

Competency-Based Learning Material (CBLM): An Alternative Delivery Mode for G12 TVL Track Students

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Abstract

This study aimed to evaluate the used of Competency-Based Learning Material (CBLM) Module as An Alternative Delivery Mode for G12 TVL Track Students in Paranaque National High School – Main Senior High School. Competency-Based Learning Material (CBLM) is a student-centered learning approach that provides the students with learning tools they need to learn at their own pace and make choices about the sequence of their learning. Results of the study revealed that most of the students in the TVL strands were male and were within the ages of 17 to 19. Based on the statistical findings, Competency-Based Learning Materials (CBLM) Module is an effective alternative delivery mode for students engaged in the Joint Delivery Voucher Program for Training of DepED. It is recommended to intensify the use of CBLM as an alternative delivery mode in the case of conflicting schedule of the training due to the unforeseen release of the JDVP fund of the Department of Education of TVL students and any other instances in the absence of a physical classroom.

Keywords: competency-based; learning material; alternative delivery mode.

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1. Introduction

The K-12 curriculum has changed completely the lives of the learners from its first implementation starting from kinder up to senior high school. Due to this, the whole bureaucracy faces different issues and problems. It gives a lot of pressure to the schools offering the senior high school program.

Whereas, issues like the availability of learning materials was brought-out. Hence not all subjects in the new curriculum were provided with learning materials in both hard copies and soft copies in the Learning Resource Management and Development System (LRMDS) of DepED. In addition to this, the conflicting schedule of the skills training and work immersion program of the Grade 12 students that they must undergo in order to complete its basic education. Thus, it greatly affects their performance in the academic subjects which are of equal weight and importance specially in the different strands of TVL track.

Thus, the researcher replicated the Competency-Based Learning Material (CBLM) Approach of the Technical Education and Skills Development Authority (TESDA) and conceptualized it as both solution to the problem of LMs availability and of the off-campus training schedule in the whole 3rd quarter of this current school year.

The CBLM features a self-paced learning. This student-centered learning approach provides the students with the learning tools that they need in order to learn at their own pace and make choices about the sequence of the learning processes and focus of their learning.

1.1. Review of Related Literature

Author [1] stated competency-based learning is learner-focused and works naturally with independent study and with the instructor in the role of facilitator. Learners often find different individual skills more difficult than others. This learning method allows a student to learn those individual skills they find challenging at their own pace, practicing and refining as much as they like. Then move rapidly to other skills to which they are more adept.

As cited by the agency [2] CBLM creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. Competency-based strategies provide flexibility in the way that credit can be earned or awarded and provide students with personalized learning opportunities. These strategies include online and blended learning, dual enrollment and early college high schools, project-based and community-based learning, and credit recovery, among others. This type of learning leads to better student engagement because the content is relevant to each student and tailored to their unique needs. It also leads to better student outcomes because the pace of learning is customized to each student.

Likewise, author [3] mentioned that CBLM measures learning rather than time. Students' progress through courses as soon as they can prove they've mastered the material, rather than advancing only when the semester or term ends. If a student can learn faster, spend more time on schoolwork, or lean on knowledge they already have from previous work or school experience, they can accelerate. With 24/7 access to online learning resources to engage with on their schedule, students embark on a learning journey tailored exactly to where their

knowledge currently is - and where it needs to be. In addition, faculty members are on hand to provide personalized, one-on-one learning support when it's needed.

On the other hand, author [4] concluded that the CBLM in work in a team environment was implemented and utilized effectively as observed by the students. It suggested a good indication for the continuous use of the CBLM to give support to the trainer in developing within each trainee the right character, values and attitude to become a well-disciplined TVET graduate.

1.2. Research Question

This study sought to answer the following questions:

1. What is the profile of the five groups respondents in terms of?
 - a. Sex; and
 - b. Age group?
2. Based on general point average, what is the proficiency level of the five groups of respondents?
3. Is there a significant relationship between the general point average and their profile variables?
4. What are the applications of the study based on the implications of the findings?

1.3. Null Hypothesis

There is no significant relationship between the general point average and the profile variables of the five groups of respondents.

1.4. Research Paradigm

Competency-based learning or competency-based education and training is an approach to teaching and learning more often used in learning concrete skills than abstract learning. It differs from other non-related approaches in that the unit of learning is extremely fine-grained. Rather than a course or a module, every individual skill or learning outcome (known as a competency) is one single unit.

Learners work on one competency at a time, which is likely a small component of a larger learning goal. The student is evaluated on the individual competency and can only move on to other competencies after they have mastered the current skill being learned. After that, higher or more complex competencies are learned to a degree of mastery and are isolated from other topics. Another common component of competency-based learning is the ability to skip learning modules entirely if the learner can demonstrate mastery. This can be determined through prior learning assessment or formative testing.

This study utilized the IPO model. For its inputs, the profile of the respondents in terms of sex, age group and the group's general point average.

For its transformation process, these inputs are then subjected to documentary analysis and statistical treatment by making use of both descriptive and evaluative analysis.

As a result of these processes are the application of its implication.

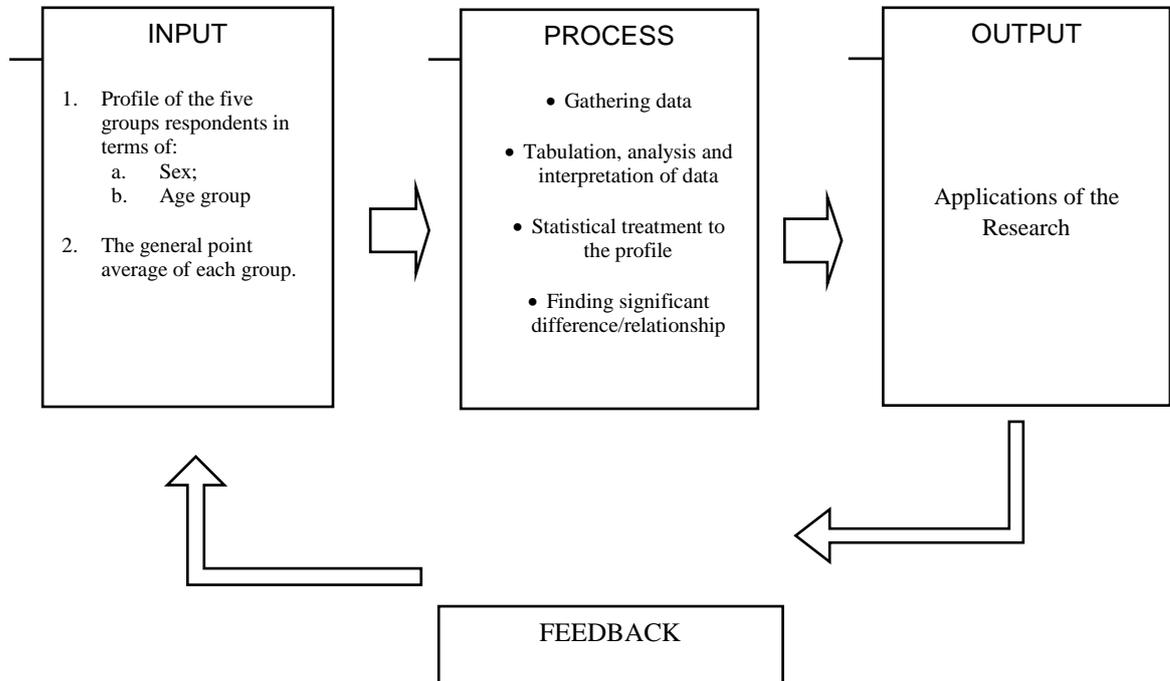


Figure 1: The Conceptual Paradigm of the Study on Competency-Based Learning Material (CBLM): An Alternative Delivery Mode for G12 TVL Track Students using the IPO Model

1.5. Scope and Delimits

The study was a descriptive analysis on the use of CBLM as an alternative delivery mode for the selected TVL tracks students in Paranaque National High School-Main Senior High School during the 3rd quarter of S.Y. 2018-2019. The respondents were the Grade 12 TVL of the following strands. Their GPA were utilized in measuring the effectiveness of CBLM Module.

1.6. Research Locale

This study was conducted in the Senior High School of Paranaque National High School-Main during the 3rd quarter of S.Y. 2018-2019. It was located at Kay Talise Street, San Dionisio, Paranaque City.

1.7. Significance of the study

The findings of this study are beneficial to the following:

To DepED Officials. This study will serve as their assessment with the current situation of the of availability of learning materials and the release of the training voucher provision for the G12 students.

To SDO Officials. This will serve as an eye opener for them to evaluation the textbook situation reports in every school.

To School Administrator. This will serve as a solution in the absence learner's material and conflicting schedule of work training and immersion program.

To Teachers and students. They will benefit this study as the end user of the CBLM.

1.8. Acronyms

CBLM – Competency-Based Learning Material

DepED – Department of Education

IPO – Input Process Output

LRMDS – Learning Resource Management and Development System

SDO – Schools Division Office

TESDA – Technical Education and Skills Development Training

TVET – Technical and Vocational Education and Training

TVL – Technical, Vocational, and Livelihood

2. Materials and Methods

Using the standardized teacher-made CBLM Module as an alternative delivery mode for the subject Research Project as the only tool in gathering data for the 3rd grading period.

To cover up the one hundred (100%) of the student's rating for the quarter that comprises the following criteria: twenty percent (20%) for Written Task, sixty percent (60%) for Performance Task, and twenty percent (20%) for periodical exam.

Hence, it was very impossible for the students to pass due to the irregularity in the released of Joint Voucher Development Program fund from Department of Education for the skills training of the G12 students in the Technical – Vocational – Livelihood strands.

Totally, there was no classroom engagement in the whole duration during this 3rd quarter.

2.1. The Instruments Used

The result of the 3rd Quarter General Point Average of the Grade 12 TVL strands were used. As provided by

the agency [5] DepED Order No. 8, s. 2015 known as the Policy Guidelines on Classroom Assessment for The K To 12 Basic Education Program as reference for scaling.

Rating Scale	Descriptors
90 – 100	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
Below 75	Did Not Meet Expectations

2.2. Respondents and Sampling

The respondents of the study were the Grade 12 TVL strand students of the Senior High School in Paranaque National High School – Main, to wit: (1) Automotive, (2) Beauty Care, (3) Tailoring, (4) Electrical Installation and Maintenance, and (5) Electronics. Total population was used in the sampling method.

Table 1: PNHS-Main Senior High School Number of Students in Grade 12 TVL Strands

TVL Strands	Population
Automotive	51
Beauty Care	26
Tailoring	19
Electrical Installation and Maintenance	36
Electronics	41

2.3. Data Gathering and Statistical Treatment

Coding, summarization and tabulation were done. The following statistical tools and techniques were utilized such as Frequency Distribution, Percentage, Mean Score, and Pearson Product-Moment Correlation Coefficient.

The interpretation of the range of Pearson’s r value in determining the correlation coefficient.

Table 6

Pearson's r Value	Nominal Value
$r = +1$	Perfect positive
$0.8 \leq r < 1$	Strong positive
$0.5 \leq r < 0.8$	Moderate positive
$0.1 \leq r < 0.5$	Weak positive
$0 < r < 0.1$	Lowest positive
0	Null
$-0.1 < r < 0$	Lowest negative
$-0.5 \leq r < -0.1$	Weak negative
$-0.8 \leq r < -0.5$	Moderate negative
$-1 < r < -0.8$	Strong negative
$r = -1$	Perfect negative

3. Results

This study was conducted with the purpose of assessing the effectiveness of CLBM Module as an alternative delivery mode for the G12 TVL strand students. The respondents were the Grade 12 TVL Students composed of the following: (51) Automotive, (26) Beauty Care, (19) Tailoring, (36) Electrical Installation and Maintenance, and (41) Electronics.

The data gathered are now presented and analyzed following the sequence of specific problems that this study wanted to answer.

3.1. *What is the profile of the five groups respondents in terms of sex and age group?*

The students from Grade 12 TVL strands were involved, 51 Automotive, 26 Beauty Care, 19 Tailoring, 36 Electrical Installation and Maintenance, and 41 Electrical as respondents. The data on the profile of the respondents are presented in tables 2-3.

3.1.1. *Age*

Table 2: Profile of the Respondents in Terms of Age

Age	Students	
	n	%
17 – 19	140	81%
20 - 22	24	14%
23 - up	9	5%
Total	173	100%
Mean	18.42	

Table 2 presents the profile of the respondents in terms of age. As can be seen in the table, most of the student belong to age range from 17 to 19 that covers eighty-one percent (81%), fourteen percent (14%) between 20 to 22, while five percent (5%) within 23 to above.

These data implied that the population of G12 TVL track is still an ideal school age within their level.

3.1.2. Sex

Table 3: Profile of the Respondents in Terms of Sex

Sex	Students	
	n	%
Male	129	75%
Female	44	25%
Total	173	100%

Table 3 presents the profile of the respondents in terms of sex. As shown in the table, seventy-five percent (75%) of the students are male and only twenty-five percent (25%) are female.

With these data, it is implied that most of the male students choose TVL strands like automotive, electrical installation and maintenance, and electrical. While, beauty care and tailoring are the preference of female students in PNHS-Main Senior High School.

3.2. *Based on general point average, what is the proficiency level of the five groups of TVL strands students?*

The students from Grade 12 TVL strands were involved, 51 Automotive, 26 Beauty Care, 19 Tailoring, 36 Electrical Installation and Maintenance, and 41 Electrical as respondents.

From one hundred percent (100%) total rating of the students, Eighty percent (80%) of taken from their scores in the self-checks and task sheets of the CBLM Module and twenty percent (20%) taken from their score in the

3rd quarter examination. Students rating in this quarter were tabulated and grouped accordingly. Weighted mean was utilized in getting the General Point Average in each group. Data from the 3rd Quarter is presented in table 4.

Table 4: The General Point Average

TVL Strands	GPA	Descriptors
Automotive	84.55	Very Satisfactory
Beauty Care	84.16	Satisfactory
Tailoring	84.37	Satisfactory
Electrical Installation and Management	84.64	Very Satisfactory
Electronics	83.59	Satisfactory

Table 4 presents the general point average of Grade 12 TVL strands, 51 Automotive, 26 Beauty Care, 19 Tailoring, 36 Electrical Installation and Maintenance, and 41 Electrical as respondents. The weighted mean of Automotive is 84.55 and Electrical tracks is 84.64 interpreted as Very Satisfactory. While Beauty Care, Tailoring, and Electronics has 84.16, 84.37, and 83.59 weighted mean respectively. The mean scores of the three sections interpreted as Satisfactory. Thus, it may be noticed that the combined weighted mean of 83.59 is not too high nor too low in the five sections interpreted as Satisfactory. With these data, this may imply that their class performance was affected maybe by some intervening factors in the school or maybe the effect from their training and work immersion program schedule. Nonetheless, the students' over-all performance in the 3rd quarter of this school year are still in the conformity to the proficiency level of DepED which is "Approaching Proficiency." Based on the article [5] CBLM allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. Competency-based strategies provide flexibility in the way that credit can be earned or awarded and provide students with personalized learning opportunities.

3.3. Is there a significant relationship between the general point average and their profile variables?

The relationship of the profile variable and the general point average of the respondents were tested using Pearson Correlation Coefficient. The results are presented in table 5.

Table 5: Significant Relationship of the General Point Average to the Profile Variables

N= 173	Computed r	Strength of Association
Age	-0.09	Lowest Negative
Sex	0.33	Weak Positive

Table 5 presents the significant relationship between the general point average of the respondents and their profile variables.

It can be seen from the table that age and general point average had a computed r of -0.09 which denotes a lowest negative association. Based on the result, it is implied that as ages increases the general point average decreases in a very low correlation. This could be attesting that TVL students are of least inclined to their academic subjects. They are more concentrated to their specialized skills.

While sex and general point average had a computed r of 0.33 interpreted as weak positive association. Based on the result, it is implied that as the number of respondents by increases the general point average increases with a moderate correlation. Thus, this is very clear and true. The fact that TVL skills are designed and classified according to gender.

Author [4] suggested a good indication for the continuous use of the CBLM to give support to the trainer in developing within each trainee the right character, values and attitude to become a well-disciplined TVET graduate.

4. Discussions

The data gathered from the questionnaires were tallied and tabulated then treated statistically applying percentage, weighted mean, and Pearson r .

4.1. *The profile of the five groups respondents in terms of sex and age group*

4.1.1. *Age*

Most of the student belong to age range from 17 to 19 that covers eighty-one percent (81%), fourteen percent (14%) between 20 to 22, while five percent (5%) within 23 to above. It is implied that the population of G12 TVL track is still an ideal school age within their level.

4.1.2. *Sex*

Seventy-five percent (75%) of the students are male and only twenty-five percent (25%) are female. it is implied that most of the male students choose TVL strands like automotive, electrical installation and maintenance, and electrical. While, beauty care and tailoring are the preference of female students in PNHS-Main Senior High School.

4.2. *The general point average, what is the proficiency level of the five groups of TVL strands students*

The weighted mean of Automotive is 84.55 and Electrical tracks is 84.64 interpreted as Very Satisfactory. While Beauty Care, Tailoring, and Electronics has 84.16 , 84.37 , and 83.59 weighted mean respectively. The mean scores of the three sections interpreted as Satisfactory. With a combined weighted mean of 83.59 is not too high nor too low in the five sections interpreted as Satisfactory.

It can be implied that their class performance was affected maybe by some intervening factors in the school or maybe the effect of their training and work immersion program schedule.

Nonetheless, the students' over-all performance in the 3rd quarter of this school year are still in the conformity to the proficiency level of DepED which is "Approaching Proficiency."

4.3. *The significant relationship between the general point average and their profile variables*

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5. Conclusions

In the light of the findings, the following conclusions were drawn:

1. The number of enrolments of the Grade 12 TVL strands aligns with the skills of the courses offered in this school.
2. Competency-Based Learning Materials (CBLM) – Module was an effective alternative delivery mode for G12 students engaged in the Joint Delivery Voucher Program for Training of DepED.
3. The profile variables of the students had a slight association with their grades based on their section's general point average.

6. Recommendations

Based on the conclusions drawn from the study, the researcher would like to recommend the following:

1. Encourage the students to enroll in other strands like tailoring, electronics, and beauty care because most of these skills are in demand in the manufacturing and semi-conductor industries.
2. Intensify the use of CBLM as an alternative delivery mode in the case of conflicting schedule of the training due to the unforeseen release of the JDVP fund of the Department of Education of TVL students and any other instances in the absence of a physical classroom.
3. It is recommended to inspire the students in complying all the requirements, tasks, and projects in their academic subjects even if they are engaged in their work training and immersion program.
4. Finally, further study of the same nature shall be conducted in other Schools District in the Schools Division of Paranaque City to amplify or justify the result of this study.

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