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Implementation of Special Program for Technical Vocational Education (SPTVE) Curriculum Among Tech-Voc Schools in Region IV-A CALABARZON

Dr. Cristine M. Tabien
Polytechnic University of the Philippines, Sta. Mesa, Manila
Corresponding Author e-mail: *cristinemtabien@gmail.com*

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Abstract

Aim: This study aimed to evaluate the extent of the Special Program for Technical Vocational Education (SPTVE) Curriculum implementation among Technical Vocational Schools in Region IV-A CALABARZON.

Methodology: A descriptive-comparative research design and quantitative research method were used. Education program supervisors, school heads, and TVE teachers were randomly selected as respondents for this study. Data were gathered using a researcher-made questionnaire validated by experts in the field, which underwent a reliability test using Cronbach Alpha.

Results: The research results showed high proficiency across key areas: curriculum implementation, learning delivery, learning assessment, learning resources, learning environment, advocacy programs, support systems, administration and supervision of school leaders, industry partnerships, and curriculum development and evaluation practices. However, there is no significant difference in respondents' proficiency in most areas; a notable distinction is found in implementing learning resources.

Conclusion: The researcher proposed an improvement plan to ensure consistent, high-quality practices across Tech-Voc schools through improved learning delivery, standardization, resource access, and collaboration.

Keywords: *Polytechnic University of the Philippines, Doctor in Educational Management, Special Program for Technical Vocational Education, PhDEM, College of Education*

INTRODUCTION

Technical-Vocational Education and Training (TVET) has been a significant component of Philippine education. Its aim is to equip students with the real skills required to start their own business or employment. Vocational schools opened in the Philippines in the early 1900s to meet the growing need for skilled workers. This is where TVET was all started. Overtime, TVET is so important for boosting economic growth and filling skills gaps, many programs and projects have been created to help incorporate technical and professional education into the main school system (Mendoza, 2019).

Launched in 2007, the Strengthened Technical-Vocational Education Program (STVEP) aims to enhance the secondary level offering of Technical-Vocational Education. This initiative was aligned with the Philippine government's 10-point agenda and the country's Millennium Development Goals (MDG), specifically targeting issues related to education for employment. It was the administration of the First National Career Assessment Examination (NCAE) in S.Y. 2006-2007, revealed that a substantial number of test-takers showed a strong potential for entrepreneurship and technical education. STVEP goals was to provide high school pupils specialized instruction so they may pursue technical disciplines for additional study or work immediately after graduation. The curriculum placed a strong emphasis on the need of matching secondary education to industry demands, especially in the technical and vocational fields (Bautista, 2020).

With DepEd Order No. 25, s. 2015, Strengthened Technical Vocational Education Program (STVEP) was transformed into the Special Program for Technical-Vocational Education (SPTVE). This was carried out in response to the necessity to advance technical vocational education and increase its scope. This shift aimed to better equip

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students for the demanding employment market and bring the program more in line with industry norms. Two hundred eighty-two (282) technical vocational secondary schools all throughout the nation now run the SPTVE curriculum. Of them, 14 are in the CALABARZON region—a significant Philippine industrial center (Delos Reyes, 2021).

This study aims to evaluate the Special Program for Technical Vocational Education Implementation among Technical Vocational Schools in Region IV-A CALABARZON. It uses Implementation monitoring tools for evaluating the program's implementation and effectiveness. Education program supervisors, School heads and TVE teachers play vital roles in this process by providing insights and perceptions. Their evaluation supported continuous improvement to ensure that SPTVE adapts to the specific socio-economic and cultural needs of the region, thereby enhancing its overall impact and success.

Industry partnerships are recognized as crucial for the relevance of Technical-Vocational Education but no comprehensive studies measuring the effectiveness of these partnerships in CALABARZON were done. Assessing the implementation of the SPTVE curriculum in the CALABARZON area will be significant due to the region's contribution to the country's industrial sector. The results of this study will strengthen technical-vocational education across the Philippines, ensuring its alignment with the requirements the academe and industry.

In this context, the researcher was motivated to undertake a research study to evaluate the implementation of the Special Program for Technical-Vocational Education (SPTVE) Curriculum in Region IV-A CALABARZON, with the aim of developing a proposed Improvement Plan to strengthen the program and its implementation.

Objectives

The primary objective of this research was to assess the extent of implementation of the Special Program for Technical Vocational Education (SPTVE) Curriculum among Tech-Voc Schools in Region IV-A CALABARZON.

The research sought to answer the following research questions:

1. What is the Extent of Implementation of Special Program for Technical Vocational Education (SPTVE) based on Curriculum Implementation, Learning Delivery, Learning Assessment, Learning Resources, Learning Environment, Advocacy Programs, Support System, Administration and Supervision of School Leaders, Industry Paertnership and Curriculum Develoment and Evaluation Practices.
2. Is there any significant difference in the Implementation of Special Program for Technical Vocational Education (SPTVE) as perceived by the three (3) groups of respondents, namely; District Education Program Supervisors, School Heads and TVE Teachers.

METHODS

Research Design

The research design used in this study was descriptive-comparative, utilizing a quantitative research method to evaluate the implementation of the Special Program in Technical Vocational Education (SPTVE) Curriculum in Selected Technical-Vocational Schools in Region IV-A CALABARZON.

Population and Sampling

The respondents in this study were Education Program Supervisors, School Heads, and TVE Teachers from Region IV-A CALABARZON who have experienced facilitating and delivering SPTVE for the past ten years. There was a total of two hundred twenty-six (226) responses gathered by the respondents. There was a total of seven (7) Education Program Supervisors, fourteen (14) school heads and two hundred five (205) TVE teachers who were facilitating and delivering the SPTVE curriculum.

Instrument

This study utilized a researcher-made questionnaire to gather the necessary data. It was developed by the researcher through reviews of course materials, modules and the manual of operations on the implementation of Special Program for Technical- Vocational Education.

The questionnaire contained the SPTVE level of implementation and the District Education Program Supervisors, School Heads and TVE Teachers evaluates the level of SPTVE Implementation covering on Curriculum Implementation, Learning Delivery, Learning Assessment, Learning Resources, Learning Environment, Advocacy Programs, Support System, Administration and Supervision of School Leaders, Industry Partnership and Curriculum

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Development and Evaluation Practices. The instrument underwent validation to ensure content releaavnce and clarity before data collection.

Data Collection

The data were collected using a researcher-made questionnaire distributed through Google Forms and personal visits. Online distribution allowed respondents to answer at their convenience, with one response per respondents and no set schedule. For in-person data collection, the researcher visited schools in Cavite, Laguna, Batangas and Quezon, coordinating with Education Program Supervisors (EPS), School Heads and TVE Teachers. The school setting included faculty offices and classrooms, where the researcher personally administered and retrieved the questionnaires. Data Collection occurred after receiving necessary approvals from the regional and division offices, following the finalization of the research instrument.

Treatment of Data

The data gathered were organized both manually and electronically, then tabulated for statistical analysis. Frequency distribution was used to tally responses, while percentage was applied to determine the proportion of responses. The weighted mean quantified participant responsed to derive verbal interpretations. Lastly, the Kruskal-Wallis H. Test, a non-parametric tool, was employed to determine significant differences in the implementation of the SPTVE curriculum among Education Program Supervisors, Schools Heads and TVE Teachers in Region IV-A.

Ethical Considerations

The researcher ensured that all ethical guidelines were followed, including obtaining informed consent from participants and ensuring the confidentiality and privacy of their responses throughout the study.

RESULTS and DISCUSSION

This section provides an overview of the respondents' assessement on the implementation of Special Program for Technical Vocational Education (SPTVE) Curriculum.

Extent Implementation of Special Program for Technical Vocational Education (SPTVE) Curriculum

The table below presents the perceptions of Grade 6 Science teachers regarding their awareness and competence in using Artificial Intelligence (AI) tools in education, especially in Science classes.

Table 1. Respondents' Assessment on SPTVE Implementation across 10 key areas.

Indicators	***Mean***	***Description***
A. Curriculum Implementation	*4.54*	*Highly Implemented*
B. Learning Delivery	*4.44*	*Implemented*
C. Learning Assesment	*4.15*	*Implemented*
D. Learning Resources	*3.82*	*Implemented*
E. Learning Environment	*3.96*	*Implemented*
F. Advocacy Programs	*3.98*	*Implemented*
G. Support Systems (Programs, teachers, etc)	*3.69*	*Implemented*
H. Administration and Supervision of School Leaders	*4.0*	*Implemented*
I. Industry Partnership	*3.77*	*Implemented*
J. Curriculum Development and Evaluation Practices	*3.91*	*Implemented*
Overall Weighted Mean	***4.03***	***Implemented***

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The respondents' assessment revealed that the implementation of the SPTVE curriculum is generally effective, with most components rated as "Implemented" and Curriculum Implementation standing out as "Highly Implemented" (4.55). Learning Delivery (4.44) and Learning Assessment (4.15) show positive outcomes but indicate the need for better teacher-student dynamics and improved national and institutional assessments. Learning Resources (3.82) and Support Systems (3.69) are areas requiring attention, particularly in terms of adequate supply use and teacher training. The Learning Environment (3.96) and Advocacy Programs (3.98) support the overall program quality, while Industry Partnerships (3.77) and Curriculum Evaluation (3.91) emphasize the need for stronger industry linkages. Administration and Supervision scored 4.00, reinforcing the role of school leadership in successful implementation.

Overall, the study highlights the need for increased funding, enhanced support systems, and standardized practices to ensure consistency and effectiveness across all domains.

Comparison on the Respondent's Assessment on SPTVE When Group According to the Type of Respondents

Table 2. Kruskal-Wallis H-Test: Comparison on the Respondent's Assessment on SPTVE When Group According to the Type of Respondents.

Emerging Challenges in the Implementation of the SPTVE Curriculum	Type of Respondents	Mean Rank	Kruskal-Wallis H	p-value	Decision	Remark
Curriculum Implementation	TVE Teacher	112.49	0.822	0.663	Fail to Reject Ho	Not Significant
	EP Supervisor	119.93				
	School Head	125.07				
Learning Delivery	TVE Teacher	111.28	3.361	0.186	Fail to Reject Ho	Not Significant
	EP Supervisor	132.43				
	School Head	136.61				
Learning Assessment	TVE Teacher	112.93	0.545	0.762	Fail to Reject Ho	Not Significant
	EP Supervisor	130				
	School Head	113.54				
Learning Resources	TVE Teacher	110.37	6.946	0.031	Reject Ho	Significant
	EP Supervisor	166.71				
	School Head	132.75				
Learning Environment	TVE Teacher	111.15	6.946	0.145	Fail to Reject Ho	Not Significant
	EP Supervisor	149.36				
	School Head	129.93				
Advocacy Programs	TVE Teacher	113.19	0.058	0.971	Fail to Reject Ho	Not Significant
	EP Supervisor	115.71				
	School Head	116.93				
Support System	TVE Teacher	111.73	2.909	0.234	Fail to Reject Ho	Not Significant
	EP Supervisor	149.36				
	School Head	121.43				
Administration and Supervision of School Leaders	TVE Teacher	112.15	4.055	0.132	Fail to Reject Ho	Not Significant
	EP Supervisor	158.86				
	School Head	110.54				
Industry Partnership	TVE Teacher	113.32	1.431	0.489	Fail to Reject Ho	Not Significant
	EP Supervisor	136.86				
	School Head	104.39				
Curriculum Development and Evaluation Practices	TVE Teacher	114	2.836	0.242	Fail to Reject Ho	Not Significant
	EP Supervisor	138.93				
	School Head	93.46				

The differences in assessments of the Special Program for Technical Vocational Education (SPTVE) among Education Program Supervisors, School Heads, and TVE teachers using the Kruskal-Wallis H-Test. The results indicate no significant differences in assessments regarding Curriculum Implementation, Learning Delivery, Learning Assessment, Advocacy Program, Support System, Administration and Supervision, Industry Partnership, and Curriculum Development and Evaluation Practices, as all p-values exceeded 0.05. However, a significant difference was found in Learning Resources, withsupervisors rating it higher (p-value of 0.031). This suggests that while there is general agreement among the respondents on most aspects of the SPTVE curriculum, supervisors may have a broader perspective on resource needs, indicating a potential area for improved collaboration and communication among educational stakeholders.

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Recommendations

In light of the key findings and conclusions discussed above, the study recommends the schools are encouraged to conduct a thorough audit of available materials, tools, and consumables to ensure consistent access to essential learning resources for both teachers and students. Technical-vocational institutions should prioritize professional development programs aimed at improving instructional methods, technical skills, and industry-relevant competencies to maintain alignment with current workforce needs. In addition, Adequate funding should be allocated for laboratory facilities, equipment, and national certification fees. There is also a need for increased and equitable resource distribution among schools to support effective curriculum delivery. Lastly, future researchers may consider involving student beneficiaries as respondents and explore additional variables to gain deeper insights and further strengthen the implementation of the SPTVE curriculum.

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