Global Technologies of Vocational and Technical Education in Manila District for Effective Service Delivery in Technical Vocational Institution

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Abstract

This study examines the caregiving curriculum in public Technical Vocational Institutions (TVIs) in the Manila District using a sequential explanatory mixed-methods design. In order to find statistical relationships, the first phase collects quantitative data from administrators, instructors, and students via surveys and institutional records. A qualitative phase follows, using focus groups and semi-structured interviews with a purposive sample of stakeholders to reveal complex viewpoints and offer in-depth justifications for the quantitative results. All public TVIs in the Manila District make up the study's population, and to guarantee representativeness, a multi stage sampling strategy combining stratified random and simple random sampling is used. The results show that although the Philippine caregiving program excels in its person centered, holistic approach, emphasizing communication, emotional support, and the psychological health of the elderly, it lacks critical clinical and preventative skills. The Philippine curriculum lacks specialized, in-depth instruction in these areas, in contrast to the European model, which emphasizes proactive risk management and abuse prevention, or the U.S. model, which places an emphasis on medication management and vital sign monitoring. This implies that even though the current program is excellent at developing empathy, it needs to be improved with more technical skills in order to satisfy international standards and create a workforce that can compete successfully in the global labor market.

Keywords: caregiving, curriculum, global standards, Philippines, interventions