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Inventory Analysis of Tesda Accredited Competency Assessment Centers in the Province Of Sorsogon

Research Article

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Abstract:

This study determined the profile of the TESDA accredited competency assessment centers in the province of Sorsogon.

It also determined the level of compliance of the accredited competency assessment centers in terms of Administrative requirements, Physical Structure, Competency Assessment Process and Competency Assessment Documentation and Reporting. Further it also determined how frequent is the conduct of assessment per qualification, causes of losing accreditation and the problems encountered during the accreditation of qualification as assessment center and lastly proposed an output based from the result of the study.

The respondents of this study were 17 TESDA accredited competency assessment centers in the province of Sorsogon. The descriptive method of research was utilized. Researcher used a questionnaire as the main instrument of the study. The data were derived from the use of a survey and aided with the both structured and unstructured interview. The appropriate statistical tools such as frequency, mean, percentage and ranking were used to analyze and interpret the data.

Keywords: Nigeria, inventory, analysis, TESDA accredited assessment centers

INTRODUCTION

Assessment centers have been used for many purpose in the corporate world. Originally developed for selection of management personnel, the process has been used for candidate counselling, management development, and organizational development. Once installed in a large organization such as Shell, with great manpower needs, the method has been used successfully in civilian and military agencies, universities, and in many smaller organizations.

Though, assessment centers require extensive experience to develop, considerable logistical planning to set up, and numerous personnel to administer. Highly trained assessors are needed to observe and evaluate applicant's performance on the group and individual exercises.

Assessment Centers rely on well – structured assessment tools. All simulation exercises and role play contains two sheets: one for the candidate and another for the assessor. The final assessment form presents the synthesis of the assessor's observations. Every assessor individually consigns his/her appreciation of each candidate.

Technical Education and Skills Development Authority known as **TESDA** is the government agency tasked to certify competency assessment centers and assessors that is responsible to conduct the National Competency Assessment in the Philippines. In 2018, a total of 4,442 assessment centers were accredited nationwide in which 176 was

from Region V while 3,726 assessors were accredited nationwide and 86 of them were from Region V.

OBJECTIVES

Statement of the Problem

This study determined the inventory analysis of TEDSA accredited competency assessment centers in the province of Sorsogon. Specifically, this study will answer the following questions:

1. What is the profile of the TESDA accredited assessment centers in terms of?

a. Types of competency assessment centers (TESDA Administered or TTI's, TVI's, SUC's, LGU Run Training Center)

b. Number of Accredited Qualifications;

c. Date of Accreditation per Qualification;

d. Number of complied accredited Qualification/s; and

e. Number of internal Competency Assessors per accredited Qualification?

2. What is the level of compliance of the accredited competency assessment centers along with:

a. Administrative requirements;

b. Physical structure;

c. Competency assessment process; and

d. Competency assessment documentation and reporting?

3. How frequent is the conduct of assessment per accredited Qualification/s

4. What are the causes of losing the accreditation per Qualification?

5. What are the problems encountered during accreditation of a Qualification?

6. What could be proposed as per result of the study?

METHODOLOGY

The descriptive survey method of research was utilized in the study to determine the profile of the TESDA accredited assessment centers and the level of compliance of accredited assessment centers along its identified variables, causes of losing accreditations and the problems encountered during accreditations. McCombes explain that descriptive method of research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, correlations, and categories. The main objective of this research design is to accurately and systematically describe a population, situation or phenomenon.

The instrument used by the researcher in data gathering were survey questionnaire the questionnaire which was lifted on the TESDA Compliance Audit. (TESDA–OP-CO-06-F45)and it concedes of six parts. Part I consists of Respondent's Profile. Part II consists of Profile of the TESDA Accredited Assessment Centers, Number of Accredited Qualifications, Accreditation Number and Date of Accreditation per Qualification, Number of Complied Qualifications and Number of In-House or Internal Accredited Competency Assessors. Part III consists of the Level of Compliance of the Accredited Competency Assessment Center per Qualification along its identified variables while Part IV consists of the Number of Conduct of Assessment per Accredited Qualification. Part IV consists of the common reasons for the closure of accreditation per qualification while Part VI consists of the problems encountered during accreditation.

The result of the data that gathered from the questionnaires and interview were tabulated, analyzed and interpreted. The researcher used statistical tools such as frequency counts, percentage, rank and mean to analyze and interpret the data.

RESULTS AND DISCUSSIONS

Based from the data gathered, the following findings are revealed:

1.

a. The computed percentage of the profile of the TESDA accredited assessment centers in terms of types of competency assessment centers are 11.8%, 76.5%, and 5.9% respectively.

b. Along the number of accredited qualifications are 38, 63, 62,68 and 65 respectively.

c. Along the date of the accreditation (every 2 years) per qualification, 15 out of 17 or 88% are complied.

d. Along the number of complied qualification is 2018 is 68, 2019 with 65 and 2016 with 63.

2. Level of compliance of the accredited assessment centers along the identified variables. Administrative requirement has an overall weighted mean of 3.58 and described as ***complied***. Physical Structure has an overall weighted mean of 3.79 interpreted as ***complied***. And on Competency Assessment Process is 3.55 interpreted as ***complied*** while on the Competency Assessment Documentation and Reporting is 3.99 interpreted as ***complied***.

3. The highest number of assessment conducted is the Bread and Pastry Production NCll with 218, followed by Cookery NCll with 147 and Electrical Installation and Maintenance NCll with 128.

4. The top 3 causes or reasons for losing the accreditation is the sum rank of 1.5, 3.5 and 5.5 respectively.

5. Along the problems encountered during accreditation, top three problems are the sum rank of 85, 61 and

6. Plan of action be made to address the problems encountered on accreditation of the qualifications as assessment centers.

Based from the findings, the following conclusions are drawn:

1. That there are assessment centers that closed their accreditations.

2. The level of assessments of the respondents to the accredited assessment centers along the identified variables are all complied.

3. That there are problems encountered in the accreditation of the qualifications as assessment centers.

4. Calibration/moderation or Plan of action be made to address the problems encountered in the accreditation.

Recommendations:

Based from the conclusions drawn, the following recommendations are made:

1. Closed accreditation centers be encouraged to re accredit their qualifications as assessment center.

2. The level of assessments of the respondents to the accredited assessment centers along the identified variables are all complied but can still be improved to highly complied.

3. The problem encountered be given attention to meet

    the standard requirement of CAT's and improve the services of the assessment centers.

4. The proposed plan of action /calibration or moderation be given due consideration to address the problems met encountered and to meet the standard requirement of the CAT's and improve the services of the assessment center.

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