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Page: 01-03

FACTORS AFFECTING THE COMPETENCY STATUS OF SENIOR HIGH SCHOOL TVL-TRACK BPP–CSS NC II GRADUATES

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ABSTRACT

This study examined the factors affecting the competency status of Senior High School Technical-Vocational-Livelihood (TVL) Track graduates in Bread and Pastry Production (BPP) and Computer Systems Servicing (CSS) National Certificate II (NC II). A mixed-method approach was employed, combining quantitative assessment of competency levels and qualitative analysis of graduates' lived experiences. Findings revealed that teacher competency, curriculum effectiveness, on-the-job training (OJT) experiences, and graduates' perceptions were rated very high, while industry expectations and socio-economic factors were rated high. Graduates in BPP were found to be very competent in bakery, pastry, cakes, petits fours, and desserts, while CSS graduates were very competent in maintaining systems and competent in installation and configuration. A highly significant relationship was identified between influencing factors and competency status across all areas. Qualitative findings further showed that graduates encounter technical, financial, academic, and psychological challenges but demonstrate resilience through strategies such as independent learning, collaboration, and self-regulation. The study concludes that strengthening curriculum alignment, teacher competence, and practical training opportunities is essential to improve competency outcomes and employability.

INTRODUCTION

Senior High School graduates under the Technical-Vocational-Livelihood (TVL) track are expected to meet national competency standards to ensure readiness for employment. In particular, students in Bread and Pastry Production (BPP) and Computer Systems Servicing (CSS) must demonstrate the knowledge, skills, and attitudes required for National Certificate II (NC II). However, various factors influence whether these graduates successfully meet

competency standards, including teacher competency, curriculum effectiveness, industry expectations, socio-economic conditions, OJT experiences, and graduates' perceptions.

Previous studies emphasize the importance of teaching quality, program implementation, and resource availability in shaping student competency. However, there remains a gap in understanding how these factors directly influence NC II outcomes, particularly in BPP and CSS strands. This study addresses this gap by investigating both the level of competency and the factors influencing it, as well as exploring the challenges and coping strategies of graduates. Understanding these elements is essential for improving TVL programs, increasing certification success, and enhancing graduates' employability.

METHODS

This study utilized a mixed-method research design. The quantitative component employed a descriptive-correlational approach to determine the level of competency and the relationship between influencing factors and competency status. The qualitative component used a descriptive approach to explore the challenges and coping strategies of graduates.

The study was conducted in the Municipalities of Kidapawan, Makilala, and President Roxas. A total of 242 Senior High School TVL BPP–CSS NC II graduates were selected through stratified sampling. Data were collected using survey questionnaires for the quantitative phase and interviews for the qualitative phase. Statistical analysis was used to determine relationships and influences among variables, while thematic analysis was applied to qualitative data. Ethical considerations, including voluntary participation and confidentiality, were strictly observed.

RESULTS

The findings showed that multiple factors significantly affect the competency status of TVL graduates. Teacher competency, curriculum effectiveness, OJT experiences, and graduates' perceptions were rated very high, indicating strong influence on skill development. Industry expectations and socio-economic factors were also influential but rated slightly lower.

In terms of competency status, BPP graduates were found to be very competent across key areas such as bakery production, pastry preparation, cakes, petits fours, and desserts. CSS graduates demonstrated very high competency in maintaining computer systems and moderate to high competency in installing and configuring systems.

Statistical analysis revealed a highly significant relationship between the identified factors and competency outcomes. Curriculum effectiveness and socio-economic factors influenced bakery production, while teacher competency, curriculum, and OJT influenced pastry production. For CSS, curriculum and industry expectations influenced installation, OJT influenced configuration, and multiple factors influenced system maintenance.

Qualitative findings indicated that graduates face challenges such as limited resources, technical skill gaps, time constraints, and psychological pressures. Despite these difficulties, they employ coping strategies including independent learning, peer collaboration, mentorship, and self-discipline, which help them overcome barriers and improve their competency.

DISCUSSION

The results highlight that competency development among TVL graduates is influenced by a combination of instructional, institutional, and personal factors. Teacher competency and curriculum effectiveness play central roles in ensuring that students acquire relevant knowledge and skills aligned with industry standards. Practical exposure through OJT is equally important, as it bridges the gap between classroom learning and real-world application.

The study also emphasizes the role of socio-economic factors and industry expectations in shaping competency outcomes. Students with access to resources and supportive environments are more likely to achieve higher competency levels. Additionally, graduates' perceptions and motivation significantly influence their engagement and skill mastery.

The qualitative findings reinforce that challenges are inevitable in technical-vocational education; however, resilience and adaptive coping strategies enable students to succeed despite limitations. Overall, improving TVL education requires a holistic approach that includes enhancing teacher training, updating curriculum, strengthening industry partnerships, and providing adequate resources and support systems. These efforts will help ensure that graduates achieve competency standards and are better prepared for employment.