

A TOURISM INSTITUTIONAL ASSESSMENT EVALUATION OF STUDENTS FROM REMOTE LEARNING MODALITY

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ABSTRACT

Upon the enter of COVID-19, the epidemic has caused a sudden transformation worldwide. As the Department of Education works to adapt and alter its delivery of learning, the educational industry is experiencing its fair share of growing pains. Assessments were put on hold while the pandemic continued to have an impact on the school system. Moreover, in adherence to the continual changes in the progress of education due to pandemic, and the learning gaps it caused the learners, every single academic institution should make an effort to evolve current methods to assure and ensure their students' capability. Therefore, this research will focus on the investigation of the tourism institutional assessment evaluation of students from remote learning modality, and to determine if there is a significant effect of the benefits in institutional assessment towards students' performance. Determined by descriptive-correlational research design and Analysis of variance (ANOVA) as the analytical tool, a total of 116 Grade 12 tourism promotion services students with 72% female (n=83), and 28% male (n=33) constitute the population of the study. Self-constructed survey questionnaire which composed of two parts using five-point Likert scale was used as a data collecting tool. In the analysis of data, descriptive statistics and regression analysis were used. The result show that majority of the respondents were already in their legal age, 18 years old and above, and most are female. Further, majority of the respondents' parents are high school graduates, where some have regular and permanent employment with family income ranging from P10,000 and below which lies at the lowest family income range. Overall, the results imply that almost all of the students rated high in these identified benefits of institutional assessment which means that the students highly believes the benefits and effectiveness of the institutional assessment in strengthening their knowledge and skills, as an aid in their readiness for the National Assessment, and that it prepares them for their future workplace. The findings also indicate that majority of the respondents performed beyond excellent satisfactory level in their written, oral, and demonstration assessment. The three benefits of institutional assessment show significant effects on the students' performance except only for the students' preparedness for the workplace on the written assessment. Lastly, the result revealed that the institutional assessment was significantly beneficial for it influenced largely on the students' performance during assessments.

Keywords:

Institutional assessment, Technical Vocational and Livelihood, Project I am Skilled, Senior High School, Tourism Promotion Services, COVID-19, Remote Modality

INTRODUCTION

The establishment of the Senior High School program in the Philippines has put technical vocational education in the limelight. The offering of technical-vocational education in various schools is aimed at equipping the students with the skills and knowledge needed should they choose middle-level employment after graduation (Ramos, 2021).

One of the specializations under TVL Home Economics is the Tourism Promotion Services. It fosters the information, abilities, and attitudes necessary for promoting tourism. It covers the skills

required to operate an automated information system, offer advice and information on destinations, access and understand product information, and market travel-related goods and services (Villegas, n.d.).

Upon the enter of COVID-19, the epidemic has caused a sudden transformation worldwide. As the Department of Education works to adapt and alter its delivery of learning, the educational industry is experiencing its fair share of growing pains. Assessments were put on hold while the pandemic continued to have an impact on the school system. However, the DepEd allows the superintendents of the individual school divisions to make decisions and recommendations based on their experiences and the configuration that best suits their circumstances and settings (Manlangit, 2022).

Based on Luis Y. Ferrer Jr. Senior High School's School Head's Application Project Implementation Paper, following the progression of students pursuing various specializations under the TVL strand revealed several pupils who made relatively modest progress in their fields. For instance, 60 students from the tourism, bread and pastry, and cooking programs were located. Additionally, there are 130 students enrolled in Contact Center Services whose competency cannot be evaluated because there is no Assessment Center available. Moreover, in adherence to the continual changes in the progress of education due to pandemic, and the learning gaps it caused the learners, every single academic institution should make an effort to evolve current methods to assure and ensure their students' capability. These circumstances inspired to develop a project that will improve the talents of the TVL students. Since one of the responsibilities of the K-12 curriculum is to provide students with the knowledge and abilities that will prepare them for life after K-12, including further education, entrepreneurship, and work. The mandate of Republic Act 10533, which stipulates that, "Curriculum shall be relevant, contextualized, global, and responsive," was followed in the creation of Institutionalize Assessment to guarantee the mastery of knowledge and skills of each learner in the TVL track.

Furthermore, given the alarming data of students having low confidence in performing their tasks, the project I Am Skilled serves as an avenue to empower student's knowledge and skills in performing competitively by ensuring their preparedness to pass institutional assessment. It is a purposeful step regarding the incorporation of premium learning domain to bring a more pertinent, systematic, and integrated practical training among students of Technical and Vocational Livelihood strand. It is no doubt that every students should be given an intensive quality training of their practical skills by providing them the essential learning competencies relevant to their field of specialization which is anchored on the curriculum of Department of Education. Thus, the project will shed it light by identifying learner's least-mastered and mastered skills among the core competencies. Then it will be followed by measuring students' knowledge through implementation of In-House Training for learning evaluation and demonstration, and lastly is the evaluation of the program itself.

In this light, the proponent of this study prompted to conduct a study on Tourism Institutional Assessment Evaluation of Students from Remote Learning Modality because having an in-house strong foundation will help learners gain confidence before the actual assessment, thus leading them to perform beyond what is expected.

Specifically, this paper will answer the following questions:

1. What is the socio demographic profile of the participants in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. parents' educational attainment;
 - 1.4. parents' occupation; and
 - 1.5. monthly family income?
2. What is level of benefit of Institutional assessment with regards to:
 - 2.1. strengthening knowledge and skills;
 - 2.2. readiness for National Assessment; and
 - 2.3 preparedness for the workplace?
3. What is the level of students' performance in terms of:

- 3.1 written;
 - 3.2 oral;
 - 3.3 demonstration?
4. Is there a significant effect of the benefits in institutional assessment towards students' performance?

REVIEW OF RELATED LITERATURE

Socio-Demographic Profile of Tourism Promotion Services Students

Undoubtedly, the COVID-19 virus has affected and impacted majority of the lives of people all over the world. It changed most of the usual things people used to do before the outbreak occurred here in the Philippines and worldwide. As a result, the breakout has disrupted the tourism industry and other related industries on a national and international level (Jamal & Budke, 2020). Because of the unpredictable conditions, the pandemic resulted in an underestimated effect on the tourism and hotel industry, not only in the Philippines but worldwide. Due to the pandemic, the global economy was slowed down (Haleem & Vaishya, 2020).

Discussing the impact of the pandemic on the tourism sector indicates that whatever happens in the tourism industry also affects the educational system of a country. Major disruptions were faced in the education sector, setting back progress in the achievement of goal 4 of the sustainable development goals which is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” At the peak of the crisis, in late March 2020, approximately 1.6 billion students worldwide were affected by school closures (World Bank, 2020). Education and training institutions struggled to achieve a timely compliance with physical distancing measures in order to contain the spread of the virus and to switch from face-to-face training to distance learning. Thus, this situation merely affected those students in a low class family, given that tourism curricula focus on hands-on activities and laboratories in preparation to their national certificate assessment. Irrespective of learning styles and types of educational institutions, students' academic performance can be influenced by a variety of factors such as demographic characteristics, learning environment, employment, and income. According to Tinto (2015), demographic characteristics such as sex, parent's educational attainment, and monthly income play an important role in determining students' academic performance, and this has been proven by many empirical studies (Ortega-Maldonado et al., 2017; Brubacher & Silinda, 2019). This study also compares the impact of demographic characteristics on academic performance in face-to-face learning with distance learning implemented by the school to prevent the spread of COVID-19. While access to learning and skills development was maintained in some contexts through a rapid shift to distance learning in technical and vocational education and training, the pre-existing social and digital divides deprived the most marginalized groups of continued learning and put them at risk of falling further behind.

Following the above studies, based on the latest data as of September 12, 2022 from the Learner's Information System (LIS) of tourism students at Luis Y. Ferrer Jr. Senior High School's enrollment during the pandemic. The institution has 105 enrollees for Grade 11, 22 are male and 93 are female. While the Grade 12 students has 116 enrollees, where 30 are male, and 86 are female. Majority of these 221 tourism students are belong to a middle and low-income family, where some are working students and teenage parents ranging from ages 17-18. Also, many are enrolled under the modular and digitized modalities during the pandemic, therefore learning gaps are highly evident. These circumstances need a great effort on the part of the institution in order to deliver quality education and output among students during the pandemic. Education should still continue, most importantly the assessment and evaluation of their skills in preparation for their national certificate.

Following the socio-economic status of the students, Technical Vocational and Livelihood department launched the Project I am Skilled, an institutionalized assessment to train students before having their national certificate assessment and evaluation. Given the severe disruption, it was of crucial importance to identify adequate, quick, practical, and innovative solutions to respond to this crisis.

Student's competency and education regardless of their socio-economic status should not be compromised, yet should be appraised. 756

Benefits of Institutional Assessment

▪ Strengthening Knowledge and Skills

Institutions who offer Technical Vocational and Livelihood program faces a particular challenge in ensuring the continuity of practical skills training and assessment measure during the COVID-19 crisis. Arguably, the most important aspect of teaching and learning is student assessment, which is why it is a hot topic in teaching and learning studies. We will never be able to determine the effectiveness of our teaching without a mechanism for gathering and evaluating evidence of student learning. Thus, in order to determine if students are acquiring the needed knowledge and skills and, whether our instruction is effective, teaching requires some process. The practice of assessment attracts people from many backgrounds and disciplines, bringing a variety of skill sets, identities, and worldviews (Nicholas & Slotnick, 2018; Polychronopoulos & Leaderman, 2019).

Popham (2009) argued, in the context of K-12 education, that assessment literacy among students provide innumerable benefits to teachers, students, and schools alike, while strengthening assessment practices and providing necessary critiques of assessment systems.

As stated by Gilmore and Smith (2008), promoting children's learning is the greatest aim of educational institutions and assessment. Students with expertise also learn to self-assess their skills and have their confidence in their ability to be able to perform the task that they are expected to accomplish in the future. In other words, they improve their self-efficacy for tasks that they can expect accomplish in the world of work. Thus, having institutionalized assessment proves that students has an advantage in performing the necessary knowledge and skills and increasing their efficiency.

Given the learning gaps and losses brought by the pandemic among learners, providing them enough background and practice about the needed competencies for their assessment and evaluation help them self-assess their skills and have their confidence in their ability to be able to perform the task that they are expected to accomplish in the future, thus making them a well-equipped and much-ready learners.

▪ Readiness for National Assessment

The obstacles and limitations faced by Technical Vocational and Livelihood assessment and evaluation centers in general appear to have been worsened by the onset of this pandemic. In most countries, respondents noted a shift towards remote training measures to ensure continuity of training but at the same time, the survey results highlighted the unpreparedness of training centers to face this challenge (Cave and Canter, 2020). Thus, trainers and learners were not adequately prepared for this abrupt transition to remote learning, given the lack of necessary skills and infrastructure to accommodate distance teaching and learning methods. The sudden shift of training modalities to distance learning and inconsistencies in access to distance learning modules have the potential to deepen inequalities among learners in terms of access to and quality of training (Padolina, 2017).

In most institutions where TVL program is offered, practical training is a critical dimension and one that is not easily deliverable through remote modalities for many occupations. In addition to the practical training modules provided in workshops and laboratories, TVL programs often include a work-based learning component wherein learner-trainees participate in practical training at the workplace in the form of immersion and internships in preparation in taking National Certificate assessment.

A high quality student experience is the hallmark of excellent education. Thus, in ensuring that learners are in their full potential possessing adequate knowledge, skills, and competencies through series of field practice and exposure to the course and assessed by their teachers before taking their national certification, institutionalized assessment should take it effect. It is not just a way of developing learner's skills but also a way of preparing the students to be globally competitive. If the schools are able to produce quality and skilled graduates it will redound on the quality of work they will provide in their respective workplace.

▪ **Preparedness for the Workplace**

Educational institutions are fundamental in providing instructions, skills, and values to their learners. It is a place where students may learn how to be more responsible, prepared, creative, and productive in their future professions or jobs. Getting a student ready to be a competitive applicant takes time. He or she must follow numerous guidelines for greatest marketability and employability completion of advanced education and relevant training. It is the teachers and administrators duty to show our great concern on the life ahead of those students who will seek a job right after they graduate from high school. It has been presented that employability is an aspect of quality of higher assessment and is a benefit of schools for career and work (Sumanasiri, Yajid & Khatibi, 2017). This simply implies that it is the job of all educational institutions to prepare and equip their learners on the best of their capabilities in the real context of a workplace.

Graduates now are being challenged to use their knowledge, skills and abilities to adapt to work situations that are becoming flexible and complex their needs change. Many schools all over the nations have adopted measures to appraise the qualities and skills of their students through the implementation of program and training courses to enhance the knowledge and skills of them. The knowledge and skills gained by every individual in all trainings and seminars would instill attributes to make them better prepared for their work environment (Laguador, 2015; Buenviaje et al., 2016; Daquis et al., 2016). As employment is one of the exit points from the Senior High School program, particularly in the Technical-Vocational Livelihood Track. It thus comes as no surprise that institutionalized assessment posed a great benefit among students in honing their skills that will improve or increase their productivity in their future workplace. One of the factors that help every student to have greater ability in every field they want is the school that shaped them to become productive and knowledgeable individual. The aim of education is to mold and shape students to become ready to face all the challenges in seeking a job in the future.

▪ **Performance in Institutional Assessment**

Assessment is the process of collecting evidence and making judgments on whether competency has been achieved. It focuses in assessing an individual's skills, knowledge, attitude and work values relative to a unit or cluster of units of competency. Student's achievement are being evaluated through varied forms of assessment such as written and oral assessment and demonstration.

Firstly, writing skills are an essential component of literacy; students need to be proficient writers in order to participate in our literate society. Effective writing skills are needed in order for students to be academically successful. Research has shown that writing promotes learning and enhances critical thinking skills. Emig (2018) pointed out that higher cognitive functions, such as analysis and synthesis, seem to develop most fully only with the support of verbal language, particularly of written language. Therefore, in the context of institutionalized assessment, learners of tourism promotion services will be trained and guided to properly write an application of response focusing on its proper format, structure, and content. This will help students familiarize and practice themselves on the actual written assessment to be given on their actual national certification assessment.

Secondly, communication skills are vital for a student's academic success and future career prospects. In today's challenging environment, students must not only possess academic expertise, but also the requisite skills to enhance their learning and employability prospects in the future. Productive communication is a boost to career development. An ability to convey thoughts in a clear and precise manner would help a student to make a favorable impression at an interview and get the job that he deserves (Lucanus, 2019). It implies that with the aid of institutionalized assessment, students would be exposed in many real and mock presentations, and speech-based activities, thus student can conquer his fears and master the art of oral communication. Students will surely be able to present histories of different tourist attractions, hotels, events, notable persons, delicacies, and souvenir shops.

Lastly, demonstration is of great challenge for technical vocational and livelihood students, as it needs full confidence and background about the tasks. During their national certificate assessment, they

will be asked to demonstrate inserting histories of different kinds of attractions, hotels, events, notable persons, delicacies, and souvenir shops in the portfolio. Without beforehand training of these tasks, students would surely get panicked. Therefore, bringing them prior trainings and assessment will give them full confidence and concrete knowledge of the tasks they are about to accomplish.

Overall, methods of assessment upon improving the needed skills and competencies of the students must be developed, implemented, and studied.

Senior High School Tourism Promotion Services

Senior High School (SHS) refers to Grades 11 and 12, the last two years of the K to 12 Basic Education Program. In SHS, students are required to go through a core curriculum and subjects under a track of their choice. (DepEd Memorandum No. 76, s. 2016)

The SHS Curriculum aims to produce graduates who have the following characteristics: (1) Holistically developed; (2) Equipped with 21st century skills (i.e., learning and innovation skills, life and career skills, communication skills, and information media and technology skills); and (3) Prepared for the future, be it in pursuit of higher education or acquisition of middle-level skills, or geared towards employment or entrepreneurship. Each student in Senior High School can choose among three tracks: Academic; Technical-Vocational-Livelihood; and Sports and Arts. (www.officialgazette.gov.ph, n.d.)

Students who want to pursue a degree in Tourism are encouraged to take the Home Economics strand under the Technical-Vocational and Livelihood (TVL) track. The strand covers interesting topics like beauty and wellness, cooking, fashion designing, tourism, hospitality, and handicrafts. These topics are helpful to incoming college students as it teaches the basics of their degree program.

The curriculum guide on Tourism Promotion Services leads to a National Certificate Level II (NCII) that is designed for a high school student to develop the knowledge, skills and attitudes for the tasks related to tourism promotion. It covers competencies that a person must achieve to operate an automated information system, source and provide destination information and advice, access and interpret product information, and promote tourism products and services. The preliminaries of this specialization course include the following: (1) core concepts in Tourism Promotion Services, (2) relevance of the course (3) career opportunities as a Tourism Promoter. (depd.gov.ph, n.d.)

High School (SHS) refers to grades 11 and 12, the last two years of the basic education program from K to 12. (Ministry of Education memorandum #76, 2016 p.) The SHS curriculum aims to produce graduates who exhibit the following characteristics:

Designed holistically. (2) Possess 21st century skills (learning and innovation skills, life and work skills, communication skills, information media and technology skills); (3) prepare for the future, whether in terms of acquiring higher education or intermediate level skills, or whether directed towards employment or entrepreneurship; Each high school student can choose from her three tracks: academics; the livelihood of technical professionals; and sports and the arts. (www.officialgazette.gov.ph, undated)

Students pursuing a degree in Tourism are encouraged to take the Home Economics track as part of the Technical Professional Life (TVL) track. This strand includes interesting topics such as beauty and wellness, cooking, fashion design, tourism, hospitality and crafts. These topics will help future college students teach the basics of their degree.

The Tourism Promotion Services Curriculum Guide leads to National Accreditation Level II (NCII) designed to equip high school students with the knowledge, skills, and attitudes of tourism promotion-related business. This includes the ability to operate automated information systems, obtain and provide information and advice on travel destinations, retrieve and interpret product information, and promote tourism products and services. It is included. Preparation for this specialized course includes:

1. the core concept of tourism promotion services, (2) degree relevance, and (3) career opportunities as a tourism promoter. (depd.gov.ph, undated)

Institutional Assessment

Institutional Assessment, as defined in TESDA is an assessment conducted by the institution for its learners to determine their achievement of the learning outcomes in the module/s of instruction in a given unit of competency or clusters of competencies. It is the process of collecting evidence and making judgments on whether competency has been achieved. It focuses in assessing an individual's skills, knowledge, and attitude and work values. Institutional assessments are designed independently, but they must adhere to a rubric guide provided by TESDA for the collection of evidence necessary to make a fair and just judgment about a learner's competency.

After passing the assessment, a student could either get a National Certificate (NC) or a Certificate of Competency (COC). A Qualification is a group of competencies packaged from the supermarket of competency. It represents a clear meaningful set-up in the workplace and is aligned with the Phil. TVET Qualifications Framework Descriptor. Depending on the breadth, depth and scope of competency, a qualification may fall under National Certificate level I, II, III, or IV. A National Certificate is issued when a candidate has demonstrated competence in all units of competency that comprised a Qualification. Meanwhile, a Certificate of Competency is issued to individuals who have satisfactorily demonstrated competence on a particular or cluster of units of competency.

In adherence to TESDA, a full National Qualification may be attained through:

- Accumulation of achieved units of competency leading to a National Qualification (COC);
- Directly undertaking assessment towards a Full National Qualification (NC).

Problems in Technical Vocational Livelihood

In the literature review of Ramos (2021), there are noted difficulties in putting TVET curricula into practice. These include unreliable and outdated facilities and equipment, insufficient capacity for internal and peer quality assessment in the institutions, weak student support systems for the Industrial Work Experience Scheme (SIWES), brain drain and human capital flight, a high incidence of cultism, examination fraud and other social and academic vices, an unstable academic calendar, general staff shortages, unattractive working conditions for teachers, and insufficient funding for postsecondary education. It was emphasized that there are still issues with technical vocational education being implemented in the Philippines that need to be fixed. These include a dearth of instructional tools, infrastructure, and space for classrooms. According to the findings, these issues did not significantly affect how teachers, parents, and students felt about the operational readiness of the SHS program. This result can be related to the teacher interventions carried out in accordance with the training they received. Examples of these interventions include creating contextualized learning resources from already existing ones and changing the class calendar to include morning and afternoon classes. Moreover, lack of teaching methodologies, a lack of training in the area of specialization, a lack of capital investment, and inadequate facilities and equipment are the main issues that TVL teachers in general secondary schools' regard as obstacles to teaching the subject.

Project: 'I Am Skilled'

Project: 'I Am Skilled' is an existing program of Luis Y. Ferrer Jr. Senior High school for students under Technical Vocational Livelihood. It serves as an in-house-training to prepare students for passing national qualification.

According to the School Head's Application Project Implementation Paper in Luis Y. Ferrer Jr. Senior High School, tracking the progress chart of students taking up different specialization under TVL strand revealed that there are students who showed very slow development in their areas. For instance, there were 60 students from Cookery, Bread and Pastry and Tourism who were identified. Furthermore, there were 130 students taking up Contact Center Services whose competency cannot be assessed due to unavailability of Assessment Center. This situation brought an attention to come up with a project that will enhance the skills of our TVL students. Since one of the mandate of the K-12 curriculum is to equip the learners with the necessary knowledge and skills that will make them ready for the exits of K-12 namely higher education, entrepreneurship and employment. To ensure the mastery of knowledge and

skills of each learner in TVL track, Institutionalize Assessment was crafted which is align with the mandate of Republic Act 10533 which states that “Curriculum shall be relevant, contextualized, global and responsive”.

Table 1. Action Steps of Project: “I Am Skilled”

Target Milestone	Actions	Responsible Person <i>Who will do this step?</i>	Support Needed from:	Target Date <i>When will this step be accomplished?</i>
Milestone 1 Identify learners mastered skills among the core competencies	Action Step 1 Reviewing students’ progress chart in their field of specialization	Teachers, Principal	Subject Group Head	Jan 14- 15, 2019
	Action Step 2 Profiling of students	Teacher Principal	Subject Group Head	January 16- 17, 2019

Target Milestone	Actions	Responsible Person <i>Who will do this step?</i>	Support Needed from:	Target Date <i>When will this step be accomplished?</i>
	who need intervention			
	Action Step 3 Planning for the specific intervention to be given to the identified students. Action Step 4 Preparing the materials and guidelines for the implementation of the project Action Step 5	Teacher Principal Teachers Principal	Subject Group Head Subject Group Head	January 18, 2019 January 21- 22, 2019

	Launching of the Program and Orientation of Students, Parents and Teachers	Principal Teachers	Subject Group Head	January 23, 2019	
Milestone 2 Implementation of the Project IAM SKILLED Institutional Assessment to Measure Students Knowledge	Action Step 1 Symposium on the Advantages of TVL students in Global Market	Guidance Counselor Principal	Teacher Resource Speaker Head Teacher	January 28, 2019	
Target Milestone	Actions	Responsible Person <i>Who will do this step?</i>	Support Needed from:	Target Date <i>When will this step be accomplished?</i>	
through In House Training for Learning Evaluation and Demonstration					
	Action Step 2 Starting of the In House Training of Students in Home Economics	Teacher concerned Principal	Head Teacher	February	

	Action Step 2 Assessing CSS students level of competency using Institutional Assessment which includes -Interview -Written Exam -Call Simulation	Teacher Concerned Principal	Subject Group Head	February- March
	Action Step 3 Showcasing students skills and talents by conducting Education Summit	Teachers concerned Principal	Subject Group Head	March
Milestone 3 Evaluation of the program	Action Step 1 Monitoring/Reviewing the Progress chart of	Teachers		March 2019
Target Milestone	Actions	Respon sible Person <i>Who will do this step?</i>	Support Needed from:	Target Date <i>When will this step be accomplishe d?</i>
	the students	Principal	Subject	

			Group Head	
	Action Step 2 Submission of the result of the Institutional Assessment and In house Training	Teachers Teachers Principal	Subject Group Head	March 2019
	Action Step 3 Tracking students' performance in National Assessment	Teachers Principal	Subject Group Head	March 2019
	Action Step 4 Recognition Program	Teachers Principal	Parents Teachers	April 2019

Table 2. Required Resources for Project: "I Am Skilled"

Milestone	Resources Needed	Budget	Approvals needed
Identify learners mastered skills among the core competencies	Typewriting Computer Ink Snacks	1,000.00	School Head
Implementation of the Project IAM SKILLED	Typewriting Computers Ink Snacks	2,000.00	School Head
Evaluation of the program	Typewriting Computer	3,000.00	School Head

	Ink Snacks Medals		
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Table 3. Risk Management Plan for Project: "I Am Skilled"

Milestone	Likely Risk	Impact on Project if Risk Happens	Specific Action to Prevent Risk	If Risk Happens, Specific Action to Soften Impact of Risk
Identify learners mastered skills among the core	Teachers are hesitant to identify the skills that are not master by learners	The desired assessment on students' 'performance in a particular specialization	Encourage teachers to reveal the true status of students in terms of their	Thorough explanation and commitment for the project

Tourism Promotion Services National Certificate Self-Assessment Guide and Rating Sheet

In accordance to Republic Act No. 7796, otherwise known as "Technical Education and Skills Development Act of 1994." The Section 22 of the said act states that, "Establishment and Administration of the National Trade Skills Standards" of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority."

Therefore, every tourism stakeholders should utilize self-assessment tool to examine their organization's sustainable development or to prepare for certification. As certification will be granted by an accredited certification agency, the self-assessment activity should not be interpreted as self-certification. It must be emphasized that tourism businesses that want to be certified will also undergo an assessment with the certification body of their choice prior to certification.

Following this, all the accredited institution to issue national certification among students should have self-assessment guide and rating sheet, a pre-assessment tool to assist the candidate and the assessor in identifying the evidence that is available, the gaps that exist, and the candidate's preparation for the assessment. As stated by Technical Education and Skills Development Authority (TESDA), this guide can:

- (144) list the candidate's qualifications and expertise;
- (145) draw attention to any skills and knowledge gaps in the applicant;
- (146) give the assessor important direction on the necessary evidence to be submitted;
- (147) advise the candidate on the required supporting documentation; and
- (148) help the applicant identify crucial areas where practice is required or where more knowledge or abilities should be acquired before the evaluation.

In light of the study, the instruments of the paper are composed of self-assessment guide and rating sheet anchored on the tools given by TESDA. The first part of this self-assessment guide aims to determine the demographic profile of the respondents. There are also guides for portfolio making, demonstration of tourist destination, and letter of response which are all composed of ten (10) statements to be marked by the participants with a yes or no. On the other side, the rating sheets are also intended for portfolio making, demonstration of tourist destination, and letter of response where performance tasks

were listed and the evaluator needs to assess whether the student's tasks are satisfactory or unsatisfactory, then remarks should be given.

Synthesis

In reference to the several literature and studies collected, these provide support in the study about conduct of institutional assessments. This will serve as backbone to confirm the effectiveness of tourism institutional assessment evaluation of students from remote learning modality.

In the study of Greany and Kelalaghan (2019), public exams and teacher-led internal evaluations have different goals, processes, and outcomes, and in many jurisdictions, the two activities are kept firmly apart. However, there are ways whereby elements of internal (school-based) and external (public) assessments could be combined for improved equity, effectiveness, or efficiency. By coordinating curriculum and evaluation and measuring intangible student outcomes through the external examination format, the school-based component can improve the validity of public examinations. In order to establish the comparability of the marking standards used in school-based assessment (SBA), teachers are required to grade the work of their pupils.

Students undergo a majorly wide scope of assessment throughout their educational years, from early childhood through primary and intermediate schools into secondary school and beyond. Some evaluation has been recognized by students as such; other evaluations are closely relevant to learning expertise that some would not be visible, and students are unconscious that they were being evaluated. As proven by Ramos (2021), students have faced many difficulties in all aspect of their lives during their educational years. Therefore, bringing them a weapon could possibly ease their burden of taking a lot of assessments to measure their knowledge and skills.

On the other hand, in the course of giving assessments to practice and enhance the skills of technical and vocational learners, evaluators should make sure that their assessment tools and guides are anchored on the principles and competencies set by Technical Education and Skills Development (TESDA).

The above researches show the significant role of having adequate knowledge and skills in producing a well-equipped students upon taking their assessments. In exploring this study, we can see how students may develop their skills in taking this track with proper training and equipment to use in developing their knowledge through Project: "I Am Skilled" – an institutionalized assessment of LYFJSHS.

METHODOLOGY

Research Design

This study will employ the quantitative, descriptive-correlational research design. This design provides a still picture of the situation and is used in research studies aimed at establishing relationships between various variables (McBurney & White, 2009). This design is suitable for the above topic as it requires the researcher to collect data based on the behavior and attitudes of the participants when conducting the study. Statistical analysis is therefore applied to interpret the numbers obtained from the data.

The researcher considers using ANOVA. Analysis of variance (ANOVA) is an analytical tool used in statistics to divide the observed aggregate variation found in a data set into two parts. Systematic and random factors. Systematic factors have a statistical impact on a given data set, while random factors do not. Analysts use her ANOVA test to determine the effect of the independent variables on the dependent variable in the regression analysis.

This method is best suited for the study as it attempts to collect quantifiable information towards effectiveness of Project I Am Skilled.

Sampling Technique

The respondents of this research would be Grade 12 Tourism Promotion Services students of Luis Y. Ferrer Jr. Senior High School. The researcher decided to conduct the study to the whole population of Grade 12 who undergo online modular/online distance learning during the second sem of the academic year 2021-2022. In this study, there were 116 students who responded to the survey questions and institutional assessment.

Research Procedure

First, approval was obtained from the site school administrator for this study. The questionnaire and other research instruments underwent a validation process. The informed consent form and survey questionnaire were created using Google Forms. The first page of the questionnaire will be a declaration of consent. Respondents were asked for their consent to participate in the study. Researchers ensured that the respondents were informed of their anonymity and the confidentiality of their responses for research purposes only. Respondents who agreed to participate were directed to a second page of a Google Form containing survey questions.

A Google Form link was sent to the respondent after approval by the principal. The time allotted for data management and collection ranges from 7 to 14 days. On day 14, all data were collected and aggregated. Data were handed over to statisticians for data interpretation and analysis. The figure below shows an illustration of the research procedure.

Figure 2 shows the research procedure.

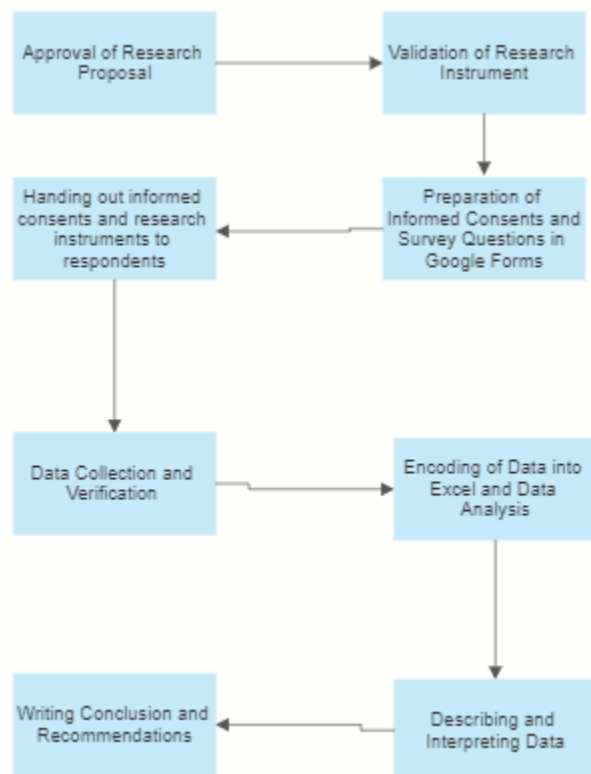


Figure 2. Research Procedure

Research Instrument

This study developed and utilized a self-constructed survey questionnaire to ensure that specific questions enumerated in the statement of the problem were answered accurately. The instrument underwent validation and reliability testing.

It consists of two parts: Part I: Extent of Students Difficulty towards preparation for Institutional Assessment, and Part II: Extent of Effectiveness of Project I Am Skilled.

Responses were scored using the Five-Point Likert Rating Scale The interpretation of scores are as follows:

Point	Numerical Range	Description
5	4.50 – 5.00	Very difficult
4	3.50 – 4.49	Difficult
3	2.50 – 3.49	Neutral
2	1.50 – 2.49	Easy
1	1.00 – 1.49	Very Easy

Meanwhile, another research instrument used was the standardized institutional assessment specifically developed for the institution but in this study the researcher only accumulated their scores and ratings.

Statistical Treatment of Data

The statistical treatment of data was used to compute then analyze and interpret the data given by the respondents. After the data collection, the data were analyzed and interpreted. The data were tabulated, analyzed and interpreted using the following statistical tool utilized in the study.

To determine the socio-demographic profile of the students in terms of their age, sex, parent's educational attainment, parents' occupation, and family income, descriptive statistics such as; frequency, mean, and percentage were utilized.

To determine the level of benefit of institutional assessment in terms of strengthening knowledge and skills, readiness for the national assessment, and preparedness for the workplace, descriptive statistics such as; mean, and standard deviation were also utilized.

To determine the significant effect of the benefit of institutional assessment towards the level of students' performance, a stronger statistical technique, regression analysis was used to investigate the relationship between these two variables.

RESULT AND DISCUSSION

Demographic Profile of the Respondents

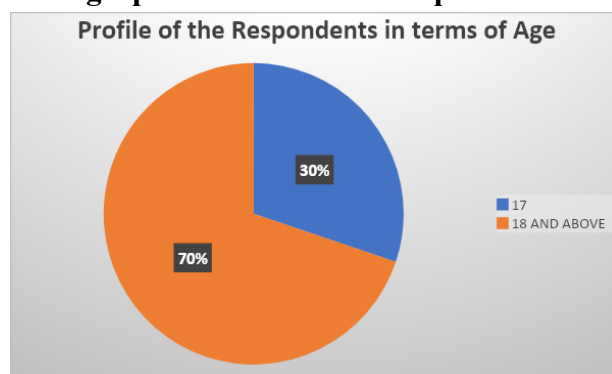


Figure 1. Profile of the Respondents in terms of Age

Figure 1 illustrates the profile of the respondents in terms of age. As exhibited by the above figure, 35 or 30% of the respondents were 17 years old while 81 or 70% of the respondents are 18 years old and above. This implied that majority of the respondents were already in their legal age.

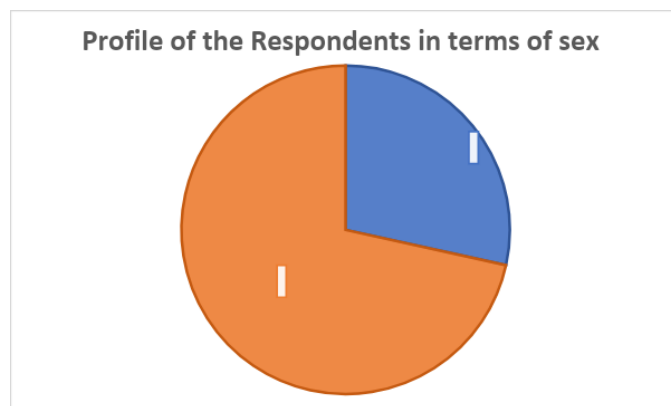


Figure 2. Profile of the Respondents in terms of Sex

Figure 2 illustrates the profile of the respondents in terms of sex. As exhibited by the above figure, 72% of the respondents are female while 28% of the respondents are male. This implied that majority of the respondents are female.

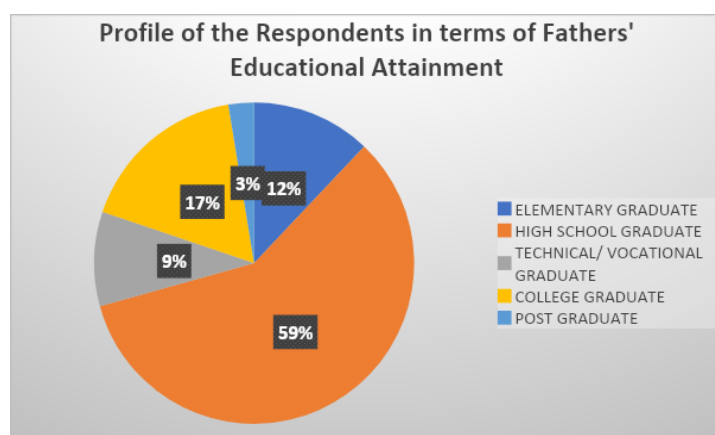


Figure 3. Profile of the Respondents in terms of Parents' Educational Attainment

Figure 3 illustrates the profile of the respondents in terms of their parents' educational attainment. As exhibited by the above figure, 59% of the respondents' parents are high school graduate while 17% of the respondents' parents are college graduates, 12% of the respondents' parents are elementary graduate while 9% of the respondents' parents technical or vocational graduate and lastly, 3% of the respondents' parents finished post graduate. This implied that majority of the respondents' parents are high school graduates and the least of them are post graduates.

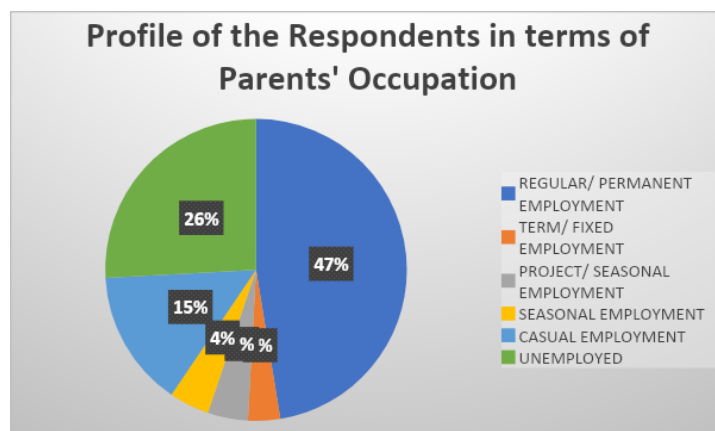


Figure 4. Profile of the Respondents in terms of Parents' Occupation

Figure 4 illustrates the profile of the respondents in terms of the respondents' parents occupation. As exhibited by the above figure, 47% of the respondents' parents occupation have regular or permanent employment while 26% of the respondents' parents' occupation are unemployed, 15% of the respondents' parents have casual employment while 4% of the respondents' parents have seasonal employment, 4% of the respondents' parents have project-based employment, 4% of the respondents' parents have fixed and term employment. This implied that majority of the respondents' parents have regular or permanent employment.

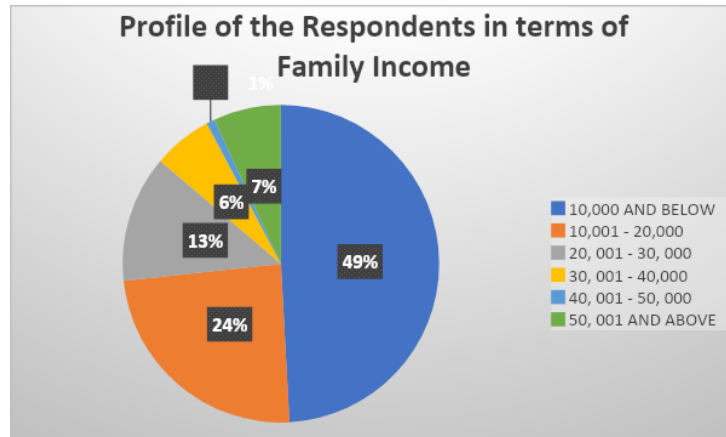


Figure 5. Profile of the Respondents in terms of Family Income

Figure 5 illustrates the profile of the respondents in terms of the respondents' parents' occupation. As exhibited by the above figure, 49% of the respondents' family income ranges from P10,000 and below while 24% of the respondents' family income ranges from P10,000 to 20,000, 13% of the respondents' family income ranges from 20,001 to 30,000 while 6% of the respondents' family income ranges from 20,001 to 30,000, 7% of the respondents' family income ranges from 50,001 and above and 1% of the respondents' family income ranges from 40,001 to 50,000. This implied that majority of the respondents' have a family income ranging from P10,000 and below which lies at the lowest family income range.

Level of Benefit of Institutional Assessment

In this study, the level of benefit of Institutional Assessment were described in terms of strengthening knowledge and skills, readiness for National Assessment and preparedness for the workplace and was determined by the weighted mean and standard deviation.

Table 1. Level of Benefit of Institutional Assessment with regards to Strengthening Knowledge and Skills

STATEMENT	Mean	SD	Remarks
Institutional Assessment strengthens knowledge and skills by...			
using different computer application.	4.79	0.43	Strongly Agree
utilizing computer operation.	4.83	0.42	Strongly Agree
upgrading knowledge about the tourist destination.	4.79	0.47	Strongly Agree
providing customer service in terms of demonstration.	4.82	0.41	Strongly Agree
utilizing formal and written communication.	4.85	0.38	Strongly Agree
Grand Mean	4.82		Strongly Agree
Interpretation		Very High	

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Moderately High
2	1.80 – 2.59	Disagree	Low
1	1.00 – 1.79	Strongly Disagree	Very Low

Table 1 indicates the level of benefit of Institutional Assessment were described in terms of strengthening knowledge and skills. As gleaned, the respondents *strongly agree* that Institutional Assessment strengthens knowledge and skills by utilizing formal and written communication, it gained the highest ($M=4.85$, $SD=0.38$). Similarly, respondents *strongly agree* that Institutional Assessment strengthens knowledge and skills by using different computer application and upgrading knowledge about the tourist destination, it both received the least ($M=4.79$, $SD=0.43$ and 0.47).

Overall, the level of benefit of institutional assessment were described in terms of strengthening knowledge and skills attained the grand mean of 4.82 and was interpreted *Very High*. This further means that students' rated very high in terms of the benefit of institutional assessment in strengthening their knowledge and skills.

Table 2. *Level of Benefit of Institutional Assessment with regards to Readiness for National Assessment*

STATEMENT	Mean	SD	Remarks
Institutional Assessment aids readiness for National Assessment by...			
keeping updated with assessment methods and procedures.	4.78	0.48	Strongly Agree
keeping updated with the assessment tools, equipment and materials.	4.81	0.39	Strongly Agree
knowing and familiarizing with the demonstration procedures in the national assessment.	4.81	0.46	Strongly Agree
knowing and familiarizing with the oral questioning in the national assessment.	4.86	0.37	Strongly Agree
knowing and familiarizing with the written test in the national assessment.	4.84	0.39	Strongly Agree
Grand Mean	4.82		Strongly Agree
Interpretation		Very High	

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Moderately High
2	1.80 – 2.59	Disagree	Low
1	1.00 – 1.79	Strongly Disagree	Very Low

Table 2 indicates the level of benefit of Institutional Assessment were described in terms of readiness. As gleaned, the respondents *strongly agree* that Institutional Assessment aids readiness for National Assessment by knowing and familiarizing with the oral questioning in the national assessment, it gained the highest ($M=4.86$, $SD=0.37$). Similarly, respondents *strongly agree* that Institutional

Assessment aids readiness for National assessment by keeping updated with assessment methods and procedures, as it received the least ($M=4.78$, $SD=0.48$).

Overall, the level of benefit of institutional assessment were described in terms of aiding readiness to National assessment attained the grand mean of 4.82 and was interpreted *Very High*. This further means that students' rated very high in terms of the benefit of institutional assessment in aiding their readiness for National Assessment.

Table 3. *Level of Benefit of Institutional Assessment with regards to Preparedness for the Workplace*

STATEMENT	Mean	SD	Remarks
Institutional Assessment aids preparedness for the workplace by...			
keeping updated with the duties and responsibilities in the workplace.	4.83	0.38	Strongly Agree
developing career professionalism	4.86	0.35	Strongly Agree
executing standard operating procedures.	4.84	0.39	Strongly Agree
utilizing computer and core operation.	4.83	0.46	Strongly Agree
providing effective customer services/ relation.	4.88	0.35	Strongly Agree
Grand Mean	4.85		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Moderately High
2	1.80 – 2.59	Disagree	Low
1	1.00 – 1.79	Strongly Disagree	Very Low

Table 3 indicates the level of benefit of Institutional Assessment were described in terms of preparedness for the workplace. As gleaned, the respondents *strongly agree* that Institutional Assessment prepares students for the workplace by providing effective customer services/relation, it gained the highest ($M=4.88$, $SD=0.35$). Similarly, respondents *strongly agree* that Institutional Assessment prepares students to the workplace by keeping updated with duties and responsibilities in the workplace and utilizing computer and core operation, as it both received the least ($M=4.83$, $SD=0.48$ and $SD=0.46$).

Overall, the level of benefit of institutional assessment described in terms of preparedness for the workplace attained the grand mean of 4.85 and was interpreted as *Very High*. This further means that students' rated very high in terms of the benefit of institutional assessment to their preparedness for the workplace.

Level of Students' Performance

Table 4. *Level of Students Performance in terms of Written Assessment*

Grading Scale	Frequency	Percentage	Descriptors
90 – 100	87	75%	Outstanding
85 – 89	4	3%	Very Satisfactory
80 – 84	9	8%	Satisfactory

75 – 79	6	5%	Fairly Satisfactory
Below 74	10	9%	Did Not Meet Expectations
Mean	91.12	Interpretation	Outstanding

Table 4 exhibited the level of students' performance in terms of written assessment. It can be seen that 87 or 75% of the respondents showed an "Outstanding" performance as they attained grades ranging from "90 to 100". 4 or 3% of the respondents showed "Very Satisfactory" performance as they attained grades ranging from "85 to 89", 9 or 8% of the respondents performed "Satisfactorily" as they attained grades ranging from "80 to 84". There are 6 or 5% who performed "Fairly Satisfactorily" while, 10 or 9% of them performed "did not meet expectations".

The mean grade of 91.12 with verbal interpretation of "Outstanding" indicates that majority of the respondents performed beyond excellent satisfactory level in their written test.

Table 5. *Level of Students Performance in terms of Demonstration Assessment*

Grading Scale	Frequency	Percentage	Descriptors
90 – 100	88	76%	Outstanding
85 – 89	3	3%	Very Satisfactory
80 – 84	5	4%	Satisfactory
75 – 79	4	3%	Fairly Satisfactory
Below 74	16	14%	Did Not Meet Expectations
Mean	89.83	Interpretation	Outstanding

Table 5 exhibited the level of students' performance in terms of demonstration assessment. It can be seen that 88 or 76% of the respondents showed an "Outstanding" performance as they attained grades ranging from "90 to 100". 3 or 3% of the respondents showed "Very Satisfactory" performance as they attained grades ranging from "85 to 89", 5 or 4% of the respondents performed "Satisfactorily" as they attained grades ranging from "80 to 84". There are 4 or 3% who performed "Fairly Satisfactorily" as they attained grades ranging from "75 to 79" while, 16 or 14% of them performed "did not meet expectations". The mean grade of 89.83 with verbal interpretation of "Outstanding" indicates that majority of the respondents performed beyond excellent satisfactory level in their demonstration test.

Table 6. *Level of Students Performance in terms of Oral Assessment*

Grading Scale	Frequency	Percentage	Descriptors
90 – 100	86	74%	Outstanding
85 – 89	3	3%	Very Satisfactory
80 – 84	2	2%	Satisfactory
75 – 79	10	9%	Fairly Satisfactory
Below 74	15	13%	Did Not Meet Expectations
Mean	91.47	Interpretation	Outstanding

Table 6 exhibited the level of students' performance in terms of oral assessment. It can be seen that 86 or 74% of the respondents showed an "Outstanding" performance as they attained grades ranging from "90 to 100". 3 or 3% of the respondents showed "Very Satisfactory" performance as they attained grades ranging from "85 to 89", 2 or 2% of the respondents performed "Satisfactorily" as they attained grades ranging from "80 to 84". There are 10 or 9% who performed "Fairly Satisfactorily" as they attained grades ranging from "75 to 79" while 15 or 13% of them performed "did not meet expectations".

The mean grade of 91.47 with verbal interpretation of “Outstanding” indicates that the majority of the respondents performed beyond an excellent satisfactory level in their oral assessment.

Significant Effect of the Benefits of Institutional Assessment towards Students’ Performance

Minitab 14 was used in computing the data gathered and treated them statistically using Regression Analysis. The computed p-values were compared to the level of significance at 0.05 to determine the significant effect of the benefits of institutional assessment towards students’ performance.

Table 7. *Significant Effect of the Benefits of Institutional Assessment towards Students’ Performance*

Variables		t-value	p-value	Analysis
Strengthening Knowledge and Skills	Written Assessment	3.06	0.003	Significant
Readiness for National Assessment		3.51	0.001	Significant
Preparedness for the workplace		1.59	0.115	Not Significant
Strengthening Knowledge and Skills	Demonstration Assessment	3.68	0.000	Significant
Readiness for National Assessment		4.13	0.000	Significant
Preparedness for the workplace		2.26	0.026	Significant
Strengthening Knowledge and Skills	Oral Assessment	3.55	0.001	Significant
Readiness for National Assessment		3.87	0.000	Significant
Preparedness for the workplace		2.16	0.033	Significant

**significant at .05 level of significance*

Table 7 presented the effect of the benefits of institutional assessment in terms of strengthening knowledge and skills, readiness for national assessment and preparedness for the workplace towards students’ performance in terms of written, demonstration and oral assessment.

As seen from the above data, benefits of institutional assessment *significantly affect* students’ performance except only for preparedness for the workplace on written assessment. The obtained p-values were all lower than (0.05) level of significance which supports the analysis.

This further indicates that the institutional assessment was beneficial for its influence largely on students’ performance during assessments.

CONCLUSION

The results of the socio-demographic profile of the respondents in the study shows that 70% represent ages 18 years old and above and 30% of them are 17 years old. Moreso, 72 % of the respondents are female while 28% are male respondents. Thus, this implies that majority of the respondents are female and are aged 18 years old and above which means that most of them are of legal age. It also shows that minority of the respondents are male and are aged 17 years old.

Additionally, the results shows that 59% of the parents of the respondents’ educational attainment is high school graduate and 3% of the parents of the respondents educationally attained post graduate study. This implies that most of the parents of the tourism students were not able to attain college courses or higher educational attainment.

The results in the demographic profile of the students also shows that majority (47%) of the respondents’ parents’ occupation is regular employment and that 59% of them which is majority of the

students have a family income that ranges from 10,000 pesos and below. This implies that majority of the family of the respondents are not doing well in the financial aspect as they are in the lowest range of family income.

On the other hand, the level of benefits of institutional assessment was rated very high in terms of; strengthening the students in their knowledge and skills with a grand mean of 4.82, aiding readiness for the National Assessment with a grand mean of 4.82, as well as preparedness of the students to their future workplace with a grand mean of 4.85. Overall, the results imply that almost all of the students rated high in these identified benefits of institutional assessment which means that the students highly believes the benefits and effectiveness of the institutional assessment in strengthening their knowledge and skills, as an aid in their readiness for the National Assessment, and that it prepares them for their future workplace.

Furthermore, the students' performance in the institutional assessment were "Outstanding" in terms of; their written assessment with a mean grade of 91.12, their oral assessment with a mean grade of 91.47, and in their demonstration assessment with a mean grade of 89.83 which indicates that majority of the respondents performed beyond excellent satisfactory level in their written, oral, and demonstration assessment.

Lastly, the three benefits of institutional assessment show significant effects on the students' performance except only for the students' preparedness for the workplace on the written assessment. In summary, the benefits of the institutional assessment significantly affects the students' performance. This further implies that the institutional assessment was significantly beneficial for it influenced largely on the students' performance during assessments.

RECOMMENDATIONS

- **School Administrators and School Division Office.** The researcher highly recommends for the continuance of conducting institutional assessment for the tourism students and perhaps for them to explore in conducting and developing localized institutional assessments for other courses beyond the scope of Technical Vocational Livelihood track as it shows to be highly beneficial to the students' knowledge, skills, and readiness for the National Assessment. It is also highly recommended for them to review and improve the institutional assessment specifically in the written assessment part as it resulted to be not significant for the students' preparedness for the workplace. In the improvement of the institutional assessment, they could focus on having more simulation exams than in written exams for the tourism students or students from other courses such as hotel and restaurant management, hospitality management and the like.
- **Program Director.** Based on the results, not all of the learning of the students during online mode is effective enough for them to learn; however, due to the lack of staff in the institution, it is a problem that needs to be resolved. The school administration may explore and recalibrate their educational setup for the tourism students in order for them to learn more effectively for example, having some subjects conducted online but for the major subjects especially that requires a lot of practice for the improvement of their skills or requires experiential learning, then the school should decide to conduct the classes face-to-face for the improvement of the skills of the students and for more social, experiential learning, through simulations, oral and outdoor activities, and practical demonstrations.
- **Future Researcher.** It is highly recommended for the future local researchers to explore ways to improve the written assessment to make it more beneficial for the preparedness of the tourism students in the workplace. In order for the students to be more prepared as they venture to the real-worklife setting.
- **Students and Teachers.** The results show that the positively high ratings of the benefits of institutional assessment given by students are significantly beneficial to the students performance therefore, if the students become more aware about the positive effects of the benefits of taking the institutional assessments then it is possible for them to get even more outstanding performance ratings in the institutional assessment. Thus, it is highly recommended for the

teachers to advocate and educate the students about the positive benefits of taking the institutional assessment to their future careers. This can also be applied in other examinations or assessments provided by the institution, in order to help the students improve remarkably in their school performances in general. Also, the teachers can use the results of this study to create a module or webinar in order to educate the students about the benefits of the localized institutional assessment which can be explored and adapted by other programs offered in other courses.

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