



HUMAN CAPITAL DEVELOPMENT: THE CASE OF TARLAC CENTER FOR LEARNING AND SKILLS SUCCESS (TCLASS) LEARNERS

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Abstract: This case study aimed to narrate the experiences of the learners of Tarlac Center for Learning and Skills Success for the Year 2021 and its impact on human capital development. The researcher used Qualitative Research Approach. The researcher used in-depth interviews as the primary data collection method to harness the needed information. The researcher also utilized Google Forms for interview guide and documentary analysis to obtain the necessary data for the completion of the study. The participants of this study were twenty (20) learners of TCLASS for the year 2021, one (1) School Administrator, one (1) Registrar, and three (3) trainers.

The results of the study revealed that the trainees of TCLASS for the year 2021 were very satisfied with the technical and vocational education and skills training they have acquired at TCLASS. It helped them in getting a job and provided them with livelihood opportunities. However, they have also encountered problems, and the most common was insufficient or lacking training equipment and problems with transportation or travel expenses. The researcher recommends that TCLASS may request the assistance of the Provincial Government of Tarlac and TESDA in allocating more funds to acquire the different training equipment needed to implement its training program. The researcher also suggests that TCLASS may continuously reach out to different municipalities in the Province of Tarlac and expand the courses being offered in their hometown so that it would be more convenient for those who struggle in providing for their allowance to attend the training at TCLASS Building in Tibag, Tarlac City. Furthermore, the researcher also advises that the Provincial Government of Tarlac may strengthen its monitoring and assessment of all its programs, projects, and activities relating to human capital development to be able to identify the problems and shortcomings that need to be addressed or resolved and to determine if the desired outcomes were achieved.

Keywords: (Human Capital Development, Technical and Vocational Education and Skills Training, Public Administration, Local Government Unit, TCLASS, TESDA)

I. INTRODUCTION

1. Background of the Study

It is more than a moral obligation to address the reality that an estimated 250 million children lack the basic skills required to enter the workforce. It represents an investment in long-term growth and success. There is a direct and indisputable link between access to quality education and socio-economic development for both nations and individuals. Regardless of their wealth, all countries benefit from more and better education. According to a recent OECD report, giving every child access to education and the skills necessary for full participation in society would increase GDP by an average of 28% per year in low-income countries with 16% per year in high-income nations over the next eighty years. Governments must develop the appropriate frameworks and incentives for creating and filling these occupations. The cornerstone of this

effort are robust education systems supported by skilled, professionally educated, motivated, and well-supported teachers. (Brende – World Economic Forum, 2015).

Countries in the Asia-Pacific have highlighted skills development for employability (commonly referred to as technical and vocational education and training) as a priority for educational policy and practice. TVET would benefit individuals, their families, local communities, and society at large through sustainable economic growth and the socio-economic development of nations. Education reform for the workforce can increase the wages of farmers, expand the options available to residents, reduce poverty, and empower persons who might otherwise be marginalized. Therefore, technical and vocational education and training play a vital role in promoting equitable and sustainable growth (Maclean (ed), n.d.).

UNESCO-UNEVOC defined TVET as: “Technical and vocational education and training (TVET) is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services, and livelihoods. TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based education and continuing training and professional development which may lead to qualifications. TVET also consists of a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET.”

The major problem in the Philippine labor market is the existence of supply-demand mismatches which leads to structural unemployment – a situation where there are plenty of available jobs that could not be filled up by our existing manpower while there are jobless people who cannot find jobs due to lack of skills. (HRD Framework for the Labor and Employment Summit 2011, Planning Office, TESDA, November 2010.)

Technical vocational education has the capacity to resolve the constant issue of poverty and unemployment in the country by providing individuals with technical-vocational and academic proficiencies, proper work ethics and values. These will enable them to gain employment and become competitive in the labor market. Moreover, TVET plays a crucial part in addressing the issue on the shortage of skilled workers in the Philippines.

The Technical Education and Skills Development Authority (TESDA) aims to encourage the full participation of and mobilize the industry, labor, local government units, and technical-vocational institutions in the human resource skills development of the country. TESDA is expected to devolve training functions to local governments. In line with this, the Provincial Government of Tarlac (PGT) established an institution that will offer TESDA-accredited courses to Tarlaqueños. The Tarlac Center for Learning and Skills Success strengthens its ties and partnerships with industries and businesses to ensure that its trainees are employed or placed.

The Tarlac Center for Learning and Skills Success was formally established by virtue of Provincial Ordinance No. 01-2020, enacted by the Sangguniang Panlalawigan of Tarlac on January 23, 2020. TESDA has been establishing links with local government units to expand its technical and vocational education and training (TVET) system. Tarlac Center for Learning and Skills Success became one of its active partners. It offers technical-vocational courses specialized in General Infrastructure (Construction), Land Transportation, Metal and Engineering, Information and Communication Technology, Electrical and Electronics, Garments and Textiles, Furniture and Fixtures, Health, Social and Other Community Development Sector, Agriculture, Forestry and Fishery, Language and Culture, Tourism Sector and Trainer’s Methodology (TCLASS Handbook, 2020). The Tarlac Center for Learning and Skills Success (TCLASS) aims to be a center of excellence for Technical-Vocational Training, offering a variety of skills-oriented training programs that produce competent, employable, and globally competitive graduates. The establishment of TCLASS seeks to address the gap in providing hard skills training to reach out to unskilled and underprivileged individuals in the province.

This study narrates the experiences of the learners of TCLASS and identifies the problems encountered by the learners, administrators and trainers which serves as an input in creating the measures to address the problems.

1. 2 Statement of Objectives

This research analyzed the experiences of the learners of Tarlac Center for Learning and Skills Success. Specifically, the study provided answers to the following:

1. To narrate the experiences of the learners of Tarlac Center for Learning and Skills Success (TCLASS);
2. To identify the problems encountered by the learners, administrators and trainers of TCLASS;
3. To propose measures to address the problems; and
4. To identify the implications of the study to Public Administration.

II. RESEARCH METHODOLOGY

2. 1 Locale of the Study

The research was conducted in the Province of Tarlac. Tarlac is a landlocked province located in the Central Luzon Region of the Philippines. It is divided into 17 Municipalities and 1 Component City, namely: Anao, Bamban, Camiling, Capas, Concepcion, Gerona, La Paz, Mayantoc, Moncada, Paniqui, Pura, Ramos, San Clemente, San Jose, San Manuel, Santa Ignacia, Tarlac City and Victoria. Tarlac Center for Learning and Skills Success Main Building is located at IT Training Center Building, Right Wing, IT Park I, Barangay Tibag, Tarlac City.

2. 2 Data Gathering Procedure and Sampling Design

To arrive at an unbiased conclusion, the participants were identified through Purposive Sampling, a non-probability type of sampling wherein the researcher selects participants who are best fit with the context of the research. The participants of this study included twenty (20) learners of TCLASS for the Year 2021, the School Administrator, Registrar and 3 trainers.

In this case study, three (3) instruments were utilized in data gathering, namely: 1) Interview; 2) Google Forms; and 3) Documentary analysis.

Interview. The researcher conducted series of in-depth interviews with the learners regarding their experiences, the School Administrators, and trainers which provided additional information about the TCLASS and in order to determine the challenges and problems being encountered in the management and operation of the Center. The interview was conducted face-to-face and through phone call. 1 trainee, the School Administrator, Registrar and 3 trainers were interviewed face-to-face, while 13 other trainees were interviewed via phone call. An interview guide questionnaire was utilized for a systematic interview with the respondents.

Google Forms Interview Guide. This was used as the medium for online interview and questioning. All the questions on the google forms have relevance in providing answers to the statement of the objectives of this case study. The responses of the participants were analyzed and interpreted by the researcher. Six of the twenty-five participants have filled out the google form.

Documentary Analysis. The researcher requested the approval of the Tarlac Center for Learning and Skills Success in obtaining necessary documents which are relevant to the study.

2.3 Data Analysis

The responses of the participants of this study were analyzed with Sentiment Analysis and presented in narrative form. The researcher also utilized tables to tally and organize the collected data such as the profile of the participants, the problems encountered and the proposed measures by the trainees, trainers, and administrators of TCLASS, in order to gain a better understanding and presentation. Statistical treatment such as frequency and percentage were utilized in the presentation of data in tables.

2.4 Conceptual framework

The researcher conducted a case study focusing on the experiences of the learners of Tarlac Center for Learning and Skills Success and identified the problems being encountered by the learners, administrators, and trainers. The researcher conducted face-to-face and phone call interviews with the participants. Google form interview guide and documentary analysis were also utilized in gathering the necessary information for the completion of the study. The collected data were used by the researcher to propose measures in addressing the problems and for the concerned agencies to improve the implementation of the program. Lastly, it determined the implications of the study to Public Administration.

III. RESULTS AND DISCUSSION

The researcher analyzed the responses of the study's participants using sentiment analysis. The purpose of sentiment analysis, also known as "opinion mining" or "emotion artificial intelligence," is to determine whether a given text contains negative, positive, or neutral emotions. Sentiment analysis determines the emotion that a text expresses.

Table 1. Sentiment Analysis Results

Compound Continuous		Response	f
0.9711	Positive	Positive	24
0.983	Positive	Neutral	1
0.9931	Positive	Negative	0
0.9956	Positive	Total	25
0.9959	Positive		
0.9918	Positive		
0.9813	Positive		
0.9981	Positive		
0.9747	Positive		
0.9978	Positive		
0.9878	Positive		
0.9784	Positive		
0.9906	Positive		
0.9961	Positive		
0.9719	Positive		
0.9871	Positive		
0.9889	Positive		
0.9929	Positive		
0.9795	Positive		
0	Neutral		
0.9811	Positive		
0.9485	Positive		
0.8778	Positive		
0.7383	Positive		
0.9178	Positive		



Based on the results of the sentiment analysis, it is evident that majority of the responses were positive with a frequency of 24 or 96% while the remaining one (1) or 4% of the response was considered neutral. In view of the foregoing, it shows that majority of the participants of this study have positive outlook regarding their training experiences at TCLASS and its impact to their human capital development.

Table 2. Problems encountered by the learners, administrators and trainers of TCLASS

Problems encountered	Frequency	Percentage
Lack of instructional materials and training equipment	9	36%
Transportation allowance	6	24%
Limited space in laboratory rooms and no canteen	4	16%
Suspension of classes due to Covid-19 pandemic	4	16%

It can be observed in Table 2 that the most common problem being encountered by the trainees and trainers of TCLASS is the lack of instructional materials and training equipment with a frequency of 9 or (36%) of the participants' responses. Based on the responses of the trainees of TCLASS, there are training materials that were not readily available and inadequate equipment which are essential in the successful implementation of the program. There are times that the duration of the training is affected, and the learning of the trainees was sacrificed due to limited resources.

Second is the transportation allowance with a frequency of 6 (24%). Considering that TCLASS is conducting face-to face trainings, its trainees are required to attend their classes at the Main Building of TCLASS at Tibag, Tarlac City. Most of the participants saw this as a struggle, especially those coming from different municipalities. According to them, their travel expenses are costly and not everyone can afford or provide for it.

Another problem being encountered is the limited space in laboratory rooms and no canteen with a frequency of 4 (16%). The increasing number of TCLASS trainees requires larger or more spacious rooms to be able to accommodate them all. Some of the participants stated that there was a time when they were crowded, and they were divided into groups to be able to accommodate them. Moreover, there is no canteen at TCLASS. It is an issue for other trainees, especially those who are having their whole day classes.

Lastly is the suspension of classes due to Covid-19 pandemic. Since the participants of this study are the trainees of TCLASS in 2021, community quarantine and restrictions are still being implemented during that time for the health and safety of everyone. There were times wherein classes were suspended for a week and other courses conduct online learning, but it posed a challenge to the trainers and trainees considering that practical subjects and hands-on training are crucial in the successful implementation of training program in TVET. As a result, the duration of the training of some trainees was affected.

Table 3. Proposed measures by the learners, administrators and trainers of TCLASS

Problems Encountered	Measures	Objectives	Strategies	Expected Outcomes
Lack of instructional materials and training equipment	Before opening a specific course or qualification or the start of the training, ensure that all instructional materials and equipment are complete and readily available	To ensure the availability of the materials and equipment needed in the successful implementation of training programs	Coordinate with the Provincial Government of Tarlac and ask assistance from the Technical Education and Skills Development Authority (TESDA) to provide additional funding intended for the provision of training equipment and materials.	Effective and efficient delivery of training programs to the learners of TCLASS
Transportation allowance	If possible, provide shuttle services or travel allowance to the trainees	To help trainees with their travel expenses especially those who struggle with their budget coming from different municipalities	Raise this concern of the trainees to the School Administrator of TCLASS and provide more scholarships that could cover the allowance of	More trainees will be encouraged to take technical and vocational education and skills training especially those who are coming from municipalities far away from the city and cannot afford to

			the trainees, if possible.	provide for their allowance
Limited space in laboratory rooms and no canteen	Construction of more spacious rooms and canteen	To be able to accommodate the increasing volume of students and for their convenience during breaktime in buying their food.	Allot budget for the expansion and construction of additional rooms of TCLASS and other facilities	TCLASS can accommodate large number of trainees and it would be more convenient to them.
Transportation allowance Suspension of classes due to Covid-19 pandemic	Provide more community-based training courses especially in the grassroots level	To enhance the quality of life of the underprivileged by providing training programs that would help them gain employment and livelihood opportunities	Make the training programs more accessible to the people especially the underprivileged by reaching out to different barangays and municipalities in conducting trainings in their locality.	Improved quality of life of people especially in the grassroots level by enhancing their skills which would make them employable and provide them with livelihood opportunities.

As proposed by the trainees and trainers of TCLASS in Table 3, TCLASS must ensure that all instructional materials and equipment are complete and readily available before opening a specific course or qualification or the start of the training. The implementation of the training program and the learning of trainees were greatly affected by the insufficient training equipment and materials. There were instances where two to three trainees shared in using a specific material and they need to wait for their turn to use it which causes delays. If all training equipment and materials are readily available, the training will run smoothly, and the learning of the trainees will be faster.

In addition to that, the provision of shuttle services and travel allowance would address their issues in transportation in attending their classes at TCLASS Building. This would be possible if there was additional funding support provided to TCLASS. In return, this would result to a greater number of trainees considering that they do not need to provide for their own travel expenses.

The construction of more spacious rooms and canteen was also proposed by the participants. Some of the trainees stated that the laboratory rooms are not that spacious to accommodate large number of learners given the fact that TCLASS continues to open more courses. The construction of more spacious rooms is necessary especially now that individuals interested in taking tvet and skills training are increasing. The practical and hands-on training is being conducted in these laboratory rooms, that is why there is a need to expand them. On the other hand, the construction of the canteen is also one of the recommendations because some of the trainees have whole-day classes and it would be more convenient for them to buy food during breaktime if there was a canteen in the building.

The last proposed measure as presented in Table 3 is to provide more community-based training courses especially in the grassroots level. By providing more community-based training programs, more underprivileged individuals will be given the skills training opportunities which would help improve the quality of their lives. This would also resolve problems with travel expenses or transportation of trainees because in this case, the trainers of TCLASS are the ones who will go to different municipalities together with the training

equipment they need and they will conduct trainings there. It would be less costly for the trainees and is more convenient.

Implications of the study to Public Administration

Studies have indicated that the allocation of resources towards human capital development has a notable influence on economic outcomes. The significance of technical and vocational education and training (TVET) is crucial nowadays, considering that the current state of the workforce is experiencing rapid evolution, as we are adjusting to the changes brought about by the emergence of technologies and new business models. Therefore, a significant investment in financing Technical and Vocational Education and Training (TVET) is necessary from governments, households, and firms. Stable and sustained financing is a powerful tool for more integrated policy-making, as the availability of adequate resources often guides the implementation of government priorities.

Public sector strategies aimed at increasing TVET investment must be adapted. Every country should regularly review its TVET governance system as it plays a crucial role in driving economic and social progress. Technical and Vocational Education and Training (TVET) is widely recognized as a means to increase productivity and decrease poverty worldwide. The collaboration of government offices and agencies at the national and local levels will strengthen the implementation of TVET programs in our country.

This study serves as an overview on the status, challenges and issues that concern the Tarlac Center for Learning and Skills Success. The establishment of TCLASS is an initiative of the Provincial Government of Tarlac anchored on two of the five pillars of governance of the current administration, namely “Edukasyon Muna” and “Trabaho Muna”. It is one of the widely recognized programs of the PGT which ensures the human capital development of Tarlaqueños. By providing them with quality technical and vocational education and skills training, they are able to gain employment and livelihood opportunities. Through this study, the participants have identified the problems and issues being encountered in the implementation of TVET which could guide policymakers on what needs to be improved and resolved and present reforms relating to TVET governance. By showcasing the success stories of the trainees of TCLASS whose lives improved because of the skills they acquired through training, we are able to promote and increase the level of awareness of everyone regarding the impact of TVET in the development of human capital. This is also a great platform to reinforce information dissemination on the different programs, projects and activities undertaken by the government towards the improvement of the quality of life of our fellowmen.

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