

Management of Technical Vocational Education and Training (TVET) Institutions in Baguio – Benguet

Gerald Kinchasan

King's College of the Philippines, Benguet

Author Email: geraldkinchasan@gmail.com

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Abstract. This study evaluated the management of Technical Vocational Education and Training (TVET) Institutions in Baguio-Benguet, focusing on their compliance with audit requirements. A descriptive research design was employed, using a questionnaire to gather data from 172 respondents (11 administrators and 161 trainers) across various TVET institutes. Findings indicated high compliance with audit requirements for institution-based registered programs. However, respondents categorized the challenges encountered in compliance as "much serious," highlighting a significant need for interventions. This high compliance was attributed to TESDA's consistent monitoring and TVET's competency-based approach, aligning training with industry needs. Conversely, the perceived seriousness of challenges stemmed from industry-driven TVET programs that involved various stakeholders, from policy to delivery. The study's descriptive nature is a limitation, as it does not establish direct causal links. Implications suggest that while monitoring is effective, targeted interventions are crucial to address compliance difficulties, enhancing the quality and relevance of TVET programs in the region.

Keywords: Technical Vocational Education and Training; Competency-based; Training modalities; Employment program; Unified access.

1.0 Introduction

As part of the tri-focal education system in the Philippines, technical and vocational education plays a significant role in the country's economic growth. Thus, efforts have been made to enhance its implementation to produce competent citizens who are valuable in the workplace. The TESDA Act of 1994 affirmed the State's commitment to providing relevant, accessible, and high-quality technical education and skills development (TESD). This initiative aimed to produce a skilled Filipino middle-level workforce responsive to national goals and to encourage private-sector participation (Philippine Technical Education and Skills Development Authority & UNESCO-UNEVOC, 2010). TESDA regularly formulates a six-year workforce development plan in line with this mandate, with the National Technical Education and Skills Development Plan (NTESDP) 2018–2022 being its fourth iteration. This plan guides TVET stakeholders in policy and program formulation, envisioning "Vibrant Quality TVET for Decent Work and Sustainable Inclusive Growth" through a Two-Pronged Strategic Thrust focused on global competitiveness and social equity.

TESDA developed the NTESDP by analyzing various influencing factors to ensure compliance with national and international standards, integrating lessons from current realities such as the Fourth Industrial Revolution and climate change (NTESDP, 2022). Furthermore, the Unified TVET Program Registration and Accreditation System

(UTPRAS), established in 1998, ensures the quality of TVET programs through mandatory registration and voluntary accreditation, reflecting a strong commitment to competency-based standards (NTESDP, 2022).

TVET's crucial role in developing labor market skills has expanded beyond initial workforce preparation to meet 21st-century demands for higher technological proficiency (Bhurtel, 2015; Mitchell & Buntic, 2022). Effective TVET planning requires reliable estimates of skill demand – an increasingly complex task due to the evolving nature of skill sets and the broadening scope of TVET. This calls for continuous consultation with firms, accurate labor market information, clear learning pathways, and regular tracer studies. TVET also emphasizes the importance of lifelong learning (Subramaniam & Abd Aziz, 2022). To ensure TVET quality, trainers must engage in continuous professional development to keep pace with rapid changes, technological advances, and dynamic markets, including “learning on the fly” while aligning technical and pedagogical competencies with industry standards (Alinea, 2021).

This study offers substantial benefits to administrators, trainers, and staff by facilitating the enhancement of current practices needing refinement, modification, or elimination. This adaptability is essential for addressing the complexities of diverse clientele, integrating technology, implementing novel pedagogical approaches, and managing the dynamic requirements of contemporary training institutions. Additionally, the study can contribute to the strategic realignment of programs and activities, empowering the organization to fulfill its stated aims and objectives. A further objective of this research is to identify challenges faced by administrators and trainers that may have been unexpressed or unaddressed owing to personal considerations. Prompt intervention to resolve these issues is imperative for organizational advancement and for cultivating effective, harmonious, and systematized employee relationships, which will significantly influence the attainment of the overarching organizational goal.

In Baguio-Benguet, promising business opportunities fueled by its favorable climate, thriving enterprises, and tourism have increased the popularity of vocational and technical education. TVET institutions offer a diverse range of programs across various disciplines, leading to certificates or diplomas for qualified high school graduates. TVET forums support supervision and quality assurance, helping policymakers and institutions identify needs and inform future policy and institutional strategies. Ultimately, service quality and customer satisfaction are critical to achieving sustainable competitive advantage in this sector. Effective management of TVET institutions is crucial to educational success—it motivates staff, optimizes resources, and supports the attainment of strategic goals. It is a crucial “dashboard” for administrators, guiding necessary adjustments and improvements. Employee satisfaction is vital to productivity and service excellence (Ali & Anwar, 2021).

2.0 Methodology

2.1 Research Design

The study used a descriptive quantitative research design, a scientific method that involved observing and describing the behavior of a subject without influencing it in any way (Houts et al., 2016). It was also beneficial when it was impossible to test and measure the large number of samples needed for more quantitative types of research. The survey research approach involves studying a group of people or items by collecting and analyzing data from a small sample of individuals or items considered representative of the entire group. In other words, only a subset of the population was studied, and the findings from this were expected to be generalized to the entire population (Creswell, 2018).

2.2 Research Participants

The study was conducted in eleven (11) Technical Vocational Institutions in Baguio and Benguet, with respondents of one hundred sixty-one (161) employees/lecturers and eleven (11) Administrators related to Technical Vocational Institutions; a total of one hundred seventy-two (172) respondents.

2.3 Research Instruments

A survey questionnaire was used as the primary instrument for collecting the necessary data in the study. This instrument was constructed based on the TESDA Manual, training regulations, TESDA orders, and compliance systems. It was developed through a review of existing studies and consists of three main parts. Part I focused on the extent of compliance in the management of Technical Vocational Education and Training (TVET) Institutions in Baguio-Benguet; Part II focused on the degree of seriousness of the challenges encountered in the management

of TVET Institutions in Baguio and Benguet; and Part III focused on the extent of needed intervention undertaken in the management of TVET Institutions in Baguio-Benguet. The constructed survey questionnaire was based on various motivational theories, philosophies, and opinions from administrators and employers, as well as other relevant ideas. The content of the questionnaire about the management of Technical Vocational Institutions was reviewed by the adviser, panel members, and experts in the TVET business. Their suggestions and comments were integrated into the final draft.

2.4 Data Gathering Procedure and Analysis

After the questionnaires were finalized and approved, permission to float them for the pre-test was secured from the administration or manager of the institutions. The researcher then requested the three Department Heads of the Technical Education and Skills Development Authority (TESDA) Baguio-Benguet office to validate the instrument using the content validity evaluation sheet provided in the Institution's research manual. All recommendations were incorporated to ensure the instrument's appropriateness and relevance, thereby making it valid and suitable for this study. The collected data were systematically grouped, tallied, and input into an electronic spreadsheet for interpretation. The analysis primarily utilized frequency counts to determine the number of respondents for each variable and the weighted mean (WM), calculated as the Total Weighted Point (TWP) divided by the Number of Respondents (N), to ascertain central tendencies. Rankings were also used to arrange the findings. To interpret compliance, challenge seriousness, and intervention needs for TVET institutions in Baguio-Benguet, a 5-point Likert scale was applied, with distinct descriptive equivalents for each range (e.g., "Very Much Compliant" for 4.21-5.00, "Very Highly Serious" for 4.21-5.00, and "Very Much Needed" for 4.21-5.00). Finally, the t-test formula (Creswell, 2018) was employed to test null hypotheses and determine significant differences between administrator and trainer responses, with a 5% level of significance used for accepting or rejecting hypotheses.

2.5 Ethical Considerations

Before the study, the researcher ensured ethical conduct by securing written permission from school authorities. The accompanying letter informed participants that their identity and data would remain confidential (by the Data Privacy Law), that their participation implied consent, that responses would be aggregated, and that the research was conducted solely for academic purposes. Finally, all borrowed materials were cited correctly.

3.0 Results and Discussion

3.1 The Extent of Compliance in the Management

The results, as shown in Tables 1 to 6, indicate that Technical Vocational Education and Training (TVET) Institutions in Baguio-Benguet generally demonstrated a "Much Compliant" (MC) to "Very Much Compliant" (VMC) adherence to management factors. The institutions achieved a combined weighted mean (WM) of 3.94 (MC). According to the National Technical Education and Skills Development Plan (NTESDP, 2022), the main components of the quality control systems are in place. As described earlier, this starts with the mandatory registration of all TVET training. Before the issuance of the Certificate of Program Registration (CoPR), compliance with the existing training regulations' requirements is verified. After graduation, an assessment and certification process is also in place, leading to the issuance of National Certificates (NCs).

Corporate and Administrative Requirements (see Table 1) showed the highest compliance (WM = 4.41, VMC), driven by firm adherence to fire safety certificates (WM = 4.73, VMC) and business permits (WM = 4.51, VMC). Program Guidelines (see Table 4) also exhibited high compliance (WM = 4.14, MC), particularly in grading systems and entry requirements (WM = 4.81, VMC). This implies that TVET institutions highly regard the policies and guidelines provided by TESDA and the government. While Faculty and Personnel (see Table 3) had an overall "Much Compliant" rating (WM = 4.05), some areas, such as updated trainers' seminars/training (WM = 2.64, MoC) and the presence of faculty development programs (WM = 2.68, MoC), showed lower compliance. Tamayo (2023) corroborates the need for upskilling training and seminars for Technical-Vocational trainers and teachers.

Competency-Based Training (WM = 3.63, MC) and Support Services (WM = 3.66, MC) also received overall "Much Compliant" ratings, as shown in Tables 5 and 6, respectively. However, specific aspects, such as learning based on actual industry practice (WM = 2.68, MoC) and research program activities (WM = 2.79, MoC), were less compliant. Curricular requirements (see Table 2) recorded the lowest overall compliance (WM = 3.71, MC), notably in the availability of instructional materials (WM = 3.19, MoC). According to Edralin and Pastrana (2023),

these problems result in poor quality of graduates and low employment rates. The t-value (see Table 7) indicated no significant difference between the observations of administrators and trainers, leading to the acceptance of the null hypothesis.

Table 1. Extent of Compliance with Corporate and Administrative Requirements

Management Factors of TVET	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 SEC Registration availability	4.64	VMC	4.43	VMC	4.44	VMC
2 Business permit for the year as posted in the school bulletin board	4.82	VMC	4.49	VMC	4.51	VMC
3 Fire safety Certificate as posted in the school bulletin board	5.00	VMC	4.71	VMC	4.73	VMC
4 BIR Certificate of Registration as posted in the school bulletin board	4.82	VMC	4.42	VMC	4.45	VMC
5 Updated Organizational structure and company profile availability	4.55	VMC	4.17	MC	4.19	MC
6 Available Board Resolution to offer the programs	4.73	VMC	4.13	MC	4.17	MC
Average Weighted Mean	4.76	VMC	4.39	VMC	4.41	VMC

Note: 4.21-5.00 Very Much Compliant (VMC), 3.41-4.00 Much Compliant (MC), 2.61-3.40 Moderately Compliant (MoC), 1.81-2.60 Slightly Compliant (SC), 1.00-1.80 Least Compliant (LS)

Table 2. Extent of Compliance with Curricular Requirements

Management Factors of TVET	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 Competency-based Curriculum	4.82	VMC	3.82	MC	3.88	MC
2 Instructional materials necessary in the delivery of the program	3.82	MC	3.14	Moc	3.19	MoC
3 Equipment, tools, and consumables necessary for the laboratory classes	4.09	MC	3.88	MC	3.90	MC
4 Physical Facilities for training as provided for the students	4.00	MC	3.88	MC	3.89	MC
Average Weighted Mean	4.18	MC	3.68	MC	3.71	MC

Table 3. Extent of Compliance with Faculty and Personnel Management

Management Factors of TVET	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 Updated trainers/faculty with their qualifications and areas of expertise	4.55	VMC	4.68	VMC	4.67	VMC
2 Presence of non-teaching staff with their qualifications	4.64	VMC	4.71	VMC	4.70	VMC
3 Contract of employment is available	4.55	VMC	4.84	VMC	4.82	VMC
4 School's complete list of officials	4.55	VMC	3.93	MC	3.97	MC
5 Updated trainers/faculty seminars and training	3.91	MC	2.55	SC	2.64	MoC
6 Presence of Faculty Development Program	4.00	MC	2.59	SC	2.68	MoC
7 Existence of trainers/faculty compensation and benefits	4.45	VMC	4.88	VMC	4.85	VMC
Average Weighted Mean	4.38	VMC	4.02	MC	4.05	MC

Table 4. Extent of Compliance with Program Guidelines

Management Factors of TVET	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 Schedule and breakdown of tuition and other fees as posted in the bulletin board	4.45	VMC	3.92	MC	3.95	MC
2 Grading system, details of which are provided to students/trainees	4.36	VMC	4.84	VMC	4.81	VMC
3 Entry requirements for the program comply with the relevant training regulations	4.36	VMC	4.81	VMC	4.78	VMC
4 Delivery of training with exact nominal hours	4.09	MC	3.94	MC	3.95	MC
5 Preparation and checking of trainees' progress chart	3.82	MC	2.60	SC	2.67	MoC
6 Student orientation/Training InduAction Program (TIIP) as conducted	4.55	VMC	4.69	VMC	4.68	VMC
Average Weighted Mean	4.27	VMC	4.13	MC	4.14	MC

Table 5. Extent of Compliance with Competency-Based Training

Management Factors of TVET	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 Training based on competency-based curriculum	4.55	VMC	3.80	MC	3.84	MC
2 Learning is competency-based or modular in structure	4.18	MC	3.92	MC	3.94	MC
3 Delivery of individualized and self-paced training	4.18	MC	4.02	MC	4.03	MC
4 Learning based on the actual industry practice	4.00	MC	2.59	SC	2.68	MoC
5 Training materials directly related to the competency standards and the curriculum	4.36	VMC	2.60	SC	2.72	MoC
6 Students' assessment against evidence-based performance considering industry standards	4.09	MC	2.60	SC	2.69	SC
7 Extended learning with industry partnership	4.36	VMC	3.92	MC	3.95	MC
8 Training and learning system allowing recognition of prior learning	4.55	VMC	4.24	VMC	4.26	VMC

9 Presence of competency-based training that allows learners to enter and exit programs at different times and levels and receive an award of competencies/achievement attained at any point	4.09	MC	3.37	MoC	3.42	MoC
10 Training programs that are nationally registered	4.73	VMC	4.79	VMC	4.78	VMC
Average Weighted Mean	4.31	VMC	3.58	MC	3.63	MC

Table 6. *Extent of Compliance with Support Services*

Management Factors of TVET	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 Career guidance services that are available to the students/trainees	3.91	MC	3.92	MC	3.92	MC
2 Presence of community outreach programs	4.09	MC	3.61	MC	3.65	MC
3 Availability of health services to the students/trainees.	4.09	MC	3.92	MC	3.93	MC
4 Job Linkaging and Networking Services, which include Career Services and Employment Facilitation, are available to trainees/students/TVET graduates	4.55	VMC	3.96	MC	3.99	MC
5 Research program, activities that will support the continuing development of the school's program of the school	3.82	MC	2.72	MoC	2.79	MoC
Average Weighted Mean	4.09	MC	3.63	MC	3.66	MC

Table 7. *Comparison of the Respondents' Observations on the Extent of Compliance*

Management Factors of TVET	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)		t-com	t _{0.05} , 170 df	Result	Decision
	WM	DE	WM	DE	WM	DE				
Overall average weighted mean	4.33	VMC	3.91	MC	3.94	MC	1.500	1.960	Not Significant	Accept Null Hypothesis

3.2 The Degree of Seriousness of Challenges Encountered in the Management

TVET institutions in Baguio-Benguet generally faced "Very Serious" (VS) challenges in their management, with an overall weighted mean of 3.69. As shown in Table 9, the most significant challenges were related to Curricular Requirements (WM = 3.86, VS), particularly the provision of physical facilities for training (WM = 3.92, VS), as corroborated by Macatangay (2023) and the preparation of instructional materials (WM = 3.90, VS). Corporate and Administrative Requirements (see Table 8) also presented "Very Serious" challenges (WM=3.76, VS), especially regarding updating the organizational structure and company profiles (WM=4.40, HS) and executing Board Resolutions.

Table 8. *The Degree of Seriousness of Challenges Encountered in Corporate and Administrative Requirements*

Challenges	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 Update of SEC Registration	2.82	VS	3.66	VS	3.61	VS
2 Renewal of Business permit	2.91	MS	3.54	VS	3.50	VS
3 Renewal of Fire safety Certificate	2.73	MS	3.56	VS	3.51	VS
4 Issuance BIR Certificate of Registration	2.73	MS	3.52	VS	3.47	VS
5 Update of Organizational structure and company profile	4.27	HS	4.40	HS	4.40	HS
6 Execution of Board Resolution / Academic Council Resolution to offer the program	3.73	VS	4.07	VS	4.05	VS
Average Weighted Mean	3.20	MS	3.79	VS	3.76	VS

Note: 4.21-5.00 Highly Serious (HS), 3.41-4.00 Very Serious (VS), 2.61-3.40 Moderately Serious (MS), 1.81-2.60 Slightly Serious (SS), 1.00-1.80 Very Slightly Serious (VSS)

Table 9. *The Degree of Seriousness of Challenges Encountered in Curricular Requirements*

Challenges	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 Development of Competency-based Curriculum on Course Design and Modules of Instruction	3.82	VS	3.69	VS	3.70	VS
2 Preparation of Instructional materials necessary in the delivery of the program	3.82	VS	3.90	VS	3.90	VS
3 Availability of Equipment, tools, and consumables necessary for the laboratory classes	4.09	MV	3.93	VS	3.94	VS
4 Provision of Physical Facilities for training to students	4.45	HS	3.88	VS	3.92	VS
Average Weighted Mean	4.05	HS	3.85	VS	3.86	VS

While Faculty and Personnel (see Table 10) and Competency-Based Training (see Table 12) both registered overall "Very Serious" challenges (WM=3.67 and WM=3.63, respectively), specific areas within these categories, such as the conduct of faculty development programs (WM=4.22, HS) and the lack of trainers with industry practice (WM=4.35, HS) as corroborated by Salvador et al. (2022), were perceived as "Highly Serious." Grollmann (2008)

noted the professional reality of vocational teachers, specifically how their knowledge and professional cultures are shaped by and intertwined with teacher education and institutional contexts, drawing on empirical examples. As shown in Tables 11 and 13, respectively, Program Guidelines (WM=3.63, VS) and Support Services (WM=3.60, VS) followed, with the implementation of checking daily progress charts (WM=4.30, HS) and conducting research programs (WM=4.05, VS) posing notable difficulties. Table 14 indicated no significant difference in the perception of challenges between administrators and trainers in the degree of seriousness of the challenges in the Compliance of the Management of Technical Vocational Education and Training (TVET) Institutions in Baguio-Benguet, as shown in the overall average weighted mean of administrators, which is 3.53, interpreted as very serious. In contrast, the trainer got an overall average weighted mean of 3.70, which is interpreted as very serious.

Table 10. *The Degree of Seriousness of Challenges Encountered in Faculty and Personnel Management*

Challenges	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 Qualification of Trainers/faculty qualifications and areas of expertise	3.18	MS	3.76	VS	3.73	VS
2 Qualification of Non-teaching Staff	2.82	MS	3.58	VS	3.53	VS
3 Availability of Contract of Employment	3.18	MS	3.66	VS	3.63	MV
4 Complete list of School officials	3.36	MS	3.52	VS	3.51	VS
5 Compliance of Trainers trainings (eg. Flexible Learning Session.	4.55	HS	3.36	VS	3.44	MS
6 Conduct of Faculty Development Program	2.91	MS	4.30	HS	4.22	HS
7 Fairness of Trainers/Faculty/Staff compensation and benefits	2.55	SS	3.76	VS	3.68	MV
Average Weighted Mean	3.22	MS	3.71	VS	3.67	VS

Table 11. *The Degree of Seriousness of Challenges Encountered in Program Guidelines*

Challenges	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 Transparency of Schedule and breakdown of tuition and other fees in the bulletin board	3.27	MS	3.55	VS	3.53	VS
2 Provide the Grading system to the students/trainees	3.27	MS	3.65	VS	3.63	VS
3 Conduct of Entry requirements for the program with the relevant training regulations	3.18	MS	3.49	VS	3.47	VS
4 Implementation of Delivery of training on nominal hours	3.36	MS	3.36	MS	3.36	Mo
5 Implementation of Checking of Daily Progress Charts	4.36	HS	4.30	HS	4.30	HS
6 Conduct of Student Orientation/Training Induction Program (TIP)	3.09	MS	3.52	VS	3.49	MS
Average Weighted Mean	3.42	VS	3.64	VS	3.63	VS

Table 12. *The Degree of Seriousness of Challenges Encountered in Competency-Based Training*

Challenges	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 Incongruence of Learning Content/Objectives of the lesson to the competency-based curriculum or Training Regulations	3.82	VS	3.63	VS	3.64	VS
2 Provide the Modules or CBLMs for trainees to learn during training sessions	3.27	MS	3.50	VS	3.49	VS
3 Impossible and costly for Self-paced or individualized learning	3.82	VS	3.36	MS	3.39	MS
4 Not all trainers have industry practice to share their experiences about mastering competencies	4.64	HS	4.33	HS	4.35	HS
5 Observation of Poor construction and development of Competency-Based Learning Materials	3.82	VS	3.49	VS	3.51	MS
6 Conduct of Institutional Assessments is not based on the performance industry standards	3.64	VS	3.49	VS	3.50	HS
7 Difficulty in finding industry partners to extend students' training to enhance their learned competencies in school further	3.91	VS	3.66	MS	3.67	VS
8 Utilization of Recognition of prior learning during enrolment	3.82	VS	3.65	MS	3.66	VS
9 Observation of Multiple entry and multiple exits in the program is explicitly misinterpreted	3.82	VS	3.56	MS	3.58	VS
10 Barriers in Registering Programs with the TESDA Provincial Office	3.18	MS	3.55	MS	3.53	VS
Average Weighted Mean	3.77	VS	3.62	VS	3.63	VS

Table 13. *The Degree of Seriousness of Challenges Encountered in Support Services*

Challenges	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 Availability of Career guidance services to the students/trainees	3.55	VS	3.66	VS	3.65	VS
2 Conduct of Community Outreach Programs	3.00	MS	3.52	VS	3.48	VS
3 Availability of Health services to the students/trainees	3.18	MS	3.36	MS	3.35	MS
4 Availability of Job Linkaging and Networking Services, which include Career Services and Employment Facilitation, to trainees/students/TVET graduates	3.45	VS	3.46	VS	3.46	VS

5 Conduct of Research Programs	4.27	HS	4.04	VS	4.05	VS
Average Weighted Mean	3.49	VS	3.61	VS	3.60	VS

Table 14. Comparison of the Respondents' Observations on the Degree of Seriousness of Challenges Encountered

Challenges	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)		t_{com}	$t_{0.05, 170 \text{ df}}$	Result	Decision
	WM	DE	WM	DE	WM	DE				
Overall average weighted mean	3.53	VS	3.70	VS	3.69	VS	.680	1.960	Not Significant	Accept Null Hypothesis

3.3 The Extent of Need for Interventions Undertaken in the Management

The study found that TVET institutions in Baguio-Benguet had a "Very Much Needed" (VMN) perception of interventions in their management, with an overall combined weighted mean of 4.29. As shown in Table 17, the highest perceived need for intervention was among Faculty and Personnel (WM = 4.46, VMN), particularly regarding fair and reasonable compensation and benefits (WM = 4.85, VMN) and the quarterly conduct of faculty development programs (WM = 4.53, VMN). This aligns with the broader goal of enhancing TVET quality to meet evolving industry expectations, as well as the Sustainable Development Goals' (SDGs) focus on quality education.

Program Guidelines (see Table 18) and Corporate and Administrative Requirements (see Table 15) both showed a "Very Much Needed" level of intervention (WM = 4.30, VMN), tying for second rank. The precise and updated dissemination of information and student orientation within the Program Guidelines was highly rated. For Corporate and Administrative Requirements, the need for updates on the organizational structure (WM = 4.31, VMN) and the accurate preparation of documents (WM = 4.23, VMN) were emphasized. Competency-based training (see Table 19) was followed closely with a "Very Much Needed" rating (WM = 4.26), particularly highlighting the strong need for proper orientation of trainees regarding competency-based training (WM = 4.68, VMN). Lastly, as shown in Table 16, Curricular Requirements (WM = 4.24, VMN) and Support Services (WM = 4.22, VMN) also indicated a high need for interventions, particularly in terms of the readiness of instructional materials and equipment for curricular areas, as well as the necessity for research-driven improvements in support services. Varma and Malik (2023) emphasized the crucial role of TVET in shaping citizens for social development. Additionally, a significant difference was observed between the perceptions of administrators and trainers, resulting in the rejection of the null hypothesis.

Table 15. The Extent of Need for Interventions Undertaken in Corporate and Administrative Requirements

Interventions	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 Clear and updated SEC Registration before registration and accreditation	2.36	SN	4.43	VMN	4.30	VMN
2 Current Business permit to be renewed before the expiration date	2.45	SN	4.37	VMN	4.25	VMN
3 Renewal of Fire Safety Certificate to be renewed before expiration date	2.27	SN	4.34	VMN	4.20	MN
4 BIR Certificate of Registration to be kept in a safe filing	2.27	SN	4.29	VMN	4.16	MN
5 Updates on the organizational structure and company profile to be conducted every semester	2.36	SN	4.45	VMN	4.31	VMN
6 Preparation of documents to be accurate and duly signed	2.55	SN	4.35	VMN	4.23	VMN
Average Weighted Mean	2.38	SN	4.37	VMN	4.24	VMN

Note: 4.21-5.00 Very Much Needed (VMN), 3.41-4.00 Much Needed (MN), 2.61-3.40 Moderately Needed (MN), 1.81-2.60 Very Slightly Needed (VSN), 1.00-1.80 Least Needed (LN)

Table 16. The Extent of Need of Interventions Undertaken in Curricular Requirements

Interventions	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 Updates on the development of the competency-based curriculum, specifically the Course Design and Modules of Instruction	3.82	MN	3.69	MN	3.70	MN
2 Readiness of instructional materials before the delivery of the program	3.82	MN	4.65	VMN	4.59	VMN
3 Preparedness of complete equipment, tools, and consumables before the laboratory class	4.09	MN	4.30	VMN	4.29	VMN
4 Provision of complete and clean physical facilities for the students/trainees	4.45	VMN	4.38	VMN	4.38	VMN
Average Weighted Mean	4.05	MN	4.25	VMN	4.24	VMN

Table 17. The Extent of Need of Interventions Undertaken in Faculty and Personnel Management

Interventions	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 Enhancement of the trainers' competency skills, expertise, through training, seminars, and workshops	4.00	MN	4.34	VMN	4.32	VMN
2 Upgrading of the non-teaching staff on their educational advancement	4.09	MN	4.52	VMN	4.49	VMN
3 Readiness of the employment contract before starting the work	4.18	MN	4.43	VMN	4.41	VMN
4 Updating of the school list of officials for immediate dissemination to the concerned	3.36	MoN	4.30	VMN	4.24	VMN
5 Support in the updating of the trainers on TESDA additional requirements	4.45	VMN	4.38	VMN	4.38	VMN
6 Quarterly conduct of the Faculty Development Program	3.73	MN	4.58	VMN	4.53	VMN
7 Fair and reasonable compensation and benefits	4.09	MN	4.90	VMN	4.85	VMN
Average Weighted Mean	3.99	MN	4.49	VMN	4.46	VMN

Table 18. The Extent of Need of Interventions Undertaken in Program Guidelines

Interventions	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 Clear and updated information on School policies, rules and regulations, schedule, and breakdown of tuition and other fees to be disseminated during the student general orientation	3.91	MN	4.58	VMN	4.54	VMN
2 Orientation of grading system to be a part of the class orientation	3.27	MoN	4.37	VMN	4.30	VMN
3 Information and implementation of the entry requirements of the trainees for a particular program	3.64	MN	4.30	VMN	4.26	VMN
4 Daily monitoring and supervision of the delivery of training by the Administrators	3.36	MoN	4.32	VMN	4.26	VMN
5 Daily updating of the student progress chart and monitoring as needed by the Administrator	4.45	VMN	4.05	MN	4.08	MN
6 Student orientation must include their parents or guardians	4.09	MN	4.38	VMN	4.36	VMN
Average Weighted Mean	3.79	MN	4.33	VMN	4.30	VMN

Table 19. The Extent of Need for Interventions Undertaken in Competency-Based Training

Interventions	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 Updates on the implementation of Competency-Based Training in compliance with the new 21st-century skills	3.82	MN	4.16	MN	4.13	MN
2 Strict monitoring of the implementation and development of modules for instruction to be used during training	3.73	MN	4.14	MN	4.12	MN
3 Participation in relevant training regarding competency-based training procedures and processes	3.82	MN	4.52	VMN	4.48	VMN
4 Providing proper orientation to trainees about competency-based training as the approach in training delivery	4.27	VMN	4.71	VMN	4.68	VMN
5 Benchmarking to institutions utilizing relevant training in their tech-voc programs	3.91	MN	4.43	VMN	4.40	VMN
6 Provide training to enrich work experience in the industry	4.09	MN	4.37	VMN	4.35	VMN
7 Strengthen Dual Training System to provide students/trainees with a longer time to practice their competencies	4.73	VMN	4.34	VMN	4.36	VMN
8 Revisit crediting systems of incurred competencies of trainees for RPL purposes	3.82	MN	4.29	VMN	4.26	VMN
9 Observance of the implementation of multiple entry and exit of trainees to accommodate working adults	3.55	MN	3.74	MN	3.73	MN
10 Clear and updated requirements from TESDA provincial office about program registration	3.64	MN	4.11	MN	4.08	MN
Average Weighted Mean	3.94	MN	4.28	VMN	4.26	VMN

Table 20. The Extent of Need of Interventions Undertaken in Support Services

Interventions	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)	
	WM	DE	WM	DE	WM	DE
1 Strengthening career guidance services	3.55	MN	4.12	MN	4.08	MN
2 Empowering community engagement among the faculty and students	3.55	MN	4.08	MN	4.05	MN
3 Regular health services monitoring for the students/trainees	3.36	MoN	4.34	VMN	4.27	VMN
4 Strengthen job linking and networking services	3.82	MN	4.29	VMN	4.26	VMN
5 Requiring a research study for the faculty	4.36	VMN	4.42	VMN	4.42	VMN
Average Weighted Mean	3.73	MN	4.25	VMN	4.22	VMN

Table 21. Comparison of the Respondents' Observations on the Extent of Need for Interventions Undertaken

Interventions	Administrator (N = 11)		Trainer (N = 161)		Combined (N = 172)		$t_{\text{-com}}$	$t_{0.05, 170 \text{ df}}$	Result	Decision
	WM	DE	WM	DE	WM	DE				
Overall average weighted mean	3.65	MN	4.33	VMN	4.29	VMN	2.345	1.960	Significant	Reject Null Hypothesis

The results revealed that both groups recognized the need for interventions to meet growing industry expectations. Continuous enhancement of TVET quality remains a key priority in the region. While administrators and trainers generally agreed on the presence of these challenges, their differing views on the specific interventions required point to a statistically significant perception gap. This gap suggests differences in understanding or prioritization between management and teaching staff—an important consideration for achieving institutional objectives. Effective management, which involves strict system implementation, equitable support for personnel, and adherence to ethical principles such as Utilitarianism, is essential for institutional success. This aligns with the ongoing need to improve TVET relevance and quality through strong regulatory frameworks, public-private partnerships, and accreditation systems, such as APACC, which advocates for a “relentless pursuit of excellence” (Kilag et al., 2023). The findings highlight that strong internal management and external quality assurance are critical for TVET institutions in the Philippines to equip the labor market with skilled and adaptable human capital.

4.0 Conclusion

Based on the study's significant findings, it can be concluded that TVET institutions in Baguio-Benguet demonstrate a high level of compliance with the TESDA Quality Management System, reflecting a strong foundation in quality control. However, specific areas, such as curriculum requirements and the practical application of competency-based training, need improvement. The availability of adequate equipment, tools, and consumables for laboratory classes, as well as well-maintained physical facilities, was found to have a significant impact on the delivery of quality training, highlighting the need for targeted interventions. In response, there is a pressing need for an intensive curriculum assessment and periodic development of instructional materials, alongside continuous upgrades to physical facilities, tools, and equipment. Furthermore, providing in-depth career guidance services should be prioritized to support trainees in their career planning. To ensure long-term effectiveness, a comprehensive review and evaluation of all components of the TVET management system must be carried out, enabling institutions to identify gaps and implement improvements aligned with the evolving demands of the labor market.

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6.0 Funding

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7.0 Conflict of Interests

No conflict of interest

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9.0 References

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