

Empowering Farmers for Resilient in Times of Calamity

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Publication Date: 2026/07/09

Abstract: This review synthesizes existing literature on the relationship between technical certification and career mobility among vocational educators, with a focus on National Certificate II (NC II) credentials issued by TESDA and comparable international frameworks. The objective is to evaluate how certification influences employability, career progression, and institutional recognition. Literature was gathered from databases such as ERIC, ScienceDirect, and Google Scholar, covering studies published between 2015 and 2025. Findings reveal that certification enhances recruitment opportunities and teaching assignment alignment but does not consistently guarantee career advancement due to systemic undervaluation and weak policy integration. International comparisons highlight stronger recognition of vocational credentials in countries such as Singapore and Australia, underscoring gaps in Philippine practice. This synthesis contributes to understanding the disconnect between certification and career outcomes, offering insights for policy reforms and future research on aligning technical qualifications with teacher professional development.

How to Cite: Berting G. Aquino (2026) Empowering Farmers for Resilient in Times of Calamity. *International Journal of Innovative Science and Research Technology*, 11(6), 3019-3020. <https://doi.org/10.38124/ijisrt/26jun1449>

I. INTRODUCTION

➤ Background Context

Vocational education plays a critical role in preparing learners for employment and entrepreneurship. In the Philippines, TESDA's NC II credential validates technical mastery and is mandated for Technical-Vocational-Livelihood (TVL) teachers. However, questions remain about whether certification translates into tangible career mobility and recognition.

➤ Scope and Purpose

This review focuses on literature addressing the employability and career progression of vocational teachers with technical certifications. It covers studies on employability outcomes, career mobility, challenges, and policy directions. Literature outside the scope of teacher certification or unrelated to employability is excluded.

➤ Thesis Statement / Objective

The review aims to synthesize existing research on the impact of technical certification on vocational teachers' employability and career mobility, identify systemic barriers, and highlight gaps in policy and practice.

II. METHODOLOGY

Databases: ERIC, ScienceDirect, Google Scholar, Philippine E-Journals. Search terms: *NC II certification, vocational teachers, employability, career mobility, TESDA*.

➤ Selection Process

• Inclusion Criteria:

- ✓ Studies focusing on teacher certification and employability outcomes.
- ✓ Research examining career mobility or institutional recognition of credentials.
- ✓ Published between 2015–2025.

• Exclusion Criteria:

- ✓ Studies focusing solely on student employability.
- ✓ Non-teaching vocational contexts.

➤ Theme 1: Employability Outcomes

Certification enhances recruitment opportunities. Santos (2020) and Delos Reyes & Cruz (2021) found that NC II credentials improve employability under the K–12 curriculum. Escoba (2025) reinforced certification as a strong predictor of employability. However, Brown (2019) argued that

certification alone is insufficient without continuous professional development.

➤ *Theme 2: Career Mobility*

Villanueva (2021) reported faster promotions among certified teachers, while Garcia (2020) noted that career progression is hindered when institutions prioritize academic degrees over technical credentials. Internationally, Lee (2018) observed that vocational teachers with industry certifications in Southeast Asia transitioned into managerial roles, highlighting uneven recognition across contexts.

➤ *Theme 3: Challenges Faced by Certified Teachers*

Mendoza (2022) and Ramos (2021) documented challenges such as balancing teaching loads with certification requirements and limited institutional support. Smith (2019) echoed similar barriers in Australia, including lack of funding and administrative recognition.

➤ *Theme 4: Policy Directions*

TESDA (2020) introduced the Teacher Upskilling Program to integrate certification into career pathways. Cruz (2021) noted inconsistencies in policy implementation across districts. Tan (2019) highlighted Singapore's stronger integration, where certification directly influences compensation and career progression.

III. CONCLUSION AND RECOMMENDATIONS

➤ *Summary of Main Findings*

Certification enhances employability but does not consistently guarantee career mobility. Institutional undervaluation, weak industry linkages, and inconsistent policy implementation hinder the full benefits of certification.

➤ *Significance*

This synthesis highlights the disconnect between certification and career outcomes, emphasizing the need for systemic reforms to maximize the value of NC II credentials.

➤ *Future Research*

- Investigate long-term impacts of certification on teacher career trajectories.
- Explore policy frameworks that integrate certification into promotion and compensation systems.
- Examine industry-school partnerships to strengthen the relevance of certification.

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