

Acquired Learnings and the Competencies Required for TESDA NC II Among Grade 11 Learners in San Julian District, Eastern Samar

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ABSTRACT

This study assessed the acquired learnings and TESDA National Certificate II (NC II) competencies of Grade 11 Technical-Vocational-Livelihood (TVL) learners in San Julian District, Eastern Samar. It employed a quantitative descriptive-correlational design using total enumeration because the target population consisted of fewer than 50 learners enrolled in the TVL track during School Year 2025-2026. Data were collected through a researcher-made survey questionnaire aligned with TESDA training regulations and self-assessment indicators. Weighted mean was used to describe acquired learnings and perceived competency levels, while Pearson product-moment correlation coefficient was used to examine their relationship. Learners reported a high level of acquired learnings in knowledge and understanding (M = 4.07) and skills application (M = 3.90), as well as a very high level of

values and work attitude (M = 4.22). Their perceived TESDA NC II competencies were rated high (M = 3.87). The source manuscript reported a strong positive and statistically significant relationship between acquired learnings and TESDA NC II competencies ($r = .78$). Open-ended responses emphasized the need for additional hands-on practice, upgraded facilities and tools, closer supervision and feedback, alignment with industry standards, and mock assessments. The findings suggest that the learners possess a strong foundation for certification readiness but would benefit from more intensive performance-based training and improved learning resources.

Keywords: *competency readiness, Grade 11 learners, National Certificate II, TESDA, technical-vocational-livelihood track, TVET*

INTRODUCTION

Technical-vocational education supports workforce development by equipping learners with knowledge, practical skills, and work attitudes aligned with industry requirements. In the Philippines, the Technical-Vocational-Livelihood (TVL) track under the K to 12 curriculum provides senior high school learners with opportunities to develop competencies that may lead to Technical Education and Skills Development Authority (TESDA) National Certificate qualifications.

TESDA was established under Republic Act No. 7796, or the Technical Education and Skills Development Act of 1994. The agency is mandated to develop national occupational standards and implement assessment, certification, and accreditation mechanisms in coordination with industry and other stakeholders. TESDA certification is important because it provides a standards-based basis for determining whether workers and graduates can perform according to defined competency requirements.

For Grade 11 learners in the TVL track, readiness for NC II assessment requires more than theoretical knowledge. Learners must understand concepts and procedures, apply technical skills safely, follow standard operating practices, demonstrate positive work values, and perform confidently in assessment conditions. Prior

studies have linked technical-vocational training and employability skills with improved workforce readiness and employment prospects (Abing & Conchada, 2025; Mariano & Tantoco, 2023; Pascual, 2024).

In San Julian District, Eastern Samar, TVL learners prepare for qualifications such as Cookery, Bread and Pastry Production, and Food and Beverage Services. However, the degree to which school-based learnings are aligned with the competencies expected in TESDA NC II assessment remains an important concern. This study therefore assessed acquired learnings in terms of knowledge and understanding, skills application, and values and work attitude; determined the level of perceived TESDA NC II competencies; examined the relationship between the two variables; and identified areas for improvement based on learners' open-ended responses.

Literature Review

TESDA Competency Standards and Certification

TESDA certification is anchored on competency standards and assessment procedures designed to determine whether learners or workers can perform according to industry-defined criteria. Training regulations and self-assessment guides specify the basic, common, and core competencies required in particular qualifications. These standards provide schools with a reference point for aligning instruction, practical activities, facilities, and assessment preparation (Technical Education and Skills Development Authority, 2019, 2025).

Acquired Learnings in Technical-Vocational Education

Acquired learnings in TVET include knowledge, practical skills, and positive work attitudes. Knowledge allows learners to understand concepts, tools, materials, procedures, and safety rules. Skills application refers to the ability to perform tasks, use equipment, follow standard processes, solve practical problems, and produce acceptable outputs. Values and work attitude include discipline, integrity, cooperation, responsibility, and commitment to quality.

Rodil and Briones (2022) examined acquired skills and competencies among Grade 11 TVL learners in Bread and Pastry Production and emphasized the importance of alignment between school-based skills development and competency requirements. Mariano and Tantoco (2023) likewise highlighted the value of employability skills among TVET graduates. These studies support the need to assess not only what learners know but also how confidently and consistently they can perform.

TVET, Certification, and Employment Readiness

The value of TVET is closely connected to employment readiness. Pascual (2024) discussed the role of TESDA programs in supporting employment opportunities, while Abing and Conchada (2025) examined the relationship between vocational education and employment prospects among Alternative Learning System graduates. Although certification alone does not guarantee employment, competency-based training can strengthen learners' readiness for assessment and work.

Hands-On Training and Learning Conditions

Competency development depends on sufficient opportunities for practice. Learners need access to functional tools, appropriate facilities, realistic performance tasks, teacher feedback, and mock assessments. When training conditions approximate actual assessment requirements, learners are more likely to develop both technical mastery and confidence. Accordingly, this study examined not only quantitative ratings but also open-ended learner recommendations.

METHODS

Research Design

The study employed a quantitative descriptive-correlational research design. The descriptive component was used to determine the learners' acquired learnings and perceived TESDA NC II competencies. The correlational component examined the relationship between the two variables without manipulating the learners' instructional conditions.

Research Locale

The study was conducted in two public secondary schools in San Julian District, Eastern Samar. These schools offered the TVL track and related specializations aligned with TESDA NC II qualifications, including Cookery, Bread and Pastry Production, and Food and Beverage Services.

Participants and Sampling Technique

The participants were Grade 11 learners enrolled in the TVL track during School Year 2025-2026. Total enumeration was used because the target population consisted of fewer than 50 learners. The source manuscript did not report the exact number of respondents in the results section; therefore, no unsupported sample size is introduced in this article.

Research Instrument

A researcher-made survey questionnaire was used. Part I gathered the respondents' profile. Part II assessed acquired learnings through three domains: knowledge and understanding, skills application, and values and work attitude. Part III measured perceived TESDA NC II competencies using indicators aligned with TESDA requirements. Part IV contained an optional open-ended question on recommended improvements in learning activities, facilities, tools, and supervision.

The questionnaire used a five-point Likert scale. The source manuscript states that the instrument was developed from TESDA training regulations and was to be validated by two TESDA-accredited experts. Because the final validation evidence and reliability coefficient were not included in the submitted manuscript, no unsupported psychometric result is reported.

Data Gathering Procedure

Permission to conduct the study was secured from the principals of the participating schools. The questionnaire was administered through Google Forms after the purpose of the study and the instructions for responding were explained. The researchers monitored the submissions, reviewed the responses for completeness and consistency, downloaded the data, and organized the records for statistical analysis.

Data Analysis

Weighted mean was used to determine the level of acquired learnings and perceived TESDA NC II competencies. The following interpretation scale was applied: 4.21-5.00, Very High; 3.41-4.20, High; 2.61-3.40, Moderate; 1.81-2.60, Low; and 1.00-1.80, Very Low. Pearson product-moment correlation coefficient was used to test the relationship between acquired learnings and TESDA NC II competencies.

Ethical Consideration

The study observed voluntary participation, informed consent, confidentiality, anonymity, and compliance with applicable school data-privacy procedures. The learners were informed of the objectives of the study and the intended academic use of their responses. Because the participants were Grade 11 learners and may include minors, the researchers should retain documented parental or guardian consent and learner assent records for journal-submission purposes.

RESULTS AND DISCUSSION

Acquired Learnings in Terms of Knowledge and Understanding

Table 1. *Level of Acquired Learnings in Terms of Knowledge and Understanding*

Indicator	Weighted Mean	Interpretation
Understanding basic concepts and principles related to the TESDA NC II qualification	4.15	High
Explaining procedures and safety measures in the field of specialization	4.10	High
Knowledge of tools, materials, and equipment used in the specialization	3.95	High
Identifying correct steps in completing tasks required for TESDA NC II	4.05	High

Understanding how learned skills apply to real-life situations	4.12	High
Overall weighted mean	4.07	High

The learners demonstrated a high level of acquired knowledge and understanding, with an overall weighted mean of 4.07. The strongest indicator was understanding the basic concepts and principles related to the qualification ($M = 4.15$), while knowledge of tools, materials, and equipment received the lowest mean ($M = 3.95$). The result suggests that the learners possessed a sound theoretical foundation but would benefit from greater exposure to specialized tools and equipment.

Acquired Learnings in Terms of Skills Application

Table 2. *Level of Acquired Learnings in Terms of Skills Application*

Indicator	Weighted Mean	Interpretation
Performing tasks with minimal supervision	3.98	High
Using tools and equipment safely and efficiently	4.00	High
Completing activities following standard procedures	3.90	High
Producing quality output that meets standards	3.85	High
Applying problem-solving and decision-making skills during practical work	3.78	High
Overall weighted mean	3.90	High

Skills application obtained an overall weighted mean of 3.90, interpreted as High. The learners rated safe and efficient use of tools and equipment most strongly ($M = 4.00$). Problem-solving and decision-making during practical work received the lowest mean ($M = 3.78$), indicating the need for more challenging performance tasks that develop independent judgment.

Acquired Learnings in Terms of Values and Work Attitude

Table 3. *Level of Acquired Learnings in Terms of Values and Work Attitude*

Indicator	Weighted Mean	Interpretation
Showing responsibility and discipline during class and laboratory activities	4.20	High
Working well with classmates and cooperating during group tasks	4.25	Very High
Demonstrating honesty and integrity in performing assigned tasks	4.30	Very High
Taking pride in work and striving for excellence	4.15	High
Following safety and ethical standards in all activities	4.18	High
Overall weighted mean	4.22	Very High

Values and work attitude obtained an overall weighted mean of 4.22, interpreted as Very High. Honesty and integrity received the highest rating ($M = 4.30$), followed by cooperation during group tasks ($M = 4.25$). These findings indicate that the learners demonstrated positive work values that support technical performance, workplace readiness, and responsible participation in practical activities.

Perceived TESDA NC II Competencies

Table 4. *Level of Perceived TESDA NC II Competencies*

Indicator	Weighted Mean	Interpretation
Awareness of the competencies required for TESDA NC II	4.10	High
Ability to perform basic and common competencies	3.95	High
Ability to meet the performance criteria required for TESDA NC II standards	3.85	High
Training preparation for the TESDA NC II assessment	3.75	High
Confidence in demonstrating competencies expected in the chosen field	3.70	High
Overall weighted mean	3.87	High

The perceived level of TESDA NC II competencies was High, with an overall weighted mean of 3.87. Awareness of the required competencies obtained the highest mean ($M = 4.10$). Confidence in demonstrating competencies received the lowest mean ($M = 3.70$), although it remained within the High category. The results suggest that learners understood the expectations of certification but still needed additional hands-on practice and confidence-building experiences.

Relationship Between Acquired Learnings and TESDA NC II Competencies

Table 5. *Correlation Between Acquired Learnings and TESDA NC II Competencies*

Variables	Pearson r	Significance	Interpretation	Decision
Acquired learnings and TESDA NC II competencies	.78	Reported as statistically significant	Strong positive relationship	Reject H_0

The source manuscript reported a strong positive and statistically significant relationship between acquired learnings and TESDA NC II competencies, $r = .78$. The null hypothesis was rejected. This result indicates that learners with stronger knowledge, skills application, and work values also tended to report greater competency readiness. The interpretation should remain correlational: the result establishes association but does not prove that acquired learnings alone caused competency readiness.

Themes From the Open-Ended Responses

Table 6. *Learners' Recommended Improvements for TESDA NC II Preparation*

Emerging Theme	Illustrative Recommendation
Need for more hands-on practice	Provide practical activities and projects similar to TESDA assessments.
Upgrading of facilities and tools	Provide complete and updated tools and equipment for training.
Closer supervision and feedback	Increase teacher guidance during practice to correct mistakes.
Alignment with industry standards	Ensure that facilities and activities reflect TESDA-center and industry expectations.
Confidence-building	Conduct mock assessments and performance-based activities.

The qualitative responses reinforce the quantitative findings. Learners requested more realistic practice opportunities, better facilities and equipment, stronger teacher guidance, closer alignment with industry standards, and mock assessments. These priorities are especially relevant because skills application and confidence received lower ratings than values and work attitude.

Proposed TVL Enhancement Priorities

Table 7. *Proposed TESDA NC II Readiness Enhancement Plan*

Priority Area	Objective	Recommended Activities	Persons Involved	Expected Outcome
Hands-on competency practice	Increase performance-based tasks that simulate TESDA assessment conditions.	Weekly practical sessions and structured laboratory activities	TVL teachers and learners	Improved task mastery and assessment familiarity
Facilities and equipment	Address gaps in tools, materials, and equipment.	Inventory review, repair, procurement, and scheduled laboratory access	School administrators and TVL coordinators	Improved access to functional training resources
Teacher guidance and feedback	Strengthen coaching during practical work.	Observation checklists, immediate feedback, and targeted remediation	TVL teachers	Fewer performance errors and improved technique

Industry and TESDA alignment	Ensure that activities reflect competency standards.	Review training regulations, coordinate with TESDA partners, and benchmark activities	School, TESDA, and industry partners	Stronger alignment of school training with assessment standards
Mock assessment and confidence-building	Improve learner confidence and readiness.	Conduct periodic simulations using time-bound and standards-based performance tasks	TVL teachers and assessors	Greater confidence and readiness for NC II assessment

CONCLUSION

Grade 11 TVL learners in San Julian District demonstrated a strong foundation for TESDA NC II readiness. Their acquired learnings were rated High in knowledge and understanding and skills application and Very High in values and work attitude. Their perceived TESDA NC II competencies were likewise rated High. The strong positive relationship between acquired learnings and competency readiness indicates that learners who reported stronger knowledge, technical skills, and work values also tended to report greater readiness for certification. However, lower ratings for problem-solving, assessment preparation, and confidence, together with the open-ended responses, show that learners need more intensive hands-on practice, improved facilities, closer feedback, and mock assessments.

Recommendations

1. TVL teachers may integrate more hands-on, project-based, and simulation activities that closely reflect TESDA assessment conditions.
2. Regular mock assessments may be conducted to develop learner confidence, reinforce task mastery, and familiarize learners with performance standards.
3. School administrators may prioritize the upgrading, maintenance, and availability of tools, materials, and facilities required for TVL training.
4. TESDA and DepEd partners may strengthen monitoring, technical assistance, teacher training, and opportunities for industry exposure or immersion.
5. Learners may actively participate in practical sessions, seek feedback, strengthen problem-solving skills, and develop confidence in performing standards-based tasks.
6. Future researchers may examine larger samples across multiple districts, compare TVL specializations, and include objective competency-assessment results from TESDA-accredited assessors.

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