

# The Mediating Effect of Training Perspective on the Relationship between Competency Potential and Career Progression of Technical Vocational Trainers

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**Abstract-** *The purpose of the study was to determine if the training perspective on trainers' methodology had a significant mediating effect on the relationship between competency potential and career progression of the technical vocational trainers in Davao Region, Philippines. The design used was non-experimental quantitative research utilizing correlation technique. Descriptive statistics, pearson r, regression, mediation through sobel test and medgraph were the tools employed to attain the objectives of the study. The 407 respondents were found to show very high levels of competency potential, training perspective and career progression. It was found out that the three variables were significantly related. However, the result failed to achieve full mediation of training perspective on the relationship between the correlated variables. This implies that training perspective only mediated partially the relationship between competency potential and career progression. The result signifies that direct effect on career progression maybe due to the combination of competency potential and other variables not covered in the study.*

**Keywords-** *public administration; training perspective; competency potential; career progression; mediating effect; Philippines*

## 1. INTRODUCTION

The most important elements in the development of human resources especially in the technical vocational education and training are clear Career Structures and Continued Trainers' Training for the teacher or trainer. These two elements help the trainer to perform their job better in the training institution (GDFVET/2010)[25] since it assures them in their career path and continued career development. However, there was a study on career in Vocational Education and Training (VET) that revealed high levels of trainers' mobility (Simons, Harris, Pudney & Clayton, 2009)[51], where trainers keep on transferring their jobs from one institution to the other. Then, it was suggested that the conduct of further research study will be done to determine on how far technical vocational education and training systems have progressed especially in the prospect of career diversifications. Simons, et al (2009) stressed out that looking for brighter opportunities and security of tenure are the reasons for this high mobility of trainers in the field of vocational education and training. Also, bondaryless career attitudes is another aspect on why trainers left the current job (Howes, & Goodman-Delahunty, 2014) [29] and move to another due to lack of loyalty and refusal to change. However, there are still trainers whose loyalty to the institution remain not just because of their career stability, but maybe because of their dedication and commitment towards their job and high moral support of the management (UNESCO, 2014)[55] in terms of good salaries, benefits

and provision of updated capacity development training (Basu, 1997)[10].

In the Philippines, TVET is facing with challenging issues that need to be addressed. One of the issues is the need to expand the pool of TVET experts or TVET trainers, particularly in priority trade areas. Also, the country needs more certified trainers to guarantee the delivery of quality technical vocational education. This is in consonance with the study that TVET trainers are lack of competency in developing a curriculum (Kurnia, & Dittrich, 2013)[37]. With that the greater challenge is ensuring the quality and qualifications of training providers and the need to pursue the comparability of competencies and mutual recognition of skills qualifications. The reason why Technical Education and Skills Development Authority requires a conduct of a massive National Technical Vocational and Education Training Trainers and Assessors Qualification Program in four succeeding years in order to improve the competency level of trainers in TVET teaching methodology.

In Davao Region, based on the report of Compliance Audit Findings for successive four years (Audit Reports/F05 & F06 ,2012-2015), majority of the findings were related to teaching personnel of the Training Vocational Institutions, which resulted that there is an increased mobility of trainers, that at the time of audit, new trainers were found. This usually happened in the private training institutions. Likewise, the set-up of the competency based training components in the practical and laboratory areas were not appropriately maintained.

With this, the researchers desire to have a study on the training perspective particularly on Trainers Methodology Level 1, if it has a mediating effect on the relationship between competency potential and career progression of TVET trainers in Davao Region.

## 2. LITERATURE REVIEW

Provided in this section are the discussions on the principles, concepts, ideas and viewpoints from various authors who have provided valuable inputs on competency potential, career progression, and training perspective. Discussions were taken from different books, journals, electronic information resources, and unpublished materials which are related to the study.

### 2.1 Competency Potential

Hiring an individual in the teaching profession either in the higher, secondary and post-secondary education or technical vocational institutions and even in the workplace, competency potential of a teacher, instructor, trainer or employees are the most important abilities expected by the school heads of the training institutions and managers in the industry. As it is defined, the word competency refers to the knowledge, attitudes and skills of an individual in a workplace (Bradford, 2007, Su-Chin Hsieh, et al. 2012, [12][52] and that can be learned, re-learned through training and applied in the learning session areas and even in the workplace. It plays an important role in improving job performance by demonstrating the skills of an individual, leading to a competitive advantage of an effective and productive organization. The concept of competency focuses on workplace expectations rather than on the actual learning process.

Competency is the fundamental characteristic of a person with an expectation of having a good and effective performance output in the execution of a job (Billett, Harteis & Gruber, 2014)[15]. In the vocational education and training perspective, the competencies of a trainer are significantly important. The ability to perform and demonstrate the knowledge, attitude and skills of a trainer in the learning and practical areas (Bartram et al., 2012 and Stone, 2013) means a lot by the learners. The teaching job of a trainer is critical (Lucas, 2014)[39] and being a competent trainer utilizes his/her expertise to challenge and make the learning inspirational to the learners.

In the same way, competency derives from individual dispositions and attainment that provides the inner strength for a good result or outcome in the field of teaching or in any occupations (Guthrie, 2009) which summarized by Hoffmann (1999) into three key points: underlying qualification and attributes of a person, observable behaviors, and standard of individual performance outcomes.

Competency potential as stated by Bartram (2012)[9] tells about how an individual or trainer fits or fails to fit the requirements in the workplace. In addition, the

competency is a group of similar knowledge, skills, and attitudes of an individual that affect a major responsibility of one's job that complements with an individual performance on the job (Gempes, 2014[26]; Lucia & Lepsinger, 1999[42]; Parry, 1996)[48]. This can be gauged vis-à-vis the accepted standards, and can be improved through training and development.

### 2.2 Career Progression

Career progression (Arthur, Khapova, and Wilderom 2005)[3] is the accomplishment of desirable work-related outcomes at any point in a person's work experiences over time. Moreover Bown-Wilson and Parry (2013)[16] stated that career progression at an individual level related to both organizationally defined factors - continuing advancement, maintaining the status quo, lateral movement, flexible working, and status; and personal factors - following interests or developing new skills, retaining power and autonomy, using knowledge and experience, continuing to learn and develop and retaining enthusiasm as well as commitment. The subjectively meaningful drivers of career progression appeared closely related to the concept of job satisfaction which some studies suggested that it may be a key career driver for older individuals in the absence of more tangible rewards such as further pay and promotion (Kanfer and Ackerman, 2004).

Many factors prevail that can assist every employee to attain its progression. This may include the development of mentoring programmes, increasing the availability of part-time positions, and encouraging interested individuals to pursue higher education (Moran, Duffield, Donoghue, Stasa, & Blay, 2011)[45]. However, Callaghan (2015)[19] stressed that career progression is still dominated by hazards, in the form of 'crises milestones', which individuals need to successfully traverse, or negotiate, and resolve in order to progress along the academic career path.

### 2.3 Training Perspective

Training is the nerve that suffices the need of fluent and smooth functioning of work which helps in enhancing the quality of work life of employees and organization development (Armstrong, 2001 & Kulkarni, 2013)[4][36] through a systematic development of the knowledge, skills and attitudes required by an individual to perform adequately for a given task or job. Learning in the workplace allows people to develop their potential throughout their careers, to keep their skills updated and, thus, to remain in employment and to advance their careers (Cedefop, 2016). It develops needed skills that produces output on competency based learning materials, that produces the result or outcome of "learning" (Kakkar, et al, 2015)[34]. Training creates positive and fulfilling learning environment that can have positive effects on student outcomes which can be observed in productivity and effectivity at work (Stone, 2013)[53]. Also, it indicates the process involved in enhancing the aptitudes, knowledge and skills of an employee increased

in doing a task or a particular job (Flippo, 1984, Kulkarni, 2013)[36]. As mentioned by Kulkarni (2013)[36] that training helps in updating the talents in developing the new ones.

Admittedly, a trainer now-a-days will no longer depend on the knowledge and skills acquired in the previous years. Updating to the new developments of technology is very important since knowledge doubles every three years and computer technology changes very fast (Stone & Toffler, 2013)[53]. From the same article, it was stated that technology changes in one and a half year or eighteen months. In Europe, a study revealed by Leiden and Zoetemeer (2008) that there is a growing variety of educational practices as a result of new theoretical views on learning and teaching as well as development in the media, tools and equipment available for education.

The above literature shows the importance of trainers' training in relation to the competency potentials and career progression of a trainer in providing quality instruction and service for the learners/trainees. It emphasizes that the trainer in the technical vocational education and training will possess varied competencies for an effective quality output. Aside from being competent, the trainer must know how to deal with the student/trainee with different upbringing. It is believed that having these competency potentials of a trainer, career progression follow through.

Therefore, as evidenced in the review, there is a need to fill the remaining research gap on determining if training perspective mediates the relationship between the competency potential and career progression of the technical vocational trainers. The review intentionally covered theories and researchers in the past decade to establish currency of the present investigation.

### 3. THEORETICAL FRAMEWORK

This study is anchored on three theories such as: Schemata-Based Theory, Vocational Pedagogy Theory and Kurt Lewin Change Theory. The first theory is about Schemata-Based which states that all knowledge is organized into units, that within these units of knowledge, or schemata, information is stored.

The second is on Vocational Pedagogy Theory as cited by Lucas (2014)[39], coined by Lee Shulman in 2005, which refers to the type of teaching that organizes the fundamental ways in which future practitioners are educated for their new professions. As stated "Signature pedagogies make a difference. They form habits of mind, habits of the hand and habits of the heart. Whether in a lecture hall or a laboratory, in a design studio or clinical setting, the way we (trainers) teach will shape how professionals behave ..."

The third is on Kurt Lewin Change Theory which describes on three steps processes such as: unfreeze, change and freeze that provides high-level approach to change. This is best described to the trainers' role of knowing and understanding first the learners' know-how

before trying to impart new knowledge to them and that's the time that trainers' find ways to challenge/ unfreeze those beliefs prior absorbing new information and by that, change occurs.

### 4. METHOD

This study used non-experimental quantitative design and Mediation Analysis to test whether mediator variable has a significant effect on the relationship between the independent variable and the dependent variable. This involves gathering of data to test the hypothesis through survey questionnaires, interviews or observation. The use of this method is relevant to determine the level of the independent, mediator and dependent variables and their correlations. It uses statistical mediation which refers to a causal sequence (MacKinnon, Fairchild, & Fritz, 2007)[43] to help understand the mechanism through which a cause (independent variable) produces an effect (dependent variable) (Fairchild & MacKinnon, 2009).

The research study covered all the provinces in Davao Region. This includes the different Training Vocational Institutions and TESDA Training Institutes in the provinces/areas in Davao City, Davao Sur, Davao Occidental - newly created province, Davao del Norte, Compostela Valley (ComVal) Province and Davao Oriental. Davao Region refers to Region XI and is located in the southeastern portion of Mindanao and was originally called as Southern Mindanao. Davao City is the regional center of the Davao Region.

The respondents of this research study were the technical vocational (tech-voc) trainers in Davao Region. This includes trainers from the TESDA Supervised Schools or TESDA Training Institutes (TTIs) the Regional Training Center-Korea Philippines Vocational Training Center (RTC-KPVTTC), Wangan National Agricultural School (WNAS), Carmelo Cientos National Trade School (CCNTS), Davao Norte Agricultural School (DNAS), Lupon School of Fisheries and the different Technical Vocational Training Institutions (TVIs) with registered programs in Region XI. The respondents were holders of the National TVET Trainer Certificate Level (NTTC1) as accredited trainers of the Technical Education and Skills Development Authority (TESDA) from the different sectors such as: Tourism, Information & Communication Technology (ICT), Construction, Metals and Engineering, Land Transport, Health and Other Services Sectors.

### 5. RESULTS

The indicators of competency potential and career progression showed a computed r-value of 0.647 significant at  $p < .001$ . This means that the higher the respondents' level of competency potential, the higher will

be their attained career progression. Thus, the null hypothesis of no significant relationship between competency potential and career progression of the respondents was rejected. The correlation between

competency potential and training perspective showed a computed r-value of 0.633 significant at  $p < .001$  level. This indicates that the higher the competency potential showed by the technical vocational trainers, the higher their training perspective. Thus, the null hypothesis of no significant relationship between competency potential and training perspective of the technical vocational trainers was rejected.

Further, the correlation between training perspective and career progression of technical vocational trainers. Based on the analysis, it found out that the overall means scores of training perspective and career progression indicated a computed r-value of 0.615 significant at  $p < .001$ . This means that the higher the training perspective, the higher is the career progression of the technical vocational trainers. Thus, the null hypothesis of no significant relationship between the training perspective and career progression was rejected. This shows that there is a significant and positive relationship between training perspective and career progression of technical vocational trainers.

Table 1  
Correlation between Variables

Correlated Variables	r-value	p-value	Decision Ho
Competency Potential and Career Progression	.647	.000	Reject
Competency Potential and Training Perspective	.633	.000	Reject
Training Perspective and Career Progression	.615	.000	Reject

As shown in Table 2, the data was interpreted with the linear regression method in which the results are clearly reflected. The training perspective, mediator variable is very useful as cited by Fairchild and MacKinnon (2009) to understand the mechanism through which a cause, the competency potential, the independent variable produces an effect to career progression, the dependent variable of this research study.

Table 2  
Regression Coefficients of the Different Mediating Paths

Independent Variable (IV)	Competency Potential
Dependent Variable (DV)	Career Progression
Mediating Variable (MV)	Training Perspective
<b>STEPS</b>	
1. Path C (IV and DV)	
Career Progression on Competency Potential	
B (Unstandardized regression coefficient)	.714
e (Standard error)	.042
Significance	.000
2. Path B (MV and DV)	

Career Progression on Training Perspective	
B (Unstandardized regression Coefficient)	.576
e (Standard Error)	.037
Significance	.000
3. Path A (IV and MV)	
Training Perspective on Competency Potential	
B (Unstandardized regression coefficient)	.745
e (Standard Error)	.045
Significance	.000
4. Combined Influence of MV and IV on DV	
Career Progression Regressed on Training Perspective and Competency Potential	
Training Perspective:	
B (Unstandardized regression coefficient)	.321
e (Standard Error)	.043
Beta (Standardized regression coefficient)	.343
Part Correlation	.266
Competency Potential:	
Beta (Standardized regression coefficient)	.431
Part Correlation	.333
Total R Square	.490

As indicated in the same table, there are three steps to arrive the mediation analyses. This is in accordance with mediation steps of Baron and Keny (1986) [8]. These are arranged from Steps 1 to 3. In step 1, it refers to Path C, competency potential as independent variable (IV) significantly predicts career progression as dependent variable (DV) of this study. Step 2 refers to Path B, training perspective as the mediating variable (MV) significantly predicts career progression as dependent variable (DV). Step 3 refers to Path A, competency potential as independent variable significantly predicts training perspective as mediating variable (MV). Step 4 is the final stage after the three steps exhibit significant prediction. Since the three steps which refer to Paths A, B and C are significant, mediation analysis through mediation graph is warranted. This involves the Sobel z test to assess the significance of mediation effect. At this point the medgraph of Jose (2003) [32] was employment for a more detailed mediation analysis. If the effect on the independent variable on the dependent variable becomes non-significant at the final step (Step 4) of the analysis, full mediation will be achieved. It means that all of the effects are mediated by the mediator variable. In addition, if the regression coefficient is substantially reduced at the final step, but remains significant, only partial mediation is obtained. This implies that part of the independent variable (competency potential) is mediated by the mediator (training perspective) but other parts are either direct or mediated by other variables that are not included

in this study. In this case, as shown in step 4, the combined influence of competency potential on career progression was found significant after mediated by training perspective. Therefore, partial mediation took place since the effect was found to remain significant at  $p < 0.05$ .

The result of the computation of mediating effect is reflected in Figure 1. The Sobel z test yielded a z-value of 6.880 significant at  $p < .001$ . This means that the partial mediation accounted by training perspective on the relationship of competency potential and career progression of tech-voc trainers is significant. Likewise, the causal

relationship between competency potential and career progression has been reduced from a significant beta 0.647 to 0.431, which is significant at the inclusion of training perspective, the mediator variable of this study. This indicate partial mediation.

Finally, the figure indicates the results of the computation of the effect size in the mediation test conducted between Results:

the three variables. The effect size measures how much of the effect of competency potential on career progression be attributed to the direct path. The total effect value of 0.647 is the raw correlation between competency potential and career progression. The direct effect value of 0.431 is the size of the correlation between competency potential and career progression with training perspective included in the regression. The indirect effect value of 0.217 is the amount of the original correlation between the competency potential and career progression that goes through training perspective to career progression ( $a*b$ ), where “a” refers to the path between the independent variable and mediator variable and “b” refers to the path between the mediator variable and the dependent variable. The ratio index is computed by dividing the indirect effect by the total effect which in this case is 0.217 by 0.647 equals 0.335. It seems that about 33.5 percent of the total effect of the independent variable, and about 66.5 percent of the total effect is either direct or mediated by other variables not included in this study.

Significance of Mediation				Significant
Sobel z-value			6.880608	$p = < 0.000001$
95% Symmetrical Confidence Interval				
	Lower		.17102	
	Upper		.30727	
Unstandardized indirect effect				
	a*b		.23915	
	Se		.03476	
Effect size Measures				
	Standardized Coefficients			R <sup>2</sup> Measures (Variance)
	Total:	.647		.420
	Direct:	.431		.110
	Indirect:	.217		.309
	Indirect to Total Ratio:	.335		.736

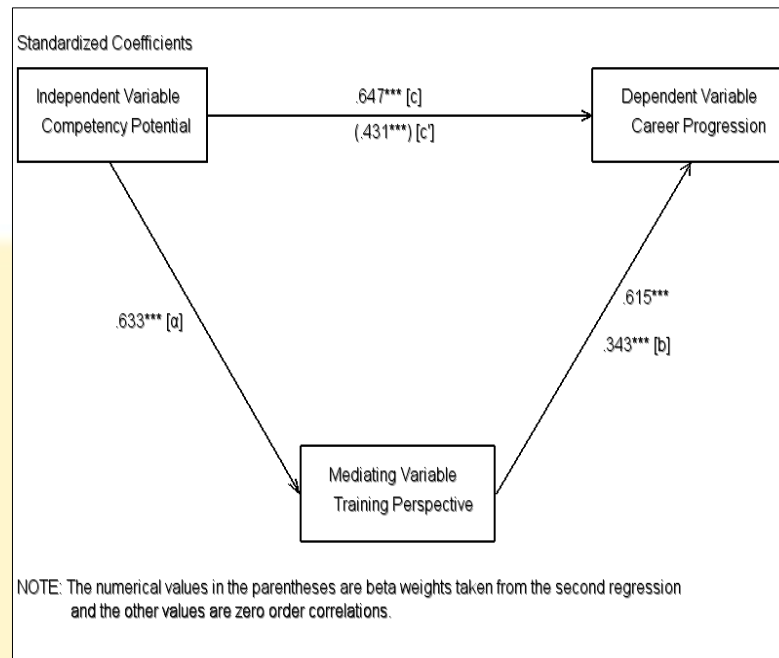


Figure 1

It was found in the results of the tabulated data that competency potential and career progression of the technical vocational trainers were significantly and positively related. This expresses that the higher the competency potential of the respondents, the higher will be their attained career progression. This finding reinforces the study of Beheshtifar and Zare (2013) [13] that career competencies of an individual are not static, they need to be renewed taking into consideration a person's career goals and plans of actions needed to achieve them, and that the organization can support their success by reinforcing competencies which focus on employees performance. The results however on the career development as one of the indicators in career progression of this study disclosed that the respondents' top response was on the support of their career advancement by the School President/Administrator on the needs of training and seminar. Also, according to the study of Majid & Sharif (2014) that career management helps the employee's capability to develop a career in the workplace, wherein it provides organizations with the ability to proactively respond to the rapidly changing organizational environments. There are many factors that can assist every employee to attain its progression and may include development of mentoring programmes, increasing the availability of part-time positions, and encouraging interested individuals to pursue higher education (Moran, Duffield, Donoghue & Stasa, 2011) [45]. Developing a trainers' career is mainly an effort of the individual according to some study and the organization may just support in case the performance of an individual is worth to be supported in their career path.

Similarly, competency potential and training perspective are significantly and positively related. This implies that the higher the competency potential of the technical vocational trainers, the higher the training perspective they attended. This finding significantly connects to the statements of Flippo (1984) [24] and Kulkani (2013) [36] that the increased in knowledge and skills of an employee or trainer for doing the task of particular job in the workplace (Su-Chin Hsieh, et al. 2012 [52], Bradford, 2007) [14] is evidenced through training or professional development. Further, the training context now-a-days is important relating to the three perspectives such as: integral formal, non-formal and informal learning systems, lifelong learning and competency-based training (Fernandez, 2013) [23].

Lastly, training perspective and career progression is significantly related also as shown in the result of the study. This reveals that the higher the training perspective resulted to a higher progression of the technical vocational trainers. In relation to this finding, the study of Jehanzeb and Bashir (2013) [31] disclosed that organizations are allocating a large amount on employees' training and development because it is perceived that human capital (Devi and Shaik, 2012) [21] are considered important asset in the organization, and that the negligence and outcome of the organization rely on the execution of an employee. In the same manner, technical vocational trainers are considered as well and as one of the relevant resources in the training institutions. The training institutions cannot sustain its existence without the trainers. Corollary to this, Devi and Shaik (2012) [21] expressed that continuous learning and updating of skills are critically important for an organization. An intensive

training pushes them to perform a better job and the outcome may progress their career within the organization that gives full support on human capital investment. Further, the main focus of any organization is to ensure that they employ, develop and keep effective and efficient personnel ( Adsule and Berad 2014)[1] for a better outcome of the organization or training institution for that matter.

Competency potential significantly predicts career progression of the technical vocational trainers. This finding in conformance with the study of De Vos & Soens (2008)[22] that a protean career attitude is a significant antecedent of career success. This means that competency is the fundamental characteristic of a person which results in effective and best execution of the job (Billett, Harteis & Gruber, 2014). Further, a trainer is someone who believes in his competence and abilities perform a job with greater satisfaction (Judge, Thoresen, Bono & Patton,2001)[33], thus she/he initiates action, gives appropriate direction to the learners and seriously takes responsibility of being a trainer. The current competencies of a trainer might any longer be the same in the future, since pressures for change are flowing with increasing force into teaching and learning within Vocational Education and Training (Clayton, Hedberg Mitchell & Paine, 2003). Further, other study viewed that employability, in the domestic and international markets, has highlighted the necessity on raising the quality of trainers and tuning their competencies to produce technically qualified workforce and the quality and scope of innovation in teaching and learning practices in Vocational Education and Training ( Mitchell,et. al, 2003 & NTTA, 2012)[44][47] guarantees progression in career. In like manner, competency potential significantly predicts training perspective. This is aligned to the result of the study of Ahmed (2011) [2]that in order to reach the professional development for trainers, vital innovations and reforms on the initial and in-service training programs should be done. In addition, the professionalism of vocational education and training teachers and trainers needs to be re-emphasized and enhanced by offering of technical support, technical consultation, advanced knowledge, specialized seminars and contributing of all training policies especially the financial cost (Guthrie, 2009 & Ahmed,2011)[27][2] by the School President/Administrator of training institution. Furthermore, Guthrie (2009) viewed that competence can be conceptualized into two broad ways: competence is a personal construct and the other one, competence in the context of an occupation and even a particular place. With this, it was suggested that balance needs to be struck between these two constructs. Also, other study said that competency can be acquired through experience of a trainer to learn and adapt regardless of training.

Lastly, training perspective significantly predicts career progression. This finding connects to the idea that training of TVET teachers should be realized, by providing real opportunity to make successful in their

career through continued education and training in order to enhance the competency of a trainer (Ahmed 2011 and Stone, 2013). By then, improvement of present job performance, its benefits may continue and help prepare the trainer for future promotions. Also, the high level of performance is supported by training (Awan & Sarfraz 2013)[5], however, people change jobs several times in a lifetime, and occupational choice is only one aspect of a broad array of career challenges to confront, as cited by Patton (2008). Likewise, the study of Musubo and Gaga (2012) [46]revealed that difficulty in attracting qualified trainers was due to poor incentive schemes and short-time pedagogical and technical further training cannot resolve the fundamental problem that special preparation for the vocational training profession misses. In order to increase the effectiveness and pedagogy of TVET instructors in the future, systems and approaches will need to include constructive learning activities and it helps connect the gap between what is taught in training and what tasks will be performed on the job according to Su-Chin, Jui-Shin and Hung-Chun ( 2012)[52]. Likewise, another study asserted (UNESCO,2014)[55] that improvements in Teacher and Instructor Training (TIT) can improve career prospects for TVET teachers, making the TVET profession more attractive and rewarding.

In summary, this study supports the theoretical framework anchored on the three theories such as: Schemata-Based Theory, Vocational Pedagogy Theory and Kurt Lewin Change Theory.

From a theoretical point of view, training has been linked to Schema Based Theory (Bartlett, 1932; Carrell & Floyd, 1989 ; Plastina, 1997). According to this theory, schemata represent the acquisition of knowledge, skills and attitudes of an individual. Billett, Klotz and Winther (2014) [15]explicated that measurement of vocational competencies includes both knowledge and action, the tasks implemented within the competence test focus on at least three competence levels. First, is on conceptual competence corresponds to factual knowledge that can be transmitted into action schemata. Second, is about procedural competence which subsumes the application of knowledge, that is, how to operate with facts, structures, knowledge nets, and their corresponding elements. The third, is interpretative competence which focuses on an interpretation of results and on decision processes.

In like manner, Vocational Pedagogy Theory states that pedagogy or the profession of teaching makes a difference, as such the art of teaching and learning vocational education lies in the mind, heart and hands of the technical vocational trainer (Long, Ibrahim and Kowang, 2013 and Lucas, 2014)[38][39] in order to meet the needs of the learners. It shows that trainers' knowledge, skills and attitude of the particular training course contributes most of the students' satisfaction (Lucas, Claxton and Webster, 2010)[40]. This is linked to Vocational pedagogy that can directly impact on the quality of teaching and learning (Lucas, 2014) which also connects to the schema-based theory on how the

teacher/trainer acquired the knowledge, skills and attitudes.

Further, this study takes into account the relevance on the Kurt Lewin Change Theory which best describes in education or training, trying to change people, to alter their knowledge, skills and relationships and work to unfreeze people from the current situation. The 3 phases of the Kurt Lewin model provide guidance on how to go about getting people to change: a trainer will implement new processes and re-assign tasks, but change will only be effective if the people involved embrace it and help putting it into practice. Also, Lewin's theory can lead to a better understanding of how changes affects the trainers if always given a continued education or learning of new knowledge and skills that can further enhance the competency of an individual and facilitate assurance for job security (Stone 2013). As described in the study of Yasin, et.al (2014), this model focuses on the characteristics of trainees work environment and its impact on learning transfer (Baldwin, et al., 2009; Blume, et al., 2010; Burke & Hutchins, 2007; Hutchins, 2009; Tziner, Fisher, Senior, & Weisberg, 2007; Velada, Caetano, Michel, Lyons, & Kavanagh, 2007). The model is important in investigating the extent of trainee's individual characteristics, work attitudes and work environment that can affect the transfer of learning (Blume, et. al 2010). The three phases of Kurt Lewin's model gives guidance on how to go about getting people to change: a school president/administrator will implement new processes and assign or re-assign tasks. The change will only be effective if the people (example the trainer) involved embrace change and help actualize the change by putting it into practice.

## 6. CONCLUSION

The respondent technical vocational trainers were found to show a very high level of competency potential, so with training perspective and career progression. Also, the results of the study validate that there is a significant relationship between competency potential and career progression of technical vocational trainers. Similarly, there is a significant relationship between competency potential and training perspective. A significant relationship between training perspective and career progression is also found in the study. Finally, the results of the study imply that training perspective significantly and partially mediate the relationship between competency potential.

## 7. RECOMMENDATIONS

Based on the results of the findings, the researchers recommend the following: First, the technical vocational trainers may continue to update their educational attainment and ensure to undertake skills industry immersion in order that the teaching delivery fits to the demands of the industry. Second, the TVIs' School President, TTIs School Administrator and Human

Resource Development Officer may strengthen their support in the Capacity Build-Up of their trainers and ensure to formulate a doable Career Development Training Plan (CDTP) with corresponding financial allocation intended solely for their TVET Trainers. For inclusion of the CDTP are the following: Re-training or skills upgrading programs, scholarship grants and industry immersion for the technical vocational trainers. Also, it is recommended that there are constant monitoring and evaluation of school administrator in the working and laboratory facilities including the appropriate set-up of competency based training (CBT) components. Third, the Technical Education and Skills Development Authority (TESDA) may consider establishing a Training Development Institutes (TDIs) with complete training facilities and human resources, and the center shall be located in Davao City as the center area for the training for TVET trainers in Davao Region. Also, the researchers recommend the improvement of the pre-service TVET trainer education, enhancing the continuing TVET trainers' development and strengthening the national certification of TVET trainers into higher levels from National Certificate Level II (NC II) to National Certificate Levels III, IV, following the Philippine TVET Trainers Qualification Level. Lastly, the researchers recommend that the technical vocational trainers, School Presidents/Administrators of the different Technical Vocational Institutions, the executive officers of the Technical Education and Skills Development Authority may give relevance on the findings of the study and may consider in adopting the recommendations of the researchers. Further research study on some variables and indicators that were not covered in this study is likewise recommended by the researchers for consideration.

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