

# The Assessment of Technical Skills Training Course: Its Impact to the K to 12 DepEd Teachers of Cagayan de Oro City, Philippines

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**Abstract:** The extension function made the institution's presence felt in the community. It is an integral function of a public higher education institution. This every unit and their corresponding faculty are mandated to conduct sustainable extension program/activity related to its program offerings. The College of Policy Studies, Education and Management (CPSEM) continuously providing the necessary skills and competencies of the teachers particularly those handling the K to 12 programs of the department of education. This activity is focusing on the generation of technical and entrepreneurial skills in commercial cooking, food processing, bread and pastry production, and automotive mechanics and servicing. After three (3) years (2012-2015) of CPSEM continuously providing the technologies needed by the DepEd teachers. This study aimed to assess the influence of the skills training conducted to the lives of the teachers teaching technology and livelihood education subjects under the TVL strand. All the respondents gained and enriched their knowledge and expertise in the world of culinary Arts. They learned commercial cooking skills in different cooking methods and preparation of Asian cuisines such as rice and pasta preparations, salads and sandwiches, herbs and spices, stocks and sauces, and soups. In food processing, they learned competencies in smoking, curing, salting, sugar concentrates, dehydration, and fermentation. While in bread and pastry production, they learned more about bakery products like pastry, cakes, bread, icing, filling and toppings. They attended the training programs for enriching their knowledge and skills and its strategies for teaching technology subjects. The respondents believed that the training was highly valuable thus they are now confident to teach the technical skills subjects with competitive value. The beneficiaries of this training were the following DepEd teachers coming from St Joseph Academy, Cagayan de Oro City High school, Misamis Oriental General Comprehensive High School, Indahag National High School, St Mary's High School, Molugan National School and Nanuri International School. All the knowledge and skills were used primarily on the k to 12 capability building in teaching specific core competencies per qualification titles equipping them to earn national certificate level 2, and National TVET Trainers Certificate (NTTC). These documents will affirm them that they are competent assessors in their field of specialization. The university sustained its plans and implementation of an extension program that is demand driven. The teacher served as experts, consultants, organizers, facilitators, coordinators, service providers, and game changers in the community as the form of extension and community engagement.

**Keywords:** impact, assessment, technical skills, training course, extension services.

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## I. INTRODUCTION

An extension service is one of the goals of the university. It is an activity where the university extends its hand to the community to share its knowledge and expertise in a certain field. A relevant skill that the community need is the primary concern of the university to help them elevate their prior knowledge and nourished that essential skill.

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One of the challenges nowadays in the education arena is the lowly and unsatisfactory power by the teachers who are teaching the subject with shop or laboratory. In the Department of Education, the K – 12 programs have been established nationwide. Thus, most of the teachers needed are those who are technically equipped with skills and valuable knowledge to alleviate the efficiency of the quality education in the Philippines. To aid the poor skills of teachers, training was conducted through the initiative of the extension division office of MUST.

The College of Policy studies, education and Management (CPSEM) strongly supports the University goal. Since the technical program is one of the department’s offerings, it opens an opportunity to give technical skills training to the teachers of the Department of Education and other private education sectors. The teachers were chosen as the recipient of the professional training course to address the necessary skills needed for the K – 12 program. This activity is focusing on the generation of technical and entrepreneurial skills in bread and pastry production and commercial cookery. During the training, the trainees were taught on the core competencies of either bread and pastry production or commercial cookery. They learned commercial cooking in different methods and preparation of Asian cuisines such as rice and pasta, salad and sandwiches, herbs and spices, stocks and sauces and soups. In bread and pastry production, they learned more about bakery products such as pastry, cakes, bread, icing, filling and toppings.

The trainees attended the training program to enrich their knowledge and skills and its strategies for teaching the technology subjects. They believe that the training was highly valuable thus they can now teach the technical subjects with competitive value. Also, they believe that this is an excellent intervention to increase the DepED teachers’ performance in achieving the quality education.

The heart of learning will not end when the training is over. It is important to know the training effectiveness to ensure that the training conducted gives an impact to the performance of the trainees. Practical training is considered as an important factor in determining the efficiency of an organization (Akhila, et. Al., 2012). Evaluation is not just for the trainer or team; it is important for the trainees too.

The primary purpose of this study is to evaluate the impact of the assessment of technical training conducted to Dep-Ed teachers specifically in St. Joseph Academy, Cagayan de Oro City High School, Misamis Oriental General Comprehensive High School, St. Mary’s High School, Molugan National High School and Nanuri International School.

## II. MATERIALS AND METHODS

This chapter deals with the deliberate presentation of the methodology adopted in the study. Discussions focus on the research design, research setting, the respondents, research instrument, validation of the instrument, data gathering procedure, and statistical treatment.

### The Research Design:

The study utilized the descriptive method of research. It uses questionnaires to gather data essential in ascertaining the problem considered in the study which involves respondent’s profile, the training, and processes, which profoundly determine the impact of the training in the lives of the trainees and its client constituents of the community of teachers and industry workers. Purposive sampling is adopted in this study.

### Research setting:

This research was conducted to the identified teachers-trainee in different public and private schools in Cagayan de Oro City during the year 2014 - 2015. Namely; Cagayan de Oro City National High School, Misamis Oriental General Comprehensive High School, Molugan National High School, Bonbon National High School, industry workers, and Nanuri International School with a total of 18 teachers and 1 industry personnel.

### The Respondents:

The respondents of this study were the teachers who attended the training in 2014 – 2015.

Name of School	Total number of participants
Cagayan de Oro City High School	3
Misamis Oriental General Comprehensive High	3

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School	
MUST Oroquieta Campus	4
Bonbon National High School	2
Hinigdaan National High School	1
Xavier University	2
Hotel Conchita	1
Indahag National High School	3
Molugan National High School	3= 22 trainees.

### Research Instrument:

A survey questionnaire was administered to the trainees from the identified schools and industries for data gathering. The study consists of five (5) parts. The first part inquired the trainee's profile; the second (2nd) part ask for employment status after taking the said training; the third (3rd) part ask on the level of knowledge and skills acquired and implemented in cookery and bread and pastry production; and five (5) ask more on the relevancy of the training measuring its satisfaction, economic aspects, matching of competencies to the job, and the training impact of participation in their present position.

### Data Gathering procedure:

The researchers prepared first the questionnaire and brought these to the respective schools where the trainees were working for the whole day. Key informants was also considered to help in the retrieval of the questionnaires being distributed. Also one person was hired to do rounds to the different schools and industries where they work with.

### Validation of Instrument:

The questionnaire utilized in this study was taken from the study of Dr. Juana M. de la, Rama, Prof. Socorro Ibonia and Dr. Saturnina P. Aberin. A little revision was made to fit the data that we want to gather from the beneficiaries point of view about the training conducted three (3) years ago. This questionnaire underwent validation.

### Statistical Treatment:

The analysis and interpretation of data was facilitated through the use of mean, frequency and percentage.

## III. RESULTS AND DISCUSSION

In this chapter, the presentation, analysis and interpretation of the data are given.

### 1. What is the respondent's profile?

Table. Characteristics of respondents

CHARACTERISTICS	SPECIFICATIONS	F	PERCENTAGE
TYPE OF TRAINING	Bread and Pastry and Commercial cooking	12	54.55%
	Bread and Pastry or Commercial cooking	10	45.45%
	TOTAL		100.00%
AGE	40-60	7	31.82%
	30-39	9	40.91%
	20-29	6	27.27%
	TOTAL	22	100.00%
GENDER	FEMALE	18	81.82%
	MALE	4	18.18%
	TOTAL	22	100.00%
CIVIL STATUS	SINGLE	6	27.27%
	MARRIED	16	72.73%
	TOTAL		100.00%

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EDUCATIONAL ATTAINMENT	GRADUATE STUDIES		13	59.09%
	COLLEGE GRADUATE		5	22.73%
	HIGH SCHOOL GRADUATE		2	9.09%
	HIGH SCHOOL LEVEL		2	9.09%
	TOTAL		22	100.00%
ELIGIBILITY	CIVIL SERVICE		3	13.64%
	PRC		19	86.36%
	TOTAL		22	100.00%
EMPLOYMENT STATUS	EMPLOYED		21	95.45%
	SELF-EMPLOYED		1	4.55%
	TOTAL		22	100.00%
APPOINTMENT	GOVERNMENT		19	86.36%
	LOCAL GOVERNMENT		0	0.00%
	PRIVATE		3	13.64%
	TOTAL		22	100.00%
LENGTH OF SERVICE	1 YEAR		6	27.27%
	2 YEARS		10	45.45%
	3 YEARS		2	9.09%
	4 YEARS		1	4.55%
	5 AND ABOVE		3	13.64%
	TOTAL		22	100.00%
RANK	RANK AND FILE		21	95.45%
	ADMINISTRATIVE		0	0.00%
	SUPERVISORY		1	4.55%
	TOTAL		22	100.00%
MONTHLY INCOME	25,001 AND ABOVE		1	4.55%
	21,001-25,000		8	36.36%
	15,001-20,000		10	45.45%
	10,000-15,000		3	13.64%
	TOTAL		22	100.00%

The data show that the respondents of study are married female at the age of 30 and above in their graduate studies. Most of them are employed professionals working in the government, with less than two years in service. Most of them are in rank and file positions; earning between 15, 000 to 25,000.

2. Is there a significant difference in respondent knowledge and skills in bread and pastry, and commercial cookery when grouped according to after and prior evaluation?

Table: Distribution of statistic (mean, standard deviation, test statistics) respondent knowledge and skills in bread and pastry, and commercial cookery when grouped according to after and prior evaluation

Indicator	Prior		After		T-value	P- value
	Mean	Desc.	Mean	Desc.		
Knowledge Bread and Pastry	1.16	Poor	4.31	Very Good	10.06**	4.62 x 10 <sup>-13</sup>
Skills Bread and Pastry	1.22	Poor	4.23	Very Good	9.40**	3.37x 10 <sup>-12</sup>
Knowledge Commercial Cookery	1.26	Poor	3.36	Good	5.49**	1.07x 10 <sup>-6</sup>
Skills Commercial Cookery	1.21	Poor	3.04	Good	5.07**	4.25x 10 <sup>-6</sup>

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The Table shows the distribution of statistics on respondents' evaluation knowledge and skills in bread and pastry, commercial cooking when grouped according to prior and after evaluation. Two groups were being compared: prior and after evaluation.

The null hypothesis that the previous assessment is greater than the after evaluation in respondent's knowledge and skill in bread and pastry and commercial cooking is rejected. The result indicates that the after evaluation is higher than the previous assessment in respondent's knowledge in bread and cake ( $T= 10.06^{**}$ ), skills in bread and pastry ( $T= 9.40^{**}$ ), knowledge in commercial cooking ( $T= 5.49^{**}$ ) and expertise in the commercial kitchen ( $T= 5.07^{**}$ ). The degree of difference is all highly significant using a one-tailed T-test.

### 3. What is the level of respondent's implementation of skills?

**Table: Frequency and Percentage distribution of Respondents Implementation of Skills in Bread and pastry**

Range	Description	Frequency	Percentage Distribution
2.70-3.00	High implementation	3	13.64%
1.80-2.69	Average implementation	14	63.64%
1.00-1.79	Low implementation	5	22.73%
			100.00%

Mean: 2.10, Standard deviation: 0.58

The data shows that the majority of the respondents have the average implementation with the knowledge and skills they have acquired through the training. The respondents were asked if they will implement what they have learned in work, business, and home. Most of the respondent will make implementation in two areas, not in all three. There are also other respondents with little execution. This is because not all of the respondents took bread and pastry type of training. This may be the reason for the frequency of low implementation in bread and cake. The standard deviation of 0.54 indicates that their responses are similar to each other.

**Table: Frequency and Percentage distribution of Respondents Implementation of Skills in Commercial Cooking**

Range	Description	Frequency	Percentage Distribution
2.70-3.00	High implementation	1	4.55%
1.80-2.69	Average implementation	6	27.27%
1.00-1.79	Low implementation	15	68.18%
			100.00%

Mean: 1.44, Standard deviation: 0.54

The data show that majority of the respondent have a low implementation commercial cookery. The respondents were asked, they will implement what they have learned in 3 areas; work, business and home. Most of them will apply what they have learned in one area. This is maybe because less of the respondents took commercial cookery alone as training.

**4. What is the respondent's response in terms of the relevance of the training?**

	Percentage	Response
Are you satisfied with the training?	100.00%	Very Satisfied
Did / Does your training experience help you to perform your work effectively?	100.00%	Very Much
Did / Does your training experience help you to perform your work effectively?	100.00%	Relevant
What is the approximate impact (in %) of your training participation in your present position?	100.00%	more than 50%
Will you recommend this extension program to others?	100.00%	Yes

The data shows that all the respondents are satisfied with the training. The training will help them in their work, and for them to be able to work efficiently. The impact of the training to all the respondents is more than 50.00%, and that they will continue to recommend the training to other people they know are in need of such technical trainings.

#### IV. CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. The respondents of the study are married female at the age of 30 and above and in their graduate studies.
2. Most of them are employed professionals working in the government, with less than two (2) years.
3. All the respondents of the training conducted are all eligible, employed in both public and private schools.
4. Most of the respondents are occupying the positions in the rank and file, and a few from supervisory level.
5. Most of the respondents are receiving basic salary level which prompted them to acquire skills in order to be promoted to senior high school category.
6. The respondents were very satisfied on the program and respondents recommend this training to the other DepEd Teachers who are handling Technical -Vocational and Livelihood courses.

#### V. RECOMMENDATIONS

The training was able to assess the impact of the technical training course conducted to the community of teachers enrolled in the Bread & Pastry productions qualifications and commercial cooking. Moreover, the preparation had a great impact on the teacher's competencies in handling the subject both junior and senior high school. It is therefore highly recommended; that same training shall be conducted to tailor the needs of the needs of K to 12 transition program under the TVL track. Furthermore, preparation of modules in these two (2) qualifications is highly encouraged, elevating them to earn a National TVET Trainers Certificate (NTTC) holder which would make them at par with ASEAN requirements. Other TVL tracks

In Home Economics (e.g. Food Processing), ICT and Industrial Arts, Agri-Fishery be offered to make teachers in the Northern Mindanao and Southern Philippines be competitive and more qualified to handle both Junior and Senior High Schools.

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