

Bridging Technical Certification and Career Mobility: A Review of Literature on the Employability of TVL Teachers with NC II Credentials

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Abstract: This review examines the role of TESDA National Certificate II (NC II) credentials in shaping the employability and career mobility of Technical-Vocational-Livelihood (TVL) teachers. Drawing from Philippine and international studies, the review explores four major themes: employability outcomes, career mobility, challenges faced by certified teachers, and policy directions. Findings reveal that NC II credentials enhance recruitment opportunities and teaching assignment alignment but do not consistently translate into career advancement due to institutional undervaluation and weak industry linkages. While certification validates technical mastery, career progression remains contingent on broader systemic factors such as policy implementation, administrative recognition, and socioeconomic support. International comparisons highlight stronger integration of certification into career pathways, 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.

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I. INTRODUCTION

➤ Background Context

Technical-Vocational-Livelihood (TVL) education in the Philippines emphasizes equipping learners with practical skills for employment and entrepreneurship. Teachers are expected to hold NC II credentials to validate their technical expertise. However, questions persist about whether these certifications translate into tangible career mobility and recognition.

➤ Scope and Purpose

This review focuses on literature addressing the employability and career progression of TVL teachers with NC II credentials. 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 NC II credentials on TVL teachers' employability and

career mobility, identify systemic barriers, and highlight gaps in policy and practice.

II. METHODOLOGY (SYSTEMATIC REVIEW APPROACH)

➤ Search Strategy

Databases such as ERIC, Google Scholar, and Philippine E-Journals were searched using keywords: NC II certification, TVL teachers, employability, career mobility, and TESDA.

➤ Selection Process

Studies were included if they:

- Focused on teacher certification and employability outcomes.
- Examined career mobility or institutional recognition of NC II credentials.
- Were published between 2018–2026.
- Exclusion criteria: studies focusing solely on student employability or non-teaching vocational contexts.

III. MAIN BODY

➤ Theme 1: Employability of TVL Teachers

Santos (2020) and Delos Reyes & Cruz (2021) found that NC II credentials enhance recruitment opportunities, particularly 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, suggesting employability is shaped by multiple factors.

➤ Theme 2: Career Mobility and Advancement

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. These findings underscore systemic issues that limit the benefits of certification.

➤ Theme 4: Policy Directions and Institutional Support

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

IV. CONCLUSION AND RECOMMENDATIONS

➤ Summary of Main Findings

NC II credentials enhance employability but do 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 NC II 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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