



Competency-Based Assessment in Senior High School TVL Program: Addressing Challenges, Industry Alignment, and Policy Reforms

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ABSTRACT

This study evaluated the effectiveness of Competency-Based Assessment (CBA) in enhancing student performance and skill mastery within the Senior High School Technical-Vocational and Livelihood (TVL) track in San Narciso District I. The goal was to make assessment methods better, so they match what schools and industries expect, and to solve problems like inconsistent assessments, differences between what schools teach and what industries need, and not enough training for TVL teachers. The study conducted a mixed-methods approach to see the effectiveness of CBA using descriptive and inferential statistics. Furthermore, thematic analysis identified issues in its implementation, and the need for policy improvement. With mean response scores of 1.44 from parents and 1.47 from students, the quantitative data demonstrated a high degree of agreement with the efficacy of TESDA's CBA program. This suggests that CBA offered clear expectations and practical applicability. The research discovered that a significant obstacle to the implementation of CBA was the training of teachers in this area; although both parents and students acknowledged the significance of preparation for its use they did not voice their worries as much as the demand expressed by teachers for improved training. Additionally, the study highlighted that the full capabilities of CBA, in TV programs are constrained by a shortage of resources. As such, the study recommends immediate structural changes that would guarantee the successful implementation of CBA throughout the TVL track, something that can be achieved through an improvement in the quality of the teacher training program and also resource constraints. These recommendations aim to bridge the gap between academic training and industry requirements, fostering more effective skill development for TVL students. The study's insights contribute to ongoing discussions on improving competency-based assessment practices in technical-vocational education, with implications for both policy and practice in the Philippines and beyond.

Keywords: Competency-based Assessment, TVL, Industry, Senior High, TESDA

I. INTRODUCTION

The Technical-Vocational and Livelihood (TVL) track in the Philippines' Senior High School curriculum aims to equip students with practical skills relevant to both domestic and international industries (DO 21 s., 2019; DO 51 s., 2015). Currently, there is no standardized method for competency-based assessment (CBA) in the TVL track, apart from those adopted by the Technical Education and Skills Development Authority (TESDA). TESDA's CBA focuses on evaluating students' abilities to perform tasks in real-life scenarios, making it a potentially effective assessment approach. However, several challenges hinder its effectiveness, including discrepancies between school-based competencies and industry requirements, inconsistent assessment practices, and inadequate teacher training. These issues must be addressed to enhance TVL instruction and ensure graduates are adequately prepared for the workforce.

This study evaluates the effectiveness of CBA in improving student performance and skill mastery within the Senior High School TVL track. It aims to refine assessment practices that align with academic and industry expectations, tackling problems such as the lack of uniformity in CBA application, discrepancies between school and industry competencies, and insufficient training for TVL teachers (Arnado, 2023; Sepulveda, 2022; Bray, 2024). The research seeks to contribute to better assessment practices and improve workforce preparedness for TVL students.

These present challenges point to the need for policy reforms that standardize CBA practices, strengthen curriculum-industry alignment, and provide professional development for teachers to ensure effective delivery of TVL. This study assesses CBA's effectiveness and advocates for targeted reforms to help elevate the role of CBA in enhancing mastery of higher-order skills and address the readiness gap for TVL graduates to better adapt to a changing work environment.

II. RESEARCH PROBLEM

2.1 Research Questions

The research paper "Enhancing Competency-Based Assessment in Senior High School TVL Program: Addressing Challenges, Industry Alignment, and Policy Reforms" explored significant issues impacting Competency-Based Assessments (CBAs) in the TVL track. Key challenges included inconsistencies in CBA implementation across specializations, misalignment with industry standards, insufficient training and resources for teachers, and a disconnect between school-based assessments and workforce competencies. The study highlighted the need for robust partnerships between educational institutions and industries to ensure relevant skill development and establish continuous feedback systems. This study investigated how these challenges affected student performance and preparedness for the workforce, addressing essential research objectives such as:

1. To assess the effectiveness of current Competency-Based Assessments (CBAs) in measuring the skills and knowledge of students in the TVL track.
2. To identify the challenges and limitations encountered in the current implementation of Competency-Based Assessments (CBA) in the TVL track.
3. To propose improvements for Competency-Based Assessments (CBA) to better align with industry standards and the needs of the job market.
4. To examine potential revisions to educational policies that could support the effective implementation of Competency-Based Assessment (CBA) in the TVL track, ensuring alignment with industry standards and enhancing student performance and skill mastery.

2. Methods

2.1 Sampling

The study utilized a descriptive-evaluative survey design, including interviews and questionnaires, to evaluate educator engagement and differences in opinions between teachers and students (Herawati, 2021; Alharbi, 2015). The research was conducted in the only three secondary schools in San Narciso District I, namely: Godofredo M. Tan Integrated School of Arts and Trade, Gregorio Reyes National High School, and White Cliff National High School focusing on the use of competency-based assessment in TVL specialized subjects. The sample consisted of 829 participants, including 17 TVL teachers and 812 students, who provided data on the use of competency-based assessment in their subjects.

Table 1. Total Number of Respondents per School.

	NAMES OF SCHOOLS			
	Godofredo M. Tan Integrated School of Arts and Trade	Gregorio Reyes National High School	White Cliff National High School	TOTAL
N= 1,339				
Total Number of TVL students, parents, and teachers	1,025	206	108	1,339
Sampling Fraction (in Percentage)	77%	15%	8%	100%
Respondents per school Proportional to the Number of Respondents	789	31	9	829

Table 1 showed the proportionate stratification in sampling to calculate the number of respondents per school offering TVL tracks. Each stratum's sample size corresponded to the stratum's population size. This indicated that each stratum had the same sample fraction. As a result, the number of respondents equals the number of students enrolled in the participating schools.

2.2 Research Design

To evaluate educator engagement and disparities in opinion between teachers and students, this study employed a descriptive-evaluative survey approach that included questionnaires and interviews (Khamdani, 2012). Hence, it's also called the mixed method as the researchers combined both quantitative and qualitative approaches to gather comprehensive data on the effectiveness of TESDA-adopted Competency-Based Assessments (CBAs) in the TVL track. The quantitative aspect involved surveys, while the qualitative component involved focus group discussions and interviews. This design allowed the study to capture both the measurable effectiveness of CBAs and the deeper insights into the challenges, limitations, and potential improvements.

Descriptive analysis involved collecting data that describes a phenomenon, such as closed-ended scales, open-ended questions, observation, and interviews (Herawati, 2021). The research design was appropriate as subjects differed and the study aimed to understand common circumstances and situations among individuals Villanueva (2013).

3. Results

The response rate for the effectiveness of TESDA-adopted Competency-Based Assessments (CBAs) showed consistently high satisfaction among all respondent groups. Teachers gave a perfect score of 5.000 for all questions, reflecting unanimous satisfaction. Parents, for Q1 (CBA effectiveness in measuring practical skills) and Q2 (CBA accuracy in reflecting theoretical knowledge), had slightly lower average scores (Mean = 4.984 for Q1, 4.992 for Q2) with minimal variability, but provided unanimous perfect scores for Q3 (CBA's enhancement of student performance and skill mastery). Students displayed similar patterns, with near-perfect scores for Q1 and Q2 (Mean = 4.991 for both) and perfect scores for Q3.

Table 2. Challenges encountered during the implementation of CBA

	N	%
Insufficient training for CBA teachers	8	1.0%
Inconsistent standards across institutions with those with the industry	821	99.0%

Table 2 showed that among other issues facing respondents in the practical implementation of CBA, an overwhelming 99.0% revealed inconsistent standards between institutions and industry as the top challenge facing the implementation of CBA, whereas only 1.0% revealed that a lack of teacher training constituted a major problem.

4. Discussion

The alignment among teachers regarding TESDA's Competency-Based Assessments (CBA) indicated a strong consensus about the program's effectiveness. Parents and students expressed near-perfect satisfaction, reflecting broad support for CBAs in providing clear expectations and real-world relevance (Thao, 2024). This highlighted the importance of practical skills and critical thinking in preparing students for real-world applications (Abha Bhagat, 2024).

However, the study identified insufficient teacher training as a major challenge, emphasizing the need for enhanced professional development for educators. Since effective CBA implementation relied heavily on teachers' competencies, focused training is crucial (Zhuoya Zhong, 2024). Parents and students also acknowledged the importance of teacher training but mentioned it less frequently. Teacher readiness plays a pivotal role in competency-based systems, further underscoring the need for targeted training (Teymoori, 2023).

Despite some challenges, extreme issues like inadequate tools and facilities were less frequently reported. The overall positive ratings for CBAs indicate that respondents valued the program, but outdated competency standards and resource gaps were identified as areas requiring reform (Sefotho, 2024). Addressing these systemic issues and improving teacher training were essential for enhancing the effectiveness of CBAs.

The study also revealed a strong consensus that full industry involvement was key to aligning TESDA's CBAs with industry standards. Teachers, parents, and students unanimously supported this, with slight variability in responses, reinforcing the need for collaboration between schools and industry to ensure relevant and up-to-date training programs (Minnesota, 2024).

Abbreviation:

CBA - Competency-based Assessment

TESDA - Technical Education and Skills Development Authority

TVL - Technical Vocational and Livelihood

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