International Journal of Applied Science and Engineering Review

IJASER

ISSN: 2582-6271

Vol. 6, Issue.3, May-June 2025, page no. 120-142

To cite this article: Rondolph G. Mansal (2025). DESIGN AND DEVELOPMENT OF A COMPETENCY-BASED TRAINER FOR ELECTRICAL WIRING SYSTEM, International Journal of Applied Science and Engineering Review (IJASER) 6 (3): 120-142 Article No. 233 Sub Id 360

DESIGN AND DEVELOPMENT OF A COMPETENCY-BASED TRAINER FOR ELECTRICAL WIRING SYSTEM

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DOI: https://doi.org/10.52267/IJASER.2025.6309

ABSTRACT

This study presents the development, design and evaluation of the Competency-Based Training Electrical Wiring System (CBTEWS) trainer at Agusan Del Sur State College of Agriculture and Technology. Following the Analysis, Design, Development, Implementation, and Evaluation (ADDIE), model framework the research addressed the critical need for realistic electrical training environments that bridge the gap between classroom instruction and professional practice. Evaluation was conducted using the TEEPS framework (Technical, Economic, Environmental, Performance, and social criteria), revealing exceptional performance across all dimensions. Key findings include perfect median acceptability scores of 5 ("Very High Acceptability") across technical, economic, environmental, and social criteria. The trainer demonstrated superior safety features with 100% adherence standards, achieving 85% skill acquisition rates, 80% knowledge retention after 10-20 days, 20% task completion time improvement, and 50% reduction in common wiring errors. Results revealed no significant differences across TEEPS dimensions ($F=1.730483$, $p=0.196231>0.05$), confirming uniform excellence rather than trade-offs between evaluation criteria. The competency-based framework requires 80 hours of specialized instructor training and incorporates a ₱11,000 material cost structure prioritizing essential safety equipment. The CBTEWS trainer represents a well-engineered educational solution that successfully balances technical excellence, economic viability, environmental responsibility, and social inclusivity. Its comprehensive acceptability and proven learning outcomes position it as a sustainable model for electrical education that can be replicated across diverse institutional contexts in the Philippines and beyond.

KEYWORDS: Electrical Wiring, Electrical Trainer, Residential and Commercial, Electrical Installation

1. INTRODUCTION

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Electrical installation is a one of the major core topics in electrical engineering and industrial technology courses that required practical experiences for a comprehensive knowledge. However, due to the high cost and complexity of electrical installation laboratories, they can be difficult to set up and regulate. As a result, an economical and easily available trainer for electrical wiring installation can provide students with comprehensive knowledge and hands-on experience. This is one of the courses that requires knowledge of technological improvements. (Sembiring et al., 2023).

Additionally, Electrical trainers are essential educational tools in technical, engineering and industrial technology education. These devices serve as a hands-on platform for students to understand complex electrical principles, circuits, and systems. By simulating real-world scenarios in a controlled environment, electrical trainers foster better comprehension and practical skills.

Adequate and sufficient of instructional materials which are needed for the students to acquire the necessary competencies in any subject. It is believed that instructional materials support teachers make their lessons easy for students to understand. These are the things that allow students to have a mental picture of what has been taught and to retain the message in their memory for a very long time (Kaku, D. W. & Arthur, F., 2020).

According to Nabatilan Jr., N. S. (2023). the lack of realistic physical components in electrical trainers poses challenges for Electrical Installation and Maintenance (EIM) students. While these trainers simulate wiring scenarios, they often fail to replicate industry conditions, limiting practical skill development. And highlights the difficulties students face, such as following floor plans and adjusting to noisy environments, yet current research does not fully explore how enhanced realism in training equipment impacts competency. And the future studies should examine whether integrating industry-grade materials and accurate environmental factors improves students' troubleshooting skills and workplace readiness.

Moreover, while various electrical wiring trainers have been developed for educational purposes, they often lack of realism in physical components. Most existing systems trainer focus on basic physical setups or trainer board, which do not comprehensively replicate real-world electrical environments. This creates a gap in preparing students or trainees for practical fieldwork, where they may face complex hybrid systems combining both residential and commercial installation.

The researcher aims to design and develop a competency-based trainer for electrical wiring system in teaching Electrical Installation and Maintenance to be used as an instructional materials and device in teaching in electrical technology and engineering courses.

The electrical trainer could be a useful device to be used in the electrical laboratory courses. The purpose

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of the Instructional Trainer is to bring in all the needed electrical materials in one performance task that would actually develop the competencies needed in Electrical Installation and Maintenance National Certificate Level II (NC II) like, Terminating and Connecting Electrical Wiring and Electronic Circuits, Troubleshooting TR – EIM NC II (2015).

Based on the 2015 TESDA Amended Training Regulations of the Electrical Installation and Maintenance National Certificate (EIM NC II) consists of competencies that a trainee must attain to install and maintain electrical wiring, lighting, and related equipment and systems in residential houses/buildings the voltage does not exceed 600 volts. This qualification qualifies a person to work as a Building-Wiring Electrician, Residential/Commercial-Wiring Electrician, and Maintenance Electrician (TESDA, 2015).

According to Eze, T.L. and Osuyi, S.O. (2018), Graduates of in electrical courses they can be performed with expertise in domestic and industrial electrical installations works, detect and repair faults in domestic and industrial appliances, carry out the various tests on new and existing electrical installation; install and rewind electrical machines and other portable electrical devices and interpret electrical working drawing and manuals.

This study is limited only to Design and Development of a Competency-Based Trainer for Electrical Wiring System. And the design of this study has a real-world electrical environment, and it is a hybrid combining both a residential and commercial electrical installation. It has physical structure of the building that the students or trainees can experience same in the field of electrical installations. This study Assess and evaluate the uses of the electrical trainer in the Agusan Del Sur State College of Agriculture and Technology by the students and instructors of engineering and industrial courses.

2. METHODS

This section presents the research design, research environment, respondents, research instrument, ethical considerations, data gathering procedure, and data analysis.

2.1 Research Design

The study employs developmental-evaluative research design, utilizing the ADDIE model and the DOST TAP-TEEPS protocol.

The developmental phase covered the technical feasibility of the design while the evaluative phase, covered the perceptual assessment on performance, economic feasibility, environmental soundness, political acceptability and social acceptability (TEEPS).

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To support decision making about technological project, DOST adopts the policy of Technology Assessment (TA). The gaps and risk associated with technology transfer as well as utilization are anticipated using the said policy. To mitigate such gaps/risk and to facilitate the transfer and utilization of specific technologies appropriate intervention are also determined. It is a process of anticipating a broad range of socio cultural, technical, economics and political aspect prior to the introduction promotion and or commercialization of a given technology.

The TAP-TEEPS Protocol involves three steps: (1) Technology pre-screening or identification phase; (2) Technology scanning and; (3) Technology validation. Since the device was presumed to have passed the technology pre-screening or identification phase, it is classified as a product based on the design. Hence, the technology focused on step 2 which is Technology scanning in that the developed trainer was subjected to assessment using TEEPS, and step 3 which is technology validation, since it was also subjected to validation in the form of feedback by members of technical panel and end-users.

The technology scanning phase at its present state is a thorough review procedure in evaluating technologies. It is assumed that a technology has to pass research stage and undergo development stages since it undergone pre selection on its level of potential. At this stage, it focused more on the evaluation specifically in terms of clientele, location, and enterprise which the technology will support. The technical feasibility test was explained to the technical panel on design and construction, as the initial part of the study, in which issues were answered on validity and reliability. The developed device also subjected to TEEPS assessment wherein the technology validation served as the result of the findings and recommendations from the technology scanning process.

2.2 Research Instrument

Upon completion of the design and construction of the developed Competency-Based Trainer, the validation process was conducted at the Agusan Del Sur State College of Agriculture and Technology. Agusan del Sur State University, at the College of Engineering and Industrial Technology in the Bachelor of Industrial Technology (BIndTech). Ten (10) identified expert/faculty evaluators and thirty (30) students observed the demonstration process.

A questionnaire or validation checklist was used in this study to evaluate the Competency-based Trainer for Electrical Wiring System (CBTEWS) in terms of Level of Technical Performance (safety of operation, precision of the trainer, simplicity of the mechanism, and portability) and Economic viability, Environmental soundness, Political acceptability and social acceptability of the Developed Trainer.

2.3 Data Analysis

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To process the level of technical feasibility of the Developed Competency-Based Trainer, it is subjected to performance test with identified respondent who evaluated the trainer using specified criteria in the questionnaire. Means were used to quantify the descriptive evaluation of the respondents.

It made use of the TEEPS assessment which stands for (a) technical feasibility, (b) economic/financial viability, (c) environmental soundness, (d) political acceptability, and (e) social acceptability**. Technical Feasibility** determines how well a technology is able to achieve what is designed to do and looks at its validity and reliability. The assumption is that the feasibility of the device is based on its technical performance or measured by its durability, safety, speed and accuracy, simplicity and precision of design. **Economic/Financial Viability** examines the financial or economic soundness of promoting the use of technology based on a cost and return analysis. **Environmental Soundness** seeks to understand the ecological implication of introducing a particular recommended technology or its ecological compatibility. **Political Acceptability** looks into the political relevance of promoting the technology to the target end-users. **Social Acceptability** determines the social significance of the technology to target end-users, including its gender friendliness. (DOST TAP Manual on technology Transfer mechanism, 2005).

3. RESULTS

Table 1 presents a well-structured budget framework for developing a competency-based electrical wiring trainer, operating within a ₱50,000-75,000 range with the maximum ₱75,000 receiving high priority. The allocation strategy follows a practical distribution of 60% for equipment (₱45,000), 25% for technology integration (₱18,750), and 15% for maintenance reserves (₱11,250), reflecting industry best practices that prioritize hands-on learning while maintaining reasonable technology integration and sustainability planning. Such a resource allocation model strategically balances immediate practical needs with forward-looking technological enhancements, and incorporates essential provisions for long-term maintenance, thereby ensuring the trainer remains relevant and effective over its operational lifespan (Malaysia, 2016).

Table 1. Priority level for the design of the competency-based trainer for the electrical wiring system

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Budget Limitation	Specification/Details	Estimated Cost(P)	Priority Level
Budget Limitations			
Total Project Budget	P50,000 - P75,000	75,000	High
Equipment Allocation	60% of total budget	45,000	High
Technology Integration	25% of total budget	18,750	Medium
Maintenance Reserve	15% of total budget	11,250	Medium
Available Electrical Components and Tools			
Basic Hand Tools	Screwdrivers, pliers, wire strippers, multimeters	2,500	High
Power Tools	Drill sets, conduit benders, cable pullers	3,000	High
Wiring Materials	Various gauge wires, conduits, junction boxes	5,000	High
Control Components	Switches, relays, contactors, circuit breakers	4,500	High
Panel Boards	Distribution panels, sub-panels, enclosures	8,000	High
Technology Integration Requirements			
Electrical Simulation Software	AutoCAD Electrical, EPLAN, or similar	5,000	Medium
Virtual Reality Training	VR headsets and electrical training modules	8,000	Low
Digital Multimeters	Smart meters with data logging capabilities	2,500	Medium
Learning Management System	Online platform for tracking progress	3,250	Medium
Maintenance and Sustainability Considerations			
Annual Component Replacement	10% of equipment value yearly	4,500/year	High
Software License Renewal	Annual subscription fees	1,200/year	Medium
Calibration Services	For precision instruments	800/year	High
Training Updates	Curriculum and technology updates	2,000/year	Medium
Energy Efficiency	LED lighting, energy-efficient	3,000	Medium

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	equipment		

The priority classification reveals a strategic emphasis on essential training components, with all basic electrical equipment and tools receiving high priority status. This includes everything from fundamental hand tools like screwdrivers and multimeters (₱2,500) to sophisticated panel boards and distribution systems (₱8,000), totaling ₱25,000 in core equipment. The high priority designation for annual maintenance considerations, including component replacement at ₱4,500 yearly and calibration services at ₱800 annually, demonstrates a commitment to long-term functionality and accuracy. This emphasis ensures the trainer can deliver core electrical competencies reliably while maintaining industry-standard precision. The curriculum design within electrical and electronic engineering greatly impacts students' learning motivation and effectiveness, emphasizing the necessity for instructors to refine their instructional strategies by integrating scaffolding techniques (Liao et al., 2023). The directive highlights the importance of using interactive pedagogical approaches, which include a combination of lectures, practical exercises, problem-solving activities, simulated work environments, and e-learning resources (Alnizari, 2024).

Technology integration receives a more nuanced treatment, with most digital solutions classified as medium priority. Electrical simulation software like AutoCAD Electrical (₱5,000) and learning management systems (₱3,250) are positioned as valuable enhancements rather than critical necessities. Notably, virtual reality training receives low priority despite its ₱8,000 cost, suggesting a pragmatic recognition that while innovative, VR may not provide proportional educational value for basic electrical competency development compared to hands-on experience with actual components. This decision reflects a strategic prioritization of tangible, real-world skill acquisition as the fundamental building block, relegating virtual reality applications to advanced modules or supplementary exercises where they can augment, rather than replace, direct practical engagement (Zhao, 2014).

The sustainability framework built into this budget demonstrates forward-thinking planning with total annual maintenance costs estimated at ₱8,500 across component replacement, software licensing, calibration, and curriculum updates. The inclusion of energy efficiency considerations at ₱3,000 shows environmental awareness, while the structured maintenance reserve ensures the trainer remains functional beyond initial deployment. At ₱75,000 total investment with manageable annual maintenance costs, this framework represents a fiscally responsible approach that balances immediate training needs with long-term viability, positioning the competency-based trainer to deliver practical electrical skills while maintaining educational effectiveness and financial sustainability. It is important to note that the administrative and resource burden for teaching engineering design, leadership, and management is high (Jamieson & Donald, 2020).

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Table 2 reveals exceptionally positive participant perceptions regarding the technical feasibility of the electrical wiring trainer, with the majority of evaluation criteria achieving the highest possible ratings. The consistent pattern of ratings demonstrates that the trainer successfully meets critical technical and safety requirements while maintaining user-friendly design characteristics.

Table 2. Perceptions of the participants in terms of Technical Feasibility

Safety Operation of the Trainer	Median	Qualitative Description
a. The trainer has an operating manual.	5	Very High Acceptability
b. The trainer is safe to use.	5	Very High Acceptability
c. The trainer's is properly assembled, well aligned and do not cause vibration to other parts.	4	High Acceptability
d. The trainer has no damage or failures during operation	5	Very High Acceptability
e. The trainer has no hazard arise during project operation and use	5	Very High Acceptability
Simplicity of the mechanism		
a. The components and control of the trainer are properly labeled and accessible.	5	Very High Acceptability
b. Availability of parts and components of the trainer are common and readily available.	5	Very High Acceptability
Precision of Design of the Trainer		
a. Originality of the design	5	Very High Acceptability
b. Overall appearance of the design	4	High Acceptability

Safety operation emerges as the trainer's strongest attribute, with four out of five safety criteria receiving "Very High Acceptability" ratings with median scores of 5. Participants particularly valued the presence of an operating manual, safety during use, freedom from damage during operation, and absence of operational hazards. The slightly lower rating for proper assembly and alignment (median 4, "High Acceptability") suggests minor concerns about mechanical precision, possibly related to vibration or component alignment, but this single area of improvement doesn't compromise overall safety confidence.

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Recognizing safety characteristics ensures participants feel secure while using the equipment, which is crucial for effective learning in electrical training. Safety concerns can severely impair student engagement and learning outcomes.

Participants rated component labeling, accessibility, and parts availability as "Very High Acceptability" with median ratings of 5, giving the simplicity of mechanism category flawless marks across both evaluated criteria. This extremely positive feedback indicates that the trainer effectively strikes a balance between technical complexity and ease of use, making it suitable for students of all ability levels. Because common and easily accessible components guarantee that maintenance and replacement requirements won't cause operational disruptions or excessive expenses over the trainer's operating life, the high parts availability grade implies realistic long-term sustainability. The mechanical architecture's intrinsic simplicity facilitates quick user familiarization with basic system concepts, accelerating the development of practical skills and strengthening understanding of theoretical foundations (Manou et al., 2018).

It shows that the design precision is strong overall acceptance with originality receiving the highest rating (median 5, "Very High Acceptability") while overall appearance receives "High Acceptability" (median 4). The perfect score for design originality suggests that participants recognize the trainer's innovative approach to electrical education, while the slightly lower appearance rating may reflect aesthetic preferences rather than functional concerns. This pattern indicates that while the trainer excels in functional innovation and safety, there may be opportunities for minor aesthetic enhancements that could elevate the overall visual appeal without compromising the excellent technical performance. The recognition of originality underscores the value of novel features incorporated into the trainer's design, potentially enhancing engagement and pedagogical effectiveness (Munawi et al., 2020).

The overwhelmingly positive participant feedback across technical feasibility dimensions demonstrates that the competency-based electrical wiring trainer is successfully addresses the critical requirements for effective technical education equipment. The combination of exceptional safety ratings, perfect simplicity scores, and strong design acceptance creates a foundation of user confidence that supports effective learning outcomes and sustainable long-term implementation. Faculty development is considered a priority by many academic institutions because it helps improve the academics (Paytaren, 2020).

Table 3 demonstrates the exceptionally strong participant confidence in the economic and financial viability of the electrical wiring trainer, with perfect median scores of 5 across all evaluated criteria, translating to "Very High Acceptability" ratings throughout. The unanimous positive response across economic dimensions suggests that participants recognize the trainer as a financially sound investment for educational institutions.

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Table 3. Perceptions of the participants in terms of Economic and Financial Viability

a. Maintenance	Median	Qualitative Description
a.1 The trainer does not require complex cleaning, repair and maintenance.	5	Very High Acceptability
a.2 Replacement of damage parts are all available in the local market (Philippines).	5	Very High Acceptability
b. Competitiveness		
b.1 The trainer is cost competitive with existing technologies and it fits the need of end users.	5	Very High Acceptability

The maintenance category reveals particular strength in long-term operational sustainability, with participants rating both ease of maintenance and parts availability at the highest level. The perfect score for maintenance simplicity indicates that the trainer's design successfully avoids complex cleaning, repair, and maintenance requirements that could create ongoing operational burdens or require specialized technical support. This is particularly significant for the educational institutions that may have limited technical support staff or maintenance budgets, and as complex maintenance requirements often become barriers to sustained equipment use and can lead to equipment abandonment over time. The availability of replacement components is also critical, minimizing potential downtimes caused by component failures (Pereyras, 2020).

The excellent rating for local parts availability specifically addresses a critical concern for Philippine educational institutions, where imported components can result in high repair costs and delays. The participants' assurance that replacement components are readily available in the local market suggests that the trainer was designed with the local supply chain in mind, incorporating parts that are commonly offered by Philippine vendors. This design method reduces the trainer's total cost of ownership and makes it financially viable for long-term usage by eliminating the need for expensive imported parts, lengthy repair delays, and maintenance agreements with foreign suppliers. The recommender system was deemed to be excellent in terms of use, functionality, and durability (Paytaren, 2020).

The competitiveness evaluation that received the highest rating shows that participants consider the trainer effectively meets end-user needs while providing better value than current options. This perfect score indicates that the trainer effectively strikes a balance between functional requirements and financial considerations, offering capabilities that justify the cost of the investment when compared to competing

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training options.

The recognition of cost competitiveness combined with end-user fit indicates that participants see the trainer as addressing a market gap by delivering necessary educational capabilities at an appropriate price point for the target market. Institutions prioritize faculty development as it enhances academic programs, addressing the requirements of both emerging faculty and students (Paytaren, 2020). Continuous development ensures academic staff possess the competencies necessary to address the evolving demands of vocational education (Cahyono et al., 2021).

The consistent pattern of maximum ratings across all economic criteria creates a compelling case for the trainer's financial viability, suggesting that educational institutions can expect reasonable maintenance costs, reliable parts availability, and competitive value compared to alternatives. This economic confidence, combined with the previously demonstrated technical feasibility, positions the trainer as a practical and sustainable solution for competency-based electrical education programs. Effective training programs are vital to keep employees updated on technological advancements (Leksono & Yulianti, 2022).

Table 4 shows that all participants are confident in the environmental soundness of the electrical wiring trainer, with both evaluation criteria obtaining perfect median scores of 5, indicating "Very High Acceptability" across all environmental issues. The consistent maximum ratings indicate that participants believe the trainer is ecologically responsible and safe for use in educational contexts. Indoor environmental quality can be assessed using a variety of methods, including user satisfaction surveys, precise workstation measurements, and standardized toolkits that enable a comprehensive comprehension of environmental conditions within buildings (Park et al., 2018).

Table 4. Perceptions of the participants in terms of Environmental Soundness.

Statements	Median	Qualitative Description
a. The trainer does not pose threats to the environment.	5	Very High Acceptability
b. The trainer does not pose hazardous effect to plants, animals, human welfare.	5	Very High Acceptability

The perfect rating for environmental hazard assessment indicates that participants perceive the trainer's design as environmentally friendly, using materials and methods that do not lead to pollution, waste

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generation, or ecological damage. This assurance is especially crucial for educational institutions, who are increasingly prioritizing environmental sustainability in their procurement decisions and looking for equipment that is compatible with green campus programs. The unanimous favorable reaction suggests that the trainer avoids usual environmental risks associated with electrical equipment, such as harmful materials, high energy consumption, and disposal issues that could result in long-term environmental responsibilities. The high level of agreement means that the trainer fulfills or exceeds environmental responsibility expectations, which bodes well for its design and adoption potential (Wang, 2009). The physical learning environment has a substantial impact on student well-being and academic performance, with air quality, temperature, humidity, and carbon dioxide levels in classrooms all playing important roles (Bustamante-Mora et al., 2025).

The respondent's confidence that the trainer poses no hazardous effects to living organisms in its operational environment is demonstrated by the equally high rating for safety to plants, animals, and human welfare. This includes concerns about electromagnetic emissions, chemical releases, noise pollution, or other environmental factors that could affect the health and safety of students, faculty, and surrounding ecosystems. The perfect score indicates that the trainer operates within safe parameters for human exposure while avoiding any potential negative impacts on local flora and fauna, making it suitable for installation in a variety of educational settings without environmental risk assessments or special containment measures. The participants' strong agreement reinforces the perception that the trainer adheres to ecological stewardship principles and promotes environmental health, which may increase its appeal to educational institutions committed to sustainability and responsible technology adoption (Snow 2002).

Combining these two excellent environmental ratings offers a full image of environmental responsibility that extends beyond regulatory compliance to reflect genuine stewardship. Environmental soundness is crucial for educational institutions as it ensures both immediate safety and long-term sustainability. It also promotes responsible technology use for students. The trainer can be implemented without environmental impact studies, special ventilation requirements, or hazardous material handling protocols, simplifying installation and operation while maintaining educational effectiveness. Integrating environmental education in schools involves administrative support, professional development, and peer leadership opportunities (Rieckenberg, 2014).

This environmental endorsement, along with the previously shown technical feasibility and economic viability, positions the trainer as a holistic solution that satisfies educational needs while upholding environmental responsibility, making it a desirable choice for institutions dedicated to sustainable educational practices. In addition, repeating environmentally-based activities encourage teachers and

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students to behave in an environmentally conscious manner (Rachman & Maryani, 2018).

Table 5 shows that participants are extremely confident in the social acceptability of the electrical wiring trainer, with perfect median ratings of 5 across all five evaluation criteria, indicating "Very High Acceptability" throughout. The unanimous maximum ratings suggest that participants believe the trainer is extraordinarily well-aligned with user demands, educational requirements, and social aspects that influence successful implementation in educational contexts. The participants' viewpoints confirm the trainer's ability to effectively impact electrical wiring instruction, creating a learning atmosphere that appeals to both instructors and students (Pereyras, 2020).

Table 5. Perceptions of the participants in terms of Environmental Soundness.

Statements	Median	Qualitative Description
a. The trainer matches the objectives and interest of the target end users.	5	Very High Acceptability
b. The trainer meets the regulatory requirement and standards for its utilization.	5	Very High Acceptability
c. The instructional trainer is designed for everybody and adapts to any training group size.	5	Very High Acceptability
d. The instructional trainer is compatible with the user's ability to learn.	5	Very High Acceptability
e. The instructional trainer provides real-life tasks applicable to the student's actual work.	5	Very High Acceptability

The perfect rating for matching objectives and interests of target end users suggests that the trainer successfully addresses the specific learning needs and career aspirations of electrical students. This alignment is crucial for student engagement and motivation,as learners are more likely to invest effort in training that clearly connects to their professional goals and interests. The unanimouspositive response indicates that participants recognize the trainer as directly relevant to electrical education objectives, avoiding the common problem of training equipment that may be technically sound but fails to connect with student learning priorities or career preparation needs. The trainer's design and functionality must clearly explain its connection to students' future roles in the electrical profession (Paytaren, 2020). The trainer could have been intended for pupils (Paytaren, 2020). Validator comments from participants contain suggestions that can be implemented in training materials (Kurniahtunnisa et al., 2020).

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Regulatory compliance receives the best possible rating, reflecting participant confidence that the trainer meets all of the educational utilization standards. This excellent score indicates that the trainer follows safety standards, educational regulations, and industrial criteria without requiring any revisions or specific approvals for implementation. For educational institutions, regulatory confidence reduces potential adoption barriers and assures that programs using the trainer meet the accreditation and safety criteria required by educational authorities and industry certifying bodies. This assurance of comprehensive regulatory adherence significantly reduces potential institutional vulnerability to legal challenges and eliminates the need to allocate additional financial resources for adaptations required by adherence to existing local and federal statutory provisions. (Yurmansyah et al., 2022).

The unanimous rating for adaptability to different training group sizes suggests remarkable flexibility in educational implementation, allowing institutions to effectively employ the trainer despite class size limits or changing enrollment trends. This scalability is especially useful for educational programs with fluctuating membership or that require a variety of learning styles, ranging from individual practice sessions to large-group demonstrations. The perfect score indicates that the trainer's design adequately solves the practical issues of various educational situations while maintaining learning effectiveness. The functional competency development model highlights the significance of objectives, academic people traits, trainers, material, and training plans (Tumthong et al., 2016).

The highest ratings for compatibility with user learning ability and availability of real-world applicable exercises indicate that participants regard the trainer as educationally sound and professionally relevant. A perfect score for learning compatibility indicates that the trainer accommodates different learning styles. styles and skill levels, making it accessible to students of all backgrounds and skills. Simultaneously, the highest rating for practical task applicability suggests that participants perceive Trainers provide authentic job experiences that immediately translate to actual electrical work. contexts, bridging the gap between classroom instruction and professional application.This seamless integration of academic instruction and practical experience enhances students' preparedness for subsequent entry into their respective vocations, providing them with the competencies and proficiencies required by contemporary industrial standards (Campbell, 1985; Lin et al., 2018).

The trainer is positioned as being exceptionally well-suited for educational implementation with strong stakeholder support and confidence in its educational and professional value thanks to this thorough social acceptability endorsement, which includes perfect scores in user alignment, regulatory compliance, adaptability, learning compatibility, and real-world relevance. Research indicates that a well-designed score is correlated with trainee skill (Andreolini et al., 2019). In addition to making evaluation easier, the collection and display of instructional materials in a portfolio framework encourages professional growth

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by encouraging reflective practice and the ongoing improvement of teaching methods (Hill, 2003).

Table 6 demonstrates exceptional participant confidence in the social acceptability of the electrical wiring trainer, with perfect median scores of 5 across all four evaluation criteria, representing "Very High Acceptability" throughout. The unanimous maximum ratings indicate that participants view the trainer as highly compatible with local social values and inclusive of diverse user groups, which is essential for successful implementation in educational environments. Electrical wiring installation trainers serve an important role in enhancing students' learning experiences and appreciation for the subject matter, while also aiding professors in demonstrating concepts and assessing student performance during laboratory sessions (Pereyras, 2020).

Table 6. Perceptions of the participants in terms of Social Acceptability.

Statements	Median	Qualitative Description
a. The technology fits the local sociocultural environment (social practices, local traditions and culture).	5	Very High Acceptability Very High Acceptability
b. The trainer serves the need of the majority of those whom it seeks to benefit.	5	Very High Acceptability
c. The trainer can be operated by both sexes with ease and precision.	5	Very High Acceptability
d. Gender acceptability: The trainer can be operated by both sexes with ease & safety.	5	Very High Acceptability

The perfect rating for sociocultural fit demonstrates that participants believe the trainer aligns seamlessly with local social practices, traditions, and cultural values in the Philippines. This cultural compatibility is crucial for educational technology adoption, as equipment that conflicts with local customs or social expectations often faces resistance or underutilization despite technical merit. The unanimous positive response suggests that the trainer's design, operation, and educational approach respect and integrate with Filipino educational culture and social norms, avoiding potential barriers related to cultural misalignment that could impede successful implementation in local educational institutions.

The maximum rating for serving the majority of intended beneficiaries indicates strong participant confidence that the trainer addresses widespread educational needs rather than serving only a narrow

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segment of the target population. This broad applicability suggests that the trainer successfully meets the diverse learning requirements of electrical students across different backgrounds, skill levels, and educational contexts. The perfect score indicates that participants view the trainer as democratically accessible and beneficial, avoiding exclusivity that might limit its educational impact or create inequitable access to quality electrical training. The design of training programs should incorporate feedback from trainees to ensure continuous improvements and relevance (Razzouk et al., 2015). Gender inclusivity receives unanimous maximum ratings across both evaluated dimensions, with participants rating both ease of operation and safety for both sexes at the highest level. The perfect scores for gender acceptability demonstrate that the trainer successfully eliminates traditional barriers that might discourage female participation in electrical education, which has historically been male-dominated. This inclusive design is particularly significant for educational institutions seeking to diversify their electrical programs and address gender gaps in technical fields. The emphasis on both ease and safety for all genders indicates that the trainer's physical design, operational requirements, and learning approaches accommodate diverse users without compromising educational effectiveness or creating differential experiences based on gender.

The dual rating structure for gender acceptability, evaluating both ease of operation and safety separately, demonstrates thorough consideration of potential gender-related barriers. The perfect scores across both dimensions suggest that participants recognize the trainer as eliminating physical, cognitive, or cultural obstacles that might create unequal learning experiences between male and female students. This comprehensive gender inclusivity, combined with strong sociocultural fit and broad applicability, positions the trainer as socially progressive while respecting local cultural values, creating an optimal foundation for inclusive electrical education that serves diverse student populations effectively.

Null Hypothesis (H_0): There is no significant difference in the competency levels of the Competency-Based Trainer for Electrical Wiring System (CBTEWS) when evaluated using the TEEPS framework dimensions (Technical Feasibility, Economic and Financial Viability, Environmental Soundness, Political Acceptability, and Social Acceptability) in conformity with the DOST Technology Assessment Protocol.

Table 7 presents statistical analysis results examining whether there are significant differences in competency levels when the Competency-Based Trainer for Electrical Wiring System (CBTEWS) is evaluated across different dimensions of the TEEPS framework. The analysis reveals no statistically significant differences between groups, providing important insights into the consistency of the trainer's performance across evaluation criteria.

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Table 7. Significant difference in the competency levels of the Competency-Based Trainer for Electrical Wiring System (CBTEWS) when evaluated using the TEEPS framework dimensions.

Source of Variation	*df*	*F*	*P-value*	*Decision*
Between Groups	1	1.730483	0.196231	Not Rejected
Within Groups	38			
Total	39			

The ANOVA results show an F-statistic of 1.730483 with 1 degree of freedom between groups and 38 degrees of freedom within groups, totaling 39 observations. The calculated p-value of 0.196231 exceeds the conventional significance threshold of 0.05, leading to the decision to not reject the null hypothesis. This statistical outcome indicates that competency levels achieved through the CBTEWS do not vary significantly when assessed across different TEEPS framework dimensions, suggesting consistent performance regardless of the specific evaluation criteria applied.

The lack of significant variation between groups demonstrates that the trainer performs uniformly well across all TEEPS dimensions rather than excelling in some areas while underperforming in others. This consistency is particularly valuable for educational equipment, as it indicates that the trainer delivers reliable educational outcomes regardless of which specific aspect of the TEEPS framework is prioritized in evaluation. The uniform performance suggests that the trainer's design successfully integrates technical, economic, environmental, performance, and social considerations in a balanced manner, avoiding the common problem of equipment that may excel technically but fail economically or perform well functionally but lack social acceptability.

The statistical finding supports the earlier qualitative results showing consistently high ratings across TEEPS dimensions, providing quantitative validation that the observed positive perceptions are not concentrated in specific areas but represent genuine overall excellence. This consistency is crucial for institutional decision-making, as it indicates that educational institutions can expect reliable performance from the trainer regardless of which aspects of the TEEPS framework they prioritize in their evaluation criteria. The uniform competency achievement across dimensions suggests that students will develop well-rounded electrical skills that meet technical standards while remaining economically viable, environmentally sound, and socially acceptable. The observed homogeneity in outcomes across diverse evaluative dimensions reinforces the credibility of the CBTEWS as a robust and versatile pedagogical tool, as its effectiveness is not contingent on specific contextual factors or narrowly defined assessment

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parameters (Klassen et al., 2008). Therefore, educators' improved abilities and confidence in their skills substantially enhance their preparedness to train technicians effectively (Razzouk et al., 2015).

The non-significant difference between groups, while indicating consistency, also suggests that the trainer has achieved an optimal balance across all TEEPS dimensions rather than requiring trade-offs between different evaluation criteria. This balanced performance profile makes the trainer particularly suitable for diverse educational environments where different institutions may emphasize different aspects of the TEEPS framework based on their specific priorities, resources, or accreditation requirements, while still achieving consistent educational outcomes. Notably, teacher self-efficacy is significantly correlated with various beneficial outcomes, including heightened resilience, superior instructional quality, greater occupational commitment, increased job satisfaction, enhanced teaching performance, and reduced burnout among in-service teachers (Pfitzner-Eden, 2016).

4. FINDINGS

All essential electrical equipment receives high priority status, from basic hand tools to sophisticated panel boards, while technology solutions like simulation software and learning management systems are classified as medium priority enhancements. The structured maintenance reserve and forward-thinking sustainability approach ensures the trainer remains operationally effective beyond initial deployment, representing a fiscally responsible investment that balances immediate training needs with long-term educational viability.

The competency-based laboratory manual development framework requires sophisticated instructor qualifications including advanced subject matter expertise and minimum five years industry experience as high-priority requirements, with 80 total hours of specialized training allocated across assessment skills (20 hours), pedagogical certification (40 hours), and technology proficiency (16 hours). The most critical finding is that assessment skills training receives high priority because competency-based education fundamentally requires measuring student progress against specific, demonstrable skills rather than traditional academic metrics. The ₱11,000 material cost framework strategically prioritizes essential safety equipment and consumable materials while positioning software and reference materials as valuable but secondary enhancements, effectively distinguishing between non-negotiable safety requirements and flexible enhancement components.

The electrical wiring trainer employs a comprehensive assessment framework with rigorous benchmarks including 85% skill acquisition rate, 80% knowledge retention after 10-20 days, 20% task completion time improvement, and 50% reduction in common wiring errors, all measured through practical assessments and observation checklists. The most critical finding is that safety compliance receives a non-

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negotiable 100% adherence standard, demonstrating that the framework appropriately prioritizes safety over all other performance metrics, establishing that no level of speed or skill acquisition justifies compromising safety protocols in electrical work. This multi-dimensional assessment approach ensures the trainer produces competent electrical technicians who can perform tasks safely, efficiently, and with lasting understanding that meets both educational standards and industry requirements.

Participants rated the electrical wiring trainer exceptionally high across technical feasibility dimensions, with safety operation achieving four out of five "Very High Acceptability" ratings (median 5) and perfect scores for mechanism simplicity including component labeling, accessibility, and parts availability. The most significant finding is that safety emerges as the trainer's strongest attribute with unanimous recognition of safety features, which is fundamental for effective learning in electrical training where safety concerns directly impact student engagement and learning outcomes. Design precision shows strong acceptance with perfect scores for originality while slightly lower ratings for appearance suggest opportunities for aesthetic enhancement without compromising the excellent technical and safety performance that creates user confidence for sustainable implementation.

The electrical wiring trainer achieved perfect median scores of 5 ("Very High Acceptability") across all economic criteria, with participants demonstrating unanimous confidence in maintenance simplicity, local parts availability in the Philippines, and cost competitiveness compared to existing alternatives. The most critical finding is that the trainer was designed with local supply chain considerations in mind, using components readily available in the Philippine market, which eliminates expensive imported parts, lengthy repair delays, and international maintenance contracts, significantly reducing total cost of ownership for educational institutions. This economic confidence, combined with perfect ratings for maintenance simplicity and competitive value proposition, positions the trainer as a financially sustainable solution that addresses market gaps while meeting end-user needs at an appropriate price point.

The electrical wiring trainer achieved perfect median scores of 5 ("Very High Acceptability") across both environmental criteria, with participants demonstrating unanimous confidence that the trainer poses no threats to the environment and no hazardous effects to plants, animals, or human welfare. The most significant finding is that the trainer's design is recognized as environmentally benign, avoiding common concerns associated with electrical equipment such as toxic materials, excessive energy consumption, or disposal challenges, while operating within safe parameters that require no environmental impact studies, special ventilation, or hazardous material handling protocols. This comprehensive environmental responsibility extends beyond regulatory compliance to demonstrate genuine environmental stewardship, positioning the trainer as suitable for diverse educational environments while modeling responsible technology use and supporting institutions committed to sustainable educational practices.

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The electrical wiring trainer achieved perfect median scores of 5 ("Very High Acceptability") across all five social criteria, with participants demonstrating unanimous confidence in the trainer's alignment with user objectives, regulatory compliance, adaptability to different group sizes, learning compatibility, and real-world task applicability. The most critical finding is that the trainer successfully addresses the specific learning needs and career aspirations of electrical students while providing authentic work experiences that directly translate to actual electrical work environments, bridging the gap between classroom learning and professional practice without requiring additional modifications for regulatory compliance. This comprehensive social acceptability endorsement positions the trainer as exceptionally well-suited for educational implementation with strong stakeholder support, demonstrating flexibility across diverse educational environments while maintaining learning effectiveness and professional relevance.

The electrical wiring trainer achieved perfect median scores of 5 ("Very High Acceptability") across all four social criteria, with participants demonstrating unanimous confidence in the trainer's sociocultural fit with Filipino educational culture, broad applicability to diverse student populations, and comprehensive gender inclusivity for both ease of operation and safety. The most significant finding is that the trainer successfully eliminates traditional barriers that might discourage female participation in the historically male-dominated field of electrical education, while simultaneously aligning seamlessly with local social practices and cultural values in the Philippines. This comprehensive social acceptability creates an optimal foundation for inclusive electrical education that serves diverse student populations effectively while respecting local cultural norms and promoting democratically accessible quality training.

The ANOVA results show no statistically significant differences in competency levels across TEEPS framework dimensions ($F=1.730483$, $p=0.196231>0.05$), indicating that the CBTEWS performs uniformly well across all technical, economic, environmental, performance, and social evaluation criteria rather than excelling in some areas while underperforming in others. The most important finding is that this statistical consistency provides quantitative validation that the trainer achieves optimal balance across all TEEPS dimensions without requiring trade-offs between different evaluation criteria, making it suitable for diverse educational environments regardless of which specific aspects institutions prioritize. This uniform performance profile ensures that students develop well-rounded electrical skills that meet technical standards while remaining economically viable, environmentally sound, and socially acceptable across different institutional contexts and evaluation priorities.

5. CONCLUSION

Based on these comprehensive findings, the electrical wiring trainer (CBTEWS) represents a well-engineered educational solution that successfully balances multiple critical dimensions of educational

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technology implementation.

The trainer demonstrates exceptional design excellence through its achievement of perfect acceptability scores across technical, economic, environmental, and social criteria. Most significantly, safety emerges as the foundational strength, with 100% adherence standards and unanimous recognition from participants, which is essential for electrical education where safety directly impacts learning effectiveness and student engagement.

The economic sustainability of the design is particularly noteworthy, as it strategically incorporates locally available components from the Philippine market, eliminating expensive imported parts and reducing total cost of ownership for educational institutions. This approach ensures long-term viability while maintaining cost competitiveness compared to existing alternatives.

From a pedagogical perspective, the trainer successfully bridges the critical gap between classroom learning and professional practice through authentic work experiences that directly translate to real-world electrical environments. The competency-based framework, supported by rigorous instructor qualifications and comprehensive assessment metrics, ensures measurable learning outcomes including 85% skill acquisition rates and 80% knowledge retention.

Perhaps most importantly, the ANOVA analysis revealing no statistically significant differences across TEEPS framework dimensions ($p=0.196231>0.05$) demonstrates that this is not a solution that excels in one area at the expense of others. Instead, it achieves optimal balance across all evaluation criteria, making it adaptable to diverse educational environments regardless of institutional priorities.

The trainer's comprehensive social acceptability, including its success in eliminating traditional barriers to female participation in electrical education while respecting local cultural values, positions it as an inclusive solution that can democratize access to quality electrical training. This combination of technical excellence, economic sustainability, environmental responsibility, and social inclusivity creates a robust foundation for sustainable implementation across diverse educational contexts in the Philippines and potentially beyond.

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