



De La Salle University – Dasmariñas

GRADUATE PROGRAM

**THE VISION AND MISSION OF TESDA
AS PERCEIVED BY ITS PUBLIC AND PRIVATE STAKEHOLDERS**

A Thesis

Presented to

The Faculty of the Graduate School of Business

De La Salle University-Dasmariñas

In Partial Fulfillment

Of the Requirements for the Degree

Master in Business Administration

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April 2000

04 AUG 2003

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ABSTRACT

Title	The Vision and Mission of TESDA as Perceived By its Public and Private Stakeholders
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Degree	Master in Business Administration
No. Of Pages	126

The study was designed to determine the level of perception of TESDA's public and private stakeholders on the extent to which the agency has fulfilled its vision and mission. Specifically, it attempted to answer the following questions:

1. What is the perception of TESDA's public and private stakeholders on the extent to which it has fulfilled its vision and mission?
2. Is there a significant difference on the levels of perception of TESDA's public and private stakeholders on the extent to which it has fulfilled its vision and mission?, and;
3. Given the findings in Problems 1 and 2, what recommendations must be considered by TESDA concerning its vision and mission?

The study covered a total of 1,841 public and private stakeholders of TESDA from the CALABARZON area in Region IV who were selected using the stratified random sampling.



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All data collected from the survey questionnaires were statistically treated using means, percentages, standard deviations and t-value for the test of significant differences. The descriptive research method was employed in analyzing these data.

The findings of the study revealed that the mean of all responses in all questions was 3.56. This showed that the perception of TESDA's public and private stakeholders on the extent to which it has fulfilled its vision and mission is "above average".

Despite its achievements, there were significant differences in the level of perception of its public and private stakeholders on the extent to which it has fulfilled its vision and mission.

Some issues were raised in the study. First, the significant differences in the levels of perception of TESDA administrators and TESDA staff on the extent to which the agency fulfilled its vision and mission have implications on effective visionary leadership. Creating an appropriate environment for the organization to progress steadily toward the vision requires communicating the vision and mission after they were written and during the implementation phase. Second, significant differences in perception levels of TESDA administrators and industry representatives with the rest of the respondents, between students and faculty, faculty and administrators, and public stakeholders and their private counterparts have implications on the delivery of quality technical-vocational education and training. Some issues need to be addressed such as: the weak sharing of resources between TVIs and industry especially in on-the-job training and curriculum development, quality and capability of trainers/faculty,



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non-compliance to registration standards, weak social marketing and advocacy program and absence of adequate control, monitoring and advisory systems.

In view of this, the following recommendations were given:

1. TESDA must conduct an internal organization audit to assess the existing systems, structure, values, culture, resources, skills, relationships among people and among units, helpful mechanisms and leadership;
2. TESDA should engage its employees to develop their own personal vision-mission in support of the vision-mission of the total organization and operating units where they are assigned;
3. TESDA should vigorously pursue the implementation of the seven strategies outlined in the National Technical Education and Skills Development Plan (NTESDP);
4. TESDA should intensify the operationalization of the TVET reforms in order to ensure the delivery of quality technical-education and training. However, improvement of the internal support systems should be given priority to facilitate implementation of said reforms;
5. TESDA should pursue industry-led TVET. The critical role of industry in skills planning, curriculum development and standards setting should be TESDA's priority;
6. TESDA should monitor and analyze information on labor market supply and demand variables affecting TVET to determine appropriate interventions;



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7. Compliance with set standards require that TESDA should intensify monitoring/tracking and auditing of TVET providers and assessment centers. Sanctions for non-compliance with standards should be formulated and applied if and when necessary;
8. TESDA should enhance its internal and external advocacy thrust to gain wider acceptance of all its stakeholders in attaining its vision and mission;
9. TESDA must ensure that positive reinforcements for actions of personnel that foster the vision-mission should be a part of its recognition and reward system; and
10. TESDA must conduct a similar study with quantitative research data to validate this perception study.

