowledge foundation; the ability to apply the content and the ability to learn more independently

- The role of instructor focuses on the helping students learn. Instructions should not just disseminate information. Instead, they should create an environment in which students can learn.
- The responsibility for learning shifts from instructor to students. When students assume responsibility for their own learning, they become self-directed life-long learners who are aware of their responsibilities to learn.
- The purpose and processes of assessment shift from only assigning grades to include providing constructive feedback to assist student improvement. Learner- centered teaching integrates assessment with feedback as a part of the learning process. The balance of power shifts so that the instructor shares some decisions about the instructor and the students collaborate on the course policies and procedures

Through Technical Vocational Education, the students were exposed to worthwhile experiences that will help them to acquire and enhance present skills. In relation to this, Camarao (2001) gave emphasis on the betterment of life's quality of an individual through experiences which will prepare him/her to assume his/her place in the world of work after high school or after earning a degree in the tertiary level. Productivity is developed as learners' works on projects. Likewise, exercise to develop critical thinking and values are found as integral part. He believed that while students are taught to be productive, they should also develop reflective and reasonable thinking in making decisions and judgment.

Lattier (2009) mentioned that community college advisory committees should play an integral part in the shaping of course program content. Advisory committees are group of individuals from business and industry that provide valuable information to community

colleges regarding knowledge, skills and abilities needed in the private sector. These committees are generally composed of people that are employed in fields associated with the same technical and vocational content areas that committee represents. The contributions of the members of the committee will be a great help in enhancing the curriculum/program.

UNESCO, as cited by Ngure (2013) mentioned that “Introducing Vocational Education and Training (VET) at primary and secondary schools enables students to gain skills early in their lives. Some developed and developing countries, such as Italy, Brazil, China, Sweden and Japan, fund VET programs sufficiently and, as a result, primary and secondary students are exposed to vocational training and to a culture of scientific investigation and application at an early age.”

Constant et. Al (2014) on their study on improving Technical Vocational Education and Training in Kurdistan Region of Iraq mentioned that, “To improve students’ numeracy and language skills, we recommend that the curriculum content for the academic subjects of the secondary vocational education program should be the same as for the preparatory program. This also would help graduates of secondary vocational education pursue tertiary technical or university education if they wish. The vocational curriculum should not cut off pathways to further education or be viewed as a dead end. Teaching of soft skills—such as teamwork, interpersonal skills, critical thinking and problem solving, ability to work independently, time management, responsibility, work ethic, and handling of customers—could be added to the curriculum for many occupational offerings. Similarly, training in the use of information and computer technology applications, such as use of the Internet,

Word, and Excel, could be added to the general subjects of selected occupational offerings, as determined by the relevant Occupation Committees.

On the other hand, in the study of Bakar et. Al (2013) as they assess the workplace skills acquired by students of Vocational and Technical Education Institutions, they found out that most people attend educational institution for one main reason: to get a qualification or a diploma in a certain area. Having employability skills will ease the transition from school to work, thus reducing the unemployment rate among high school graduates. Due to the importance of these skills, students should be given opportunities to acquire them, but not necessarily by developing a separate subject. Employability can be infused and integrated across curriculum using different teaching approaches. For example, project-based learning, case studies, problem-based learning, teamwork activities, and student leadership development activities can all be utilized to provide students with the necessary skills. Thus, we suggest that all TVET institutions should consider designing the curriculum with the objective of developing and enhancing students' employability skills.

The teachers' main concern is how to inculcate the lessons of the subject matter that they are handling to the learners. Licuanan (1994) highlighted that competence in teaching is indicated through the teacher's mastery of the subject matter, the use of appropriate teaching strategy and the use of instructional materials and laboratory equipment. These indicators are some elements that contribute greatly in achieving desired learning outcomes. The subject matter is an elemental concern of the teacher since this is

the thing he would present to the students. His knowledge on the subject content determines the amount of learning that students acquire.

Furthermore, Lardizabal (1999) mentioned that teaching is effective to the extent that a competent teacher acts in ways that are favorable to the development of a desirable personality of the learner. Thus, the competency of a teacher creates a long-lasting impact on the students learning. Sutaria as cited by Asidao (2012) stresses the need for teachers to update their teaching competencies. She ascertains that if the teachers are to be efficient and effective in the role they are expected to assume in national development, then, they should be adequately tooled to meet the requirements of the educational program.

As an evidence of the teacher's effectiveness in the teaching-learning process, he/she should come-up with varied strategies that will help him/her achieve holistic learning. Librero in Magracia (2014) pointed out that, the technical and vocational education and training (TVET) can suffer serious slowdown if trainers depend largely on traditional training strategies and tools. Moreover, Penano-Ho (2005) added that teaching strategies perceived to most effective to improve Science and Mathematics as benchmarks in teaching-learning practices were: hands-on experience that bring the students to the fullest learning capacity, cooperative learning because they can share better knowledge when they work in groups and self-discovery because it enhances one's learning capability.

21st century teachers must invest in oneself in terms of trainings, workshops and seminars that will help them improve their teaching strategies and update their knowledge and skills in the area of their specialization. In addition, Suan (2003) found out that the biggest number of students' satisfactory performance and very few on highly satisfactory

as she assesses the extent of implementation of TVET in Oriental Mindoro. Her findings show that more training and exposure is the key to achieve better performance and producing highly-skilled and competitive manpower. Furthermore, she put emphasis on the importance of proper motivation technique in achieving commendable performance.

In the study conducted by Bappa-Aliyu (2012) on Integrating e-Learning in Technical Vocational Education: A Technical Review, he mentioned that, “The application of technological innovation in education and the need for TVE graduates to compete in a technology biased labor market necessitated the need for integrating e-learning tool in teaching and learning of hands-on courses. Moreover, the development in internet connectivity, availability and affordability of network service providers enable TVE students to download virtual lecture materials and laboratory manuals and perform laboratory experiments virtually. Despite its benefits and challenges outlined above, full deployment of e-learning tools for enhancing the teaching and learning of engineering related disciplines is something the management of such institutions should dwell on.”

According to Zulueta (2004), “the key factor to teaching and learning process is the teacher itself. His/her professional qualities should include: proficiency in the field of teaching, mastery of the subject matter, learning principles, techniques and skills used in teaching, understanding the different branches of knowledge and love of the teaching profession. Moreover, her personal traits such as personality, interest, attitudes, belief and relation with students and community are determinants of a good teacher.”

According to Benson (2003) in order to impart competency skills there should be a learning environment that raises the students’ spirit to interact, engage in activities and

achieve par excellence. Through different activities, the students develop interpersonal and leadership skills. They acquire experiences that empower them and make them better individuals. Furthermore, teaching of soft skills—such as teamwork, interpersonal skills, critical thinking and problem solving, ability to work independently, time management, responsibility, work ethic, and handling of customers—could be added to the curriculum for many occupational offerings. Similarly, training in the use of information and computer technology applications, such as use of the Internet, Word, and Excel, could be added to the general subjects of selected occupational offerings, as determined by the relevant Occupation Committees. (Constant, et. Al, 2014)

Additionally, Bakar, e. al (2013) mentioned that, employability can be infused and integrated across curriculum using different teaching approaches. For example, project-based learning, case studies, problem-based learning, teamwork activities, and student leadership development activities can all be utilized to provide students with the necessary skills.

The same way that teaching can be enhanced by volunteers, retirees, people with various areas of expertise from the worlds of science, business, engineering, medicine, public service, entertainment, and others. Also, high-tech resources such as multi-media technology, computer programs, telecommunication, the internet, audio-visual techniques, and others can be beneficial options. (Haddad, et. Al, 2002)

Parra (2013) in his study in the implementation of K to 12 instruction in English curriculum, the teacher-respondents encountered lack of support in terms of materials and equipment, problems resulting from the teacher's manual, problems resulting from

curriculum and problems resulting from classroom environment. His findings brought about an eagerness to propose an action plan to support and improve the newly implemented curriculum. Furthermore, Mapanoo (2014) in her study shows the implementation of the technical vocational program despite of scarcity of the resources has been done to carry out with specific target to attain its design objectives to improve the technical and entrepreneurial skills of the students.

Similarly, Magracia (2014) in her findings cited that though the location of the institution is safe and sound, most of its physical facilities are of average quality. On the laboratory, it is found out that there is inadequate equipment and supplies for each of the laboratory courses offered. She recommended that outsourcing and lobbying for financial support and capacity build-up to be allocated for the physical facilities and equipment needed in improvement of instruction and training. Moreover, In the study made by Cirineo (2005) on Instructional delivery of Industrial Technology Courses in formal Technical Education Program: A basis for a proposed action plan, he pointed out the problems perceived by most of the students and teachers in T.V.E. program namely: expensive materials and inadequate funding.

Competency assessment test as cited by Baluarte (2004) is a process of measuring person's knowledge, work values, and skills to a set of competency using appropriate assessment instrument. Some of the features of Competency Based Training are the different strategies in teaching and assessment as well as the utilization of variety of tasks that will help the learners develops their potentials holistically. In assessing and documenting students' progress, Benson (2009) mentioned that a variety of approaches are

necessary. Each stage of every task must be evaluated and not only the finished products. Furthermore, Corpuz, et. Al (2006) mentioned that, “Teachers may use variety of assessment tools including pencil-paper test, analyzing work products, oral assessment, observing formally and informally the students’ attitude and behavior, performance-based assessment, conducting personal interviews, small group conferences, and portfolio assessment.”

According to the Finnish National Board of Education (2010) competence in vocational qualification unit’s competence is assessed by means of vocational skills demonstrations, which entail performing work assignments relevant to the vocational skills requirements in the most authentic settings possible. Where necessary, other assessment methods are used to supplement vocational skills demonstrations. Skills demonstrations are designed, implemented and assessed in co-operation with representatives of the world of work within the framework of the National Core Curricula. As far as possible, skills demonstrations are arranged as part of on-the-job learning periods, either in workplaces or at vocational institutions. On the other hand, in competence-based qualifications, assessment is always based on the vocational skills requirements and assessment criteria determined within the relevant Qualification Requirements. Also, competence test performance is evaluated in relation to these. Assessment makes diverse use of different and primarily qualitative methods, such as observation, interviews, surveys, as well as group and self-assessment. Candidates’ competence is assessed in competence tests.

In connection to this, Work Train.com (2014) stated that “Competency-Based Training is a flexible form of training that aims to produce a work force with knowledge

and skills which industry requires. It is quite different to a time-based training system, where subjects were studied and student results were ranked, and generally, those with 50 percent or more passed that subject. Under CBT, each industry and industry sector has national competency standards. The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process, and embodies the ability to transfer and apply skills and knowledge to new situations and environments. Competency is a broad concept that includes all aspects of work performance, not only narrow task skill. Each unit of competency describes the work performed in the workplace. Assessment of competency results in the following: A result of 'C' means 'competent' to a workplace standard. A result of 'NC' means 'not yet competent'. Competency encompasses: the requirement to perform individual tasks (task skills); the requirement to manage a number of different tasks within the job (task management skills); the requirement to respond irregularities and breakdown in routine (contingency management skills)" including working with others.

Furthermore, an article, entitled Promoting Emerging Practice released in 2008 by Training and Education Support says that, "Competency-based Training as an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing program of training. Competency standards are industry-determined specifications of performance that set out the skills, knowledge and attitudes required to operate effectively in a specific industry or profession. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence

guide. Competency standards are endorsed component of a training package. For a person to be assessed competent, they need to demonstrate ability to perform tasks and duties to standard expected in employment. CBT focuses on the development of the skills, knowledge and attitudes required to achieve those competency standards. One of the primary features of CBT is that each learner's achievement is measured against the competency standards rather than against the achievement of the learners.

Moreover, under the CBT approach, each learner is assessed to find the gap between the skills they need (as described in the Training package) and the skills they already have. The difference between the two is called the skills gap. A training program that is then developed to help the learner acquire the missing skills.”

Before a trainee undergoes the assessment, they undergo an actual work or on the job activity for a short period wherein they will exhibit all the knowledge and skills they had acquired. In order for a student to pass the institutional assessment, where all of the knowledge and skills acquired will be measured, he/she should gain a satisfactory grade point average (GPA) and assess himself/herself as “Competent” in the self-assessment guides based from TESDA Training Regulation (TR).

The students' learning outcomes or performance is a predictor of curriculum's effectiveness. De Alca (2008) which aimed to predict the factors that influenced the performance of students in Technology and Livelihood Education revealed that the performance of the students is depended on teachers' age, gender, educational attainment and strategies used. Likewise, it aimed to determine how students perceive the level of administrative support, adequacy of facilities and instructional materials and community

related factors. Furthermore, it aimed to predict the factors that influenced the performance of students in Technology and Livelihood Education. Findings showed that the performance of the students depended on age, gender, educational attainment, strategies used by their teachers. A significant relationship existed between the performance of the students' subject areas, gender, father's educational attainment and mother's monthly income. This implies that students have higher performance in agricultural arts compared to home economics. That the female students perform better than male. The higher the educational attainment of the father, the better is the performance of their children. The higher the income of the mother, the better the performance of their children. In terms of teacher-related factors such as age, gender, educational attainment; strategies were significant to the performance of the students in TLE.

On the other hand, Joson (2010) in her research, aimed determined the difference between the different student-related factors that affect the level of performance of homosexual students in TLE. It specifically sought to describe the profile of the student respondents in terms of sibling's order, income of the family, parenting status, parents' educational attainment and family household size. It also measured the attitude of students toward TLE and their clothing values in terms of economical, aesthetical, social and religious aspects. The study also described the students' performance in TLE for three grading periods. In addition, the students were also asked to assess their competencies. The respondents of the study were 46 male homo-sexual taking TLE. Findings revealed that the attitude towards TLE was not significantly related to the level of performance. Likewise, the level of performance was not influenced by clothing values of students.

According to Turhan, Aydoğdu, Şensoy and Yıldırım (2008), “Attitude is an individual’s tendency to behave positively or negatively towards any event, object or group of people. They put forward that attitudes are not behaviors, but that they are tendencies to display some behaviors and that they are abstract concepts; however, they stated that attitudes are possible to observe as in an individual’s forming a good or bad opinion of an event, reaching a decision and reflecting it on his behaviors.”

Moreover, Rebollo, in Del Rosario (2013), mentioned that teachers affirm that attitudes of students play an important role in educative process. The study points out that “attitudes are directly related to learning. Not only do they develop as a result of the satisfying or frustrating nature of learning experiences, but once established they facilitate or impede further learning and they become self-reinforcing.”

In addition, Boud and Solomon, in Smith and Kling (2007), revealed that “Learners often do not recognize when they are learning, or indeed, what it is they have learnt. Self-perception is best enhanced by past experiences and successes as a learner, it is of considerable concern that individuals may not recognize many of the relevant learning experiences and achievements they need to enhance their self-perception. The role of a trusted mentor to guide the learner reflection on prior learning experiences and successes becomes critical.”

Furthermore, Smith and Kling (2007) suggested that, “Self-perception as a learner is enhanced by positive reinforcement and feedback. As their level of self-perception increases, learners are more likely to expose themselves to risks associated with learning and the risk of failure.”

In a study made by Baartman, Gulikers, & Dijkstra (2013) on the factors influencing assessment quality in higher vocational education showed that self-evaluation in general led to many points for improvement and it is useful for internal quality improvement. The teacher respondents in this study were asked to assess the strengths and weaknesses of Strengthened Technical Vocational Education – Competency Based Curriculum.

Amarga (2004) stated that one of the indicators of educational excellence is the presence of highly effective, efficient and efficacious curriculum implemented by teachers and administrators. In order to be an effective teacher in the field, one must never get tired of learning. Continuous training was considered as a key to developing human skills in the context of rapid technological change (Human Development Report, 2000). According to Gloria (1995), Teachers' education should develop links of pre-service and in-service program in instructional leadership, governance, teaching strategies and uses of indigenous materials for teaching. Teacher education should continuously be improved, not in isolation but with others. Moreover, Asida (2012) stated that the competent teacher should engage in collaborative planning and teaching with other educators, colleagues and the larger school communities. The professionally trained teachers should demonstrate the ability to design appropriate learning opportunities that apply instructional strategies to support the diverse needs of learners.

Establishment of community linkages and tie-up will fill up the gaps brought about by content curriculum mismatch. As an evidence of this, in a study made by Duran (2007) as he looked on the relationship of Instructional Leadership Competence of Elementary

School Principals and Teachers Instructional Performance in selected Districts in the Division of Eastern Samar, a network community approach was implemented to provide training and support for content specific use of new trends in technology education. Data were collected from pre-posttest survey, technology, project, journal entries, and reflections in electronic portfolio participated by cooperating teachers, University -level faculties, and student-teaching supervisors. This resulted to an increase in instructional leadership competence and teachers' instructional performance.

Moreover, Asidao (2012) cited that family and community involvement is also associated with improved student behavior and school discipline. As a result, schools, families and the community should work together to deliver clear, consistent messages to students, to encourage the development of positive behavior, to assist students in receiving necessary preventive care and to provide access to resources and supportive networks. In addition, Viduya and Putong in Mapanoo (2014) defined school and community as related to each other not by being a mere part of geographical location more of its real and actual function in administering the needs of the people it serves.

In order to meet the requirements, set by the labor-market, the curriculum must prepare the students to enter the world of work while avoiding job mismatch. In a study conducted by Milio et. Al (2014), they assess the Technical and Vocational Education and Training (TVET) in Myanmar. They mentioned that, "The consultation system with entrepreneurs, business associations, and chambers of commerce that would enable the system to be more demand-driven is not yet in place. At this stage, there is no evidence of public or private-enterprise involvement in the development of curricula. The consequence

has been that TVET is highly supply-driven and the training subjects are defined with little or no consultation on the needs of the labor market.”

In addition, most countries with well-developed TVET programs, including Germany, Norway, and Turkey, emphasize offering practical workplace experience as part of their curricula. KRI employers also say they would like TVET graduates to have more practical workplace experience than they currently do. Students may gain such experience through workshop-based programs, workplace internships, or apprenticeship programs. (Constant, et. Al, 2014)

Consequently, according to Peano, et.al (2008), in their study on the investment in Technical Vocational Education and Training (TVET) in the Philippines, they cited that, “the most common ways of involving companies in curriculum development are: to review curriculum then consult companies, to incorporate industry recommendations, to conduct needs assessment and adopt curricula developed by industry.”

Insights gained from the Literature

Technical Vocational Education plays a significant role in the development of an individual and it has a powerful impact in the attaining national progress. Skills acquired through technical vocational training empower people, help in building industrial productivity and improve quality of life. Moreover, Goel (2008), Karmel (2011) believed that Technical Vocational Education plays a vital role in human resource development.

Okwuanaso (2007) studied on the effectiveness of secondary vocational training. He concluded that there is a need to provide employable entry-level skills and labor-market exposure that will prepare them for their actual work experience. In order to answer this necessity, STVEP-CBC can bring great impact in the attainment of this goal.

World Bank (2015) conducted a study to improve the quality and relevance of its vocational and technical education by promoting competency-based training and strengthening the delivery system. Through this initiative, increase in the percentage of students that passed the skills certification exams, the percentage of graduates finding employment within six months. Similarly, Andrada (2008) stated that the “Strengthened Technical Vocational Program – Competency-Based Curriculum (STVEP-CBC) aims to help lessen the drop-out rate in high school and help lessen job-skills mismatch of graduates and labour market needs of local industries.

Alferez and Palmes (2012) assess the implementation of the Strengthened Technical Vocational Education Program – Competency Based Curriculum (STVEP-CBC) in Region X. It reveals that the effectiveness on the implementation of the programs are also dependent on the respondents’ professional profiles. Furthermore, Castillon (2010), it was revealed that STVEP-CBC offers a very positive and advantageous impact to the need of the community or to the school culture. On the other hand, Yap (2015) conducted a study on the Impact of Strengthened Technical Vocational Education Program (STVEP) on the Job Satisfaction of Graduated in Malasila National Vocational and Technological High School. Her study was not able to determine the impact of the curriculum STVEP-CBC because all respondents were unemployed; therefore, she concluded that the national

leadership especially the Department of Education office shall enrich the K to 12 Program which provides education and employment to graduates.

Lustiado (2009) recommended that administrators and dept. heads of TVE teachers should evaluate and monitor the advancement of the school pieces of equipment so as to produce globally competitive graduates. TVE teachers should send their students to OJT for more effective hands-on teaching learning strategies.

The insights brought by the aforementioned researches revealed that the STVEP-CBC and Technical Vocational Education can further be improved by assessing its implementation. Since vocational/technical education supports the advancement of practical knowledge, skills, capabilities, and attitude, it should be given much attention to improve performance. Students' exposure to the world of work through Strengthened Technical Vocational Education – Competency-Based Education enables them to meet the national competency standards. The main focus of this training is the individual's ability to transfer and apply knowledge and skills in the workplace.

In developing world class learners, various changes in the country's education system must be embraced. According to Asinas, in Tugas (2008), the Philippine government called a different type of education redirecting training programs to prepare nations' students for the twenty-first century workplace. The STVEP-CBC can produce 21st century learners that can be one of the country's greatest assets.

Chapter 3

RESEARCH METHODOLOGY

This chapter contains the research design, research locale, sample and sampling technique, research instruments, data gathering procedure, and statistical treatment of data.

Research Design

This study used the descriptive method of research. Descriptive research is a type of research that is concerned with describing the nature of condition and degree detail of the present situation. According to Fraenkel, et al. (2007), this method is used to describe the nature of a situation, as it exists at the time of the study of a particular phenomenon. The study focused on the Strengthened Technical Vocational Education Program – Competency-Based Assessment, assess its implementation in terms of curriculum aims/goals/objectives, content or subject matter, learning experience and students' learning outcomes. The findings helped the researcher to proposed inputs that can further improve the implementation of the program.

Locale of the Study

The study was conducted at Gen. Mariano Alvarez Technical High School (GMATHS) – formerly known as Carmona Relocation Center High School. It is the only Technical Vocational (TechVoc) school in the town, and one among the three of the leading school in Cavite in terms skills development. The school is located at Congressional Road, Barangay Poblacion 1, Gen. Mariano Alvarez, Cavite. It has been implementing

Strengthened Technical-Vocational Education Program - Competency-Based Curriculum (STVEP-CBC) to facilitate Technical Vocational Education subject since 2008.



Figure 2 *Locale of the Study*

Sample and Sampling Technique

The participants of the study consist of two groups – the students and the teacher/trainers. The first group of respondents comprises of all the key teachers/trainers handling different specializations in Grade 10 (G10), the Subject Area Coordinators, T.V.E. Department Head and Asst. Department Head. On the other hand, the second group includes G10 students from different area of specialization at GMATHS. Purposive sampling was used, it was described by Mertens (2005) as the selection of samples with the goal of identifying information-rich cases that allow them to study the case in depth.

Disproportional stratified random sampling was used to get the student-respondents of the study, wherein the subsamples are not proportional to their sizes in the population. The samples were distributed according to the population of each specialization. The

number of students in each specialization was divided to the total number of population to get the percentage of the students in the sample per area. Moreover, Lottery Method was used to identify the student-respondents from each stratum.

Table 1 Distribution of Student Respondents

Specialization/ Designation	Number of Respondents	
	Teacher/Trainer	Students
PC Hardware Servicing	1	24
Furniture and Cabinet Making	1	16
Building Construction	1	16
Electronics Technology	1	23
Electrical Technology	1	26
Automotive Technology	1	25
Shielded Metal Arcs Welding	1	21
Food Trades Technology	1	82
Garments technology	1	41
Hairdressing	1	34
Subject Area Coordinator	3	
Department Head	1	
Assistant Department Head	1	
TOTAL	15	307

Instruments

For the purpose of this study, structured survey questionnaires and unstructured interview were utilized as instruments in gathering the needed data and information. According to Johnson and Christensen (2004), “Questionnaire is a self-report data

collection instrument that each research participant fills out as a part of a research study. Researchers use questionnaires so that they can obtain information about the thoughts, feelings, attitudes, beliefs, perception, personality and behavioral intentions of research participants.”

The research instruments were obtained from standardized questionnaires cited by Peña (2004) and Padul (2003) (See Appendix P and Q). Revisions were made to address the needs of the study and based on the suggestions made by validators that will enable the researcher to gain deeper insights on the investigation. The questionnaires assess the STVEP-CBC in terms of curriculum aims/goals/objectives, content or subject matter, learning experience which is subdivided into three areas namely: teaching strategies and student activities, instructional materials and school facilities, together with assessment strategies. The students’ learning outcomes in the curriculum in terms of students’ GPA, self-assessment and attitude towards T.V.E. has been assessed as well. The questionnaires have two sets, form A for student-respondents and form B for it teacher/trainer-respondents. Students’ form was divided into four parts. Part 1 which is the students’ profile which include the name, yr. & section, gender, age and specialization. Part 2 included the 27-item Likert Attitude test adapted from Peña (2004). It utilized the scale of: SA - Strongly Agree, A – Agree, D – Disagree and SD – Strongly Disagree. Part 3 contained a self-assessment guide which is answerable by 4 - Highly competent and skillful, 3 - Competent and skillful, 2 - Approaching competency and skillfulness and 1 – Needs more improvement and practice. Part 4 was adapted from Padul (2003) were in the students assessed the STVEP-CBC based on the aforementioned indicators.

On the other hand, form B was for the teacher/trainer-respondents. Part 1 which is the teachers' profile included their name, gender, age, number of years in teaching and specialization. Part 2 evaluated how the teacher/trainer-respondents do assess the STVEP-CBC using the same indicators discussed earlier. The students' academic achievement and skills performance rating obtained base on their grade point average (GPA) in Technical Vocational Education (T.V.E.) in school year 2015-2016.

An unstructured interview was conducted to all the teacher/trainer-respondents. Specifically, each interviewee was asked to identify the strengths and weaknesses of STVEP-CBC.

Validation

Although the questionnaire was patterned from the study of Peña (2004) and Padul (2003), Reliability test was still conducted. After administering the test twice to a set of students with one-week interval, items with inconsistent scores were analyzed and revised. For the content validity, the researcher analyzed each statement carefully to see to it that each of the item to be asked really measured the objective of the study before it was presented to experts from the field.

The validation instrument was adapted from Awa (2012) wherein the experts were asked to evaluate the questionnaires to be used in the data gathering procedure to establish validity. To assess the questionnaires' content validity, seven (7) experts from the field served as evaluators, and for the external validation, the instrument was validated by the researchers' thesis advisers.

The validated instrument has nine indicators and each was rated in the scale of 1 to 5, with the interpretation of very high valid, high valid, valid, less valid and not valid at all. Respectively, the evaluators were also asked to give their comments, suggestions and recommendations. Table 2 shows the validation result which proves that the instruments used in the study are high valid.

Table 2 Validation Result

INDICATORS	Mean	Verbal Interpretation
The indicators in the questionnaire consistently and accurately measure each variable of investigation.	4.14	High Valid
The questionnaire fits with the variables under investigation, thus measuring what it tends to measure.	4.00	High Valid
The questionnaire has the capability to measure items of variables within a given time frame.	4.14	High Valid
The questions have the ability to distinguish the characteristics of properties of differing attributes of the subjects under study.	4.00	High Valid
The questionnaire has the ability to gather factual data eliminating biases and subjectivity.	4.00	High Valid
Quick and complete data can be generated by the questionnaire within the time frame allowed to obtain the data.	4.14	High Valid
The questionnaire has no influence on variables being measured.	3.86	High Valid
The questionnaire is framed in a clear and simple order to avoid risk of error.	4.00	High Valid
The questionnaire is capable of gathering data that will be of value and practical use to the sectors concerned in the investigation.	4.14	High Valid
TOTAL	4.05	High Valid

LEGEND:

RATE

5
4
3
2
1

RANGE

4.50 – 5.00
3.50 – 4.49
2.50 – 3.49
1.50 – 2.49
1.00 – 1.49

VERBAL INTERPRETATION (VI)

Very High Valid
High Valid
Valid
Less Valid
Not valid at all

Data Gathering Procedure

The researcher had undertaken the following activities,

First Stage:

1. Secured permission and authority from the principal of GMATHS to conduct the study. (See Appendix H)
2. A draft of the respondents' questionnaire was made followed by the administration of the validation procedure to come up with a questionnaire that assesses STVEP-CBC in terms of curriculum aims/goals/objectives, content or subject matter, learning experience which is subdivided into three areas namely: teaching strategies and student activities, instructional materials and school facilities, together with assessment strategies.
3. After the validation procedure, all the comments, suggestions and recommendations of the experts were integrated for the improvement of the survey questionnaire.

Second Stage:

1. Schedule the administration of questionnaires.
2. Administer the questionnaires to respondents.
3. Collate and tabulate the data.
4. Statistically analyze the data gathered.
5. Interpret the data.

Analysis Procedure

To interpret the results of the data in this study, the following statistical treatment were used.

1. **Frequency and Percentage** – were used to assess students' learning outcomes – GPA, as well as in presentation of the general profile of the respondents in terms of gender, specialization, status of living, family income, and parents' educational attainment.
2. **Mean** – were used to assess the extent of attainment curriculum aims/goals/objectives, content or subject matter, curriculum learning experience which includes teaching strategies and student activities, instructional materials and school facilities, assessment strategies as well as students' learning outcomes – self-assessment. The mean scores have as well been interpreted.
3. **Standard Deviation** – used to assess the students' attitude towards Technical Vocational Education (T.V.E.)

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyses and interprets the data gathered based on the questions raised in the study.

1. How do the teachers and students assess the Strengthened Technical Vocational Education Program – Competency-Based Curriculum (STVEP-CBC) in terms of:
 - a. Curriculum aims/goals/objectives
 - b. Curriculum content or subject matter
 - c. Curriculum learning experience
 - c.1 Teaching strategies and Student activities
 - c.2 Instructional materials and School facilities
 - c.3 Assessment strategies

According to Castillon (2010), the status of STVEP-CBC implementation program of activities concluded that this has introduced a very good program or set of activities for the school which will certainly redound for the benefit of teachers and students. Therefore, the key persons involved in the process which includes the teachers and the students were the ones who assessed the program in order to come up with inputs for the enhancement of the implementation of the program.

Table 3 Result of Assessment on Attainment of STVEP-CBC

aims/goals/objectives

Indicators	Students n = 307		Teachers n = 15		Over-all	
	Mean	VI	Mean	VI	Mean	VI
1. The STVEP-CBC provides opportunities for the students to acquire the necessary competencies and qualification to enable them to pursue college education, post-secondary education, venture into entrepreneurship, or be directly absorbed in the world of work.	3.7	Strongly Agree	3.8	Strongly Agree	3.7	Strongly Agree
2. The STVEP-CBC equip students with certifiable technical, vocational, industrial and other relevant skills to be productive citizens of the country.	3.6	Strongly Agree	3.7	Strongly Agree	3.6	Strongly Agree
3. The STVEP-CBC improve students' performance in skills and academic competence, achievement tests, accreditation and equivalency for certification purposes and in the actual world of work.	3.5	Strongly Agree	3.6	Strongly Agree	3.5	Strongly Agree
4. The STVEP-CBC upgrade the competency of technical-vocational teachers in the delivery of basic and certifiable skills in the different technical-vocational courses through skills trainings, seminars and formal studies.	3.6	Strongly Agree	3.6	Strongly Agree	3.6	Strongly Agree
5. The STVEP-CBC provide career option to students	3.4	Agree	3.4	Agree	3.4	Agree
AVERAGE	3.5	Strongly Agree	3.6	Strongly Agree	3.5	Strongly Agree

LEGEND:

RATE	RANGE	VERBAL INTERPRETATION (VI)	ASSESSMENT CRITERIA
4	3.50 - 4.00	Strongly Agree	Characterized by major strengths, attainment of expected outcomes and outstanding performance.
3	2.50 – 3.49	Agree	Strengths overweight weaknesses, advancing steadily towards pre-set goals with pleasing outcomes.
2	1.50 – 2.49	Strongly Disagree	Some strengths and some weaknesses, advancing towards pre-set goals with some initial observable outcomes.
1	1.00 – 1.49	Disagree	Displays major weaknesses in the area with undesirable actions, pre-set goals fail to be attained.

Table 3 presents the teacher- and student-respondents' assessment on the attainment of curriculum aims/goals/objectives during the implementation of the program. Both respondents strongly agreed that STVEP-CBC aims/goals/objectives was attained at the school level with an average mean of $\bar{X}=3.5$. Among the indicators, the respondents believed that the school is committed in providing opportunities for their students to acquire the necessary competencies and qualification to enable them to pursue college education, post-secondary education, venture into entrepreneurship, or be directly absorbed in the world of work, with mean of $\bar{X}=3.7$.

The Gen. Mariano Alvarez Technical High School (GMATHS) is structured as a vocational school, which means it offers classes focused on building trade specific skills (in this case technical) along with general education classes. All GMATHS' students undergo trainings that hone their knowledge, skills and attitude in the different areas of specialization alongside with the Entrepreneurship and Computer education subjects. Thus, help the school produce competent and job/business ready graduates.

As SEAMEO-INNOTECH (2008) puts it, it is vital for technical-vocational school's to be aligned with industries that are the thriving in the local community. For instance, GMATHS is in the province of Cavite which is well known for its commitment to producing students equipped with technical and vocational skills that will prepare them for any future endeavor that call for such skills, therefore it implements a curriculum that leans toward industrial arts, home economics, information communications and technology (ICT).

Table 4 Result of Assessment on Attainment of STVEP-CBC content or subject matter

Indicators	Teachers n = 15	
	Mean	VI
1. Curriculum is aligned to the training regulation and standard of TESDA.	3.6	Strongly Agree
2. Curriculum designs are flexible to meet the need of the learners and community.	3.6	Strongly Agree
3. Curriculum includes written goals, objectives, and activities that meet <i>state</i> program and content standards.	3.4	Agree
4. Curriculum emphasizes the technical, academic, and employability skills needed for success.	3.5	Strongly Agree
5. Curriculum is connected to available apprenticeship training programs. Example: Students are prepared to enter apprenticeship programs that extend existing skills and provide on-the-job training.	3.4	Agree
6. Each course or program has the resources necessary to implement state standards and local curriculum and to adapt to needs of students. Example: Facilities and equipment are continuously updated and maintained to model current industry and community conditions.	3.1	Agree
7. State content standards are used as the foundation for local curriculum development and input from the community is considered during the development process. Example: Local curriculum includes written goals, objectives, and activities that meet state program and content standards.	3.2	Agree
8. Curriculum activities help students apply appropriate English/Language Arts, Mathematics, Science, and Social Studies standards in work-related situations. Example: Senior projects based on individual career interests are used to demonstrate research, communication, and presentation skills.	3.1	Agree
9. Curriculum is consistent with available state and national industry certification standards.	3.3	Agree
10. Curriculum is aligned with existing postsecondary programs. Example: Students graduate from high school with college credits leading to technical certificates and associate and baccalaureate degrees.	3.3	Agree
AVERAGE	3.4	Agree

LEGEND:

RATE	RANGE	VERBAL INTERPRETATION (VI)	ASSESSMENT CRITERIA
4	3.50 - 4.00	Strongly Agree	Characterized by major strengths, attainment of expected outcomes and outstanding performance.
3	2.50 – 3.49	Agree	Strengths overweight weaknesses, advancing steadily towards pre-set goals with pleasing outcomes.
2	1.50 – 2.49	Strongly Disagree	Some strengths and some weaknesses, advancing towards pre-set goals with some initial observable outcomes.
1	1.00 – 1.49	Disagree	Displays major weaknesses in the area with undesirable actions, pre-set goals fail to be attained.

Table 4 presents the teacher-respondents' assessment on the attainment of curriculum content or subject matter during the implementation of the program. The respondents strongly agreed that STVEP-CBC content or subject matter was attained at the school level with an average mean of $\bar{X}=3.4$. Out of all the indicators, the respondents believed that STVEP-CBC is aligned to the training regulation and standard of TESDA and its designs are flexible to meet the need of the learners and community, with the mean of $\bar{X}=3.6$.

Technical Vocational Education (T.V.E.) subject in GMATHS through the STVEP-CBC ensures that students are equipped with the right knowledge, skills and attitude. The school follows the Training Regulations provided by TESDA. The said government agency regulates the standards required by the industry, making the students ready for the world of work.

According to Andrada (2008), Strengthened Technical Vocational Program – Competency-Based Curriculum (STVEP-CBC) geared towards providing technical vocational students with TESDA certifiable skills while in the high school. Moreover, Castillon (2010), revealed that STVEP-CBC offers a very positive and advantageous impact to the need of the community or to the school culture. GMATHS lived by its mission to facilitate learning and constantly nurture every learner with the active participation and support of the family, community and other stakeholders.

Table 5 Result of Assessment on the Curriculum Learning Experience - Teaching Strategies and Student Activities

Indicators	Students n = 307		Teachers n = 15		Over-all	
	Mean	VI	Mean	VI	Mean	VI
1. The teacher facilitates self-paced learning, wherein the students learn on their own using modules.	3.4	Agree	3.4	Agree	3.4	Agree
2. The teacher used interviews and actual demonstrations.	3.4	Agree	3.6	Strongly Agree	3.5	Strongly Agree
3. The teacher use computer-aided-instructions such as PowerPoint and audio-visual presentations in his/her teaching.	3.4	Strongly Agree	3.0	Agree	3.2	Agree
4. The teacher use simulations, role playing, demonstrations and laboratory/actual performance.	3.4	Agree	3.2	Agree	3.3	Agree
5. The teacher link/connect the topic to real workplace setting by providing task sheets, job sheets, operation sheets, checklist used in the industry.	3.5	Strongly Agree	3.4	Agree	3.5	Strongly Agree
6. Project-based learning activities are provided to the students.	3.5	Strongly Agree	3.3	Agree	3.5	Strongly Agree
7. The schools enter into a partnership with local industries for the students' exposure and work experience.	3.4	Agree	3.3	Agree	3.4	Agree
8. Student activities reflect the nature of such tasks in the real world (offer real world examples of industry problems and challenges for students to resolve)	3.4	Agree	3.2	Agree	3.4	Agree
9. A culminating activity is required per area of specialization to orient and expose the students to industries.	3.4	Agree	3.2	Agree	3.4	Agree
10. Some entrepreneurial activities (in a form of service rendered, retailing and manufacturing) is an offshoot of lessons in the TVE subjects.	3.4	Agree	3.2	Agree	3.4	Agree
Average	3.4	Agree	3.2	Agree	3.4	Agree

LEGEND:

RATE	RANGE	VERBAL INTERPRETATION (VI)	ASSESSMENT CRITERIA
4	3.50 - 4.00	Strongly Agree	Characterized by major strengths, attainment of expected outcomes and outstanding performance.
3	2.50 – 3.49	Agree	Strengths overweight weaknesses, advancing steadily towards pre-set goals with pleasing outcomes.
2	1.50 – 2.49	Strongly Disagree	Some strengths and some weaknesses, advancing towards pre-set goals with some initial observable outcomes.
1	1.00 – 1.49	Disagree	Displays major weaknesses in the area with undesirable actions, pre-set goals fail to be attained.

Table 5 shows the teachers and students-respondents' assessment on the curriculum learning experience. Three teaching strategies and student activities were identified to be useful in STVEP-CBC. These are when the teacher facilitates interviews and actual demonstrations, when the teacher link/connect the topic to real workplace setting by providing task sheets, job sheets, operation sheets, checklist used in the industry, and when project-based learning activities were provided to the students with a mean of $\bar{X}$ = 3.5.

T.V.E. teachers of GMATHS provide different strategies in teaching and facilitate variety of student activities such as accomplishment of information sheets, task sheets, job sheets, operation sheet, interview/oral assessment and practical exam to ensure that the students understand the lessons being taken. The following student activities allow the students to think critically and enable them to apply practical knowledge to actual work setting and daily living.

This shows that the preferred strategies and activities are the acquisition of concrete experience and the practical application of acquired information. Project-based learning is a common instructional strategy in technical-vocational programs. Most often, the projects are multidisciplinary; integrating multiple core academic areas thus it is carefully planned and assessed. Often, students of technical-vocational program create

high-quality and authentic products and presentations (Buck Institute for Education, 2012).

The learnings that students gained in designing and creating their project and presentations are meaningful and make them more interested and engaged. Similarly, Bakar, et. al (2013) mentioned that, employability can be infused and integrated across curriculum using different teaching approaches. For example, project-based learning, case studies, problem-based learning, teamwork activities, and student leadership development activities can all be utilized to provide students with the necessary skills. Although applied learning can be an effective strategy for both teachers and students, it is important that teachers/trainers receive professional development especially in integrating academic and technical content and in applying students' learning/knowledge.

It can also be noted from the result that the teacher-respondents had lowest mean $\bar{X}$ = 3.0 on the use of computer-aided-instructions such as PowerPoint and audio-visual presentations during teaching. It is essential to recognize that the 21st century learners are indeed very different during their teachers were students thus the role have been changed drastically from traditional instruction to virtual learning environment. However, it is important to note that the purpose of using technology is to motivate and engaged learners to collaboration, exploration and further inquiry. It should not replace pedagogy.

Table 6 Result of Assessment on the Curriculum experience - Instructional materials and School facilities

Indicators	Students n = 307		Teachers n = 15		Over-all	
	Mean	VI	Mean	VI	Mean	VI
1. The school library/learning resource area has reference materials related to the different Technical Vocational Education area.	3.3	Agree	3.1	Agree	3.2	Agree
2. The teachers/trainers use learning modules, charts, diagrams, picture or illustration aids during his/her teaching demonstrations	3.5	Strongly Agree	3.3	Agree	3.4	Agree
3. The school has appropriate and conducive laboratory areas with complete facilities for students and teachers/trainers.	3.4	Agree	3.3	Agree	3.3	Agree
4. The school provides various assessment tools both in oral, written and performance evaluation.	3.4	Agree	3.2	Agree	3.4	Agree
5. The school has audio-visual materials/multi-media such as TV, Projectors and computers.	3.4	Agree	3.2	Agree	3.3	Agree
AVERAGE	3.4	Agree	3.2	Agree	3.3	Agree

LEGEND:

RATE	RANGE	VERBAL INTERPRETATION (VI)	ASSESSMENT CRITERIA
4	3.50 - 4.00	Strongly Agree	Characterized by major strengths, attainment of expected outcomes and outstanding performance.
3	2.50 – 3.49	Agree	Strengths overweight weaknesses, advancing steadily towards pre-set goals with pleasing outcomes.
2	1.50 – 2.49	Strongly Disagree	Some strengths and some weaknesses, advancing towards pre-set goals with some initial observable outcomes.
1	1.00 – 1.49	Disagree	Displays major weaknesses in the area with undesirable actions, pre-set goals fail to be attained.

Table 6 reveals the teachers and students' assessment on the availability of instructional materials and school facilities. Results show that respondents observed that

materials are available on the teacher's level that is, the teacher uses learning modules and other teaching aid during the teaching-learning process and that there are enough assessment tools for the students' performance task, $\bar{X} = 3.4$. It can also be noted that for all indicators, teacher-respondents have lower means than student-respondents. This may indicate that teacher-respondents encountered lack of support in terms of materials.

GMATHS continuously make efforts to provide necessary materials, facilities and appropriate classrooms as well as laboratory areas to cater all the students and teachers' needs. Collaboration and community linkages are being established to further improve teaching and learning. This is similar to the studies of Parra (2013), the teacher experienced problems in learning manuals, and classroom environment and Magracia (2014) in her findings that though the location of the institution is safe and sound, most of its physical facilities are of average quality. For instance, it is found out that there is inadequate equipment and supplies for each of the laboratory courses offered.

Table 7 Result of Assessment on the Curriculum experience - Assessment Strategies

Indicators	Students n = 307	
	Mean	VI
1. The teachers/trainers provide information sheets, activity sheets and self-checks.	3.1	Agree
2. The teachers/trainers use job sheets and operational activities.	3.3	Agree
3. The teachers/trainers use performance tasks with appropriate scoring rubrics.	3.3	Agree
4. The teacher/trainers conduct recitations and interview prior to laboratory activities.	3.3	Agree
5. The teacher/trainers use practicum activities and conduct institutional assessment.	3.3	Agree
AVERAGE	3.3	Agree

LEGEND:

RATE	RANGE	VERBAL INTERPRETATION (VI)	ASSESSMENT CRITERIA
4	3.50 - 4.00	Strongly Agree	Characterized by major strengths, attainment of expected outcomes and outstanding performance.
3	2.50 – 3.49	Agree	Strengths overweight weaknesses, advancing steadily towards pre-set goals with pleasing outcomes.
2	1.50 – 2.49	Strongly Disagree	Some strengths and some weaknesses, advancing towards pre-set goals with some initial observable outcomes.
1	1.00 – 1.49	Disagree	Displays major weaknesses in the area with undesirable actions, pre-set goals fail to be attained.

Table no. 7 reveals the students' assessment on the use of assessment strategies by their teachers. Most of the indicators, #2, 3, 4 and 5, has mean of $\bar{X}= 3.3$. This means that students preferred varied assessment tools to measure the knowledge and skills both in technical subjects and general education content.

In TVE subjects at GMATHS, the students are assessed based on the following criteria: performance/skills test, work attitude and projects/output at the end of every module guided by a rubric while for related subjects, the criteria are periodical test, quiz, class participation/performance, work attitude and output of the lesson. It is a requirement therefore that all students learn and are assessed for knowledge acquisition as well as practical and problem-solving skills thus it is essential that the teachers/trainers have support strategies which include training and written materials to guide the assessment. In STVEP-CBC, once the students show level of mastery in a certain competency they are allowed to skip learning modules through prior learning assessment or formative testing.

The GMATHS' teachers and trainers utilize both formative and summative assessment methods. The learners are assessed individually or collaboratively depending on the lesson or activity. Formative assessments are being given such as games, interviews, checklist of skills, practice exercises, simulations, performance tasks, written works and

quizzes. On the other hand, summative assessment is divided into three components namely: written work, performance task and quarterly assessment. They also provide sufficient and appropriate instructional interventions to ensure that the students are ready prior to assessments. Also, in STVEP-CBC the teacher/trainers conduct institutional assessments to measure the students' learning and level of competency.

Similarly, the United States Department of Education (2014) cited that, the students in this modality of teaching work on one competency at a time, which is likely a small component of a larger learning goal. The learners are evaluated on a certain competency, and once they have mastered it that they can move on to others.

2. What are the students' learning outcomes in the curriculum in terms of:

a. students' General Point Average (GPA)

b. students' self-assessment and attitude towards TVE

Table 8 Result of Students' Learning Outcomes-GPA

Grading Scale	Specialization										Frequency	Percentage
	Automotive Servicing	Building Construction	Bread and Pastry Production	Electrical servicing	Consumer electronic	Carpentry	Garments	Hairdressing	PC Hardware Servicing	Shielded Metal Arc Welding		
74 & below (Did Not Meet Expectations)	1	1	0	0	1	1	0	0	0	1	5	2
75-79 (Fairly Satisfactory)	3	0	3	4	0	5	0	2	0	9	26	8
80-84 (Satisfactory)	1	3	36	10	10	7	4	5	1	9	86	28
85-89 (Very Satisfactory)	9	10	25	11	9	0	16	23	2	1	106	35
90 and Above (Outstanding)	11	2	17	1	3	3	21	4	21	1	84	27
TOTAL	25	16	81	26	23	16	41	34	24	21	307	100

LEGEND:

GRADING SCALE	REMARKS	VERBAL INTERPRETATION (VI)	ASSESSMENT CRITERIA
90-100	Passed	Outstanding	Performance represents an extraordinary level of achievement and commitment.
85-89	Passed	Very Satisfactory	Performance exceeded expectations. All goals, objectives and targets were achieved above the established standards.
80-84	Passed	Satisfactory	Performance met expectations in terms of quality of work, efficiency and timelines. The most critical annual goals were met.
75-79	Passed	Fairly Satisfactory	Performance failed to meet expectations, and/or one or more of the most critical goals were not met.
74 & below	Failed	Did Not Meet Expectations	Performance was consistently below expectations, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas.

Table 8 presents the students' learning outcomes in terms of their GPA. Out of 307 student-respondents, only five or 2% did not meet the expectations of the course, while one hundred six or 35% got very satisfactory rating. This means that most of the student-respondents in this study have a satisfactory academic performance in T.V.E. The satisfactory performance among students is brought about by the teachers' training and use of different teaching strategies used in STVEP-CBC. The study of De Alca (2008) revealed that the performance of the students in TVE is dependent on teachers' age, gender, educational attainment and strategies used. A similar study by Wan Ahmad (n.d.) confirmed that in-service training attended by the teachers and teacher's teaching effectiveness, teachers teaching effectiveness with student's achievements as well as between in-service training with students' achievement.

Classroom context, school and the surrounding also influence the students' achievement (Research Matters, 2002). The model Contextual Model for learning process at school as proposed by Biggs and Moore (1993) indicates that teaching and learning effectiveness of technical and vocational teachers has an effect on their students' achievements. This means that though expert in their area of specialization, technical teachers need to attend continuous in-service training program to improve their teaching effectiveness.

Table 9 Result of Students' Self-Assessment

Specialization	Clustered Competency					
	1	2	3	4	TOTAL	
	Mean				Numerical Rating	VI
Automotive Servicing	3.6	3.5	3.6	3.5	3.6	Highly Competent & Skillful
Building Construction	2.9	2.9	3.0	2.8	2.9	Competent & Skillful
Bread and Pastry Production	3.1	3.4	3.1	3.1	3.2	Competent & Skillful
Electrical Servicing	2.6	2.9	2.6	2.8	2.7	Competent & Skillful
Consumer Electronics Servicing	3.1	2.9	2.8	2.9	2.9	Competent & Skillful
Carpentry	2.1	2.4	2.7	2.4	2.4	Approaching Competency & Skillfulness
Garments	2.7	2.6	2.6	2.8	2.7	Competent & Skillful
Hairdressing	3.1	3.2	3.4	3.0	3.2	Competent & Skillful
PC Hardware Servicing	3.1	3.1	3.1	3.1	3.1	Competent & Skillful
Shielded Metal Arc Welding	2.9	2.6	2.7	2.6	2.7	Competent & Skillful
Total	3.0	3.0	3.0	3.0	3.0	Competent & Skillful

LEGEND:

RATE	RANGE	VERBAL INTERPRETATION (VI)	ASSESSMENT CRITERIA
4	3.50 - 4.00	Highly Competent and Skillful	I can consistently demonstrate the ability to analyze and synthesize essential content knowledge and skills in a new task.
3	2.50 – 3.49	Competent and Skillful	I can consistently and independently demonstrate the ability to apply and transfer essential content, knowledge and skills in a new task.
2	1.50 – 2.49	Approaching Competent and Skillful	I can demonstrate the emerging ability to apply and transfer essential content, knowledge and skills.
1	1.00 – 1.49	Needs More Improvement and Practice	I cannot demonstrate the application and transfer of essential content, knowledge and skills.

Table 9 presents the students' self-assessment on their level of competency. Among the 10 specializations, student-respondents with specialization in automotive servicing has the highest self-rating with the mean of $\bar{X} = 3.6$ with the verbal interpretation of "Highly competent and skillful" while the student-respondents in Carpentry specialization have the lowest self-assessment of $\bar{X} = 2.4$ with the verbal interpretation of "Approaching competency and skillfulness". As a result of this findings Smith and Kling (2007) suggested that, "Self-perception as a learner is enhanced by positive reinforcement and feedback. As their level of self-perception increases, learners are more likely to expose themselves to risks associated with learning and the risk of failure." Moreover, Baartman, Gulikers, & Dijkstra (2013) on the factors influencing assessment quality in higher vocational education showed that self-evaluation in general led to many points for improvement and it is useful for internal quality improvement.

Rebollo, in Del Rosario (2013), mentioned that teachers affirm that attitudes of students play an important role in educative process. The study points out that "attitudes are directly related to learning. Not only do they develop as a result of the satisfying or frustrating nature of learning experiences, but once established they facilitate or impede further learning and they become self-reinforcing."

Table 10 Result of Students' Attitude towards STVEP-CBC

Indicators		Mean	SD	VI
1.	TVE is one of the most beneficial subjects I have ever studied.	3.51	.72	Strongly Agree
2.	I find TVE easier to understand than other subjects.	3.17	.66	Agree
3.	I love to study TVE.	3.28	.65	Agree
4.	I consider TVE as one of the most important subject in high school.	3.48	.66	Agree
5.	I enjoy doing activities and projects in TVE.	3.40	.65	Agree
6.	TVE subject provides opportunities for students to develop skills through Competency-Based Training.	3.71	.52	Strongly Agree
7.	TVE taught me to love work.	3.36	.60	Agree
8.	TVE taught me to do things with others especially during laboratory activities.	3.33	.64	Agree
9.	I enjoy working with classmates in TVE.	3.41	.62	Agree
10.	TVE contribute to my self-sufficiency.	3.26	.63	Agree
11.	Manual work is valuable.	3.34	.62	Agree
12.	TVE subject trained to develop one into an industrious individual.	3.51	.59	Strongly Agree
13.	I enjoy operational activities.	3.27	.68	Agree
14.	Preparing for performance task is exciting.	3.27	.70	Agree
15.	TVE lessons helped me to cooperate, understand and love my family.	3.27	.70	Agree
16.	Entrepreneurship topics make me realize the importance of business and products in our country.	3.38	.59	Agree
17.	Technology and Vocational Education is considered as an important subject to take up in school.	3.51	.59	Strongly Agree
18.	I have improved my way of living by applying skills that I have learned in the discussions.	3.42	.61	Agree
19.	I enjoy answering activity sheets and job sheets.	3.07	.66	Agree
20.	Computer Technology is important for me.	3.17	.78	Agree
21.	I learned to use my time wisely upon studying TVE.	3.23	.67	Agree
22.	TVE subject provided me with realistic understanding and respect the dignity of labor.	3.28	.65	Agree
23.	I find skills test exciting.	3.33	.59	Agree
24.	I enjoy typing my reports and subjects in computer.	3.09	.79	Agree
25.	Practicum activities develop my patience and creativity.	3.32	.61	Agree
26.	TVE subject is as important as other academic subject.	3.20	.78	Agree
27.	Topics in TVE contribute to my personal development.	3.21	.69	Agree
TOTAL		3.33	.65	Agree

LEGEND:

RATE	RANGE	VERBAL INTERPRETATION (VI)	ASSESSMENT CRITERIA
4	3.50 - 4.00	Strongly Agree	Characterized by major strengths, attainment of expected outcomes and outstanding performance.
3	2.50 – 3.49	Agree	Strengths overweight weaknesses, advancing steadily towards pre-set goals with pleasing outcomes.
2	1.50 – 2.49	Strongly Disagree	Some strengths and some weaknesses, advancing towards pre-set goals with some initial observable outcomes.
1	1.00 – 1.49	Disagree	Displays major weaknesses in the area with undesirable actions, pre-set goals fail to be attained.

Table 10 presents the students' attitude towards Technical Vocational Education (T.V.E.). Result shows a more favorable attitude of students towards TVE. Among the no. 6 indicator which state that provides an opportunity for students to develop skills through Competency-Based Training has the highest mean of 3.71. Since they are in the 4th year level, they are highly likely to agree that it teaches skills that are needed by employer. Similarly, City and Guilds Center of Skills Development (2011) found out that young people value vocational education and training. This is in contrast in the case of Uganda. Ghobadi (2010) explained that there were still people who believed that the aim of TVE was to provide an outlet for school dropouts. The UNESCO position in 1983 was that the situation of inadequate preparation of school-leavers seemed to be exacerbated by a perception that TVE is a substandard alternative rather than a complement to the academics in general education. This led to the delivery of TVE programs from ill-equipped workshops and a persistent scarcity of qualified persons to teach in the field. Though most of the current TVE programs are designed to hold all students to more rigorous standards in preparation for postsecondary education and beyond, the perception of vocational education still overshadows TVE's advances. Fortunately, the changes made to TVE over the past years to strengthen the rigor of the curriculum and create pathways to

postsecondary education are changing attitudes. The Tech-voc track in the K12 curriculum is a bold move to push for technical-vocational education.

3. What inputs can be proposed for the enhancement of curriculum implementation of STVEP-CBC?

Based on the findings derived from the study and the result of the interview participated by some of the T.V.E. teacher/trainers at GMATHS, the inputs made by the researcher aimed to suggest on some weak areas of STVEP-CBC to further improve the implementation and contextualize the curriculum with GMATHS core values which is respect and equality, effectiveness and efficiency as well accountability.

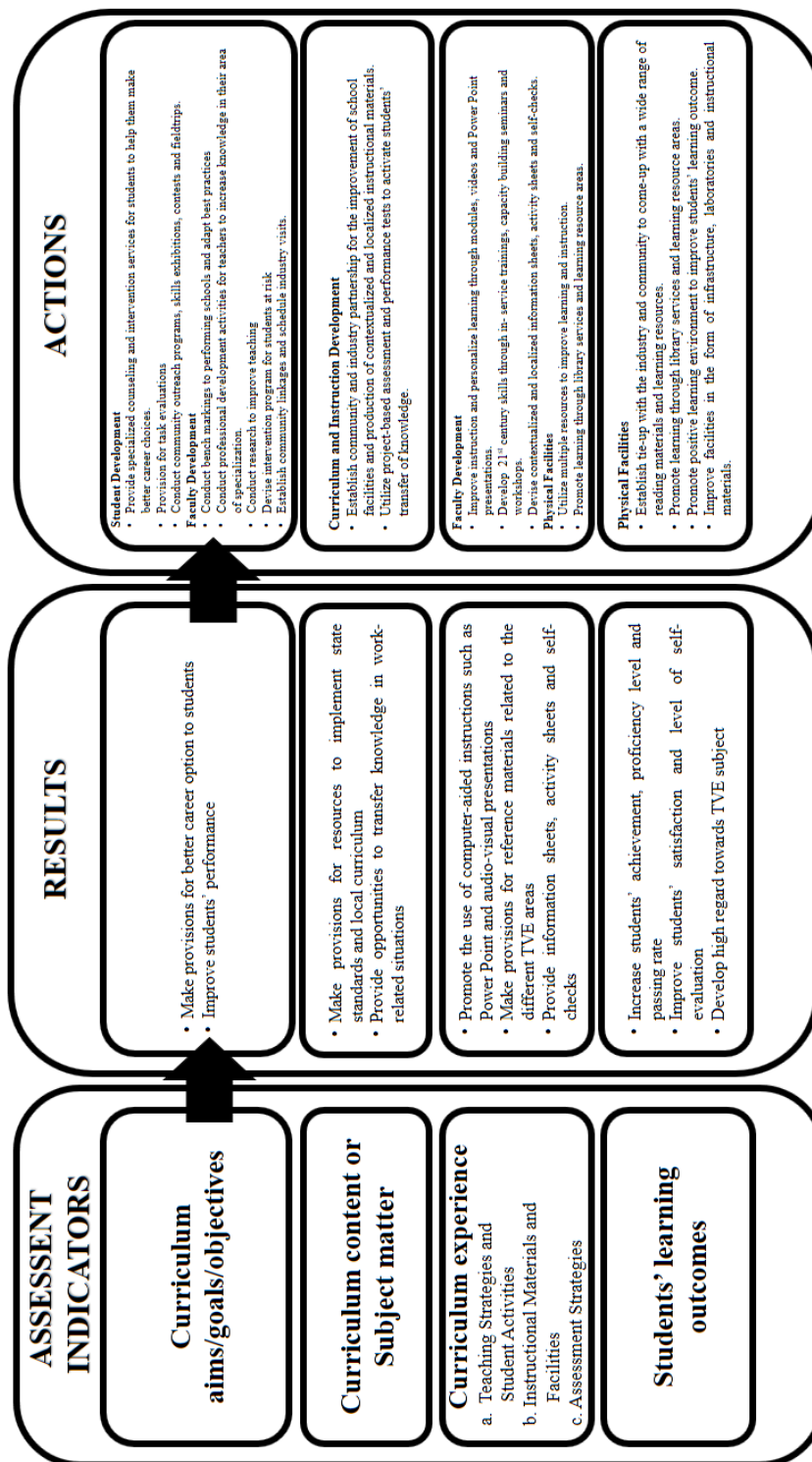


Figure 3 Conceptual framework of the Enhancement Program

Figure 3 shows the conceptual framework of the enhancement of the implementation of STVEP-CBC which is derived from the study's conceptual framework. The first column includes the four indicators in assessing the STVEP-CBC namely: curriculum aims/goals/objectives, curriculum content or subject matter, curriculum learning experience and students' learning outcome. After analyzing the data, the results were gathered in the second column. Concrete actions were suggested geared with objectives, strategy/activity, key person/s involved, time frame, source of funds and success indicators. The actions to be taken are subdivided into four key areas namely: student development, curriculum and instruction development, faculty development, and physical facilities. The suggested enhancement of the key areas is based on the findings derived from the study and the result of the interview participated by some of the T.V.E. teachers/trainers from GMATHS. The inputs made by the researcher aimed to improve the implementation of the program and contextualize the curriculum with the school's core values which is respect and equality, effectiveness and efficiency as well as accountability.

The inputs for the proposed enhancement program on STVEP-CBC wished to answer the international call to alleviate poverty and aims to support Technical Vocational Education (T.V.E.). It is a one-year calendar school plan that is based on the findings of the study entitled: "Assessment of the Strengthened Technical Vocational Education Program – Competency-Based Curriculum: Inputs for the Enhancement of program implementation.

Curriculum aims/goals/objectives

One observation result in the study says that both respondents believed that the STVEP-CBC needs further improvement on its provision for career options to students. Moreover, during the interview process, one respondent cited that students' lack interest in their area of specialization that is why it is difficult for them to reach target competency level. In GMATHS, students choose their specialization but once the allotted slots for specific area was filled, the students who exceed the quota will be distributed to other areas. GMATHS is one of the schools offering several specializations. In this regard, the students may need more orientation and specialized counseling and intervention services to help them make informed and better educational and career choices.

Similarly, another aspect to be improved is on students' performance in skills and academic competence, achievement tests, accreditation and equivalency for certification purposes and in the actual world of work with lowest mean in terms of attainment of curriculum aims/goals and objectives as teacher-respondents cited that students' level of learning acquisition is not fitted to the competencies offered on the different area of specialization. This seems to be a problem in technical-vocational school since the students' achievement will be compared with the industry's competencies and minimum standards set by Adhoc committee to be able to enter the world of work. The reason of this may due to the following as cited by their teachers: the students are poor in reading and comprehension that is why they find it difficult to learn on their own pace; the students have poor computer literacy; the students find it difficult to accomplish all the activities

within the target time frame; due to the number activities, the students get very exhausted in accomplishing tasks; Self-paced learning is not possible to be fully implemented in all area of specialization; the students get bored in reading information sheets.

The STVEP-CBC serve as a means to enrich Technical Vocational Education by developing critical thinking skills through self-paced training together with creative activities and innovative methods of instruction that will measure the 21st century learners' capacity holistically.

Curriculum Content or Subject Matter

The study reveals that under content or subject matter, enhancement in terms of each course or programs' resources is necessary in the implementation of state standards and local curriculum to adapt to the needs of the students. Interview result says that, there is no enough funds for the production of competency based instruction facilities, tools, materials and equipment for proper skills training. Moreover, the school must ensure that the curriculum content follows the state standards and industry regulations, however, the establishment of community linkages and tie-up will fill up the gaps brought about by content curriculum mismatch. Also, planning and evaluation procedure can further improve the implementation of the curriculum.

Furthermore, the results revealed that enrichment on curriculum activities can help students apply appropriate English/Language Arts, Mathematics, Science and Social Studies standards in work related situations.

Curriculum learning experience

Under curriculum learning experience – *teaching strategies and student activities*, the findings revealed that there is a need for the teachers to use computer-aided instructions such as power point and audio-visual presentations. The recent technological advancement brought about positive impact on teaching and learning process, therefore; there is a strong need to cope and avoid much dependence on traditional way of teaching. In order to develop 21st century learners, the teacher/trainers must adjust their way of teaching to the manner where the students learn best. Through the provisions for appropriate student activities, the students' creativity, higher order thinking skills, attitude and skills is being nurtured. In competency-based training, the teachers are no longer the ones who provide all the information; instead they act as facilitators of learning. Also, the students have equal access to learning tasks-accomplishment; this brings out students' sense of responsibility in all activities and competencies.

On curriculum learning experience – *instructional materials and school facilities*, shows that there is a need to improve library/learning resource area especially the acquisition of reference materials related to the different areas of T.V.E. One of the teacher-respondents says that there are no enough funds for the production of competency based instruction facilities, tools, materials and equipment for proper skills training; the school lack community linkages for financial assistance and expertise in producing instructional materials such as modules or manuals, tools, materials and equipment; some students lack financial capability to provide necessary tools, materials and supplies and the school does

not have enough resources to subsidize and meet the needs of each learners; most of the classrooms are not conducive for learning and performance of laboratory activities. Moreover, it shows that there is a need to improve library/learning resource area especially the acquisition of reference materials related to the different areas of T.V.E. On the lighter note, the scarcity of resources and funding develop both students and teachers' resourcefulness and innovativeness because not all the time the school can provide all the necessary facilities.

On curriculum learning experience – *assessment strategies*, it is revealed that the teacher/trainers should provide information sheets, activity sheets and self-checks to further improve students' learning. Furthermore, one of the teacher-respondent mentioned that students get bored in reading information sheets. STVEP-CBC allows the students to develop mastery by giving them enough time to progress according to their own pace until they achieve the desired level of competency. To further improve this aspect, the students need to enhance their skills in reading, comprehension and computer literacy so they will not find difficulty in accomplishing self-paced tasks. On the part of the teachers/ trainers it will be a challenge for them to prepare more interesting learning tasks together with appropriate assessment such as paper-pencil test, interviews, practical exams, small group activity, projects and portfolios to help the learners to achieve mastery of the competencies.

Students' acquisition of standard competency level in the different area of specialization is possible through provisions for appropriate opportunities to perform tasks until they reach their optimum potential. Through competency-based training, the

teachers/trainers will be able to assess each student's abilities while getting to know them more. Teachers' knowledge on each students' present skills, attitudes and learning style can help him/her identify what specific teaching and assessment strategy to be applied. Technical Vocational Education trainers must encourage the students excel by explaining the main objective of Technical Vocational Education which is to help them acquire life skills, obtain National Certification and learn possible means to earn, the students will be motivated to improve performance. Moreover, an interview response says that, Competency-Based Training aims to develop world class workers who excel in his own skill with the right knowledge on facilities and resources operation and management.

Assessment of students' learning outcomes

The findings revealed that most of the students learning outcomes in terms of GPA have satisfactory performance. The key reason for this is the teachers' training and use of different teaching strategies used in STVEP-CBC. Even though some teachers find it difficult to monitor students' accomplishments due of the number of different activities that the students need to perform, these situations did not stop the students from having satisfactory performance. On students' self-assessments, it is revealed that only one specialization among the ten (10) areas regard themselves as highly competent and skillful. There is a strong need to improve students' attitude towards learning and they should develop a good sense of self-evaluation that will lead them to have a better school performance. The teachers/trainers must also influence their students to reflect on their own

performance and motivate them to achieve their best potentials. Moreover, although the teachers are experts in their area of specialization, they are still encouraged to attend in-service training program to improve their teaching effectiveness.

Student Development

Under curriculum goals/aims/objectives, the school must improve its provision for career options to students. The enhancement program under student development aimed to equip students with technical vocational skills that will prepare them for any future endeavor that call for such skills. The proposed activity/strategy is the provision for specialized counseling and intervention services for students to help them make informed and better educational career and choices. In order to further improve students' achievement, professional development activities for teacher/trainers can be a great help. Moreover, the proposed enhancement plan under student development aimed to improve students' achievement, level of self-evaluation based on the competency standards required in their respective area of specialization leading to the improvement of the quality of performance.

To answer the aforementioned need, the program suggests the benchmarking to performing schools to adapt their best practices, intensive planning for intervention program for low-performing students, conduct of research to further improve teaching strategies, industry visits and establishment of community linkages, provision for task evaluations leading to students' self-reflection that will develop their pursuit for higher

learning. Also, community outreach programs and activities that will highlight the skills acquired through T.V.E. and inculcate positive attitude towards T.V.E. through skills exhibitions, contest, industry visits and fieldtrips.

Curriculum and Instruction Development

Under curriculum and instruction development area, to ensure that students have the ability to apply knowledge and skills in new context provisions for prompts to activate students' transfer of knowledge into new learning situation through project-based assessment and performance tests is being proposed. Alignment of varied assessment strategies with learning objectives and teaching strategies is important to improve students' learning.

To further improve students' learning, transfer of learning must be emphasized through project-based learning, case studies, problem-based learning, teamwork activities, and student leadership development activities can all be utilized to provide students with the necessary skills. Teacher-respondent suggested that the school must seek community linkages for financial assistance in order to provide tools, materials, equipment and conducive laboratories and classrooms as well as develop expertise in producing localized and contextualized instructional materials such as modules or manuals.

Faculty Development

The proposed enhancement plan under Faculty development suggests improving instruction and personalizing learning and developing 21st century skills through capacity building seminars, in-service trainings and workshops that will enhance teachers' knowledge on different strategies and use of technology. Moreover, the teachers' active involvement in devising early intervention program for students at risk to help them improve their performance. The teacher-respondents believed that in STVEP-CBC, teachers are required to equip themselves with knowledge and skills in their respective areas of specialization through trainings and seminars; the teachers will be able to assess each student's ability while getting to know them more and understand the best way for them to learn; and the teachers' capability to facilitate diverse students using different strategies is being nurtured at its best.

Physical Facilities

As cited by the respondents: There are no enough funds for the production of competency based instruction facilities, tools, materials and equipment for proper skills training; the school lack community linkages for financial assistance and expertise in producing instructional materials such as modules or manuals, tools, materials and equipment; some students lack financial capability to provide necessary tools, materials and supplies and the school does not have enough resources to subsidize and meet the needs

of each learners; most of the classrooms are not conducive for learning and performance of laboratory activities.

The scarcity of resources and funding develop both students and teachers' resourcefulness and innovativeness because not all the time the school can provide all the necessary facilities. Teacher-respondent suggested that the school must seek community linkages for financial assistance in order to provide tools, materials, equipment and conducive laboratories and classrooms as well as develop expertise in producing localized and contextualized instructional materials such as modules or manuals.

The enhancement plan under the physical facilities suggests the conduct of industry visits and establishment of community linkages to come-up with a wide range of materials and learning resources as well as the improvement in school facilities in the form of infrastructures, laboratories and instructional materials. It also aimed to encourage both the teachers and learners to utilize multiple resources to improve learning and instruction, promote learning through library services and learning resource areas. Also, the plan hopes to establish positive learning environment and improve students' learning outcomes through conducive classroom facilities and the promotion of information literacy through multiple resources (Use of library, internet sources, and resource persons/field experts.)

Implementation Plan

The researcher's initial step is to submit the inputs for the enhancement of the curriculum implementation to the school administrators and TVE curriculum committee which is composed of the Department Head, Assistant Dept. Head and the three (3) Subject area Coordinators (Home Economics, Industrial Arts and ICT). The enhancement plan needs to have the agreement and support of the school leaders; the key issues should be verified, discussed, and analyzed so that what emerges is a set of school-based initiatives that are transparent and agreed to by all levels of the school.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, findings, the conclusion and recommendations relative to the study.

Summary of the Study

The main purpose of the study is to assess the Strengthened Technical Vocational Education Program – Competency-Based Curriculum in terms of curriculum aims/goals/objectives, content or subject matter, learning experience which is subdivided into three areas namely: teaching strategies and student activities, instructional materials and school facilities, together with assessment strategies. The students' learning outcomes in the curriculum in terms of students' GPA, self-assessment and attitude towards T.V.E. were assessed as well. The results of the study help the researcher come-up with inputs for the enhancement of the implementation of the program.

The study made use of descriptive research design. The qualitative data are acquired from the retrieved research instruments and the unstructured interview result. The researcher data gathered, organized and tabulated all the data for the statistical process. The following analysis procedure employ frequency and percentage, weighted mean, standard deviation and interpretation of mean score.

Findings

Under Curriculum aims/goals/objectives, the result of the survey implied that the respondents believed that the school is committed in providing opportunities for their students to acquire the necessary competencies and qualification to enable them to pursue college education, post-secondary education, venture into entrepreneurship, or be directly absorbed in the world of work. However, the school must improve its provision for career options to students.

This finding was supported by the interview result which states that the students' lack interest in their area of specialization that is why it is difficult for them to reach target competency level. Another aspect to be improved is on students' performance in skills and academic competence, achievement tests, accreditation and equivalency for certification purposes and in the actual world of work. This is related to the interview result saying that the students are poor in reading and comprehension that why they find it difficult to learn on their own pace.

Meanwhile, curriculum content or subject matter findings show that the respondents strongly agreed that STVEP-CBC content or subject matter was attained at the school level. Also, they believed that STVEP-CBC is aligned to the training regulation and standard of TESDA and its designs are flexible to meet the need of the learners and community. However, enhancement in terms of each course or programs' resources is necessary in the implementation of state standards and local curriculum to adapt to the needs of the students.

Similarly, interview result says that, there are no enough funds for the production of competency based instruction facilities, tools, materials and equipment for proper skills training. Moreover, enrichment on curriculum activities can help students apply appropriate English/Language Arts, Mathematics, Science, and Social Studies standards in work-related situations. Relatively, survey result revealed that, more creative activities are being developed in order for the students to acquire desired level of competencies.

Under curriculum learning experience - Teaching Strategies and Student Activities, the data gathered revealed that three teaching strategies and student activities were identified to be useful in STVEP-CBC. These are when the teacher facilitates interviews and actual demonstrations, when the teacher link/connect the topic to real workplace setting by providing task sheets, job sheets, operation sheets, checklist used in the industry, and when project-based learning activities were provided to the students. Although the aforementioned were identified, there is still a need for the teachers to use computer-aided-instructions such as PowerPoint and audio-visual presentations in his/her teaching. This result to the interview response says that the students have poor computer literacy.

In terms of instructional materials and school facilities, results show that respondents observed that materials are available on the teacher's level that is, the teacher uses learning modules and other teaching aid during the teaching-learning process and that there are enough assessment tools for the students' performance task. Nevertheless, there is a need to improve the library/learning resource area especially the acquisition of reference materials related to the different Technical Vocational Education areas. Though

problems arise in terms of appropriate and conducive laboratory areas and facilities, teachers unwavering dedication for teaching is still evident. Interview results mentioned that due to the limited resources and facilities, both the students and trainers' resourcefulness and innovativeness is being developed.

In addition, a teacher mentioned that the school lack community linkages for financial assistance and expertise in producing instructional materials such as modules or manuals, tools, materials and equipment. Assessment strategies result shows, students preferred varied assessment tools to measure the knowledge and skills both in technical subjects and general education content. As a result of this, according to the interview result, the teachers' capability to facilitate and assess diverse students using different strategies is being nurtured at its best.

On the assessment of students' learning outcomes, it is revealed that, most of the student-respondents in this study have a satisfactory academic performance in T.V.E. The satisfactory performance among students is brought about by the teachers' training and use of different teaching strategies used in STVEP-CBC. Consequently, interview result says that, students' achievement levels can be improved because they are being exposed to alternative and innovative methods of instruction. Moreover, students' self-assessment and attitude toward T.V.E. Results revealed that a number of students' regard themselves as highly competent and skillful. In relation to this, interview result state that, there is mastery of the lesson because the students are given all the opportunities perform tasks until they reach target competency level.

Findings disclose that the students have a more favorable attitude towards T.V.E. and it provides an opportunity for students to develop skills through Competency-Based Training. According to the interview result it is revealed that, competency based training is an alternative means of complementing, enriching, remediating and reviewing the technical vocational course of instruction. The students have high regard towards the subject because Competency based training increased students' knowledge and skills on different areas of specialization under technical vocational education.

To further enhance the implementation of STVEP-CBC inputs where made base on the data gathered from the respondent through interview and survey questionnaires. Insights were made by focusing on the aspects having lowest ratings and weaknesses identified by the respondents. The program is composed of seven (7) columns including key result areas, area of competency, objectives, activity/strategy, key person/s involved, time frame, proposed budgetary allocation/source of funds and success indicator/s.

Conclusions

Based on the foregoing summary of the findings, the following conclusions were made:

The researcher concludes that the implementation of Strengthened Technical Vocational Education – Competency-Based Training (STVEP-CBC) should be continuously improved because of its influence not only in the learners' school performance but more importantly to their future endeavor. Understanding the impact of

the program to the development of job and entrepreneurship-ready students can build confidence that it is possible to address the global need to eliminate poverty and improve quality of life. Several components such as strengthening the expertise in Technical Vocational track geared with sufficient resources and funding can further enhance the implementation of the existing program.

Recommendations

In the light of the findings and conclusions of the study the following are recommended:

1. Continuous improvement in the Strengthened Technical Vocational Education – Competency Based Curriculum (STVEP-CBC) should be given attention to further enhance its implementation.
2. The school's provision for a strong support mechanism for students such as career orientation and guidance program can be established. This initiative will enable them to choose their specialization in the Technical Vocational Education considering their interest and present skills for this greatly affect their students' attitude and performance.
3. The teachers/trainers must undergo continuous improvement program through trainings, seminars, exposure to industry and bench-marking to further develop their knowledge and skills. It will also help them prepare lessons, activities; and help them in evaluating students' performance to achieve higher standard of competency.
4. Since tools, equipment and other school facilities are vital in the learning process, GMATHS must tie up with other stakeholders such as teachers, school administrators

and community in order to provide learning resources that can be a great help to students' quality education and development.

5. Similar study in the implementation of STVEP-CBC in a wider scope (division, regional, and national level) should be undertaken to further improve the curriculum delivery.
6. The inputs for the enhancement of the implementation of the program can be utilized and further improved for the benefit of the students and the education sector as a whole.

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APPENDICES

Appendix A
Letter to the Validator A



REPUBLIC OF THE PHILIPPINES
PHILIPPINE NORMAL UNIVERSITY
MANILA

SHIRLEY PELAYO-DE LEON
Professor
EARIST Cavite Campus
G.M.A., Cavite

Dear Madame:

The undersigned is a graduate studies student of Master of Arts in Education with the specialization in Home Economics Education who is conducting a study entitled: “Assessment of Strengthened Technical Vocational Education Program – Competency-Based Training (STVEP-CBC): Inputs for the Enhancement of the Curriculum Implementation.”

The study sought to answer the following questions: (1) How do the teachers and students assess the STVEP-CBC in terms of: Curriculum aims/goals/objectives, Curriculum content or subject matter, Curriculum learning experience - Teaching strategies and Student activities, Instructional materials and school facilities, Assessment strategies? (2) What are the students’ learning outcomes in the curriculum in terms of: students’ General Point Average (GPA), students’ self-assessment and attitude towards TVE? Lastly, (3) What inputs can be proposed for the enhancement of curriculum implementation of STVEP-CBC?

With your expertise, I would be glad to have you as one of my validators to evaluate my modified questionnaires using the attached rating tool.

I am looking forward that my request would merit your positive response. Thank you and God bless!

Respectfully yours,

DIANA JEAN D. DELAGON
Researcher

Direction: The tool asks for the evaluation of the questionnaires to be used in the data gathering for the investigation stated above, to establish validity. You are requested to check only one from the selection.

Scale	Interpretation	Description
5	Very High Valid	The questionnaires are valid and can provide unbiased data for the investigation, allowing 0-5% error.
4	High Valid	The questionnaires are valid and can provide unbiased data for the investigation, allowing 8-10% error.
3	Valid	The questionnaires are valid and can provide unbiased data for the investigation, allowing 11-55% error.
2	Less Valid	The questionnaires are valid and can provide unbiased data for the investigation, allowing 16-20% error.
1	Not Valid at all	The questionnaires are valid and can provide unbiased data for the investigation, allowing 21-25% error.

Indicators		5	4	3	2	1
1	The indicators in the questionnaire consistently and accurately measure each variables of the investigation.	/				
2	The questionnaire fits with the variables under investigation, thus measuring what it tends to measure.		/			
3	The questionnaire has the capability to measure items of variables within a given time frame.		/			
4	The questionnaire has the ability to distinguish the characteristics or properties of differing attributes of the subject under study.	/				
5	The questionnaire has the ability to gather factual data, eliminating biases and subjectivity.		/			
6	Quick and complete data can be generated by the questionnaire within the time frame allowed to obtain the data.		/			
7	The questionnaire has no influence on variables being measured.		/			
8	The questionnaire is framed in a clear and simple order to avoid risk of error.		/			
9	The questionnaire is capable of gathering data that will be of value and practical use to the sectors concerned in the investigation.		/			

Appendix B
Letter to the Validator B



REPUBLIC OF THE PHILIPPINES
PHILIPPINE NORMAL UNIVERSITY
MANILA

DR. ARLITA A. DE GUZMAN
OIC, Asst. Dept. Head
Gen. Mariano Alvarez Technical High School (GMATHS)
G.M.A., Cavite

Dear Madame:

The undersigned is a graduate studies student of Master of Arts in Education with the specialization in Home Economics Education who is conducting a study entitled: “Assessment of Strengthened Technical Vocational Education Program – Competency-Based Training (STVEP-CBC): Inputs for the Enhancement of the Curriculum Implementation.”

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With your expertise, I would be glad to have you as one of my validators to evaluate my modified questionnaires using the attached rating tool.

I am looking forward that my request would merit your positive response. Thank you and God bless!

Respectfully yours,

DIANA JEAN D. DELAGON
Researcher

Direction: The tool asks for the evaluation of the questionnaires to be used in the data gathering for the investigation stated above, to establish validity. You are requested to check only one from the selection.

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2	Less Valid	The questionnaires are valid and can provide unbiased data for the investigation, allowing 16-20% error.
1	Not Valid at all	The questionnaires are valid and can provide unbiased data for the investigation, allowing 21-25% error.

Indicators		5	4	3	2	1
1	The indicators in the questionnaire consistently and accurately measure each variables of the investigation.		/			
2	The questionnaire fits with the variables under investigation, thus measuring what it tends to measure.		/			
3	The questionnaire has the capability to measure items of variables within a given time frame.		/			
4	The questionnaire has the ability to distinguish the characteristics or properties of differing attributes of the subject under study.		/			
5	The questionnaire has the ability to gather factual data, eliminating biases and subjectivity.		/			
6	Quick and complete data can be generated by the questionnaire within the time frame allowed to obtain the data.		/			
7	The questionnaire has no influence on variables being measured.		/			
8	The questionnaire is framed in a clear and simple order to avoid risk of error.		/			
9	The questionnaire is capable of gathering data that will be of value and practical use to the sectors concerned in the investigation.		/			

Appendix C
Letter to the Validator C



REPUBLIC OF THE PHILIPPINES
PHILIPPINE NORMAL UNIVERSITY
MANILA

REIDESSEL N. AMBAGAN
ICT Coordinator
Gen. Mariano Alvarez Technical High School (GMATHS)
G.M.A., Cavite

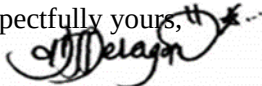
Dear Madame:

The undersigned is a graduate studies student of Master of Arts in Education with the specialization in Home Economics Education who is conducting a study entitled: “Assessment of Strengthened Technical Vocational Education Program – Competency-Based Training (STVEP-CBC): Inputs for the Enhancement of the Curriculum Implementation.”

The study sought to answer the following questions: (1) How do the teachers and students assess the STVEP-CBC in terms of: Curriculum aims/goals/objectives, Curriculum content or subject matter, Curriculum learning experience - Teaching strategies and Student activities, Instructional materials and school facilities, Assessment strategies? (2) What are the students’ learning outcomes in the curriculum in terms of: students’ General Point Average (GPA), students’ self-assessment and attitude towards TVE? Lastly, (3) What inputs can be proposed for the enhancement of curriculum implementation of STVEP-CBC?

With your expertise, I would be glad to have you as one of my validators to evaluate my modified questionnaires using the attached rating tool.

I am looking forward that my request would merit your positive response. Thank you and God bless!

Respectfully yours,


DIANA JEAN D. DELAGON
Researcher

Direction: The tool asks for the evaluation of the questionnaires to be used in the data gathering for the investigation stated above, to establish validity. You are requested to check only one from the selection.

Scale	Interpretation	Description
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2	Less Valid	The questionnaires are valid and can provide unbiased data for the investigation, allowing 16-20% error.
1	Not Valid at all	The questionnaires are valid and can provide unbiased data for the investigation, allowing 21-25% error.

Indicators		5	4	3	2	1
1	The indicators in the questionnaire consistently and accurately measure each variables of the investigation.	/				
2	The questionnaire fits with the variables under investigation, thus measuring what it tends to measure.	/				
3	The questionnaire has the capability to measure items of variables within a given time frame.	/				
4	The questionnaire has the ability to distinguish the characteristics or properties of differing attributes of the subject under study.	/				
5	The questionnaire has the ability to gather factual data, eliminating biases and subjectivity.	/				
6	Quick and complete data can be generated by the questionnaire within the time frame allowed to obtain the data.	/				
7	The questionnaire has no influence on variables being measured.	/				
8	The questionnaire is framed in a clear and simple order to avoid risk of error.	/				
9	The questionnaire is capable of gathering data that will be of value and practical use to the sectors concerned in the investigation.	/				

Appendix D
Letter to the Validator D



REPUBLIC OF THE PHILIPPINES
PHILIPPINE NORMAL UNIVERSITY
MANILA

MELCHORA C. SAGUIBO
Teacher/Trainer
Gen. Mariano Alvarez Technical High School (GMATHS)
G.M.A., Cavite

Dear Madame:

The undersigned is a graduate studies student of Master of Arts in Education with the specialization in Home Economics Education who is conducting a study entitled: "Assessment of Strengthened Technical Vocational Education Program – Competency-Based Training (STVEP-CBC): Inputs for the Enhancement of the Curriculum Implementation."

The study sought to answer the following questions: (1) How do the teachers and students assess the STVEP-CBC in terms of: Curriculum aims/goals/objectives, Curriculum content or subject matter, Curriculum learning experience - Teaching strategies and Student activities, Instructional materials and school facilities, Assessment strategies? (2) What are the students' learning outcomes in the curriculum in terms of: students' General Point Average (GPA), students' self-assessment and attitude towards TVE? Lastly, (3) What inputs can be proposed for the enhancement of curriculum implementation of STVEP-CBC?

With your expertise, I would be glad to have you as one of my validators to evaluate my modified questionnaires using the attached rating tool.

I am looking forward that my request would merit your positive response. Thank you and God bless!

Respectfully yours,

A handwritten signature in black ink, appearing to read "Diana Jean D. Delagon", with a stylized flourish at the end.

DIANA JEAN D. DELAGON
Researcher

Direction: The tool asks for the evaluation of the questionnaires to be used in the data gathering for the investigation stated above, to establish validity. You are requested to check only one from the selection.

Scale	Interpretation	Description
5	Very High Valid	The questionnaires are valid and can provide unbiased data for the investigation, allowing 0-5% error.
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2	Less Valid	The questionnaires are valid and can provide unbiased data for the investigation, allowing 16-20% error.
1	Not Valid at all	The questionnaires are valid and can provide unbiased data for the investigation, allowing 21-25% error.

Indicators		5	4	3	2	1
1	The indicators in the questionnaire consistently and accurately measure each variables of the investigation.			/		
2	The questionnaire fits with the variables under investigation, thus measuring what it tends to measure.			/		
3	The questionnaire has the capability to measure items of variables within a given time frame.			/		
4	The questionnaire has the ability to distinguish the characteristics or properties of differing attributes of the subject under study.			/		
5	The questionnaire has the ability to gather factual data, eliminating biases and subjectivity.			/		
6	Quick and complete data can be generated by the questionnaire within the time frame allowed to obtain the data.			/		
7	The questionnaire has no influence on variables being measured.			/		
8	The questionnaire is framed in a clear and simple order to avoid risk of error.			/		
9	The questionnaire is capable of gathering data that will be of value and practical use to the sectors concerned in the investigation.			/		

Appendix E
Letter to the Validator E



REPUBLIC OF THE PHILIPPINES
PHILIPPINE NORMAL UNIVERSITY
MANILA

ARNOLD A. MENDOZA
Department Head, T.V.E. Dept.
Gen. Mariano Alvarez Technical High School (GMATHS)
G.M.A., Cavite

Dear Sir:

The undersigned is a graduate studies student of Master of Arts in Education with the specialization in Home Economics Education who is conducting a study entitled: “Assessment of Strengthened Technical Vocational Education Program – Competency-Based Training (STVEP-CBC): Inputs for the Enhancement of the Curriculum Implementation.”

The study sought to answer the following questions: (1) How do the teachers and students assess the STVEP-CBC in terms of: Curriculum aims/goals/objectives, Curriculum content or subject matter, Curriculum learning experience - Teaching strategies and Student activities, Instructional materials and school facilities, Assessment strategies? (2) What are the students’ learning outcomes in the curriculum in terms of: students’ General Point Average (GPA), students’ self-assessment and attitude towards TVE? Lastly, (3) What inputs can be proposed for the enhancement of curriculum implementation of STVEP-CBC?

With your expertise, I would be glad to have you as one of my validators to evaluate my modified questionnaires using the attached rating tool.

I am looking forward that my request would merit your positive response. Thank you and God bless!

Respectfully yours,

DIANA JEAN D. DELAGON
Researcher

Direction: The tool asks for the evaluation of the questionnaires to be used in the data gathering for the investigation stated above, to establish validity. You are requested to check only one from the selection.

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1	Not Valid at all	The questionnaires are valid and can provide unbiased data for the investigation, allowing 21-25% error.

Indicators		5	4	3	2	1
1	The indicators in the questionnaire consistently and accurately measure each variables of the investigation.		/			
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3	The questionnaire has the capability to measure items of variables within a given time frame.		/			
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8	The questionnaire is framed in a clear and simple order to avoid risk of error.		/			
9	The questionnaire is capable of gathering data that will be of value and practical use to the sectors concerned in the investigation.			/		

Comments/Suggestions/Recommendations:

Change the lay-out/format of the attitude scale. It would be better if you will make it in a checklist form instead of using SA, A, D and SD.



Validated by: ARNOLD M. MENDOZA

Position: TVE Dept. Head

Signature over printed name

Date: _____

Appendix F
Letter to the Validator F



REPUBLIC OF THE PHILIPPINES
PHILIPPINE NORMAL UNIVERSITY
MANILA

DR. CYDA M. PESTAÑO
Teacher/Trainer
Gen. Mariano Alvarez Technical High School (GMATHS)
G.M.A., Cavite

Dear Madame:

The undersigned is a graduate studies student of Master of Arts in Education with the specialization in Home Economics Education who is conducting a study entitled: “Assessment of Strengthened Technical Vocational Education Program – Competency-Based Training (STVEP-CBC): Inputs for the Enhancement of the Curriculum Implementation.”

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I am looking forward that my request would merit your positive response. Thank you and God bless!

Respectfully yours,

A handwritten signature in black ink, appearing to read "Diana Jean D. Delagon", with a small star-like flourish at the end.

DIANA JEAN D. DELAGON
Researcher

Direction: The tool asks for the evaluation of the questionnaires to be used in the data gathering for the investigation stated above, to establish validity. You are requested to check only one from the selection.

Scale	Interpretation	Description
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2	Less Valid	The questionnaires are valid and can provide unbiased data for the investigation, allowing 16-20% error.
1	Not Valid at all	The questionnaires are valid and can provide unbiased data for the investigation, allowing 21-25% error.

Indicators		5	4	3	2	1
1	The indicators in the questionnaire consistently and accurately measure each variables of the investigation.		/			
2	The questionnaire fits with the variables under investigation, thus measuring what it tends to measure.		/			
3	The questionnaire has the capability to measure items of variables within a given time frame.		/			
4	The questionnaire has the ability to distinguish the characteristics or properties of differing attributes of the subject under study.			/		
5	The questionnaire has the ability to gather factual data, eliminating biases and subjectivity.		/			
6	Quick and complete data can be generated by the questionnaire within the time frame allowed to obtain the data.		/			
7	The questionnaire has no influence on variables being measured.			/		
8	The questionnaire is framed in a clear and simple order to avoid risk of error.			/		
9	The questionnaire is capable of gathering data that will be of value and practical use to the sectors concerned in the investigation.		/			

Appendix G
Letter to the Validator G



REPUBLIC OF THE PHILIPPINES
PHILIPPINE NORMAL UNIVERSITY
MANILA

MRS. RAINBEE F. PRIOL
TLE/TVE Trainer and Module Validator
Gen. Mariano Alvarez Technical High School (GMATHS)
G.M.A., Cavite

Dear Madame:

The undersigned is a graduate studies student of Master of Arts in Education with the specialization in Home Economics Education who is conducting a study entitled: “Assessment of Strengthened Technical Vocational Education Program – Competency-Based Training (STVEP-CBC): Inputs for the Enhancement of the Curriculum Implementation.”

The study sought to answer the following questions: (1) How do the teachers and students assess the STVEP-CBC in terms of: Curriculum aims/goals/objectives, Curriculum content or subject matter, Curriculum learning experience - Teaching strategies and Student activities, Instructional materials and school facilities, Assessment strategies? (2) What are the students’ learning outcomes in the curriculum in terms of: students’ General Point Average (GPA), students’ self-assessment and attitude towards TVE? Lastly, (3) What inputs can be proposed for the enhancement of curriculum implementation of STVEP-CBC?

With your expertise, I would be glad to have you as one of my validators to evaluate my modified questionnaires using the attached rating tool.

I am looking forward that my request would merit your positive response. Thank you and God bless!

Respectfully yours,

DIANA JEAN D. DELAGON
Researcher

Direction: The tool asks for the evaluation of the questionnaires to be used in the data gathering for the investigation stated above, to establish validity. You are requested to check only one from the selection.

Scale	Interpretation	Description
5	Very High Valid	The questionnaires are valid and can provide unbiased data for the investigation, allowing 0-5% error.
4	High Valid	The questionnaires are valid and can provide unbiased data for the investigation, allowing 8-10% error.
3	Valid	The questionnaires are valid and can provide unbiased data for the investigation, allowing 11-55% error.
2	Less Valid	The questionnaires are valid and can provide unbiased data for the investigation, allowing 16-20% error.
1	Not Valid at all	The questionnaires are valid and can provide unbiased data for the investigation, allowing 21-25% error.

Indicators		5	4	3	2	1
1	The indicators in the questionnaire consistently and accurately measure each variables of the investigation.		/			
2	The questionnaire fits with the variables under investigation, thus measuring what it tends to measure.		/			
3	The questionnaire has the capability to measure items of variables within a given time frame.	/				
4	The questionnaire has the ability to distinguish the characteristics or properties of differing attributes of the subject under study.		/			
5	The questionnaire has the ability to gather factual data, eliminating biases and subjectivity.		/			
6	Quick and complete data can be generated by the questionnaire within the time frame allowed to obtain the data.	/				
7	The questionnaire has no influence on variables being measured.			/		
8	The questionnaire is framed in a clear and simple order to avoid risk of error.		/			
9	The questionnaire is capable of gathering data that will be of value and practical use to the sectors concerned in the investigation.		/			

Appendix H
Letter to the Principal



REPUBLIC OF THE PHILIPPINES
PHILIPPINE NORMAL UNIVERSITY
MANILA

June 29, 2015

ROLANDO P. DILIDILI
Principal IV
Gen. Mariano Alvarez Technical High School
G.M.A., Cavite

Sir:

Greetings in peace!

I would like to request permission from your good office to allow the undersigned to conduct the study entitled: "The Effectiveness of Strengthened Technical Vocational Education Program – Competency-Based Training (STVEP-CBC) in Technical Vocational Education (T.V.E.)".

This study is a requirement in finishing my degree, Master of Arts in Education with the specialization in Home Economics Education at the Philippine Normal University, Taft Ave., Manila. This study will be conducted this school year 2015-2016.

I would like to request further approval to use selected Grade 10 (G-10) students as well as their teachers/trainers in Technical Vocational Education (T.V.E.).

I am hoping for your favorable response regarding this matter. Thank you so much and God bless.

Respectfully yours,

DIANA JEAN D. DELAGON

Researcher

Approved by:

Appendix I

SURVEY QUESTIONNAIRE

**ASSESSMENT OF STRENGTHENED TECHNICAL VOCATIONAL EDUCATION
PROGRAM-COMPETENCY-BASED CURRICULUM (STVEP-CBC): INPUTS FOR
THE ENHANCEMENT OF THE CURRICULUM IMPLEMENTATION**

FORM A

This is not a test and it will not affect your grades in anyway. Please supply with appropriate information as honestly and as accurately as possible. Check the code which shows the extent of your agreement. Rest assured that all your answer would be treated with utmost confidentiality. Thank you.

PART I

NAME: (optional) _____ AGE: _____

GR. & SECTION: _____

GENDER:

- ☐ Male
- ☐ Female

SPECIALIZATION: (check the circle of your specialization)

- ☐ PC Hardware Servicing
- ☐ Building Construction
- ☐ Furniture and Cabinet Making
- ☐ Automotive Servicing
- ☐ Consumer Electronics
- ☐ Consumer Electricity
- ☐ SMAW (Shielded Metal Arc Welding)
- ☐ Bread and Pastry Production
- ☐ Garments Technology
- ☐ Hair Dressing

FIRST QUARTER GRADE IN T.V.E.

- ☐ 95 – 100 %
- ☐ 90 – 94 %
- ☐ 85 – 89 %
- ☐ 80 – 84 %
- ☐ 75 – 79 %
- ☐ 74 % and below

MONTHLY INCOME OF THE FAMILY

- ☐ Below P1,000.00
- ☐ P1,000,00 to P4,000,00
- ☐ P5,000,00 to P10,000,00
- ☐ P11,000,00 to P15,000,00
- ☐ P16,000,00 to P20,000,00
- ☐ P20,000, 00 and above

PART II Attitude Scale

This attitude scale consists of statements of opinion regarding your acceptance and interest toward TVE. There is no right or wrong answers. What is needed is your individual reaction to each statement and decide how you feel about it.

Please indicate your answer in the following manner by checking the appropriate column.

LEGEND:

RATE	RANGE	VERBAL INTERPRETATION (VI)	ASSESSMENT CRITERIA
4	3.50 - 4.00	Strongly Agree	Characterized by major strengths, attainment of expected outcomes and outstanding performance.
3	2.50 – 3.49	Agree	Strengths overweight weaknesses, advancing steadily towards pre-set goals with pleasing outcomes.
2	1.50 – 2.49	Strongly Disagree	Some strengths and some weaknesses, advancing towards pre-set goals with some initial observable outcomes.
1	1.00 – 1.49	Disagree	Displays major weaknesses in the area with undesirable actions, pre-set goals fail to be attained.

	ITEMS	SA (4)	A (3)	D (2)	SD (1)
1.	TVE is one of the most beneficial subjects I have ever studied.				
2.	I find TVE easier to understand than other subjects.				
3.	I love to study TVE.				
4.	I consider TVE as one of the most important subject in high school.				
5.	I enjoy doing activities and projects in TVE.				
6.	TVE subject provides opportunities for students to develop skills through Competency-Based Training.				
7.	TVE taught me to love work.				
8.	TVE taught me to do things with others especially during laboratory activities.				

9.	I enjoy working with classmates in TVE.				
10.	TVE contribute to my self-sufficiency.				
11.	Manual work is valuable.				
12.	TVE subject trained to develop one into an industrious individual.				
13.	I enjoy operational activities.				
14.	Preparing for performance task is exciting.				
15.	TVE lessons helped me to cooperate, understand and love my family.				
16.	Entrepreneurship topics make me realize the importance of business and products in our country.				
17.	Technology and Vocational Education is considered as an important subject to take up in school.				
18.	I have improved my way of living by applying skills that I have learned in the discussions.				
19.	I enjoy answering activity sheets and job sheets.				
20.	Computer Technology is important for me.				
21.	I learned to use my time wisely upon studying TVE.				
22.	TVE subject provided me with realistic understanding and respect the dignity of labor.				
23.	I find skills test exciting.				
24.	I enjoy typing my reports and subjects in computer.				
25.	Practicum activities develop my patience and creativity.				
26.	TVE subject is as important as other academic subject.				
27.	Topics in TVE contribute to my personal development.				
	TOTAL				

PART III

AUTOMOTIVE TECHNOLOGY SELF-ASSESSMENT GUIDE

Direction: Assess oneself according to your own degree of learning and acquired competencies. Please indicate your answer under the column rating.

LEGEND:

RATE	RANGE	VERBAL INTERPRETATION (VI)	ASSESSMENT CRITERIA
4	3.50 - 4.00	Highly Competent and Skillful	I can consistently demonstrate the ability to analyze and synthesize essential content knowledge and skills in a new task.
3	2.50 – 3.49	Competent and Skillful	I can consistently and independently demonstrate the ability to apply and transfer essential content, knowledge and skills in a new task.
2	1.50 – 2.49	Approaching Competent and Skillful	I can demonstrate the emerging ability to apply and transfer essential content, knowledge and skills.

1 1.00 – 1.49 Needs More Improvement and Practice I cannot demonstrate the application and transfer of essential content, knowledge and skills.

Competencies	Highly Competent and Skillful (4)	Competent and Skillful (3)	Approaching Competent and Skillfulness (2)	Needs more Training and Practice (1)	Rating
Module 1: Performing Gas Engine Tune-up					
1. I can check/adjust valve clearance	All the procedures in checking and adjusting valve clearance are strictly followed at all times	Most of the procedures in checking and adjusting valve clearance are strictly followed	Some the procedures in checking and adjusting valve clearance are followed	Missed most or all of the procedures in checking and adjusting valve clearance	
2. I can inspect/test spark plug	Proper inspection and testing of spark plug procedure are strictly followed at all times.	Proper inspection and testing of spark plug procedure are strictly followed most of the times.	Proper inspection and testing of spark plug procedure are strictly followed often times.	Proper inspection and testing of spark plug procedure are strictly followed seldom times.	
3. I can check/replace fuel filter and air cleaner	All the procedures in checking and replacing fuel filter and air cleaner are executed	Most of the procedures in checking and replacing fuel filter and air cleaner are executed	Some of the procedures in checking and replacing fuel filter and air cleaner are executed	Much or not all the procedures in checking and replacing fuel filter and air cleaner are execute	
4. I can inspect/replace contact points/condenser	All inspection and replacement of contact points condenser procedure are carried out	Most of the inspection and replacement of contact points condenser procedure are carried out	Some of the inspection and replacement of contact points condenser procedure are carried out	Much or not all inspection and replacement of contact points condenser procedure are carried out	

5. I can adjust engine idle speed and mixture	All adjustment of engine idle speed and mixture procedure are carried out	Most of the adjustment of engine idle speed and mixture procedure are carried out	Some of the adjustment of engine idle speed and mixture procedure are carried out	Much or not all adjustment of engine idle speed and mixture procedure are carried out	
6. I can test/adjust dwell angle and ignition setting	All the procedure in testing and adjusting dwell angle and ignition setting are executed	Most of the procedure in testing and adjusting dwell angle and ignition setting are executed	Some of the procedure in testing and adjusting dwell angle and ignition setting are executed	Much or not all the procedure in testing and adjusting dwell angle and ignition setting are executed	
7. I can check advance mechanism and adjust ignition timing	Check advance mechanism and adjust ignition timing at all times	Check advance mechanism and adjust ignition timing most of the times	Check advance mechanism and adjust ignition timing often times	check advance mechanism and adjust ignition timing seldom times	
8. I can conduct compression test	All compression test procedure are conducted	Most of the compression test procedure are conducted	Some compression test procedure are conducted	Much or not all compression test procedure are conducted	

PART IV

DIRECTION: Please check the column below that best indicate your perception /description using the following scale:

LEGEND:

RATE	RANGE	VERBAL INTERPRETATION (VI)	ASSESSMENT CRITERIA
4	3.50 - 4.00	Strongly Agree (SA)	Characterized by major strengths, attainment of expected outcomes and outstanding performance.
3	2.50 – 3.49	Agree (A)	Strengths overweight weaknesses, advancing steadily towards pre-set goals with pleasing outcomes.

2	1.50 – 2.49	Strongly Disagree (SD)	Some strengths and some weaknesses, advancing towards pre-set goals with some initial observable outcomes.
1	1.00 – 1.49	Disagree (D)	Displays major weaknesses in the area with undesirable actions, pre-set goals fail to be attained.

A. ATTAINMENT OF STVEP-CBC IN TERMS OF CURRICULUM AIMS/GOALS/OBJECTIVES	SA (4)	A (3)	D (2)	SD (1)
1. The STVEP-CBC provides opportunities for the students to acquire the necessary competencies and qualification to enable them to pursue college education, post-secondary education, venture into entrepreneurship, or be directly absorbed in the world of work.				
2. The STVEP-CBC equip students with certifiable technical, vocational, industrial and other relevant skills to be productive citizens of the country.				
3. The STVEP-CBC improve students' performance in skills and academic competence, achievement tests, accreditation and equivalency for certification purposes and in the actual world of work.				
4. The STVEP-CBC upgrade the competency of technical-vocational teachers in the delivery of basic and certifiable skills in the different technical-vocational courses through skills trainings, seminars and formal studies.				
5. The STVEP-CBC provide career option to students				
B. ATTAINMENT OF STVEP-CBC IN TERMS OF CURRICULUM EXPERIENCE – TEACHING STRATEGIES AND STUDENT ACTIVITIES				
1. The teacher facilitates self-paced learning, wherein the students learn on their own using modules.				
2. The teacher used interviews and actual demonstrations.				
3. The teacher use computer-aided-instructions such as PowerPoint and audio-visual presentations in his/her teaching.				
4. The teacher use simulations, role playing, demonstrations and laboratory/actual performance.				
5. The teacher link/connect the topic to real workplace setting by providing task sheets, job sheets, operation sheets, checklist used in the industry.				
6. Project-based learning activities are provided to the students.				
7. The schools enter into a partnership with local industries for the students' exposure and work experience.				
8. Student activities reflect the nature of such tasks in the real world (offer real world examples of industry problems and challenges for students to resolve)				
9. A culminating activity is required per area of specialization to orient and expose the students to industries.				
10. Some entrepreneurial activities (in a form of service rendered, retailing and manufacturing) is an offshoot of lessons in the TVE subjects.				
C. ATTAINMENT OF STVEP-CBC IN TERMS OF CURRICULUM EXPERIENCE – INSTRUCTIONAL MATERIALS AND SCHOOL FACILITIES				

1. The school library/learning resource area has reference materials related to the different Technical Vocational Education area.				
2. The teachers/trainers use learning modules, charts, diagrams, picture or illustration aids during his/her teaching demonstrations				
3. The school has appropriate and conducive laboratory areas with complete facilities for students and teachers/trainers.				
4. The school provides various assessment tools both in oral, written and performance evaluation.				
5. The school has audio-visual materials/multi-media such as TV, Projectors and computers.				
D. ATTAINMENT OF STVEP-CBC IN TERMS OF CURRICULUM EXPERIENCE – ASSESSMENT STRATEGIES				
1. The teachers/trainers provide information sheets, activity sheets and self-checks.				
2. The teachers/trainers use job sheets and operational activities.				
3. The teachers/trainers use performance tasks with appropriate scoring rubrics.				
4. The teacher/trainers conduct recitations and interview prior to laboratory activities.				
5. The teacher/trainers use practicum activities and conduct institutional assessment.				

Appendix J

SURVEY QUESTIONNAIRE

ASSESSMENT OF STRENGTHENED TECHNICAL VOCATIONAL EDUCATION PROGRAM-COMPETENCY-BASED CURRICULUM (STVEP-CBC): INPUTS FOR THE ENHANCEMENT OF THE CURRICULUM IMPLEMENTATION

FORM B

Dearest Teachers:

Please supply with appropriate information as honestly and as accurately as possible. Rest assured that all your answer would be treated with utmost confidentiality.
Thank you.

PART I

NAME: (optional) _____ GENDER: _____
NO. OF YEARS IN TEACHING: _____ AGE: _____

AREA OF SPECIALIZATION: (check the circle of your specialization)

- ☐ PC Hardware Servicing
- ☐ Building Construction
- ☐ Furniture and Cabinet Making
- ☐ Automotive Technology
- ☐ Consumer Electronics Technology
- ☐ Consumer Electricity Technology
- ☐ SMAW (Steel Baluster Making and Welding)
- ☐ Food Trades Technology
- ☐ Garments Technology
- ☐ Beauty Care and Hair Dressing

PART II

DIRECTION: Please check the column below that best indicate your perception
/description using the following scale:

LEGEND:

RATE	RANGE	VERBAL INTERPRETATION (VI)	ASSESSMENT CRITERIA
4	3.50 - 4.00	Strongly Agree (SA)	Characterized by major strengths, attainment of expected outcomes and outstanding performance.
3	2.50 – 3.49	Agree (A)	Strengths overweight weaknesses, advancing steadily towards pre-set goals with pleasing outcomes.

2	1.50 – 2.49	Strongly Disagree (SD)	Some strengths and some weaknesses, advancing towards pre-set goals with some initial observable outcomes.
1	1.00 – 1.49	Disagree (D)	Displays major weaknesses in the area with undesirable actions, pre-set goals fail to be attained.

A. ATTAINMENT OF STVEP-CBC IN TERMS OF CURRICULUM AIMS/GOALS/OBJECTIVES	SA (4)	A (3)	D (2)	SD (1)
1. The STVEP-CBC provides opportunities for the students to acquire the necessary competencies and qualification to enable them to pursue college education, post-secondary education, venture into entrepreneurship, or be directly absorbed in the world of work.				
2. The STVEP-CBC equip students with certifiable technical, vocational, industrial and other relevant skills to be productive citizens of the country.				
3. The STVEP-CBC improve students' performance in skills and academic competence, achievement tests, accreditation and equivalency for certification purposes and in the actual world of work.				
4. The STVEP-CBC upgrade the competency of technical-vocational teachers in the delivery of basic and certifiable skills in the different technical-vocational courses through skills trainings, seminars and formal studies.				
5. The STVEP-CBC provide career option to students				
B. ATTAINMENT OF STVEP-CBC IN TERMS OF CURRICULUM CONTENT – SUBJECT MATTER				
1. Curriculum is aligned to the training regulation and standard of TESDA.				
2. Curriculum designs are flexible to meet the need of the learners and community.				
3. Curriculum includes written goals, objectives, and activities that meet state program and content standards.				
4. Curriculum emphasizes the technical, academic, and employability skills needed for success.				
5. Curriculum is connected to available apprenticeship training programs. Example: Students are prepared to enter apprenticeship programs that extend existing skills and provide on-the-job training.				
6. Each course or program has the resources necessary to implement state standards and local curriculum and to adapt to needs of students. Example: Facilities and equipment are continuously updated and maintained to model current industry and community conditions.				
7. State content standards are used as the foundation for local curriculum development and input from the community is considered during the development process. Example: Local curriculum includes written goals, objectives, and activities that meet state program and content standards.				
8. Curriculum activities help students apply appropriate English/Language Arts, Mathematics, Science, and Social Studies standards in work-related situations. Example: Senior projects based on individual career interests are used to demonstrate research, communication, and presentation skills.				

9. Curriculum is consistent with available state and national industry certification standards.				
10. Curriculum is aligned with existing postsecondary programs. Example: Students graduate from high school with college credits leading to technical certificates and associate and baccalaureate degrees.				
C. ATTAINMENT OF STVEP-CBC IN TERMS OF CURRICULUM EXPERIENCE – TEACHING STRATEGIES AND STUDENT ACTIVITIES				
1. The teacher facilitates self-paced learning, wherein the students learn on their own using modules.				
2. The teacher used interviews and actual demonstrations.				
3. The teacher use computer-aided-instructions such as PowerPoint and audio-visual presentations in his/her teaching.				
4. The teacher use simulations, role playing, demonstrations and laboratory/actual performance.				
5. The teacher link/connect the topic to real workplace setting by providing task sheets, job sheets, operation sheets, checklist used in the industry.				
6. Project-based learning activities are provided to the students.				
7. The schools enter into a partnership with local industries for the students' exposure and work experience.				
8. Student activities reflect the nature of such tasks in the real world (offer real world examples of industry problems and challenges for students to resolve)				
9. A culminating activity is required per area of specialization to orient and expose the students to industries.				
10. Some entrepreneurial activities (in a form of service rendered, retailing and manufacturing) is an offshoot of lessons in the TVE subjects.				
D. ATTAINMENT OF STVEP-CBC IN TERMS OF CURRICULUM EXPERIENCE – INSTRUCTIONAL MATERIALS AND SCHOOL FACILITIES				
1. The school library/learning resource area has reference materials related to the different Technical Vocational Education area.				
2. The teachers/trainers use learning modules, charts, diagrams, picture or illustration aids during his/her teaching demonstrations				
3. The school has appropriate and conducive laboratory areas with complete facilities for students and teachers/trainers.				
4. The school provides various assessment tools both in oral, written and performance evaluation.				
5. The school has audio-visual materials/multi-media such as TV, Projectors and computers.				

Appendix K

PART III

BREAD AND PASTRY PRODUCTION SELF-ASSESSMENT GUIDE

Direction: Assess oneself according to your own degree of learning and acquired competencies. Please indicate your answer under the column rating.

Competencies	Highly Competent and Skillful (4)	Competent and Skillful (3)	Approaching Competent and Skillfulness (2)	Needs more Training and Practice (1)	Rating
Module 1: Single Crust Pastry					
Learning Outcome 1: Preparing ingredients, tools, utensils and equipment for baked products					
1. I can familiarize oneself on baking terminologies	Exhibit familiarity on all baking terminologies	Exhibit familiarity on most baking terminologies	Exhibit familiarity on some baking terminologies	Exhibit familiarity on much or not all baking terminologies	
2. I can identify and explain the uses of the different baking tools, equipment and accessories	Show knowledge in identifying and explaining all the uses of the different baking tools, equipment and accessories	Show knowledge in identifying and explaining most the uses of the different baking tools, equipment and accessories	Show knowledge in identifying and explaining some the uses of the different baking tools, equipment and accessories	Show knowledge in identifying and explaining much or not all the uses of the different baking tools, equipment and accessories	
3. I can identify ingredients substitute	Was able to identify all ingredients substitute	Was able to identify most of the ingredients substitute	Was able to identify some of the ingredients substitute	Was able to identify much or not all ingredients substitute	
4. I can measure ingredients using correct techniques and required tools	Demonstrate skill in measuring all kinds of ingredients using correct	Demonstrate skill in measuring most of the ingredients using correct	Demonstrate skill in measuring some of the ingredients using	Demonstrate skill in measuring much or not all ingredients	

	techniques and required tools	techniques and required tools	correct techniques and required tools	using correct techniques and required tools	
5. I can observe sanitary practices	Observe sanitary practices at all times	Observe sanitary practice most of the times	Observe sanitary practices often times	Observe sanitary practice seldom times	
Learning Outcome 2: Preparing pastry products					
9. I can prepare pastry products	Display knowledge and skills in preparing pastry products at all times	Display knowledge and skills in preparing pastry products at most of the times	Display knowledge and skills in preparing pastry products often times	Display knowledge and skills in preparing pastry products seldom times	
10. I can bake pie crust and other pastry products	Baked pastry product strictly following all standard procedures	Baked pastry product strictly following most standard procedures	Baked pastry product strictly following some standard procedures	Baked pastry product strictly following much or not all standard procedures.	
Learning Outcome 3: Decorating and presenting pastry products					
1. I can select varieties of food used to decorate pastry and bakery products	Display knowledge and skills in selecting products for pastry decoration at all times	Display knowledge and skills in selecting products for pastry decoration most of the times	Display knowledge and skills in selecting products for pastry decoration often times	Display knowledge and skills in selecting products for pastry decoration seldom times	
2. Decorate pastry and bakery products	Exhibit knowledge and skills in pastry decoration at all times	Exhibit knowledge and skills in pastry decoration most of the times	Exhibit knowledge and skills in pastry decoration at often times	Exhibit knowledge and skills in pastry decoration seldom times	
3. I can serve pastry and other bake products	Show knowledge and skills in serving pastry products	Show knowledge and skills in serving pastry products	Show knowledge and skills in serving pastry	Show knowledge and skills in serving pastry	

	following all the procedures	following most of the procedures	products following some of the procedures	products following much or not all the procedures	
Learning Outcome 4: Storing pastry products					
1. I can store pastry products properly	Store pastry products properly following all necessary requirements	Store pastry products properly following most of the necessary requirements	Store pastry products properly following some of the necessary requirements	Store pastry products properly following much or not all necessary requirements	
2. I can preserve the freshness of pastry product	Exhibit knowledge and skills in pastry product preservation at all times	Exhibit knowledge and skills in pastry product preservation most of the times	Exhibit knowledge and skills in pastry product preservation often times	Exhibit knowledge and skills in pastry product preservation seldom times	

BUILDING CONSTRUCTION SELF-ASSESSMENT GUIDE

Direction: Assess oneself according to your own degree of learning and acquired competencies. Please indicate your answer under the column rating.

Competencies	Highly Competent and Skillful (4)	Competent and Skillful (3)	Approaching Competent and Skillfulness (2)	Needs more Training and Practice (1)	Rating
Module 1: Preparing Stake-out Building Lines					
Learning Outcome 1: Prepare materials for stake-out building					
1. I can select and use appropriate PPE according to job requirements and OSHC requirements	Appropriate PPE is selected and used according to job requirements and OSHC requirements at all times	Appropriate PPE is selected and used according to job requirements and OSHC requirements most of the times	Appropriate PPE is selected and used according to job requirements and OSHC requirements	Appropriate PPE is selected and used according to job requirements and OSHC requirements	

			nts often times	nts seldom times	
2. I can correctly interpret and identify plans and details according to job requirements	All plans and details are correctly interpreted and identified according to job requirements	Most of the plans and details are correctly interpreted and identified according to job requirements	Some plans and details are correctly interpreted and identified according to job requirements.	Plans and details are correctly interpreted and identifies according to job requirements.	
3. I can identify materials, tools and equipment according to job requirements	All the materials, tools and equipment are identified according to job requirements	Most of the materials, tools and equipment are identified according to job requirements	Some materials, tools and equipment are identified according to job requirements	Much or all materials, tools and equipment are identified according to job requirements	
4. I can store materials and tools properly stored and free from defects	All materials and tools are properly stored and free from defects	Most of the materials and tools are properly stored and free from defects	Some of the materials and tools are properly stored and free from defects	Much or not all materials and tools are properly stored and free from defects	
5. I can respond to unexpected situations in line with company rules and regulations	Unexpected situations are responded to in line with company rules and regulations at all times	Unexpected situations are responded to in line with company rules and regulations most of the times	Unexpected situations are responded to in line with company rules and regulations often times	Unexpected situations are responded to in line with company rules and regulations seldom times	
6. I can perform housekeeping according to safety regulations	Housekeeping is performed according to safety regulations at all times	Housekeeping is performed according to safety regulations	Housekeeping is performed according to safety regulation	Housekeeping is performed according to safety regulation	

		most of the times	s often times	s seldom times	
Learning Outcome 2: Set Batter Boards					
1. I can set away batter boards from the building line excavation	Batter boards are set away from the building line excavation following all the procedures correctly	Batter boards are set away from the building line excavation following most of the procedures correctly	Batter boards are set away from the building line excavation following some of the procedures correctly	Batter boards are set away from the building line excavation following much or not all procedures correctly	
2. I can properly secure batter boards with tolerance for dimension 5mm and levelness of 3mm	All batter boards are properly secured with tolerance for dimension 5mm and levelness of 3mm	Most of the batter boards are properly secured with tolerance for dimension 5mm and levelness of 3mm	Some of the batter boards are properly secured with tolerance for dimension 5mm and levelness of 3mm	Much or not all batter boards are properly secured with tolerance for dimension 5mm and levelness of 3mm	
3. I can respond to unexpected situations in line with company rules and regulation	Unexpected situations are responded to in line with company rules and regulation at all times	Unexpected situations are responded to in line with company rules and regulation most of the times	Unexpected situations are responded to in line with company rules and regulation often times	Unexpected situations are responded to in line with company rules and regulation seldom times	
4. I can perform housekeeping according to safety regulations	Housekeeping is performed according to all safety regulations	Housekeeping is performed according to most of the safety regulations	Housekeeping is performed according to some safety regulations	Housekeeping is not performed according to safety regulation	
Learning Outcome 3: Fix Stake-out Building Lines					
1. I can properly secure stake-out building lines	All stake-out building lines	Most of the stake-out	Some of the stake-	Much or not all	

for reference in excavating building foundation	are properly secured for reference in excavating building foundation	building lines are properly secured for reference in excavating building foundation	out building lines are properly secured for reference in excavating building foundation	stake-out building lines are properly secured for reference in excavating building foundation	
2. I can square and plumb marking lines from the batter board lines with tolerance of 3mm on all measurements	All marking lines are squared and plumbed from the batter board lines with tolerance of 3mm on all measurements	Most of the marking lines are squared and plumbed from the batter board lines with tolerance of 3mm on all measurements	Some of the marking lines are squared and plumbed from the batter board lines with tolerance of 3mm on all measurements	Much or not all marking lines are squared and plumbed from the batter board lines with tolerance of 3mm on all measurements	
3. I can clean and kept worksite in safe state according to OSHC regulations	Worksite is cleaned and kept in safe state according to OSHC regulations at all times	Worksite is cleaned and kept in safe state according to OSHC regulations most of the times	Worksite is cleaned and kept in safe state according to OSHC regulations often times	Worksite is cleaned and kept in safe state according to OSHC regulations seldom times	
4. I can accomplish daily work report in accordance with company rules and regulations	Daily work report is accomplished in accordance with company rules and regulations at all times	Daily work report is accomplished in accordance with company rules and regulations most of the times	Daily work report is accomplished in accordance with company rules and regulations often times	Daily work report is accomplished in accordance with company rules and regulations seldom times	

CONSUMER ELECTRONIC SERVICING SELF-ASSESSMENT GUIDE

Direction: Assess oneself according to your own degree of learning and acquired competencies. Please indicate your answer under the column rating.

Competencies	Highly Competent and Skillful (4)	Competent and Skillful (3)	Approaching Competent and Skillfulness (2)	Needs more Training and Practice (1)	Rating
Module 1: Maintaining and Repairing Audio Products and System					
Learning Outcome 1: Prepare audio tools and workplace for maintenance/repair of audio products					
1. I can clean work station for repair activities in line with a company requirements	Work station is cleaned for repair activities in line with a company requirements at all times	Work station is cleaned for repair activities in line with a company requirements most of the times	Work station is cleaned for repair activities in line with a company requirements often times	Work station is cleaned for repair activities in line with a company requirements seldom times	
2. I can prepare necessary tools, test instruments and personal protective equipment are in accordance with their application or uses	All Tools/equipment and material are well prepared and organized.	Most of the tools/equipment and material are well prepared and organized.	Some tools/equipment and material are well prepared and organized.	Tools/equipment and materials are not prepared and organized.	
3. I can repair and maintain service manuals and service information required are acquired and used as references	All service manuals and service information required for repair and maintenance are acquired and used as references	Most service manuals and service information required for repair and maintenance are acquired and used as references	Some service manuals and service information required for repair and maintenance are acquired and used as references	Service manuals and service information required for repair and maintenance are not acquired and used as references	
Learning Outcome 2: Diagnose faults of audio products and system					
1. I can perform systematic pre-testing procedure in accordance with the manufacturer's instruction	All systematic pre-testing procedure is performed in accordance with the manufacturer's instruction	Most of the systematic pre-testing procedure is performed in accordance with the manufacturer's instruction	Some systematic pre-testing procedure is performed in accordance with the manufacturer's instruction	Systematic pre-testing procedure is not performed in accordance with the manufacturer's instruction	

		r's instruction		er's instruction	
2. I can identify system defects/fault symptoms using the appropriate tools and equipment in accordance with the safety procedures	All system defects/fault symptoms are identified using the appropriate tools and equipment in accordance with the safety procedures	Most of the system defects/fault symptoms are identified using the appropriate tools and equipment in accordance with the safety procedures	Some system defects/fault symptoms are identified using the appropriate tools and equipment in accordance with the safety procedures	System defects/fault symptoms are not identified using the appropriate tools and equipment in accordance with the safety procedures	
3. I can document results of diagnosis and testing	All results of diagnosis and testing are documented	Most of the results of diagnosis and testing are documented	Some of the results of diagnosis and testing are documented	Results of diagnosis and testing are not documented	
4. I can explain identified defects and faults	All defects are identified and faults are clearly explained	Most of the defects are identified and faults are clearly explained	Some defects are identified and faults are clearly explained	Defects are not identified and faults are not clearly explained	
Learning Outcome 3: Maintain and repair audio products and system					
3. I can replace defective parts/components are with their appropriate equivalent	All defective parts/components are replaced with their appropriate equivalent	Most of the defective parts/components are replaced with their appropriate equivalent	Some defective parts/components are replaced with their appropriate equivalent	Defective parts/components are not replaced with their appropriate equivalent	
4. I can soldered repaired parts/components are accordance with current best practices in industry	All parts/components are repaired and soldered in accordance with current best practices in industry	Most parts/components are repaired and soldered in accordance with current best practices in industry	Some parts/components are repaired and soldered in accordance with current best practices in industry	Much or not all parts/components are repaired and soldered in accordance with current best practices in industry	

5. I can do substitutions of parts in accordance with manufacturer's specifications	All substitutions of parts are done in accordance with manufacturer's specifications	Most of the substitutions of parts are done in accordance with manufacturer's specifications	Some substitutions of parts are done in accordance with manufacturer's specifications	Much substitutions of parts are not accomplished in accordance with manufacturer's specifications	
6. I can perform repair activity within the required time frame	All repair activity is performed within the required time frame	Most of the repair activity is performed within the required time frame	Some repair activity is performed within the required time frame	Much repair activity is not performed within the required time frame	
7. I can observe care and extreme precaution in handling the unit/product	Care and extreme precaution in handling the unit/product are observed at all times	Care and extreme precaution in handling the unit/product are observed most of the times	Care and extreme precaution in handling the unit/product are observed often times	Care and extreme precaution in handling the unit/product are observed seldom times	

BUILDING ELECTRICAL INSTALLATION SELF-ASSESSMENT GUIDE

Direction: Assess oneself according to your own degree of learning and acquired competencies. Please indicate your answer under the column rating.

Competencies	Highly Competent and Skillful (4)	Competent and Skillful (3)	Approaching Competent and Skillfulness (2)	Needs more Training and Practice (1)	Rating
Module 1: Performing Roughing-in Activities for Communication and Distribution System using Metallic Conduit					
Learning Outcome 1: Lay-out and install electrical metallic tubing					
1. I can install EMT	All PEC provisions in EMT are strictly followed at all times	All PEC provisions in EMT are strictly followed most of the times	All PEC provisions in EMT are strictly followed often times	All PEC provisions in EMT are strictly followed seldom times	

2. I can prepare tools/equipment and materials needed for the installation	All Tools/equipment and material are well prepared and organized.	Most of the tools/equipment and material are well prepared and organized.	Some tools/equipment and material are well prepared and organized.	Tools/equipment and materials are not prepared and organized.	
3. I can free electrical metallic tubing bends from any defects according to requirements and specifications and OHS.	All OHS requirement in avoiding EMT defects are strictly followed	All OHS requirement in avoiding EMT defects are followed most of the times	All OHS requirement in avoiding EMT defects are followed often times	All OHS requirement in avoiding EMT defects are followed seldom times	
4. I can install electrical metallic tubing according to job requirements and specifications and OHS	All EMT tubing installation requirement are strictly followed	All EMT tubing installation requirements are followed most of the times	All EMT tubing installation requirements are followed often times	All EMT tubing installation requirements are followed seldom times	
5. I can follow personal safety requirements in installing EMT	Personal safety requirement in EMT installation are strictly followed	Personal safety requirement in EMT installation followed most of the times	Personal safety requirement in EMT installation followed often times	Personal safety requirement in EMT installation followed seldom times	
6. I can clean and make the workplace safe upon completion of work according to established standard.	Workplace safety are strictly implemented at all times	Workplace safety are strictly implemented most of the times	Workplace safety are strictly implemented often times	Workplace safety are strictly implemented seldom times	
Learning Outcome 2: Lay-out and install rigid metallic tubing					
1. I can strictly follow the uses and application of rigid steel conduit according to the Philippine Electrical Code Standards	Uses and application of rigid steel conduit are strictly followed at all times	Uses and application of rigid steel conduit are strictly followed most of the times	Uses and application of rigid steel conduit are strictly followed often times	Uses and application of rigid steel conduit are strictly followed seldom times	
2. I can prepare tools/equipment and	All Tools/equipm	All Tools/equip	All Tools/equip	All Tools/equi	

materials needed for the installation line with job requirements	ent and material are well prepared and organized.	ment and material are well prepared and organized most of the times	ment and material are well prepared and organizer often times	pment and material are well prepared and organized seldom times	
3. I can make rigid metal conduit bends free from any defects according to established standards.	All RMC tubing installation requirement are strictly followed	All RMC tubing installation requirement are followed most of the times	All RMC tubing installation requirement are followed often times	All RMC tubing installation requirement are followed seldom times	
4. I can install rigid metal conduit according to job requirements and specifications	All RMC tubing installation requirement are strictly followed	All RMC tubing installation requirements are followed most of the times	All RMC tubing installation requirements are followed often times	All RMC tubing installation requirements are followed seldom times	
5. I can fabricate RMC support according to job requirement	RMC support fabrication requirements are strictly followed at all times	RMC support fabrication requirements followed most of the times	RMC support fabrication requirements followed often times	RMC support fabrication requirements followed seldom times	
Learning Outcome 3: Lay-out and install flexible metallic tubing					
1. I can strictly follow PEC provisions in installing FMC	PEC installing provisions are strictly followed at all times	PEC installing provisions are strictly followed most of the times	PEC installing provisions are strictly followed often time	PEC installing provisions are strictly followed seldom times	
2. I can prepare tools and equipment needed for the installation in line with job requirements	All Tools/equipment and material are well prepared and organized at all times	All Tools/equipment and material are well prepared and organized most of the times	All Tools/equipment and material are well prepared and organized often times	All Tools/equipment and material are well prepared and organized seldom times	
3. I can install flexible metallic conduit in line with job requirements	All FMC tubing installation	All FMC tubing installation	All FMC tubing installation	All FMC tubing installation	

	requirement are strictly followed at all times	requirements are followed most of the times	requirements are followed often times	requirements are followed seldom times	
4. I can observe personal safety in installing FMC	All Personal safety in installing FMC are strictly observed at all times	All Personal safety in installing FMC are strictly observed most of the times.	All Personal safety in installing FMC are strictly observed often times.	All Personal safety in installing FMC are strictly observed seldom times.	
5. I can clean and made the workplace safe upon completion of work according to established standard	Workplace is cleaned and made safe upon completion of work according to established standard all the times.	Workplace is cleaned and made safe upon completion of work according to established standard most of the times.	Workplace is cleaned and made safe upon completion of work according to established standard often times.	Workplace is cleaned and made safe upon completion of work according to established standard seldom times.	

CARPENTRY

SELF-ASSESSMENT GUIDE

Direction: Assess oneself according to your own degree of learning and acquired competencies. Please indicate your answer under the column rating.

Competencies	Highly Competent and Skillful (4)	Competent and Skillful (3)	Approaching Competent and Skillfulness (2)	Needs more Training and Practice (1)	Rating
Module 1: Applying Furniture Quality Standards					
Learning Outcome 1: Assess quality of received materials or component					
1. I can check received materials and component parts are based on materials specification	All received materials and components are strictly checked based on material specification and followed at all times	All received materials and components are strictly checked based on material specification and	All received materials and components are strictly checked based on material specification and followed often times	All received materials and components are strictly checked based on material	

		followed most of the times		specification and followed often times	
2. I can identify or isolate defective materials or components following complete standard operating procedures	All defective materials or components are identified or isolated following complete standard operating procedures	Most defective materials or components are identified or isolated following complete standard operating procedures	Some defective materials or components are identified or isolated following complete standard operating procedures	Defective materials or components are identified or isolated without following complete standard operating procedures	
3. I can replace defective material or components in accordance with workplace procedure.	Defective material or components are replaced in accordance with all workplace procedure.	Defective material or components are replaced in accordance with most workplace procedure.	Defective material or components are replaced in accordance with some workplace procedure.	Defective material or components are replaced in without following workplace procedure.	
Learning Outcome 2: Assess own work					
1. I can identify documents relative to quality and use according to quality standard	Documents relative to quality are identified and used according to quality standard at all times	Documents relative to quality are identified and used according to quality standard most of the times	Documents relative to quality are identified and used according to quality standard often times	Documents relative to quality are identified and used according to quality standard seldom times	
2. I can check complete work based on workplace standard	Complete work is checked based on all workplace standard	Complete work is checked based on most of the workplace standard	Complete work is checked based on some workplace standard	Complete work is checked without following workplace standard	
3. I can document and report deviation from specified quality standard in accordance	Deviation from specified quality	Deviation from specified quality	Deviation from specified quality	Deviation from specified quality	

with the workplace standard operating procedure	standard are documented and reported in accordance with all the workplace standard operating procedure	standard are documented and reported in accordance with most of the workplace standard operating procedure	standard are documented and reported in accordance with some of the workplace standard operating procedure	standard are documented and reported without following the workplace standard operating procedure	
Learning Outcome 3: Engage in the process of improvement					
1. I can perform process improvement and procedures in relation to workplace assignment	All process improvement and procedures are performed in relation to workplace assignment	Most of the process improvement and procedures are performed in relation to workplace assignment	Some of the process improvement and procedures are performed in relation to workplace assignment	Not all process improvement and procedures are performed in relation to workplace assignment	
2. I can carry out in accordance with process improvement procedures	All activities are carried out in accordance with process improvement procedures	Most of the activities are carried out in accordance with process improvement procedures	Some of the activities are carried out in accordance with process improvement procedures	Not all activities are carried out in accordance with process improvement procedures	
3. I can monitor performance of operations or quality of product or service in accordance with consumer's satisfaction	Performance of operations or quality of product or service is monitored in accordance with consumer's satisfaction at all times	Performance of operations or quality of product or service is monitored in accordance with consumer's satisfaction most of the times	Performance of operations or quality of product or service is monitored in accordance with consumer's satisfaction often times	Performance of operations or quality of product or service is monitored in accordance with consumer's satisfaction seldom times	

GARMENTS
SELF-ASSESSMENT GUIDE

Direction: Assess oneself according to your own degree of learning and acquired competencies. Please indicate your answer under the column rating.

Competencies	Highly Competent and Skillful (4)	Competent and Skillful (3)	Approaching Competent and Skillfulness (2)	Needs more Training and Practice (1)	Rating
Module 1: Learning Outcome 1: Planning Garment design					
1. I can explain the factors to consider in preparing a garment design	Explained all the factors in preparing a garment design	Explained all most of the factors in preparing a garment design	Explained some of the factors in preparing a garment design	Explained much or not all the factors in preparing a garment design	
2. I can select design and fabric following standard requirements	Performed proper selection of design and fabric following all standard requirements	Performed proper selection of design and fabric following most of standard requirements.	Performed proper selection of design and fabric following some of the standard requirements.	Performed proper selection of design and fabric following all standard requirements	
3. I can adjust garment designs according to client's special needs	Exhibit skills in adjusting garment designs following all client's special needs	Exhibit skills in adjusting garment designs following most of the client's special needs	Exhibit skills in adjusting garment designs following some of the client's special needs	Does not exhibit skills in adjusting garment designs following any of the client's special needs	
Learning Outcome 2: Taking Client's Body Measurement					
1. I can discuss and describe the measuring devices used in taking body measurements	Discussed and described all the measuring devices used in taking body measurements	Discussed and described most of the measuring devices used in taking body measurements	Discussed and described some of the measuring devices used in taking body measurements	Failed to discuss and describe the measuring devices used in taking body measurements	
2. I can demonstrate how to take and	Demonstrated skills on how	Demonstrated skills on how	Demonstrated skills on how	Failed to demonstrate	

record body measurements based on standard body measurement procedure	to take and record body measurements based on all standard body measurement procedure	to take and record body measurements based on most of the standard body measurement procedure	to take and record body measurements based on some standard body measurement procedure	skills on how to take and record body measurements based on standard body measurement procedure	
3. I can follow given standard in taking and recording of body measurements	Followed all given standard in taking and recording of body measurements	Followed most of the given standard in taking and recording of body measurements	Followed some of the given standard in taking and recording of body measurements	Failed to follow all given standard in taking and recording of body measurements	
Learning Outcome 3: Drafting Basic/Block Pattern for Women's Apparel					
1. I can identify tools used in drafting basic/block pattern for women's apparel	Identified all tools used in drafting basic/block pattern for women's apparel	Identified most of the tools used in drafting basic/block pattern for women's apparel	Identified some of the tools used in drafting basic/block pattern for women's apparel	Failed to identify the tools used in drafting basic/block pattern for women's apparel	
2. I can draft basic/block pattern for women's apparel	Performed all the necessary skills in drafting basic/block pattern for women's apparel	Performed most of the necessary skills in drafting basic/block pattern for women's apparel	Performed some of the necessary skills in drafting basic/block pattern for women's apparel	Failed to perform all the necessary skills in drafting basic/block pattern for women's apparel	
3. I can follow the criteria for a well-drafted basic/block pattern of women's apparel	Followed all the criteria for a well-drafted basic/block pattern of women's apparel	Followed most of the criteria for a well-drafted basic/block pattern of women's apparel	Followed some of the criteria for a well-drafted basic/block pattern of women's apparel	Failed to follow the criteria for a well-drafted basic/block pattern of women's apparel	

HAIRDRESSING

SELF-ASSESSMENT GUIDE

Direction: Assess oneself according to your own degree of learning and acquired competencies. Please indicate your answer under the column rating.

Competencies	Highly Competent and Skillful (4)	Competent and Skillful (3)	Approaching Competent and Skillfulness (2)	Needs more Training and Practice (1)	Rating
Module 1: Hair perming					
Learning Outcome 1: Preparing the patron					
1. I can check and analyze hair and scalp condition	All the checking and analyzing hair and scalp condition procedure are strictly followed	Most of the checking and analyzing hair and scalp condition procedure are strictly followed	Some of the checking and analyzing hair and scalp condition procedure are strictly followed	Much or not all the checking and analyzing hair and scalp condition procedure are followed	
2. I can determine previous treatment applied	All previous treatment applied are determined	Most of the previous treatment applied are determined	Some previous treatment applied are determined	Much or not all previous treatment applied are determined	
3. I can detect the presence of scalp disorders	All the scalp disorders are identified	Most of the scalp disorders are identified	Some of the scalp disorders are identified	Much or not all the scalp disorders are identified	
4. I can check and evaluate the desired outcome	Desired outcome are checked and evaluated at all times	Desired outcome are checked and evaluated most of the times	Desired outcome are checked and evaluated often times	Desired outcome are checked and evaluated seldom times	
5. I can provide personal protective clothing	Provide personal protective clothing at all times	Provide personal protective clothing most of the times	Provide personal protective clothing often times	Provide personal protective clothing seldom times	
Learning Outcome 2: Performing basic hair perming					
1. I can prepare supplies, materials, tools and equipment	All supplies, materials, tools and equipment prepared at all times	All supplies, materials, tools and equipment prepared most of the times	All supplies, materials, tools and equipment prepared often times	All supplies, materials, tools and equipment prepared much or not all the time	

2. I can cut, block, section and wind the hair according to agreed styles	Cut, block, section and wind the hair according to agreed styles at all times	Cut, block, section and wind the hair according to agreed styles most of the times	Cut, block, section and wind the hair according to agreed styles often times	Cut, block, section and wind the hair according to agreed styles seldom times	
3. I can select and use the wave products according to hair analysis and condition	Able to select and use the wave products according to hair analysis and condition at all times.	Able to select and use the wave products according to hair analysis and condition most of the times.	Able to select and use the wave products according to hair analysis and condition often times.	Able to select and use the wave products according to hair analysis and condition seldom times.	
4. I can wind the hair following required steps and techniques	Wind the hair following all required steps and techniques	Wind the hair following most of the required steps and techniques	Wind the hair following some required steps and techniques	Wind the hair without following required steps and technique	
5. I can monitor progress of waves according to manufacturer's directions	Monitor progress of waves following all the manufacturer's directions	Monitor progress of waves following most of the manufacturer's directions	Monitor progress of waves following some of the manufacturer's directions	Monitor progress of waves following much or not all of the manufacturer's directions	
6. I can apply neutralizer	Apply neutralizer following all given procedure	Apply neutralizer following most of the given procedure	Apply neutralizer following some of given procedure	Apply neutralizer following much or not all given procedure	
7. I can shampoo the hair carefully following salon policies	Shampoo the hair carefully following all salon policies	Shampoo the hair carefully following most of the salon policies	Shampoo the hair carefully following some of the salon policies	Shampoo the hair carefully following much or not all salon policies	
8. I can rinse and condition the hair	Rinse and condition the hair appropriately at all times	Rinse and condition the hair appropriately	Rinse and condition the hair appropriately	Rinse and condition the hair appropriately much or	

		y most the times	some of the times	not all the times	
9. I can apply safety and sanitary precautions in accordance with salon policies	All safety and sanitary precautions in accordance with salon policies are applied	Most safety and sanitary precautions in accordance with salon policies are applied	Some safety and sanitary precautions in accordance with salon policies are applied	Much or not all safety and sanitary precautions in accordance with salon policies are applied	
Learning Outcome 3: Apply final touch					
1. I can check and apply finishing touches	Check and apply finishing touches at all times	Check and apply finishing touches most of the times	Check and apply finishing touches often times	Check and apply finishing touches much or not all the time	
2. I can trim, taper and cut the hair	Trim, taper and cut the hair according to all required procedure	Trim, taper and cut the hair according to most of the required procedure	Trim, taper and cut the hair according to some of the required procedure	Trim, taper and cut the hair according to much or not all required procedure	
3. I can advise patron to use maintenance products for her permed hair	Explain all appropriate maintenance product and aftercare advise	Explain most of the appropriate maintenance product and aftercare advise	Explain some of the appropriate maintenance product and aftercare advise	Explain much or not all appropriate maintenance product and aftercare advise	
4. I can store and record wave products in accordance with salon policies	Store and record all wave products in accordance with salon policies	Store and record most of the wave products in accordance with salon	Store and record some of the wave products in accordance with salon	Store and record much or not all wave products in accordance with salon	

PC HARDWARE SERVICING

SELF-ASSESSMENT GUIDE

Direction: Assess oneself according to your own degree of learning and acquired competencies. Please indicate your answer under the column rating.

Competencies	Highly Competent and Skillful (4)	Competent and Skillful (3)	Approaching Competent and Skillfulness (2)	Needs more Training and Practice (1)	Rating
Module 1: Installing Computer Networks Learning Outcome 1: Plan and Prepare for Installation					
1. I can properly plan installation procedures in accordance to the requirement of Occupational Health and Safety (OHS) policies and procedures	All installation procedures are properly planned in accordance to the requirement of Occupational Health and Safety (OHS) policies and procedures are followed at all times	Most of the installation procedures are properly planned in accordance to the requirement of Occupational Health and Safety (OHS) policies and procedures followed most of the times	Some installation procedures are properly planned in accordance to the requirement of Occupational Health and Safety (OHS) policies and procedures are strictly followed often times	Much or all of the installation procedures are not properly planned in accordance to the requirement of Occupational Health and Safety (OHS) policies and procedures are followed seldom times	
2. I can determine location of necessary devices/systems relating to job requirements	All location of necessary devices/systems is determined relating to job requirements	Most of the location of necessary devices/systems is determined relating to job requirements	Some of the location of necessary devices/systems is determined relating to job requirements	Much or all the location of necessary devices/systems were not determined relating to job requirements.	
3. I can identify appropriate tools, equipment, and testing devices	All appropriate tools, equipment,	Most of the appropriate tools, equipment,	Some of the appropriate tools, equipment,	Much or all appropriate tools, equipment,	

based on OHS are identified	and testing devices are identified based on OHS are identified	and testing devices are identified based on OHS are identified	and testing devices are identified based on OHS are identified	and testing devices are not identified based on OHS are identified	
4. I can allow strict impositions of material specification	Strict impositions of material specification are allowed all the times.	Strict impositions of material specification are allowed most of the times.	Strict impositions of material specification are allowed often times.	Strict impositions of material specification are allowed seldom times	
5. I can emphasize approval of laboratory in line with planned procedures	Approval of laboratory teachers is emphasized in line with planned procedures all the times.	Approval of laboratory teachers is emphasized in line with planned procedures most of the times.	Approval of laboratory teachers is emphasized in line with planned procedures often times.	Approval of laboratory teachers is emphasized in line with planned procedures seldom times	
6. I can enumerate unavoidable circumstances related to preparatory works and given authority	All unavoidable circumstances related to preparatory works are enumerated and given authority	Most unavoidable circumstances related to preparatory works are enumerated and given authority	Some unavoidable circumstances related to preparatory works are enumerated and given authority	Much or not all unavoidable circumstances related to preparatory works are enumerated and given authority	
Learning Outcome 2: Install Equipment/Devices/System					
1. I can follow standard procedure for Occupational Health and Safety (OHS) in installing devices/system	Standard procedure for Occupational Health and Safety (OHS) in installing devices/system are followed all the times	Standard procedure for Occupational Health and Safety (OHS) in installing devices/system are followed most of the times	Standard procedure for Occupational Health and Safety (OHS) in installing devices/system are followed often times	Standard procedure for Occupational Health and Safety (OHS) in installing devices/system are followed seldom times	

2. I can install operating system/devices according to workplace standard	All operating system/devices are installed according to workplace standard	Most operating system/devices are installed according to workplace standard	Some operating system/devices are installed according to workplace standard	Much or not all operating system/devices are installed according to workplace standard	
3. I can do modification and innovation of devices/system during installation with the consent of the client	All modification and innovation of devices/system are done during installation with the consent of the client	Most modification and innovation of devices/system are done during installation with the consent of the client	Some modification and innovation of devices/system are done during installation with the consent of the client	Much or not all modification and innovation of devices/system are done during installation with the consent of the client	
4. I can carry out installations and assembly of the devices/system in consonance with unit of specification	All installations and assembly procedure of the devices/system are carried out in consonance with unit of specification	Most installations and assembly procedure of the devices/system are carried out in consonance with unit of specification	Some installations and assembly procedure of the devices/system are carried out in consonance with unit of specification	Much or not all installations and assembly procedures of the devices/system are carried out in consonance with unit of specification	
5. I can carry unplanned events or conditions are carried out following the unit of specification and procedures	Installations and assembly of the devices/system are carried out in consonance with unit of specification at all times.	Installations and assembly of the devices/system are carried out in consonance with unit of specification most of the times	Installations and assembly of the devices/system are carried out in consonance with unit of specification often times	Installations and assembly of the devices/system are carried out in consonance with unit of specification seldom times	

6. I can obtain approval in accordance with established procedure from appropriate personnel before any contingencies are implemented	Approval is obtained in accordance with all established procedure from appropriate personnel before any contingencies are implemented	Approval is obtained in accordance with most established procedure from appropriate personnel before any contingencies are implemented	Approval is obtained in accordance with some established procedure from appropriate personnel before any contingencies are implemented	Approval is obtained in accordance with established few or not all the procedure from appropriate personnel before any contingencies are implemented	
7. I can strictly follow standard testing procedure for the newly installed device/system	Standard testing procedure is strictly followed for the newly installed device/system at all times	Standard testing procedure is strictly followed for the newly installed device/system most of the times	Standard testing procedure is strictly followed for the newly installed device/system often times	Standard testing procedure is strictly followed for the newly installed device/system seldom times	
Learning Outcome 3: Conduct Validation and Testing					
1. I can follow occupational Health and Safety (OHS) policies resulting to no lost time injury	All occupational Health and Safety (OHS) policies are strictly followed resulting to no lost time injury	Most occupational Health and Safety (OHS) policies are strictly followed resulting to no lost time injury	Some occupational Health and Safety (OHS) policies are strictly followed resulting to no lost time injury	Much or not all occupational Health and Safety (OHS) policies are followed resulting to lost time injury	
2. I can carry out specified testing procedures for circuit and system	All specified testing procedures for circuit and system is carried out at all times.	Most specified testing procedures for circuit and system is carried out most of the times	Some specified testing procedures for circuit and system is carried out often times	Much or not all specified testing procedures for circuit and system is carried out seldom times.	
3. I can protect installed devices/system	All installed devices/system are	Most installed devices/syste	Some installed devices/syste	Much or not all installed	

against loss/damage in accordance with established standard	protected against loss/damage in accordance with established standard	tem are protected against loss/damage in accordance with established standard	m are protected against loss/damage in accordance with established standard	devices/system are protected against loss/damage in accordance with established standard	
4. I can conform approval of laboratory teacher before any validation or testing is employed	Approval of laboratory teacher is conformed before any validation or testing is employed at all times	Approval of laboratory teacher is conformed before any validation or testing is employed most of the times	Approval of laboratory teacher is conformed before any validation or testing is employed often times	Approval of laboratory teacher is conformed before any validation or testing is employed seldom times	
5. I can test devices/System and installation to determine whether it conforms to requirements	All devices/System and installation is tested to determine whether it conforms to requirements	Most devices/System and installation is tested to determine whether it conforms to requirements	Some devices/System and installation is tested to determine whether it conforms to requirements	Much or not all devices/System and installation is tested to determine whether it conforms to requirements	
6. I can identify device system that causes malfunction of the system, remove, test and return to pre-test condition in accordance with the established procedures	All device system is identified to cause malfunction of the system is removed, tested and returned to pre-test condition in accordance with the established procedures	Most device system is identified to cause malfunction of the system is removed, tested and returned to pre-test condition in accordance with the established procedures	Some device system is identified to cause malfunction of the system is removed, tested and returned to pre-test condition in accordance with the established procedures	Much or not all device system is identified to cause malfunction of the system is removed, tested and returned to pre-test condition in accordance with the established procedures	

7. I can perform final inspection, testing and validation to ensure quality performance of the system	All final inspection, testing and validation procedure are undertaken to ensure quality performance of the system	Most final inspection, testing and validation procedure are undertaken to ensure quality performance of the system	Some final inspection, testing and validation procedure are undertaken to ensure quality performance of the system	Much or not all final inspection, testing and validation procedure are undertaken to ensure quality performance of the system	
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SHIELDED METAL ARC WELDING

SELF-ASSESSMENT GUIDE

Direction: Assess oneself according to your own degree of learning and acquired competencies. Please indicate your answer under the column rating.

Competencies	Highly Competent and Skillful (4)	Competent and Skillful (3)	Approaching Competent and Skillfulness (2)	Needs more Training and Practice (1)	Rating
Module 1: Interpreting Drawing and Symbols Learning Outcome 1: Identify Standard Alphabet of Lines					
1. I can identify alphabet of lines are according to their uses	All of the alphabet of lines are identified according to their uses	Most of the alphabet of lines are identified according to their uses	Some of the alphabet of lines are identified according to their uses	Much or all of the alphabet of lines are not identified according to their uses	
2. I can clearly explain alphabet of lines according to their uses	All the alphabet of lines are clearly explained according to their uses	Most of the alphabet of lines are clearly explained according to their uses	Some of the alphabet of lines are clearly explained according to their uses	Much or all of the alphabet of lines are not clearly explained according to their uses	
Learning Outcome 2: Identify Orthographic and Isometric Views					

1. Orthographic and isometric are clearly explained	All the orthographic and isometric view are clearly explained	Most of the orthographic and isometric view are clearly explained	Some of the orthographic and isometric view are clearly explained	Much or all of the orthographic and isometric view are not clearly explained	
2. I can identify orthographic and isometric drawings based on plan	All the orthographic and isometric drawings are identified based on plan	Most of the orthographic and isometric drawings are identified based on plan	Some of the orthographic and isometric drawings are identified based on plan	Much or all of the orthographic and isometric drawings are identified based on plan	
Learning Outcome 3: Interpret standard drawing symbols, dimensional tolerance and notations					
1. I can interpret drawing symbols according to drawing standards	All drawing symbols are interpreted according to drawing standards	Most of the drawing symbols are interpreted according to drawing standards	Some of the drawing symbols are interpreted according to drawing standards	Much or all of the drawing symbols are not interpreted according to drawing standards	
2. I can interpret Dimensional tolerance, notations according to specifications	All dimensional tolerance, notations are interpreted according to specifications	Most of the dimensional tolerance, notations are interpreted according to specifications	Some of the dimensional tolerance, notations are interpreted according to specifications	Much or all of the dimensional tolerance, notations are not interpreted according to specifications	

Appendix L

Interview Questions:

1. What are the strengths STVEP-CBC according to Teachers/Trainers?
2. What are the weaknesses STVEP-CBC according to Teachers/Trainers?

TEACHER/ TRAINER	STRENGTHS	WEAKNESSES
A	-There is mastery of the lesson because the students are given all the opportunities perform tasks until they reach target competency level. -Competency based training is self-paced and student-centered.	-Students' level of learning acquisition is not fitted to the competencies offered on the different area of specialization.
B	-Competency based training is an alternative means of complementing, enriching, remediating and reviewing the technical vocational course of instruction.	-Students are poor in reading and comprehension that why they find it difficult to learn on their own pace.
C	-Because of the limited resources and facilities, both the students and trainers' resourcefulness and innovativeness is being developed. -Competency based training increased students' knowledge and skills on different areas of specialization under technical vocational education.	-Students have poor computer literacy.
D	-The students are encouraged to use their own critical thinking skills because the competency based training is self-paced.	-Students find it difficult to accomplish all the activities within the target time frame.
E	-The teachers are no longer the ones who provide all the information instead they act as facilitators of learning.	-Self-paced learning is not possible to be fully implemented in all area of specialization.
F	-More creative activities are being developed in order for the students to acquire desired level of competencies.	-Due to the number activities, the students get very exhausted in accomplishing tasks.
G	-The students have equal access to learning and task accomplishment.	-Students get bored in reading information sheets.

H	-Competency based training aims to develop world class workers who excel in his own skill with the right knowledge on facilities and resources operation and management.	-Students' lack interest in their area of specialization that is why it is difficult for them to reach target competency level.
I	-Students sense of responsibility is being develop in all activities and competencies.	-It is more difficult on the part of the teachers/trainers to monitor students' accomplishments.
J	-Competency based training promotes the use of indigenous and available resources within the community to facilitate tasks on different areas of specialization. - Students' achievement levels can be improved because they are being exposed to alternative and innovative methods of instruction.	-The teachers are required to perform multi-tasking because the students have different activities to perform on different stations.
K	-The teachers are required to equip themselves with knowledge and skills in their respective areas of specialization through trainings and seminars.	-Some students lack financial capability to provide necessary tools, materials and supplies and the school does not have enough resources to subsidize and meet the needs of each learners.
L	-The teachers will be able to assess each student's ability while getting to know them more and understand the best way for them to learn.	-There are no enough funds for the production of competency based instruction facilities, tools, materials and equipment for proper skills training.
M	-The teachers' capability to facilitate diverse students using different strategies is being nurtured at its best.	-The school lack community linkages for financial assistance and expertise in producing instructional materials such as modules or manuals, tools, materials and equipment.
N	-The teachers will be able to assess each student's ability while getting to know them more and understand the best way for them to learn.	-Most of the classrooms are not conducive for learning and performance of laboratory activities.

Appendix M

RESPONDENTS' DEMOGRAPHIC PROFILE

I. Students' Profile

a. Gender

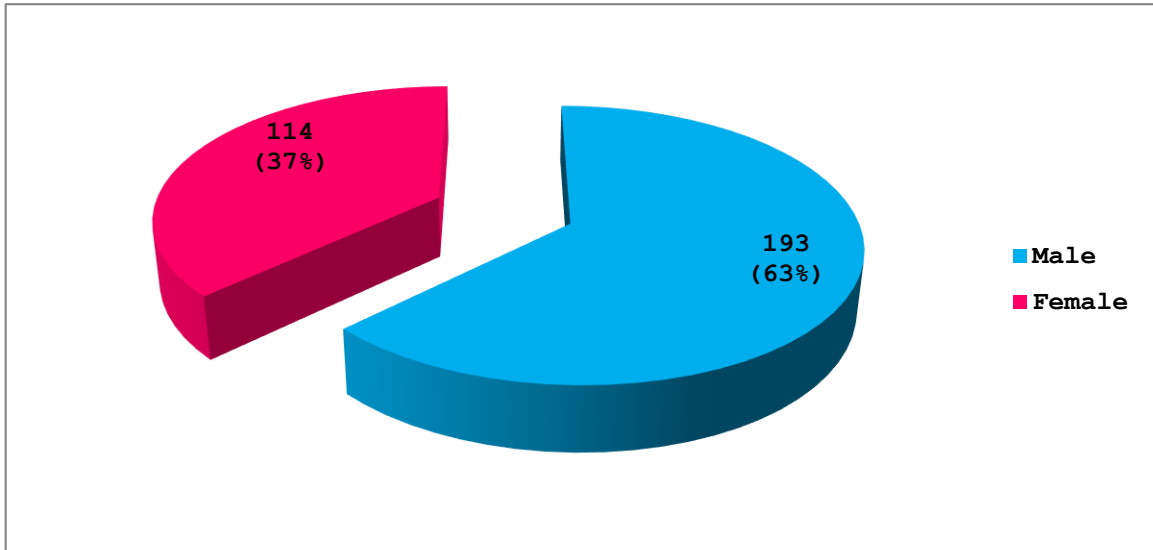


Figure 2. *Frequency and Percentage Distribution of Student Respondents' Age*

Figure 2 shows the total number of students who became a part of the study. The student respondents are composed of 193 or 63% male and 114 or 37% female.

b. Age

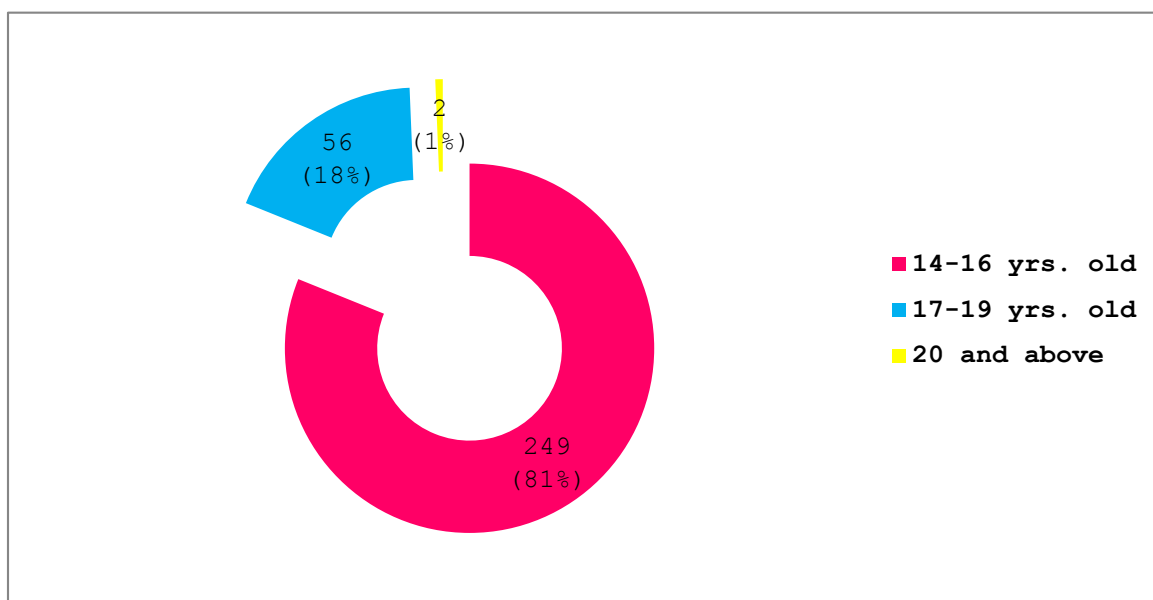


Figure 3. *Frequency and Percentage Distribution of Student- Respondents' Age*

It can be gleaned from Figure 3 that there are 249 or 81% of the student-respondents belong to age group 14-15. Fifty six or 18% belong to age group 17-19. On the other hand, there are only two or 1% is 20 years old and above.

c. Section

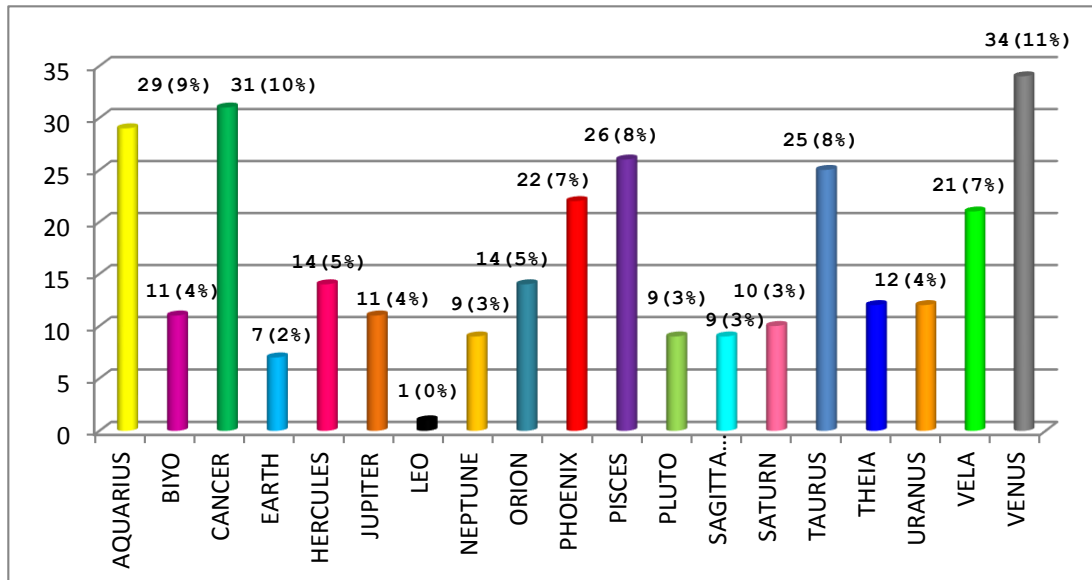


Figure 4. *Frequency and Percentage Distribution of Student Respondents' Sections*

As shown in Figure 4, out of twenty eight (28) sections in Grade Ten (G10), nineteen (19) of these became part of the study. Twenty nine or 9% came from Aquarius, eleven or 4% from Biyo, thirty one or 10% from Cancer, seven or 2% from Earth, fourteen or 5% from Hercules, eleven or 4% from Jupiter, one or 0% from Leo, nine or 3% from Neptune, fourteen or 5% from Orion, twenty-two or 7% from Phoenix, twenty-six or 8% from Pisces, nine or 3% from Pluto, nine or 3% from Sagittarius, ten or 3% from Saturn, twenty-five or 8% Taurus, twelve or 4% from Theia, twelve or 4% from Uranus, twenty-one or 7% from Vela and thirty-four or 11% from Venus.

d. Area of Specialization

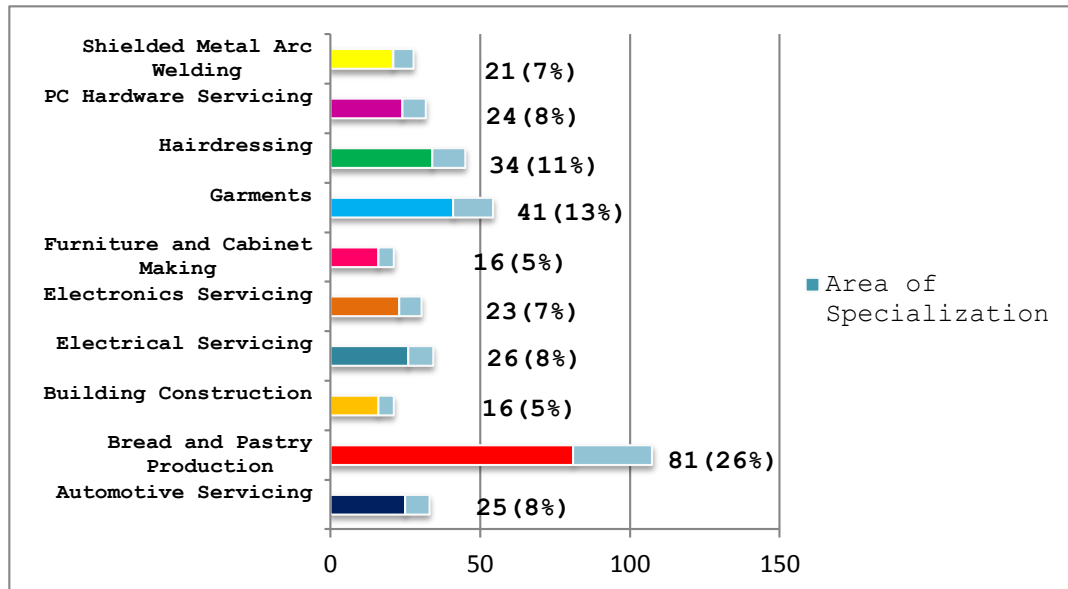


Figure 5. *Frequency and Percentage Distribution of Student Respondents' Area of Specialization*

As presented in Figure 5, twenty or 7% of the respondents are under the Shielded Metal Arc Welding specialization, twenty four or 8% belong to PC Hardware Servicing; thirty-four or 11% from Hairdressing, forty one or 13% from Garments, sixteen or 5% from Furniture and Cabinet Making, twenty three or 7%, twenty six or 8% percent from Electrical Servicing, sixteen or 5% from Building Construction, eighty one or 26% from Bread and Pastry Production while twenty five or 8% are from Automotive Servicing.

e. Monthly Income

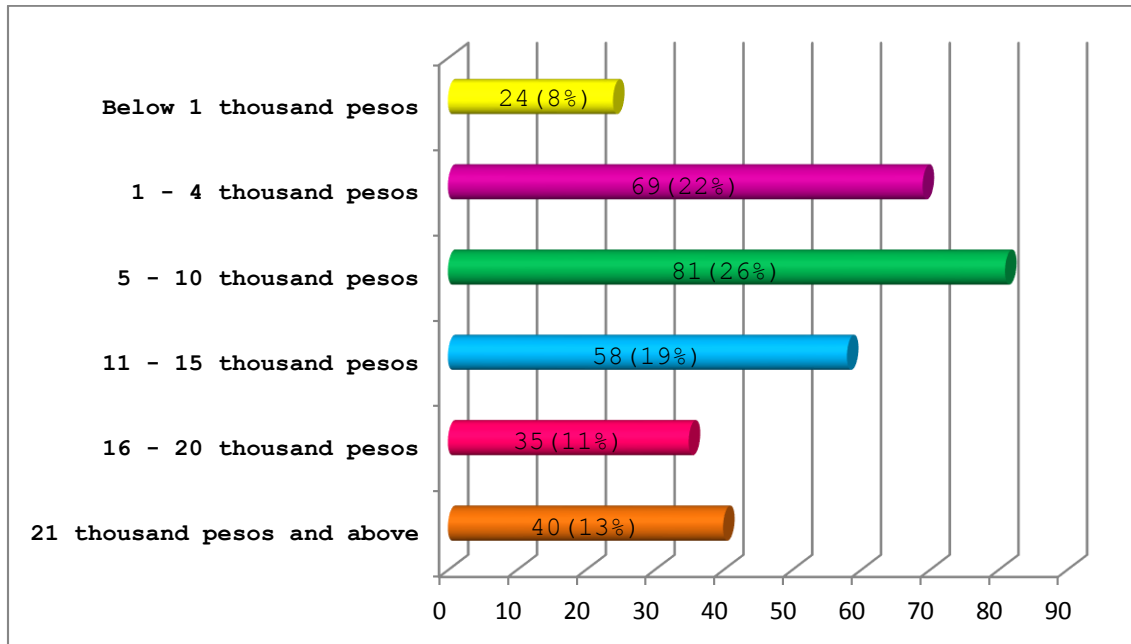


Figure 7. *Frequency and Percentage Distribution of Student Respondents' Monthly Family Income*

Figure 7 shows the frequency and percentage distribution of student-respondents monthly family income. It reveals that eighty-one or 26% of the respondents had a monthly family income of ₱ 5,000.00 to ₱ 10,000.00; sixty-nine or 22% has ₱ 1,000.00 to ₱ 4,000.00; fifty-eight or 19% has ₱ 11,000.00 to ₱ 15,000.00; forty or 13% has ₱ 21,000.00 and above, thirty-five or 11% has ₱ 16,000.00 to ₱ 20,000.00, and twenty-four or 8% has below ₱ 1,000.00. Most of the student-respondents' monthly family income ranges from ₱ 5,000.00 to ₱ 10,000.00.

I. Trainers/Teachers' Profile

a. Gender

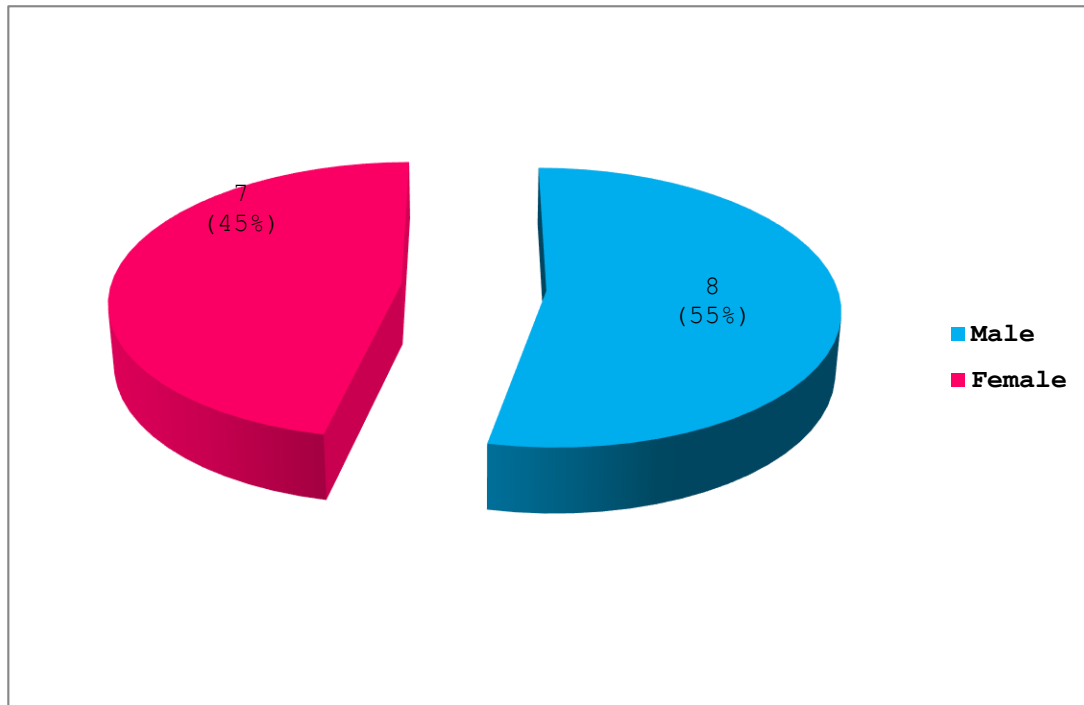


Figure 8. *Frequency and Percentage Distribution of Trainer/Teacher Respondents'*

Gender

Figure 8 shows the frequency and percentage distribution of trainers/teachers' gender. Eight (8) or 55% are male and seven (7) or 45% are female.

b. Age

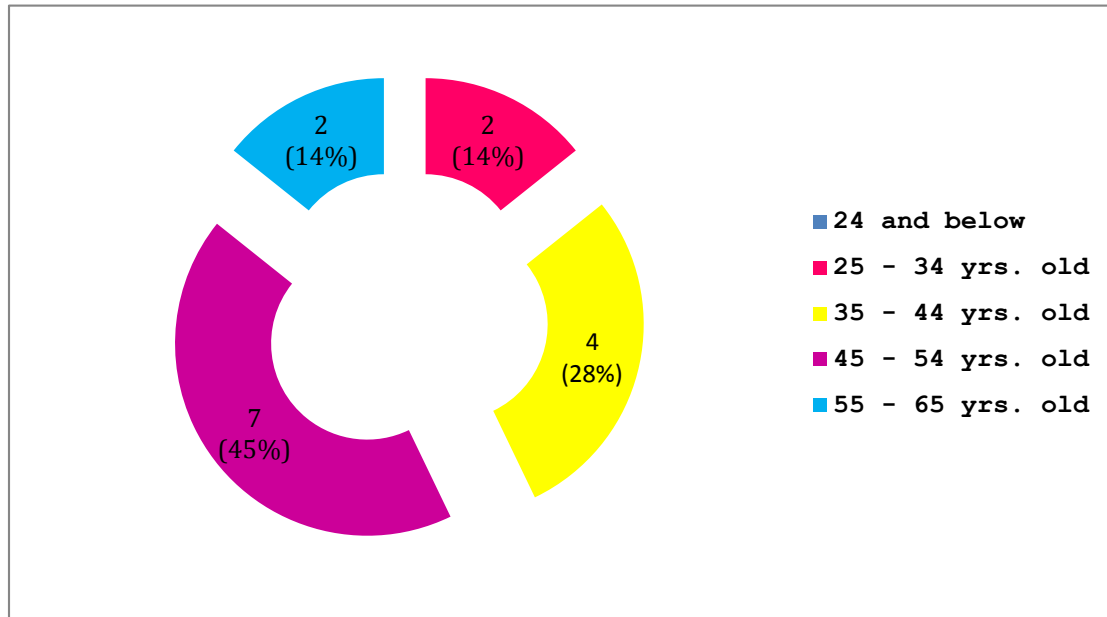


Figure 9. *Frequency and Percentage Distribution of Teacher/Trainer-Respondents' Age*

Figure 9 shows the frequency and percentage distribution of teacher/trainer-respondents. As seen from Figure 9, seven or 45% of the teacher/trainer-respondents belong to age group 45 – 54 years old; four or 28% belong to 35 to 44 years old; two or 14% to 25 – 34 years old; and two or 14% belong to 24 years old and below age group. Most of the teacher/trainer-respondents belong to 45 – 54 years old age bracket.

Appendix N

DepEd Order No. 41 series of 2008

**Implementation of CBC, CLM and Instructional Modules for 251 Tech-Voc High
Schools**



Republic of the Philippines
Department of Education



Office of the Secretary

DepED ORDER

MAY 23 2008

No. 41, s. 2008

**IMPLEMENTATION OF CBC, CLM AND INSTRUCTIONAL MODULES
FOR 261 TECH-VOC HIGH SCHOOLS**

To: Undersecretaries
Assistant Secretaries
Regional Directors
Schools Division/City Superintendents
Public Technical-Vocational High School Administrators/Principals/Heads
All Others Concerned

1. One of the priority programs of this Department is the Strengthened Technical-Vocational Education Program (STVEP) which aims to provide the tech-voc high school students with relevant and certifiable skills to be able to prepare them in higher learning, world of work or entrepreneurship.
2. To realize this goal, several interventions were made to prepare the 261 tech-voc high schools in offering their areas of specializations that are relevant to the needs of their students and communities. For the previous months, this Department has conducted series of activities pertaining to enhancing and strengthening the curriculum. Selected principals, teachers and experts were tapped to develop, strengthen and finalize the curriculum for tech-voc high schools in preparation to the 2nd year of implementation of STVEP.
3. For this purpose, the 261 tech-voc high schools are hereby directed to implement the STVE curriculum and shall abide the following as basis of implementing the STVEP:
 - a. Competency-Based Curriculum (CBC);
 - b. Conceptual Learning Matrix (CLM); and
 - c. Instructional Modules for Students
4. Copies of the abovementioned shall be presented to the DepED Executive Committee (ExeCom) which in turn shall be distributed to the 261 tech-voc high schools during the Orientation Conference which shall be held on June 3-5, 2008.

Reference:

None

Allotment: 1—(D.O. 50-97)

To be indicated in the Perpetual Index
under the following subjects:

CURRICULUM
PROGRAMS
TECHNICAL EDUCATION
VOCATIONAL EDUCATION

Sheila, DO Implementation of CBC, CLM and Instructional Modules
May 9, 2008

Appendix O

DepEd Order No. 13 series of 2016

**Implementation Guidelines on the Direct Release and Use of Maintenance and
Other Operation Expenses (MOOE) Allocation of Schools, including Other Funds
Managed by Schools**



Republic of the Philippines
Department of Education

11 MAR 2016

DepEd ORDER
No. **13**, s. 2016

**IMPLEMENTING GUIDELINES ON THE DIRECT RELEASE AND USE OF MAINTENANCE
AND OTHER OPERATING EXPENSES (MOOE) ALLOCATIONS OF SCHOOLS,
INCLUDING OTHER FUNDS MANAGED BY SCHOOLS**

To: Regional Directors
Schools Division Superintendents
Public Elementary and Secondary Schools Heads
All Others Concerned

1. For the information and guidance of all concerned, the Department of Education (DepEd) hereby issues the enclosed **Implementing Guidelines on the Direct Release and Use of Maintenance and Other Operating Expenses (MOOE) Allocations of Schools, Including Other Funds Managed by Schools**.
2. This Order supersedes DepEd Order No. 12, s. 2014 and shall take effect immediately upon issuance.
3. For any inquiries on this matter, all concerned may contact the **Office of the Assistant Secretary for Finance and Administration**, Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City through telephone no. (02) 633-7231 or through fax no.: (02) 683-0867.
4. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary

Encl.:
As stated

Reference:
DepEd Order (No. 12, s. 2014)

To be indicated in the Perpetual Index
under the following subjects:

EXPENSES
FUNDS

POLICY
SCHOOLS

STRAND: Finance and Administration

SMA, DO Guidelines on the Direct Release and Use of MOOE
0187-March 5, 2016

Appendix P

Survey Questionnaire from

Peña, Zosivelle (2004), Correlates of Attitude and Performance in Technology and Livelihood Education of Secondary Students with Gender Preference at Paco Catholic Schools (Unpublished Thesis)

PART III Attitude of Students with Gender Preference towards TLE

The Attitude scale consist of statements of opinion regarding your acceptance and interest toward THE. There is no right or wrong answers. What is needed is your individual reaction to each statement. An answer is right if it is true to you. Read each statement and decide how you feel about it.

Please indicate your answer in the following manner by checking the appropriate column.

SA – Strongly Agree
A – Agree
MA – Moderately Agree
D – Disagree
SD – Strongly Disagree

	ITEMS	SA (5)	A (4)	MA (3)	D (2)	SD (1)
1.	THE is one of the most beneficial subjects I have ever studied.					
2.	I wish THE is not a subject in high school.					
3.	I find THE easier to understand than other subjects.					
4.	Our THE class is often times boring.					
5.	If I have a chance I would avoid taking THE subject in high school.					
6.	I love to study TVE.					
7.	I feel THE is the dullest subject I ever had.					
8.	I consider THE as one of the most important subject in high school.					
9.	For me THE is irrelevant to daily life.					
10.	I enjoy doing activities and projects in THE.					
11.	I am not interested in THE subject					

12.	THE subject provides opportunities for students to develop skills through Competency-Based Training.					
13.	THE requirements are burden to me.					
14.	THE taught me to love work.					
15.	Home Economics and Industrial Arts are not suited to my future career.					
16.	My experiences in THE subject made me a responsible individual.					
17.	I find THE subject impractical					
18.	THE taught me to do things with others.					
19.	Doing projects in THE is a waste of time, money and effort.					
20.	I enjoy working with classmates in THE.					
21.	THE contribute to my self-sufficiency.					
22.	Manual work is valuable.					
23.	The subject is useless.					
24.	THE subject trained to develop one into an industrious individual.					
25.	I enjoy weaving activities.					
26.	I feel bored in computing ohms law and other measurements.					
27.	Isometric drawing is my favorite subject.					
28.	Orthographic drawing is difficult to do.					
29.	Preparing simple snacks is exciting.					
30.	Sewing polo shirt is not my line of interest.					
31.	Home and family living topic helped me to cooperate, understand and love my family.					
32.	Entrepreneurship topics make me realize the importance of business and products in our country.					
33.	I cannot apply knowledge and skills I have learned at home.					
34.	Electronics technology is considered as an important subject to take up in school.					
35.	I have improved my way of living by applying skills that I have learned in the discussions.					
36.	I do not like raising animals in the backyard.					
37.	I enjoy converting English measurement to metric system of measurement.					
38.	Computer Technology is important for me.					
39.	Home and Family living topics attribute little to my personal development.					
40.	I learned to use my time wisely upon studying THE.					
41.	THE subject provided me with a realistic understanding and respect for the dignity of labor.					
43.	Computing the numbers of germinated seeds is my favorite subject in THE.					
43.	I enjoy typing my reports and projects in the typewriter and computer.					
44.	Hand sewing develop my patience and creativity.					
45.	THE subject is as important as other academic subjects.					
46.	I am not inclined in cooking different recipes.					
47.	I find it a waste of time to do simple home repair.					
	TOTAL					

Appendix Q

Survey Questionnaire from

Padul, C., (2003) The Effectiveness of Special Sciences Curriculum in Selected in
DOST-SEI Node High Schools in Manila: An Assessment (Unpublished Thesis)

Questionnaire B - 1

Instruction: Please check the column below that best indicate your perception/description using the following scale.

5 = STRONGLY AGREE
4 = AGREE
3 = UNDECIDED
2 = DISAGREE
1 = STRONGLY DISAGREE

A. ATTAINMENT OF CURRICULUM OBJECTIVES in the special science classes.	5	4	3	2	1
1. The Special Science Curriculum (SSC) meets the needs and provides opportunities for special students in the advancement of Science learning.					
2. The SSC encourages special students to develop their innate talents and skills to become productive citizens.					
3. The SSC is effective in developing initiative and leadership potentials of the students.					
4. The SSC provides opportunity in developing decision-making ability to become life-long learners.					
5. The SSC provides activities for scientific and creative thinking skills.					
6. The SSC provides experiences to enhance nationalism and respect for human rights.					
7. The SSC provides appreciation for developing sense of responsibility.					
8. The SSC develops or enhances self-confidence through group dynamics in Science learning.					
9. The SSC provides cooperative learning among the students.					

10. The SSC provides opportunity to be globally aware and competitive.					
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B. ATTAINMENT OF CURRICULUM MATERIALS available in the school.	5	4	3	2	1
1. The school provides textbook for each student.					
2. The school library has reference materials such as encyclopedia, atlas, and maps.					
3. The teacher has charts, diagram, globes, maps, picture aid during his/her teaching demonstration.					
4. The school has complete laboratory equipment.					
5. The school has complete laboratory supplies/materials/chemicals.					
6. The teacher conducts periodic achievement evaluation.					
7. The school provides laboratory manual for each student.					
8. The school has overhead projector/LCD projector.					
9. The school has VHS/VCD/Audio cassettes.					
10. The school has a computer for each student to use.					

Appendix R

Proposed Enhancement Program



Republic of the Philippines

Department of Education

Region IV-A CALABARZON

Division of Cavite

GENERAL MARIANO ALVAREZ TECHNICAL HIGH SCHOOL

General Mariano Alvarez, Cavite

T.I.N. 005-064-603

Inputs for the Proposed Enhancement Program in Strengthened Technical Vocational Education Program- Competency-Based Curriculum

Period of Implementation
S.Y. 2017-2018

I. RATIONALE

“Education is not only about making sure all children can attend school. It is about setting young people up for life, by giving them opportunities to find decent work, earn a living, contribute to their communities and societies, and to fulfil their potential. At the wider level, it is about helping countries nurture the workforce they need to grow in the global economy.” (Education For All Global Monitoring Report, 2012)

Alferez (2012) mentioned that “Considering the cost of tertiary education, a number of high school graduates cannot make it to tertiary education. This plus other school factors, such as poor quality of teaching, high direct and indirect schooling costs and the paucity of ‘good jobs’, discourages/prevents the parents from sending their children to college.”

In order to answer the international call to alleviate poverty, the Department of Education, during school year 2007-2008, launched the Strengthened Technical-Vocational Education Program (STVEP) in public secondary schools. This aims to support Technical Vocational Education (TVE).

II. PROGRAM DESCRIPTION

The inputs for the proposed enhancement program on Strengthened Technical Vocational Education Program – Competency-Based Curriculum is a one-year calendar school plan that is based on the findings of the study entitled: “Assessment of the Strengthened Technical Vocational Education Program – Competency-Based Curriculum: Inputs for the Enhancement of program implementation”

Based on the findings derived from the study and the result of the interview participated by some of the T.V.E. teacher/trainers at GMATHS, the inputs made by the researcher aimed to suggest on some weak areas of STVEP-CBC to further improve the its implementation and contextualize the curriculum with GMATHS core values which is respect and equality, effectiveness and efficiency as well accountability.

The proposed program includes several components to achieve the program objectives, including expertise in technical vocational track and resources and funding. Under these components includes the curriculum aims/goals/objectives, curriculum content or subject matter, curriculum experience and curriculum learning outcomes.

III. GOAL

The goal of the Strengthened Technical Vocational Education Program – Competency-Based Curriculum (STVEP-CBC) is to provide the technical vocational high school students with relevant and certifiable skills to be able to prepare them in higher learning, world of work or entrepreneurship. (deped.gov.ph/orders/d0-41-s-2008)

IV. OBJECTIVES

1. Propose inputs for improvement on some identified weak areas of STVEP-CBC based on the aforementioned study.
2. Align the STVEP-CBC with Gen. Mariano Alvarez Technical High School (GMATHS)'s core values which is respect and equality, effectiveness and efficiency, as well accountability.

KEY RESULT AREAS	OBJECTIVES	ACTIVITY/ STRATEGY	KEY PERSON/S INVOLVED	TIME FRAME	SOURCE OF FUNDS	SUCCESS INDICATOR
A. Student Development	1. Equip students with technical and vocational skills that will prepare them for any future endeavor that calls for such skills. 2. Increase students' achievement, proficiency level and passing rate. 3. Improve students' satisfaction and level of self-evaluation based on the competency standards required in their respective area of specialization	1. Provide specialized counseling and intervention services for students to help them make informed and better educational and career choices. 2. Conduct professional development activities for teacher to improve knowledge on their area of specialization. 3. Conduct benchmarking to performing schools to adapt their best practices.	School Administrator T.V.E. Dept. Head, Area Coordinators, Master Teachers, Teachers/Trainers, Industry experts and field practitioners	Whole year round	School's Local Fund (MOOE)	100% passing rate in the NC II TESDA assessment. Satisfactory performance in T.V.E. in terms of GPA.

	leading to improvement in the quality of performance. 4. Develop high regard towards Technical Vocational Education.	4. Plan intervention program for low-performing students. 5. Conduct research to come-up with innovative teaching strategies to enhance students' learning. 6. Conduct industry visits and establish community linkages to get familiarized with the real-work setting. 7. Provide activities and task evaluation that will lead the students to self-reflection and personal performance assessment that will develop their				
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B. Curriculum and Instruction Development	1. Ensure that the curriculum content follows state standards and industry regulations. 2. Ensure that the students have the ability to apply knowledge and skills in new contexts.	8. Conduct community-outreach programs and activities that will highlight the skills acquired through T.V.E. 9. Inculcate positive attitude towards T.V.E. through skills exhibitions, contest, industry visits/ educational trips.	School Administrator T.V.E. Dept. Head, Area Coordinators, Master Teachers/ Trainers, Industry experts and	Whole year round	School's local fund (MOOE)	All the students were able to transfer knowledge into real life setting through culminating activities, skills competitions and project-based assessments.
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	3. Align varied assessment strategies with learning objectives and teaching strategies to improve students' learning.	procedure to improve the implementation of the curriculum. 3. Provide prompts to activate students' transfer of knowledge into new learning situation through project-based assessment and performance tests.	field practitioners			
C. Faculty Development	1. Improve instruction, personalize learning and develop 21 st century skills.	1. Conduct capacity-building seminars and workshops that will help enhance teachers' knowledge on different assessment strategies that matches learning objectives. 2. Devise early intervention program.	School Administrator T.V.E. Dept. Head, Area Coordinators, Master Teachers, Teachers/ Trainers, Industry experts and field practitioners	Whole year round	School's local fund (MOOE)	Students' satisfactory performance in T.V.E. in terms of GPA.

		3. Conduct in-service training programs to improve teaching effectiveness				
D. Physical Facilities	1. Encourage both teachers and learners to utilize multiple resources to improve learning and instruction. 2. Promote learning through library services and learning resource areas. 3. Promote positive learning environment and improve students' learning outcome.	1. Promote information literacy through multiple resources (Use of library, internet and resource persons/field experts) 2. Establish tie-up with the community and industry to come-up with a wide range of reading materials and learning resources. 3. Improve facilities in the form of infrastructure, laboratories and instructional materials.	School Administrator T.V.E. Dept. Head, Area Coordinators, Master Teachers, Teachers/Trainers, Industry experts and field practitioners	Whole year round	School's local fund (MOOE)	Students' satisfactory performance in T.V.E. in terms of GPA.



Curriculum Vitae

DIANA JEAN D. DELAGON

EDUCATION

Graduate Studies	Philippine Normal University (PNU), Taft Ave., Manila Degree: Master of Arts in Education major in Home Economics Education (MAEd-HE)
Research Work	“Utilization of Swamp Cabbage (Ipomea Batatas Aquatica) as High Vitamin Supplement in Alfredo Sauce, Panna Cotta and Pandan Juice”, Philippine Normal University, Taft Ave., Manila
Undergraduate Studies	Eulogio “Amang” Rodriguez Institute of Science and Technology, Cavite Campus, (EARIST-Cavite Campus) G.M.A., Cavite Degree: Bachelor of Science in Industrial Education major in Food Trades Technology
Secondary	Gen. Mariano Alvarez Technical High School (GMATHS), G.M.A., Cavite
Elementary	Christian Grace School of Cavite (CGSC), G.M.A., Cavite

WORK EXPERIENCE

Department of Education (DepEd) Regional and National Chief Trainer Bureau of Technical Vocational Unit	April 2016-Present
Department of Education (DepEd) Module and Curriculum Writer Bureau of Curriculum Development	May 2015-Present
Department of Education (DepEd) Technical Vocational Education (T.V.E.) Teacher/Trainer Area of Specialization: Beauty Care and Hairdressing Gen. Mariano Alvarez Technical High School (GMATHS)	June 2012-Present
Elementary and High School Teacher in Technology and Livelihood Education (T.L.E.) and Computer St. Paul College Island Park, Brittany Subd. Dasmariñas, Cavite	June 2010-Mar. 2012
High School T.L.E. Teacher	

TRAININGS, WORKSHOPS, CERTIFICATES, AND SEMINARS ATTENDED

Division Seminar-Workshop in Contextualization and Localization of EPP and TLE Curriculum Bulihan, Silang, Cavite	October 26-28, 2016
Senior High School (SHS) Mass Training of Teachers (MTOT) On the Technical-Vocational-Livelihood (TVL) Track National Educators Academy of the Philippines (NEAP) Malvar, Batangas City	June 05-09, 2016
Senior High School (SHS) National Training of Trainers (NTOT) on the Technical-Vocational-Livelihood (TVL) Track Development Academy of the Philippines (DAP), Tagaytay City	April 25-29, 2016
SHS Maritime Curriculum Workshop Hotel H2O, Manila	January 18-22, 2016
Series of Workshops on the Development of Learner's Manual (LM's) for the Senior High School Tech Voc Track under STVEP Tagaytay International Convention Center (TICC) Tagaytay City	Sept. 29-Oct. 5, 2015 Sept. 15-21, 2015 Sept. 2-6, 2015
GSP Ating Tahanan, Baguio City & Tanza Oasis Hotel, Tanza, Cavite	May 18-25, 2015
National Certificate (NC) II in Cookery	July 24, 2014
National Certificate (NC) II in Hilot Wellness	Sept. 23, 2013
National Certificate (NC) II in Beauty Care	April 30, 2013
National Certificate (NC) II in Hairdressing	March 26, 2013
National Certificate (NC) II in Bread & Pastry Production	Nov. 27, 2012
Apply Facial Make-up Training (160 hrs) Summerwind Skills Training Competency Center Inc. Dasmariñas, Cavite	April 06-29, 2013
Apply Facial Treatment Training (160 hrs) Summerwind Skills Training Competency Center Inc. Dasmariñas, Cavite	April 30-May 8, 2013
EAST Unit Roll-out Training/Seminar on Empowering TLE Teachers' Professional Competence and Teaching Skills, Bulihan National High School, Bulihan, Silang, Cavite	Nov. 15, 22, 29, 2014
School-Based Capability Building on Result-	June 21 & 28, 2014

Based Performance Management System held at
Gen. Mariano Alvarez Technical High School,
G.M.A., Cavite

AWARDS AND RECOGNITIONS

Certificate of Recognition from DepEd Region IV-A CALABARZON for her performance as a Coach (Nail Art with Hand Massage, 1 st Place) during the Department of Education Division Level Festival of Talents (Technolympics) 2016	Oct. 25, 2016
Certificate of Recognition from the Municipality of Gen. Mariano Alvarez, Cavite for a remarkable performance as a Coach (Nail Art with Hand Massage, 1 st Place) during the Department of Education National Festival of Talents (Technolympics) 2015	Apr. 27, 2015
Certificate of Recognition from the Department of Education Bureau of Secondary Education for an invaluable performance as a Coach (Nail Art with Hand Massage, 1 st Place) during the Department of Education National Festival of Talents (Technolympics) 2015	Apr. 10, 2015
Certificate of Recognition from the Municipality of Gen. Mariano Alvarez, Cavite for a remarkable performance as a Coach (Nail Art with Hand Massage, 1 st Place) during the Department of Education Division Festival of Talents (Technolympics) 2014	Mar. 25, 2014
Certificate of Merit from DepEd Region IV-A CALABARZON for her performance as a Coach (Nail Art with Hand Massage, 3 rd Place) during the Department of Education Regional Festival of Talents(Technolympics) 2014	Jan. 31, 2014
Licensure Examination for Teachers (LET) Passer	April 2010
Graduated Cum Laude, Best Demonstration Teaching and Proficiency Awardee in Food Trades Technology	March 2009

CHARACTER REFERENCES

Mr. Arnold M. Mendoza	OIC Head T.V.E. Dept. GMATHS, G.M.A., Cavite	09309564075
Professor Rachel Rodriguez-Ortega	Thesis Adviser Philippine Normal University Taft Ave. Manila	09253797467
Professor Shirley Pelayo-De Leon	Professor EARIST Cavite Campus G.M.A., Cavite	09204145008



DIANA JEAN D. DELAGON

