ESTABLISHMENT AND ACCREDITATION OF BIÑAN CITY SENIOR HIGH SCHOOL SAN ANTONIO CAMPUS AS TESDA COMPETENCY ASSESSMENT CENTER: A BASIS FOR PROJECT PROPOSAL

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ABSTRACT

The absence of accessible, complete facilities and school based TESDA National Assessment Center is one of the challenges of the Grade 12 TVL students who are not planning to work or put-up businesses after graduation. The lack of localized assessment and skill certification centers will hinder them from acquiring business and job opportunities.

The study utilized Quantitative Descriptive Research Design employing purposive sampling method in selecting the appropriate respondents of the study. The study generated a descriptive analysis on the perceptions of the Grade 12 TVL on the effects and needs of a localized TESDA competency assessment and skill certification center, specifically the BCSHS-SAC as an Assessment Center. Moreover, it developed a basis for the teachers/school leaders to pursue the UTPRAS accreditation of BCSHS-SAC.

Findings revealed that the Grade 12 TVL students' competency level is good enough to be certified but most of the respondents strongly agreed that without National certificate, their competency level does not meet industry standards as NCs can be used as basis of competency level. In addition, some of the factors affecting the competency level of the Grade 12 TVL students are the lack of available and accessible Assessment and Skill Certification Center and the lack of TESDA accredited schools that ensures quality education and skills training. Lastly, BCSHS-SAC as a TESDA Assessment and Skill Certification Center: enhances students and teachers' skills and competencies; utilizes the school facilities as resources for quality training; and provide job opportunities and promotion to graduates.

Keywords: *TESDA Assessment Center, Skill Certification Center, UTPRAS Accreditation, National Certificate, Technical Competency*

INTRODUCTION

Pursuant to RA 10533, also known as Enhanced Basic Education Act of 2013, and DepEd Order No. 08, s. 2015 entitled Classroom Assessment for the K to 12 Basic Education Program, the State shall offer a basic education system that is efficient and will result in a successful person, and an assessment should foster the overall development of students, the learning facilitators should use assessment strategies in the classroom that are aligned with the curriculum and gauge how well the learners are doing on their competencies. A crucial step in the teaching and learning process is for teachers to receive reliable information from high-quality assessment about how well learners completed the learning goals and competencies (Harris & Jones, 2020).

Teaching and learning process and programs requires quality assessment methods for continuous development (DO 42, 2017). Teachers and TVL implementers are being challenged by the variety of assessment tools and strategies to choose from in monitoring, evaluating, and reporting students' needs and progress. This challenge to the teacher and TVL implementers entails from diverse students and the validity of the assessment. Teaching specialized subjects require industry-based assessments and performance activities to gauge students' ability to use their knowledge and skills effectively. One of the major assessments that senior high school students can take to measure the level of their competency in their chosen specialization is the TESDA National Assessment and Skill Certification.

TESDA National Assessment and Skill Certification gives better career opportunities to the students and avoids mismatch (Ingco et al., 2020). It is important to note that companies prefer employees who are certified through TESDA Skill Certification. This implies that having a National Certificate (NC) is an important weapon once a student graduates specially in a TVL school. One good example is the Biñan City Senior High School-San Antonio Campus which is a stand-alone TVL School at the City of Biñan, but it is not an TESDA National Assessment Center. Based on DepEd Memorandum No. 133 s. 2019, to fully meet the goals of the K to 12 Basic Education program, Senior High School – Technical Vocational Livelihood (SHS-TVL) track implementers/facilitators should fully be equipped with the minimum standard tools, equipment, and facilities for effective learning delivery. Further, the SHS-TVL implementers are also encouraged to apply for accreditation as TVL Training Center and/or Assessment and Skill Certification Centers, subject to the Unified TVET Program Accreditation System (UTPRAS) guidelines of TESDA, therefore, the TVL Facilitators of the Binan City Senior High School – San Antonio Campus (BCSHS-SAC) plans for UTPRAS application that will benefit teachers, students, and stakeholders.

The absence of accessible, complete facilities and school based TESDA National Assessment Center is one of the problems Grade 12 TVL students who are not planning to work or put-up businesses after graduation thus the researchers conducted this study. The lead proponent, together with the members, determined the perceptions of the selected TVL students on the effects and needs of a TESDA Assessment and Skill Certification Center.

Hence, this study was conceptualized and explored the recent contexts involving the Grade 12 TVL students at BCSHS-SAC who are not planning to work or put-up businesses after graduation. Findings revealed that the Grade 12 TVL students' competency level is good enough to be certified but most of the respondents strongly agreed that without National certificate, their competency level does not meet industry standards as NCs can be used as basis of competency level. In addition, some of the factors affecting the competency level of the Grade 12 TVL students are the lack of available and accessible Assessment and Skill Certification Center and the lack of TESDA accredited schools that ensures quality education and skills training. Lastly, BCSHS-SAC as a TESDA Assessment and Skill Certification Center: enhances students and teachers' skills and competencies; utilizes the

school facilities as resources for quality training; and provide job opportunities and promotion to graduates.

Results of the study provided important data that may help educational leaders and teachers to conceptualize relevant and meaningful educational programs which uphold the attainment of quality education, assessment, learning experiences and job opportunities. Furthermore, results of the study provided meaningful inputs that may serve as basis in action plans and project proposals.

METHODOLOGY

The study utilized Quantitative Descriptive Research Design. The researchers utilized survey questionnaires to determine the respondents' perceptions on establishing and accrediting BCSHS-SAC as a TESDA Competency Assessment Center. It was validated by the Master Teacher, Head Teacher, and Education Program Specialist in TLE/TVL. Moreover, the researchers utilized Google Form in distributing the survey questionnaire to the respondents. Respondents were also given an Assent Form and a Consent Form for the parents and then were requested to answer the survey questionnaire with honesty. After the respondents answered the survey questionnaire, the researchers collected the data gathering tool then tabulated for data analysis. The utmost confidentiality of the results and data collected were applied.

The procedure for data collection were summarized below:

Phase I. Preparation Stage. Preparation and consultative meetings of the research team on the agenda as well as objectives of the study. Crafting of all different tools and instruments to be utilized in the study. Checking and validation of the instruments.

Phase II. Data Gathering Stage. Identification of probable respondents of the study. Assignment of field researchers were assigned to gather data from the identified respondents. The researchers used validated instruments for the data gathering procedure.

Phase III. Data Analysis Stage. Retrieval of all gathered data from the respondents. The researchers tallied and tabulated the data for descriptive statistical analysis.

Phase IV. Summary and Interpretation Stage. Crafting of research summary, interpretation, and research outputs.

Phase V. Reporting. Crafting the final paper including the results and recommendations of the study. Present the result of the study.

RESULTS

The study explored the Grade 12 TVL students' perception on the effects and needs for the establishment and accreditation of Binan City Senior High School-San Antonio Campus as a TESDA Assessment and Skill Certification Center.

Question 1. What is the competency level of the TVL students at BCSHS-SAC?

- The Grade 12 students' competency level is good enough to be certified but without National certificate, their competency level does not meet industry standards.
- National Certificates issued by TESDA can be used as basis of competency level.

Question 2. What are the factors affecting the competency level of the TVL students at BCSHS-SAC?

- One factor that affects the competency level of the Grade 12 TVL students is the lack of available and accessible Assessment and Skill Certification Center.
- Schools ensure industry aligned assessment and certification if it is accredited by TESDA as competency assessment center.

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Question 3. What are the perceptions of the selected TVL students in the establishment and accreditation of Binan City Senior High School-San Antonio Campus as a TESDA Assessment and Skill Certification Center?

- BCSHS-SAC as a TESDA Assessment and Skill Certification Center can enhance students and teachers' skills and competencies, utilize the school facilities as resources for quality training, give stakeholders access to quality training and assessment, and provide job opportunities.

DISCUSSION

The findings of the study provided an insight and basis for the researchers to come up with an action plan and project proposal for the BCSHS-SAC to be accredited as TESDA Assessment and Skill Certification Center. Specifically, based on the findings of the study, the researchers therefore conclude that: National Certificate recognizes individual's skills which can be a basis for competency level; teachers, students and stakeholders can be certified as competent if there is a readily available competency assessment center nearby; through TESDA accreditation, specialized subjects/trainings offered by TVL schools can provide quality education and skills training to students by meeting relevant industry standards; and schools accredited as TESDA Competency Assessment Center can effectively utilize the facilities, tools, and equipment for competency training and assessment.

UTPRAS application for BCSHS-SAC will give an opportunity to be accredited as TESDA Competency Assessment Center. It can help stakeholders by providing career opportunities to graduates and professional development for teaching and non-teaching personnels.

Furthermore, it is recommended that the school leaders and teachers provide support and career opportunities to the Grade 12 students that are the soon to be graduates through Skill Certifications. The school leaders, teaching, non-teaching personnels, and stakeholders may apply for UTPRAS to gain TESDA accreditation for the BCSHS-SAC to become TESDA Assessment and Skill Certification Center.

This study gave important implications and realizations to the researchers and other stakeholders as it is an agent of change by giving career opportunities, skills enhancement, innovation for quality assessment and making students job ready.

Based on the MATATAG Agenda, this study was aligned on making the curriculum relevant to produces job ready, active, and responsible citizens. By establishing an accessible and quality Assessment and Skill Certification Center at BCSHS-SAC, students, teachers, and stakeholders could get certified, trained, and assessed meeting relevant industry standards and practices. This in turn makes students job-ready active citizens of the community. Further, using this study as basis for the action plan and project proposal, the researchers are in their full effort to successfully put up a TESDA Assessment Center at BCSHS-SAC.

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