Outcomes of Basic Competency Acquisition and Work Readiness of BTVTED Pre-Service Teachers in a Philippine State University

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ABSTRACT

This study determined the level of basic competency acquisition and work readiness of Bachelor of Technical-Vocational Teacher Education (BTVTED) fourth-year pre-service teachers at Cebu Technological University Main Campus for School Year 2025–2026. Specifically, it examined the relationship between competency acquisition and work readiness to serve as a basis for a Technical-Vocational Skills Enhancement Plan. The study utilized a descriptive–correlational quantitative research design conducted within the university setting. Respondents consisted of BTVTED fourth-year pre-service teachers from day session, selected through total enumeration sampling. Data were gathered using an adapted survey questionnaire. The collected data were analyzed using frequency, percentage, weighted mean, and Pearson product–moment correlation. Findings revealed that the respondents were predominantly 21–22 years old and mostly female, with many possessing TESDA National Certificates and having short to moderate training exposure. Results further showed that the respondents demonstrated very high acquisition of basic competencies across all domains and were very ready for work. Moreover, the analysis revealed a moderate, positive, and statistically significant relationship between basic competency acquisition and work readiness. The study concludes that stronger competency acquisition significantly contributes to higher levels of work readiness among BTVTED pre-service teachers. It is therefore recommended that the institution sustain competency-based and experiential learning approaches and implement a Technical-Vocational Skills Enhancement Plan to strengthen practicum exposure, industry alignment, and professional preparation.

Keywords: Technical-Vocational Education, Basic Competency Acquisition, Work Readiness, Descriptive–Correlational Design, Cebu Technological University Main Campus.

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale

Higher education institutions are supposed to equip students to become skilled professionals in their chosen disciplines in an increasingly competitive global market. Universities are more than just places to study theory; they are also in charge of giving graduates the skills, information, attitudes, and work habits they need to participate successfully in the workforce. The alignment of higher education outcomes with industry objectives has become a crucial measure of educational quality and national growth as labor markets continue to demand adaptability, technical proficiency, and professional preparation.

Despite these expectations, a number of domestic and foreign studies have revealed that many postsecondary graduates lack the practical skills and applied competences necessary for their careers. Graduates may fulfil academic standards, but they frequently find it difficult to apply their theoretical knowledge in practical settings. As

a result, many fresh graduates find it difficult to secure employment that matches their field of specialization. A common outcome of this skills gap is underemployment, where graduates accept jobs that require lower qualifications than their degree or are unrelated to their professional training. This condition reflects a growing problem of job mismatch between higher education outputs and labor market demands.

In the Philippines, this situation is widely observed among fresh college graduates. Many degree holders are unable to immediately enter professions aligned with their academic preparation, leading to delayed employment, occupational shifting, or acceptance of jobs outside their expertise. This mismatch is particularly evident in programs that require both technical competence and professional confidence, where employers prioritize hands-on skills, industry exposure, and work readiness over academic credentials alone. Consequently, graduates often perceive themselves as unprepared to practice their profession immediately after graduation.

This concern is evident among graduates of Technical-Vocational Education programs, including those from state universities in Cebu City, Philippines. Observations indicate that graduates of technical-vocational courses experience difficulty securing employment relevant to their field, partly due to limited industry demand and partly due to gaps in demonstrated competencies. Employers in the technical-vocational sector often require proof of industry-aligned skills, certifications, and work readiness, which some graduates are unable to adequately present. As a result, the employability of technical-vocational graduates remains a pressing concern.

However, it has also been discovered that graduates of technical-vocational education programs are less confident in their ability to put what they learned in college into practice. Many believe that their skills are still inadequate for professional practice, especially in actual work environments. The apparent disconnect between classroom education and real employment requirements, as well as a lack of practicum exposure and industry immersion, are frequently blamed for this lack of confidence. These elements make them feel unprepared and reluctant to devote themselves entirely to their chosen career after graduation.

Given these issues, there is a clear need to systematically assess the basic competencies and work readiness of pre-service teachers enrolled in the Bachelor of Technical-Vocational Teacher Education (BTVTED) program. As future educators and trainers of skilled workers, BTVTED pre-service teachers must demonstrate not only pedagogical competence but also industry-relevant skills, professional ethics, and readiness for workplace demands. Assessing their level of competency acquisition and work readiness is essential in identifying gaps, strengthening preparation, and ensuring alignment with both academic standards and industry expectations.

In this context, the present study aims to assess the basic competency acquisition and work readiness of BTVTED pre-service teachers at Cebu Technological University Main Campus for the School Year 2025–2026. Specifically, it seeks to determine the respondents' profile, evaluate their level of acquisition of key competencies, assess their work readiness, and examine the relationship between competency acquisition and work readiness. The results of the study will serve as the basis for the development of a Technical-Vocational Skills Enhancement Plan, which is intended to improve curriculum implementation, strengthen practicum and industry exposure, and enhance graduate employability. The findings will benefit students, faculty members, curriculum planners, university administrators, and industry partners by providing evidence-based inputs for improving technical-vocational teacher education and addressing job mismatch and work-readiness concerns in the Philippine context.

THEORETICAL BACKGROUND

This study is anchored in the assumption that the acquisition of key competencies, such as communication, teamwork, problem-solving, professionalism, and safety practices, directly influences the work-readiness and employability of future educators. It is grounded on several interrelated theories that explain how pre-service teachers develop and apply such competencies.

The Human Capital Theory (Becker, 1993) posits that education and training are vital investments that enhance productivity and economic value. The Competency-Based Education and Training (CBET) Theory (Bowden &

Marton, 1998) emphasizes performance-based learning and the demonstration of skills aligned with workplace standards. The Work Readiness Theory (Caballero, Walker & Fuller-Tyszkiewicz, 2011) defines readiness as a combination of professional competence, ethical behavior, and social adaptability, while Kolb's Experiential Learning Theory (1984) highlights learning through continuous experience, reflection, and application. Complementing these theoretical foundations are the Philippine education and training policies that uphold the same principles, including Republic Act No. 7722 (Higher Education Act of 1994), which mandates CHED to ensure quality and excellence in higher education; Republic Act No. 7796 (TESDA Act of 1994), which institutionalizes competency-based technical education and skills development; and CHED Memorandum Order No. 79, s. 2017, which sets

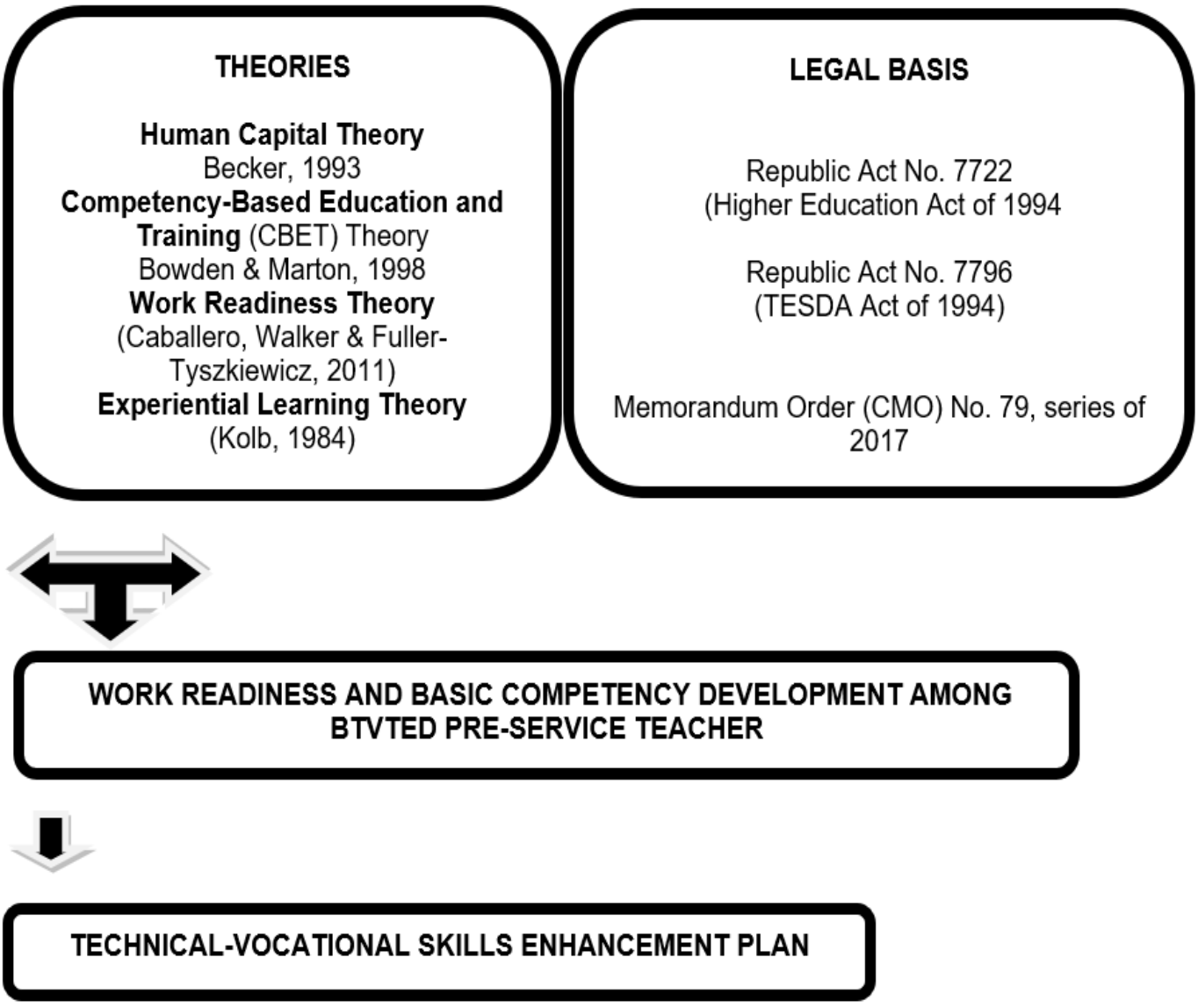

Figure 2 Theoretical Framework of the Study

Collectively, these theories and legal bases affirm that education is an investment in human capital, integrating theory and practice to prepare BTVTED pre-service teachers at Cebu Technological University (CTU) for professional competence and work readiness in technical-vocational education.

Becker's Human Capital Theory (1993) argues that education and training are among the most significant investments individuals and societies can make to improve productivity, innovation, and economic growth. The theory posits that, just as businesses invest in physical capital such as machinery and infrastructure to increase

output, individuals and nations invest in human capital through education, training, and skill development to enhance performance and long-term value. Human capital, therefore, represents the sum of a person's knowledge, skills, attitudes, and experiences that contribute to their ability to perform effectively and productively in a given role. Becker emphasized that these investments in learning not only improve an individual's earning potential and employment opportunities but also strengthen the broader economy by cultivating a competent, adaptive, and innovative workforce.

The BTVTED pre-service teachers at Cebu Technological University (CTU) embody this principle, as their academic preparation and practical training serve as investments in their own human capital. Through courses in pedagogy, technical skills, and field practicum aligned with TESDA's National Certification (NC) standards, these pre-service teachers acquire competencies essential for both classroom teaching and industry-related tasks. The development of key skills communication, teamwork, problem-solving, professionalism, and safety practices represents the transformation of theoretical learning into applied, marketable competencies. These competencies are not merely academic requirements but strategic assets that determine the graduates' readiness to enter the workforce, contribute to institutional goals, and align with the nation's demand for skilled, employable educators.

Furthermore, Human Capital Theory supports the study's assumption that teacher education's effectiveness directly influences national productivity and development. As the Philippines advances its Technical-Vocational Education and Training (TVET) sector, the role of BTVTED graduates becomes pivotal. By assessing the relationship between the acquisition of basic competencies and work readiness, this study operationalizes Becker's Human Capital Theory within the context of higher education and teacher preparation. It seeks to determine whether the competencies imparted during training translate into tangible readiness for employment, professional performance, and lifelong productivity.

Thus, the theory not only provides the philosophical underpinning for the study but also validates the practical need to strengthen education as a strategic investment, ensuring that BTVTED graduates emerge not just as degree holders but as valuable contributors to the national human capital essential for sustaining economic and educational development.

The Higher Education Act of 1994 (Republic Act No. 7722) mandates the Commission on Higher Education (CHED) to promote and ensure the quality, relevance, and responsiveness of higher education programs to national development priorities and labor market needs. The law emphasizes the implementation of quality assurance mechanisms that guide higher education institutions in producing graduates equipped with competencies that meet professional and industry standards. In relation to Human Capital Theory, RA 7722 supports the evaluation of whether the competencies developed during pre-service education serve as productive investments that enhance the work readiness of BTVTED students, thereby ensuring that the program produces competent, industry-ready, and professionally prepared graduates aligned with CHED standards.

The Competency-Based Education and Training (CBET) Theory by Bowden and Marton (1998) asserts that effective education must focus on learners demonstrated ability to perform real-world tasks to a defined standard of quality, safety, and efficiency. Unlike traditional education models that emphasize theoretical knowledge and rote memorization, CBET prioritizes *performance outcomes* that is, what learners can actually do after instruction. The theory underscores that genuine learning occurs when students are able to transfer acquired knowledge and skills into meaningful, measurable, and contextually relevant performance in the workplace. Therefore, learning is viewed as a dynamic process where assessment is criterion-referenced, outcomes are clearly articulated, and instruction is tailored to develop mastery of both cognitive and psychomotor skills necessary for employability and lifelong learning.

The CBET framework directly aligns with the Bachelor of Technical-Vocational Teacher Education (BTVTED) program at Cebu Technological University (CTU), which is designed to produce technically skilled educators equipped to teach and apply in industry. Under this framework, the competencies of communication, teamwork,

problem-solving, professionalism, and safety practices are not abstract ideals but concrete, observable behaviors expected of competent technical-vocational educators. These competencies are evaluated not only through written examinations and academic coursework but also through TESDA National Certification (NC) assessments, which validate the learner's ability to perform specific occupational tasks in accordance with nationally and industry-recognized standards.

The CHED Memorandum Order (CMO) No. 79, series of 2017, which outlines the *Policies, Standards, and Guidelines for the BTVTED Program*, explicitly integrates the principles of CBET by emphasizing outcomes-based education and alignment with TESDA's National Competency Standards (NCS). This regulatory alignment ensures that BTVTED pre-service teachers receive training that aligns with the competencies required for real-world teaching and industrial contexts. Their practicum experiences serve as authentic applications of CBET principles where learners are expected to demonstrate competence through lesson delivery, classroom management, instructional material design, and adherence to safety and ethical standards, all in actual school or industry settings. These field experiences embody CBET's principle that *competence must be demonstrated in authentic performance conditions*.

Moreover, CBET reinforces the notion that competency acquisition is continuous and progressive. For BTVTED pre-service teachers, competency development does not end with skill attainment; it extends to reflection, improvement, and adaptation key characteristics of professional growth and work readiness. Through performance-based evaluation and industry-aligned certification, students are trained not merely to comply with academic standards but to meet TESDA's NC requirements, which certify their proficiency for teaching technical-vocational courses and engaging in specialized trades.

In this study, the CBET Theory serves as the conceptual foundation for evaluating how effectively CTU's BTVTED program prepares its pre-service teachers for professional practice. The assessment of basic competencies acquisition in communication, collaboration, critical thinking, ethics, and safety and its relationship with work readiness reflects the very essence of CBET: education that results in demonstrable, job-aligned competence. By examining how BTVTED students translate their learning into measurable professional readiness, this study operationalizes CBET within the context of Philippine teacher education and national workforce development. Ultimately, the theory supports the study's objective of determining whether CTU's competency-based approach produces graduates who are not only academically qualified but also *industry-compliant, adaptable, and ready to contribute to the evolving demands of technical-vocational education*.

The Technical Education and Skills Development Act of 1994 (Republic Act No. 7796) institutionalize a competency-based system of technical education and training in the Philippines by requiring that learning outcomes be aligned with industry standards. The law mandates the Technical Education and Skills Development Authority (TESDA) to develop national competency standards, implement competency-based assessments, and issue certifications that validate actual skills performance. Through the TESDA National Certification, competencies acquired by learners are formally recognized based on observable, measurable, and job-relevant performance. In relation to the Competency-Based Education and Training (CBET) Theory, RA 7796 supports the assessment of basic competencies among BTVTED pre-service teachers by ensuring that technical skills, safety practices, and work-related competencies are evaluated according to national and industry requirements, thereby strengthening their work readiness and alignment with labor market demands.

The Work Readiness Theory developed by Caballero, Walker, and Fuller-Tyszkiewicz (2011) conceptualizes work readiness as a multidimensional construct that reflects the degree to which an individual possesses the skills, behaviors, and attributes required to function effectively in the workplace. Unlike employability, which often focuses on job acquisition, work readiness emphasizes *job performance* and *professional adjustment* the ability to meet organizational expectations, adapt to work environments, and contribute productively. According to the theory, work readiness encompasses four interrelated domains: organizational acumen, work competence, personal work ethic, and social intelligence.

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Organizational acumen pertains to understanding workplace norms, structures, and processes, enabling individuals to operate effectively within professional systems. Work competence refers to the technical knowledge, practical skills, and problem-solving abilities necessary to perform job-specific tasks. Personal work ethic involves discipline, responsibility, reliability, and intrinsic motivation attributes that drive consistent professional performance. Lastly, social intelligence encompasses interpersonal skills, teamwork, communication, and the ability to build positive relationships in diverse work environments. Together, these dimensions provide a comprehensive measure of an individual's readiness to transition successfully from academic learning to professional practice.

In the context of this study, the Work Readiness Theory is central to understanding how BTVTED pre-service teachers at Cebu Technological University (CTU) translate their academic preparation and competency acquisition into professional capability. As technical-vocational educators in training, these students are expected to demonstrate not only pedagogical proficiency but also the behavioral and attitudinal traits necessary for effective teaching and industry collaboration. The BTVTED program's structure, particularly through its practicum component, serves as the critical bridge where students are immersed in authentic classroom and workplace settings. This experience allows them to apply theoretical knowledge, engage in collaborative problem-solving, and internalize professional values key factors in developing organizational acumen, work competence, and social intelligence as defined by the theory.

Moreover, the theory supports the study's focus on assessing the relationship between competency acquisition and work readiness. Under the Work Readiness framework, competencies such as communication, teamwork, critical thinking, professionalism, and safety align directly with the four readiness dimensions. For instance, communication and teamwork correspond to *social intelligence*; problem-solving relates to *work competence*; professionalism reflects *personal work ethic*; and adherence to organizational policies and standards represents *organizational acumen*. Thus, the extent to which BTVTED pre-service teachers have mastered these competencies serves as an indicator of their overall readiness for employment and professional integration.

Applying this theory within the Philippine education landscape highlights the significance of outcome-based training mandated by CHED Memorandum Order No. 79, s. 2017 and TESDA's National Competency Standards (NCS). The alignment of the BTVTED curriculum with these standards ensures that pre-service teachers are not only academically equipped but also behaviorally and ethically prepared to meet the evolving demands of the teaching profession and technical-vocational sectors.

Work Readiness Theory serves as both a diagnostic and evaluative framework for examining how CTU's BTVTED program fosters holistic readiness among its pre-service teachers. By assessing their competency acquisition and readiness levels, the study identifies the strengths and developmental needs of the program in preparing graduates who are professionally competent, behaviorally disciplined, socially adaptive, and industry-aligned. Ultimately, the theory reinforces the study's premise that true teacher preparation transcends academic knowledge it entails cultivating the complete professional persona necessary for effective performance in both educational and industrial environments.

Kolb's Experiential Learning Theory (ELT) emphasizes that meaningful learning arises from the transformation of direct experience into knowledge, skill, and behavior. Unlike traditional learning models that focus primarily on passive information transfer, ELT highlights learning as a cyclical, active, and continuous process wherein learners construct understanding through personal involvement in real-life tasks. Kolb (1984) describes this learning cycle as consisting of four interrelated stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

In the concrete experience stage, learners engage in specific activities or tasks, immersing themselves directly in experiences that stimulate learning. Reflective observation follows, in which individuals critically reflect on their experiences, analyze outcomes, and identify areas for improvement. Abstract conceptualization involves forming new ideas, generalizations, or theories through reflection, integrating prior knowledge and new insights. Finally,

active experimentation entails applying these ideas to new situations, testing their validity, and refining one's performance through practice. This cyclical process continues, allowing learners to develop deeper understanding, adaptability, and competence with each iteration.

Kolb's Experiential Learning Theory provides a crucial framework for understanding how BTVTED pre-service teachers at Cebu Technological University (CTU) acquire and strengthen the basic competencies required for both teaching and technical practice. The practicum component of the BTVTED program serves as the cornerstone of experiential learning transforming theoretical knowledge into hands-on skills. During field exposure, pre-service teachers engage in concrete experiences such as lesson delivery, classroom management, and the use of vocational equipment and safety protocols. They then reflect on these experiences, identify challenges or inefficiencies, conceptualize improved teaching strategies, and reapply them in subsequent practice sessions. This process reinforces competencies in communication, teamwork, problem-solving, professionalism, and safety practices, which are the core focus of this study.

Experiential learning also nurtures professional adaptability, a crucial aspect of work readiness. Through repeated cycles of practice and reflection, BTVTED pre-service teachers not only enhance their technical and pedagogical competence but also develop confidence, self-awareness, and critical-thinking skills traits that align with the Work Readiness Theory (Caballero et al., 2011). Moreover, the theory supports the Competency-Based Education and Training (CBET) approach integrated in CHED Memorandum Order No. 79, s. 2017, which emphasizes demonstrable performance and mastery of real-world skills aligned with TESDA's National Competency Standards (NCS).

Applying Kolb's theory within the BTVTED framework underscores the importance of the practicum as a transformative learning environment, where pre-service teachers bridge the gap between academic instruction and professional application. Each practicum cycle planning lessons, teaching classes, collaborating with mentors, and reflecting on outcomes serves as a learning loop that strengthens both pedagogical and technical competencies. By engaging directly with authentic teaching scenarios, learners develop the ability to think critically, adapt to challenges, and internalize best practices attributes essential for work readiness in both educational and industrial settings.

Thus, in this study, Experiential Learning Theory not only explains how BTVTED pre-service teachers acquire and internalize competencies but also justifies the investigation of how these experiential processes influence their work readiness. It reinforces the notion that true competency development in teacher education cannot be achieved solely through theoretical coursework; it must occur through active, reflective, and iterative engagement with real-world teaching and industry experiences. In essence, Kolb's theory provides the pedagogical foundation that links learning, practice, and professional growth—core elements in preparing CTU's BTVTED graduates to become competent, reflective, and work-ready technical-vocational educators.

CHED Memorandum Order No. 79, s. 2017 sets the curricular standards for the BTVTED program, emphasizing outcomes-based education, practicum, and alignment with TESDA competency standards. The required competencies in communication, teamwork, problem-solving, professionalism, and safety reflect the key dimensions of Work Readiness Theory, which views readiness as the ability to perform effectively, ethically, and adaptively in professional settings. The policy supports Kolb's Experiential Learning Theory by requiring practicum and field-based experiences that allow pre-service teachers to develop competencies through actual teaching and workplace engagement. Through these provisions, CMO No. 79 ensures that competency development leads to improved work readiness among BTVTED pre-service teachers.

Together, these theories, studies, and legal bases establish that competency acquisition and work readiness are interconnected, multidimensional outcomes shaped by technical skills, professional behavior, experiential learning, and psychological preparedness. Grounded in this framework, the study assesses how BTVTED pre-service teachers

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at Cebu Technological University develop essential competencies and readiness for professional practice. The findings will serve as the basis for a Technical-Vocational Skills Enhancement Plan, designed to strengthen curriculum delivery, practicum exposure, industry alignment, and holistic student preparation. This output directly responds to identified gaps and contributes to improving the quality, relevance, and employability of technical-vocational teacher education graduates.

The Problem

Statement of the Problem

This research assessed the fourth year BTVTED pre-service teachers' basic competencies acquisition and work readiness at Cebu Technological University Main Campus for the school year 2025-2026 as basis for a development plan.

Specifically, it sought answers to the following questions:

What is the demographic profile of the respondents in terms of:

a. age and gender,

b. year level,

c. TESDA NC Level obtained

As perceived by the respondents, what is their level of acquisition of the basic competencies for classroom practice in terms of:

d. Communication skills.

e. Teamwork and collaboration,

f. Problem-solving and critical thinking,

g. Professionalism and ethics, and

h. Safety, quality, and work habits?

What is the level of work readiness of the respondents?

Is there a significant relationship between the basic competencies acquisition and the work readiness of the respondents?

Based on the findings, what career enhancement program can be proposed?

Statement of the Null Hypothesis

Based on the objectives of the study, the following null hypothesis was tested at 0.05 level of significance:

Ho: There is no significant relationship between the basic competencies acquisition and the work readiness of the respondents.

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Significance of the Study

The significance of this study extends to the following stakeholders:

Cebu Technological University (CTU). The study will provide CTU with empirical data to evaluate the effectiveness of its BTVTED program in equipping pre-service teachers with the required competencies for professional and industry practice. The results can guide curriculum review, practicum enhancement, and partnership development with industry sectors and TESDA-accredited institutions.

Commission on Higher Education (CHED). This research will serve as a valuable input for CHED in monitoring the implementation of CHED Memorandum Order (CMO) No. 79, series of 2017, which prescribes the Policies, Standards, and Guidelines (PSGs) for the BTVTED program. The findings can inform policy evaluation and revision to ensure that teacher education programs remain outcomes-based, competency-driven, and aligned with national and industry needs.

BTVTED Pre-Service Teachers. It will benefit current and future BTVTED students by increasing awareness of the competencies and work-readiness attributes expected of them in both academic and professional settings. The findings can guide students in identifying personal strengths and developmental needs, motivating them to enhance their technical, pedagogical, and interpersonal skills. Furthermore, by emphasizing the importance of communication, teamwork, problem-solving, professionalism, and safety practices, the study encourages a holistic view of readiness that integrates technical proficiency with ethical and behavioral excellence.

The Researchers. It enables the researchers to deepen their understanding of educational theories, research methodologies, and competency-based evaluation. It also enhances their analytical and problem-solving skills through data collection, interpretation, and synthesis. Beyond academic growth, the researchers experience fosters professional competence and a sense of contribution to educational advancement, both of which are core objectives of the BTVTED program.

Future Researchers. It serves as a useful reference for future researchers who wish to explore similar topics related to competency acquisition, work readiness, or technical-vocational teacher education. The theoretical and methodological framework presented herein can be adapted or expanded for comparative studies, longitudinal assessments, or policy-impact analyses. It opens further avenues for research on how teacher education programs can be strengthened to meet the evolving demands of the education and labor sectors.

RESEARCH METHODOLOGY

This section outlined the study's design, flow, environment, participants, instruments, data gathering procedure, and statistical treatment of data.

Design

This study employed a descriptive-correlational research design using a quantitative approach to describe existing conditions and examine relationships among variables without manipulation. According to Creswell (2014), correlational research is appropriate for determining the degree of relationship between variables as they naturally occur, particularly in educational settings where experimental control is not feasible.

The descriptive component analyzed the profile of BTVTED pre-service teachers in terms of age, gender, and TESDA National Certificate level obtained. It also determined their level of basic competency acquisition in communication skills, teamwork and collaboration, problem-solving and critical thinking, professionalism and ethics, and safety, quality, and work habits, as well as their overall work readiness.

The correlational component tested the relationship between two primary variables: basic competency acquisition and work readiness. This design was appropriate because these variables could not be manipulated and were shaped by the respondents' training and experiences. Moreover, the design aligned with Competency-Based Education and Training and Work Readiness Theory, emphasizing measurable competencies and real-world preparedness. The use of this design enabled the study to generate statistically valid and practically relevant findings to support program improvement and career enhancement planning for BTVTED students.

Flow of the Study

Before presenting the results, the researcher used the Input-Process-Output (IPO) framework to ensure a systematic, logical, and comprehensive flow of the research. This framework served as the foundation for structuring the study, enabling the researcher to organize data collection, analysis, and interpretation clearly and methodically.

In the input phase, the study focused on gathering essential data concerning the profile of the respondents, which includes variables such as age, gender, year level, and TESDA National Certificate (NC) level obtained. It also assessed, as perceived by the respondents, their level of acquisition of the basic competencies for classroom practice, specifically in the areas of communication skills, teamwork and collaboration, problem-solving and critical thinking, professionalism and ethics, and safety, quality, and work habits. Furthermore, the study determined the level of work readiness among the respondents and examined the significant relationship between the acquisition of basic competencies and work readiness. Based on the data gathered, the researcher aimed to formulate a career enhancement that would strengthen the linkage between competency acquisition and professional readiness. An adapted survey questionnaire was used as the main data-gathering instrument to ensure the reliability, consistency, and accuracy of responses reflective of pre-service teachers' actual competencies, readiness for teaching, and industry engagement.

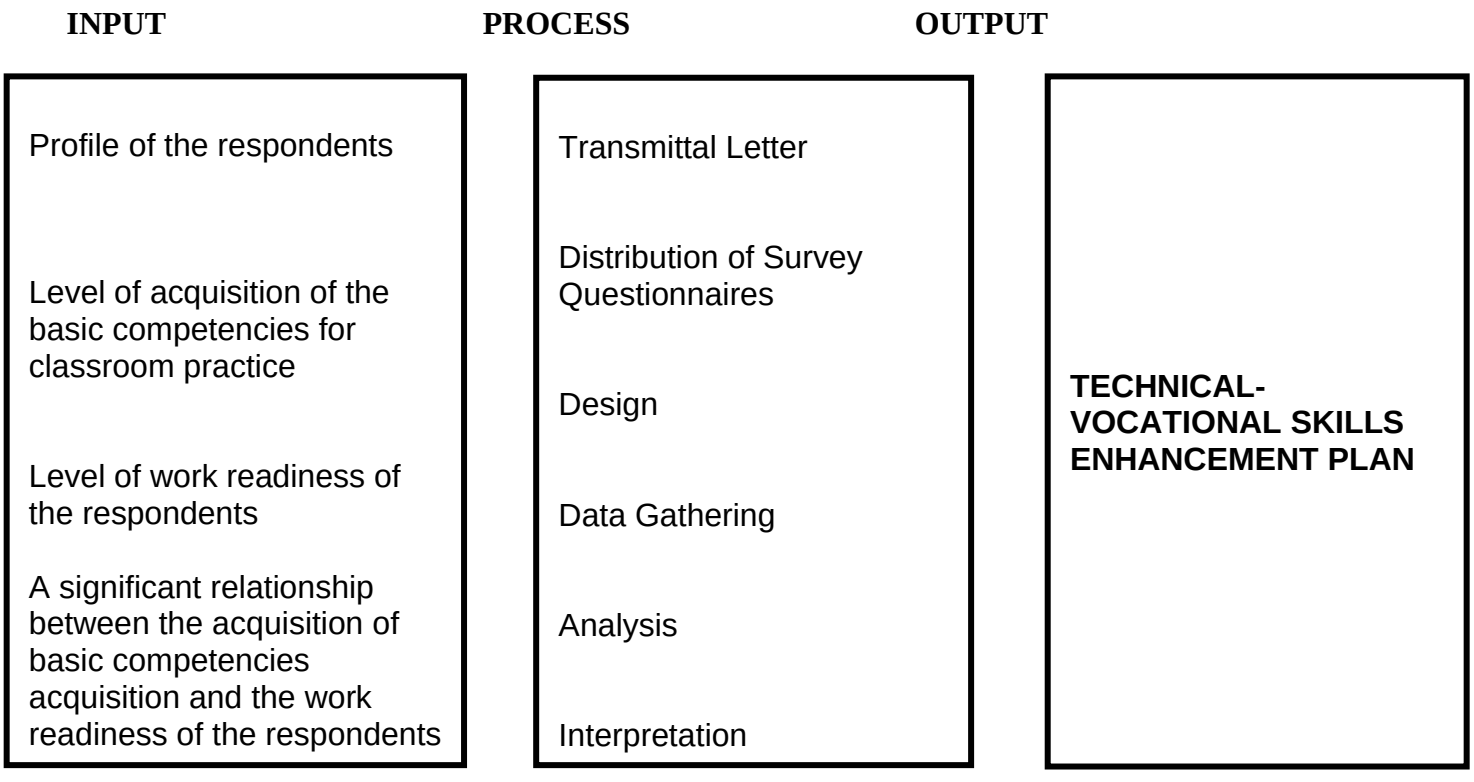

Figure 2 Flow of the Study

During the process phase, the collected data underwent systematic analysis and interpretation. Descriptive statistics were employed to present and describe the profile of the respondents, the level of basic competencies acquisition, and the degree of work readiness.

Meanwhile, correlational analysis using the Pearson Product-Moment Correlation was applied to determine whether a significant relationship exists between the respondents' basic competencies acquisition and their work readiness. The analysis aimed to identify trends and patterns that would provide meaningful insights into the preparedness of BTVTED pre-service teachers for professional practice.

In the output phase, the analysis findings served as the basis for the proposed Technical-Vocational Skills Enhancement Plan, designed to improve the competency levels and work-readiness of BTVTED pre-service teachers. The proposed program includes strategies for strengthening pedagogical, technical, and interpersonal competencies; improving practicum experiences; and enhancing career preparedness, in alignment with CHED Memorandum Order No. 79, s: 2017, and TESDA's National Competency Standards.

Environment

The study was conducted at the Cebu Technological University (CTU) Main Campus, located along M.J. Cuenco Avenue, Cebu City, Philippines. CTU is a premier state university in the Visayas region known for its commitment to advancing technological education, research, innovation, and community extension. It serves as the flagship campus of a multi-campus university system with more than 20 satellite campuses across the province of Cebu.

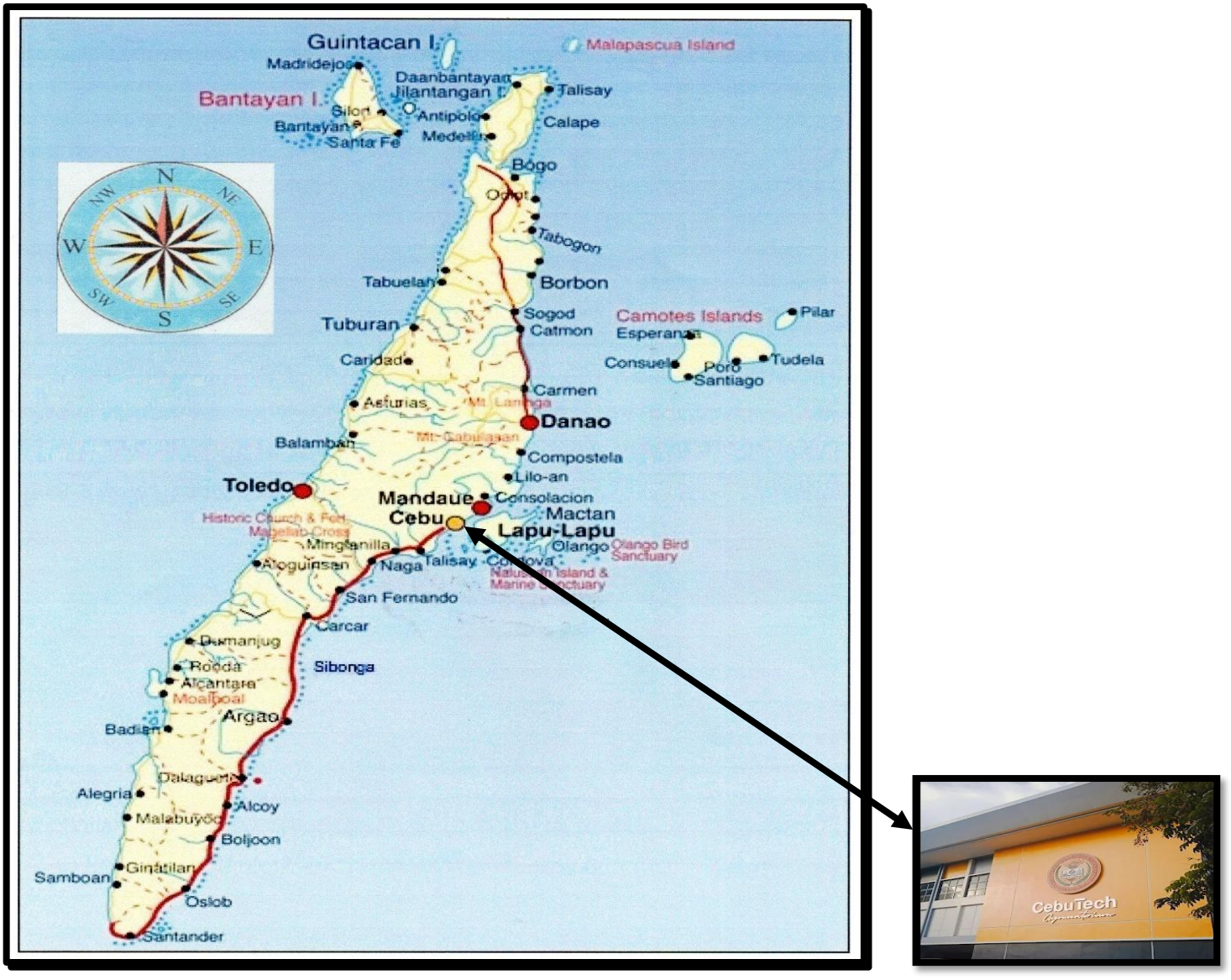

Figure 3. Environment of the Study

Cebu Technological University traces its origins to the Cebu Trade School, which was established in 1911 under the American colonial administration. The institution initially offered courses in industrial arts and manual training, reflecting its foundational mission to develop technical skills among Filipinos. Over the years, the school evolved in both structure and academic scope, becoming the Cebu School of Arts and Trades (CSAT) in 1940, which later gained recognition as one of the pioneering vocational and industrial schools in the country.

In 1975, through Presidential Decree No. 974, the institution was renamed the Cebu State College of Science and Technology (CSCST), expanding its offerings to include higher education programs in engineering, industrial technology, teacher education, and applied sciences. The transformation into a state college marked its official entry into tertiary education, paving the way for broader academic development and research initiatives. The institution achieved full university status on November 10, 2009, following the enactment of Republic Act No. 9744, which officially converted CSCST into Cebu Technological University (CTU).

This transition was instrumental in broadening its academic, research, and extension mandates, solidifying CTU's reputation as a center of excellence in technological, vocational, and teacher education in the Philippines. Today, CTU stands as a Level IV State University recognized by the Commission on Higher Education (CHED) and accredited by agencies such as AACCUP (Accrediting Agency of Chartered Colleges and Universities in the Philippines).

CTU's vision is to be a leading academic institution in technology, engineering, and teacher education that contributes to sustainable national and global development. Its mission centers on providing advanced professional, technical, and specialized instruction in science, technology, and education, fostering research, and extending community and industrial services. The university also promotes innovation, entrepreneurship, and lifelong learning consistent with the country's Philippine Qualifications Framework (PQF) and the goals of CHED and TESDA.

The Main Campus houses the College of Education, which offers the Bachelor of Technical-Vocational Teacher Education (BTVTED) program. This program is designed to prepare future educators who can teach both academic and technical subjects effectively, aligning with TESDA's National Certification (NC) requirements and CHED Memorandum Order No. 79, series of 2017. The BTVTED curriculum integrates pedagogical coursework, technical specialization, and field practicum ensuring that graduates are competent in both theory and application.

The CTU Main Campus provides a conducive learning environment for pre-service teachers, equipped with modern laboratories, workshops, and training facilities that support competency-based and outcomes-oriented learning. The institution's long-standing partnership with TESDA, DepEd, and various industry stakeholders strengthens its capacity to deliver programs that meet national and global standards for technical-vocational education.

CTU Main Campus is the most appropriate setting for this study because it embodies the integration of teacher education and technical training, which are the central themes of the research. As the institution responsible for developing BTVTED pre-service teachers, CTU offers both academic coursework and practicum experiences that directly influence students' acquisition of basic competencies and their readiness for the professional world. The campus's alignment with TESDA standards and CHED guidelines provides the ideal environment for assessing the relationship between competency acquisition and work readiness, ultimately contributing to the improvement of teacher education and workforce development in the technical-vocational sector.

Respondents

The respondents of this study consisted of fourth year Bachelor of Technical-Vocational Teacher Education (BTVTED) students enrolled at Cebu Technological University (CTU) Main Campus (Day Session) during the School Year 2025–2026. A total of 32 fourth year students participated in the study, comprising 32-day students These respondents represented the officially enrolled fourth-year cohort of the BTVTED program and served as the accessible population for the conduct of the study.

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A purposive sampling technique was used to select the respondents. This method was appropriate because the study specifically focused on fourth-year BTVTED students who were in their final year of formal academic and technical training in the program. Their inclusion allowed the study to assess stage-specific competency development and work readiness as foundations for future professional preparation. As noted by Creswell (2014), purposive sampling is suitable when respondents are deliberately chosen because they possess characteristics relevant to the variables being investigated.

The number of respondents selected was considered sufficient to provide reliable quantitative data for descriptive and correlational analyses. The day classes ensured a balanced representation of learning contexts within the program. These respondents were appropriate for the study because they were in the final year of the technical-vocational teacher education program, a stage at which foundational competencies, attitudes, and work readiness have largely been developed. Their responses provided baseline data that can inform curriculum planning, competency development strategies, and long-term career enhancement initiatives for BTVTED students.

Table 1 Distribution of the Respondents

Respondents	Frequency	Percentage
BTVED (Day Session)	32	100

Instrument

The primary data-gathering instrument used in this study was an adapted survey questionnaire based on the 21-item Student Work Readiness Scale developed by Sultoni et al. (2022) and the basic competencies outlined by TESDA. This instrument was utilized to collect quantitative data on the basic competency acquisition and work readiness of BTVTED pre-service teachers at Cebu Technological University (CTU) Main Campus during the School Year 2025–2026. The questionnaire was designed to measure the respondents' self-assessed competencies, readiness for professional practice, and relevant demographic and academic background. It was guided by the principles of Competency-Based Education and Training (CBET) Theory and Work Readiness Theory, ensuring that both cognitive and performance-based aspects of learning and employability were adequately captured.

The survey questionnaire was divided into four major parts, each aligned with the specific objectives of the study. Part I focused on the profile of the respondents and gathered essential demographic and academic information, including age, gender, year level and TESDA National Certificate (NC) level obtained. These data served as the basis for classifying respondents and examining possible relationships between their characteristics and their levels of competency acquisition and work readiness.

Part II measured the respondents' self-perceived level of basic competency acquisition required for effective classroom practice. This section consisted of five core domains: communication skills, teamwork and collaboration, problem-solving and critical thinking, professionalism and ethics, and safety, quality, and work habits. Each domain included several statements that assessed how frequently and effectively the respondents demonstrated these competencies. A five-point Likert scale was used, with the following verbal interpretations: 5 – Very High, 4 – High, 3 – Moderate, 2 – Low, and 1 – Very Low.

Part III gathered data on the respondents' work readiness as future teachers in the professional and technical-vocational field, focusing on their attitudes, skills, and behaviors related to preparedness for work such as adaptability, accountability, efficiency, openness to feedback, and continuous learning. The respondents answered each statement by indicating their level of agreement based on their personal perception of their readiness, using a five-point Likert scale with the following values: 5 – Strongly Agree, 4 – Agree, 3 – Neither Agree nor Disagree, 2 – Disagree, and 1 – Strongly Disagree, by placing a check mark (√) on the number that best represented their response.

Data Gathering Procedure

To ensure a systematic and ethical collection of data, the researcher followed three phases in the data-gathering process: pre-gathering, during-gathering, and post-gathering. Each phase was carefully implemented to maintain research accuracy, validity, and reliability while upholding the rights and confidentiality of all participants.

Before the actual data collection, the researcher secured approval to conduct the study from the Dean of the College of Education and the Campus Director of Cebu Technological University (CTU) Main Campus. Upon approval, a formal letter of request was submitted to the concerned academic authorities and instructors handling BTVTED students to obtain their cooperation and assistance in the distribution of the survey questionnaire.

During the data-gathering phase, the researcher personally administered the survey questionnaire to the qualified respondents. The questionnaire was distributed either through face-to-face administration using printed copies or through an online survey platform (Google Forms) to ensure accessibility and convenience. Prior to answering the questionnaire, respondents were briefed on the purpose of the study, assured of the confidentiality of their responses, and provided clear instructions on how to complete the instrument. The researcher remained available to clarify queries and ensure proper understanding of each item. Adequate time was allotted for completion, and all responses were checked for completeness before submission. Ethical standards such as voluntary participation, informed consent, and data privacy were strictly observed throughout the process.

After the data collection, the researcher conducted data screening and validation to ensure accuracy, completeness, and consistency of responses. The validated data were encoded in Microsoft Excel and imported into the Statistical Package for the Social Sciences (SPSS) for quantitative analysis. Descriptive statistics were used to summarize respondents' profiles, levels of basic competency acquisition, and work readiness, while Pearson Product-Moment Correlation was employed to determine the relationship between the variables.

Finally, the results served as the basis for the formulation of a Technical-Vocational Skills Enhancement Plan. All collected data were treated with strict confidentiality, securely stored, and used solely for academic purposes in compliance with the Data Privacy Act of 2012 and institutional ethical guidelines**.**

Statistical Treatment

The data collected from the respondents were analyzed quantitatively using appropriate statistical tools with the aid of SPSS to ensure accuracy and reliability. The following statistical treatments were employed in the study:

Frequency Count and Percentage. These were used to describe the respondents' demographic profile, specifically in terms of age, gender, year level, and TESDA NC level obtained. Frequency count determined the number of respondents in each category, while percentage was used to present the proportion of each group relative to the total number of respondents, providing a clear description of the sample characteristics.

Weighted Mean. This statistical tool was utilized to determine the respondents' level of basic competency acquisition and work readiness based on their responses to the five-point Likert scale. It provided an overall average score for each indicator, allowing the researcher to interpret the general level of agreement or extent of competency and readiness among the respondents.

Standard Deviation. This was used to measure the consistency or variability of the respondents' answers. A low standard deviation indicated that responses were closely clustered around the mean, suggesting consistency, while a high standard deviation implied greater variability in responses.

Pearson Product-Moment Correlation Coefficient (Pearson's r). This was applied to examine the relationship between basic competency acquisition and work readiness. It determined both the strength and direction of the

relationship between the two variables, and the results were tested at the 0.05 level of significance to establish whether the relationship was statistically significant.

Scoring Procedure

The scoring procedure for this study was based on the respondents' answers to Part II (Basic Competencies Acquisition) and Part III (Work Readiness Survey) using a five-point Likert scale. Each response was assigned a corresponding numerical value, where 5 indicated Strongly Agree, 4 for Agree, 3 for Neutral (or Neither Agree nor Disagree), 2 for Disagree, and 1 for Strongly Disagree.

For Part II, the scores for each item were grouped according to the five competency domains Communication Skills, Teamwork and Collaboration, Problem-Solving and Critical Thinking, Professionalism and Ethics, and Safety, Quality, and Work Habits and were computed using the weighted mean to determine the overall level of basic competency acquisition of the respondents.

Similarly, in Part III, the scores for all indicators related to work readiness were aggregated and analyzed using the weighted mean to determine the respondents' overall level of work readiness. Higher mean scores indicated a higher level of competency acquisition and work readiness, while lower mean scores reflected lesser levels. The interpretation of the results was based on the scale ranges aligned with the Likert values, allowing for a clear classification of the respondents' perceptions.

Definition of Terms

Basic Competencies Acquisition – It is the extent to which BTVTED pre-service teachers have developed and demonstrated essential teaching and technical-vocational skills necessary for effective classroom practice. It is measured through a Likert-scale survey under five domains: communication skills, teamwork and collaboration, problem-solving and critical thinking, professionalism and ethics, and safety, quality, and work habits.

BTVTED Pre-Service Teachers – It refers to students enrolled in the Bachelor of Technical-Vocational Teacher Education program at Cebu Technological University (CTU) Main Campus who are in their final academic year or currently undertaking practicum or internship training during the School Year 2025–2026.

Communication Skills – This pertains to the respondents' ability to convey ideas clearly, listen actively, and use appropriate language in classroom and workplace settings. It is measured through questionnaire items that assess both verbal and written communication performance in teaching and technical tasks.

Problem-Solving and Critical Thinking. It refers to the respondents' capacity to analyze teaching or technical situations, identify issues, and develop effective solutions independently or collaboratively.

Professionalism and Ethics. This term refers to the respondents' adherence to ethical standards, responsibility, punctuality, and professional conduct expected of educators and technical-vocational practitioners. It is assessed through their self-perception of behavior and attitude during classroom and field experiences.

Safety, Quality, and Work Habits. This refers to the respondents' observance of safety protocols, maintenance of work quality, and consistency in performing assigned tasks in both teaching and laboratory settings. It is measured using survey items that assess their awareness and application of proper work habits and occupational safety practices.

Technical-Vocational Skills Enhancement Plan. A structured, research-based intervention program consisting of targeted training, industry immersion, TESDA certification support, and mentoring activities designed to strengthen identified competency gaps and improve the work readiness of BTVTED pre-service teachers based on the study's findings.

Teamwork and Collaboration – This term refers to the respondents' ability to work harmoniously with peers, mentors, and students in accomplishing shared goals. It is measured through their self-evaluation of participation, cooperation, and contribution in group or practicum activities.

TESDA National Certificate (NC). It refers to the formal certification issued by the Technical Education and Skills Development Authority (TESDA) verifying a BTVTED student's competency in a specific technical or vocational skill area. In this study, it serves as part of the respondents' profile, indicating their technical qualification and industry compliance.

Work Readiness. It refers to the self-assessed level of preparedness of BTVTED pre-service teachers to enter the professional teaching and technical-vocational field after completing their coursework and practicum. It is measured using the Work Readiness Scale (Caballero, Walker, & Fuller-Tyszkiewicz, 2011) across four areas: organizational acumen, work competence, personal work ethic, and social intelligence.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presented and analyzed the data collected to deliver an understanding of the study's important variables.

Demographic Profile (Day Session)

Table 2 Age and Gender of the Respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
above 23	2	6.25	3	9.38	5	15.63
23	3	9.38	0	0.00	3	9
22	7	21.88	4	12.50	11	34.38
21	11	34.38	2	6.25	13	40.63
Total	**23**	**71.88**	**9**	**28.13**	**32**	**100.00**

The demographic profile of the respondents is presented to describe the key personal and academic characteristics of the BTVTED pre-service teachers involved in the study. This section outlines the respondents' age, gender, year level, specialization, TESDA National Certificate level obtained, and duration of practicum, which provide important context for understanding their levels of basic competency acquisition and work readiness and for explaining differences in their professional preparation.

Age and Gender

Age and gender are fundamental demographic factors that may influence the development of basic competencies and the level of work readiness among BTVTED pre-service teachers. Variations in age can reflect differences in maturity,

life experience, and exposure to technical-vocational tasks, which may affect how students acquire competencies and prepare for workplace demands. Likewise, gender may shape learning experiences, confidence levels, access to opportunities, and perceptions of readiness in industries where gender expectations remain prevalent.

The age profile of the respondents showed that the majority of BTVTED pre-service teachers are 21–22 years old (75.01%), reflecting a predominantly young cohort in the typical college age range. This suggests they are still in the formative phase of developing both technical and pedagogical competencies essential to work readiness. Meanwhile, the gender distribution is heavily skewed toward females (71.88%), indicating a strong female representation in BTVTED programs despite TVET fields historically being male dominated. This demographic pattern provides context for understanding how age and gender may shape pre-service teachers' levels of competency acquisition and preparedness for the demands of the technical-vocational teaching profession.

The predominance of younger respondents aligned with research showing that emerging-adult pre-service teachers often exhibit strong adaptability but require systematic training to develop workplace competencies (Fiel & Sermona, 2024). Age differences also influence confidence levels and practical readiness, as older students tend to demonstrate better task application and maturity in field exposure (Robinos, 2025). The gender imbalance supports findings that female pre-service teachers increasingly enter TVET teacher-education tracks and often display higher preparedness in pedagogical tasks, though they may still face gendered expectations in technical fields (Lomeda-Junio, 2025). Furthermore, studies on pre-service teacher field experiences emphasize that gender roles can shape access to technical tasks during practicum, affecting work readiness outcomes (Comia, 2024). Collectively, these recent studies affirm that age and gender significantly influence competency development pathways in teacher-education programs.

In summary, the respondents' demographic characteristics suggested that the competency acquisition and work readiness of BTVTED pre-service teachers may be partly shaped by their age-related developmental stage and prevailing gender patterns within TVET teacher education. Understanding these relationships allows institutions to design differentiated support systems that strengthen both technical and pedagogical skills among learners, ensuring equitable preparation for professional teaching roles regardless of demographic factors (Fiel & Sermona, 2024; Lomeda-Junio, 2025).

TESDA NC level obtained by the Respondents

This section presented the TESDA National Certificate (NC) level obtained by the respondents to describe their level of technical qualification and skills certification. The data provides insight into the extent of the respondents' industry-recognized competencies, which are essential in understanding their technical preparedness and its possible influence on their basic competency acquisition and work readiness.

Table 3 TESDA NC level obtained by the Respondents

TESDA NC level	f	%
NC II	5	15.63
NC I	21	65.63
None	6	18.75
Total	**32**	**100.00**

The data showed that a majority of the BTVTED pre-service teachers have obtained TESDA National Certificates, with 65.63% holding NC I and 15.63% holding NC II. Only 18.75% have no NC credential at all. This distribution reveals that most respondents have achieved at least foundational competency certifications aligned with Technical-Vocational Education and Training (TVET) industry requirements. Since TESDA NCs assess practical, job-related competencies, the high percentage of NC I holders suggests that most students have acquired entry-level skills, while the smaller number of NC II holders reflects those who have advanced to more specialized or higher-order technical skills. These levels of certification contribute significantly to preservice teachers' readiness to deliver technical-vocational instruction in their field.

The strong presence of NC-holding students aligned with the findings of Manlangit and Orense (2021), who emphasized that TESDA certification enhances the practical skillset and employability of pre-service TVET educators by verifying mastery of industry-standard competencies. Additionally, Buenaventura (2022) reported that NC credentials positively influence confidence, teaching performance, and readiness for hands-on technical instruction among BTVTEd pre-service teachers. The fact that some respondents hold NC II certificates is consistent with the study of Gatchalian and Dizon (2023), which noted that higher-level NCs correlate with stronger competency application during teaching demonstrations and industry immersion. Meanwhile, the 18.75% without NCs reflects concerns raised by Santos and Adriano (2024), who argued that lack of certification limits pre-service teachers' readiness for TVET classrooms due to insufficient verified technical skill training. These studies

collectively affirm that TESDA NC levels significantly shape competency acquisition and work readiness in technical teacher education programs.

Overall, the distribution of TESDA NC levels among respondents displayed that most BTVTED pre-service teachers possess the foundational technical competencies necessary for industry-aligned teaching. Higher NC levels correspond to higher readiness and stronger skill application, while the absence of certification may hinder preparedness for technical-vocational instruction. Understanding these variations allows the program to tailor support, ensuring that all students achieve the required technical benchmarks before entering the workforce.

Duration of the training engaged by the Respondents

The duration of training engaged refers to the length of time the respondents participated in technical-vocational training and practicum activities, which serves as an indicator of their level of exposure to hands-on learning and competency development.

Table 4 Duration of the training engaged by the Respondents

Duration of the Training (in months)	f	%
more than 6	1	3.13
4-6	6	18.75
1-3	23	71.88
less than one	2	6.25
Total	**32**	**100.00**

Table 4 shows that the majority of the respondents had short-term training exposure, with most having 1–3 months of engagement (23 or 71.88%). This is followed by those with 4–6 months (6 or 18.75%), while only 1 respondent (3.13%) had more than 6 months of training, and 2 respondents (6.25%) had less than one month. This indicates that the respondents generally had limited duration of technical-vocational training and practicum.

This suggests that although the respondents were exposed to training, the length of engagement may not be sufficient to fully develop higher-level competencies and work readiness. Recent studies emphasize that the duration and intensity of practicum experiences are key factors in strengthening pre-service teachers' preparedness and professional competence (Darling-Hammond et al., 2020; König et al., 2020).

The findings imply that the predominance of short-duration training (1–3 months) may restrict the respondents' ability to gain deeper practical skills and workplace readiness. Research indicates that extended and sustained field experiences allow pre-service teachers to better integrate theory into practice, improve decision-making skills, and enhance confidence in real teaching situations (Flores & Gago, 2020).

Furthermore, teacher education research highlights that insufficient practicum duration may lead to gaps in skill mastery, adaptability, and professional behavior, which are essential components of work readiness (OECD, 2021). The limited exposure observed in this study suggests a need to strengthen practicum structure, extend training duration, and ensure more consistent industry or school-based immersion opportunities.

Moreover, recent studies stress that quality and duration of experiential learning significantly influence employability and readiness outcomes, as learners require repeated and meaningful engagement in real-world tasks to fully develop competencies (Jackson, 2021).

Overall, the results reveal that while the respondents had some exposure to training, the duration was generally limited, which may affect the depth of competency acquisition and work readiness. Given that current literature consistently emphasizes the importance of extended and well-structured practicum experiences, it is necessary to enhance both the duration and quality of training among BTVTED pre-service teachers. Strengthening these aspects will help ensure more comprehensive competency development and better preparation for professional practice.

Level of Acquisition of the Basic Competencies for Classroom Practice

Evaluating the level of acquisition of basic competencies for classroom practice is essential in determining the readiness of BTVTEd pre-service teachers to assume their roles as future technical-vocational educators. These competencies such as lesson planning, classroom management, instructional delivery, assessment, and the integration of technical skills into teaching serve as foundational elements that shape their effectiveness in real classroom environments. In the context of technical-vocational teacher education, mastery of these competencies ensures that pre-service teachers are not only equipped with theoretical knowledge but also capable of applying industry-based skills through pedagogically sound teaching practices. Examining their competency acquisition provides meaningful insights into strengths and areas needing improvement, which directly influence their preparedness for practicum, licensure, and eventual entry into the workforce.

Communication Skills

Communication skills are essential for BTVTEd pre-service teachers as these enable them to explain technical concepts clearly, give accurate instructions, and manage classroom interactions effectively. Assessing their communication skills provides insights into their readiness to teach, engage learners, and perform the instructional tasks required in technical-vocational education.

Table 5 Level of acquisition of the basic competencies for classroom practice in terms of communication skills

S/N	Indicators	WM	SD	Verbal Description
1	I can communicate clearly and effectively with students during class discussions.	4.34	0.60	Very High
2	I use appropriate language and tone when explaining lessons.	4.28	0.73	Very High
3	I actively listen to others' opinions and provide constructive feedback.	4.47	0.67	Very High
4	I can write lesson plans, reports, and teaching documents with accuracy and clarity.	3.97	0.65	High
5	I can adapt my communication style depending on the situation and audience.	4.34	0.60	Very High
Aggregate Weighted Mean		**4.28**		**Very High**
Aggregate Standard Deviation			**0.65**	
Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low				

The overall results showed a Very High level of acquisition of communication skills among BTVTEd pre-service teachers, as reflected by the aggregate weighted mean of 4.28. Most indicators received Very High ratings, including clarity in communication, appropriate language use, active listening, and adaptability of communication style. These findings suggest that respondents possess strong interpersonal and instructional communication abilities essential for effective classroom practice. The only indicator rated slightly lower, though still High, was their skill in writing lesson plans and instructional documents, indicating an area where competency may be comparatively less developed. Overall, the data reveal that communication skills are a significant strength among the respondents, positively contributing to their readiness for technical-vocational teaching.

The Very High communication competency demonstrated by respondents aligns with the findings of García and Ocampo (2020), who emphasized that teacher communication skills strongly influence instructional effectiveness and learners' comprehension. Likewise, Cahapay (2021) highlighted that pre-service teachers with strong communication skills are better able to facilitate classroom interaction and manage diverse learning needs an essential requirement in TVET settings. The high ratings on active listening and constructive feedback parallel the study of Villalba and Magallanes (2022), which found that communication responsiveness enhances students' engagement and task performance.

Meanwhile, the slightly lower rating in written communication mirrors concerns raised by Ramos and De Guzman (2023), who reported that many pre-service teachers still need improvement in technical writing, lesson planning clarity, and structured documentation. These recent works collectively indicate that communication competence is a central factor in pre-service teacher readiness and impacts their ability to deliver effective instruction in technical-vocational programs.

The findings indicated that BTVTEd pre-service teachers demonstrate very strong communication competencies essential for classroom practice and work readiness. Their ability to communicate clearly, listen effectively, adjust communication styles, and provide accurate explanations contributes to their effectiveness as future TVET educators. However, continuous enhancement in written communication is necessary to ensure full competency across instructional documentation, planning, and reporting. Strengthening these areas will further support their transition into industry-aligned teaching roles.

Teamwork and Collaboration

Teamwork and collaboration are essential competencies for BTVTEd pre-service teachers, as these skills enable them to work effectively with peers, mentors, and school personnel in both classroom and practicum settings. Strong collaborative abilities support successful group tasks, promote shared responsibility, and foster a positive learning environment all of which are crucial in technical-vocational education where coordinated activities and cooperative learning are common. Assessing their teamwork and collaboration skills helps determine their readiness to engage in professional interactions and contribute meaningfully to school and industry-based learning environments.

Table 6 Level of acquisition of the basic competencies for classroom practice in terms of teamwork and collaboration

S/N	Indicators	WM	SD	Verbal Description
1	I can work harmoniously with fellow pre-service teachers and mentors.	4.53	0.51	Very High
2	I respect diverse opinions and contributions during group activities.	4.69	0.47	Very High
3	I contribute actively to achieving shared goals during collaborative tasks.	4.56	0.56	Very High
4	I can resolve conflicts in a professional and respectful manner.	4.31	0.64	Very High
5	I value teamwork as an essential skill in classroom and school environments.	4.63	0.49	Very High
Aggregate Weighted Mean		**4.54**		**Very High**

Table 6 results illustrated a Very High level of acquisition of teamwork and collaboration competencies among BTVTEd pre-service teachers, with an aggregate weighted mean of 4.54**.** All indicators received Very High descriptions, suggesting that respondents consistently demonstrate strong interpersonal skills, respect for diverse perspectives, and the ability to work constructively with others. High ratings in harmony with peers, respect for differing opinions, active contribution to group goals, and valuing teamwork indicate that collaborative competencies are a major strength among the group. These results further imply that respondents are well-prepared to function effectively in school environments where teamwork, group-based tasks, and professional collaboration are essential.

The Very High teamwork competencies observed among respondents align with Aguillon and Batac (2020), who found that cooperative learning and collaborative skill development significantly enhance pre-service teachers' readiness for classroom practice. The strong respect for diverse opinions echoes the findings of Suwannasri (2021), which emphasized that inclusive teamwork environments foster better communication, shared responsibility, and improved task outcomes among teacher education students. The high ability to manage conflicts professionally relates to Crisostomo and Andal (2022), who reported that pre-service teachers with strong conflict-resolution skills experience smoother practicum engagements and greater teaching confidence. Meanwhile, the overall emphasis on

teamwork as essential corresponds with Ismail and Abdullah (2023), who demonstrated that collaboration among pre-service teachers strengthens pedagogical performance, reflective practice, and readiness for 21st-century teaching demands. These studies affirm that teamwork and collaboration are critical competencies that significantly shape the work readiness of future teachers, particularly in technical-vocational education where coordination and group-based instruction are common.

Hence, the results demonstrated that BTVTEd pre-service teachers possess exceptionally strong teamwork and collaboration competencies that contribute positively to their classroom effectiveness and professional readiness. Their ability to work harmoniously, value diverse perspectives, manage conflicts respectfully, and commit to shared goals reflects a high level of maturity and preparedness for school-based and industry aligned environments. Strengthening these competencies further will continue to support their development as effective, collaborative, and workforce-ready technical-vocational educators.

Problem Solving and Critical Thinking

Problem-solving and critical thinking are fundamental competencies for BTVTEd pre-service teachers, enabling them to analyze classroom situations, make informed decisions, and apply technical knowledge to real-world teaching challenges. These skills allow future TVET educators to respond effectively to unexpected issues, evaluate instructional strategies, and model practical reasoning for their learners. Assessing their problem-solving and critical-thinking abilities provides insight into their preparedness to handle complex tasks and deliver quality instruction in technical-vocational education settings.

Table 7 Level of acquisition of the basic competencies for classroom practice in terms of problem-solving and critical thinking

S/N	Indicators	WM	SD	Verbal Description
1	I can identify teaching or classroom problems and propose practical solutions.	4.16	0.68	High
2	I can adapt to unexpected challenges during classroom activities.	4.28	0.63	Very High
3	I make decisions based on evidence and careful consideration of alternatives.	4.19	0.69	High
4	I evaluate the effectiveness of my teaching strategies and adjust when necessary.	4.19	0.64	High
5	I can integrate technology or creative strategies to improve classroom outcomes.	4.28	0.68	Very High
Aggregate Weighted Mean		**4.22**		**Very High**
Aggregate Standard Deviation			**0.67**	

The results indicate a Very High overall level of acquisition of problem-solving and critical-thinking competencies among BTVTEd pre-service teachers, as evidenced by the aggregate weighted mean of 4.22. Indicators show a mix of High and Very High descriptions, suggesting that respondents are generally confident in analyzing teaching problems, adjusting to challenges, and evaluating instructional strategies. Their ability to adapt to unexpected situations and integrate technology creatively both received Very High ratings (4.28), reflecting strong readiness for dynamic classroom environments. Meanwhile, identifying problems, making evidence-based decisions, and evaluating teaching effectiveness all received High ratings, indicating competencies that are strong but still have room for further enhancement. Overall, the results demonstrate well-developed analytical and decision-making skills essential for technical-vocational teaching.

The findings associated with Fajardo (2020), who emphasized that critical-thinking development among pre-service teachers enhances their ability to analyze instructional issues and generate practical solutions. The respondents' strong adaptability to unexpected classroom challenges supports the results of David and Malindog (2021), who found that flexible problem-solving skills significantly improve teaching performance under changing learning

conditions. The High ratings in evaluating teaching strategies and making evidence-based decisions reflect patterns observed in Torres and Hermosura (2022), which highlighted that reflective decision-making is a key predictor of instructional improvement among teacher education students. Also, the Very High rating for integrating technology and creative strategies is consistent with Llego (2023), who reported that technology-enhanced critical thinking boosts innovation and improves classroom outcomes in TVET and general teacher-education programs. Collectively, these studies reaffirm that strong problem-solving and critical-thinking abilities are crucial for work readiness and teaching effectiveness in technical-vocational education.

Overall, the respondents established well-developed problem-solving and critical-thinking competencies, indicating strong readiness to manage classroom challenges, make informed decisions, and improve instructional outcomes. Their high adaptability and ability to integrate technology reflect preparedness for modern, industry-aligned TVET environments. Continued reinforcement of reflective practice and evidence-based decision-making will further strengthen their capacity to navigate complex teaching situations.

Professionalism and Ethics

Professionalism and ethics are vital competencies for BTVTEd pre-service teachers, as these reflect their ability to uphold responsible conduct, observe ethical standards, and demonstrate integrity in classroom and school environments. These competencies guide how they interact with learners, colleagues, and mentors, and ensure that they perform their roles with accountability and respect.

Table 8 Level of acquisition of the basic competencies for classroom practice in terms of professionalism and ethics

S/N	Indicators	WM	SD	Verbal Description
1	I demonstrate punctuality, honesty, and accountability in all assigned tasks.	4.59	0.50	Very High
2	I respect the rights, diversity, and individuality of learners.	4.72	0.46	Very High
3	I maintain professional boundaries and relationships in the school setting.	4.63	0.49	Very High
4	I adhere to the code of ethics for teachers and education professionals.	4.69	0.47	Very High
5	I show initiative and commitment to continuous learning and improvement.	4.72	0.46	Very High
Aggregate Weighted Mean		**4.67**		**Very High**
Aggregate Standard Deviation			**0.48**	

The results showed a Very High level of acquisition of professionalism and ethics among BTVTEd pre-service teachers, with an aggregate weighted mean of 4.67, the highest among the competency domains. All indicators received Very High verbal descriptions, indicating that respondents consistently demonstrate strong ethical awareness, responsible conduct, and professional behavior in educational settings. Notably, the highest ratings were observed in respecting learners' rights and individuality (4.72) and commitment to continuous learning (4.72), suggesting a deep understanding of ethical responsibilities and a willingness to grow as professionals. High scores in punctuality, adherence to professional boundaries, and compliance with the Teacher's Code of Ethics further reflect their readiness to meet the behavioral and ethical standards expected in the teaching profession. Overall, the findings indicate that professionalism and ethics are major strengths of the respondents and strongly contribute to their work readiness.

These findings aligned with Berin & Dizon (2020), who emphasized that ethical conduct and professional responsibility significantly enhance pre-service teachers' effectiveness and credibility in practicum settings. The Very High respect for learner diversity mirrors the findings of Gonzales and Pastrana (2021), who highlighted that

valuing learner individuality fosters inclusive and equitable learning environments an essential characteristic of ethical teaching. High results on maintaining professional boundaries and adhering to ethical codes correspond with Ferrer and Robles (2022), who reported that professional behavior reduces classroom conflict, strengthens teacher-student relationships, and enhances instructional trust. Moreover, the strong commitment to continuous learning reflects the conclusions of Villanueva (2024), who found that pre-service teachers who demonstrate ongoing professional development show improved teaching readiness and stronger alignment with 21st-century educational standards. Collectively, these studies affirm that professionalism and ethics play a central role in shaping the preparedness and credibility of future technical-vocational educators.

The respondents displayed exceptionally high levels of professionalism and ethical conduct, indicating strong readiness to meet the expectations of the teaching profession. Their consistent demonstration of integrity, respect, accountability, and commitment to continuous development positions them well for both classroom practice and future professional roles.

Safety, Quality and Work Habits

Safety, quality, and work habits are essential competencies for BTVTEd pre-service teachers, as these ensure that they perform classroom and laboratory tasks responsibly, maintain high standards of instructional practice, and model industry-aligned behaviors to learners.

Table 9 Level of acquisition of the basic competencies for classroom practice in terms of safety, quality, and work habits

S/N	Indicators	WM	SD	Verbal Description
1	I follow safety procedures and classroom management protocols.	4.81	0.40	Very High
2	I organize materials and resources to ensure efficient class operations.	4.66	0.48	Very High
3	I maintain cleanliness and orderliness in my work area or classroom.	4.66	0.48	Very High
4	I ensure the quality and accuracy of outputs in all teaching-related tasks.	4.63	0.49	Very High
5	I take responsibility for maintaining a safe and inclusive learning environment.	4.69	0.47	Very High
Aggregate Weighted Mean		**4.69**		**Very High**
Aggregate Standard Deviation			**0.46**	

The results indicated a Very High level of acquisition of safety, quality, and work habits among BTVTEd pre-service teachers, with an aggregate weighted mean of 4.69, one of the highest across all competency domains. All indicators received Very High descriptions, demonstrating that respondents consistently follow safety protocols, maintain classroom organization, uphold cleanliness, and ensure the accuracy of their work outputs. The highest rating following safety procedures (4.81) shows strong awareness of proper classroom and workshop safety, crucial in technical-vocational settings. Likewise, high ratings in organization, output quality, and maintaining an inclusive environment reflect disciplined work habits and a commitment to high instructional standards. Overall, these findings suggest that the respondents are highly prepared to handle safe, efficient, and quality-driven learning environments essential in TVET education.

These findings are consistent with Serrano and Ponce (2020), who emphasized that adherence to safety protocols in TVET programs reduces risks and enhances students' confidence in practical learning environments. The Very High organization and cleanliness ratings align with Hanafi et al. (2021), whose research showed that structured work environments significantly improve teaching efficiency and learner productivity. The respondents' strong commitment to quality and accuracy reflects the conclusions of Mamaril (2022), who reported that high-quality work habits among pre-service teachers lead to better practicum performance and improved instructional outcomes. Additionally, the high rating for maintaining a safe and inclusive environment echoes Jirasatjanukul &

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Jeerungsuwan (2023), who found that safety, inclusivity, and responsible work habits are essential predictors of readiness in technical and vocational education students. Collectively, these studies reinforce the importance of safety compliance, work discipline, and quality assurance in shaping competent and workforce-ready TVET educators.

In General, the respondents exhibited very strong safety practices, disciplined work habits, and a strong commitment to quality outputs, reflecting their high preparedness for technical-vocational teaching environments. Their consistent demonstration of safety awareness, orderliness, and responsibility suggests readiness to manage classrooms and laboratories effectively while ensuring learner well-being. Continued reinforcement of these competencies will further strengthen their professional reliability and instructional performance.

Summary On the Level of Social Support Received by The Respondents

Social support plays a crucial role in shaping the learning experiences and overall readiness of BTVTEd pre-service teachers. Support from peers, mentors, family, and the academic community helps them cope with academic demands, enhances their confidence, and strengthens their ability to perform classroom tasks successfully. Summarizing the level of social support received by the respondents provides valuable insight into the external factors that influence their competency acquisition, well-being, and preparedness for practicum and future teaching roles in technical-vocational education.

Table 10 Summary on the level of social support received by the respondents

Components	**WM**	**SD**	**Verbal Description**
Communication skills	4.28	0.65	Very High
Teamwork and collaboration	4.54	0.54	Very High
Problem-solving and critical thinking	4.22	0.67	Very High
Professionalism and ethics	4.67	0.48	Very High
Safety, quality, and work habits	4.69	0.46	Very High
Grand Mean	**4.48**		**Very High**
Grand Standard Deviation		**0.56**	

The results indicated a Very High overall level of social support received by the respondents across all competency components, with a grand mean of 4.48. Each domain communication skills, teamwork and collaboration, problem-solving and critical thinking, professionalism and ethics, and safety, quality, and work habits received Very High verbal descriptions. This suggests that the respondents consistently experience strong encouragement, guidance, and assistance from peers, mentors, and school environments. The highest levels of support appear in professionalism and ethics (4.67) and safety, quality, and work habits (4.69), indicating that pre-service teachers particularly benefit from structured guidance related to professional conduct and workplace expectations. Overall, the findings show that social support significantly contributes to the respondents' competency development and readiness for classroom practice.

The consistently Very High ratings align with Alharbi and Smith (2020), who found that strong social support networks enhance teacher candidates' confidence and improve their ability to engage in instructional tasks. The high teamwork-related support reflects Capuno, Cadiz, & Arcinas (2021), who emphasized that collaborative environments in teacher education programs strengthen motivation, reduce stress, and enhance skill acquisition. The positive influence of support on problem-solving and critical thinking mirrors Pitaloka and Prihatsanti (2022), who reported that students with strong interpersonal support demonstrate better decision-making and adaptability in teaching situations. Meanwhile, the strong support for professionalism and ethical behavior is consistent with Leal & Rodriguez (2023), who highlighted that mentor-led guidance significantly improves pre-service teachers' adherence to professional standards and work habits. Together, these studies show that social support is a key factor shaping competency development and overall teaching readiness.

In summary, the respondents received very high levels of social support across all competency domains, indicating that their learning environment effectively promotes collaboration, personal growth, and professional development. This strong support system enhances their readiness for classroom practice and future roles as technical-vocational educators. Sustaining and strengthening this support mechanism will further reinforce their confidence, competence, and ability to meet the demands of the teaching profession.

Level of Work Readiness of the Respondents

Work readiness reflects how prepared BTVTEd pre-service teachers are to perform actual teaching tasks and meet the demands of technical-vocational education. Assessing their work readiness helps determine whether they possess the necessary skills, attitudes, and professional behaviors to transition effectively from training to real classroom practice.

Table 11 Level of work readiness of the respondents

S/N	Indicators	WM	SD	Verbal Description
1	University education will make it easier to find employment	4.16	0.72	Ready
2	The acquired information and skills will facilitate the completion of the assignment	4.34	0.48	Very Ready
3	Consider a candidate's skills while selecting a job	4.41	0.61	Very Ready
4	Accepting the views of others as input for personal development	4.47	0.51	Very Ready
5	Interested in labor requiring meticulousness and intense concentration	4.22	0.66	Very Ready
6	Concentration is necessary for productive work	4.53	0.51	Very Ready
7	Happy if someone points out my errors at work	4.06	0.98	Ready
8	Attempting to be patient in the face of angry coworkers	4.34	0.75	Very Ready
9	Recognizing the ability of others to adapt to the new environment	4.38	0.61	Very Ready
10	Easily adjust to a new environment's culture and norms	4.28	0.68	Very Ready
11	Accountable for the work performed	4.41	0.50	Very Ready
12	Correction of work results if errors are made in the work	4.34	0.55	Very Ready
13	Be prompt in carrying out your duties	4.28	0.52	Very Ready
14	Read books pertinent to the specialty being sought	4.13	0.71	Ready
15	Utilize diverse media to stay current in your field of expertise	4.34	0.48	Very Ready
16	Prepared to work anywhere, both outside and inside the office, with the skills acquired at the university	4.47	0.62	Very Ready
17	The knowledge and abilities possessed facilitate adaptation to job settings	4.47	0.51	Very Ready
18	In group work, it is important to strive for efficiency	4.50	0.51	Very Ready
19	I am delighted to receive training in my area of competence	4.53	0.51	Very Ready
20	Enhance knowledge and abilities for best performance	4.53	0.57	Very Ready
21	If outside of university, expand knowledge	4.50	0.51	Very Ready
Aggregate Weighted Mean		**4.37**		**Very Ready**
Aggregate Standard Deviation			**0.59**	

Legend: 4.21-5.00-Very Ready; 3.41-4.20-Ready ; 2.61-3.40-Moderately Ready; 1.81-2.60- Slightly Ready ; 1.00-1.80- Not Ready

The results showed that the respondents exhibit a Very Ready level of work readiness, with an aggregate weighted mean of 4.37. Most indicators reflect Very Ready verbal descriptions, showing strong preparedness across multiple dimensions of employability skills application, adaptability, accountability, interpersonal relations, and continuous learning. Respondents demonstrate high readiness in concentration, efficiency, accepting feedback, adapting to new environments, and recognizing others' abilities. They also show strong willingness to enhance their competence

through training and self-directed learning. While three indicators ("university education will make it easier to find employment," "being happy when errors are pointed out," and "reading books pertinent to the specialty") were rated as Ready rather than Very Ready, they still reflect positive attitudes and preparedness. Overall, the respondents show confidence, skillfulness, adaptability, and professional maturity aligned with workplace expectations.

The high level of work readiness aligned with Caballero, Walker, & Fuller-Tyszkiewicz (2020), who emphasized that employability skills such as adaptability, communication, and teamwork are strong predictors of job readiness among graduates. The respondents' willingness to accept feedback and correct errors reflects findings from Al-Mugheed et al. (2021), who reported that feedback responsiveness improves performance and accelerates professional growth. Their strong adaptability to new environments corresponds with Deneen & Brown (2021), who found that flexible and reflective learning dispositions significantly enhance pre-service teachers' transition to real workplace settings. Meanwhile, their commitment to ongoing learning and skill enhancement aligns with Nguyen (2023), who highlighted that lifelong learning attitudes contribute to sustained work readiness and improved job performance in technical and vocational fields. These studies reinforce that work readiness is shaped by both academic preparation and psychosocial competencies cultivated during teacher education.

In conclusion, the respondents demonstrated a Very Ready level of work readiness, indicating well-developed skills, attitudes, and dispositions necessary for successful entry into the teaching profession and technical-vocational workplaces. Their strong adaptability, accountability, efficiency, and openness to learning position them as capable and prepared future educators. Targeted support may still be beneficial in enhancing confidence related to seeking employment and developing deeper discipline-specific reading habits, but these concerns do not diminish their overall readiness.

Test of Relationship Between the Basic Competencies Acquisition and the Work Readiness of the Respondents

Determining the relationship between the respondents' basic competencies acquisition and their level of work readiness is essential in understanding how well their training translates into actual employability skills. By examining whether higher competency levels in communication, teamwork, problem-solving, professionalism, and work habits are associated with greater readiness for workplace demands, the study can assess the effectiveness of the BTVTEd program in preparing pre-service teachers for real-world technical-vocational environments. This analysis provides valuable insight into whether competency development directly influences their confidence and preparedness to enter the workforce.

Table 12 Test of relationship between the basic competencies acquisition and the work readiness of the respondents

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Competencies Acquisition and Work Readiness	0.636*	Moderate Positive	0.000	Reject Ho	Significant
*significant at $p<0.05$ (two-tailed)					

Table 12 presents the results of the test of relationship between the respondents' basic competencies acquisition and their work readiness as future teachers. The table aims to determine whether a significant relationship exists between the two variables.

A Pearson Product-Moment Correlation Coefficient (Pearson's r) was employed to examine the relationship between basic competencies acquisition and work readiness. This statistical test was used to determine the strength and direction of the relationship between the variables.

The results revealed a computed r-value of 0.636, indicating a moderate positive relationship, and a p-value of 0.000. When compared to the 0.05 level of significance, the p-value is less than 0.05, which means that the result is statistically significant.

Based on this, the null hypothesis was rejected. This indicates that there is a significant relationship between basic competencies acquisition and work readiness among the respondents. The findings imply that higher levels of basic competencies acquisition are associated with higher levels of work readiness. This suggests that as respondents develop stronger communication skills, teamwork, problem-solving abilities, professionalism, and work habits, their readiness to enter the teaching profession also improves.

These results are consistent with previous studies which emphasize that the development of essential competencies plays a critical role in enhancing work readiness. For instance, studies grounded in Human Capital Theory (Becker, 1993) assert that skills and competencies gained through education increase an individual's productivity and employability. Similarly, Work Readiness Theory (Caballero et al., 2011) highlights that competencies such as social intelligence, work competence, and organizational understanding are key predictors of readiness for employment.

The similarity of the present findings with previous studies may be attributed to the alignment between the competencies measured in this study and those identified in the literature as essential for workplace success. The respondents, being pre-service teachers, are likely exposed to structured training and academic experiences that enhance both their competencies and readiness simultaneously.

Supporting literature further explains that competency development and work readiness are interconnected, as emphasized by Experiential Learning Theory (Kolb, 1984), which posits that learning through experience, reflection, and application strengthens both skills and preparedness for real-world tasks. This explains why respondents who demonstrate higher competency acquisition also exhibit greater readiness to perform professional responsibilities.

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATION

This section provides a comprehensive overview of the study by summarizing the key results, emphasizing the major findings drawn from the data, and formulating conclusions based on the outcomes of the analysis. It also presents evidence-based recommendations aimed at assisting educational institutions, faculty members, and future researchers in improving competency development and work readiness among BTVTEd pre-service teachers. Through the integration of the study's essential findings, this section offers a clear understanding of the relationships among respondents' demographic profiles, basic competencies, and work readiness, as well as the actions that may be undertaken to further strengthen technical-vocational teacher preparation.

Summary

This study assessed the basic competencies acquisition and work readiness of fourth-year BTVTED pre-service teachers at Cebu Technological University Main Campus for SY 2025–2026 as basis for a proposed Technical-Vocational Skills Enhancement Plan. It determined the respondents' profile, level of basic competencies acquisition, level of work readiness, and the significant relationship between the two variables. Using a quantitative descriptive-correlational design, the study involved 32 fourth-year students selected through purposive sampling. Data were gathered through a structured questionnaire and analyzed using frequency count, percentage, weighted mean, standard deviation, and Pearson's r through SPSS.

Findings

The findings of the study revealed that, in terms of the demographic profile, the respondents were predominantly aged 21–22 years old, mostly female, all in the fourth-year level, and the majority possessed TESDA National Certificates with short to moderate training exposure. Regarding the level of basic competencies acquisition, the respondents demonstrated a very high level across all domains, particularly in professionalism and ethics, safety, quality and work habits, teamwork and collaboration, communication skills, and problem-solving and critical thinking, indicating strong mastery of essential teaching competencies. In terms of work readiness, the respondents

were found to be very ready, reflecting high levels of preparedness in employability skills, adaptability, accountability, and continuous learning. With respect to the test of relationship, the results showed a moderate, positive, and statistically significant relationship between basic competencies acquisition and work readiness ($r = 0.636$, $p < 0.05$), leading to the rejection of the null hypothesis, which confirms that higher competency acquisition is associated with greater work readiness. Based on these findings, a Technical-Vocational Skills Enhancement Plan is proposed to further strengthen competency development, enhance practicum and industry exposure, and improve the overall work readiness of BTVTED pre-service teachers.

Conclusion

Based on the findings, it is concluded that BTVTED pre-service teachers possess a very high level of basic competencies acquisition and work readiness, indicating strong preparation for professional practice. The results across all competency domains confirm that the program effectively develops essential skills, attitudes, and work habits. The hypothesis testing revealed a significant moderate positive relationship between competencies and work readiness, leading to the rejection of the null hypothesis and confirming that higher competency levels enhance readiness for work. These findings imply that, in professional practice, graduates are capable of performing effectively in both teaching and technical settings. For program development, there is a need to sustain and strengthen competency-based and experiential learning approaches, particularly through practicum and industry exposure. In terms of policy, the results support existing CHED and TESDA frameworks while highlighting the need for continuous improvement and stronger industry alignment**.**

Recommendation

It is recommended to implement a Technical-Vocational Skills Enhancement Plan that strengthens competency-based and experiential learning through enhanced practicum and industry immersion. The plan should also integrate strategies to sustain high-performing competencies while improving real-world application, professional confidence, and alignment with industry standards.

Technical-Vocational Skills Enhancement Plan

Rationale

In the current educational and industry context, higher education institutions are expected to produce graduates who are not only academically competent but also work-ready and aligned with industry standards. In this study, the basic competencies acquisition and work readiness of BTVTED pre-service teachers at Cebu Technological University Main Campus were assessed using a descriptive-correlational design. The findings revealed that respondents demonstrated very high levels of competencies and were very ready for work; however, gaps were identified in TESDA National Certification attainment, depth of practicum and industry exposure, and real-world application of skills. These concerns may affect long-term employability, professional confidence, and industry alignment. In response, this study proposes a Technical-Vocational Skills Enhancement Plan aimed at strengthening and sustaining competency development and work readiness through enhanced experiential learning, industry immersion, and continuous skills development aligned with CHED and TESDA standards.

Objectives

The Technical-Vocational Skills Enhancement Plan aims to:

1. Enhance the work readiness of BTVTED pre-service teachers by strengthening adaptability, accountability, and professional confidence through structured experiential learning activities.

2. Improve the application of basic competencies—particularly in communication, teamwork, problem-solving, professionalism, and safety—through extended practicum and performance-based tasks.

3. Increase TESDA National Certification attainment to ensure industry-recognized technical competence and alignment with workplace standards.

4. Strengthen real-world teaching and industry exposure by integrating longer and more immersive practicum and industry-based experiences.

5. Sustain high levels of competency development by implementing continuous monitoring, mentoring, and feedback mechanisms.

Scheme of Implementation

The implementation of the Technical-Vocational Skills Enhancement Plan will follow a systematic and phased approach to ensure effective execution, monitoring, and evaluation. Initially, a planning and coordination phase will be conducted, wherein the Program Chair, faculty members, and key stakeholders such as TESDA assessors, industry partners, and the university administration will collaboratively finalize the activities, schedules, and resource requirements. Orientation sessions will be held to inform all involved parties, including BTVTED pre-service teachers, about the objectives, strategies, and expected outcomes of the program.

This will be followed by the implementation phase, where the identified strategies and key activities will be carried out. These include TESDA National Certification orientations, review sessions, and mock assessments; extended practicum and industry immersion; industry-led workshops; work simulations; mentoring sessions; and mental health and professional development seminars. These activities will be integrated into the academic calendar to ensure continuous and structured competency development and work readiness enhancement.

Concurrently, a monitoring phase will be conducted to track the progress of implementation. Faculty members, practicum coordinators, and the Quality Assurance (QA) Office will regularly assess participation rates, competency improvements, and completion of planned activities using competency tracking tools, performance assessments, and feedback mechanisms. This phase ensures that any gaps or issues encountered during implementation are immediately addressed through necessary adjustments.

Finally, an evaluation phase will be carried out to determine the effectiveness of the enhancement plan. This will involve analyzing key indicators such as TESDA certification rates, practicum performance, work readiness levels, and graduate employability. Feedback from students, faculty, and industry partners will also be collected and evaluated. The results of the evaluation will serve as the basis for continuous improvement, policy integration, and institutionalization of the program, ensuring its sustainability and alignment with CHED and TESDA standards.

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Joy Marie C. Lapiz

Researcher

Dedication

This research is humbly and lovingly dedicated to Our Almighty God, JAH, for the blessings of life, good health, wisdom, perseverance, and guidance throughout this academic journey.

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Researcher

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Technical-Vocational Skills Enhancement Plan

Areas of Concern	Objectives	Strategies / Key Activities	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Uneven TESDA NC Coverage	Increase TESDA NC participation and completion	NC orientation, review sessions, mock assessments, on-campus certification	BTVTED Faculty, TESDA Assessors, Program Chair	TBD	University Funds, TESDA Support	0–6 months	Increased number of NC-certified pre-service teachers		Priority intervention
Short Training & Practicum Duration	Deepen experiential learning and skills application	Extended practicum, industry immersion, skills-based projects	Practicum Coordinators, Industry Partners	TBD	University Funds, LGU & Industry Support	6–12 months	Improved depth of technical and workplace skills		Based on training exposure findings
Advanced Industry Alignment	Strengthen alignment with industry standards	Industry-led workshops, updated tools, co-developed learning tasks	Industry Experts, Faculty	TBD	Industry Partners, University Funds	6–12 months	Enhanced industry relevance and professional confidence		Enhancement-focused
Sustaining Work Readiness	Maintain very high work readiness levels	Work simulations, communication drills, career mentoring	Faculty, Career Services, Alumni	TBD	University Funds	Continuous	Sustained very ready work readiness level		Prevent skills decline
Professionalism, Ethics & Well-being	Sustain ethical standards and emotional readiness	Mentoring, reflective practice, mental health seminars	Faculty Mentors, Guidance Office	TBD	University Funds	Continuous	Consistent professionalism and resilience		Aligned with RA 11036
Monitoring & Sustainability	Institutionalize skills enhancement	Competency tracking, graduate monitoring, policy integration	Program Chair, QA Office	TBD	University Funds	12–24 months	Sustainable and institutionalized enhancement plan		Quality assurance measure

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APPENDICES

Appendix A

TRANSMITTAL LETTER

DR. RAYMOND C. ESPINA

Dean, College of Education

Cebu Technological University – Main campus

R. Palma Street Corner M. J. Cuenco Avenue

Dear Sir:

Greetings of peace and goodwill!

I am Joy Marie C. Lapiz, a graduate student pursuing a Master of Technology and Vocational Education, major in Industrial Arts, at Cebu Technological University. I am currently conducting a research study titled **"OUTCOMES OF BASIC COMPETENCY ACQUISITION AND WORK READINESS OF BTVTED PRE-SERVICE TEACHERS IN A PHILIPPINE STATE UNIVERSITY"**

This study aims to assess how well Bachelor of Technical-Vocational Teacher Education (BTVTED) pre-service teachers have developed their basic competencies and how prepared they are to enter the workforce. Specifically, it seeks to determine the level of competency acquisition, evaluate work readiness, and examine the relationship between these variables, with the goal of informing improvements in training, practicum experiences, and overall professional preparation of future technical-vocational teachers.

In line with this, I respectfully request your approval to conduct the study at the Cebu Technological University College of Education under your supervision. The research will involve administering a survey questionnaire for students. Please be assured that the confidentiality of all participants will be strictly maintained, and the collected data will be used solely for academic and research purposes. I sincerely hope for your kind approval of this request and am willing to comply with any additional requirements or protocols your office may require.

Thank you very much for your time and support.

Respectfully yours,

JOY MARIE C. LAPIZ

Researcher

Appendix B

Survey Questionnaire

Part I. Background Information

1. Age: _____
2. Gender: ☐ Male ☐ Female ☐ Prefer not to say

3. TESDA NC Level Obtained: ☐ None ☐ NC I ☐ NC II ☐

Part II. BASIC COMPETENCIES ACQUISITION

Direction: Please indicate your response by checking the column that best represents your level of agreement using the scale below:

Scale	Description
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

Communication Skills

No.	Statement	5	4	3	2	1
1	I can communicate clearly and effectively with students during class discussions.					
2	I use appropriate language and tone when explaining lessons.					
3	I actively listen to others' opinions and provide constructive feedback.					
4	I can write lesson plans, reports, and teaching documents with accuracy and clarity.					
5	I can adapt my communication style depending on the situation and audience.					

B. Teamwork and Collaboration

No.	Statement	5	4	3	2	1
6	I can work harmoniously with fellow pre-service teachers and mentors.					
7	I respect diverse opinions and contributions during group activities.					
8	I contribute actively to achieving shared goals during collaborative tasks.					
9	I can resolve conflicts in a professional and respectful manner.					
10	I value teamwork as an essential skill in classroom and school environments.					

Problem-Solving and Critical Thinking

No.	Statement	5	4	3	2	1
11	I can identify teaching or classroom problems and propose practical solutions.					
12	I can adapt to unexpected challenges during classroom activities.					
13	I make decisions based on evidence and careful consideration of alternatives.					
14	I evaluate the effectiveness of my teaching strategies and adjust when necessary.					
15	I can integrate technology or creative strategies to improve classroom outcomes.					

Professionalism and Ethics

No.	Statement	5	4	3	2	1
16	I demonstrate punctuality, honesty, and accountability in all assigned tasks.					
17	I respect the rights, diversity, and individuality of learners.					
18	I maintain professional boundaries and relationships in the school setting.					
19	I adhere to the code of ethics for teachers and education professionals.					
20	I show initiative and commitment to continuous learning and improvement.					

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Safety, Quality, and Work Habits

No.	Statement	5	4	3	2	1
21	I follow safety procedures and classroom management protocols.					
22	I organize materials and resources to ensure efficient class operations.					
23	I maintain cleanliness and orderliness in my work area or classroom.					
24	I ensure the quality and accuracy of outputs in all teaching-related tasks.					
25	I take responsibility for maintaining a safe and inclusive learning environment.					

Work Readiness Survey

Directions: Below is a list of statements that describe your work readiness as a future teacher. Please indicate your level of agreement about each statement below by putting a check mark (√) on the numerical scale that best describes your perception about work. Please be very truthful and describe yourself as you really are, not as you would like to be.

Legend:

5 – Strongly Agree 2 – Disagree

4 – Agree 1 – Strongly Disagree

3-Neither Agree nor Disagree

S/N	INDICATORS	5	4	3	2	1
1.	University education will make it easier to find employment					
2.	The acquired information and skills will facilitate the completion of the assignment					
3.	Consider a candidate's skills while selecting a job					
4.	Accepting the views of others as input for personal development					
5.	Interested in labor requiring meticulousness and intense concentration					
6.	Concentration is necessary for productive work					
7.	Happy if someone points out my errors at work					
8.	Attempting to be patient in the face of angry coworkers					
9.	Recognizing the ability of others to adapt to the new environment					
10.	Easily adjust to a new environment's culture and norms					
11.	Accountable for the work performed					
12.	Correction of work results if errors are made in the work					
13.	Be prompt in carrying out your duties					
14.	Read books pertinent to the specialty being sought					
15.	Utilize diverse media to stay current in your field of expertise					
16.	Prepared to work anywhere, both outside and inside the office, with the skills acquired at the university					
17.	The knowledge and abilities possessed facilitate adaptation to job settings					
18.	In group work, it is important to strive for efficiency					
19.	I am delighted to receive training in my area of competence					
20.	Enhance knowledge and abilities for best performance					
21.	If outside of university, expand knowledge					

CURRICULUM VITAE

Name: JOY MARIE C. LAPIZ

Mobile No: 09764714259
Email Add: jmarielapiz@gmail.com

PERSONAL INFORMATION

AGE : 26 years old

GENDER : Female

DATE OF BIRTH : October 5, 1999

PLACE OF BIRTH : Cebu City

CIVIL STATUS : Single

RELIGION : Jehovah's Witness

NATIONALITY : Filipino

ADDRESS : Kaiktay, Jaguimit, City of Naga, Cebu

FATHER'S NAME : Jesus C. Lapiz

OCCUPATION : Retired Teacher

MOTHER'S NAME : Violeta C. Lapiz

OCCUPATION : Housewife

EDUCATIONAL BACKGROUND

GRADUATE SCHOOL : Cebu Technological University – Main Campus

Master of Technology and Vocational Education

Major in Industrial Arts

S.Y. 2024-2025

COLLEGE : Cebu Technological University – Main Campus

Bachelor of Technical Vocational Education

Major in Welding and Fabrication Technology

S.Y. 2022-2023

SECONDARY : St. Cecilia's College Inc.

Humanities and Social Sciences

S.Y. 2018-2019

ELEMENTARY : Lipata Central Elementary School

S.Y. 2011-2012

WORK EXPERIENCE

Cebu Technological University – Main Campus

Part-Time Teaching

2024-Present

Cebu Technological University – Main Campus

Office Staff

2024-Present

TRAINING AND SEMINARS ATTENDED

DECEMBER 22, 2022: Shielded Metal Arc Welding NC II

AUGUST 09, 2023: System for TVET Accreditation and Recognition Program (STAR) Online National Validation

APRIL 24 & 25, 2025:(PAFTE) "Sustainable and Quality Assured Teacher Education Programs"

MAY 22-23, 202:(PAFTE) 15TH Midyear Convention "Leveraging Artificial Intelligence for Enhanced Efficiency and Effectiveness in Curriculum and Instruction, Research, Community Extension and School Management"