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REVIEW ARTICLE

TECHNICAL AND VOCATIONAL INSTITUTIONS TRAINING REGULATION COURSE AREAS ASSESSMENT AND CAREER PERFORMANCE OF CAREGIVING GRADUATES IN LAGUNA ACCREDITED TRAINING CENTER

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ABSTRACT

This study aimed to assess the status of the Technical and Vocational Institutions Training Regulation Course Areas and the Career Performance of Caregiving graduates in Laguna Accredited Training Center. It specifically aimed to address the following research questions: In terms of age, sex, civil status, and educational attainment, what is the demographic profile of caregiving graduates from accredited training programs in Laguna? What is the status of the Training Regulation Course Areas for Trainer Performance, Training Materials, Training Content, Training Facilities/Resources, and Training Schedule? Is there a significant difference among respondents' assessment regarding the status of TVI's Training Course Areas when grouped according to Age, Sex, Civil Status, and Educational Background? This study used the descriptive research using questionnaires as the instrument in gathering the data. The participants in this study were the 251 caregiver graduates from 10 active Accredited Training Centers in Laguna. The profile of the respondents who will participate in the study and an assessment of their perceptions of the training course areas provided by TVIs. This information can help identify areas of strengths and weaknesses in the current training programs and determine the needs of the target population. The researcher used a research questionnaire, interviews, and focus group discussions to compile the fundamental data required to conceptualize or envision the study's principal goal. These strategies can help address the gaps and challenges in the current TVET system and improve the employability and career readiness of graduates.

KEYWORDS

Technical and Vocational Institution, Training Regulations, Caregiving Graduates, Career Performance, Employability

1. INTRODUCTION

A key initiative to raise the level of technical vocational education and training (TVET) throughout the country was the Technical and Vocational Institutions Training Regulation (TVI-TR) programme, which was led by the Technical Education and Skills Development Authority (TESDA) in the Philippines. The programme aimed to close the skills gap and improve graduate prospects for employment by aligning courses with industry benchmarks and providing graduates with useful skills and knowledge. Notably, the programme was launched within the caregiving industry, addressing the demand for experienced carers in an ageing society and the need for better care by healthcare professionals.

The research had a considerable impact because it sought to assess how the TVI-TR programme had affected the graduates' career paths in caregiving. Previous studies had emphasised the benefits of TVET programmes, such as increased income and employment prospects. A thorough examination of the TVI-TR programme's impact on how equipped its alumni were for their desired occupations, however, had been lacking. In order to fill this knowledge vacuum and offer insights that could aid in improving TVET programmes and formulating useful policies, this research set out to address it.

These organisations were crucial in the context of technical and vocational

institutions in providing hands-on education and training to people seeking to thrive in specialised fields. There have been ongoing concerns about how well these colleges prepare graduates for their preferred careers. Research projects around the world, including those in Bangladesh and those carried out by the European Training Foundation, have shed light on the beneficial effects of TVET institutions on graduates' employability and financial prospects. However, it was still crucial to regularly assess these institutions to make sure they could continue to provide teaching that was both practical and pertinent to the needs of the sector.

The TVI-TR program received praise in the Philippine setting for its contribution to raising the caliber of TVET programs. Its ability to appropriately prepare graduates to care for the demands of the profession, however, remained untested. The caregiving industry, driven by an aging population and an increasing need for skilled caregivers, necessitated careful examination to see whether the program's courses complemented the field's changing requirements. In order to close the gap between training and industry demands in the caregiving sector, it was imperative to carefully examine how the TVI-TR program affected the career performance of its graduates.

The framework of the study was specifically chosen to provide a thorough investigation into the impact of the TVI-TR program on caregiving graduates' career performance. Beginning with the introduction, the

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paper emphasized the importance of the TVI-TR program and the need for an evaluation of its impact on graduates who provide care. The study's backdrop went on to discuss the importance of technical and vocational schools, the growing need for qualified caretakers, and how the TVI-TR program was incorporated into the caregiving industry.

The research objective, to assess the effect of TVI-TR courses on the professional performance of caregiving graduates in Laguna, Philippines, was clearly stated in the research purpose statement. Additionally, a thorough literature analysis synthesized previously conducted studies, highlighting how crucial it is to assess the TVI-TR program within the context of caregiving. The research procedures were outlined in the methodology section, which also covered the strategies used for data collection, analysis, and ethical considerations.

The research, which sought to understand the effect of TVI-TR courses on caregiving graduates' career performance, had a significant impact on the range of TVET programs in the Philippines. This study had the potential to influence the creation of more relevant and useful curricula by shedding light on the dynamics of program efficacy. The conclusions drawn from this study may serve as a guide for policy decisions in light of the changing demands of the Philippine labor market, thereby influencing the development of TVET programs there.

2. LITERATURE REVIEW

This chapter explores the theoretical underpinnings of knowledge acquisition and assessment and their relationship to professional performance among graduates of vocational training education. In particular, it highlights the value of practical knowledge and hands-on training in vocational education for preparing graduates for real-world situations. According to several studies (Mahjoub, 2018; Raza & Haider, 2021; Purnamasari et al., 2021; Hartl et al., 2020), vocational education has a favorable effect on students' employability, practical skills, cognitive and non-cognitive talents, employment prospects, and career

advancement.

The chapter is primarily concerned with technical and vocational education and training (TVET) in the Philippines, and it discusses how TVET is crucial in preparing students for work and lifelong learning (Ravanera & Macapagal, 2020). In the Philippines, TVET programs are supervised and accredited by the Technical Education and Skills Development Authority (TESDA), ensuring their quality and applicability.

The techniques for delivering training, such as classroom education, on-the-job training (OJT), apprenticeship, and blended learning, are addressed. The compatibility of these approaches with the needs of learners and market requirements determines how effective they are (Masagca & Montebon, 2020). For instance, others found that adding practical training to classroom education improves students' knowledge (Mahjoub, 2018).

It is investigated as a key procedure to uphold quality and relevance in TVET programs to accredit training facilities by TESDA. Studies have shown that accreditation has a considerable impact on graduates' professional performance and employability (Baguioro et al., 2020; Villaruel et al., 2020).

The value of instructive material that is pertinent is highlighted. According to a study, training materials should be relevant to learners' workplaces, consistent with learning objectives, and practical (Chiaburu and Tekleab, 2018). In order to improve learning outcomes, the importance of trainers and training facilities is also stressed (Wagner et al., 2019).

Numerous studies conducted in the Philippines evaluate the efficiency of TVET programs in the context of caregiving qualifications. They emphasize the benefits, such as increased knowledge, skills, and job satisfaction among graduates in caring. However, difficulties, including scarce resources and possibilities for job progression, are also noted (Banaag, 2018; Asis, 2019; Hidalgo, 2020).

2.1 Theoretical framework

Figure 1

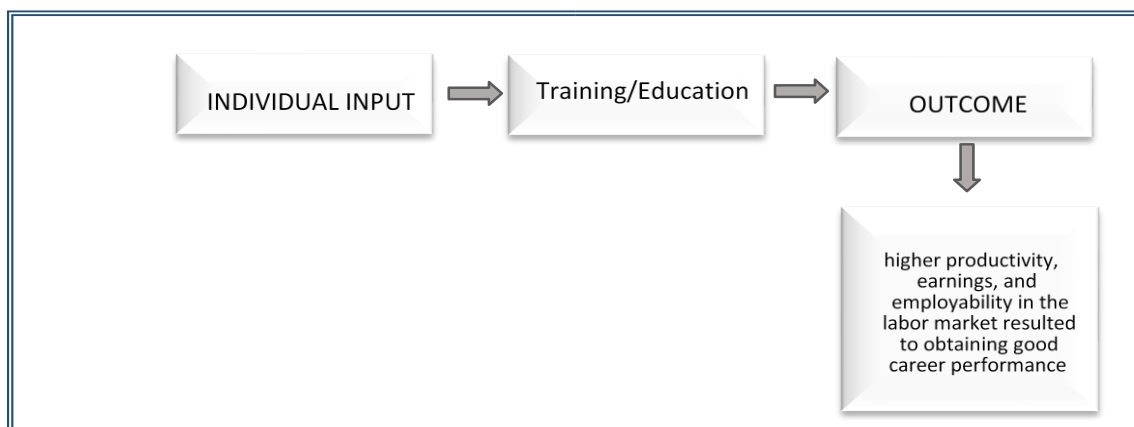


Figure 1: Human Capital Theory
(Becker, 1962; Rosen, 1976)

3. METHODOLOGY

This section discusses the study's research design, respondents of the study, data gathering instrument and procedures, and the statistical treatment of this study.

3.1 Research Design

The research study used a descriptive- approach, with questionnaires serving as the main tool for gathering data. The study sought to examine the Training Regulation Course Areas Assessment of Technical and Vocational Institutions (TVIs) and its impact on the career performance of graduates in caregiving within Accredited Training Centers in Laguna. The descriptive component entailed compiling in-depth data regarding the study's training course topics and caregiving alumni's employment outcomes. The correlational element, which tried to establish links between variables, simultaneously identified statistically significant associations between graduates' assessments of their professional performance and the TVIs' training programs.

3.2 Respondents of the Study

Using quota sample technique, a non-probability sample technique strategy used by researchers to draw a convenience sample from a group that is representative of that population. 251 caregiver graduates from 10 active Accredited Training Centers in Laguna were chosen as the respondents of this study. These people were chosen to represent a certain subgroup based on their graduation years (2018–2019) and current employment status.

3.3 Data Gathering Instrument and Procedure

The research's primary tool, a questionnaire, made it simpler to collect data by ensuring accuracy and clarity by describing each item and having respondents confirm it. Significant insights that influenced the study's conclusions and policy recommendations might be generated after statistical analysis of the collected data. The researcher gathered the key information needed to construct or visualize the study's main objective using a research questionnaire, interviews, and focus group discussions.

3.4 Statistical Treatment

In order to analyze the data, statistical techniques like frequency and percentage analysis, the mean technique, and Kruskal-Wallis H with p-value evaluation were used. The results showed relationships between the caliber of training and career performance as influenced by demographic profiles.

4. FINDINGS AND DISCUSSION

This section summarizes the results of the statistical treatment of data based on the data collected in this study, along with their interpretation.

Table 1: Frequency Distributions of the Respondents in terms of Age

Age	Frequency Count	Percentage
16 to 25	64	25.50
26 to 35	115	45.82
36 to 45	38	15.14
46 to 55	34	13.55
16 to 25	64	25.50
Total	251	100

Table 1 represents the frequency distributions of the respondents in terms of age. The data revealed that majority of the respondents aged from twenty-six (26) to thirty-five (35) with a frequency of one hundred fifteen (115) and a percentage of forty-five point eighty-two (45.82%), while minority of the respondents aged from forty-six (46) to fifty-five (55) with a frequency distribution of thirty-four (34) and a percentage of thirteen point fifty-five (13.55%).

Table 2: Frequency Distributions of the Respondents in terms of Sex

Sex	Frequency Count	Percentage
Female	173	68.92
Male	78	31.08
Total	251	100

Table 2 represents the frequency distributions of the respondents in terms of Status of the TVI's Training Regulation Course Areas

Table 5: Status of the TVI's Training Regulation Course Areas in terms of Trainer Performance

Indicators	$\bar{x}$	Verbal Interpretation
1. Oriented trainees about CBT, the use of CBLM and the evaluation system	4.03	Very Satisfactory
2. Discussed clearly the unit of competencies and outcomes to be attained at the start of every module	3.96	Very Satisfactory
3. Exhibited mastery of the subject/course he/she is teaching	4.03	Very Satisfactory
4. Motivated and elicited active participation from the students or trainees	3.96	Very Satisfactory
5. Kept records of evidence/s of competency attainment of each student/trainee	4.12	Very Satisfactory
6. Instilled value of safety and orderliness in the classrooms and workshops	3.75	Very Satisfactory
7. Instilled the value of teamwork and positive work values	4.03	Very Satisfactory
8. Instilled good grooming and hygiene	3.96	Very Satisfactory
9. Instilled value of time	4.03	Very Satisfactory
10. Possessed good quality of voice while teaching	3.96	Very Satisfactory
11. Used clear language/dialect in teaching	4.12	Very Satisfactory
12. Provided extra attention to trainees and students with specific learning needs	3.75	Very Satisfactory
13. Attended classes regularly and promptly	4.12	Very Satisfactory
14. Showed energy and enthusiasm while teaching	3.75	Very Satisfactory
15. Maximized use of training supplies and materials	4.03	Very Satisfactory
16. Showed empathy	3.96	Very Satisfactory
17. Demonstrated self-control	4.12	Very Satisfactory

of Sex. Data revealed that majority of the respondents of this study was characterized as females, with a frequency of one hundred seventy-three (173) and a percentage of sixty-eight point ninety-two (68.92%). While males who participated in this study had a frequency of seventy-eight (78) and a percentage of thirty-one point eight percent (31.08%).

Table 3: Frequency Distributions of the Respondents in terms of Civil Status

Civil Status	Frequency Count	Percentage
Single	118	47.01
Married	109	43.43
Widowed	24	9.56
Total	251	100

Table 3 represents the frequency distributions of the respondents in terms of civil status. Data revealed that majority of the respondent's civil status are single with a frequency of one hundred eighteen (118) and a percentage of forty-seven point zero one (47.01%) while twenty-four (24) of the respondents were widowed.

Table 4: Frequency Distribution of the Respondents in terms of Educational Attainment

Educational Attainment	Frequency Count	Percentage
Junior High School	73	29.08
Senior High School	57	22.71
Vocational	61	24.30
College	60	23.90
Total	251	100

Table 4 represents the frequency distribution of the respondents in terms of educational attainment. Data revealed that majority of the respondents are junior high school graduates with a frequency of seventy-three (73) and a percentage of twenty-nine point zero eight (29.08%). The data also revealed that minority of the respondents graduated senior high school with a frequency of fifty-seven (57) with a percentage of twenty-two point seventy-one (22.71%).

Legend:

4.21 – 5.00	Outstanding
3.41 – 4.20	Very Satisfactory
2.61 – 3.40	Good
1.81 – 2.60	Fair
1.00 – 1.80	Poor

Table 5 presents the assessment of trainer performance in TVI's training regulation course areas, with 18 indicators and corresponding mean ($\bar{x}$)

scores. Overall, trainer performance is rated as "Very Satisfactory," with $\bar{x}$ scores ranging from 3.75 to 4.12. The highest-rated indicators include record-keeping and punctuality, while the lowest-rated indicators are related to safety, orderliness, and attention to specific learning needs.

These results suggest that trainers generally excel in subject mastery, student engagement, and value instillation. However, areas like promoting safety and catering to diverse learning needs require improvement. Assessing trainer performance is crucial for maintaining the quality of vocational education, as supported by a study by (Gómez-Galán et al., 2021), which links trainer performance to student competency development. Thus, ongoing assessment and support for trainers are essential for enhancing vocational education and training quality.

Table 6: Status of the TVI's Training Regulation Course Areas in terms of Training Materials (Preparation)

Indicators	$\bar{x}$	Verbal Interpretation
1. Workshop layout conforms with the components of a CBT workshop	3.75	Very Satisfactory
2. Number of CBLM is sufficient	4.03	Very Satisfactory
3. Objectives of every training session is well explained	3.96	Very Satisfactory
4. Expected activities/outputs are clarified	4.12	Very Satisfactory

Table 6 displays the assessment of training materials' preparation for TVI's training regulation courses, with respondents generally rating them as "Very Satisfactory." The highest-rated indicator was "expected activities/outputs are clarified" with a mean score ($\bar{x}$) of 4.12. Other highly-rated indicators included "number of CBLM is sufficient" ($\bar{x}$ 4.03),

and "workshop layout conforms with the components of a CBT workshop" ($\bar{x}$ 3.75). Additionally, "objectives of every training session are well explained" ($\bar{x}$ 3.96) and "expected activities/outputs are clarified" ($\bar{x}$ 4.12) received high ratings.

Table 7: Status of the TVI's Training Regulation Course Areas in terms of Training Content (Design and Delivery)

Indicators	$\bar{x}$	Verbal Interpretation
1. Course contents are sufficient to attain objectives	3.96	Very Satisfactory
2. CBLM are logically organized and presented	4.12	Very Satisfactory
3. Information Sheet are comprehensive in providing the required knowledge	3.75	Very Satisfactory
4. Examples, illustrations and demonstrations help you learn	4.03	Very Satisfactory
5. Practice exercises like Task/Job Sheets are sufficient to learn required skills	3.96	Very Satisfactory
6. Valuable knowledge is learned through the contents of the course	4.12	Very Satisfactory
7. Training Methodologies are effective	3.96	Very Satisfactory
8. Assessment Methods and evaluation system are suitable for the trainees and the competency	4.12	Very Satisfactory
9. Recording of achievements and competencies acquired is prompt and comprehensive	3.75	Very Satisfactory
10. Feedback about the performance of learners are given immediately	4.12	Very Satisfactory

Table 7 displays the evaluation of the training regulation courses at TVI (Technical and Vocational Institution) in terms of training content design and delivery. Ratings on a scale of 1 to 5 indicate that all indicators received mean scores above 3.75, signifying a very satisfactory rating by respondents.

A research highlighted the critical influence of TVET program design and delivery on education quality in the Philippines. The study stressed the importance of keeping the curriculum current and aligned with industry needs (Caballes et al., 2018).

A more recent study examined the K to 12 TVET curriculum in the Philippines and recommended learner-centered approaches and competency-based training methods. It also advised using diverse teaching strategies and assessment methods to accommodate students' varying learning needs (Ancayas et al., 2021).

The high ratings in Table 7 indicate that TVI has incorporated these recommendations effectively, emphasizing curriculum relevance, learner-centeredness, and competency-based training methods in its TVET programs.

Table 8: Status of the TVI's Training Regulation Course Areas in terms of Training Facilities and Resources

Indicators	$\bar{x}$	Verbal Interpretation
1. Training Resources are adequate	4.03	Very Satisfactory
2. Training Venue is conducive and appropriate	3.96	Very Satisfactory
3. Equipment, Supplies, and Materials are Sufficient	4.12	Very Satisfactory
4. Equipment, Supplies and Materials are suitable and appropriate	4.12	Very Satisfactory
5. Promptness in providing Supplies and Materials	3.75	Very Satisfactory

The findings in Table 8 align with existing literature highlighting the importance of having sufficient and suitable training facilities and resources to foster effective learning. The TVI should continue to invest in

appropriate infrastructure, equipment, and learning resources to create an environment conducive to effective learning.

Table 9: Status of the TVI's Training Regulation Course Areas in terms of Training Schedule

Indicators	$\bar{x}$	Verbal Interpretation
1. The Training start at the indicative set schedule	3.96	Very Satisfactory
2. The training completed the total number of days scheduled within the allotted duration of the course	4.03	Very Satisfactory
3. The training end at the indicative set schedule.	3.96	Very Satisfactory

The training schedule for TVI (based on Table 9) received a Very Satisfactory rating, averaging 3.98. Ratings for training start, completion, and end times were all Very Satisfactory, ranging from 3.96 to 4.03. This suggests TVI successfully adhered to the set schedule, completing the course on time.

According to UNESCO-UNEVOC (2018), a well-designed training schedule

is crucial for learners to acquire necessary competencies in the specified timeframe, requiring clarity, realism, and comprehensiveness while considering learner, trainer, and facility availability. A study underscores the importance of schedule adherence for training program quality. Deviations can lead to low morale, unprepared trainers, and poor outcomes. TVI's adherence demonstrates a commitment to training quality and learner needs (UNESCO-UNEVOC, 2018; Alabi et al., 2018).

4.1 Correlation on the Assessment to TVI's Training Regulation

Table 10: Test of Correlation on the Assessment to TVI's Training Regulation when grouped according to Age

Variables	Kruskal-Wallis H	p-value	Verbal Interpretation
Trainer Performance	21.414	0.000	significant
Training Materials	15.409	0.001	significant
Training Content	16.567	0.001	significant
Training Facilities and Resources	15.835	0.001	significant
Training Schedule	38.361	0.000	significant

Legend: $p < 0.05$ Significant

This study's findings underscore the significance of age in shaping perceptions of TVI's training regulation. This aligns with prior research demonstrating that age can impact individuals' attitudes and outlooks on educational and training programs (Nguyen et al., 2019; Tang and Huang,

2020). These findings have meaningful implications for TVIs, highlighting the necessity to consider age-related disparities when designing and delivering training programs to ensure they are effective and meet the diverse needs of varying age groups.

Table 11: Test of Correlation on the Assessment to TVI's Training Regulation when grouped according to Civil Status

Variables	Kruskal-Wallis H	p-value	Verbal Interpretation
Trainer Performance	7.829	0.020	significant
Training Materials	9.560	0.008	significant
Training Content	14.892	0.001	significant
Training Facilities and Resources	13.136	0.001	significant
Training Schedule	7.415	0.025	significant

Legend: $p < 0.05$ Significant

The significant differences found in the assessment of TVI's training regulation when grouped according to civil status are supported by

several studies conducted between 2018-2022. These studies highlight the importance of considering factors such as training materials, facilities, trainers, content, and schedules in the development and implementation of effective vocational training programs.

Table 12: Test of Correlation on the Assessment to TVI's Training Regulation when grouped according to Educational Attainment

Variables	Kruskal-Wallis H	p-value	Verbal Interpretation
Trainer Performance	0.529	0.912	Not significant
Training Materials	0.439	0.932	Not significant
Training Content	0.101	0.992	Not significant
Training Facilities and Resources	0.504	0.918	Not significant
Training Schedule	1.549	0.671	Not significant

Legend: $p < 0.05$ Significant

The results of the Kruskal-Wallis test and related literature suggest that the quality of training provided by TVIs is consistent across different levels of educational attainment, implying that the training programs offered by TVIs are effective in catering to the needs of diverse learners, irrespective of their educational background.

5. CONCLUSION

This study examines the impact of Training Regulation (TR) courses on the career performance of caregiving graduates from accredited training centers in Laguna. The majority of respondents reported a positive influence on their career performance, with Trainer Performance, Training Content, and Training Schedule being the most influential aspects. This underscores the importance of these elements in effective training program design.

In conclusion, the study emphasizes the need for continuous improvement in Technical and Vocational Education and Training (TVET) programs in caregiving. It suggests focusing on aspects like job readiness, employment opportunities, job satisfaction, and overall career performance to better prepare graduates. Several recommendations are made, including investigating different delivery modes, prioritizing key areas, evaluating

long-term impacts, considering educational backgrounds, addressing assessment differences, and ensuring inclusivity for diverse learners. Lastly, the study highlights the importance of regularly reviewing and updating training regulations to align with industry needs.

These findings and recommendations can inform policies and initiatives aimed at developing a skilled workforce in the caregiving sector in the Philippines.

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