
**THE IMPACT OF INSTITUTIONAL ASSESSMENT TO THE SKILL'S
ENHANCEMENT OF GRADE 12 ELECTRICAL INSTALLATION MAINTENANCE
STUDENTS OF LABANGAL NATIONAL HIGH SCHOOL**

A Research Paper

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Labangal National High School

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Practical Research 2

By:

Monjehar M. Nieva

Roy Vincent G. Bioco

Sharif Von Elecanal

Swemar L. De Asis

Ryan H. Monsales

Ernie Manago

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Chapter I

THE PROBLEM AND ITS SETTING

Introduction

Skill enhancement programs like the Institutional Assessment focused around training that combines the best practices from education, psychology, social work, career counseling, and technology training. Through skill training the grade 12 Electrical Installation Maintenance (E.I.M) students can improve their overall performance in their respective Technical-Vocational-Livelihood specialization subjects.

The grade 12 Electrical Installation Maintenance (E.I.M) students continuously look for ways to develop their skills, abilities, and competencies to enhance their performance in their respective strand. Through effective skill enhancement, the grade 12 Electrical Installation Maintenance (E.I.M) students will become more capable, competent, and confident in their self and their performance, and will be capable and qualified to take the NCII assessment.

Assessment is the evaluation of skills and the determination whether a student or a worker can perform to the standards expected in the workplace based on the define competency standards. National Certificate Assessment serves as an asset in most of the technical vocational graduates. Lot of students is aiming to pass the assessment in order for them to get jobs easily. The effects of the certificate or the training program will provide information that will help the students, teachers, and skilled people to get through their training so that they can have the knowledge about the advantage of the certificate (TESDA, 2018).

Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency. The result of the institutional assessment may be considered as evidence for the assessment for national certification. As a matter of policy, graduates of programs registered with TESDA under this training regulation are required to undergo mandatory national competency assessment upon completion of the program.

This study aims to determine the impact of Institutional Assessment to the skill's enhancement of grade 12 Electrical Installation Maintenance (E.I.M) students of Labangal National High School. The study will be conducted from School Year 2019 – 2020.

Statement of the Problem

1. What is the profile of the respondents in terms of:
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Strand
2. What is the level of skills of Electrical Installation Maintenance (E.I.M) students before and after Institutional Assessment in terms of:
 - 2.1 Electrical Installation
 - 2.2 Electrical Maintenance
3. Is there significant difference on the skills of Electrical Installation Maintenance (E.I.M) students before and after Institutional Assessment?

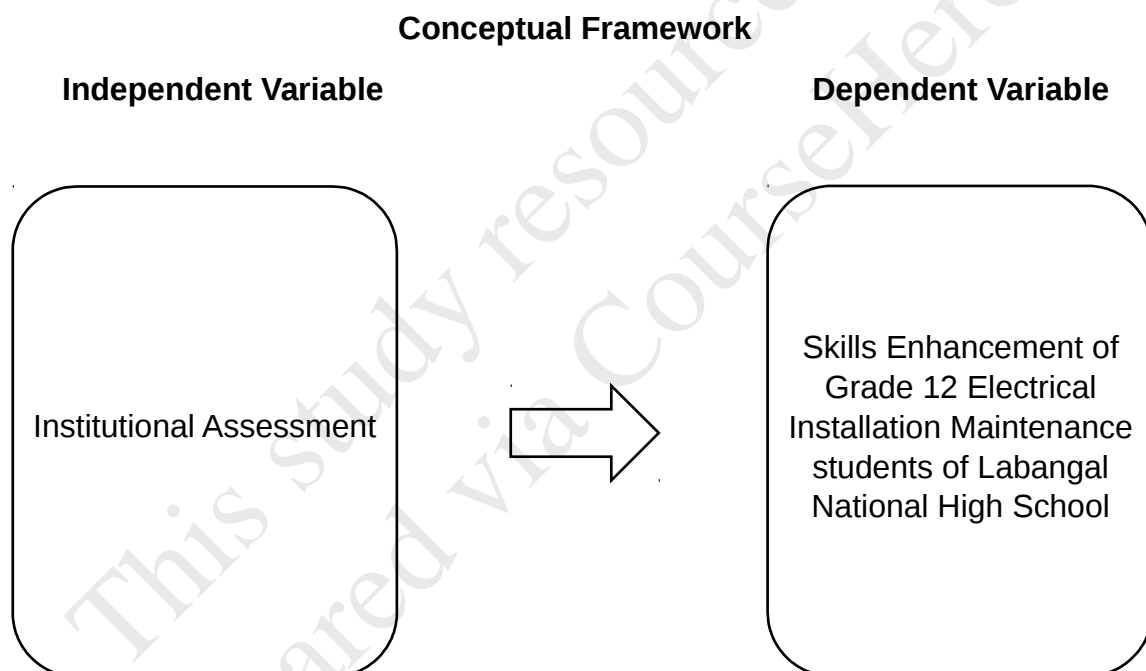


Figure 1: Conceptual Framework of the study

Significant of the Study

The findings of this study will benefit the following:

The Community. This study can help the community to be aware on knowing the level of readiness and preparedness of the grade 12 Electrical Installation Maintenance (E.I.M) students on the skill that they learned on the Institutional Assessment.

The Teachers. This study can help them to be aware to formulate solutions on how to develop the skills of the grade 12 Electrical Installation Maintenance (E.I.M) students so that they can qualify in the assessment.

The Technical-Vocational-Livelihood (TVL) Students. This study can help them to analyze on how important is the Institutional Assessment to their skill enhancement and the study is made as the basis to improve the grade 12 students near future.

The Future Researchers. This study can be useful for the future researchers as basis for their studies and creating argumentations of literatures that will help them on their research.

Scope and delimitation of the study

This study will be limited only to the grade 12 Electrical Installation Maintenance (E.I.M) students of Labangal National High School, the study will be conducted on this S.Y 2019 – 2020. The respondents of this study will be the grade 12 Electrical Installation Maintenance (E.I.M) students of Labangal National High School.

Definition of terms

The following were defined conceptually and operationally.

Institutional Assessment. It refers to the institution that responsible for determining its expected goals and the objectives or strategies for achieving them at each level (institutional and unit), assessment approaches and methodologies, sequence, and time frame. These may vary, based on the mission, goals, organization, and resources of the institution.

Skills Enhancement. It refers to the grade 12 Electrical Installation Maintenance (E.I.M) students should continuously look for ways to develop his or her skills, abilities, and competencies to enhance grade 12 Electrical Installation Maintenance (E.I.M) students performance.

Chapter II

Review of the Related Literature and Studies

In this chapter an attempt is made to present all those researchers which directly or indirectly made an impact on the problem. The researchers had tried to search all literature from all possible sources to get acquainted with different problems of desired area, method and techniques relevant to the problem and to have a clear concept of the work itself.

Review of Related Literature

Joint Delivery Voucher Program (JDVP)

The Joint Delivery Voucher Program (JDVP) is tuition fee assistance to Grade 12 students in DepEd Public SHSs, which have been identified as having financial constraints with regard to the implementation of TVL specializations. This is an enhancement support for TVL track that will focus on the non/least mastered competencies of TVL students by specialization (DepEd SDO1 Pangasinan, 2018)

In addition it's a hassle-free and friendly partnership program initiated by the Department of Education through D.O. 33 series of 2018 on the Joint Delivery Voucher Program (JDVP). This will provide a lot of assistance to our national high school students specifically the senior high school who would like to experience the actual laboratory equipment and world-class facilities by using the state-of-the-art technology at the Technical Vocational Institutions (TVI) like SKILLS, Inc. (PRIMARY STRUCTURES EDUCATIONAL FOUNDATION, INC., 2018)

According to Francisco M. Varela the DepEd Undersecretary for finance (2016) stated that the Voucher Program will be implemented in recognition of the need to provide additional support to students due to the additional two years representing Grades 11 and 12 in the basic education system through Senior High School.

Through the SHS VP, the DepEd engages the non-DepEd SHS providers to enroll qualified voucher recipients from both Public and Private Junior High Schools. Once qualified voucher recipients are enrolled in non-DepEd Senior High School providers, the DepEd will provide assistance to these students through a voucher subsidy paid to the non-DepEd SHS provider.

Skills Enhancement

According to Dr Vincent Berger (2005) that Skill enhancement programs are focused around training that combines the best practices from education, psychology, social work, career counseling, sports, and technology training. Through skill training a

person can improve their overall performance in any identified area and in so doing can improve the overall quality of life. Skill enhancement or training typically uses a combination of cognitive and behavior problem solving approaches, both of which are used to strengthen a person's positive skill development.

There are generally four parts to effect training in specific skill enhancement: assessment, skills program construction and selection, implementation, and feedback/evaluation

According to Ray McNulty (2014) that colleges, job markets and communities rely on high schools to prepare students for higher education, careers and citizenship. The traditional high school curriculum aims to develop a well-rounded student, but oftentimes, this standard educational approach lacks job-specific training. Many young people move through high school without acquiring the necessary skill sets that prepare them for employment. High schools should consider equipping young people with the skills and job-specific knowledge to be career-ready.

And according to Raymond Michael A. Gayatin (2018) that Technical-Vocational-Livelihood (TVL) track in Senior High School is the most popular option to choose from in our Senior High School program. And the reasons why is.

Obviously, Employment as the students finish a specific Technical-Vocational-Livelihood (TVL) strand, they will be equipped with skills in order for them to be employed as soon as they finish two years of Senior High School. Most of the skills offered are highly marketable outside the country with very high salary. This is why people are more into skills training now.

Students are exposed to the industry at an early age, to be successful, start young. One of the curriculum features of the Technical-Vocational-Livelihood (TVL) is the work immersion program in which they learn and practice their skills in an actual work environment. Here, they will learn and experience not only the hardships but on how to interact with co-workers and clients as well.

An extra skills brought in college is an advantage. Although not all can go to college, there are still some who would prefer higher education. Having the skills in college especially those related ones is a huge plus. It's like having a good practice before starting college and impress them during class. Even if your college course is somehow different from your senior high, showing your cooking skills or dressmaking techniques would come in handy someday.

The Technical-Vocational-Livelihood (TVL) track is a viable option to get jobs faster. It has become a more affordable option since it is offered in public schools. Technical-Vocational-Livelihood (TVL) track teaches practical hands-on skills and comes with industry partnerships by its immersion program that will give students on-the-job experience.

Review of Related Studies

Skills Enhancement

The Importance of skills enhancement, According to the study of Laura Brewer (2013), Skills have become increasingly important in the globalized world. Vocational and technical skills are essential, but employers are seeking applicants with more. They want employees who can continue to learn and adapt; read, write and compute competently; listen and communicate effectively; think creatively; solve problems independently; manage themselves at work; interact with co-workers; work in teams or groups; handle basic technology, lead effectively as well as follow supervision. These core skills for employability are both important to employers' recruitment and enhance an individual's ability to secure a job, retain employment and move flexibly in the labor market as well as engage in lifelong learning.

Chapter III

Methodology

This chapter will present the methods and procedures that the researchers use in conducting the study. It includes the research design, the respondents, research locale, etc.

Research Design

This study use quasi-experimental design. It presents the impact of JDVP to the skills enhancement of Grade 12 Electrical Installation Maintenance (E.I.M) students of Labangal National High School.

Research Locale

The study will be conducted in Labangal National High School, Barangay Labangal, General Santos City.

Research Respondent

The respondents of this study will be the selected 13 grade 12 Electrical Installation Maintenance (E.I.M) students of Labangal National High School, School Year 2019 – 2020.

Research Instrument

The data of the study will be gathered using questionnaire developed by the researcher. Check and validate by the adviser and member of panel to ensure correctness.

Data Gathering Procedure

The following procedures will be observed, and the respondents will be given enough time to answer the given questionnaires. The respondents answer the questions wisely and truthfully. First, the researchers request permission from the respondents to conduct the study. After the approval, the researchers coordinated the target respondent. The data will be tabulate, analyze and interpret.

Statistical Treatment

The study use weighed mean to answer the problem 2 to determine the skills 12 E.I.M students of Labangal National High School. T-test coefficient will also use to solve the difference between the two variables with range between -1 and 1.

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