

THE MODERATING EFFECT OF COMPETENCY QUALIFICATION ON THE RELATIONSHIP BETWEEN TEACHING COMPETENCE OF TEACHERS AND CAREER READINESS OF TVL STUDENTS

IJSER

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APPROVAL SHEET

This thesis entitled **THE MODERATING EFFECT OF COMPETENCY QUALIFICATION ON THE RELATIONSHIP BETWEEN TEACHING COMPETENCE OF TEACHERS AND CAREER READINESS OF TVL STUDENTS** prepared and submitted by **Cipriano Camasora Herbas Jr.**, in partial fulfillment of the requirements for the degree of **Master of Arts in Education major in Technology and Livelihood Education**, has been examined and is hereby recommended for approval and acceptance.

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ABSTRACT

This paper aims to determine the moderating effect of competency qualification on the relationship between the teaching competence of TVL teachers and career readiness of TVL students in the different public secondary schools in Davao City Schools Division for the School Year 2020-2021. Employing quantitative, non-experimental research design and correlational technique, the study surveyed 334 selected Grade 12 TVL students using stratified random sampling. Data were collected through an adapted questionnaire through an online survey using Google e-form and were analyzed using the mean, Pearson's r , and path analysis. Results showed that levels of teaching competence, career readiness, and competency qualification of TVL students are at a very high level. Moreover, the Pearson correlation coefficient showed that teaching competence, career readiness, and competency qualification are significantly associated with each other both at an aggregate and individual level. Further, competency qualification does not significantly moderate the relationship between the teaching competence of TVL teachers and the career readiness of Grade 12 TVL students. Thus, the researcher recommends that teaching practice and adherence of teachers be sustained and even strengthened so that the institution will continue to enjoy its continuous favorable effect towards the stakeholders and community.

Keywords: *education, career readiness, competency qualification, teaching competence, tvl students, correlation, moderation, path analysis, Philippines*

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Chapter 1

INTRODUCTION

Rationale

The concept of a career has undergone significant transformation in the workplace in the twenty-first century. Human capital is increasingly being leveraged as organizations compete not only in terms of downsizing or outsourcing. Organizations make hiring and selection decisions based on the qualifications and skills that are most likely to predict how well a person will do at their job. Under these changes, schools are expected to produce highly qualified graduates ready to enter the workforce and students whose abilities exceed the technical skills learned in the classroom (Brimble & Cameron, 2018). In terms of skills and standards, there is a smooth transition from secondary school to post-secondary school. But the path from college or graduate school to a good job is not clear, measured, or evaluated (Wendler et al., 2019). To land a high-paying job in their field of study, graduates must deal with many certifications, tests, credentials, and networking. There are few and often ill-defined standards and benchmarks for essential work readiness skills (Grummon, 2017).

Career readiness and development are essential because global competition among organizations requires the recruitment of well-aligned and well-prepared employees to achieve organizational goals and succeed in their jobs (Luyi, 2017). Even though organizations are gradually stepping back from how employees manage their careers, the interests and skills of individuals remain an important part of organizations' social capital (Tso, 2018). In the long run, an organization's turnover and performance will be negatively impacted if career development is

ignored or given lip service. Employers would benefit from knowing why their employees are pursuing graduate degrees and whether or not these potential employees believe they are prepared for the jobs they currently hold or those they hope to hold in the future (Rhewan, 2019). In meeting the numerous issues of comprehensive employability for every learner, a higher emphasis will be placed on individual student outcomes, coaching, route building, and assistance in achieving college and professional objectives (National Center for College and Career Transitions, 2014). Whenever curriculum designs and coursework align with students' interests, ambitions, and post-secondary aspirations, students are more interested in the courses they need to prepare for college and their careers (Schwahn & McGarvey, 2017). Learning about college and career possibilities and requirements for each option are essential for students to establish goals and strategies for postsecondary education (Khan, 2018).

Evidently, Baccho (2012) indicated that teachers must focus on student understanding to encourage a positive learning environment with two-way communication and the relationship between teaching competence and career readiness. These elements are important in teaching because they are part of effective teachers' competency. Furthermore, the students' career readiness and competency level are highly tied. The survey results conducted by JobStreet.com (2018) showed that Senior High School TVL graduates are not confident that their competence is enough when working with the industry, which affects the students' career readiness. The results show that only 24 percent of employers are willing to hire SHS graduates with national certifications. Sermsuk (2014) explained that

some necessary basic skills such as calculation, literacy, and technology could always ensure employment. At the same time, TESDA (2016c) argued that graduates of the TVL in Senior High School could gain employment by earning their national certifications. Aside from that, today's employment requires skillful, intelligent, and flexible employees to handle the difficulties of a constantly evolving economy and society.

However, most studies using correlation analysis, qualitative methods, and experimental methods have found a simple and positive relationship between competency qualification and career readiness (Hayat et al., 2020). Now, this research aims to seek the moderating effect of competency qualification on the relationship between teachers' teaching competence and students' career readiness. Furthermore, low career readiness may be closely related to poor competence and low teaching competence. The above-cited scenarios guide the researcher to investigate and help address this problem. Thus, this study aims to improve the career readiness of TVL students. This is very important, especially to students' competency qualification and competence of teachers that may play an important part in academic readiness. Teachers may learn different strategies and techniques to help students' career readiness. The school can also use this study as a reference in improving and helping the students achieve career readiness and academic success. Moreover, the results of this study may be used in the TLE curriculum in terms of the policy-making of the Department of Education.

Research Objectives

The general objective of this study is to determine the moderating effect of competency qualification on the relationship between the teaching competence of TVL teachers and career readiness of Grade 12 TVL students in the different secondary schools in the City Schools Division of Davao for the School Year 2020-2021.

It is designed particularly to address the following objectives:

1. To measure the level of teaching competence of TVL teachers in terms of:
 - 1.1 Lesson planning;
 - 1.2 Lesson preparation;
 - 1.3 Teaching the lesson;
 - 1.4 Asking questions;
 - 1.5 Course materials; and
 - 1.6 Classroom management.
2. To ascertain the level of career readiness of Grade 12 TVL students in terms of:
 - 2.1 Self-regulation;
 - 2.2 Cognitive presence;
 - 2.3 Social presence;
 - 2.4 Participatory behaviors; and
 - 2.5 Technology.
3. To describe the level of competency qualification of Grade 12 TVL students;
4. To establish the significance of the relationship between:

- 4.1 teaching competence of TVL teachers and career readiness of Grade 12 TVL students;
 - 4.2 teaching competence of TVL teachers and competency qualification of Grade 12 TVL students, and
 - 4.3 competency qualification and career readiness of Grade 12 TVL students.
5. To determine the moderating effect of competency qualification on the relationship between teaching competence of TVL teachers and career readiness of Grade 12 TVL students.

Hypothesis

The following hypotheses were tested numbers at 0.05 level of significance:

1. There is no significant relationship between teaching competence, career readiness, and competency qualification of Grade 12 TVL students.
2. Competency qualification does not significantly moderate the relationship between teaching competence and career readiness of Grade 12 TVL students.

Review of Related Literature

This section presents various views, arguments, theories, and findings from research and publications relevant to establishing the essence of this study. The first part of the review discusses teaching competence, including lesson planning, lesson preparation, teaching in the lesson, asking questions, course materials, and classroom management (Alrowaithi & Tielan Al Saleem, 2015). However, the second part discusses the career readiness of Grade 12 TVL students, which is indicated in terms of self-regulation, cognitive presence, social presence,

participatory behaviors, and technology (Murthy, 2015). Furthermore, the third part discusses the competency qualification of students (Self-Assessment Guide of Technical Education and Skills Development Authority (TESDA), 2017).

Teaching Competence of TVL Teachers

Teaching competence refers to the ability of the teacher to gainfully allow learning to take place in the classroom, which can be described in the following sets of indicators: lesson planning, lesson preparation, teaching the lesson, asking questions, course materials, and classroom management (Alrowaithi & Tlelan Al Saleem, 2015). They argued that teaching competence depends on how teachers can handle the different aspects of instruction, from planning the lesson to classroom management. In addition, the performance of students in school is primarily predicted by the competence of teachers. They explained that the teacher's competence could best address any deficiencies and insufficiencies in the learners, from interest to engagement to motivation and study habits. A competent teacher, they added, is the one who is knowledgeable about troubleshooting educational problems and learner's difficulties and can provide the needed instructional experience to students (Anderson & Jones, 2017).

Teaching competence in the 21st century means teachers can effectively address the changing needs of the learners – teachers who can teach the required skills for the students (Selvi, 2017). Teaching competence is about the following: research competence, lifelong learning competence, field competence, curriculum competence, emotional competence, ICT competence, socio-cultural competence, environmental competence, and communication competence. Thus, being

competent in the 21st century requires teachers to be more flexible in learning other knowledge and skills.

The Southeast Asian Ministers of Educational Organizations-Center for Educational Innovation and Technology (SEAMEO-INNOTECH, 2010) developed teaching competence standards to define the competent teacher in Southeast Asia. According to this document, teaching competence can be evaluated using the following domains: professional skills (pedagogies and classroom management, as well as learner assessment), professional knowledge (mastery of content and methodology for teaching), professional characteristics, professional ethics and values (moral and being a good role model) and lifelong learning and professional development (engagement in professional teacher groups and activities, exhibiting a willingness to improve the profession of teaching, and so forth). Therefore, Southeast Asian educators are usually expected to have these professional skills.

Teaching competence, as defined, refers to the ability, knowledge, and belief that a teacher possesses to deliver instruction effectively and efficiently to the learners. As simply put by Panneerselvam and Muthamizhselvan (2015), it is the possession of sufficient skills and undertaking to satisfactorily deliver classroom instruction with the optimal learning that the students may get. Therefore, teaching competence is about the teacher's effective delivery of the lesson to the learners and making them optimally learn about what has been delivered (Jones, McCarthy & Johnson, 2017).

In the study of Kumar (2018), wherein he analyzed the correlational influence of organizational climate on teaching competence, he revealed that teaching

competence is significantly and positively correlated with organizational climate at a substantial level. This means that the teaching competence of TVL teachers may depend upon the level of organizational climate in schools. The more favorable the institutional climate, the more competent the teacher.

A study revealed that teaching competence is associated with the following factors: experience, training attended, educational attainment, self-efficacy, and professional learning community in the school. They argued that teaching competence is developed not because of the interaction of a certain variable or two or three variables with teacher's characteristics but rather a multi-level interaction of all possible variables. Therefore, teachers should continuously engage in scholarly reading to be regularly updated with the current trends in pedagogical developments in education. Likewise, school heads should also provide opportunities to teachers to attend pieces of training and seminars and provide further study for continuous professional improvement (Gomez & Diaz, 2017).

The first indicator is *lesson planning*. Developing a lesson plan is important in achieving the desired goal, which is the attainment of all of the learning content or topic that the curriculum has specified (Burghes, 2019). According to Brown (2017), a well-designed lesson plan is critical to the effectiveness of both the teaching and learning processes. Teachers can use it to ensure that what they are teaching in the classroom is aligned with the curriculum's purpose and objectives. Furthermore, it helps students assess their progress in the course or unit.

Students' attitudes about language acquisition are influenced by their experiences in the classroom. The quality of teaching and learning in the classroom

is based on a well-planned lesson that follows the course outline. Brewster (2019) says that a lesson plan should have a clear goal and a variety of activities that make learning fun. For the teacher, preparing a lesson plan is a time-consuming process. The lesson plan involves several steps. Curriculum 2013 places the learner at the center of teaching and learning. The material should help students become more engaged in the classroom while the teacher serves as a facilitator.

Schools require qualified teachers who are knowledgeable about the art of teaching. Undoubtedly, teachers significantly impact students' active participation in mathematics (Attard, 2017). Tanner (2018) creates opportunities for learners to make the significance of both concepts and abilities they're learning. According to Turnuklu (2017), teachers play a significant role in the effectiveness of a given subject's instruction, despite many other factors. Good teachers, Attard (2017) claims that high levels of engagement and successful learning are possible. Studies have revealed that it is not always true, contrary to popular perception, that a teacher who is well knowledgeable about a certain subject is the best person to teach it (Etkina, 2018).

The second indicator is *lesson preparation*. Shulman (2019) says that teachers who teach a certain subject should have special knowledge and skills that help them understand the curriculum and their students' needs. When teaching a new subject to a group of people, you need to be aware of their preconceptions, misconceptions, and certainties. As all educators know, teaching is a challenging practice that needs integrating a wide range of specialized knowledge (Koehler, 2019).

The findings of a study conducted by Shulman (2019) indicate that teachers must acquire the knowledge necessary to teach effectively, with pedagogical content knowledge (PCK) being identified as among the essential knowledge foundations teachers should possess. In addition to understanding students and their character traits, this knowledge foundation includes understanding educational contexts and an understanding of academic goals, objectives, and values and their philosophical and historical foundations on which they are developed.

As a result, Farrel (2018) defines a lesson as a set of classes that all share a consistent topic or a detailed record of what a teacher intends to cover in class. Students will follow the actions outlined in the lesson plan to accomplish their goals. It is hoped that the teaching style would lead to better student results. A lesson plan enables teachers to determine how the students will learn best for English language lessons. When it comes to English language classes, a lesson plan's successful purpose describes what learners are expected to perform in terms of conduct, language proficiency, and observation (Shrum dan Glisan, 2019).

The third indicator is *teaching the lesson*. The teacher is the main knowledge resource, and the students in the classroom where the teacher implements some new features of teaching and learning (Tuer, 2018).

Teachers should be effective practitioners of their field. Numerous innovations are occurring in the field of education and learning. A teacher teaching on the blackboard now teaches on the computer where colorful images appear in many types with three-dimensional vision. Nowadays, teachers are present

everywhere due to the availability of the internet, YouTube, and other social websites (Hadn, 2018).

This is what teachers of the new generation are doing now. They play educational, scientific, historical, conceptual, and sometimes animated movies in the classroom to make the learner want to know more. He can help the students focus on the subject they want to learn more about to learn more quickly. When a teacher presents a film, they attempt to teach students how to learn while also making it enjoyable. He explains how the technology works regarding how it can be used (Puer, 2018).

The fourth indicator is *asking questions*. Only a good teacher can connect with the learners of his class and learners of everywhere. Today, the teacher must have these qualities like patience, humor, pedagogical knowledge, acceptance of situations, promoter of inclusion, commitment, risk-taking, decision-making, etc. Only then will he successfully connect with students (Bak, 2017). Occasionally, the teacher is referred to as a future predictor due to his capacity to identify the learner's strengths and strategies for increasing his stamina (Hierty, 2019).

Students' questions suggest that they have considered the concepts offered and attempted to connect them to other concepts they are familiar with. Students' queries are motivated by a gap or disparity in their knowledge or a desire to broaden their knowledge in some direction. The questions may arise due to our natural curiosity about the world around us and through events and interactions with actual issues. Students' queries may be prompted by unfamiliar terminology or disparities

between their prior knowledge and the new material, resulting in cognitive dissonance (Festinger, 2017) or epistemic curiosity.

‘The value of students’ questions has been emphasized by several authors (Biddulph, Symington, & Osborne, 2018). Students’ questions activate prior information, focus their learning efforts, and assist them in expanding on their knowledge (Schmidt, 2019). The act of ‘composing questions’ directs students’ attention to material, core ideas, and determining if the content is grasped (Rosenshine, Meister, & Chapman, 2018).

The fifth indicator is *course materials*. Teachers support students in building skills and strategies for self-monitoring and self-assessment. To accomplish this effectively, teachers must ensure that students participate in creating learning goals, generating action plans, and monitoring their progress toward those goals through assessment processes. Additionally, teachers allow learners to recognize their development and accomplishments (Tur, 2017).

Outcome-based education is an educational model that replaces the emphasis on how the school provides students with a requirement that students “know or be able to perform” whatever the outputs are required. OBE reforms emphasize the development of clear standards for visible and quantifiable outcomes. Furthermore, OBE helps integrate education between school, work, and higher education. OBE places the student at the center of the learning process, empowering them to take charge of their education. Prior learning is recognized to avoid repeating and re-enforcing past learning experiences (Puer, 2018).

Instructional materials are vital tools of the learning process for every subject covered in the school curriculum. They allow students to think about, read and write about words, symbols, and ideas in ways that help them improve their skills in these areas. They also let them use media and technology in ways that help them learn. According to Faize and Dahan (2017), instructional materials are printed, and non-printed things are used to impart knowledge to pupils during the educational process. Instructional materials involve prints, newspapers, magazines, textbooks, worksheets, pictures, slides, digital media, etc.

The sixth indicator is *classroom management*. A teacher with a manageable classroom is a more confident teacher (Jensen, 2019). The teacher knows what needs to be done, how, and when. Lessons tend to run more smoothly when planned out ahead of time.

Furthermore, classroom management and student behavior management are skill sets teachers need to learn and improve upon over time. Common sense, consistency, a teacher's attitude, and the courage to stand up for their students are among the skills that teachers must possess to run a successful classroom effectively (Dorman, 2017).

For classroom management, it is important to establish rules and regulations that students can follow. Rules and consequences are all part of the process. Effective classroom management helps the teacher engage students in the learning process (Fera, 2018).

This section indicates that the TVL curriculum employs competency-based education to develop technical workers with high levels of behavioral and cognitive

competency related to technical duties. Similarly, instructional strategies are essential in providing the curriculum. Students' interests and the diverse demands of learning and teaching styles can help teachers broaden their teaching styles and approaches. It may assist them in developing a more positive attitude and behavior toward learning and strengthening their competencies.

Career Readiness of Grade 12 TVL Students

By the year 2018, in the United States study conducted by Harvard University, Fleming (2013) projects that 90 percent of the overall employment would entail a certain level of college degree or training. Moreover, about 40 percent of students who have already been accepted and are enrolled in post-secondary education at the very least should enroll in a remedial class when they start their studies (National Conference of State Legislatures, 2018). As a result, workforce leaders in business and industry have difficulty finding well-qualified employees and being ready to work (Kochan, Finegold, & Osterman, 2019). Closing the educational gap between people ready for college and people ready for work is very important for keeping the workforce needed for stability in the economy (Allegheny Conference on Community Development, Burning Glass, & The Council for Adult and Experiential Learning, 2017).

Career readiness is the ability to learn and show that the students can do things helping themselves be successful when they work after college (Salvi, 2017). During the Baby Boomer generation, the main purpose of the educational system in the United States, Europe, and other parts of the world, as mentioned by Schwahn and McGarvey (2017), was to get learners ready for industrial society. On the other

hand, in this generation, the students, as mentioned by Fleming (2017), are being prepared for the rapidly changing economy and society that demands highly skilled, flexible, knowledgeable, competent, resilient, and adaptable individuals. This means that schools must shift their emphasis from memorizing facts and concepts to developing long-term understandings, skills, and transferable knowledge to better equip students for higher education and the flexibility they need to succeed in today's workplace. Hence, schools need to produce individuals who are imbued with 21st-century skills ready for the world of work.

Moreover, Chung and Yet (2019) argued that having good credentials and an appropriate degree program does not guarantee employment as present industries today are looking for technical expertise or hard skills; at the same time, they are counting candidate's employability skills or soft skills (Buntat, 2017). Rothwell and Arnold (2017) define employability skills (as cited in Mohd Yusof et al. (2018) as the ability to survive in a job. These skills are required in all kinds of job. Kearns (2019) listed employability skills as i) the availability of work and individual work capacity, ii) knowledge in entrepreneurship, iii) the creative and innovative, interpersonal skills and iv) thinking and willingness to learn. The students' career readiness provides an edge over the others as preparations become an entry for better employability. All these requirements redound to the instructional competence of teachers in giving the needed competencies to the learners and embedding in a learner the needed skills and competencies necessary in their future employment (Zabala & Adelante, 2018).

Likewise, Falcon (2017) mentioned, achieving a college degree is a true aspiration shared by all students, as it can serve as a passport to future and life achievement. The majority of students pursue a college education to improve their professional prospects. Senior high school students must choose between pursuing a college education and entering the workforce. The transition from high school to college is a significant adjustment for any student pursuing a college education. College enables students to pursue their interests' socio-cultural experiences and develop more promising careers. Being ready with the world of work, as mentioned by Hall (2018), needs important skills crucial in the effective performance of the task given. Reading, writing, listening, and arithmetic are just some of the basic skills at which people need to be good at. Besides, they also need to think creatively and solve problems; be flexible; have initiative and be honest and trustworthy. All these need to be packed in an individual to become ready and prepared in the world of work and to sustain society's demand.

The first indicator is *self-regulation*. Self-regulation is a technique employed by individuals seeking to transform their intellectual strengths into academic achievements. It requires self-awareness, motivation, and the ability to use that knowledge correctly (Zimmerman, 2017). This also refers to how learners engage and sustain cognitions, behaviors, and feelings that are systematic in their orientation toward goal fulfillment (Boekaerts, 2017). Also, Limatte (2018) asserts that it is goal-directed, motivated, and engaged by self-control in behavior and cognition.

In online environments, self-regulated learning (SRL) has been recognized as mitigating the effects of low academic attainment (Chmiliar, 2018). Recent studies indicate SRL is positively related to achievement for online courses or can enhance academic achievement outcomes (Cazan, 2018). Depending on the study, academic performance may be defined as a grade on an assignment, a course grade, or grade point average (GPA) (Broadbent & Poon, 2019).

In SRL studies within online environments, learners have been classified by their level of academic performance. One correlational study showed a positive relationship between learner profiles as a self-regulatory and academic outcome, indicated by grade point average (GPA) (Barnard-Brak et al., 2019). For example, students classified as super self-regulators were more likely to have high GPAs, although this positive correlation does not imply causation. While there may be a higher occurrence of SRL strategies among learners with higher GPAs, studies seek to determine which SRL strategies or collection of SRL strategies correlate with academic performance (Broadbent & Poon, 2017).

The second indicator is *cognitive presence*. This refers to the ability of students in a critical Community of Inquiry (Col) to develop and reinforce meaning through continual conversation (Archer, 2017). As Garrison (2017) described, cognitive presence is the ability of people to generate significance via constant interaction, including contemplation or conversation. Garrison expanded on intellectual presence by arguing that it is the process of exploring, constructing, resolving, and confirming understanding via teamwork and reflection in a Col.

Self- and peer evaluation should generate feedback that characterizes the task product based on the learning objective and recommend ways to proceed. According to Black and Wiliam (2019), self and peer evaluation are not about assigning grades but about assisting students in developing the skills necessary to progress beyond the constructivist approach. Assessment that advances learning would not be feasible if teachers did not communicate their learning objectives and success criteria. Since learners should not be required to know how to provide effective feedback, teacher feedback is critical in scaffolding students' learning of the formative assessment process. Students who have become accustomed to the process can play critical roles in their own and their peers' learning, as they can make contributions that aid learning. This is why (CCSSO,2008) defines formative assessment as implying a collaborative approach involving students and teachers.

Finally, establishing a collaborative classroom environment is vital in formative assessment success. Brookhart, Walsh, and Zientarsky (2017) examined the effect of students' motivation and free will on achievement in their work on motivation. They have observed that learners needed to believe that exerting effort would increase performance. The collaborative climate in the formative assessment process refers to an environment where a student's artifact is viewed as a work in progress. The feedback is not graded to minimize the need for additional effort.

The third indicator is *social presence*. This refers to someone that can project themselves as a real person (one's whole personality) both mentally and socially in the online world (Garrison, 2017). This is a way to measure how much of a sense of community a learner has in an online environment (Tu & McIsaac, 2017). High

schools are tasked with equipping graduates with the information and skills necessary to pursue individual professional aspirations in this fast-changing and challenging environment (Dickson, 2018).

The transition from high school to post-secondary school and the world of employment is characterized as “a journey that a student takes; a notion or set of defined and delimited relationships; a collection of programs, resources, and services” (Minister of Public Works and Government Services Canada, 2019). Secondary school graduation requirements include a curriculum focused on results, expectations for employable skills, and a focus on the advantages of work experience (Dickson, 2018).

Learners not only learn about the job search process but also are required to present their portfolios in the same manner as they would to a job interviewer. Also, in the industrial training program, students get to do real-world activities outside of the classroom. They can learn about their career interests and abilities and improve their career planning and work skills (Alberta, 2017).

The fourth indicator is *participatory behavior*. Members of a community who had social interactions worked together on projects and created content in a common field of study (Jenkins, 2018). When a student feels a part of a group, he/she feels responsible to the other members of that group (Rovai, 2017). Participants in a collaborative community are more likely to have a sense of belonging and are more likely to openly share their ideas and talents with their peers (Jenkins, 2018).

Investing in higher education is a vital option for improving an individual's socio-economic level throughout life. Indeed, university graduates generally fare better in the labor market than less educated people. However, an increasing body of evidence indicates considerable disparities in employability, compensation, and job quality exist even among persons with tertiary education. However, the subject of study is a critical factor in explaining such disparities, as separate college degrees are compensated differently in the labor market (Altonji, 2017).

Moreover, even among graduates with the same degree, there may be huge differences in professional achievement. While the quality of higher education is important, graduates' performance in the workforce is also influenced by how much human capital, skills, and vital signals they gain during their time at the university. Whether to focus solely on university education or mix university education with work activity may benefit future job market outcomes. Most students who choose to work while in college are driven by the desire to earn work experience and relevant skills to help them land a better job after graduation (Humburg, 2019).

The fifth indicator is *technology*. The use of technology allows for a wide range of learning methods, creating a sense of community and a meaningful student experience (Futurelab, 2018). As a result of the proper use of technology in the normal education classroom, students in all subject areas can be motivated to learn, including arithmetic, history, and language arts (Heafner, 2017). Students with specific learning difficulties can benefit from assistive technology in the classroom, making it possible to keep up with their peers and meet their academic goals (Floyd & Judge, 2017).

Today, students study uniquely compared to those of the previous generation. They are surrounded by technology and have instant access to various knowledge. Ehrlich, Spote, Sebring, and the Consortium on Chicago Schools (2018) found that 92 percent of pupils had access to technology at home, but less than half used it for educational purposes. Pedagogy must evolve to meet the demands of the modern student. Students may lose interest and motivation if teachers continue to teach topics and abilities that they believe are out-of-date and no longer useful in the real world (Usher & Center on Education, 2017). By using technology in the classroom, teachers will be able to engage students of all backgrounds and abilities (from learning disabled to gifted and talented).

It is possible to employ ICT in various ways that benefit both students and teachers in their pursuit of knowledge. There are a variety of intriguing ways to incorporate technology into the teaching and learning process, such as using educational movies, stimulating students, storing data in databases, using mind-mapping and guided exploration and brainstorming, music, and the World Wide Web (WWW) (Finger & Trinidad, 2018). Moreover, students who are not restricted by a curriculum or limited resources might benefit from ICT integration, including hands-on activities in a technologically-based course. As a result, it helps teachers develop their teaching materials more creatively and encourages students' active participation. It has been shown that using ICT in the classroom can help students learn more quickly and improve their abilities when they are actively learning (Finger & Trinidad, 2017). For ICT to be highly valued and considered by teachers, Valcke

(2019) has highlighted three primary stages: integration, enhancement, and complementary.

This section emphasizes how difficult it is for high schools to provide their graduates with the information and skills they will need to succeed in today's dynamic and demanding job market. Graduating from high school and entering post-secondary education and the workplace is characterized as a series of interrelated activities that may be defined and categorized as initiatives, resources, and services. Thus, the TVL curriculum mandates that learners create portfolios that prove their strengths and abilities in-depth by utilizing various tools, such as application forms, résumés, business correspondences, and examples of questions and responses from job interviews with employers. Also, students participating in the work-study program gain hands-on experience in a real work context while also discovering and honing their career interests and aptitudes and enhancing their employability skills.

Competency Qualification of Grade 12 TVL Students

As mentioned by Technical Education and Skills Development Authority (TESDA, 2012a), assessment, as defined, is the process of gathering evidence and making determinations about whether or not a person has acquired a competency. At the same time, TESDA (2012b) indicated that competency involves successful work performance in a specific standard under a specific condition. To get proof of a candidate's competency for a unit, an assessor needs to consider all of the different dimensions of competence. The assessment must be developed to address these. As a result, it is usually thought of as having four main parts: skills

for a job, the ability to organize and delegate, and skills for the work environment and job function. These are the four main parts (TESDA, 2012c).

In the TVET Country Profiles compiled by the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (2019), about 6,584,471 Filipino students were enrolled from 2014-2016, with 6,066,673 or around 92.14% who graduated from the TVET courses under 4,168 trainers in the country. The TESDA started the National TVET Trainers Academy (NTTA) in 2017 to keep an eye on the development of trainers in the Philippines; due to the increasing number of people taking TVET courses, the NTTA was established. As a reply to the need for high-quality trainers to handle and impose the TVET system in the country, the Asia Pacific Accreditation and Certification Commission (APACCC), the TESDA Star Rating System, and the East Asia Summit TVET Quality Assurance Framework were launched. These three bodies measure the quality of technical and vocational institutions (TVIs).

Concerning the TVET courses of the TESDA, the current K to 12 Basic Education Curriculum implemented the Technical Vocational and Livelihood (TVL) track in the Senior High School Program to ensure employment among graduates of the TVL track. There are four (4) strands in this track with several specializations that can be selected by the students who will enroll in the TVL. These four (4) strands include Agri-fishery with 23 specializations, Home Economics with 25 specializations, Industrial Arts with 26 specializations, and Information, Communications, and Technology (ICT) with 12 specializations (DepEd TVL Curriculum Guide, 2016).

As part of the quality assurance and safeguarding the competence of every TVET graduate, the learners are sent to work immersion to gain industry experience. As highlighted in the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (2019), all TVET learners who undergo formal schooling must gain industry experience through work immersion before undergoing competency assessment. To graduate from high school in the TVL track, students must complete a work immersion in TESDA. DepEd Order No. 30, S. 2017 implements the work immersion standards on June 5, 2017, which primarily intends to expose and become acquainted with the job-related environment of their field of expertise to develop their competence. As a result of their work immersion, students can attain practical and useful industrial skills with the help of industry experts, appreciate the value and practical applications and theories taught in school, improve their technical knowledge and abilities, and develop good work habits. These immersions prepare them for the demands and challenges of job or higher study after graduation (DepEd Curriculum Guide on Work Immersion, 2016).

This section supports the idea that further study on the usefulness of school career services, such as student access to employment market information, personalized career guidance, and computerized career information, is needed. According to other researchers, students expressed a greater desire to know about life/career consequences and life/career management duties than they did to know about their interests, characteristics, or the nature of the job. In addition, multiple studies have found that senior high school students value education and work preparing for the future.

Correlation Between Measures

Student expectations and ideas about the higher level of education are diverse, ranging from social aspects to educational and institutional settings such as paperwork, contact to faculty members, and the ability to get criticism and support from faculty members (Houser, 2018). On the other hand, evidence reveals that first-year learners' perceptions and experiences conflict (Smith & Wertlieb, 2019). Additionally, evidence suggests that many first-year learners are unfamiliar with higher education academic requirements and are typically academically unready (Jansen & van der Meer, 2017).

In terms of generic abilities such as academic competence, students' readiness is particularly important for higher education institutions (Barrie, 2017). Generic skills are often labeled twenty-first-century or soft skills (Binkley et al., 2018). They are important predictors of how long students stay in post-secondary education, but they haven't been given much attention in previous studies (Lombardi, Seburn & Conley, 2017). However, Assessment of Higher Education Learning Outcomes (Tremblay, Lalancette & Roseveare, 2018) and the research program's Modeling and Measuring Competencies in Higher Education' are two examples of studies on students' generic skills and their success in education at a higher level (Zlatkin-Troitschanskaia, Pant, Kuhn, Toepper & Lautenbach, 2018).

The research findings conducted by Jansen and van der Meer (2017) and Byrne and Flood (2017) found that first-year students self-reported a high level of confidence in managing their time, self-monitor, and learning skills. Various standardized examinations evaluate first-year students' prior knowledge, with an

emphasis on content-specific information, like the 'American College Testing Program' (ACT) (ACT, 2018) as well as the 'Scholastic Aptitude Test' (SAT), which are both administered by the College Board (Hannon & McNaughton-Cassill, 2011). University services and support are primarily concerned with providing students with particular subject knowledge required during their first year of study, such as in the Science, Technology Engineering and Mathematics fields (Tinto, 2019). On the other hand, institutional assistance may be highly relevant for first-year learners to improve content knowledge and general abilities. As a result, to provide effective support services, it is vital to have a thorough awareness of general abilities like academic competence.

The educational content includes student career training exercises. The group of learning activities known as academic ability does not have a clear definition. As a result, it is not easy to pinpoint the specific behaviors, practices, approaches, or characteristics that underlie superior academic performance (Pustovoitov, 2014). Although its significance is not complicated to comprehend, there are various viewpoints on how to summarize its meanings to understand this better. The reality that existing research regards this idea as a psychological and educational category determines this. In the first place, skill is considered a type of activity. Relevant and activity-related characteristics can be revealed; however, this does not cover personality changes in elementary school pupils (Maximova, 2017).

As a result, the quality and approach of students' career training activities are defined in terms of certain skills. This is followed by a discussion of students' abilities to carry out meaningful tasks from the perspective of their attributes. As far

as personal activities go, skills are produced inside specific activities dictated by objective elements. Still, then at the same time, they also provide the experience and understanding ability to actively attain personal goals and a particular characteristic of personality development. In this context, both the activities themselves and the level of one's talents are considered (Stepashkina, 2018).

Additionally, Lent and Brown (2017) developed a framework for career self-management that organizes influencing elements that influence how persons start to form their professional identities. Various aspects determine how a person develops personality concerning their race, gender, professional individuality, financial status, personal experiences, and other environmental factors. Learning this solely implies that giving economic assistance, being more racially and gender-sensitive, and providing adult guidance to all learners will contribute to our children's successful professional development in the future. That, on the other hand, is not necessarily the case. The orientation of pupils cannot be helped by processes, experiences, contextual surroundings, and interactions that are not anchored in sound knowledge and skills foundations that determine what the emphasis of such interactions and experiences ought to be.

Depending merely on a student's competency level without teaching them how to process and enhance their abilities would be insufficient to prepare them for college and careers (Shayne, 2017). Similarly, an approach that does not include available to an adult adviser, economic security, or practical learning career does not ensure that all students have the skills and knowledge necessary to succeed in college and their careers (Paulie, 2018). To create stronger policies and practices

that focus on college and career preparedness for every student, a combination of practical knowledge and abilities is outlined within the four elements and awareness of procedures and contexts indicated in the Framework for Career Self-management.

Even if schools do a good job of preparing students to fulfill their specific requirements, they will never be able to fully prepare them for the situations and life events that will do planning for anyone's future challenging at the very least (Lapot, 2017). Planning for the future is a tough and unpredictable endeavor because of the randomness and unpredictability of life for every individual. As a result, connecting process frameworks and environments that foster personal and professional growth with specific college and professional career achievement skills could offer a greater systematic level of personal, professional identities and routes (Inggo, 2017).

Changing school settings and influencing staff members to engage with students individually can help kids create professional identities that correspond with their interests, talents, and realistic career objectives and results (Fleming, 2018).

Schools are not effectively equipping high school students for the challenges of post-secondary education, and more secondary students enrolling in programs with demanding curricular requirements will be more effective in post-secondary education (Ohio Board of Regents, 2017). Leaders and teachers in post-secondary institutions believe that the high school curriculum does not effectively prepare students for the challenges of post-secondary education (Khan, 2018). Eighty

percent of tertiary education learners who enroll in challenging academic requirements, like distinction and award or Advanced Placement courses, graduate in six years or fewer (Warburton, Bugarin, Nunez, & National Center for Education Statistics, 2018). Secondary school systems allow some students to transfer to post-secondary schools successfully. Still, they do not sufficiently provide all learners with the academic abilities required to succeed in post-secondary institutions.

Many students find it difficult to adjust to life beyond high school since they do not know who they are or how to act in new situations (Scanlon, 2017). Students' dispositions are influenced by the transition to post-secondary life, which affects their reactions to post-secondary life's academic and social demands (Gibney, Moore, Murphy, & O'Sullivan, 2018). Success in beginning courses positively impacts students' self-esteem, academic aspirations, and involvement in senior-year activities in high school, compared to those who fail (Olsen & House, 2017). Curiosity, passion, academic tenacity, a willingness to take chances, and a readiness to adapt to new situations contribute to students' ability to achieve academic success (Schapiro & Livingston, 2017). Students' capacity to transition to college is impacted by various factors, including their sense of humor, prior academic proficiency (Hickman & Crossland, 2018), ability to cope with stress, and self-assurance in their new, more autonomous position (Gibney, 2018).

In addition, "The Impact of Professional Competency and Career Readiness on Professional Pleasure" has been studied by Kanakala Jayaram (2017). Study participants have been asked to rate their level of job readiness, professional

competence, and career satisfaction on a scale from 0 to 100. Additionally, the impact of various sociodemographic and occupational factors on the features above were investigated. According to his research, career preparedness and professional competency have a strong positive link. Professional competence and job satisfaction have a strong positive link, and the level of a person's professional competence determines their preparation for a new job.

Learnable and teachable qualities make a person good at anything (Laay, 2017). When it comes to the workplace, "competence" refers to a person's ability to handle various situations, particularly those that need a high degree of skill, knowledge, and motivation (Epstein & Hundert, 2017). According to many academics, teachers need to possess a wide range of competencies to succeed in their job (Renold, 2018), and the concept of competence can be applied to the teaching field. Several studies have demonstrated various elements apart from knowledge can influence a teacher's ability to be successful. Some of these elements are teachers' values, work-related motivation, and the ability to self-regulate and be ready for professional self-regulation.

This section focuses on the detailed concepts and information to determine the moderating effect of competency qualification on the relationship between the teaching competence of TVL teachers and the career readiness of TVL students. Specifically, it seeks to measure the level of teaching competence of TVL teachers in terms of lesson planning, lesson preparation, teaching the lesson, asking questions, course materials, and classroom management. Furthermore, it ascertained the level of career readiness of Grade 12 TVL students in terms of self-

regulation, cognitive presence, social presence, participatory behaviors, and technology. Moreover, it describes the correlation between measures of competency qualification of Grade 12 TVL students, to establish the significance of the relationship between teaching competence of TVL teachers and career readiness of Grade 12 TVL students, teaching competence of TVL teachers and competency qualification of Grade 12 TVL students, and competency qualification and career readiness of students. Also, it determined facts and results on the moderating effect of competency qualification on the relationship between teachers' teaching competence and students' career readiness.

On the other hand, the first part of the literature review discusses teaching competence, measured in lesson planning, preparation, teaching the lesson, asking questions, course materials, and classroom management. Such is followed by the career readiness of TVL students presented in terms of self-regulation, cognitive presence, social presence, participatory behavior, and technology. The last part is a composition on the details of competency qualification.

Theoretical Framework

This study is anchored primarily on the Social Cognitive Career Theory of Lent and Brown (2013), which examined the effects of background characteristics, self-efficacy, and result expectancies in the progress of interest in the workplace and job and educational fulfillment. The theory suggests that individual career readiness is affected by different social factors directly and indirectly related to the individuals, including school-related variables including interaction with teachers. The theory states that career transition readiness is a lifetime process that schooling

may assist. Students build career self-efficacy, result expectations, transitional preferences, and academic/occupational objectives during elementary and middle school (Lent, 2004). A student's increased employment exploration and social learning interactions are highly dependent on teacher feedback on their performance or perceived academic ability and psychophysiological responses to academic and non-academic material and assignments (Oliveira, Taveira, & Porfeli, 2017). The theory is consistent with the body of knowledge indicating the importance of children and adolescents developing internal and external resources to assist them in coping with unpredictable circumstances (Di Fabio & Kenny, 2015).

This is supported by Self-Deterministic Theory, developed by Shih (2008), which explains that people are driven to engage in certain activities because they allow them to meet three basic human needs, namely: competence which is projected self-confidence in one's capacity to excel at a task; autonomy is when someone does something because they want to, rather than because other people, such as parents or coaches or other external circumstances or expectations, are pressuring them to do so; and psychological connection which is the reason why individuals are motivated to engage in actions that facilitate the formation and maintenance of positive relationships.

Moreover, this is added by Bronfenbrenner's Ecological Theory in 1979. Bronfenbrenner's ecological theory supports the significance of developing effective support and partnership to understand child behavior and individual differences in development. Thus, it provides a conceptual framework for parental and educator involvement within the educational process and learning. Analysis of the many

situations in which children and their caregivers interact can be used to anticipate parenting and teaching processes and child outcomes (Bronfenbrenner, 1979).

Furthermore, empirical evidence supports the complementary understanding of professional and academic processes. According to Watson and McMahon (2005), students' scholastic accomplishments provide a source of having to learn real-world information on the job that may allow them to develop persistent, proactive, and high-quality connections to their teachers, which in turn can help them develop behavior that is useful for their future career planning and exploration and increase their self-perceived employability (Howard, Ferrari, Nota, Solberg & Soresi, 2009; Di Fabio & Kenny, 2015; Howard, Flanagan, Castine & Walsh, 2015; Longobardi, Prino, Marengo & Settanni, 2016). This suggests that the competency level provides optimal support in developing their occupational information and career readiness (Veiga, Oliveira & Taveira, 2014). However, career development enables learners to learn how to control their learning, build meaning about themselves, be more engaged in school, achieve more and be more satisfied with their lives (Peetsma & van der Veen, 2011; Hartung, 2017; Rudolph, Lavigne & Zacher, 2017). This suggests that a student's competency level positively impacts oneself.

Finally, the conduct of this study is anchored on personal observations made throughout the teaching and learning activities, where the teaching competence of the teacher can significantly influence the level of career readiness of a student. Effective teachers tend to provide a supportive and creative working environment for the learners to become ready in their future chosen careers. Likewise, the

competency qualification of the students as a result of their learning and skills development in school enables them to choose better for their future career. Thus, this study on the moderating effect of competency qualification on the relationship between teaching competence of TVL teachers and career readiness of TVL students becomes a necessity to be conducted.

Conceptual Framework

The general purpose of this research is to investigate the moderating effect of the competency qualification on the relationship between the teaching competence of TVL teachers and the career readiness of TVL students. Interdependently, the dependent variable is the career readiness with teaching competence of TVL teachers as the independent variable. The competency qualification of TVL students moderates these variables.

Teaching competence, on the other hand, is defined by Alrowaiti and Tlelan Al Saleem (2015) as the ability of the teacher to gainfully allow learning to take place in the classroom, which can be described in the following sets of indicators: *lesson planning* that highlights the plans of the teacher before conducting the lesson; *lesson preparation* that focuses on how the teacher prepares the lesson and the strategies to be employed during the instruction; *teaching the lesson* that emphasizes the delivery of instruction; *asking questions* that stress on the importance of the art of questioning; *course materials* that accentuate the importance of instructional materials in the teaching and learning; and *classroom management* that focuses on how the teacher manages the classroom effectively.

Career readiness is the ability to learn and show that you need the skills to succeed in the workplace after graduating from high school. This is indicated in terms of *self-regulation* (entails exercising control over one's actions, thoughts, and emotions to accomplish long-term goals), *cognitive presence* (the degree to which students can generate and affirm meaning via continuous reflection and conversation), *social presence* (the degree to which one perceives the presence of participants in the communication), *participatory behaviors* (these refer to involvement and influence), and *technology* (the application of scientific knowledge to the practical aims of learning processes).

Moreover, as highlighted by the Technical Education and Skills Development Authority (TESDA, 2012b), competency qualification refers to one's ability to fulfill a specific role or function. This means that a competent individual can comply with the agency's needed competency standards related to industry standards.

The study's variables are depicted in Figure 1 using a schematic diagram. The first box at the left presents the independent variable, Teaching Competence of TVL Teachers. The second box at the right is the dependent variable, Career Readiness of TVL Students. Finally, the box at the upper middle is the moderating variable, Competency Qualification.

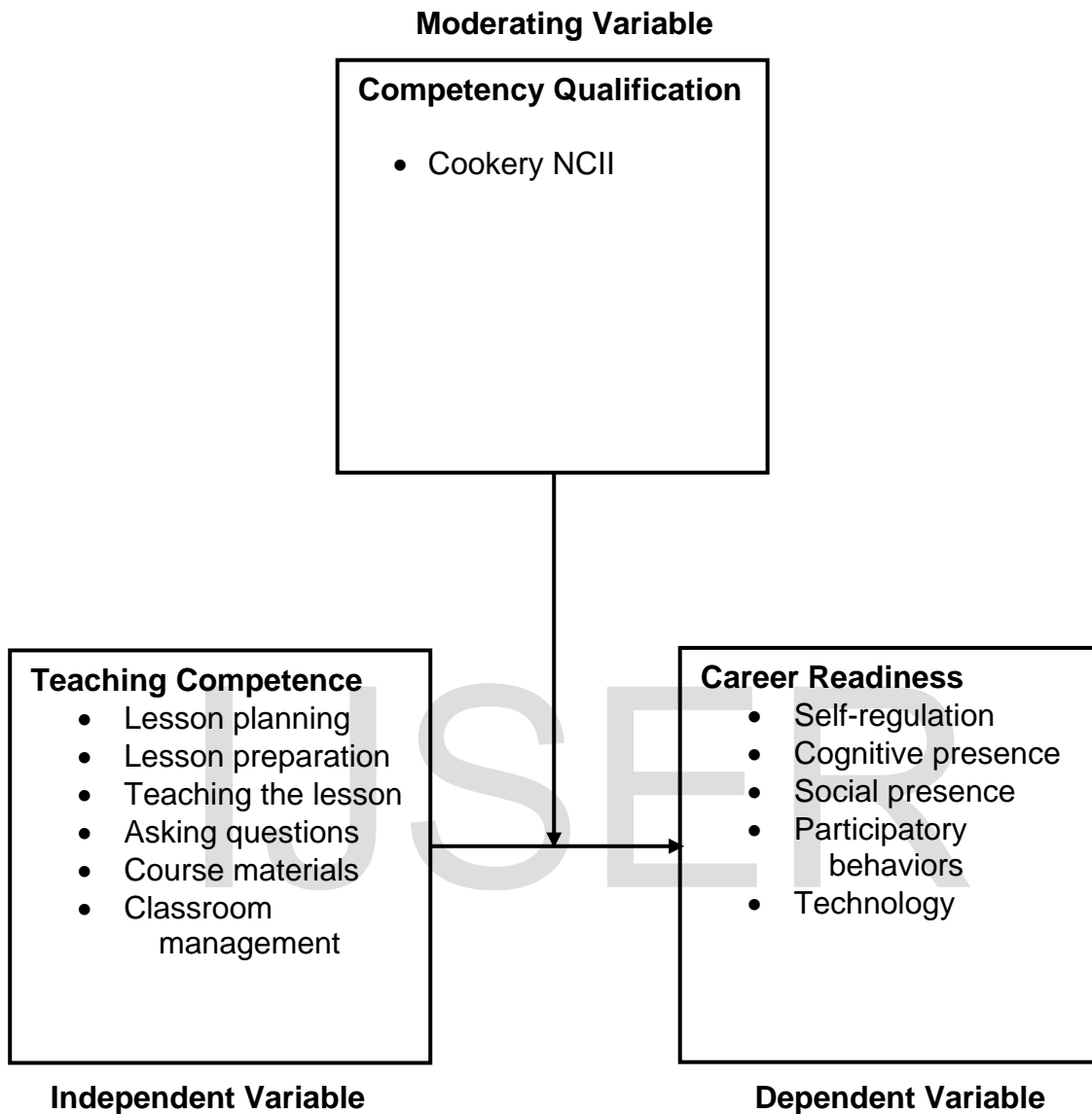


Figure 1. Conceptual Framework Illustrating the Variables of the Study.

In determining the paths of the study, several important relationships are to be explored and investigated in the moderating graph. This will be as follows: (1) the relationship between teaching competence of TVL teachers as independent variable and career readiness of Grade 12 TVL students as dependent variable; (2) the relationship between teaching competence of TVL teachers as independent variable and competency qualification of Grade 12 TVL students as moderating variable; and (3) the relationship between competency qualification as moderating variable and career readiness of Grade 12 TVL students as dependent variable.

Significance of the Study

This study emphasizes the need to pre-screen students who have struggled to choose an appropriate career in their skills and interests. If not addressed, career issues might appear as regular tantrums or assaults on learners. Learners who struggle to be ready for a job typically suffer from social and emotional concerns. Those learners struggle with emotions like anger and disappointment, and they react badly to social challenges. Also, those learners generally have other major issues affecting their lives, families, and schools. Parents and educators frequently feel helpless when dealing with career readiness concerns. This problem is usually loud, enduring, and costly to society if not addressed early.

Through the study's findings, the Department of Education will be able to provide and establish seminars and pieces of training that may develop and enhance the quality of teaching competence and approaches necessary in the career education and readiness of students. Also, the school may identify educational and valuable interventions through establishing manageable programs

and activities that can be applied to elevate readiness as learners enter courses of their choice. Furthermore, TVL teachers can serve this as their basis for improving their teaching competence, professional development, and quality. The learners can also benefit from the teaching and learning processes that are very important to their career readiness. In addition, this study will help the learners be aware of their level of readiness in line with their careers and the competence necessary for future career purposes. They may become active participants and effective and efficient learners throughout the academic year. Moreover, the findings and results of this study may help future researchers assess their knowledge, attitudes, and beliefs regarding the study and create a study aligning with the research approach. Further, these outcomes are predicted by effectiveness on teaching competence and implemented competencies to career readiness of the learners, thus aligning with theory and providing important programs and tasks to validate these measures.

Definition of Terms

The following terminologies are operationally defined to facilitate comprehension of this research.

Teaching Competence. This refers to the prerequisites for a competency-based teacher education program, which include the knowledge, abilities, and values that a teacher must exhibit to complete a teacher education program successfully in terms of lesson planning, lesson preparation, teaching the lesson, asking questions, course materials, and classroom management.

Career Readiness. This refers to acquiring and demonstrating required competencies that help prepare students for a smooth transition into the workplace.

This is measured in self-regulation, cognitive presence, social presence, participatory behaviors, and technology.

Competency Qualification. This refers to the student's ability to fulfill a specific role or function grouped into Cookery NCII.

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Chapter 2

METHOD

This chapter covers the research design, research locale, population and sample, research instrument, data collection, and statistical tools.

Research Design

This research employed a non-experimental quantitative technique based on descriptive correlations. This research method systematically used statistics and everything quantifiable to investigate events and their relationships. It was utilized to investigate the correlations among measurable factors to understand, analyze, and regulate a phenomenon (Leedy, 2016).

The study used a descriptive-correlation method to secure data through a survey questionnaire. Descriptive correlational research described variables and the natural correlations between and among them. They used the variance of another variable (s) to predict the variance of one or more variables (Liu, 2017). A descriptive-correlation study is a research method that describes and predicts how variables are naturally related in the real world, without any attempt by the researcher to alter them or assign causation between them (Frat, 2015).

A moderation study is a way to check whether that third variable influences the strength or the direction in which an independent and dependent variable are related (Lanni, 2018). Moderating variables promotes understanding the correlations within the independent and dependent variables. The researcher intended to determine if competency qualification moderates the relationship between teaching competence and career readiness. If the correlation between two

variables is significant enough, it is possible to determine a result on one of the variables based on a previous score on the other.

Research Locale

The research location is depicted in Figure 2 on a map of Davao City. Davao City is located in Mindanao's southern region. It is a coastal commercial hub located near its highest peak, 2,954m-high Mount Apo. People's Park is famed for its vibrant indigenous sculptures and illuminated fountains in the city center. Additionally, it is home to Durian Dome; durian is the pungent, prickly fruit that thrives in Mindanao.

The Department of Education, Davao City Division is organized into three congressional districts, each overseen by a Public Schools District Supervisor, and is geographically clustered into 9 clusters as of 2009. The researcher took the respondents from the seven public secondary schools of the Third District in Davao City, particularly Cluster 5 and 6, offering Technical-Vocational-Livelihood (TVL) track for Grade 12 Senior High School students. Involved in this study were five public secondary schools in Cluster 5 and 2 public secondary schools in Cluster 6. These schools are situated along the road and accessible by land transportation.

In the researcher's setting, it was observed that most students struggle to determine the essence of effective competency qualification, which could affect learners' academic persistence and career readiness, which might emerge to be a stressful subject on their part. Further, it had been noted that poor commitment to students' career readiness could lead to a challenging nature and future for them. The researcher had chosen the area as the point of interest to conduct the study for several reasons. First, the teachers in the current school settings experienced

issues related to competency qualification, teaching competence, and career readiness. Second, several TVL students experienced great struggles in choosing better careers, which might contribute to academic and employment underachievement in the future. Thus, the aforementioned factors prompted the researcher to conduct the study in those schools.

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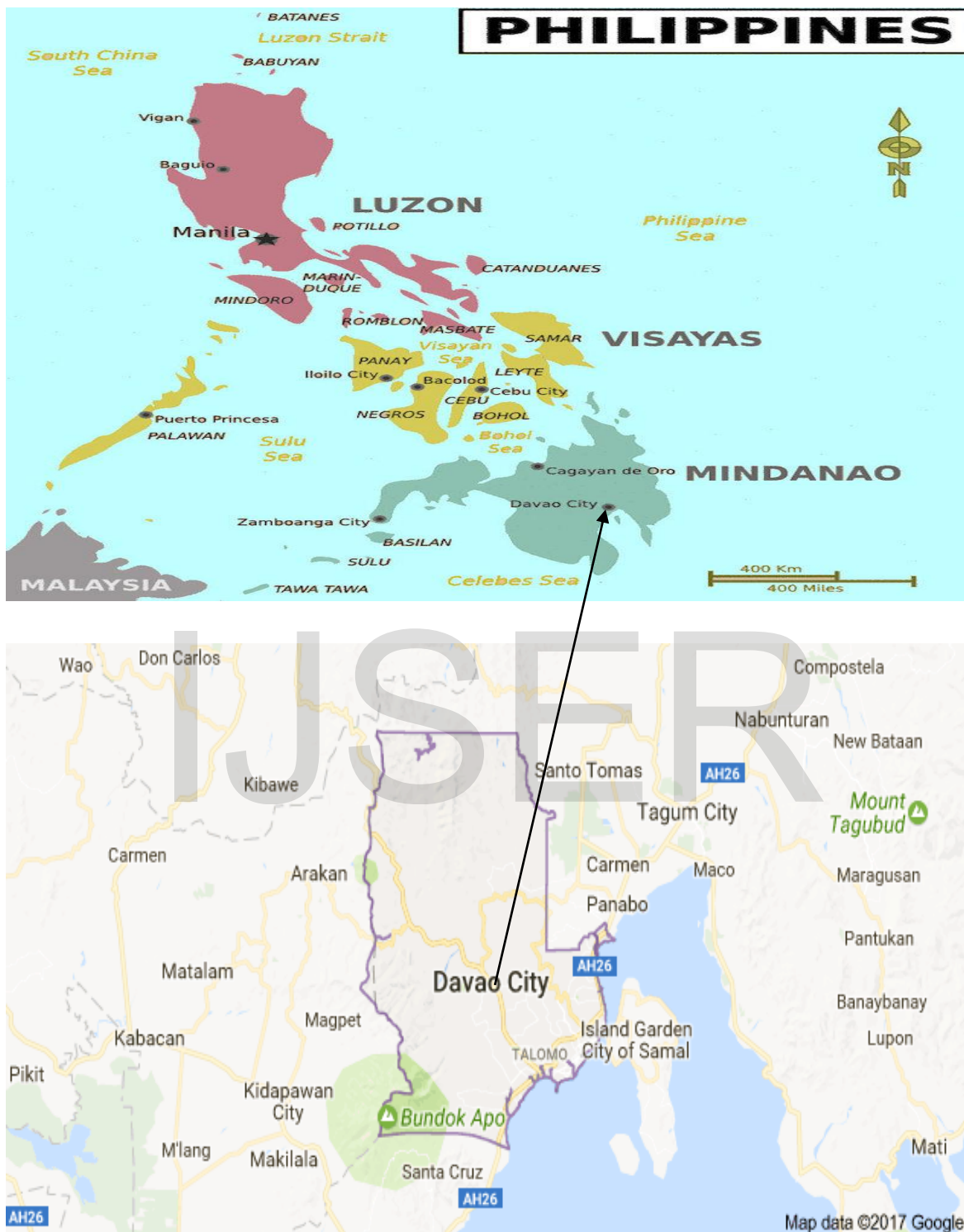


Figure 2. Map of the Philippines and Map of Davao City

Population and Sample

The study respondents were the 334 Grade 12 TVL Cookery students from 7 public secondary schools of the Third District in Davao City, particularly Cluster 5 and 6, offering Technical-Vocational-Livelihood (TVL) track. Involved in this study were five public secondary schools in Cluster 5 and 2 public secondary schools in Cluster 6.

The researcher selected respondents for the study using a stratified random selection technique. Stratified random sampling divides the entire population into homogeneous groups known as strata (plural for stratum) based on their demographic characteristics (Ong, 2016). Each stratum has a random sample in a number of people proportional to the stratum's size compared to the entire population (Rihann, 2019). Pooling these portions of the strata creates a random sample.

In this study, a sample gathered data of 334 respondents who responded to the online survey and were engaged in seven public high schools offering TVL Track in Davao City. Only those in seven identified public high schools who were officially enrolled as Grade 12 TVL Cookery students and had signed the Informed Consent Form from their parents were eligible to participate in the study to comply with the highest ethical standards and protect the interests of research respondents.

On the other hand, respondents aged 18 and over were issued an informed consent form. In comparison, officially and unofficially enrolled students from Elementary School, Junior High School, SPED, non and unwilling, Grade 12 TVL Cookery students were not identified or listed as research respondents. Those

respondents who felt uncomfortable answering the questionnaires were given freedom or had the option to back out as survey participants without being intimidated or coerced. Respondents' expressions of unwillingness or exhaustion were considered and entitled to withdraw from the study.

Research Instrument

The researcher employed an adapted survey questionnaire to collect the necessary data in this study. However, the items in the questionnaire were contextualized and tailored in the local setting such that the items were applicable in the Philippine educational context. The questionnaires consisted of three (3) parts. Part I of the questionnaire drew responses from Grade 12 TVL cookery students regarding their perceived level of teaching competence as indicated in the following aspects, namely: *lesson planning, lesson preparation, teaching the lesson, asking questions, course materials, and classroom management*. This questionnaire section was modified from the Teaching Staff's Teaching Competencies Tool developed by Alrowaithi and Tlelan Al Saleem (2015). The questionnaire allowed the respondents to respond to a five-point Likert scale ranging from very high (rated as 4.20 – 5.00) to very low (rated as 1.00 -1.79). The interpretation is as follows:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	The measures of teaching competence of TVL teachers are always manifested.

3.40 – 4.19	High	The measures of teaching competence of TVL teachers are often manifested.
2.60 – 3.39	Moderate	The measures of teaching competence of TVL teachers are sometimes manifested.
1.80 – 2.59	Low	The measures of teaching competence of TVL teachers are seldom manifested.
1.00 – 1.79	Very Low	The measures of teaching competence of TVL teachers are never manifested.

Part II assessed the career readiness of Grade 12 TVL Cookery students in terms of *self-regulation, cognitive presence, social presence, participatory behaviors, and technology*. The questionnaire was adapted from the High School Students' College Career Readiness Skills in Virtual and Face-To-Face Advanced Placement Course Settings of Murthy (2015). It was contextualized and examined item per item to determine its suitability to the current research context. Then, it underwent the process of psychometric evaluation on its validity and reliability. The questionnaire allowed the respondents to respond to a five-point Likert scale ranging from very high (rated as 4.20 – 5.00) to very low (rated as 1.00 – 1.79). The interpretation is as follows:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	The measures of career readiness of TVL students are always manifested.

3.40 – 4.19	High	The measures of career readiness of TVL students are often manifested.
2.60 – 3.39	Moderate	The measures of career readiness of TVL students are sometimes manifested.
1.80 – 2.59	Low	The measures of career readiness of TVL students are seldom manifested.
1.00 – 1.79	Very Low	The measures of career readiness of TVL students are never manifested.

Part III of the survey questionnaire described the level of competency qualification of Grade 12 TVL Cookery students. The level of competency qualification was measured utilizing the Self-Assessment Guide (SAG) for Cookery NCII of Technical Education and Skills Development Authority (TESDA, 2017). The SAG served as an evaluation tool for the students' different qualifications offered by a technical-vocational institution. The questionnaire allowed the respondents to respond to a five-point Likert scale ranging from very high (rated as 4.20 – 5.00) to very low (rated as 1.00 – 1.79). The interpretation for the level of competency qualification in five orderable gradations with their respective range of means and descriptions are as follows:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	The measures of competency qualification are always manifested.
3.40 – 4.19	High	The measures of competency qualification are often manifested.

2.60 – 3.39	Moderate	The measures of competency qualification are sometimes manifested.
1.80 – 2.59	Low	The measures of competency qualification are seldom manifested.
1.00 – 1.79	Very Low	The measures of competency qualification are never manifested.

The questionnaires were subjected to validation by a panel of experts. Once it passed the validators' eyes, pilot testing was conducted. The validation results indicated a mean rating of 4.46, or high. This indicates that the questionnaire often manifested or measured the variables used in the study. Meanwhile, the main reason for doing pilot testing was to check the reliability of the questionnaires. Based on the result, the teaching competence questionnaire obtained a Cronbach alpha of 0.969, and the career readiness questionnaire tallied a Cronbach alpha of .976. In contrast, the competency qualification questionnaire recorded a Cronbach alpha of 0.987 which means excellent.

Data Collection

During compiling the data for this research, the following steps served as the researcher's guide.

Following the guidelines outlined in DepEd Regional Memorandum No 076, s. 2013, a written formal letter was sent to the Schools Division Superintendent, accompanied by an endorsement letter from the chairman of the graduate school of the University of Mindanao addressed to him to request his approval.

Letters were also sent to the concerned school heads/principals and the letters of permission, authorization, and approval from the Schools Division Superintendent to seek approval and endorsement to conduct the study in their schools.

Before the researcher administered the survey questionnaires, the questionnaires were subjected to content validation by a panel of experts, like the professors and instructors in the academe. The panel of experts rated the questionnaire based on certain criteria. The experts came from different institutions. After it passed the validation test, the questionnaires were pilot tested to students outside Davao City Division who were not part of the study. The purpose was to determine the reliability index of the instrument; the higher the Cronbach alpha, the better is the reliability. Once the instrument was validated and had passed the reliability test, the researcher administered it to the identified respondents.

Based on the approved permit granted by the Schools Division Superintendent, the gathered data were conducted using Google Forms application to help protect and maintain the health protocols set by the Inter-Agency Task Force (IATF) during this time of the COVID-19 pandemic.

The researcher coordinated with the assigned cookery teacher in each identified school via mobile phone calls and Messenger to help him facilitate sharing the survey link in their chat group with their students. Before the survey link was sent to the respondents, the researcher distributed the informed consent and assent form together during the retrieval and distribution of the self-learning modules

claimed by the parents, and these were retrieved seven days apart to give them ample time to decide in giving consent and participate voluntarily in the survey.

The process of the distribution and retrieval of the informed consent and assent forms was done following the IATF health protocols such as the QR code scanning upon entry and exit, taking body temperature, washing of hands with soap, sanitizing of hands with alcohol, foot bathing, and maintaining social distancing. The identified respondents were given a chance to ask questions and clarifications via mobile phone calls, text messaging, email, and Facebook Messenger platforms. The participants, who were informed, consented to, and volunteered respondents through their chat group were provided a link to the survey and opened from June 1 to 15, 2021, giving them enough time and the rest of the respondents to answer the questionnaire online.

As part of the research ethics, all data obtained from identified participants were treated with high respect and confidentiality. The collected data were tabulated for easier processing and analysis. Tables were created to present the acquired data graphically. They were summarized and evaluated utilizing statistical methods and software.

Statistical Tools

Mean. This statistical tool was used to describe the perceived level of teaching competence of TVL teachers and level of career readiness and competency level of Grade 12 TVL students as presented in problems number 1 to 3.

Pearson r. This statistical tool was used to establish the significant relationship between the perceived level of teaching competence of TVL teachers, career readiness, and competency qualification of Grade 12 TVL students, as presented in problem number 4.

Path Analysis using AMOS. This was used to determine the moderating effect and strengthen the results presented in problem number 5.

Ethical Considerations

The paper underwent a thorough and critical evaluation by the Ethics Review Committee to ensure that the study followed the necessary ethical procedures.

Voluntary Participation. A free will to participate was granted to respondents without consequences or penalty. The study's findings were explained to the school, and the respondents' rights to participate in the body of information were carefully considered and preserved.

Privacy and Confidentiality. There have been no exposed respondents' records without the consent of their parents or guardians. The researcher had ensured that all information remained confidential. Individual names have been replaced with codes to protect the anonymity of the identity of the respondents, and hard copies of the data were stored in a secure place and protected. Researchers kept private information concerning the study respondents unless legal or ethical rules required them to share it. As a result, it is established that protecting privacy and confidentiality helps safeguard participants from potential harm, such as psychological stress or shame, social distress, or damage to one's financial position, and civil or legal liability.

Informed consent process. In this study, respondents were made to understand that participating in the study's research was entirely voluntary. Participants were notified that they had the option to withdraw their participation or decline at any time to participate. The researcher explained the study to the potential respondents, providing all pertinent information such as purpose, procedure risks, and benefits and providing the respondents ample opportunity to ask questions. The potential respondents had been provided with a study information sheet and allowing the respondents to read the information sheet. In addition, documentation involved written consent from the parents/guardians of the participants, and written permission from the respondents was obtained containing all the information to be disclosed, which will be duly signed by the parents/guardians and respondents respectively of the study.

Recruitment. The researcher sought permission from the Superintendent of Davao City Schools Division before the analysis was completed. The office's approval was submitted to the school heads/principals where the research took place. Moreover, the data collection protocols specified how questionnaires were conducted and how samples were drawn from a population.

Risks. There were no high-risk conditions for the community regarding psychological, physical, and socio-economic issues. Should respondents feel uncomfortable when filling in the questionnaire with the checkmarks, they may not continue to respond. In no way did the survey questionnaire harm the research participants. The researcher also appreciated the selected respondents' cooperation and noted full welfare during the study.

Benefits. The conduct of a study regarding the moderating effect of competency qualification on the relationship between teaching competence and career readiness of TVL students was deemed important to fill the research gap on research studies about the respondents. In addition, the study results were disseminated by the publication of the study, making the researcher's contact information available to the prospective beneficiaries and conducting a research forum. The appropriateness and the practicality of the dissemination plan, and the suitability of the recipients of the information, had been reviewed by the Ethics Review Committee.

Biosafety. The research study did not cover medical or experimental studies that threaten biological or environmental topics.

Plagiarism. There was no trace or proof of misrepresenting someone else's job as the researcher's own in the report. The study was checked for plagiarism using Turnitin or Grammarly tools.

Fabrication. The data used in the development of findings and the drawing of conclusions were not fabricated. Furthermore, data from the literature were checked to ensure that they were compatible with the scope of the study.

Falsification. In this research, the collected data were guaranteed to be accurate and genuine and what the research produced was observed and valued. The results of the data analysis were affixed in the appendix section to provide a transparent explanation of the analysis's results to provide clarity and remove the possibility of fraud results. As a result, no findings were misrepresented to fit a certain model or theoretical interpretation.

Conflict of Interest. There has been no indication of conflict or dispute between the researcher, adviser, and organization. Furthermore, the researcher carried out this endeavor solely or separately, with no supporting entities shouldering the financial factor. It was also made certain that respondents were informed of the study's findings. They were briefed on the study's potential outcomes. Besides that, it was ensured that no damage was done during this undertaking. The researcher discloses information about the study's purpose from the beginning, and respondents were prevented or secured from harm. More specifically, deceptive conduct was prohibited, especially data manipulation and misinforming respondents about their position in the study.

Deceit. The researcher ensured the research participants that were honestly answering that questionnaire would not affect them. The researcher provided adequate support for the respondents and discussed the research process and results. They were briefly told about the intent and the content of the study before the survey questionnaire was administered to identified respondents. The researcher simply explained their position and contribution to the research.

Permission from Organization/Location. Before conducting the research, the researcher had essentially provided the Schools Division Superintendent with a letter to carry out a study properly signed by the Dean of Professional Schools. The response of this office was given to the researcher to carry out the research and to the principal of the schools where the study was to be conducted.

Technology Issues. The researcher believed that data security was the most important matter for the research respondents. This is because safeguarding

user data and personal information was the first step in keeping user data confidential. The researcher used the technology to communicate and consult with his thesis adviser and panelists via text messages, emails, and Messenger platforms. Before the outline defense, the researcher's manuscript was sent to his adviser via email for checking and mentoring to follow the guidelines in writing the parts of the thesis based on the Adviser's Guide copy for moderating variable. After correcting and mentoring on the parts of the research study, the manuscript was sent to the four panelists for outline defense via email. There was no direct contact with panelists during the outline defense. The outline defense was done using the available technology conveniently. A week after it was submitted, with the experience and expertise of the four panelists, the manuscript was then thoroughly checked, and they had written their corrections, comments, and suggestions. The four panelists emphasized the importance of following the Advisers Guide copy for moderating variables to comply with the standards set by the university in thesis writing. In data gathering, the researcher complied with the requirement set by the university's ethics and review committee. After granting the UMERC certification, the researcher attached the UMERC certification with his letter and sent it to the office of the Schools Division Superintendent Davao City Division to ask permission to conduct the study, then sent and channeled a letter to the Cluster Supervisor and School Principals. In data gathering, the researchers followed the health protocols set by the Inter-Agency Task Force on Emerging Infectious Disease (IATF). As a result, the survey questionnaire was not administered face-to-face; instead,

researchers employed technology to engage with parents/guardians/students via text messaging, phone calls, and chat platforms.

The researcher explained to the parents/guardians how their student would answer the survey questionnaire stating the importance and benefits of participating in the research study. Upon the approval and signature of the parents/guardians on the Informed Consent Form, the survey questionnaire link was sent to the chat group under cookery subject with their assigned teacher to help the researcher facilitate the survey and opened for 15 days giving enough time to all volunteered respondents to answer the survey online, supposing there are questions, doubts, or suggestions about the research study. In that case, research respondents may notify the researcher at the mobile phone number and e-mail address provided on the Informed Consent Form.

Authorship. The researcher observed full ethical standards in the conduct of the study by following the study protocol assessments. The researcher recognized and regarded the adviser as the co-author of this research effort as excellent guidance and contribution.

Chapter 3

RESULTS

This chapter presents the analysis and interpretation of data based on the results obtained from the respondents concerning the research objectives outlined in Chapter 1 of this paper. The sequence of presentation is as follows: the level of teaching competence of TVL teachers, level of career readiness of Grade 12 TVL students, level of competency qualification, test of significant relationship among variables, and the path analysis for moderating effect of competency qualification on the relationship between teaching competence of TVL teachers and career readiness of Grade 12 TVL students.

Level of Teaching Competence of TVL Teachers

Shown in Table 1 is the summary of the level of teaching competence among TVL teachers. Results revealed that teaching competence obtained an overall mean of 4.40, described as **very high**. The overall computed standard deviation equivalent to 0.54 indicates that the individual responses to the statements of this variable were clustered around the mean. This indicates that respondents believe that TVL teachers' level of teaching competence is always evident in terms of *lesson planning, lesson preparation, teaching the lesson, asking questions, course materials, and classroom management*. This means that teachers introduce the lesson appropriately, which motivates students to learn more and spend an appropriate time introducing the lesson. Furthermore, they properly divide the students into suitable groups or cooperative learning groups and follow suitable teaching approaches, methods, and strategies.

When taken individually, *asking questions* has obtained the highest mean of 4.50, described as **very high**, which means that the teacher highly asks clear questions to the students/learners and encourages the learners to share their answers and shows them the value of every answer given; while *lesson planning* registered the lowest mean of 4.32, described as **very high** which means that teachers define the goals of the lessons through the content and performance standards and learning competencies. They also determine the learners' preliminary consideration and define the students' expected learning skills. Additionally, teachers highly allow flexibility in the lessons by expecting possible learning problems and determining strategies to solve the expected learning problems.

Table 1
Level of Teaching Competence of TVL Teachers

Indicator	SD	Mean	Descriptive Level
Lesson Planning	0.63	4.32	<i>Very High</i>
Lesson Preparation	0.65	4.38	<i>Very High</i>
Teaching the Lesson	0.58	4.36	<i>Very High</i>
Asking Questions	0.60	4.50	<i>Very High</i>
Course Materials	0.65	4.35	<i>Very High</i>
Classroom Management	0.66	4.39	<i>Very High</i>
Overall	0.54	4.40	<i>Very High</i>

Level of Career Readiness of Grade 12 TVL Students

Presented in Table 2 is the summary of the level of career readiness among TVL students. Results showed that said construct got an overall mean of 3.98, described as **high**. Each reply to the statements of this variable was grouped around the mean, as indicated by the overall computed standard deviation of 0.54. This shows that respondents agree that the level of career readiness of Grade 12 TVL students is often manifested in terms of *self-regulation, cognitive presence, social presence, participatory behaviors, and technology*. This implies that the learners' objective in class is to have a higher rating than the majority of their classmates. Additionally, they must perform well compared to the rest of the class because they are usually worried that they will never learn everything.

Participatory behaviors received the highest mean of 4.14, described as **High**, implying that they tried to collaborate with others to expand their knowledge. When they required assistance, they approached other students. In contrast, *social presence* recorded the lowest mean of 3.81, described as **High**, which states that learners think web-based or online communication is an excellent approach to make new friends and feel more involved in the course.

Table 2
Level of Career Readiness of Grade 12 TVL Students

Indicator	SD	Mean	Descriptive Level
Self-Regulation	0.70	3.90	High
Cognitive Presence	0.60	4.12	High
Social Presence	0.72	3.81	High
Participatory Behaviors	0.64	4.14	High
Technology	0.72	3.92	High
Overall	0.54	3.98	High

Level of Competency Qualification of Grade 12 TVL Students

Shown in Table 3 is the result of the level of competency qualification among TVL students. Results revealed that competency qualification obtained an overall mean of 4.56, described as **very high**. The overall computed standard deviation equivalent to 0.52 indicates that the individual responses to the statements of this variable were clustered around the mean. This indicates that respondents believe that the level of competency qualification among Grade 12 TVL students is always manifested. This indicates that the learners can utilize, apply, and demonstrate a collection of interrelated awareness, knowledge, abilities, and attitudes to complete activities and duties and may be measured against widely acknowledged norms or levels. Specifically, the statement, "*Clean and/or sanitize kitchen equipment and utensils,*" obtained the highest mean of 4.82, which was described as very high, while *minimizing wastage through purchases* registered the lowest mean of 4.40, described as the lowest **very high**. The findings mean that learners' expected

abilities and skills are highly developed through their initial training and continuous growth and development in their service and practice, such as participation in ongoing in-service education and training.

Table 3
Level of Competency Qualification of Grade 12 TVL Students

Item	SD	Mean	Descriptive Level
Gather, check tools and equipment needed	0.55	4.75	Very High
Clean and/or sanitize kitchen equipment and utensils	0.46	4.82	Very High
Store and stack cleaned equipment and utensils	0.63	4.66	Very High
Follow cleaning schedules	0.58	4.72	Very High
Use appropriate chemicals and equipment in the cleaning and maintaining kitchen premises, tools, and equipment	0.82	4.48	Very High
Check, record, and label supplies	0.67	4.58	Very High
Gather, identify and select ingredients as per required menu items	0.66	4.60	Very High
Prepare ingredients and flavoring agents as per required menu items	0.69	4.64	Very High
Select and assemble ingredients to produce varieties of soups, stocks, and sauces	0.73	4.53	Very High
Select primary, secondary, and portioned cuts of Protein; pork, lamb, beef, veal, and seafood	0.78	4.41	Very High
Identify and use appropriate cooking methods	0.67	4.57	Very High
Organize and prepare food items according to menu Requirements	0.60	4.72	Very High

Cook menu items as required	0.75	4.55	Very High
Arrange sauces and garnishes	0.70	4.58	Very High
Plate and present food	0.66	4.68	Very High
Select packaging materials for foodstuffs	0.76	4.49	Very High
Adapt appropriate packaging procedures	0.78	4.43	Very High
Store food in appropriate condition	0.73	4.54	Very High
Follow workplace safety and hygiene procedures	0.54	4.80	Very High
Perform first aid procedure in the event of an accident	0.66	4.62	Very High
Clean and/or sanitize kitchen equipment and utensils	0.53	4.79	Very High
Store and stack cleaned equipment and utensils	0.67	4.65	Very High
Follow cleaning schedules	0.62	4.69	Very High
Use appropriate chemicals and equipment in the cleaning and maintaining kitchen premises, tools, and equipment	0.75	4.53	Very High
Select and assemble tools and equipment	0.73	4.56	Very High
Inspect tools and equipment	0.65	4.63	Very High
Rotate and move supplies	0.84	4.24	Very High
Check, record, and label supplies	0.72	4.55	Very High
Identify and select ingredients as per required menu items	0.72	4.58	Very High
Prepare a variety of sandwich types	0.77	4.41	Very High
Select suitable bases from a range of bread type	0.84	4.38	Very High

Prepare appetizers and salads with suitable sauces and dressings	0.82	4.49	Very High
Utilize quality trimmings or other leftover	0.89	4.32	Very High
Select and prepare a variety of vegetables, fruits, and starchy food according to recipes	0.77	4.56	Very High
Select and prepare a variety of cold dishes according to recipe requirements	0.75	4.52	Very High
Identify and use appropriate cooking methods	0.73	4.58	Very High
Organize and prepare food items according to menu requirements	0.68	4.66	Very High
Plate and present food	0.67	4.62	Very High
Select packaging materials for foodstuffs	0.73	4.49	Very High
Adapt appropriate packaging procedures	0.73	4.50	Very High
Store food in appropriate condition	0.74	4.55	Very High
Minimize wastage through purchases	0.82	4.40	Very High
Follow workplace safety and hygiene procedures	0.73	4.66	Very High
Perform first aid procedures in the event of an accident	0.69	4.58	Very High
Prepare reports	0.78	4.47	Very High
Coordinate end of service procedures	0.73	4.54	Very High
Select and use chemicals and clean potable water for cleaning and/or sanitizing kitchen equipment, utensils, and working surfaces according to the manufacturer's instructions	0.76	4.59	Very High
Store or stack clean equipment, supplies, and utensils safely in the designated place in accordance with the manufacturer's instructions	0.70	4.61	Very High

Assemble and disassemble cleaning equipment safely	0.77	4.53	Very High
Follow cleaning schedules based on enterprise procedures	0.65	4.63	Very High
Clean and/or sanitize walls, floors, shelves, and working surfaces without causing damage to health or property	0.70	4.65	Very High
Follow first aid procedures if an accident happens	0.70	4.60	Very High
Sort and dispose of waste according to sanitary regulations, enterprise practices, and standard procedures	0.69	4.59	Very High
Dispose cleaning chemicals safely according to standard procedures	0.72	4.55	Very High
Demonstrate sanitizing procedures and techniques	0.77	4.52	Very High
Use ingredients and flavoring agents according to standard recipes defined by the-enterprise	0.76	4.54	Very High
Identify ingredients according to standard recipes, recipe card or enterprise requirements	0.77	4.49	Very High
Assemble ingredients according to quantity, type, and quality required	0.79	4.49	Very High
Prepare ingredients based on the required form and time frame	0.78	4.52	Very High
Select, measure, and weigh ingredients according to recipe requirements	0.75	4.57	Very High
Thaw frozen ingredients following enterprise procedures	0.82	4.43	Very High
Observe factors in plating dishes in presenting cold dessert	0.79	4.54	Very High
Produce a variety of hot, cold, and frozen desserts, appropriate for a variety of menus	0.84	4.42	Very High

Produce sweet sauces to a desired consistency and flavor	0.82	4.49	Very High
Taste prepared desserts and sweets in accordance with the required taste	0.77	4.58	Very High
Present dessert hygienically, logically, and sequentially within the required timeframe, and decorated creatively	0.70	4.59	Very High
Plate and portion desserts according to enterprise standards	0.69	4.54	Very High
Store dessert at the appropriate temperature and correct conditions to maintain quality, freshness, and customer appeal	0.73	4.58	Very High
Select and use suitable packaging to preserve taste, appearance, and tasting characteristics	0.68	4.58	Very High
Select quality of packaging materials in accordance with enterprise standards	0.75	4.50	Very High
Observe environmental requirements for food packaging	0.69	4.64	Very High
Package food in compliance with sanitary occupational health and safety and local health regulations requirements	0.68	4.64	Very High
Label food according to industry standards	0.72	4.58	Very High
Overall	0.52	4.56	Very High

Test of Relationship Between Teaching Competence of TVL Teachers, Career Readiness and Competency Qualification of Grade 12 TVL Students

Table 4.1 presents the results on the test of the relationship between the teaching competence of TVL teachers and the career readiness of Grade 12 TVL students. The aggregate r- value of .678 and an overall p-value of 0.00, which is

less than the .05 alpha threshold, shows that teaching competence is statistically correlated with career readiness; hence, the null hypothesis is rejected. Similarly, each of the dimensions of teaching competency is linked to career readiness when considered separately.

Table 4.1

Significance on the Relationship Between Teaching Competence of TVL Teachers and Career Readiness of Grade 12 TVL Students

Teaching Competence	Career Readiness						Decision on H ₀
	Self-regulation	Cognitive Presence	Social Presence	Participatory Behaviors	Technology	Overall	
Lesson Planning	.441**	.550**	.548**	.590**	.551**	.666**	Reject
	.000	.000	.000	.000	.000	.000	
Lesson Preparation	.391**	.490**	.480**	.592**	.476**	.602**	Reject
	.000	.000	.000	.000	.000	.000	
Teaching the Lesson	.361**	.491**	.470**	.539**	.450**	.572**	Reject
	.000	.000	.000	.000	.000	.000	
Asking Questions	.358**	.496**	.449**	.568**	.448**	.574**	Reject
	.000	.000	.000	.000	.000	.000	
Course Materials	.312**	.435**	.423**	.477**	.396**	.506**	Reject
	.000	.000	.000	.000	.000	.000	
Classroom Management	.396**	.520**	.439**	.603**	.444**	.593**	Reject
	.000	.000	.000	.000	.000	.000	
Overall	.437**	.576**	.541**	.651**	.533**	.678**	Reject
	.000	.000	.000	.000	.000	.000	

In addition, Table 4.2 shows the results on the test of the relationship done between teaching competence of TVL teachers and the competency qualification of Grade 12 TVL students. The aggregate r -value of .558 and an overall p -value of 0.00, which is less than the .05 alpha threshold, shows that teaching competence is statistically correlated with competency qualification; hence, the null hypothesis is rejected. Likewise, when taken separately, each of the domains of teaching competence is correlated with competency qualification.

Table 4.2
Significance on the Relationship between Teaching Competence of TVL Teachers and Competency Qualification of Grade 12 TVL Students

Teaching Competence	Competency Qualification	Decision On H_0
Lesson Planning	.511** .000	Reject
Lesson Preparation	.509** .000	Reject
Teaching the Lesson	.435** .000	Reject
Asking Questions	.493** .000	Reject
Course Materials	.435** .000	Reject
Classroom Management	.507** .000	Reject
Overall	.558** .000	Reject

Moreover, Table 4.3 indicates the results of the relationship between competency qualification and career readiness of Grade 12 TVL students. The aggregate r -value of .442 and an overall p -value of 0.00, which is less than the .05 alpha threshold, shows that competency qualification is statistically correlated with career readiness; hence, the null hypothesis is rejected. Likewise, when taken separately, each of the domains of competency qualification is correlated with career readiness.

Table 4.3

Significance on the Relationship Between Competency Qualification and Career Readiness of Grade 12 TVL Students

Competency Qualification	Career Readiness						Decision on H_0
	Self-regulation	Cognitive Presence	Social Presence	Participatory Behaviors	Technology	Overall	
	.264**	.430**	.323**	.464**	.316**	.442**	Reject
	.000	.000	.000	.000	.000	.000	

Path Analysis for Moderating Effect of Competency Qualification on the Relationship Between Teaching Competence of TVL Teachers and Career Readiness of Grade 12 TVL Students

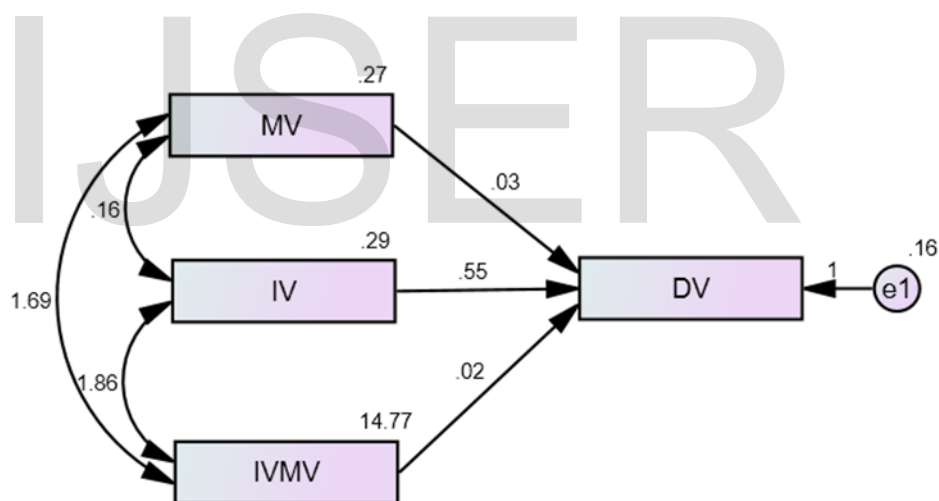
Table 5 presents the path analysis for moderating effect of competency qualification on the relationship between teaching competence of TVL teachers and the career readiness of Grade 12 TVL students. With the estimated value of .018 from IVMV to DV; S.E. of .035; and C.R. of .508, the p -value of .611 indicates that there is no moderation in the findings which means that competency qualification

does not significantly moderate the relationship between teaching competence of TVL teachers and career readiness of Grade 12 TVL students.

Table 5

Path Analysis for Moderating Effect of Competency Qualification on the Relationship Between Teaching Competence of TVL Teachers and Career Readiness of Grade 12 TVL Students

	Estimate	S.E.	C.R.	P	Decision on H ₀
DV <--- MV	.030	.139	.212	.832	Accept
DV <--- IV	.551	.156	3.523	***	Reject
DV <--- IVMV	.018	.035	.508	.611	Accept



Legend:

IV – Teaching Competence

DV – Career Readiness

MV – Competency Qualification

Figure 3. Path Diagram for Moderation Analysis

Chapter 4

DISCUSSION

This chapter discusses the study's findings, which were designed to determine the moderating effect of competency qualification on the relationship between the teaching competence of TVL teachers and the career readiness of Grade 12 TVL students in the City Schools Division of Davao for the School Year 2020-2021. Relative theories and literature were used to support the claims and assertions held in the narratives. Further, the conclusion and recommendations drawn from the previous findings of the study were likewise detailed.

Level of Teaching Competence of TVL Teachers

The study revealed that TVL teachers had a very high general level of teaching competence. This is due to the very high ratings given by the respondents on *lesson planning, lesson preparation, teaching the lesson, asking questions, course materials, and classroom management*.

These results parallel the notion proposed by Alrowaithi and Tlelan Al Saleem (2015). They stated that teaching competence allows and provides learning in the classroom, which can be described in the following sets of indicators: *lesson planning, lesson preparation, teaching the lesson, asking questions, course materials, and classroom management*. They argued that teaching competence depends on how teachers can handle the different aspects of instruction, from planning the lesson to classroom management. In addition, the performance of students in school is primarily predicted by the competence of teachers. They

explained that the teacher's competence could best address any deficiencies and insufficiencies in the learners, from interest to engagement to motivation and study habits. A competent teacher, they added, is the one who is knowledgeable about troubleshooting educational problems and learner's difficulties and can provide the needed instructional experience to students (Anderson & Jones, 2017).

Furthermore, in the study of Kumar (2010), wherein he analyzed the correlational influence of organizational climate on teaching competence, he revealed that teaching competence is significantly and positively correlated with organizational climate at a substantial level. This means that the teaching competence of TVL teachers may depend upon the level of organizational climate in schools. The more favorable the institutional climate, the more competent the teacher.

Also, Selvi (2017) emphasized that teaching competence in the 21st century is the one that can effectively address the changing needs of the learners – teachers who can teach the required skills for the students. Teaching competence is about the following: field competence, research competence, curriculum competence, lifelong learning competence, socio-cultural competence, emotional competence, communication competence, ICT competence, and environmental competence. Thus, being competent in the 21st century requires teachers to be more flexible in learning other knowledge and skills.

Level of Career Readiness of Grade 12 TVL Students

The study found that the overall level of career readiness of Grade 12 TVL students is very high. This is due to the very high ratings given by the respondents on *self-regulation, cognitive presence, social presence, participatory behaviors, and technology*.

These results support the conclusions reached by Fleming (2017), who stated that being prepared for the rapidly changing economy and society demands highly skilled, flexible, knowledgeable, competent, resilient, and adaptable individuals. Thus, schools need to shift their emphasis from simple recall of concepts, facts, and compliance to long-term transfer objectives that will equip learners for continuous tertiary education and flexibility by addressing the demands of the current labor market. Hence, schools need to produce individuals who are imbued with 21st-century skills ready for the world of work.

In addition, by 2018, in the United States study conducted by Harvard University, Fleming (2013) projects that 90 percent of the overall employment would entail a certain college degree or training level. Moreover, about 40 percent of students who have already been accepted and are enrolled in postsecondary education at the very least should enroll in a remedial class when they start their studies (National Conference of State Legislatures, 2018). As a result, workforce leaders in business and industry have difficulty finding well-qualified employees and being ready to work (Kochan, Finegold, & Osterman, 2019). Closing the educational gap between people ready for college and people ready for work is very important for keeping the workforce needed for stability in the economy (Allegheny

Conference on Community Development, Burning Glass, & The Council for Adult and Experiential Learning, 2017).

Level of Competency Qualification of Grade 12 TVL Students

The study revealed that the overall level of competency qualification of Grade 12 TVL students is very high. This is supported by idea provided by the TVET Country Profiles compiled by the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (2019), wherein they stated that about 6,584,471 Filipino students are enrolled from 2014-2016, with 6,066,673 or around 92.14 percent who graduated from the TVET courses under 4,168 trainers in the country. Because of the overwhelming number of enrollees in TVET courses, the TESDA launched the National TVET Trainers Academy (NTTA) to oversee the development of trainers in the Philippines in 2017. The launching serves as a response to the demand for quality trainers who will manage and implement the TVET system in the Philippines as well as address the need to upgrade the institutional or organizational competencies of technical and vocational institutions (TVIs) as measured by the East Asia Summit TVET Quality Assurance Framework (EAS TVET QAF), the TESDA Star Rating System and the Asia Pacific Accreditation and Certification Commission (APACC).

Concerning the TVET courses of the TESDA, the current K to 12 Basic Education Curriculum implemented the Technical Vocational and Livelihood (TVL) track in the Senior High School Program to ensure employment among graduates of the TVL track. There are four (4) strands in this track with several specializations that can be selected by the students who will enroll in the TVL. These four strands

include Agri-fishery with 23 specializations, Home Economics with 25 specializations, Industrial Arts with 26 specializations, and Information, Communications, and Technology (ICT) with 12 specializations (DepEd TVL Curriculum Guide, 2016).

As part of the quality assurance and safeguarding the competence of every TVET graduate, the learners are sent to work immersion to gain industry experience. As highlighted in the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (2019), all TVET learners who undergo formal schooling must gain industry experience through work immersion before undergoing competency assessment. The work immersion in TESDA is also a requirement for any graduate in Senior High School, especially for the TVL track. DepEd Order No. 30, s. 2017 implemented the work immersion guidelines on June 5, 2017, which primarily intends to expose and become acquainted with the job-related environment of their field of expertise to develop their competence. As a result of their work immersion, students can attain practical and useful industrial skills with the help of industry experts, appreciate the value and practical applications and theories taught in school, improve their technical knowledge and abilities, and develop good work habits. These immersions prepare them for the demands and challenges of job or higher study after graduation (DepEd Curriculum Guide on Work Immersion, 2016).

Test of Relationship Between Teaching Competence of TVL Teachers, Career Readiness and Competency Qualification of Grade 12 TVL Students

The Pearson correlation test revealed that teaching competence of TVL teachers and career readiness of Grade 12 TVL students are correlated. Also, there is an influence of teaching competence of TVL teachers to the competency qualification of Grade 12 TVL students. Furthermore, there is a significant relationship between competency qualification and career readiness of Grade 12 TVL students.

The findings of the study are parallel to the results of the study of Houser (2018), which stated that student expectations and ideas about higher level of education are diverse, ranging from social aspects to educational and institutional settings such as paperwork, contact to faculty members and the ability to get criticism and support from faculty members. On the other hand, evidence reveals that first-year learners' perceptions and experiences conflict (Smith & Wertlieb, 2019). Additionally, evidence suggests that many first-year learners are unfamiliar with higher education academic requirements and are typically academically unready (Jansen & van der Meer, 2017).

Furthermore, in terms of generic abilities such as academic competence, students' readiness is particularly important for higher education institutions (Barrie, 2017). Generic skills are often also labeled as 21st-century skills or soft skills (Binkley et al., 2018). They are significant predictors of student retention in postsecondary education but have gotten scant attention in past studies (Lombardi, Seburn & Conley, 2017). However, Assessment of Higher Education Learning

Outcomes (AHELO) and the research program 'Modeling and Measuring Competencies in Higher Education' (KoKoHs) are two examples of research regarding the general skills of the learners and how well they did in tertiary education (Zlatkin-Troitschanskaia, Pant, Kuhn, Toepper & Lautenbach, 2018).

Path Analysis for Moderating Effect of Competency Qualification on the Relationship Between Teaching Competence of TVL Teachers and Career Readiness of Grade 12 TVL Students

The study showed no moderating effect, which means that competency qualification does not significantly moderate the relationship between the teaching competence of TVL teachers and career readiness of Grade 12 TVL students. The research findings conducted by Jansen and van der Meer (2017) and Byrne and Flood (2017) found that first-year students self-reported a high level of confidence in managing their time, self-monitor, and learning skills. Various standardized examinations evaluate first-year students' prior knowledge, with an emphasis on content-specific information, like the 'American College Testing Program' (ACT) (ACT, 2018) as well as the 'Scholastic Aptitude Test' (SAT), which are both administered by the College Board (Hannon & McNaughton-Cassill, 2011). University services and support are primarily concerned with providing students with particular subject knowledge they may require during their first year of study, such as in the Science, Technology Engineering and Mathematics fields (Tinto, 2019).

On the other hand, institutional assistance may be highly relevant for first-year learners to improve content knowledge and general abilities. As a result, to provide effective support services, it is vital to have a thorough awareness of general abilities like academic competence.

The educational content includes student career training exercises. The group of learning activities known as academic ability does not have a clear definition. As a result, identifying the exact behaviors, practices, approaches, or attributes that contribute to outstanding academic success is challenging (Pustovoitov, 2014). Although its significance is not complicated to comprehend, there are several various viewpoints on summarizing its meanings to understand this better. The reality that existing research regards this idea as a psychological and educational category determines this. In the first place, skill is considered a type of activity. Relevant and activity-related characteristics can be revealed; however, this does not cover personality changes in elementary school students (Maximova, 2017).

As a result, the quality and approach of students' career training activities are based on certain skills and abilities. This is followed by a discussion of students' abilities to carry out meaningful tasks from the perspective of their attributes. As far as personal activities go, skills are produced inside specific activities dictated by objective elements. Still, then at the same time, they also provide the experience and understanding ability to actively attain personal goals and a particular characteristic of personality development. In this context, both the activities themselves and the level of one's talents are considered (Stepashkina, 2018).

Moreover, the findings of the study are associated with the theories above wherein the Social Cognitive Career Theory of Lent and Brown (2017) addressed the roles of background characteristics, self-efficacy, and result expectancies in the progress of interest in the workplace, as well as job and educational fulfillment. The

theory suggests that individual career readiness is affected by different social factors directly and indirectly related to the individuals, including school-related variables including interaction with teachers. The theory asserts that readiness for career transitions is a lifelong process that can be facilitated over the school years. As students continue through elementary and middle school, it is thought that they develop more realistic professional self-efficacy and outcome expectancies, along with transitional preferences and academic/occupational aspirations (Lent, 2004). Also, Self-Deterministic Theory as developed by Shih (2008), supported that people are driven to engage in certain activities because they allow them to meet three basic human needs, namely: competence which is perceived self-belief in one's ability to perform well in an activity; autonomy when they engage in something because they choose to do so, not because they feel pressured by other people like parents, coaches or external factors or expectations; and psychological relatedness which is the sense of shared experience and meaningful relationships that highlights why people are driven by activities that enable them to create and maintain positive relationships.

Furthermore, the results were affirmed by Bronfenbrenner's Ecological Theory in 1979, wherein he emphasized establishing effective support and partnership for understanding child behavior and individual differences in development. Thus, it provides a conceptual framework for parents and teachers to participate in the educational process and training. Analysis of the many situations in which children and their caregivers interact can be used to anticipate parenting and teaching processes and child outcomes (Bronfenbrenner, 1979).

Conclusion

Given the initial results, the study concluded that the levels of teaching competence of TVL teachers, career readiness, and competency qualification of Grade 12 TVL students were at a very high level. This suggests the high manifestation of lesson planning, lesson preparation, teaching the lesson, asking questions, course materials, and classroom management as domains of teaching competence and self-regulation, cognitive presence, social presence, participatory behaviors, and technology as domains of career readiness to the greatest extent or almost always.

However, the Pearson correlation coefficient showed that teaching competence of TVL teachers, career readiness, and competency qualification of Grade 12 TVL students were significantly associated with each other both in an aggregate and individual level given its p-value, which is below the set level of significance.

Further, the competency qualification of Grade 12 TVL students does not significantly moderate the relationship between the teaching competence of TVL teachers and the career readiness of Grade 12 TVL students.

The Social Cognitive Career Theory of Lent and Brown (2006) supported the findings and results of the study. The theory suggests that individual career readiness is affected by different social factors directly and indirectly related to the individuals, including school-related variables including interaction with teachers. The theory asserts that readiness for career transitions is a lifelong process that can be facilitated over the school years. The acquisitions are highly dependent on

students' increased career exploration and social learning experiences, including teacher feedback on a student's performance or perceived academic capabilities and psychophysiological reactions to academic and non-academic content and tasks (Oliveira, Taveira & Porfeli, 2017). The theory is consistent with the body of knowledge indicating the importance of children and adolescents developing internal and external resources to assist them in coping with unpredictable circumstances (Di Fabio & Kenny, 2015).

Recommendation

Based on study findings and conclusions, the researcher recommends the following:

Since the level of teaching competence of TVL teachers is already at a very high level which signifies the manifestation of its measures almost as always, the researcher recommends that such practice and adherence of teachers be sustained and even strengthened so that the institution will continue to enjoy its continuous favorable effect towards the stakeholders and community. Specifically, teachers may be able to analyze and evaluate learning processes and results. They may also effectively establish assessment tools, decide assessment methods, conduct assessments, and interpret the findings. Furthermore, the assessment process, both for students and the teacher, needs improvement in terms of pedagogical competence. According to findings on sub-competencies, assessments get the least percentage compared to the other competencies.

Similarly, it is recommended that in terms of career readiness of Grade 12 TVL students, principal authorities may describe what career readiness entails,

understand why there is a lack of readiness among Grade 12 TVL students, and identify and improve upon the interventions that address students' career readiness and success.

On the other hand, the institution may provide the importance of teaching competence of TVL teachers, career readiness, and competency qualification of Grade 12 TVL students, as well as their view of their capability, in how teachers address learning objectives, activities, and difficulties related to learners' learning outcomes. Teaching competency and career readiness studies are significant because they give insight into how they can be taught and assisted by professional development programs in educational institutions. When designing classroom instruction training programs, it is vital to include competencies, readiness, and competency qualifications such as technical and time management, course communication, course design, and particular attention that both stakeholders and the community should focus on.

In addition, the researcher recommends to future researchers who wish to conduct similar or related studies about teaching competence, career readiness, and competency qualification to explore other variables such as individuals' expectations and work performance which could have a direct effect on them or may employ other methodologies, or have the study be implemented in other contexts so to strengthen and make the results even more reliable.

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APPENDICES

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Appendix A

Statistical Tables (Descriptive)

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Table 1.1

Level of Teaching Competence of TVL Teachers in terms of Lesson Planning

Item	SD	Mean	Descriptive Level
Defining the goals of the lessons through the content and performance standards and learning competencies	0.74	4.37	Very High
Determining the learner's preliminary consideration (recognition of learner's prior knowledge)	0.71	4.28	Very High
Defining the students' expected learning skills	0.78	4.33	Very High
Allowing flexibility in the lessons by expecting possible learning problems	0.78	4.26	Very High
Determining strategies to solve the expected learning problems	0.76	4.31	Very High
Choosing teaching tools and technical aids that are suitable for the lesson	0.74	4.40	Very High
Overall	0.63	4.32	Very High

Table 1.2

Level of Teaching Competence of TVL Teachers in terms of Lesson Preparation

Item	SD	Mean	Descriptive Level
Introducing the lesson in appropriate way that motivates students to learn more	0.74	4.46	Very High
Spending an appropriate time for the introduction of the lesson	0.76	4.37	Very High
Dividing the students into suitable groups or cooperative learning groups	0.86	4.29	Very High
Following suitable teaching approaches, methods, and strategies	0.74	4.41	Very High
Using appropriate worksheets and other instructional materials	0.79	4.35	Very High
Determining the required time of the lesson	0.76	4.43	Very High
Overall	0.65	4.38	Very High

Table 1.3

Level of Teaching Competence of TVL Teachers in terms of Teaching the Lesson

Item	SD	Mean	Descriptive Level
Determining the required period of time to finish the assigned tasks	0.69	4.50	Very High
Appropriately defining the different teacher's activities	0.70	4.38	Very High
Giving students clear instructions before giving each assigned tasks and activities	0.71	4.55	Very High
Encouraging students to learn and do their activities by themselves	0.71	4.54	Very High
Providing students with interesting experiences through various activities	0.74	4.49	Very High

Connecting the lessons with the learners' real life by providing authentic tasks	0.74	4.47	Very High
Putting the learners into learning challenging situations	0.73	4.36	Very High
Providing students/learners with realistic problems and situations	0.73	4.36	Very High
Guiding learners to follow the steps and strategies of solving problems	0.67	4.50	Very High
Overall	0.58	4.46	Very High

Table 1.4
Level of Teaching Competence of TVL Teachers in terms of Asking Questions

Item	SD	Mean	Descriptive Level
Asking clear questions to the students/learners	0.73	4.56	Very High
Encouraging the learners to share their answers and shows to them the value of every answer given	0.81	4.37	Very High
Giving students time to think about the answers of the questions raised	0.66	4.56	Very High
Enhancing learners' answers.	0.69	4.50	Very High
Overall	0.60	4.50	Very High

Table 1.5
Level of Teaching Competence of TVL Teachers in terms of Course Materials

Item	SD	Mean	Descriptive Level
Using the chalk board/green board effectively.	0.96	4.16	High
Using lectures aids and other instructional materials in an interesting way for the learners	0.76	4.38	Very High

Using the right lecture and discussion aids for the lesson	0.72	4.43	Very High
Using the course book/learners' materials in an active manner	0.75	4.43	Very High
Overall	0.65	4.35	Very High

Table 1.6

Level of Teaching Competence of TVL Teachers in terms of Classroom Management

Item	SD	Mean	Descriptive Level
Making learning process interesting and negotiates with the learners about meanings and ideas	0.74	4.43	Very High
Helping students to communicate inside the classroom effectively	0.76	4.48	Very High
Observing learners' discussions and interferes to offer help	0.80	4.39	Very High
Dividing students into bilateral groups during group discussion	0.83	4.28	Very High
Dividing the roles of the students when creating cooperative groups	0.81	4.32	Very High
Using suitable and effective communications skills with the students	0.74	4.45	Very High
Overall	0.66	4.39	Very High

Table 2.1

Level of Career Readiness of Grade 12 TVL Students in terms of Self-Regulation

Item	SD	Mean	Descriptive Level
Having goal in the class that is to get a better grade than most of the other students.	1.22	3.63	High

Believing that It is important for me to do well compared to others in the class.	1.20	3.62	High
Believing that It is important for me to do better than other students.	1.18	3.64	High
I avoid doing poorly in the class.	1.14	3.78	High
Having goal in this class that is to avoid performing poorly.	1.00	3.97	High
Sometimes being afraid that I may not understand the content of the class as thoroughly as I would like.	0.98	4.10	High
Being worried that I may not learn all that I possibly could in the class.	0.99	4.05	High
Being often concerned that I may not learn all that there is to learn in the class.	1.00	3.98	High
Desiring to completely master the material presented in the class.	0.88	4.31	Very High
Overall	0.70	3.90	High

Table 2.2

Level of Career Readiness of Grade 12 TVL Students in terms of Cognitive Presence

Item	SD	Mean	Descriptive Level
I think problems posed increased my interest in course issues.	0.95	3.85	High
I think course activities increased my curiosity.	0.84	4.17	High
I was motivated to explore content related questions.	0.78	4.22	Very High
I utilized a variety of information sources to explore problems posed in the course.	0.90	4.06	High
I found brainstorming and finding relevant information helpful in resolving content-related questions.	0.88	4.17	High

I think online discussions were valuable in helping me appreciate different perspectives.	1.04	3.87	High
I think combining new information helped me answer questions raised in course activities.	0.86	4.22	Very High
I think /earning activities helped me construct explanations/solutions.	0.89	4.28	Very High
Reflection on course content and discussions helped me understand fundamental concepts in this class better.	0.80	4.24	Very High
I can describe ways to test and apply the knowledge created in this course.	0.85	4.10	High
I can apply the knowledge created in this course to my work or other non-class related activities.	0.82	4.19	High
Overall	0.60	4.12	High

Table 2.3

Level of Career Readiness of Grade 12 TVL Students in terms of Social Presence

Item	SD	Mean	Descriptive Level
Thinking online or web-based communication is an excellent medium for social interaction	0.95	3.69	High
Getting to know other people gives me a sense of belonging in the course	0.88	4.03	High
Being comfortable conversing through the online medium.	0.97	3.64	High
Being comfortable participating in the course discussions.	0.92	3.90	High
Being comfortable interacting with other people in the course.	0.94	3.89	High
Being comfortable disagreeing with other people while still maintaining a sense of trust.	1.01	3.66	High

Thinking that my point of view was acknowledged by other people in the course.	0.91	3.80	High
Thinking online discussions help me to develop a sense of collaboration.	0.96	3.84	High
Overall	0.72	3.81	High

Table 2.4

Level of Career Readiness of Grade 12 TVL Students in terms of Participatory Behaviors

Item	SD	Mean	Descriptive Level
I sought to work with others in order to learn more.	0.77	4.18	High
I offer information and ideas freely to others.	0.79	4.19	High
When I need help, I reach out to other students for help.	0.84	4.21	Very High
I value the creativity of others.	0.83	4.40	Very High
I feel that my creativity is valued by others.	0.90	3.90	High
I find it important to collaborate with others.	0.80	4.22	Very High
I felt that when I participated online, others valued my contribution.	0.93	3.92	High
I valued others when they contributed online.	0.89	4.10	High
Overall	0.64	4.14	High

Table 2.5

Level of Career Readiness of Grade 12 TVL Students in terms of Technology

Item	SD	Mean	Descriptive Level
I think computers make schoolwork more fun/interesting.	0.99	3.87	High

Many of my classmates know more about computers than I do.	0.92	4.07	High
Computers help me to improve the quality of my schoolwork.	0.90	4.07	High
I have learned new technology skills during this course.	0.87	3.98	High
Computers help me understand my classes better.	0.95	3.89	High
I used multiple devices to complete coursework.	1.08	3.74	High
I generally enjoy schoolwork better with technology.	1.09	3.75	High
Compared to other students, I really enjoy being in class.	0.98	4.01	High
I consider my technology knowledge strong.	0.94	3.70	High
I learned new course content and new technology skills in this class.	0.94	3.93	High
I need to learn many new skills to use computers for my schoolwork.	0.97	4.10	High
Overall	0.72	3.92	High

Appendix B

Modified/Contextualized/Researcher-Made Survey Questionnaire

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QUESTIONNAIRE ON TEACHING COMPETENCE

Carefully read each item and using the appraisal rating below, check the box corresponding to the level of teaching competence of your TVL teachers. Please answer honestly as the results of this self-evaluation may provide important directions for you and your school and in developing an intervention program capturing the possible result of this study.

RATING SCALE AND DESCRIPTION:

- 5 - **STRONGLY AGREE** (The statement is always true)
 4 - **AGREE** (The statement is often true)
 3 - **MODERATELY AGREE** (The statement is sometimes true)
 2 - **DISAGREE** (The statement is seldom true)
 1 - **STRONGLY DISAGREE** (The statement is almost never true)

A. Lesson Planning

<i>My teacher...</i>	5	4	3	2	1
1. Defines the goals of the lessons through the content and performance standards and learning competencies					
2. Determines the learner's preliminary consideration (recognition of learner's prior knowledge)					
3. Defines the students' expected learning skills					
4. Allows flexibility in the lessons by expecting possible learning problems					
5. Determines strategies to solve the expected learning problems					
6. Chooses teaching tools and technical aids that are suitable for the lesson					

B. Lesson Preparation

<i>My teacher...</i>	5	4	3	2	1
1. Introduces the lesson in appropriate way that motivates students to learn more					
2. Spends an appropriate time for the introduction of the lesson					
3. Divides the students into suitable groups or cooperative learning groups					

4. Follows suitable teaching approaches, methods, and strategies					
5. Uses appropriate worksheets and other instructional materials					
6. Determines the required time of the lesson					

C. Teaching the Lesson

<i>My teacher...</i>	5	4	3	2	1
1. Determines the required period of time to finish the assigned tasks					
2. Appropriately defines the different teacher's activities					
3. Gives students clear instructions before giving each assigned tasks and activities					
4. Encourages students to learn and do their activities by themselves					
5. Provides students with interesting experiences through various activities					
6. Connects the lessons with the learners' real life by providing authentic tasks					
7. Puts the learners into learning challenging situations					
8. Provides students/learners with realistic problems and situations					
9. Guides learners to follow the steps and strategies of solving problems					

D. Asking Questions

<i>My teacher...</i>	5	4	3	2	1
1. Asks clear questions to the students/learners					
2. Encourages the learners to share their answers and shows to them the value of every answer given					
3. Gives students time to think about the answers of the questions raised					
4. Enhances learners' answers.					

E. Course Materials

<i>My teacher...</i>	5	4	3	2	1
1. Uses the chalk board/green board effectively.					
2. Uses lectures aids and other instructional materials in an interesting way for the learners					
3. Uses the right lecture and discussion aids for the lesson					
4. Uses the course book/learners' materials in an active manner					

F. Classroom Management

<i>My teacher...</i>	5	4	3	2	1
1. Makes learning process interesting and negotiates with the learners about meanings and ideas					
2. Helps students to communicate inside the classroom effectively					
3. Observes learners' discussions and interferes to offer help					
4. Divides students into bilateral groups during group discussion					
5. Divides the roles of the students when creating cooperative groups					
6. Uses suitable and effective communications skills with the students					

Reference: Alrowaithi, E.M. & Tlelan Al Saleem, B.I. (2015). The Efficiency of a University Teaching and Learning Training Program (UTL) on Developing the Teaching Competencies of the Teaching Staff at Allmam Mohammad Ibn Saud Islamic University. *The Business & Management Review*, Vol. 6, No. 1, pp. 5-15.

QUESTIONNAIRE ON CAREER READINESS

Carefully read each item and using the appraisal rating below, check the box corresponding to the level of your career readiness as a TVL student. Please answer honestly as the results of this self-evaluation may provide important directions for you and your school and in developing an intervention program capturing the possible result of this study.

RATING SCALE AND DESCRIPTION:

5	STRONGLY AGREE	(The statement is always true)
4	AGREE	(The statement is often true)
3	MODERATELY AGREE	(The statement is sometimes true)
2	DISAGREE	(The statement is seldom true)
1	STRONGLY DISAGREE	(The statement is almost never true)

A. Self-Regulation	5	4	3	2	1
1. My goal in the class is to get a better grade than most of the other students.					
2. It is important for me to do well compared to others in the class.					
3. It is important for me to do better than other students.					
4. I avoid doing poorly in the class.					
5. My goal in this class is to avoid performing poorly.					
6. Sometimes I am afraid that I may not understand the content of the class as thoroughly as I would like.					
7. I worry that I may not learn all that I possibly could in the class.					
8. I am often concerned that I may not learn all that there is to learn in the class.					
9. I desire to completely master the material presented in the class.					
B. Cognitive presence	5	4	3	2	1
1. I think problems posed increased my interest in course issues.					
2. I think course activities increased my curiosity.					
3. I was motivated to explore content related questions.					

4. I utilized a variety of information sources to explore problems posed in the course.					
5. I found brainstorming and finding relevant information helpful in resolving content-related questions.					
6. I think online discussions were valuable in helping me appreciate different perspectives.					
7. I think combining new information helped me answer questions raised in course activities.					
8. I think /earning activities helped me construct explanations/solutions.					
9. Reflection on course content and discussions helped me understand fundamental concepts in this class better.					
10. I can describe ways to test and apply the knowledge created in this course.					
11. I can apply the knowledge created in this course to my work or other non-class related activities.					
C. Social Presence	5	4	3	2	1
1. I think online or web-based communication is an excellent medium for social interaction					
2. Getting to know other people gives me a sense of belonging in the course					
3. I am comfortable conversing through the online medium.					
4. I am comfortable participating in the course discussions.					.
5. I am comfortable interacting with other people in the course.					
6. I am comfortable disagreeing with other people while still maintaining a sense of trust.					
7. I think that my point of view was acknowledged by other people in the course.					
8. I think online discussions help me to develop a sense of collaboration.					
D. Participatory Behavior	5	4	3	2	1
1. I sought to work with others in order to learn more.					
2. I offer information and ideas freely to others.					
3. When I need help, I reach out to other students for help.					

4. I value the creativity of others.					
5. I feel that my creativity is valued by others.					
6. I find it important to collaborate with others.					
7. I felt that when I participated online, others valued my contribution.					
8. I valued others when they contributed online.					
E. Technology	5	4	3	2	1
1. I think computers make schoolwork more fun/interesting.					
2. Many of my classmates know more about computers than I do.					
3. Computers help me to improve the quality of my schoolwork.					
4. I have learned new technology skills during this course.					
5. Computers help me understand my classes better.					
6. I used multiple devices to complete coursework.					
7. I generally enjoy schoolwork better with technology.					
8. Compared to other students, I really enjoy being in class.					
9. I consider my technology knowledge strong.					
10. I learned new course content and new technology skills in this class.					
11. I need to learn many new skills to use computers for my schoolwork.					

Reference: Murthy, P. (2015). Study on High School Students' College Career Readiness Skills in Virtual and Face-To-Face Advanced Placement Course Settings. Doctor of Education at Dowling College, School of Education, Department of Educational Administration, Leadership and Technology.

QUESTIONNAIRE ON COOKERY NCII COMPETENCE

Carefully read each item and using the appraisal rating below, check the box corresponding to the level of your competence in cookery. Please answer honestly as the results of this self-evaluation may provide important directions for you and your school and in developing an intervention program capturing the possible result of this study.

RATING SCALE AND DESCRIPTION:

- 5 - **STRONGLY AGREE** (The statement is always true)
 4 - **AGREE** (The statement is often true)
 3 - **MODERATELY AGREE** (The statement is sometimes true)
 2 - **DISAGREE** (The statement is seldom true)
 1 - **STRONGLY DISAGREE** (The statement is almost never true)

A. Prepare and Cook Hot Meals

<i>As a student in Cookery NC II, I can...</i>	5	4	3	2	1
1. Gather, check tools and equipment needed					
2. Clean and/or sanitize kitchen equipment and utensils					
3. Store and stack cleaned equipment and utensils					
4. Follow cleaning schedules					
5. Use appropriate chemicals and equipment in cleaning and maintaining kitchen premises, tools, and equipment					
6. Check, record, and label supplies					
7. Gather, Identify, and select ingredients as per required menu items					
8. Prepare ingredients and flavoring agents as per required menu items					
9. Select and assemble ingredients to produce varieties of soups, stocks, and sauces					
10. Select primary, secondary, and portioned cuts of Protein; pork, lamb, beef, veal, and seafood					
11. Identify and use appropriate cooking methods					
12. Organize and prepare food items according to menu					

Requirements					
13. Cook menu items as required					
14. Arrange sauces and garnishes					
15. Plate and present food					
16. Select packaging materials for foodstuffs					
17. Adapt appropriate packaging procedures					
18. Store food in appropriate condition					
19. Follow workplace safety and hygiene procedures					
20. Perform first aid procedure in the event of accident					

B. Prepare Cold Meals

<i>As a student in Cookery NC II, I can...</i>	5	4	3	2	1
1. Clean and/or sanitize kitchen equipment and utensils					
2. Store and stack cleaned equipment and utensils					
3. Follow cleaning schedules					
4. Use appropriate chemicals and equipment in cleaning and maintaining kitchen premises, tools and equipment					
5. Select and assemble tools and equipment					
6. Inspect tools and equipment					
7. Rotate and move supplies					
8. Check, record, and label supplies					
9. Identify and select ingredients as per required menu items					
10. Prepare variety of sandwich types					
11. Select suitable bases from a range of bread type					
12. Prepare appetizers and salads with suitable sauces and dressings					
13. Utilize quality trimmings or other left over					
14. Select and prepare variety of vegetables, fruits, and starch food according to recipes					

15. Select and prepare variety of cold dishes according to recipe requirements					
16. Identify and use appropriate cooking methods					
17. Organize and prepare food items according to menu requirements					
18. Plate and present food					
19. Select packaging materials for foodstuffs					
20. Adapt appropriate packaging procedures					
21. Store food in appropriate condition					
22. Minimize wastage through purchases					
23. Follow workplace safety and hygiene procedures					
24. Perform first aid procedures in the event of accident					
25. Prepare reports					
26. Coordinate end of service procedures					

C. Prepare Sweets

<i>As a student in Cookery NC II, I can...</i>	5	4	3	2	1
1. Select and use chemicals and clean potable water for cleaning and/or sanitizing kitchen equipment, utensils, and working surfaces according to manufacturer's instructions					
2. Store or stack clean equipment, supplies and utensils safely in the designated place in accordance with manufacturer's instructions					
3. Assemble and disassemble cleaning equipment safely					
4. Follow cleaning schedules based on enterprise procedures					
5. Clean and/or sanitize walls, floors, shelves and working surfaces without causing damage to health or property					
6. Follow first aid procedures if an accident happens					
7. Sort and dispose waste according to sanitary regulations, enterprise practices and standard procedures					
8. Dispose cleaning chemicals safely—according to standard procedures					

9. Demonstrate sanitizing procedures and techniques					
10. Use ingredients and flavoring agents according to standard recipes defined by the-enterprise					
11. Identify ingredients according to standard recipes, recipe card or enterprise requirements					
12. Assemble ingredients according to quantity, type, and quality required					
13. Prepare ingredients based on the required form and time frame					
14. Select, measure and weigh ingredients according to recipe requirements					
15. Thaw frozen ingredients following enterprise procedures					
16. Observe factors in plating dishes in presenting cold dessert					
17. Produce a variety of hot, cold, and frozen desserts, appropriate for a variety of menus					
18. Produce sweet sauces to a desired consistency and flavor					
19. Taste prepared desserts and sweets in accordance with the required taste					
20. Present dessert hygienically, logically, and sequentially within the required timeframe, and decorated creatively					
21. Plate and portion desserts according to enterprise standards					
22. Store dessert at the appropriate temperature and correct conditions to maintain quality, freshness, and customer appeal					
23. Select and use suitable packaging to preserve taste, appearance and tasting characteristics					
24. Select quality of packaging materials in accordance with enterprise standards					
25. Observe environmental requirements for food packaging					
26. Package food in compliance with sanitary occupational health and safety and local health regulations requirements					

27. Label food according to industry standards					
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Reference: Self-Assessment Guide for Cookery NC II of the Technical Education and Skills Development Authority (TESDA, 2017).

IJSER

Appendix C

Letter of Request to Expert Validators

IJSER



JOCELYN B. BACASMOT, PhD.

University of Mindanao
Professional Schools
Matina, Davao City

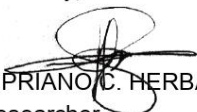
Dear Dr. Bacasmot,

The undersigned would like to request your approval to be one of the evaluators in the research study entitled, **“Moderating Effect of Competency Qualification on the Relationship Between Teaching Competence of Teachers and Career Readiness of TVL Students”** as a requirement for the degree of Master of Arts in Education major in Technology and Livelihood Education. Undoubtedly, your expertise would make the instrument rich and substantive in content.

Attached to this request is the actual print-out of the interview guide, research objectives, population and sample of the study. Your comments and suggestions will be a great help in the realization of this study.

Looking forward for your favorable response on this request. Thank you and God bless.

Sincerely,



CIPRIANO C. HERBAS JR.
Researcher

Noted by:



MYLA MAE N. MASCARIÑAS
Research Adviser

Rev. # 0/ Effectivity: July 14, 2020



JOEL B. TAN, DBA
University of Mindanao
Professional Schools
Matina, Davao City

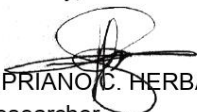
Dear Dr. Tan,

The undersigned would like to request your approval to be one of the evaluators in the research study entitled, **“Moderating Effect of Competency Qualification on the Relationship Between Teaching Competence of Teachers and Career Readiness of TVL Students”** as a requirement for the degree of Master of Arts in Education major in Technology and Livelihood Education. Undoubtedly, your expertise would make the instrument rich and substantive in content.

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Looking forward for your favorable response on this request. Thank you and God bless.

Sincerely,


CIPRIANO C. HERBAS JR.
Researcher

Noted by:


MYLA MAE N. MASCARIÑAS
Research Adviser

Rev. # 0/ Effectivity: July 14, 2020



ESTER JEAN U. PELAYO, PhD.

University of Mindanao
Professional Schools
Matina, Davao City

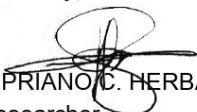
Dear Dr. Pelayo,

The undersigned would like to request your approval to be one of the evaluators in the research study entitled, **“Moderating Effect of Competency Qualification on the Relationship Between Teaching Competence of Teachers and Career Readiness of TVL Students”** as a requirement for the degree of Master of Arts in Education major in Technology and Livelihood Education. Undoubtedly, your expertise would make the instrument rich and substantive in content.

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Looking forward for your favorable response on this request. Thank you and God bless.

Sincerely,



CIPRIANO C. HERBAS JR.
Researcher

Noted by:



MYLA MAE N. MASCARIÑAS, MAED-TLE
Research Adviser

Rev. # 0/ Effectivity: July 14, 2020



ESTER JEAN U. PELAYO, PhD.

University of Mindanao
Professional Schools
Matina, Davao City

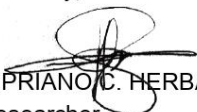
Dear Dr. Pelayo,

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Attached to this request is the actual print-out of the interview guide, research objectives, population and sample of the study. Your comments and suggestions will be a great help in the realization of this study.


Looking forward for your favorable response on this request. Thank you and God bless.

Sincerely,



CIPRIANO C. HERBAS JR.
Researcher

Noted by:



MYLA MAE N. MASCARIÑAS, MAED-TLE
Research Adviser

Rev. # 0/ Effectivity: July 14, 2020



GARY P. LAGATIERA, EdD.
OIC-College Administrator
Monkayo College of Arts, Science & Technology


Dear Dr. Lagatiera,

The undersigned would like to request your approval to be one of the evaluators in the research study entitled, "**The Moderating Effect of Competency Qualification on the Relationship Between Teaching Competence of Teachers and Career Readiness of TVL Students**" as a requirement for the degree of Master of Arts in Education major in Technology and Livelihood Education. Undoubtedly, your expertise would make the instrument rich and substantive in content.

Attached to this request is the actual print-out of the interview guide, research objectives, population and sample of the study. Your comments and suggestions will be a great help in the realization of this study.

Looking forward for your favorable response on this request. Thank you and God bless.

Sincerely,



CIPRIANO C. HERBAS JR.
Researcher

Noted by:



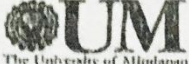

MYLA MAE N. MASCARIÑAS, MAED-TLE
Research Adviser

Rev. # 0/ Effectivity: July 14, 2020

Appendix D

Research Instrument Validation Sheets

IJSER

 UM The University of Mindanao	PROFESSIONAL SCHOOLS [] Main [] Branch VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE																																																
<p> Name of Evaluator : <u>Jocelyn B. Bacasmot, Ph.D</u> Degree : <u>Ph.D Applied Linguistics</u> Position : <u>Dean</u> Number of Years of Teaching : <u>26</u> To the Evaluator : _____ Points of Equivalent : _____ </p> <p style="text-align: right;">Please check the appropriate box for your ratings</p> <table style="width: 100%;"> <tr> <td>5 - Excellent</td> <td>2 - Fair</td> </tr> <tr> <td>4 - Very Good</td> <td>1 - Poor</td> </tr> <tr> <td>3 - Good</td> <td></td> </tr> </table>		5 - Excellent	2 - Fair	4 - Very Good	1 - Poor	3 - Good																																											
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3 - Good																																																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">ITEMS</th> <th style="width: 5%;">5</th> <th style="width: 5%;">4</th> <th style="width: 5%;">3</th> <th style="width: 5%;">2</th> <th style="width: 5%;">1</th> </tr> </thead> <tbody> <tr> <td>1. Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Presentation and Organization of Items The items are presented and organized in logical manner.</td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Suitability of Items The item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Adequateness of Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Attainment of Purpose The instrument fulfills the objectives for which it was constructed.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		ITEMS	5	4	3	2	1	1. Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.	✓					2. Presentation and Organization of Items The items are presented and organized in logical manner.		✓				3. Suitability of Items The item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.	✓					4. Adequateness of Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.	✓					5. Attainment of Purpose The instrument fulfills the objectives for which it was constructed.	✓					6. Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.	✓					7. Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.	✓				
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<p>Title of Approved Research: <u>The Moderating Effect of Competency Development on the Relationship Between Teaching Competency of Teachers and Career Readiness of TVL Students</u> - <u>Cipriano C. Herbas</u></p> <p>Name of Researcher: <u>Myka Mae N. Mascariñas</u></p> <p>Research Adviser: <u>Myka Mae N. Mascariñas</u></p> <p>Date of Evaluation of the Questionnaire: <u>Feb. 9, 2021</u></p> <p>Remarks of the Evaluator: _____</p>																																																	
<p> <u>Jocelyn B. Bacasmot</u> Signature Above Printed Name</p>																																																	

F-13550-011/ Rev. # 3/ Effectivity: January 25, 2018



PROFESSIONAL SCHOOLS

[☒] Main [☐] Branch _____

VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

Name of Evaluator : **ESTER JEAN U. PELAYO, EdD.**
 Degree : Doctor Of Education
 Position : University Professor
 Number of Years of Teaching : 11 years
 To the Evaluator : Please check the appropriate box for your ratings
 Points of Equivalent : 5 - Excellent 2 - Fair
 4 - Very Good 1 - Poor
 3 - Good

ITEMS	5	4	3	2	1
1. Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.	✓				
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6. Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.	✓				
7. Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.	✓				


Title of Approved Research: MODERATING EFFECT OF COMPETENCY QUALIFICATION ON THE
RELATIONSHIP BETWEEN TEACHING COMPETENCE OF TEACHERS AND CAREER
READINESS OF TVL STUDENTS


Name of Researcher: CIPRIANO C. HERBAS JR.

Research Adviser: MYLA MAE N. MASCARIÑAS, MAED-TLE

Date of Evaluation of the Questionnaire: FEB. 13, 2021

Remarks of the Evaluator: PLS PROCEED TO REPRODUCTION OF SURVEY QUESTIONNAIRES. GOOD LUCK

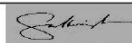

ESTER JEAN U. PELAYO, EdD.
 Signature Above Printed Name

 UM The University of Mindanao	PROFESSIONAL SCHOOLS [/] Main [] Branch _____ VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE
--	--


Name of Evaluator	: DR. JOEL TAN						
Degree:	: CPA, DBA						
Position	: Research Coordinator						
Number of Years of Teaching	: 9 YEARS						
To the Evaluator	: Please check the appropriate box for your ratings						
Points of Equivalent	: <table style="display: inline-table; vertical-align: top;"> <tr> <td>5 - Excellent</td> <td>2 - Fair</td> </tr> <tr> <td>4 - Very Good</td> <td>1 - Poor</td> </tr> <tr> <td>3 - Good</td> <td></td> </tr> </table>	5 - Excellent	2 - Fair	4 - Very Good	1 - Poor	3 - Good	
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ITEMS	5	4	3	2	1
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4. Adgory or indicator The items represent the coverage of research adequately. The questions per are category adequate representations of all the questions needed for research.	/				
5. Attainment of Purpose The instrument fulfills the objectives for which it was constructed.	/				
6. Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.		/			
7. Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.	/				

Title of Approved Research:	THE MODERATING EFFECT OF COMPETENCY LEVEL ON THE RELATIONSHIP BETWEEN TEACHING COMPETENCE
Name of Researcher:	CIPRIANO HERBAS
Research Adviser:	MYLA MAE N. MASCARIÑAS, MAED-TLE
Date of Evaluation of the Questionnaire:	
Remarks of the Evaluation:	Kindly see marginal notes and comments on the modified instrument. Refer to the highlighted texts. Thanks.


DR. JOEL TAN
 Signature Above Printed Name

E-135504011/ Rev. #3/ Effective: January 25, 2018

 UM The University of Mindanao	PROFESSIONAL SCHOOLS [/] Main [] Branch _____ VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE
---	--

Name of Evaluator : **LEILANIE L. TINGZON, EdD.**
 Degree : Doctor of Education
 Position : _____
 Number of Years of Teaching : _____
 To the Evaluator : _____
 Points of Equivalent : _____

Please check the appropriate box for your ratings

5 - Excellent	2 - Fair
4 - Very Good	1 - Poor
3 - Good	

ITEMS	5	4	3	2	1
1. Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.			/		
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6. Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.			/		
7. Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.			/		


Title of Approved Research: **"Moderating Effect of Competency Qualification on the Relationship Between Teaching Competence of Teachers and Career Readiness of TVL Students"**

Name of Researcher: CIPRIANO C. HERBAS JR.


Research Adviser: MYLA MAE N. MASCARIÑAS, MAED-TLE

Date of Evaluation of the Questionnaire: February 21, 2021

Remarks of the Evaluator: Follow comments


LEILANIE L. TINGZON, EdD.
 Signature Above Printed Name

F-13550-011/ Rev. # 3/ Effectivity: January 25, 2018

 UM The University of Mindanao	PROFESSIONAL SCHOOLS [✓] Main [] Branch _____ VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE
--	--

Name of Evaluator :	GARY P. LAGATIERA	
Degree :	DOCTOR OF EDUCATION- EDUCATIONAL MGT.	
Position :	OIC- COLLEGE ADMINISTRATOR (MonCAST)	
Number of Year of Teaching :	18 YEARS	
To the Evaluator :	Please check the appropriate box for your ratings	
Points of Equivalent :	5 - Excellent	2 - Fair
	4 - Very Good	1 - Poor
	3 - Good	

ITEMS	5	4	3	2	1
1. Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.	✓				
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7. Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.	✓				

Title of Approved Research: The Moderating Effect of Competency Qualification on the Relationship Between Teaching Competence of Teachers and Career Readiness of TVL Students

Name of Researcher: CIPRIANO C. HERBAS JR.

Research Adviser: MYLA MAE N. MASCARIÑAS, MAED-TLE

Date of Evaluation of the Questionnaire: February 26, 2021

Remarks of the Evaluator: Pass for reliability test. Ok for administration. Good luck and keep safe.

GARY P. LAGATIERA, EdD.
 Signature Above Printed Name

F-13550-011/ Rev. # 3/ Effectivity: January 25, 2018

Appendix E

Summary of Instrument Validation Ratings from Panel

IJSER

Validators	Rating
Dr. Jocelyn B. Bacasmot	4.86
Dr. Ester Jean U. Pelayo	5.00
Dr. Joel B. Tan	4.71
Dr. Leilanie L. Tingzon	3.00
Dr. Gary P. Lagatiera	4.71
Overall Rating	4.46

Appendix F

Approved Letters on the Conduct of the Study

IJSER




Professional Schools
Ground Floor, PS Building
Matina, Davao City
Telephone: (082)305-0645 Local 189

1st Endorsement
May 17, 2021

Respectfully endorsed to **REYNALDO M. GUILLENA, CESO V**, Schools Division Superintendent, Division of Davao City, the attached letter of **MR. CIPRIANO C. HERBAS, JR.**, a student of the Professional Schools in this university requesting permission to conduct his study in your division.

For your approval.


EUGENIO S. GUHAO, JR., DM
Dean, Professional Schools





Professional Schools
Ground Floor, PS Building
Matina, Davao City
Telephone: (082)305-0645 Local 189

April 29, 2021

REYNALDO M. GUILLENA, CESO V
Schools Division Superintendent
Davao City Division
Quirino St., Davao City

Dear Sir:

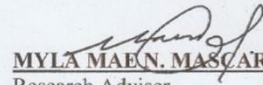
The undersigned is currently working on his thesis entitled, **“Moderating Effect of Competency Qualification on the Relationship Between Teaching Competence of Teachers and Career Readiness of TVL Students.”**

In this regard, the researcher would like to request your approval to conduct the study in your area of responsibility. Rest assured that the confidentiality of the data collected will be an utmost priority. Attached herewith is the sample of the survey questionnaire that reflects the topics and questions to be discussed.

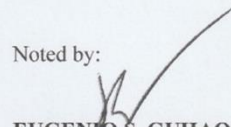
Looking forward to your favorable response on this request.

Respectfully yours,


CIPRIANO C. HERBAS JR
Researcher


MYLA MAEN. MASCARIÑAS, MAED-TLE
Research Adviser

Noted by:


EUGENIO S. GUHAO, JR., DM
Dean



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO CITY

May 31, 2021

Cipriano C. Herbas Jr.
Proponent
University of Mindanao
Ground Floor, PS Building
Davao City

Dear Mr. Herbas:

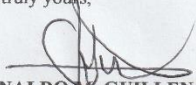
This has reference to your letter received by this Office on May 31, 2021, requesting permission to conduct a research study to selected senior high school students, this Division, as a requirement for the study entitled **"Moderating Effect of Competency Qualification on the Relationship between Teaching Competence of Teachers and Career Readiness of TVL Students"**.

In this connection, permission is hereby granted provided the following conditions are met:

1. That COVID-19 health and safety precautions shall be strictly observed;
2. That data gathering mechanisms shall be through online/telephone/video call or any online platform;
3. That strictly no face-to-face in all data collections;
4. That prior arrangement with the school administrator be made;
5. That class shall not be disrupted;
6. That explicit consent and assent be obtained in writing from each participant prior to their participation in the research;
7. That participant must be informed of voluntary participation, that answer to specific questions may be withheld without penalty and that they may withdraw from the research at any time;
8. That participant should receive a full disclosure of the nature of the study, the risks, benefits, and alternatives, with an extended opportunity to ask questions;
9. That CONFIDENTIALITY and ANONYMITY of the personally identifiable information will be maintained throughout the research and thereafter; and
10. That this office shall be furnished with the result of this study.

Please be guided accordingly.

Very truly yours,


REYNALDO M. GUILLENA, CESO V
Schools Division Superintendent



Address: Elpidio Quirino Avenue, Davao City
Telephone No: (082) 224-3274, (082) 222-1672
E-mail: davao.city@deped.gov.ph

Appendix G

Filled-Out Informed Consent Form

IJSER



University of Mindanao
Informed Consent Form (ICF)

UMERC - 006
Rev. 01 / December 1, 2016
Approved by:

Control No.: 15

University of Mindanao Ethics Review Committee
Matina, Davao City

Informed Consent Form for : **"The Moderating Effect of Competency Qualification on the Relationship Between Teaching Competence of Teachers and Career Readiness of TVL Students"**
Name of the Researcher(s) : **CIPRIANO C. HERBAS JR.**
Institution : **University of Mindanao**

INTRODUCTION

You are invited to participate in a research study conducted by **CIPRIANO C. HERBAS JR.**, at the University of Mindanao, because you fit the inclusion criteria for informants of our study.

Your participation is completely voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends.

If you decide to participate, you will be asked to sign this form. You will be given a copy of this form.

PURPOSE OF THE STUDY

The main purpose of this study will determine the moderating effect of competency qualification on the relationship between teaching competence of teachers and career readiness of Senior High School TVL students in the different secondary schools in the City Schools Division of Davao for the School Year 2020-2021.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to participate by answering the survey questionnaire which you can finish in less than 30 minutes.

POTENTIAL RISKS AND DISCOMFORTS

You may feel discomfort during the course of the interview because of the sensitive nature of the topic being studied. You may opt not to answer questions which make you feel any psychological or emotional distress, or you can withdraw as a participant of the study if you feel that you cannot discuss the information that is asked of you. The researcher values your participation and will place your welfare as his highest priority during the course of the study.



University of Mindanao
Informed Consent Form (ICF)

UMERC - 006
Rev. 01 / December 1, 2016
Approved by:

Control No.: 15

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

This study emphasizes the need for pre-screening of students who have struggled in choosing an appropriate career fitted in their skills and interests. Once a detailed assessment of career readiness problems is over, effective teaching competence and competencies is needed to reduce the number of students who have readiness problems on career and to develop extensive techniques to cater interests of students in terms of career. Career problems can manifest themselves as frequent tantrums or serious assaults to students if not properly assessed.

Students who have difficulty in being ready to take a certain career are often struggling with other struggles such as emotional problems and social issues. Those students have a gloomy time dealing with emotions such as anger and frustration and they respond poorly to adversity in the social environment. Also, those kinds of students are often struggling with multifarious and serious problems affecting their lives, family, and school. Parents and teachers often stand in despair when dealing with children with career readiness problems. This problem is often boisterous, lingering and can be expensive for the society if intervention does not occur early.

Through the findings of the study, the Department of Education will be able to provide and establish seminars and conferences that may develop and enhance the quality of teaching competence and approaches necessary in the career education and readiness of students. Also, the school may identify educational and valuable interventions through establishing manageable programs and activities that can be applied to elevate readiness as learners enter courses of their choices. Furthermore, TVL teachers can serve this as their basis in the improvement of their levels of teaching competence and professional development and quality which can also be benefitted by the learners during the teaching and learning processes which are essential towards their career readiness on hand. In addition, this study will help the learners to be aware of their level of readiness in line with their careers as well as teaching competence necessary for future career purposes and that they may become active participants and effective and efficient learners throughout the academic year.

Moreover, the findings and results of this study may help the future researchers to assess their knowledge, attitudes and/or beliefs regarding on the study and that they may create a study aligning to the research approach. Further, these outcomes are predicted by effectiveness on teaching competence and implemented competencies to career readiness of the learners, thus aligning with theory and providing important programs and tasks to validate these measures.

CONFIDENTIALITY

Your records for this study will be kept confidential as far as permitted by law. Any identifiable information obtained in connection with this research will remain confidential, except if necessary, to protect your rights or welfare. This certificate means that the researcher can resist the release of information about your participation to people who are not connected with the study. When the results of the research are published or discussed in conferences, no identifiable information will be used.



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Informed Consent Form (ICF)

UMERC - 006
Rev. 01 / December 1, 2016
Approved by:

Control No.: 15

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights, or remedies because of your participation in this research study.

RESEARCHER'S CONTACT INFORMATION

If you have any questions or concerns about the study, you may contact the researcher through mobile phone number 09323983735 or through email at cipriano.herbas001@deped.gov.ph.

RIGHTS OF RESEARCH PARTICIPANT

If you have any other questions, concerns, or complaints about your rights as a research participant or the research in general and are unable to contact the research team, or if you want to talk to someone privately of the research team, you may contact the University of Mindanao Professional Schools at number 305-06-45.

RESEARCH PARTICIPANT'S CONSENT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form. I can withdraw my consent at any time and discontinue participation without penalty.



Signature above Printed Name of Participant

June 3, 2021

Date Signed

To be accomplished by the Researcher Obtaining Consent:

I have explained the research to the participant and answered all his/her questions. I believe that he/she understands the information described in this document and freely consents to participate.


CIPRIANO C. HERBAS JR.

Name of Person Obtaining Consent

June 3, 2021

Date Signed

Appendix H

Certificate of Appearance

IJSER



Republic of the Philippines
Department of Education
Region XI
Division of Davao City



J.V. FERRIOLS NATIONAL HIGH SCHOOL

Lizada, Toril, Davao City
Telephone No. 3052659
Email Add: jvferriols.nhs@deped.gov.ph

CERTIFICATE OF APPEARANCE

Date	School/Office	Time In	Time Out	No. of Hours	Number of Minutes
06/01/2021	J.V. Ferriols National High School	4:30PM	5:00PM		30

Purpose: Hand-in Request Letter to Conduct Study Via Online Survey to TVL Students for Thesis.

I hereby certify that the herein reflected number of minutes rendered by CIPRIANO C. HERBAS JR. are true and correct.

MARIA TERESA R. GAN
OIC/Authorize Representative

Appendix I

UMERC Certification

IJSER



UMERC

University of Mindanao Ethics Review Committee

Compliance Certificate for Study Ethics Protocol Review UMERC No.: UMERC-2021-108

This is to certify that the study entitled “ **The Moderating Effect of Competency Qualification on the Relationship Between Teaching Competence of Teachers and Career Readiness of TVL Students** ” by **Cipriano C. Herbas Jr.** , a candidate of **Master of Arts in Education major in Technology and Livelihood Education** of the University of Mindanao Graduate School has been examined by the University of Mindanao Ethics Review Committee (UMERC) and has been evaluated to have adequately complied the requirements for the study ethics protocol and is therefore cleared for implementation using universally accepted scientific procedures and internationally accepted ethical guidelines.

Given this 21th day of March 2022 at the UMERC Office, PS Building, and Davao City, Philippines.

A handwritten signature in black ink, appearing to read 'H. Omblerero', is written over a light gray rectangular background.

HELEN Q. OMBLERERO, DSD
UMERC Chair

Appendix J

Public Forum Certification

IJSER



Appendix K

Editor's Certification

IJSER



Professional Schools

Ground Floor, PS Building

Matina, Davao City

Telephone: (082) 297-6115

CERTIFICATION

To Whom It May Concern:

This is to certify that the manuscript of **Mr. Cipriano Camasora Herbas Jr.** entitled, "**THE MODERATING EFFECT OF COMPETENCY QUALIFICATION ON THE RELATIONSHIP BETWEEN TEACHING COMPETENCE OF TEACHERS AND CAREER READINESS OF TVL STUDENTS**" has been checked and edited by the undersigned in accordance with the standard mechanics, format, spacing, and references set by the university.

This certification is issued on March 18, 2022.

GEOFFREY E. GIRADO, JD, RN, MAEd
Reader/Grammarian

Appendix L
Grammarly Report

IJSER



Report: The Moderating Effect of Competency Qualification on the Relationship...by C. Herbas

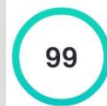
The Moderating Effect of Competency Qualification on the Relationship...by C. Herbas (1)

by geoffrey girado

General metrics

86,979	12,596	664	50 min 23 sec	1 hr 36 min
characters	words	sentences	reading time	speaking time

Score



This text scores better than 99% of all texts checked by Grammarly

Writing Issues

73

Issues left

4

Critical

69

Advanced

Plagiarism

This text hasn't been checked for plagiarism

Report was generated on Thursday, Mar 17, 2022, 06:01 PM

Page 1 of 63



Report: The Moderating Effect of Competency Qualification on the Relationship...by C. Herbas

The Moderating Effect of Competency Qualification on the Relationship...by C. Herbas (2)

by geoffrey girado

General metrics

36,104

characters

5,289

words

606

sentences

21 min 9 sec

reading
time

40 min 41 sec

speaking
time

Score



This text scores better than 97%
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Writing Issues

94

Issues left

39

Critical

55

Advanced

Plagiarism

This text hasn't been checked for plagiarism

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Page 1 of 51

Appendix M
Turnitin Plagiarism Report

IJSER



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Cipriano C. Herbas Jr.
Assignment title: PS 2019-2020
Submission title: THE MODERATING EFFECT OF COMPETENCY QUALIFICATION ...
File name: HERBAS.docx
File size: 623.29K
Page count: 85
Word count: 18,767
Character count: 107,695
Submission date: 11-Mar-2022 08:12AM (UTC+0800)
Submission ID: 1781480999



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THE MODERATING EFFECT OF COMPETENCY QUALIFICATION ON THE RELATIONSHIP BETWEEN TEACHING COMPETENCE OF TEACHERS AND CAREER READINESS OF TVL STUDENTS

ORIGINALITY REPORT

14%	14%	1%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	docplayer.net Internet Source	2%
2	www.tesda.gov.ph Internet Source	1%
3	www.globalscientificjournal.com Internet Source	1%
4	tesda.gov.ph Internet Source	1%
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7	tesda3.com.ph Internet Source	1%
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www.arcjournals.org

CURRICULUM VITAE

CIPRIANO C. HERBAS JR.

PERSONAL PROFILE

Nickname : Ian
Age : 50 years old
Birth Date : March 25, 1972
Sex : Male
Citizenship : Filipino
Civil Status : Married
Mother's Name : Candelaria C. Hervas
Father's Name : Cipriano I. Hervas Sr.
Religion : Roman Catholic
Email Address : cipriano.hervas001@deped.gov.ph
ORCID Number : <https://orcid.org/0000-0003-4533-1279>



EDUCATIONAL ATTAINMENT

DATE GRADUATED

Graduate Studies	Master of Arts in Education Major in Technology and Livelihood Education University of Mindanao Matina, Davao City	2022
	Earned 18 units in Master of Public Administration Major in Organization Studies University of Southeastern Philippines Bo. Obrero, Davao City	2000
Tertiary	Bachelor of Secondary Education Earning Units (30 units) University of Southeastern Philippines Bo. Obrero, Davao City	2003
	Bachelor in Agricultural Technology SPAMAST State College Poblacion, Malita, Davao Occidental	1994
High School	Holy Cross of Malita Poblacion, Malita, Davao Occidental	1985

Elementary	Malita Elementary School Poblacion, Malita, Davao Occidental	1981
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WORK EXPERIENCE

Public Secondary School TVL Teacher-II J.V. Ferriols National High School	2016 – Present
---	----------------

Public Secondary School TLE Teacher-I Crossing Bayabas National High School	2015 – 2016
---	-------------

Public Secondary School TLE Teacher-I Baracatan National High School	2008 – 2015
--	-------------

Private High School TLE Teacher Saint Therese College of Science and Technology	2004 – 2008
---	-------------

ELIGIBILITY

Licensure Examination for Teacher (LET)
August 31, 2003

CONFERENCES, SEMINARS, AND TRAININGS ATTENDED

Technical Education and Skills Development Authority (TESDA)
National Certificate II
Front Office Services
December 2018

Technical Education and Skills Development Authority (TESDA)
National Certificate II
Bartending
August 2018

Technical Education and Skills Development Authority (TESDA)
National Certificate III
Housekeeping
February 2018

PLDT INFOTEACH TRAINING OF TRAINERS (PHASE 4)
Davao City National High School
Torres St., Davao City
February 2017

2016 INTERNATIONAL MIND EDUCATION SPECIALIST TRAINING

Cinema 4, SM Lanang Premier

Lanang, Davao City

September 2016

2016 GRADE 11 REGIONAL MASS TRAINING FOR TEACHERS ON THE K to 12 ENHANCED BASIC EDUCATION PROGRAM FOR COMMON TOPICS

University of Mindanao

Matina, Davao City

July 2016

2016 K to 12 REGIONAL MASS TRAINING FOR GRADE 11 TEACHERS IN REGION XI UNDER THE TECHNICAL VOCATIONAL & LIVELIHOOD TRACK

Sunny Point Hotel

Maa, Davao City

Technical Education and Skills Development Authority (TESDA)

National Certificate II

Computer System Servicing

March 2016

Technical Education and Skills Development Authority (TESDA)

Trainers Methodology Certificate Level - I

May 2015

Technical Education and Skills Development Authority (TESDA)

National Certificate II

Housekeeping

June 2014

Technical Education and Skills Development Authority (TESDA)

National Certificate II

Food Processing

December 2013

Division ICT Training For School ICT Coordinator

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December 2013

Intel Teach Program-Elements: Assessment

Davao City National High School

August 2011

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