

Enhancing Technical Vocational Skills of Grade 12 TVL (Hilot Wellness Massage) Students Through Project SSPA (Strengthening Student's Performance Activity)

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ABSTRACT

Technical-Vocational-Livelihood (TVL) is one of the Senior High School Program tracks under the K to 12 Enhanced Basic Education Program. It provides students an opportunity to learn practical skills and become a globally competitive individual. This study was conducted to determine the performance of the seven (7) Grade 12 students with the specialization in TVL-Hilot Wellness massage in School year 2022-2023. These students have undergone Modular distance Learning Modality in School year 2021-2022 due to Covid-19 pandemic. To determine as to whether they are capable to meet the competencies now that face to face classes have been back, distinct assessment tool was utilized for the pre-test assessment. The results of the pre-test assessment, in return, was the basis of the execution of the SSPA program designed by the research proponent. An expert who is

a TESDA assessor was invited to assess the quality of performance of the students. The participants of the study are the Seven (7) Grade 12 TVL-Hilot Wellness Massage students of Salvacion National High School, Busuanga District, Division of Palawan for S.Y. 2022-2023. From the Assessment Tool, Students will be assessed using the standardized Competency Assessment form based on the training regulations prescribed by TESDA as a requirement for National Certification. Students need to be competent during the assessment so they can advance to the next level which is the work immersion proper to be done In-School. Hence, the results of the study showed that in the pre-test assessment, there were competencies that had not been met; but with the intervention utilized and executed for two consecutive weeks to the students, the post- assessment revealed a successful demonstration of the students and all of them have met all the competencies indicated in the tool and observed by the expert. Consequently, with careful planning, implementation and evaluation of the SSPA, the research proponent recommends that said program be utilized by other schools in the District of Busuanga that cater TVL track.

INTRODUCTION

Technical and vocational education is no longer a second option in the eye of the parents because of its significant role in producing human capital for country. Hence, consistent efforts have been done by DepEd specifically the Senior High School teachers to enhance the students' skills and capability. Recently, a lot of graduates are unable to secure a job after graduating because of a failure to meet the employer's expectation. The reasons are because employers normally have their preference criteria in recruitment, such as having a good employability skill

In this manner, the challenge of unemployment, job creation and skills development and training in order for jobs to become a reality for more people is likely to become emphasized. Considering the era when the forces of economy are highly fluctuating and are becoming unstable. Technical and Vocational Education and Training

(TVET) appeared as one of the major counter balance forces that will transform the economy, by creating skilled work force that could operate independently in the labor market. It was recommended that, to reduce the burden of unemployment and poverty on the youths, the government should improve funding in this critical sector and increase access to technical and vocational education for the ever-growing youths (Inyiagu, 2014).

Hence, measuring of academic performance of students is challenging since student performance is product of socio-economic, psychological and environmental factors. The scope of this research is to find out the factors that affect the performance of the students. There are two groups of students as generally perceived those who improve and those who don't improve yet. The result of the study contributed to find out the factors, which are responsible for student's inelastic behavior towards study along with identifying those factors, which help a student to achieve progress in his studies. The study focuses on investigating the factors affecting performance students. A survey was conducted to collect information and responses of students, regarding factors affecting their performance (Hijazi & Naqvi, 2006).

Moreover, skills gaining is vital for an economy to compete and grow, particularly in an era of economic integration, transformation and technological change. One of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills (Owodunmi, 2008). Owodunmi, further observed that, TVET delivery systems are therefore well placed to train the skilled and entrepreneurial workforce that Nigeria needs to create wealth and emerge out of poverty. Technical and vocational education and training (TVET) promote the acquisition, maintenance and further development of abilities, skills and attitudes which enable individuals to engage in dependent and non-dependent employment generate income and benefit from enhanced opportunities for social participation. It is aimed at the comprehensive promotion of the holistic capability to act independently within the scope of and according to the values attached to a skilled, occupation, which includes methodological and social skills alongside work-related expertise (UNESCO, 2007). By acquiring capabilities, individuals are empowered to shape their own lives and work situation pro-actively.

Furthermore, according to Elebute & Shagaya (2016) that Vocational and Technical Education within the context of this definition can therefore be conceptualized as an alternative training program that is designed mostly to improve the employability of participants and also to empower them with work readiness skills. The aim of such training program has been to support participants' inclusion into labor force. Based on this fact, it can be reiterated that the need to link vocational and technical education program to economic opportunities within the context of livelihood sustenance is highly imperative in academic scholarship.

In the Philippines, labor shortages in the skilled traders have been experienced. This problem will be overstated by an aging workforce and too few young people entering trade and technology careers. Technical – Vocational Education in the Philippines serves to deal with that deficiency in the skilled trades and promote students to discover career opportunity in trades and technology. Tech -Voc education provides students with countless opportunities to apply their learning using interdisciplinary and cross – curricular approach while at the same time integrate learning from their own personal experiences. A skill – based context, based on learning outcomes which permits a student aforementioned learning to put on and recognize, whether obtain in a formal or informal setting.

Besides, Technical-Vocational (Tech-Voc) courses are part of the non-formal education in the Philippines. Under the Republic Act 7796, the Technical Education and Skills Development Authority (TESDA) is mandated to provide technical education and skills development programs for the Filipino learners. The tech-voc programs allow out-of-school-youth and other interested students to learn practical skills that will prepare them for employment.

Thus, this research aims to determine the effectiveness of skills development program prior to work immersion among the grade 12 TVL students in Salvacion National High School for school year 2022 – 2023. Since the TVL students were not given focus on their skills development last school year because of an increasing number of covid-19 cases, the TVL teachers collaborate to conduct this program this school year so that the grade 12 TVL students will be capable to perform their task and skills aligned with industry standards prescribed by

TESDA. One of the major objectives of this program is to train students the required competencies needed and be able to qualify and pass the national institutional assessment given by TESDA and acquire the NC II.

Literature Review

On Technical Vocational Skills

According to Elebute & Shagaya (2016) that Vocational and Technical Education within the context of this definition can therefore be conceptualized as an alternative training program that is designed mostly to improve the employability of participants and also to empower them with work readiness skills. The aim of such training program has been to support participants' inclusion into labor force. Based on this fact, it can be reiterated that the need to link vocational and technical education program to economic opportunities within the context of livelihood sustenance is highly imperative in academic scholarship.

On PROJECT SSPA (Strengthening Student's Performance Activity)

Measuring of academic performance of students is challenging since student performance is product of socio-economic, psychological and environmental factors. The scope of this research is always there to find out what are the factors that affect the performance of the students. There are two groups of students as generally perceived i.e. those who improve and those who don't improve. The result of the study contributed to find out the factors, which are responsible for student's inelastic behavior towards study along with identifying those factors, which help a student to make progress in his studies. The study focuses on investigating the factors affecting performance students. A survey was conducted to collect information and responses of students, regarding factors affecting their performance (Hijazi & Naqvi, 2006).

Also, many practical studies are carried out to investigate factors affecting college students' performance. The focus of the research is that student performance in intermediate examination is linked with students' outline consisted of his approach towards communication, learning facilities, proper guidance and family stress. The research is based on student profile developed on the bases of information and data collected through assessment from students of a group of private colleges (Mushtaq & Khan, 2012).

Study of Guimba (2018) work immersion teachers and coordinators should develop a program focusing on the development of self-efficacy of the learners before their deployment to different industry partners. This program would help learners to trust their own ability and develop their self-confidence. Thus, learners would be encouraged and satisfied to be active and motivated to finish work immersion program.

Moreover, In the study of Geraldizo & Dabasel (2022) on the assessment of the Senior High School Technical-Vocational Livelihood Track revealed that School-based enhancement skills trainings have helped them passed the National Certification 1, 2, and 3. Hence, the respondents have positive feedback on the implementation of the TVL track in terms of programs and projects, teaching and learning process and practical training periods.

Furthermore, the Philippine TVET qualification and Certification system (PTQCS) defines a national comprehensive and flexible certification system for technical-vocational Education and Training (TVET). One major concern of the program is the competency of assessment where it the process of collecting evidence and making judgments on whether competency has been achieved. It focuses in assessing and individual's skills, knowledge and work values relative to a unit or cluster of units of competency. (TESDA 2023)

In addition, the most important and significant developments in TVET, was the development of competency-based standards to support the design of training programs and curricula (UNESCO). Competency based- assessment is not a set of examinations as the traditional assessment; it is the basis for certification of competency and it is carried out as a process in order to collect evidence about the performance and knowledge of a person with respect to a labor competency standard. (Wahba, 2023)

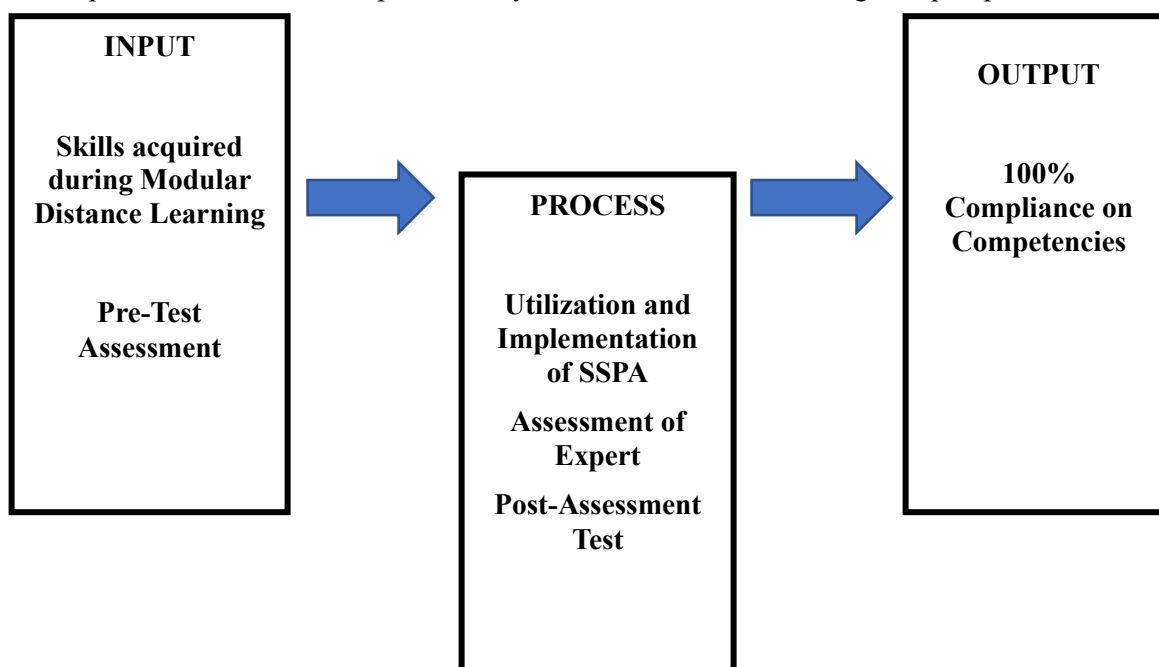
Conceptual Framework

This study will be anchored on UNESCO Strategy for Technical and Vocational Education and Training (TVET) 2016-2021. The strategy aims to support the efforts of members to enhance the relevance of their TVET systems and to equip all youth and adults with the skills required for employment, decent work, entrepreneurship and lifelong learning. Since the department of education implemented the k to 12 programs, one of its courses is the TVL track which is designed to develop student's skills that is useful for livelihood and technical projects. It also provides a curriculum that is a combination of core courses and specialized hands-on courses that meets the competency-based assessment of TESDA. Just like the UNESCO strategy that focusses youth development, skills development, entrepreneurship, Gender equality and provides a sustainable development. K to 12 program has its goals which can surely help us provide a quality learning with our students particularly the senior school students which primarily focus on those areas on UNESCO strategy. This strategy was then realized for the program which has almost the same agenda or objectives.

Education and training are central to the achievement of the 2030 Agenda. The vision of the Incheon Declaration: Education 2030 is fully captured by Sustainable Development Goal 4 "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". In this context, TVET is expected to address the multiple demands of an economic, social and environmental nature by helping youth and adults develop the skills they need for employment, decent work and entrepreneurship, promoting equitable, inclusive and sustainable economic growth, and supporting transitions to green economies and environmental sustainability (UNESCO, 2016). The Strategy has three priority areas: (1) Fostering youth employment and entrepreneurship; (2) Promoting equity and gender equality; (3) Facilitating the transition to green economies and sustainable societies.

Conceptual Paradigm

In order to give emphasis on the process of the action research, the researcher utilized the Input-Process-Output model. The model represents a system in research in three stages: input, process and output.



The factors, skills acquired during Modular Distance Learning and the Pre-test Assessment serve as the input of the research. Whereas, to be able to attain the 100% compliance on competencies, as the target output, the process involved are the utilization and implementation of SSPA program, the assessment of the expert, and the post-assessment test conducted to the students.

Action Research Questions

This action research will be generally conducted to help enhance the technical vocational skills of SHS students using a modified competency assessment form prescribed by TESDA and through project SSPA.

Specifically, the researcher aims to answer the following questions:

1. What is the Competency Assessment Result of the grade 12 TVL (*Hilot Wellness massage*) students before the implementation of Project SSPA?
2. What is the Competency Assessment Result of the grade 12 TVL (*Hilot Wellness massage*) students after the implementation of Project SSPA?
3. Is there any improvement on the Competency Assessment Result of the Grade 12 TVL (*Hilot Wellness massage*) students before and after the implementation of Project SSPA?

PROJECT SSPA (Strengthening Student's Performance Activity) as a form of Intervention

"Work Immersion" refers to the part of the Senior high school (SHS) Curriculum consisting of 80 hours of hands-on experience or work simulation which the grade 12 students undergo to expose them to the actual workplace setting as well as to enrich the competencies provided by the school under the supervision of the school and designated personnel of the partner agency.

The implementation of project SSPA as intervention for the development of technical vocational skills of the Grade 12 Hilot Wellness Massage Students prior to work immersion will be conducted to determine if there is an improvement with their performance before and after the implementation using a standardized tool or competency-based assessment tool prescribed by TESDA.

The Project SSPA as intervention will be conducted for 1 month. All seven (7) grade 12 TVL-Hilot wellness massage students will undergo on this program. Before the conduct of the training program as stated above for work immersion, the school will invite a resource person or an industry expert in their field of specialization to assess our student's knowledge and skills using a standardized tool as a pre-test. They will be informed on the program that we have so that they can be able to identify those competencies needed for improvement as we go along with our intervention program. Then, after two weeks of the program implementation, post-test will be given with the presence of the same industry expert to assess our students using the same tool used during the pre-test. The result of this program will help the school to determine the effectiveness of Project SSPA as intervention program for the grade 12 TVL learners in Salvacion NHS for school year 2022-2023.

On the whole, ensuring that grade 12 TVL-Hilot wellness Massage students will be ready for work immersion, this project will help them enhance their technical vocational skills. Those activities can be challenging for them to complete. But they need to understand from the beginning exactly what is being asked of them and how they perform for them to becoming productive individuals. The goal of project SSPA is to enhance what the students have learned, not just for them to recall facts and to guide the students to become better for the future.

**Please see below standardized tool or competency assessment tool aligned with TESDA used in measuring the skills of grade 12 TVL Hilot wellness massage students in salvacion NHS before and after the implementation of Project Sspa.*

Assessment Form (Pre-test)				
Qualification:	HILOT (WELLNESS MASSAGE) NC II			
Project:	PROVIDE HILOT WELLNESS PRODUCTS AND SERVICES TO CLIENTS			
Units of Competency Covered:	Plan the Hilot Wellness Program of Clients Provide Pre-Service to Hilot Clients Apply Hilot Wellness Massage Techniques Provide Post-Advice and Post-Services to Clients			
Specific Instruction: Given the necessary materials tools and equipment, you are required to perform the following tasks in accordance with the set performance criteria below.				
Performance Criteria Checklist	Satisfactory	Not Satisfactory		
1. Plans the hilot wellness program of clients* - Assess interview client and explain hilot in simple terms - Obtain relevant information from client to determine hilot wellness services and products to be applied - Identify and discuss contra-indications with client and refers to appropriate professional when required * - Identify special needs of client * - Determine the hilot wellness program * - Confirm hilot wellness program *	☐	☐		
2. Provide pre-service to clients* - Schedule clients in accordance with the length of time required for services, availability of staff and rooms and workplace policies * - Receive clients in accordance with workplace policies and procedures * - Identify clients' special customer service needs/requirements * - Deliver hilot wellness service to clients * - Respond to client's complaints *	☐	☐		
3. Apply hilot wellness massage techniques* - Prepare sequentially work area and environment in accordance with hilot wellness massage techniques and client needs, relevant laws and workplace policies and procedures * - Prepare client for hilot wellness massage technique * - Prepare self-assessment for hilot wellness session * - Perform hilot wellness massage techniques in accordance with client needs, relevant laws and workplace policies and procedures *	☐	☐		
4. Provide post-advice and post-services to clients* - Identify products and services and their benefits and comparative advantage * - Explain, maintain and convey products and services to clients and other staff members * - Apply comparisons on competitors' products and services * - Recommend specialized products and services * - Monitor client according to workplace policies and procedures * - Perform aftercare services in accordance with client's wellness program, workplace policies and procedures * - Administer service *			☐	☐
Note: Satisfactory Performance shall only be given to candidate who demonstrated successfully all the competencies identified in the above-named Qualification/Cluster of Units of Competency.				
Did the candidate overall performance meet the required evidences/standards?				
☐ Yes ☐ No				
OVERALL EVALUATION				
☐ Competent ☐ Not Yet Competent				
General Comments / Suggestions:				
Candidate's Name: LORENCE R. SEGARINO				
Date:				
Industry Expert's Name W/ Signature:				
LEMON MARK C. DIMALALUAN				
Date:				
Prepared by:				
JOHN LOUIE M. MELENDEZ TRAINER				

ACTION RESEARCH METHODS

Participants and/or Other Sources of Data

The participants of the study are the grade 12 TVL-Hilot Wellness Massage students of Salvacion National High School, Busuanga District, Division of Palawan for S.Y. 2022 – 2023. From the Assessment Tool, students will be assessed using the competency assessment form based on the training regulations prescribed by TESDA as a requirement for national certification. Students need to be competent during the assessment so they can advance to the next level which is the work immersion proper to be done In-school.

Data Gathering

The proponent of the research will utilize descriptive-qualitative method in the conduct of the intervention program. The pre-test and post-test will be facilitated to the seven (7) grade 12 TVL Hilot Massage students by an invited expert. The intervention will be conducted for 2 weeks. Then, after two weeks of the program implementation, post-test will be given with the presence of the same industry expert using the same tool used during the pre-test. The result of the pre-test will be compared to the results of the post-test in order to determine if there is a need for more interventions other than the SSPA as intervention program for the grade 12 TVL learners in Salvacion NHS for school year 2022-2023.

Ethical Considerations

Meeting will be conducted with the parents, teachers and different stakeholders to discuss the problems and the intervention to be implemented. During this time, they will be informed and consent will be secured. Assuring the confidentiality of the data to be gathered. The researcher will inform the office of the Schools Division Superintendent through submitting the letter of intent and the research proposal.

Data Analysis Plan

To determine competency assessment result of the grade 12 TVL-Hilot Wellness Massage students before and after the implementation of Project SSPA, the result of the program will be utilized to determine if the students are competent or not yet competent on their field of specialization prior to work immersion. In this manner, descriptive statistic will be utilized to describe if there is an increase or improvement in terms of the performance of students before and after the implementation of Project SSPA as intervention.

DISCUSSIONS OF RESULTS

Presented and discussed the results of pre-test performance and post-test performance by the seven (7) Grade 12 TVL Hilot and Massage students.

To determine the performance of the students, an assessment tool was used. Prior to the activity, the students were asked to assess themselves and the learning they acquired from the modular scheme during the COVID-19 pandemic, give their perception of the activity and their expectations at the end of the program.

Pre-Test Assessment

The following competencies were included in the pre-test assessment form to wit; plan the Hilot Wellness Program of clients, provide pre-service to Hilot clients, apply Hilot Wellness Massage techniques, and provide post-advice and post-services to clients.

For the pre-test performance, the assessor gave his observation and comments on the two (2) competencies namely, plan the hilot wellness program of clients of which the rubric that states, assess/ interview client and explain hilot in simple terms have been performed well or satisfactorily by the students. He commented that, the students are capable to perform client profiling, while he also noted that in performing massage session, therapists should be free from any jewelry such as ring and bracelet. Moreover, the therapist should also advise the client to remove accessories such as watch and others. With the same competency, he commented that the candidates are capable to perform client profiling.

For the last competency, provide post-advice and post-service to clients, he commented; as part of critical criteria for assessment and evaluation, the candidate is capable to offer lukewarm drinks, but unfortunately, they failed to do other post advice to client, and they could hardly bear communication as it is essential between therapist and client.

Execution of SSPA as Intervention

Taking into consideration the assessment of the expert on the field, the students have strengthened the areas of the competencies they passed in the assessment while giving more focus on the points they need to be mindful about. Hence, the teacher, who is the proponent of this research conducted a special session with the students to emphasize and reiterate the importance of the expert's assessment and evaluation in order for the students to be abreast with the competencies. A short oral communication lecture and exercises were given to the students to enhance their capability to speak and communicate with their clients. Included in the exercises are the ways on how to deal with the clients in a manner suited to the working environment.

Post-Test Assessment

The same assessment tool bearing the same competencies was utilized in the post-assessment test. There was an interval of two (2) weeks between pre-test and post-test assessment. The students were observed to be more ready and confident in their post-test performance. With the input given to them, they were mindful of the procedures of the activity from how they planned the hilot wellness program wherein they explained to their clients the importance of hilot massage, identified and discussed to them the contra-indications where they can refer to professionals, and identified clients' special needs. They became more articulate in preparing clients for massage techniques, and more importantly, they were aggressively confident in performing massage techniques. They were even heard recommending specialized products and services to their clients, assuming that they will come back for another services. Overall, they have demonstrated successfully the identified competencies. Thus, they have likewise successfully the standards given to them. At the end of the post-test assessment, the expert commented that all of the seven (7) students are competent and ready for the TESDA assessment, should they have the plan to pursue acquiring NCII.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn.

1. The result of the pre-test assessment is significant to apply an intervention, which is the SSPA.
2. The utilization of the SSPA is essential in the improvement of the performance of the students.
3. The results of the post-test assessment is a significant indicator that the students could qualify with the standards set by TESDA for NCII.

Recommendations

Based on the conclusions, the following recommendations were drawn:

1. The SSPA as an intervention must be carried out in the regular classes of the TVL Hilot Wellness Massage.
2. The TVL teachers must facilitate the SSPA as an intervention during the discussion and performance to ensure that the competencies are met by the students.
3. All TVL teachers of Salvacion National must be equipped with the principle of the SSPA and adopt said program to their TVL classes.
4. The SSPA must be adopted by other five (5) schools catering TVL track in Busuanga District for the uniformity of enhancement strategies to all TVL students.

Plans For Dissemination and Utilization

The result of this research will be disseminated and utilized through informing the School Head, District Office and Division Office by submitting the results of the study. The findings will be presented during LAC sessions and PTA meetings. Also, to be presented to the division, regional, and international research conferences.

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