ANALYSIS OF SELECTED TECHNICAL EDUCATION SKILLS DEVELOPMENT AUTHORITY (TESDA) COURSES IN CAVITE STATE UNIVERSITY FOR PROGRAM IMPROVEMENT

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Major in Educational Management

LESTER LUIS U. MEDINA

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ABSTRACT

Name of Institution : **De La Salle University-Dasmariñas**

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Title : **Analysis of Selected Technical Education Skills Development Authority (TESDA) Courses in Cavite State University for Program Improvement**

Author : **Lester Luis U. Medina**

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STATEMENT OF THE PROBLEM:

The study was undertaken primarily to analyze the selected TESDA courses in CvSU during the School Year 2001-2002 for program improvement.

Specifically, this study sought to answer the following questions:

1. What is the profile of the three groups of respondents in terms of gender, age, marital status, highest educational attainment, number of years as administrator, length of teaching experience, course and year level?

2. What is the profile of the CvSU course offering in terms of longevity and number of students enrolled in the TESDA courses, namely Computer and Automotive Technology?
3. What is the analysis of the three groups of respondents on the organizational structure of TESDA courses in CvSU in terms of the following dimensions: policies and guidelines, management and budgeting scheme?
4. What is the analysis of the three groups of respondents on the supervision of instruction of TESDA courses in CvSU in terms of the following dimensions: curriculum content, enrollment statistics, performance appraisal of teachers, physical facilities and instructional materials?
5. What are the problems encountered by CvSU in the implementation of TESDA courses?
6. What is the overall analysis of the three groups of respondents on the TESDA courses in terms of organizational structure and supervision of instruction?

The study utilized the descriptive research design to analyze the TESDA courses offered by the two (2) campuses of CvSU. The three groups of respondents were 8 administrators, 27 teachers and 297 students enrolled in Computer and Automotive Technology courses during

the school year 2001-2002. The organizational structure and the supervision of instruction of the two courses were analyzed in the study as optimal mix of inputs, guided by the situational theory of Franco (1994) in Servida 2001 for program improvement.

'Descriptive statistics such as the mean, simple percentage and ranking were the statistical measures utilized in the study.

Findings:

1. **On the Profile of Respondents:** Of the three administrator-respondents in CvSU-Indang, 2 or 66.67 per cent were females and 1 or 33.33 per cent was male, while in CvSU-Rosario, 3 or 60 per cent were males and 2 or 40 per cent were females. One (1) or 33.33 per cent was in the age bracket 43-50 years old and 2 or 66.67 per cent were in the age bracket 36-42 years old in CvSU-Indang, while in CvSU-Rosario, there were 3 or 60 per cent in the age bracket 43-50 years old and 2 or 40 per cent in the age bracket 36-42 years old. Majority of the administrator-respondents in CvSU-Indang were married; 3 or 100 per cent were Master of Arts/Master of Science degree holders. In CvSU-Rosario, 5 or 100 per cent have earned units in Doctor of Philosophy (PhD) or Doctor of Education (EdD), with specialization not related to TESDA and either VPA or department head by designation. Majority have served the school for 5-7 years.

As to the teachers, majority of them were females married, holders of MA/MS degrees and have served CvSU for 8-11 years.

The student-respondents were mostly in their second year in college, male, 16-19 years old and single.

2. **On the Profile of CvSU :** In terms of longevity CvSU-Indang had 7 years while CvSU- Rosario had 18 years but this finding considered the time these schools started offering short- term vocational and technical courses before the creation of TESDA in 1994.

3. **Analysis of the Three Groups of Respondents on the Organizational Structure of TESDA Courses:** The policies and guidelines were found very satisfactory implemented by administrators and teachers and satisfactory on the part of students; while in terms of management of the TESDA courses, very satisfactorily and the budgeting scheme was found adequate and inadequate on some items and some responded that they were not aware whether the budget exist for TESDA courses or not.

4. **Analysis of the Three Groups of Respondents on the Supervision of Instruction TESDA Courses in CvSU:** Curriculum Contents of Computer and Automotive Technology Courses were one and the same in both schools. Enrolment had a trend which was higher during the first year and decreasing in the second year, The teachers teaching TESDA

courses had satisfactory to very satisfactory teaching performance. Physical facilities and Instructional Materials used in the courses were found adequate on mandated facilities and inadequate on university provided facilities.

5. **Problems Encountered in the Implementation of the TESDA Courses in CvSU:** The problems encountered were as follows: lack of visual aids / machine /actual materials to conceptualize the subject matter as given; lack of equipment / tools to provide hands on experience, no precautionary measure on the use of electricity; and lack of equipment / tools to provide hands on experience.

6. **Overall Analysis of the three groups of respondents on the implementation of TESDA Courses in CvSU:** The implementation of the TESDA courses was rated from satisfactory to very satisfactory implementation considering the organizational structure and supervision of instruction.

Conclusions

1. Majority of the administrator- respondents were females, 36-42 years old, married, with MA/MS degrees, specialization was not related to TESDA, designated chair/department head and had served CvSU for 5-6 years.

2. Most of the teacher-respondents were males, in the age bracket 35-39 years old, married, holders of MA/MS degrees with only a few with EdD/PhD units and had served CvSU for 8-11 years.
3. Generally students enrolled in TESDA courses were males, in age bracket 16-19 years old and single.
4. Both schools offered short-term technical and vocational courses even earlier than the creation of TESDA in 1994.
5. There was a normal trend in terms of enrolment, there were many enrollees during the first year which decrease gradually in the second year.
6. The implementation of the policies and guidelines was very satisfactory to administrators and teachers and satisfactory to students.
7. The management of TESDA courses in CvSU was very satisfactory.
8. The budgeting scheme was found adequate on mandated facilities, inadequate on university provided facilities and some respondents were uncertain about its existence.
9. Supervision of Instruction of TESDA courses in CvSU was rated from satisfactory to very satisfactory implementation.

10. CvSU-Indang and CvSU-Rosario had the same curricula for Computer and Automotive Technology with both 300 OJT/ Practicum hours.
11. Majority of the students enrolled in the course graduated from the two year associate- technology courses.
12. Teachers teaching TESDA courses were analyzed/rated by the three groups of respondents with satisfactory to very satisfactory performance.
13. Mandated physical facilities for the implementation of TESDA courses were found adequate but there were other important facilities still needed by the courses like enough classroom space, well ventilated classrooms and others.
14. Instructional facilities were found adequate, however other aspects were inadequate *i.e. fire evacuation drills, signages to show directions, tools and equipment, hands on activities, linkages, etc.*
15. Problems were lack of visual aids/actual materials/machine to conceptualize subject matter and lack of tools and equipment to provide hands on experience encountered in the implementation of the TESDA courses at CvSU.

Recommendations

1. The Top Level Management of CvSU should encourage male administrators to supervise TESDA courses or any technical-vocational courses.
2. The present administrators and teachers must pursue graduate studies and finish EdD/PhD degrees.
3. The policies and guidelines in the implementation of TESDA courses must be enhanced/fostered.
4. The management of TESDA or any technical-vocational related course should be supervised by technically qualified administrators.
5. The administrators should have more focus for the development of TESDA courses and aim to give more dignity and pride to the graduates of the courses.
6. The students on OJT, specifically Automotive Technology students must be given at least a moderate allowance for their transportation to be suggested by CvSU as part of the MOA between the school and the company.
7. The specifics and logistics of the budget scheme for technical-vocational courses should be clarified and well disseminated to concerned administrators, teachers and students.

8. Curriculum and Instruction should be supported with enough hands on activities for the enhancement of technical and vocational skills required for immediate employment.
9. There should be a provision for a separate office to be in-charge of marketing and job placement of graduating students to help graduates avail of more opportunity for local and overseas employment.
10. There should be provision for maintenance of tools, laboratory and equipment to be utilized in the implementation of TESDA courses.
11. Evacuation drills, fire drills and others must be given due recognition to better serve the TESDA courses to students.
12. The inadequacies in the program should be properly addressed through the administrators to be aired to the top level management of the school for their support and approval
13. Graduates of TESDA related courses should apply to TESDA Office for assessment and certification.
14. There should be close coordination between and among the offices; SUCs, CHED and TESDA to assure students of a better future and job placement after graduation

15. TESDA courses should be well marketed to the socio-economically under privileged students to help elevate their status in the society assuring them of possible employment.

16. Findings of the study when tactfully addressed could be bases for the improvement of the implementation of TESDA courses.