



Effectiveness of the Competency Standards of BPP NCII Training

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ABSTRACT

The government together with private institutions offers a lot of industry-based training that helps the youth prepare for better job opportunities. This study aims to investigate the effectiveness of the Bread and pastry production NC II training. The result of this study will be used to serve as the basis for creating a training plan to strengthen the Bread and pastry production NC II training.

The descriptive method of research design was utilized for the creation of this study. The researchers gathered the necessary information from the respondents of this study by administering interview questions. The questionnaire and checklist that was developed by the researcher, which is based on the training regulations established by TESDA for Bread and Pastry Production NC II, was validated both in terms of its face validity and its content by a panel of industry experts.

The study made use of different statistical tools, including ranks, frequency counts, and mean. Respondents rated the level of effectiveness of basic, common, and core competencies as "neutral," indicating that all training competencies were neither effective nor ineffective. This study has the potential to be utilized by other Technical Vocational Institutions to increase the quality of training based on the response of the respondents

Keywords: TESDA, guidelines, training plan, training regulation, BPP NC II

I. Introduction

The students are being molded by the government as well as non-government institutions through intensive training in vocational courses. This is being done in collaboration. The government is conducting benchmarking in various companies to determine whether the competency standards of these businesses align with those of the industry. Bread and Pastry Production NC II (also known as BPP NC II) is a technical-vocational program that develops student skills in the preparation and manufacturing of bakery/confectionery products, cakes, and desserts. It consists of the abilities that an individual must achieve to prepare products, clean equipment tools, and other related businesses. However, NCII will not become a professional even after the production of bread and pastries is finished. This is just the entrance to the bread and pastry manufacturing industry. Only after many years of professional experience will you be considered a professional bakery/confectioner. Technical professional courses are face-to-face classes that follow a modular approach to facilitate student learning. Modular education is an educational technique that follows a specified set of planned learning activities and exercises. These activities are provided in a compact booklet called a module. Students can continue at their own pace. Instructors provide quick feedback so students can develop their skills.

The Technical Education and Skills Development Authority (TESDA) is the regulator of all vocational training courses in the Philippines and evaluates and certifies the skills of technical professional workers through the Philippine TVET Qualification System. The evaluation process aims to determine if alumni can meet workplace standards based on defined competence standards. Qualifications are awarded to those who meet the competence criteria.

According to Vallecera and Basa (2022) students are given challenging tasks to hone their full potential and manifest the necessary skill in a specific task however they tend to avoid, procrastinate and be lazy in performing it which may result in poor performance and skill acquisition. According to Ramos, Caridad, and Dalioan (2017) Bread and Pastry Production NC II is a TESDA-registered short course/program that will provide knowledge and skills in baking. Thus, the training is properly implemented by TESDA.

BPP NCII training is very productive and skilled, but many learners do not use it. Some learners have completed and passed the test, while others have not. This led the researchers to conduct interviews and give questionnaires to be answered by selected students from Sisters of Mary School. Researchers believe that this study will help raise awareness among trainers and curriculum planners to the point that some guidelines need to be added or revised for future implementation of the curriculum.

II. Methodology

The researchers utilized a quantitative design of research. The purpose of this study was to determine the level of effectiveness of the competency standard of the bread and pastry production NC II training.

The researchers gathered the necessary information from the respondents of this study by administering a survey. Simple random sampling is the technique that was used in this study to select the respondents. The respondents are composed of (n = 30) students from a private school in Cavite who took bread and pastry production as their course during their first semester. It is composed of 30 male students since it is an all-boys school, and their ages range from 17 to 19 years old.

The instruments that were utilized to gather data were a printed survey. The researchers developed an instrument that is based on the training regulations given by the Technical Education and Skills Development Authority (TESDA) for Bread and Pastry Production NC II. It was validated both in terms of its face validity and its content by a panel of industry experts. Before administering the survey, the researchers conducted a reliability test to check if the survey questionnaire was reliable. The instrument that was utilized is used to measure the effectiveness of the competency standard using the Likert scale.

III. Result and Discussion

The Likert scale was used to get the satisfaction of the student towards the effectivity of the competencies or level of agreement to a statement. Mean rating was used to determine the average of the responses of the respondents. Ranking was employed to see the level of effectivity of the competency standards of bread and pastry production NCII training of the respondents.

Table 1 – Talled response of the respondents on basic competencies

Basic Competencies	Extremely Effective	Somewhat Effective	Not Sure	Somewhat Ineffective	Extremely Ineffective
Obtain and convey workplace information	0	1	4	24	1
Participate in workplace meetings and discussions	0	4	11	14	1
Complete relevant work-related documents	0	2	9	18	1
Describe team roles and scope	0	3	12	14	1
Identify own role and responsibility	0	3	13	13	1
Work as a team member	0	7	8	15	0
Integrate personal objective with organizational goal	1	5	10	14	0
Set and meet work priorities	0	4	15	11	0
Maintain professional growth and development	0	3	14	13	0
Identify hazards and risks	0	3	11	15	1
Evaluate hazards and risks	0	2	12	15	1
Control hazard and risk	0	5	9	14	2
Maintain OHS awareness	0	5	6	17	2

Table 1 is the tally and tabulated response of the respondents towards the questionnaire aligned in basic competencies.

Table 2 – Talled response of the respondents on common competency

Common Competencies	Extremely Effective	Somewhat Effective	Not Sure	Somewhat Ineffective	Extremely Ineffective
Follow workplace procedures for health, safety, and security	0	5	7	18	0
Deal with emergency situations					
Maintain safe personal presentation standard	12	2	12	15	0
Greet customer	0	4	8	15	3
Identify customer needs	0	9	11	9	1
Deliver service to customer	0	9	10	10	1
Handle queries through telephone, fax machine, internet, and email	0	7	11	12	0
	0	6	8	14	2
Handle complaints, evaluation, and recommendations	0	4	15	9	2
Follow hygiene procedures	0	5	10	13	2
Identify and prevent hygiene risks	0	8	9	12	1
Seek information on the industry	0	6	16	7	1
Update industry knowledge	0	8	14	8	0
Plan and prepare for task to be undertaken	0	7	10	12	0

Input date into computer	0	8	10	11	0
Access information using computer	0	7	15	7	1
Produce/output data using computer system	0	8	9	13	0
Maintain computer equipment and systems	0	9	10	10	1

Table 2 is the tally and tabulated response of the respondents towards the questionnaire aligned in common competencies.

Table 3 – Talled response of the respondents on core competency

Core Competencies	Extremely Effective	Somewhat Effective	Not Sure	Somewhat Ineffective	Extremely Ineffective
Prepare bakery products	0	4	11	13	2
Decorate and present bakery products	0	4	14	12	0
Store bakery products	0	7	13	8	2
Prepare pastry products	0	10	7	12	1
Decorate and present pastry products	0	7	7	15	1
Store pastry products	0	6	12	9	3
Prepare sponges and cakes	0	8	9	11	2
Prepare and use fillings	1	6	12	10	1
Decorate cakes	0	12	8	9	1
Present cakes	0	10	8	11	1
Store cakes	0	10	8	10	0
Prepare iced petit fours	0	8	12	10	0
Prepare fresh petit fours	0	8	9	13	0
Prepare marzipan petit fours	0	7	12	11	0
Prepare caramelized petits fours	0	10	10	10	0
Display petits fours	0	12	6	12	0
Store petits fours	0	9	12	8	1
Plan and prepare for task to be undertaken	0	6	13	11	0
Plan, prepare and present dessert buffet selection or plating	0	9	9	10	2
Store and package desserts	0	7	11	12	0

Table 3 is the tally and tabulated response of the respondents towards the questionnaire aligned in core competencies. It is noticeable that the extremely effective and extremely ineffective scale does not have much response compared to the rest of the scales.

Table 4 – Level of effectivity towards the competency standards on BPP NC II in terms of basic competency

Basic Competencies	Weighted Mean	Verbal Interpretation	Rank
Obtain and convey workplace information	2.17	Low	13
Participate in workplace meetings and discussions	2.60	Low	6.5
Complete relevant work-related documents	2.40	Low	12
Describe team roles and scope	2.67	Middle	4.5
Identify own role and responsibility	2.60	Low	6.5
Work as a team member	2.73	Middle	3
Integrate personal objective with organizational goal	2.77	Middle	1.5
Set and meet work priorities	2.77	Middle	1.5
Maintain professional growth and development	2.67	Middle	4.5
Identify hazards and risks	2.53	Low	9
Evaluate hazards and risks	2.50	Low	10
Control hazard and risk	2.47	Low	11
Maintain OHS awareness	2.57	Low	8
Composite Mean	2.57	Low	

Legend: 4.21 – 5.00 – Extremely Effective 3.41 – 4.20 – Somewhat effective 2.61 – 3.40 – Neutral 1.81 – 2.60 – Somewhat ineffective 1 – 1.80 Extremely ineffective

Integrating personal objectives with organizational objectives and setting and meeting work priorities are the top two indicators, however the mean score of 2.77 is under the neutral. The responses of the respondents show that the effectiveness of the basic competency criterion is neither effective

nor ineffective. It simply indicates that the fundamental competency standard for BPP NC II must be revised because it will have a significant impact on the teaching and evaluation of the course. When instructing the course, it is essential that the procedure led to the outcome established from the competency criteria. In task-based assessment, competency criteria must also be linked with what is being assessed.

Table 5 – Level of effectivity towards the competency standards on BPP NC II in terms of common competency

Common Competencies	Weighted Mean	Verbal Interpretation	Rank
Follow workplace procedures for health, safety, and security	2.57	Low	16
Deal with emergency situations	2.63	Middle	13
Maintain safe personal presentation standard	2.43	Low	17
Greet customer	2.93	Middle	3.5
Identify customer needs	2.90	Middle	6.5
Deliver service to customer	2.83	Middle	9.5
Handle queries through telephone, fax machine, internet, and email	2.60	Low	14.5
Handle complaints, evaluation, and recommendations	2.70	Middle	12
Follow hygiene procedures	2.60	Low	14.5
Identify and prevent hygiene risks	2.80	Middle	11
Seek information on the industry	2.90	Middle	6.5
Update industry knowledge	3.00	Middle	1
Plan and prepare for task to be undertaken	2.90	Middle	6.5
Input data into computer	2.97	Middle	2
Access information using computer	2.93	Middle	3.5
Produce/output data using computer system	2.83	Middle	9.5
Maintain computer equipment and systems	2.90	Middle	6.5
Composite Mean	2.79	Middle	

Legend: 4.21 – 5.00 – Extremely Effective 3.41 – 4.20 – Somewhat effective 2.61 – 3.40 – Neutral 1.81 – 2.60 – Somewhat ineffective 1 – 1.80 Extremely ineffective

Table 5 shows that the top 1 indicator is update industry knowledge having mean which is 3.00 that is under neutral. Next is input data into computer having mean which is 2.97 that is under neutral. Accuracy of information is checked, and information is saved in accordance with standard operating procedures. Last rank which is in 16th place is follow workplace procedures for health, safety, and security having mean which is 2.57 that is under somewhat ineffective. The response of the respondents show that the effectiveness of the common competency criterion is neither effective nor ineffective. Most of the indicators fall in neutral which indicates that the fundamental competency standard for BPP NC II must be revised because it will have a significant impact on the teaching and evaluation of the course.

Table 6 – Level of effectivity towards the competency standards on BPP NC II in terms of core competency

Core Competencies	Weighted Mean	Verbal Interpretation	Rank
Prepare bakery products	2.63	Middle	20
Decorate and present bakery products	2.73	Middle	18
Store bakery products	2.83	Middle	13.5
Prepare pastry products	2.87	Middle	9.5
Decorate and present pastry products	2.67	Middle	19
Store pastry products	2.77	Middle	16.5
Prepare sponges and cakes	2.77	Middle	16.5
Prepare and use fillings	2.87	Middle	9.5
Decorate cakes	3.03	Middle	1
Present cakes	2.90	Middle	7
Store cakes	2.87	Middle	9.5
Prepare iced petit fours	2.93	Middle	5.5
Prepare fresh petit fours	2.93	Middle	5.5
Prepare marzipan petit fours	2.87	Middle	9.5
Prepare caramelized petits fours	3.00	Middle	2.5
Display petits fours	3.00	Middle	2.5
Store petits fours	2.97	Middle	4
Plan and prepare for task to be undertaken	2.83	Middle	13.5

Plan, prepare and present dessert buffet	2.83	Middle	13.5
selection or plating	2.83	Middle	13.5
Store and package desserts			
Composite Mean	2.79	Middle	
Legend: 4.21 – 5.00 – Extremely Effective 3.41 – 4.20 – Somewhat effective 2.61 – 3.40 – Neutral 1.81 – 2.60 – Somewhat ineffective 1 – 1.80 Extremely ineffective			

Table 6 shows that the top 1 indicator is decorate cakes having mean which is 3.03 is under neutral. Last rank which is in 20th place is prepare bakery products having mean which is 2.63 fall still in neutral. The responses of the respondents show that the effectiveness of the core competency criterion is neither effective nor ineffective. All the indicators fall in neutral which indicates that the fundamental competency standard for BPP NC II must be revised because it will have a significant impact on the teaching and evaluation of the course.

IV. Conclusion

Based on the findings of this research, the researchers came to the conclusion that the competency requirement for the bread and pastry production NC II level is neither successful nor ineffective. Due to the nature of their education, the respondents would rather not comment on its efficacy. The researchers believe that the fact that the conclusion of this study was neutral does not provide a strong signal that the competency standards are effective. For this reason, the researchers also urge that the basic, common, core competencies be updated. The findings about the core competencies stood out as the most important aspects of our research. The core competences include the following: the preparation and production of bread items; the preparation and production of pastry products; the preparation and presentation of gateaux, tortes, and cakes; the preparation and presentation of petit fours; and the presentation of desserts. Due to the fact that the bread and pastry production NCII is an output-based program, this particular core unit of competency is the one that is being evaluated. It is of the utmost significance that the competency requirements be evaluated and amended in order to bring them into alignment with the industry.

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