

Status of Implementation of Technical-Vocational-Livelihood (TVL) Track in Secondary Schools in the District of Botolan

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Abstract

The study's objective was to evaluate the Technical-Vocational-Livelihood (TVL) Track's implementation in secondary schools in the Botolan District. Also, the purpose of this study is to guide school implementers to successfully implement the program despite the difficulties. Six school heads and 75 teachers participated in the survey. The primary data collection tool for the study was a survey questionnaire, which was employed in a descriptive research design. The researcher used descriptive and inferential statistics throughout the computation, analysis, and interpretation of the data. According to the findings, the technical-vocational-livelihood (TVL) track was well implemented in terms of the following aspects: facilities and equipment, industry preparedness/partnership, the workplace/learning environment, instruction, and imposition as perceived by teachers and school heads. However, there was a considerable discrepancy in teachers' and administrators' opinions of the extent to which the Technical-Vocational-Livelihood (TVL) Track was implemented. The findings indicate that school heads and teachers have different viewpoints on how the TVL Track in Botolan District is being implemented regarding the aforementioned aspects. The importance of response evaluation in implementing the Senior High School TVL Track is discussed in the study. To validate the results and improve their generalizability, the researcher proposes that a similar study may be conducted with a larger sample size of respondents from different geographical areas.

Keywords: *Assessment, Implementation, Imposition, Senior High School Technical-Vocational-Livelihood Track*

Introduction

The Technical-Vocational-Livelihood (TVL) track is one of the educational programs in the Philippines that aims to provide students with practical skills and knowledge to prepare them for the workforce. The TVL track is an essential component of the K-12 program implemented by the Department of Education (DepEd) in 2013.

Botolan, a district in the Province of Zambales, has implemented the TVL track in its secondary schools. This move is a response to the growing demand for skilled workers in various industries in the province. The TVL track is seen as a viable option to equip students with the necessary skills and knowledge to meet the needs of the labor market.

Work competency gained from work experiences, training, and development can help students succeed in the workplace, and having a career potential boosts their chances of securing permanent roles in the future. According to Pajares et al., there is a need to provide senior high school tracks,

strands, and TVL specialties that address or respond to the skills required by the most in-demand jobs and forecasted in-demand jobs in each district.

There is a need for more studies that solely focus on the TVL track, making it difficult to understand its implementation status clearly. Existing research highlights the broader technical and vocational education and training (TVET) sector. While some studies have evaluated the effectiveness of TVET programs, there needs to be more research that assesses the effectiveness of the TVL track implementation in secondary schools. There is a need for studies to explore whether the TVL track is achieving its intended outcomes.

With more than six years of the implementation of TVL Track in Botolan District and to discern the main thrust of the SHS in TVL Track is with the standards, policies, and guidelines of the DepEd, the researcher would like to evaluate the status of the implementation of TVL Track in the District of Botolan with regards to facilities and equipment, industry preparedness/ partnership, workplace/ learning environment, instruction, and imposition.

The results of this study will be beneficial to the senior high school TVL track in Botolan, Zambales, as it will provide insights into the effectiveness of the implementation of the TVL track in preparing school implementers for the workforce. The study's findings will inform future policies and practices regarding implementing the TVL track in other secondary schools in the province.

The study aimed to evaluate the implementation status of TVL Track in Secondary Schools in the District of Botolan. Specifically, it sought to answer the following questions:

1. What is the Teacher's profile regarding age, sex, highest educational attainment, position, number of years in teaching TVL, and number of training and seminars related to TVL?
2. What is the profile of the school heads in terms of age, sex, highest educational attainment, position, and number of years as a school principal?
3. What is the extent of implementation of the TVL track as perceived by the teachers and school heads regarding facilities and equipment, industry preparedness/ partnership, workplace/ learning environment, instruction, and imposition?
4. Is there a significant difference in the extent of implementation of TVL Track as perceived by the teachers when grouped according to the profile of the teachers?
5. Is there a significant difference in the extent of implementation of TVL Track as perceived by the school heads when grouped according to the profile of the school heads?
6. Is there a significant difference in the implementation of TVL Track as perceived by the teachers and the school heads?

The researcher tested the significant difference and relationship of the variables used:

1. There is no significant difference on the extent level of implementation of Technical-Vocational-Livelihood (TVL) Track as perceived by the teachers when grouped according to profile of the teachers.

2. There is no significant difference on the extent level of implementation of Technical-Vocational-Livelihood (TVL) Track as perceived by the head teachers when grouped according to profile of the school heads.
3. There is no significant difference on the extent level of implementation of Technical-Vocational-Livelihood (TVL) Track as perceived by the teachers and the school heads.

The study is based on William Bagley's essentialism. Essentialism refers to a common core of knowledge that must be taught to students methodically and disciplined. The emphasis in this conservative viewpoint is on intellectual and moral norms that should be taught in schools. The curriculum's fundamental components are essential knowledge, skills, and academic rigor. Although this educational ideology is related to Perennialism in some aspects, Essentialists allow the possibility that the core curriculum will change. Education should be practical, equipping pupils to be productive members of society. It should concentrate on facts—the objective reality—and "the basics," teaching pupils to read, write, communicate, and compute straightforwardly and logically. Schools should not attempt to establish or influence policies. Hard work, respect for authority, and discipline should be instilled in students. Teachers must assist students in controlling their nonproductive tendencies, such as violence or mindlessness.

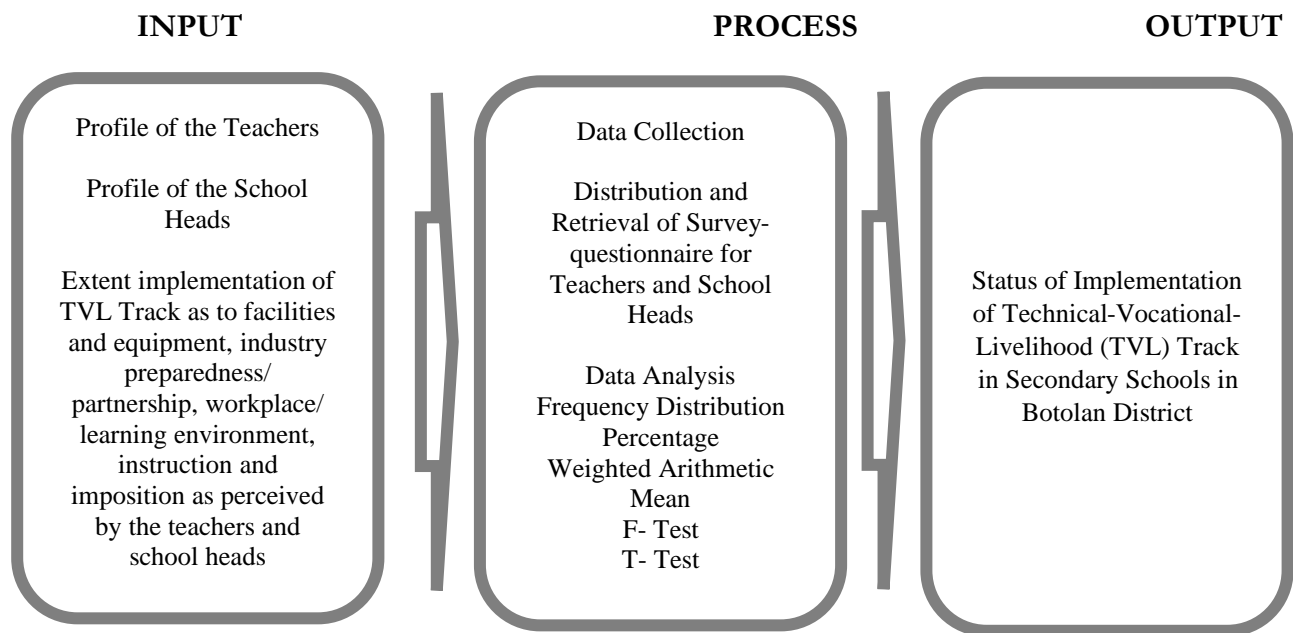


Figure 1. Framework of the Study

Figure 1 shows the Input- Process- Output (IPO) frame used by the researcher in this study.

The Input frame shows the profile of the teachers as to age, sex, highest educational attainment, position, and the number of years in teaching TVL. The School Heads' profile also indicated age, sex, highest educational attainment, position, and the number of years as the school head. The perceived extent level of implementation of (TVL) Track are as follows: facilities and equipment, industry

preparedness/ partnership, workplace/ learning environment, instruction, and imposition of the teachers and school heads are shown.

The Process frame indicates the data collection procedure used by the researchers. The survey-questionnaire was employed to know the responses on the extent of implementation of (TVL) Track. The frequency, percentage distribution, weighted arithmetic mean, F- Test, and T-Test were used to analyze and interpret the data gathered.

The Output frame is the main objective of the study. It is the Status of Implementation of Technical-Vocational-Livelihood (TVL) Track in Botolan District.

Methods

Research Design

In this study, a descriptive research methodology using a survey questionnaire and quantitative analysis was used to collect responses from teachers and head teachers on the amount of implementation of the Technical-Vocational-Livelihood (TVL)Track in the Botolan District. A descriptive research design will help answer the questions of who, what, when, where, and how linked with a specific research topic. However, more than a descriptive study is needed to provide definitive answers to why. Descriptive analysis is used to collect data about the status of the phenomenon and to describe "what exists" in terms of variables or conditions during a state of affairs; with these, the research may assess the extent to which the Technical-Vocational-Livelihood (TVL) Track are being implemented.

According to Sevilla (1984), as referenced by Agatep, the descriptive technique entails gathering data to test hypotheses or answer questions about the current state of the issue under study. This method is deemed most appropriate since it intends to explore the respondents' attitudes and differences based on age, gender, and maximum educational attainment.

Respondents and Location

The study's respondents are seventy-five (75) teachers and six (6) school heads. These teachers are teaching Home Economics (HE), Information Communication Technology (ICT), Industrial Arts (IA), Shielded Metal Arc Welding (SMAW), Electrical Installation Maintenance (EIM), Animal Production NC II, and Agricultural Crop Production NC II in Senior High School Department.

The researcher utilized the population of the teachers and school heads and employed the purposive convenient sampling technique.

The researcher conducted the study in Botolan District. The public senior high schools involved are Polytechnic College of Botolan, Lyceum of Western Luzon-Zambales, Botolan National High School, Taugtog National High School, and Baquilan Resettlement High School, and Lakas High School. These schools in Botolan District offered the Technical-Vocational-Livelihood (TVL) Track.

Instrument

The instrument used in the conduct of research is a standard questionnaire. The researcher adopted the questionnaire from the study of Maghuyop entitled "A Response Assessment on the Implementation of Senior High School TVL Track through Data Mining Technique." The instrument has two (2) sets of questionnaires for the teachers and school heads. The first set is for the teachers which will compose of two (2) parts. Part 1 is the Teacher profile, which includes the age, sex, highest educational attainment, position, number of years in teaching TVL, and number of training and seminars related to TVL. Part 2 is the extent of implementation of the Technical-Vocational-Livelihood (TVL) Track as perceived by the teachers, which includes the facilities and equipment, industry preparedness/partnership, workplace/learning environment, instruction, and imposition. The second set of instruments will be intended for the school heads. Part 1 is the profile of the school heads, which includes the age, sex, highest educational attainment, position, and number of years as head teachers. Part 2 is the extent of implementation of the Technical-Vocational-Livelihood (TVL) Track as perceived by the school heads, including the facilities and equipment, industry preparedness/partnership, workplace/learning environment, instruction, and imposition.

Data Collection

Before the study, the research sought permission from the Schools Division Superintendent. After the approval of the Schools Division Superintendent, an endorsement letter was given to the Public Schools District Supervisor and School Heads in Botolan District. The researcher visited the schools to personally administer the distribution of the questionnaire and collect the answered questionnaires to the respondents after one week. The researcher explained the study's objective and reminded them not to leave the unanswered item.

After retrieving the questionnaire, the researcher started to tabulate, analyze and interpret the gathered data by employing the appropriate statistical tools.

Data Analysis

The data was computed using the Statistical Software Packages for the Social Sciences (SPSS). All the data yielded from the retrieved questionnaire was tabulated, analyzed, and interpreted using the weighted mean, t-test, and f-test.

Results and Discussion

Teacher's Profile

Table 1. Frequency and Percentage Distribution of the Teacher-Respondents' Profile

Profile	Frequency	Percent
Age		
51- 60 years old	2	2.70
41 -50 years old	11	14.70
31-40 years old	34	45.30
21-30 years old	28	37.30
Mean = 33.77 years		
Sex		
Male	39	52.00
Female	36	48.00
Highest Educational Attainment		
Ph. D./ Ed. D. degree	0	0.00
with Ph. D./ Ed. D. units	1	1.33
MA/ MS Degree	11	14.67
with MA/ MS units	26	34.67
BS/ BA Degree	37	49.33
Position		
Teacher III	5	6.67
Teacher II	40	53.33
Teacher I	30	40.00
Number of Years Teaching in TVL		
6 years and above	9	12.00
3-5 years	41	54.67
0- 2 years	25	33.33
Mean = 3.36 years		
Number of Training and Seminar Attended Related to TVL		
15 and above	5	6.67
10- 14	15	20.00
5- 9	21	28.00
0- 4	34	45.33
Mean = 6.40		

Table 1 shows the frequency and percentage distribution of the teacher-respondents' profiles.

Age. Out of seventy- five (75) teacher- respondents, 34 or equivalent to 45.30% are in the age group of 31-40 years old; 28 or 37.30% are in the age group of 21-30 years old; 11 or 14.70% are in the age group of 41-50 years old; and 2 or 2.70% are in the age group of 51-60 years old. The computed mean

age was 33.77 years old. This clearly implies that the teachers are in the early adulthood stage. Adults are characterized by maturity, self-confidence, autonomy, solid decision-making, and are generally more practical, multi-tasking, purposeful, self-directed, experienced, and less open-minded and receptive to change (Pappas, 2013).

Sex. Out of seventy- five (75) teacher- respondents, 39 or 52.00% are male while 36 or 48.00% are female. This clearly implies that more males are engaged in teaching profession on the TVL Track. Massachusetts Institute of Technology (2020) news also suggested that women feel disregarded during team-based educational activities, where more opportunities are generated for men to work on challenging problems and women are side-lined to routine tasks or managerial duties.

Highest Educational Attainment. Out of seventy- five (75) teacher-respondents, the majority earned BS/BA degrees with 37 or 49.33%; 26 or 24.67% earned MA/MS units; 11 or 14.67% earned MA/MS degrees; 1 or 1.33% earned Ph. D./ Ed. D. units; and none of the respondents earned Ph. D./ Ed. D. degree. This implies that teachers attained minimum educational qualifications in teaching. The DepEd Order No. 3, s. 2016 for Senior High School teaching positions, from here on until further notice, shall be the basis for the hiring of the SHS teachers, and it states that the Bachelor's degree holder; or graduate of technical-vocational course(s) in the area of specialization is the minimum educational qualification.

Position. Out of seventy-five (75) teacher-respondents, 40, or 53.33%, are Teacher II; 30, or 40%, are Teacher I, and 5, or 6.67% are Teacher III. This implies that teachers' entry level position is Teacher I based on the hiring guidelines stated in DepEd Order No. 3, s—2016 for Senior High School teaching positions.

Number of Years Teaching in TVL. Out of seventy-five (75) teacher-respondents, 41 or 54,67% with 3-5 years in teaching, 25 or 33.33% with 0-2 years in teaching, and 9 or 12.00% with 6 years and above in teaching. The computed mean number of years teaching in TVL was 3.36 years. This clearly denotes that teachers continue to establish careers in teaching. This suggests that with years of experience, teachers develop a better understanding of classroom management, which enables them to anticipate issues and to adapt their classroom management practices accordingly Wolff, van den Bogert, Jarodzka, and Boshuizen (2014).

Number of Trainings and Seminars Attended Related to TVL. Out of seventy- five (75) teacher-respondents, 34 or 45.33% attended from 0-4 trainings and seminar related to TVL; 21 or 28.00% attended from 5-9 trainings and seminar related to TVL; 15 or 20.00% attended from 10-14 trainings and seminar related to TVL and 5 or 6.67% attended more than 15 trainings and seminar related to TVL. The computed mean number of trainings and seminars attended related to TVL was 6.40. This clearly denotes that the dominant teachers have limited participation or attendance in the training and seminars in TVL. In the study by Ramos (2021), 42.9% of the teachers had training in Home Economics, 35.3% in Industrial Arts, and 21.8% in ICT. According to Alferez and Palmes (2012), the

success of an educational program is influenced by the length of the exposure of a person and his personal and professional attributes to a certain job or situation.

School Head's Profile

Table 2. Frequency and Percentage Distribution of the School Heads' Profile

Profile	Frequency	Percent
Age		
51- 60 years old	4	66.67
41 -50 years old	2	33.33
31-40 years old	0	0.00
21-30 years old	0	0.00
Mean = 52.17 years old		
Sex		
Male	2	33.33
Female	4	66.67
Highest Educational Attainment		
Ph. D./ Ed. D. degree	2	33.33
with Ph. D./ Ed. D. units	4	66.67
MA/ MS Degree	0	0.00
with MA/ MS units	0	0.00
BS/ BA Degree	0	0.00
Position		
Principal V	0	0.00
Principal IV	2	33.33
Principal III	0	0.00
Principal II	0	0.00
Principal I	4	66.67
Number of Years as School Head		
15 and above	3	50.00
10- 14	3	50.00
5- 9	0	0.00
0- 4	0	0.00
Mean = 14.50 years		

Table 2 shows the frequency and percentage distribution of the school heads' profiles.

Age. Out of six (6) school principal- respondents, 4 or 66.67% are in the age group of 51-60 years old; 2 or 33.33% are in the age group of 41- 50 years old and 0 or none of the respondents are in the age group of 31- 40 years old and 21- 30 years old.

Sex. Out of six (6) school principal- respondents, 4 or 66.67% are male while 2 or 33.33% are female. This clearly implies that more male is the school administrator in education sector.

Highest Educational Attainment. Out of six (6) school principal- respondents, 4 or 66.67% attained Ph. D./ Ed. D. units and 2 or 33.33% attained Ph. D./ Ed. D. degree. This clearly implies that the school administrators continuously engage themselves in professional development by studying educational management.

Position. Out of six (6) school principal- respondents, 4 or 66.67% are Principal I and 2 or 33.33% are Principal IV. This clearly implies that Principal I is considered the entry level for school administrator.

Number of Years as School Principal. Out of six (6) school principal- respondents, 3 or 50.00% have 15 years and above as school principal and 3 or 50.00% have 10-14 years as school principal. The computed mean number of years as school principals was 14.50 years. This clearly implies that they are highly qualified and have adequate experience in school administration and supervision.

Extent of Implementation of Technical-Vocational-Livelihood (TVL) Track as Perceived by the Teachers and School Heads

Facilities and Equipment

Table 3. Level of the Extent of Implementation of TVL Track as to Facilities and Equipment

Facilities and Equipment	Teacher		School Head	
	WM	QR	WM	QR
1. Classrooms and laboratories conform to acceptable standards (RA 6541 National Building Code of the Philippines/ PD 856 "Code of Sanitation of the Philippines").	3.65	HI	3.67	HI
2. Classrooms are equipped with alternative technology such as TVs and video players to keep up with modernity.	3.29	HI	3.50	HI
3. The mathematics, science, and English laboratories are outfitted with all necessary teaching-learning aids, services, tools, and gadgets.	3.31	HI	3.50	HI
4. The school library has a current collection of books, textbooks, periodicals, newspapers, magazines, and journals.	3.25	HI	3.17	HI
5. Health-promoting amenities include a canteen, comfort rooms, and drinking fountains.	3.43	HI	3.67	HI
6. Student services such as a safe playground, medical and dental clinics, and counseling rooms are available.	3.40	HI	3.50	HI
7. Classroom physical structures like tables, desks, chairs, cabinets, and bulletin board displays are conspicuously provided	3.71	HI	3.67	HI
8. The computer laboratory is equipped with necessary peripherals and with stable internet connectivity.	3.31	HI	3.33	HI

9. The kitchen laboratory is equipped with state of facilities and adequate kitchen tools.	3.35	HI	3.17	HI
10. Continuously comply and improve facilities and equipment through procurement.	3.65	HI	3.83	HI
Overall Weighted Mean	3.44	HI	3.50	HI

**HI- Highly Implemented*

Table 3 shows the teachers' perceptions on the extent of implementation of TVL Track regarding facilities and equipment.

With a weighted mean of 3.71, the teacher-respondents perceived a high implementation in physical classroom structures such as tables, desks, seats, cabinets, and bulletin board display (ranked 1st). As a result, these are critical tools for facilitating and stimulating learning activities. Teachers require a conducive working atmosphere, whereas students require a conducive learning environment.

Physical facilities in any school system include the school plant, which consists of the school buildings, classrooms, libraries, laboratories, restrooms, learning materials, and other infrastructures that are likely to stimulate children to learn. Most physical amenities relevant to the excellent learning/academic achievement of pupils appear to be insufficient in public secondary schools nowadays, according to experience.

However, with a weighted mean of 3.25, the teacher-respondents regarded the school library as highly implemented in terms of having an updated assortment of books, textbooks, periodical newspapers, magazines, and journals (ranked 10th). The result indicates that instructional resources or library collections are insufficient to supply in the library owing to budget constraints. Students and teachers have access to local library services through the library. Libraries are regarded as places of learning and the primary source of information for readers and scholars. Given today's fast-paced climate, the library's materials must be up to date. The fast-paced workplace was brought about by current technology, which is constantly innovating. As a result, libraries must acquire new collections and build new facilities to meet the needs of their readers in terms of the most recent developments in their particular professions. However, given the current state of libraries in the Philippines, there is an urgent need to meet their requirements. The majority of the National Library of the Philippines' associated libraries have issues with the library's accession records, access to the most recent book collections, and insufficient facilities. These issues are viewed as a barrier to making the library more accommodating to the demands of readers/researchers and to catering to the needs of students/researchers by offering them up-to-date source resources. The overall weighted mean of the computer on the teachers' assessments of the amount of TVL Track implementation in terms of facilities and equipment was 3.44, with a qualitative evaluation of highly implemented. This indicates that the TVL students' classroom is adequate and favorable to learning. A classroom's physical components are presented.

The school head-respondents perceived highly implemented continuously comply and improved facilities and equipment through procurement with a weighted mean of 3.83 (ranked 1st). This indicates that the school heads are addressing the problem of facilities and equipment in their respective schools through procurement. However, Education Secretary Leonor M. Briones said the Department of Education (DepEd) is already addressing the shortage in classrooms and some 85,000 classrooms. However, the school principal- respondents perceived moderately implemented the kitchen laboratory is equipped with state of facilities and adequate kitchen tools, and the school library is equipped with an updated collection of books, textbooks, periodical newspapers, magazines, and journals with a weighted mean of 3.17 (ranked 9.5th). The results indicate that the schools offering the TVL tracks lack facilities and library resources due to the availability of funds, and different competencies of the students may not be attained.

The previous study proved that having inadequate facilities will lead to worse or poorer scores on tests in schools. The computed overall weighted mean on the school principals' perceptions on the extent of implementation of TVL Track as to facilities and equipment was 3.53 with a qualitative rating of highly implemented. This clearly signifies that even due to the limited source of funds and budget allotted, the school head prioritizes the improvement of facilities and equipment for the TVL track needed for the students' practical applications.

Industry Preparedness/Partnership

Table 4. Level of the Extent of Implementation of TVL Track as to Industries Preparedness/Partnership

Industry Preparedness/Partnership	Teacher		School Head	
	WM	QR	WM	QR
1. Provides the students with functional knowledge and skills to earn a living.	3.69	HI	4.00	HI
2. Prepares the students for their physical and psychological well-being and welfare.	3.76	HI	4.00	HI
3. Helps the students in the completion of necessary certification requirements	3.72	HI	3.67	HI
4. Makes the students aware of the impact and implications of their essential learning to survive in the world of work.	3.68	HI	4.00	HI
5. Strengthens existing linkages to industries by engaging in school programs and activities.	3.60	HI	3.83	HI
6. Reinforces skills training of students to ensure relevant industry-demand-based courses	3.71	HI	4.00	HI
7. Encourages partnership arrangements relative to SHS implementation through the Memorandum/Memoranda of Agreement.	3.63	HI	3.83	HI
8. Engages the private sectors in curriculum review to strengthen the curriculum of the TVL Track.	3.61	HI	3.67	HI

9. Forges new alliances of partnership and maximizes social participation.	3.55	HI	3.83	HI
10. Provides regular monitoring and evaluation of the students who undergo work immersion.	3.60	HI	3.83	HI
Overall Weighted Mean	3.66	HI	3.87	HI

**HI- Highly Implemented*

Table 4 shows the teachers' perceptions on the extent of implementation of TVL Track as to industry preparedness/partnership.

With a weighted mean of 3.76, the teacher-respondents regarded well implementation that prepares pupils for their physical, psychological, and social well-being (ranked first). The outcome indicates that the pupils' skills, knowledge, and values taught in school will be applied in their work or immersion. Although education has no one goal, it does equip students to be good citizens, skillful workers, culturally literate, critical thinkers, and to compete in the global marketplace. Parents are well informed about their children's TVL path, and their children can seek jobs immediately following graduation. However, with a weighted mean of 3.55, the teacher-respondents perceived powerfully executed on forging new cooperation alliances and maximizing social engagement (ranked 10th). The outcome indicates that the school's partnership must establish a solid relationship with the stakeholders. According to Business Mirror, individuals or groups with an interest or concern for the school are stakeholders. Parents, school administrators, board members, local government officials, alums, and socio-civic groups who contribute to the development of the school community are among those who participate. Thus, a solid relationship between teachers and stakeholders is essential because it allows everyone to work together smoothly, which benefits children. The overall weighted mean of the teachers' perceptions of the amount of TVL Track implementation in industry preparedness/partnership was 3.66, with a qualitative evaluation of highly implemented.

With a weighted mean of 4.00, the school principal-respondents perceived highly implemented that provides students with functional knowledge and skills to earn a living, prepares students for their physical, psychological, and welfare well-being, makes students aware of the impact and implications of their essential learning to survive in the world of work, and reinforces skill training of students to ensure relevant industry-demand based courses. This shows that the pupils could prepare the abilities required in the industry. Although education has no one goal, it does equip students to be good citizens, skillful workers, culturally literate, critical thinkers, and to compete in the global marketplace. However, with a weighted mean of 3.67, the school principal-respondents perceived vigorously implemented assisting students in completing necessary certification criteria and engaging the private sectors in curriculum review to strengthen the TVL Track curriculum. These students were invited to participate in the curriculum revision and get the National Certificate Level II (NC II). A TESDA national certificate is beneficial. It ensures the quality of its graduates in terms of knowledge, skills, attitudes, and values competencies in middle-level skilled vocations.

Finishing vocational studies with a nationalized certificate distinguishes a student from a crash course. The certificate will prove that the student was extensively evaluated through demonstrations, observations with oral questioning, written tests, interviews, third-party reports, portfolios, and work projects. (Macar, 2017). The overall weighted mean of school principals' assessments of the amount of TVL Track implementation in terms of industry preparedness/partnership was 3.87, with a qualitative grade of highly implemented.

The computed overall weighted mean on the school principals' perceptions on the extent of implementation of TVL Track as to industry preparedness/partnership was 3.87 with a qualitative rating of highly implemented.

Workplace/Learning Environment

Table 5. Level of the Extent of Implementation of TVL Track as to Workplace/Learning Environment

	Workplace/Learning Environment	Teacher		School Head	
		WM	QR	WM	QR
1.	The physical structure of the specific work area, like a classroom or shop room conducive to doing work.	3.53	HI	3.33	HI
2.	Properly ventilated rooms where cleanliness is maintained.	3.57	HI	3.33	HI
3.	Availability of facilities, equipment, modern technology devices, tools, and gadgets prepared and ready for use.	3.51	HI	3.00	HI
4.	Locked cabinets are in place for storing and safe-keeping industry or home tools, devices, and utensils.	3.53	HI	3.67	HI
5.	A designated official monitor and supervises the work area to check efficiency.	3.65	HI	4.00	HI
6.	The property custodian is designated to ensure the proper utilization of the facilities and equipment.	3.57	HI	4.00	HI
7.	Provision of standard procedures on the utilization of the facilities and equipment, such as borrowing and returning.	3.49	HI	3.83	HI
8.	Maintain the orderliness and cleanliness of the workplace.	3.57	HI	4.00	HI
9.	The safe and secure working environment for the teaching, non-teaching staff, and students.	3.69	HI	4.00	HI
10.	Continuous practice of sort, set in order, shine, standardize and sustain for efficiency and effectiveness.	3.47	HI	3.67	HI
Overall Weighted Mean		3.56	HI	3.68	HI

**HI- Highly Implemented*

As presented in Table 5, the Teacher- respondents perceived a highly implemented, safe, and secure working environment for the teaching, non-teaching staff, and students with a weighted mean of 3.69 (ranked 1st). The result denotes that the school implemented policies and guidelines to guarantee the safety of personnel and students.

The pupils are enthusiastic, and the Teacher encourages them to attend class and study hard. The findings are comparable to Damiao and Obaob, who discovered that providing safe working conditions is one of the best determinants of a successful firm.

In general, instructors perform more successfully and satisfactorily in a safe setting. They have nothing to worry about at work and are entirely focused on classroom instruction. Thus, efforts to improve teachers' quality of life by providing a safe work environment may yield favorable consequences for the organization's mental health and the kids' engagement rate. More importantly, it is cost-effective because frequent hospitalization, which is costly, is avoided. The business suffers if the workplace is unsafe for teachers and students. Students must feel safe, engaged, connected, and supported to study in their classes and schools. These learning circumstances are the aspects of a school's climate that students personally encounter. According to The School Discipline Consensus Report (SDCR) developed by The Council of State Governments Justice Center, they contribute to student's academic achievement and success and are associated with improved grades and test scores; strong attendance; positive relationships between students, adults, and their peers; and minimal engagement in risky behaviors. The new study also demonstrates that a positive school atmosphere, of which the learning environment is essential, can help reduce success differences.

However, the Teacher- respondents perceived highly implemented the continuous practice of sorting, setting in order, shining, standardizing, and sustaining for efficiency and effectiveness with a weighted mean of 3.47 (ranked 10th). The result denotes the sustainability of the 5s in the workplace. Chourasia and Nema studied higher education institutes in India that implement quality measures to increase educational quality. 5S is a systematic technique utilized by both manufacturing and service enterprises. The 5S process is the most basic tenet of the lean ideology. For everyone, 5S is the beginning of a productive life. The current study investigates the adoption of 5S in a higher education institute. This method assisted in organizing the workplace, resulting in reduced waste, an ideal workspace, optimized quality, and higher productivity through monitoring and an ordered atmosphere. It also gave visual evidence to help the company achieve more outcomes. The computer overall weighted mean on the teachers' perceptions on the extent of implementation of TVL Track as to workplace/learning environment was 3.56 with a qualitative rating of highly implemented.

The school head- respondents perceived highly implemented on the work area is monitored, supervised by a designated official to check efficiency, property custodian is appointed to ensure the proper utilization of the facilities and equipment, maintain the orderliness and cleanliness of the workplace, and safe and secure working environment for the teaching, non-teaching staff and students with a weighted mean of 4.00. These indicate that a standard operating procedure is implemented to have an adequate inventory to account for the facilities and equipment of the school, management, and organized working environment, and the personnel, including the students, are physically, emotionally, intellectually, and socially comfortable. TVL teachers are well oriented on safety and health measures in the workplace during their laboratory classes. UNESCO helps track progress toward Sustainable Development Goal 4 on Education's Target 4. (Offer safe, nonviolent, inclusive,

and effective learning settings for all), focusing on providing safe and nonviolent learning environments for all children and adolescents. This site contains frequent reports, news, analysis, and publications created by UNESCO and its partners that provide evidence and links to data sets reflecting how the world is progressing toward the target's achievement.

The school heads' perceptions on the extent of implementation of TVL Track as to workplace/ learning environment was 3.68 with a qualitative rating of highly implemented. However, the school principal- respondents perceived moderately implemented the availability of facilities, equipment, modern technology devices, tools, and gadgets prepared and ready for use with a weighted mean of 3.00. The computed overall weighted mean on the school principals' perceptions on the extent of implementation of TVL Track as to workplace/ learning environment was 3.68 with a qualitative rating of highly implemented.

Instruction

As presented in Table 6, the Teacher- respondents perceived highly implemented that provided hands-on activities or practical experience in their laboratory sessions with a weighted mean of 3.73 (ranked first). This indicates that students are engaged in learning by doing. The knowledge acquired in the discussion will be applied during laboratory class. Hands-on activities in the classroom that are well-designed establish links to real-world problems and boost learner engagement. Considering the student's needs is a characteristic of a teacher with sound leadership practices. A positive experience and reinforcement will help the students perform well. This assists students in developing critical thinking skills. According to Chen et al., when students connect classroom and real-world concepts, more areas of their brains are active, and knowledge is more easily transferred to long-term memory. However, with a weighted mean of 3.48, the teacher-respondents regarded favorably implemented that allows student collaboration and research work centered on technology, product development, livelihood, or entrepreneurship (ranked 10th). The findings indicate that teachers need help incorporating collaborative activities into their classroom instruction. Teachers need help planning joint activities, such as developing appropriate group assignments, forming groups, managing class time, and enhancing and monitoring fruitful collaboration. (According to Rushton and Robinson, recent studies indicate that participating in independent research projects (IRPs) as part of secondary school science teaching is beneficial. IRPs are student-led, open-ended practical projects that help students connect with science in a way that gives them a complete grasp of what it means to be a scientist. The overall weighted mean for teachers' opinions of the level of TVL Track application in instruction was 3.63, with a qualitative evaluation of highly implemented.

Table 6. Level of the Extent of Implementation of TVL Track as to Instruction

Instruction	Teacher		School Head	
	WM	QR	WM	QR
1. Meets the requirements with subject and course offerings associated with the New Enhanced Basic Education Curriculum.	3.65	HI	4.00	HI
2. Provides teachers with the instructional technologies, tools, and support they need to ensure students' quality learning.	3.60	HI	3.83	HI
3. Provides students with the knowledge and skills they need to fulfill the labor market demands.	3.67	HI	4.00	HI
4. Improves teacher competencies by measuring the transfer of skills obtained from in-service training through follow-up procedures.	3.63	HI	4.00	HI
5. Uses diverse teaching methods, approaches, tactics, and strategies aligned with the student's diverse needs and interests.	3.65	HI	4.00	HI
6. Provides hands-on activities or practical experience in their laboratory sessions.	3.73	HI	4.00	HI
7. The teacher applies indigenization to the curriculum based on the minimum standards set by DepEd.	3.57	HI	3.83	HI
8. Teachers teaching students on TVL Track are competent and highly qualified with the qualifications, knowledge, mastery, and specialized training.	3.69	HI	4.00	HI
9. Implements the ideal student- ratio for conducive teaching and learning.	3.67	HI	4.00	HI
10. Allows collaboration and research work of the students focusing on technology, product development, livelihood, or entrepreneurship.	3.48	HI	3.83	HI
Overall Weighted Mean	3.63	HI	3.95	HI

**HI- Highly Implemented*

The school head-respondents perceived high compliance with program offerings of subjects and courses aligned to the New Enhanced Basic Education Curriculum. Also, it equips students with knowledge and skills to meet labor market demands, enhances teachers' competencies by monitoring the carry-over of skills learned from in-service training through follow-up techniques, and employs various teaching methods, approaches, styles, and strategies aligned with the New Enhanced Basic Education Curriculum. With a weighted mean of 4.00, it implements the ideal student-to-teacher ratio for congenial teaching and learning. This shows that the school follows the DepEd memorandum order under the K to 12 Curriculum, prepares students to be equipped with skills, knowledge, attitudes, and values, and provides laboratory sessions to apply the knowledge through performance tasks. Teachers are competent, licensed, and certified. Implementing K-12 programs aimed at producing better proficient pupils with essential skills for lifelong learning and employment. Because students could master the abilities and learn the core competencies required to satisfy the expectations of the global economy, this program fostered the mutual recognition of Filipino learners and

professionals in other nations. This new curriculum prepared learners for jobs, entrepreneurship, and middle-level skill development because they had to graduate at 18. However, with a weighted mean of 3.83, the school principal-respondents perceived highly implemented that provides teachers with the necessary instructional technologies, materials, and aids to ensure quality learning among students; teachers apply indigenization on the curriculum based on the minimum standards set by DepEd and allows collaboration and research work of the students focusing on technology, product development, livelihood, or entrepreneurship. According to Abueva, including the K-12 Program into the Philippine Curriculum of Basic Education was critical to our country's prosperity. Although the government has encountered numerous challenges as it executes the program over several years, it has been a vital improvement since increasing the quality of our education is critical to our nation's success. The total weighted mean of school principals' perceptions of the level of TVL Track application in instruction was 3.95, with a qualitative evaluation of highly implemented.

Imposition

As presented in Table 7, the Teacher- respondents perceived highly implemented the alignment of lesson objectives with assessment procedures and standards and adherence to the DepEd Memorandum Order No. 4, Series 2014 Additional Requirements for the SHS Program Implementation with a weighted mean of 3.71 (ranked 1.5). This indicates that teachers perceived the school to adhere to the standards based on the guidelines implemented by the DepEd. Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, requires at least one (1) year of kindergarten school, six (6) years of elementary education, and six (6) years of secondary education. Secondary education consists of four (4) years of junior high and two (2) years of senior high school. (Official Gazette, 2013). The outcome also denotes those teachers who have clearly stated the expected outcome of a course in terms of tangible skills or information that the learner will gain due to the instruction offered. Alignment is the degree to which expectations and assessments agree and work together to direct the system toward students learning what is intended. The course objectives set students' expectations. When goals and assessments are in sync, students can learn and meet program expectations.

However, Teacher- respondents perceived highly implemented that conducts or sends teachers to attend seminars, training, and workshops for retooling and updating quality teaching and learning standards with a weighted mean of 3.33 (ranked 10th). This signifies that professional development is essential in providing quality learning to students. The teachers must attend training and seminars related to their field of specialization. DepEd released Memo No. 050, s. 2020, titled DepEd Professional Development Priorities for Teachers and School Leaders for School Years 2020-2023. The Department of Education (DepEd), through the National Educators Academy of the Philippines (NEAP), issues the DepEd Professional Development (PD) Priorities for Teachers and School Leaders for SY 2020-2023 under DepEd Order (DO) No. 001, s. 2020 Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders. The PD Priorities will help the Department achieve its goal of ongoing upskilling and reskilling of teachers and school leaders, which will result in higher learning outcomes. The three-year professional

development priorities for teachers will be drawn from the Philippines Professional Standards for Teachers (PPST). In contrast, the PD priorities for school leaders - school heads and supervisors - will be removed from the Philippines Professional Standards for School Heads (PPSSH) and the Philippines Professional Standards for Supervisors (PPSS), respectively. The total weighted mean of teachers' opinions of the level of TVL Track implementation in terms of imposition was 3.54, with a qualitative rating of highly implemented.

Table 7. Level of the Extent of Implementation of TVL Track as to Imposition

	Imposition	Teacher		School Head	
		WM	QR	WM	QR
1.	Adherence to the K-12 new curriculum program as specified by the Basic Education Act of 2013.	3.67	HI	4.00	HI
2.	Implements outcomes-based education (OBE) course syllabi that adhere to content, performance, and competency criteria.	3.59	HI	4.00	HI
3.	Lesson objectives are aligned with assessment processes and standards.	3.71	HI	4.00	HI
4.	Conducts or sends teachers to seminars, training, and workshops to retool and update excellent teaching and learning standards.	3.33	HI	3.83	HI
5.	Encourages teachers' active participation in research studies and professional growth.	3.39	HI	3.83	HI
6.	Engagement of the stakeholders in the localization of the curriculum.	3.45	HI	4.00	HI
7.	Adherence to the DepEd Memorandum Order No. 4, Series 2014 Additional Requirements for the SHS Program Implementation.	3.71	HI	4.00	HI
8.	Teachers are holders of the National Certificate or Trainers Methodology I.	3.67	HI	4.00	HI
9.	Assists and prepares the students for their National Certificate assessment.	3.56	HI	4.00	HI
10.	Participation/ membership of the teachers in the TVL-related organization for professional development.	3.36	HI	3.67	HI
Overall Weighted Mean		3.54	HI	3.93	HI

**HI- Highly Implemented*

The school head-respondents perceived a highly implemented program that strictly adheres to the implementation of the K-12 new curriculum program as mandated by the Basic Education Act of 2013, adopts outcomes-based education (OBE) course syllabi following the content, performance, and competency standards, aligns lesson objectives with assessment procedures and standards, engages stakeholders in curriculum localization, and adherence to the DepEd Memorandum Or Teachers with a National Certificate or Trainers Methodology I support and prepare students for their National Certificate assessment with a weighted mean of 4.00. (Ranked 4th). This indicates that the TVL track provides students with a high-quality education. The Philippine educational system sought

to produce great undergraduates at the elementary and secondary levels. The Department of Education has declared an additional two years of primary education for children, which all Filipinos feel will be beneficial.

Nonetheless, the experiences of everyone involved in this shift are distinct, notably those of the family, teachers, and pupils. However, the school head- respondents perceived highly implemented participation/ membership of the teachers in the TVL-related organization for professional development with a weighted mean of 3.67 (ranked 10th). The results indicate that professional membership is essential to the teachers where they can participate in the training, seminars, and competitions. Members typically get access to professional development materials to help them improve their skills and expertise and stay current on changes in their area. Examples include conferences and workshops, online classes, white papers, newsletters, and other instructional tools. The computed overall weighted mean on the school principals' perceptions on the extent of implementation of TVL Track as to imposition was 3.93 with a qualitative rating of 3.93.

Test of difference in the Level of Extent of Implementation of TVL Track across Profile of Teachers

Table 8. Analysis of Variance on the Difference in the Extent of Implementation of Technical-Vocational-Livelihood (TVL) Track When Grouped According to Profile Variables of the Teachers

Sources of Variation	Facilities and Equipment		Industry Preparedness or Partnership		Workplace/Learning Environment		Instruction		Imposition	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Age	1.798	0.155	5.158	0.003*	5.102	0.003*	6.549	0.001*	4.873	0.004*
Sex	0.021	0.884	0.679	0.413	2.033	0.158	0.195	0.660	0.061	0.806
Highest Educational Attainment	0.622	0.603	0.443	0.723	0.141	0.935	0.283	0.837	0.348	0.791
Position	1.355	0.264	1.555	0.218	3.265	0.044*	7.632	0.001*	4.393	0.016*
Number of Years Teaching in TVL	0.988	0.377	2.671	0.076	0.197	0.822	0.581	0.562	0.778	0.463
Number of Training and Seminars Attended related to TVL	1.172	0.327	1.179	0.324	2.374	0.077	2.063	0.113	2.127	0.104

**Significant*

Table 8 shows the test of difference in the level of extent of implementation of the TVL track across the profile of teachers.

In terms of facilities and equipment, the extent of implementation of the TVL track across the profile of teachers remained the same. Their belief and understanding of facilities and equipment are the same. The result provides sufficient evidence that age, sex, highest educational attainment, position,

number of years in teaching in TVL, and number of training and seminars attended related to TVL have no relation to the implementation of TVL Track in Botolan District as facilities and equipment. As to industry preparedness/partnership, a statistical difference was found across the age of teachers. The result indicates sufficient evidence that the age of the teachers relates to implementing TVL Track in Botolan District as an industry preparedness/partnership.

Teachers' age and position were also significant in implementing the TVL track regarding workplace/learning environment, instruction, and imposition. According to Kopperschmidt, generations are recognizable groups that share birth years, age locations, and key life events at critical developmental periods. There is a lot of published literature on generational differences and the catastrophic consequences that organizations do not include in their management, such as in books, papers, and conference presentations. Generation Y members are independent, prefer hard work, seek rapid feedback, and value independence and flexibility. They will leave an organization if they cannot find continued education, socialization, and creativity opportunities. The workplace continues to play an essential role in many people's lives.

Given that the average person spends more time at work than any other activity during the day, it is critical that individuals inside any business feel connected and supported by peers, subordinates, and leaders. Knowledge and productivity spillover from trained to untrained workers in collaborative team environments or between senior and junior workers: especially in low-skilled jobs and vocations. For example, Mas and Moretti discovered that assigning individuals to work alongside speedier, more competent coworkers increased productivity.

Many favorable and unfavorable viewpoints about age and education have been expressed. It is widely assumed that as instructors' ages and designations rise, they lose their zeal for teaching. Another notion was that age and experience are inextricably linked. Age is a benefit. Because the instructor gains knowledge with age and knows where to access the potential of the students and how to help them comprehend their worth (Shah, 2018), students and parents feel that academic rankings provide excellent education and will ensure a prosperous future. Ranking providers have also suggested that orders communicate information about the academic excellence of institutions and assist stakeholders in making decisions. Martin and Smith studied teachers' ages in Turkey and classified them into three age groups: young, middle, and old. The study found that learners considered middle-aged teachers to be more effective in classroom organization, motivation, communication, and competence.

Test of difference in the Level of Extent of Implementation of TVL Track across Profile of School Head

Table 9. Test of Difference on the Level of Extent of Implementation of TVL Track Across School Head's Profile

Sources of Variation	Facilities and Equipment		Industry Preparedness/ Partnership		Workplace/ Learning Environment		Instruction		Imposition	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Age	0.923	0.391	10.667	0.031*	0.121	0.745	0.444	0.541	0.889	0.399
Sex	0.923	0.391	10.667	0.031*	0.121	0.745	0.444	0.541	0.889	0.399
Highest Educational Attainment	0.923	0.391	0.889	0.399	0.533	0.506	2.667	0.178	0.046	0.841
Position	0.923	0.391	0.889	0.399	0.533	0.506	2.667	0.178	0.046	0.841
Number of Years as School Principal	8.000	0.047*	2.286	0.205	0.250	0.643	1.000	0.374	0.400	0.561

*Significant

Table 9 shows the test of difference in the level of extent of implementation of the TVL track across the profile of teachers.

On the extent of implementation of the TVL track as perceived by the school head, no statistical difference was found in the workplace/learning environment, instruction, and imposition across the profile. Thus, their belief and understanding are the same. The profile of teachers has no relation to the implementation of the TVL track.

In terms of facilities and equipment, however, there was a substantial difference based on the years as a school principal. The findings clearly show that the number of years as a school principal is related to implementing the TVL track in Botolan District as far as facilities and equipment are concerned. According to the No Child Left Behind Act, a healthy, high-performing school building is one whose design, construction, operation, and maintenance are energy efficient, cost-effective, provide adequate indoor air quality, and protect and conserve water. The school's physical surroundings, building materials, technology accessible, amount of space available for students, teachers, and staff, classroom size, and a clean and healthy environment that supports safety are all examples of school facilities. School principals are responsible for ensuring that the above infrastructure considerations are prioritized and met regarding educational facility quality and standards.

Finally, there was a substantial variation in industry preparedness/partnership based on the age and gender of the school head. A safe working environment is one of the best indications of a successful firm. In general, instructors perform more successfully and satisfactorily in a safe setting. They have nothing to worry about at work and are entirely focused on classroom instruction. Thus, efforts to improve teachers' quality of life at work by providing a safe work environment may yield favorable consequences not only in the organization's mental health but also in the kids' engagement rate. More importantly, it is cost-effective because frequent hospitalization, which is costly, is avoided. If the

workplace is not safe for both teachers and students, the entire company suffers. It is consistent with Hussainzadeh and Saemiran's assertion that emphasizing employees' basic requirements, providing a proper work environment, and fostering innovation and growth areas in working settings have beneficial and vital consequences.

Test of Difference in the Extent of Implementation of Technical-Vocational-Livelihood (TVL) Track as Perceived by the Teachers and the School Heads

Table 10 reveals that the calculated t-value is 5.295, which is significant at the 5% level, indicating that the null hypothesis is rejected. There was a considerable variation in teachers' and school heads' opinions of the extent to which the Technical-Vocational-Livelihood (TVL) Track was implemented. The findings clearly show that the two groups have opposing views on facilities and equipment, industry readiness/partnership, workplace/learning environment, instruction, and imposition in the execution of the TVL track in Botolan District. According to Acosta and Acosta, there were five predisposing factors, namely: qualifications, hiring requirements, streamlining of courses, management of surplus labor, and alternative programs to assess the readiness of senior high school teachers and higher education institutions to ensure stability and to encourage and protect the health of faculty involved and other workers in higher education. Crisol et al. confirmed that the teachers had authorized the program's execution. They considered that the curriculum adequately prepared students for the professions and careers that they had chosen. Despite their willingness to participate in the program, many do not believe they are prepared to educate pupils because they think they require further training. Systems-level executives are frequently responsible for establishing the context for organizational change by offering the vision and direction for change, providing the necessary resources and training, and fostering an overall mindset for improvement. When a leader is not an active actor in the decision to bring about change, identifying particular measures a leader may take to aid in the implementation process can be especially significant. K-12 education has seen a steady stream of disruptions to its system in the shape of new laws or government requirements. Educational leaders have been called upon to shepherd their districts and schools through these changes, frequently without a say in how they will be implemented at the local level.

Table 10. Test of Difference in the Perceptions of Teachers and School Heads on the Extent of Implementation of the Technical-Vocational-Livelihood (TVL) Track

Parameters	Teachers	School Heads
Mean	3.565	3.786
Variance	0.018	0.069
Observations	50	50
Pooled Variance		0.044
Df		98
t Stat		5.295
P(T<=t) two-tail		0.000
t Critical two-tail		1.984
Interpretation	Ho is rejected Significant	

The computed t- value is 5.295, which is significant at a 5% level; thus, the null hypothesis is rejected. There was a significant difference in the perceptions of teachers and school principals on the extent of implementation of the Technical-Vocational-Livelihood (TVL) Track. The result signifies that the two groups have different perceptions about facilities and equipment, industry preparedness/ partnership, workplace/ learning environment, instruction, and implementing the TVL track in Botolan District. From a teacher’s point of view, as quoted from the study of Acosta & Acosta (2016) found that there were five predisposing factors, namely: qualifications, hiring requirements, streamlining of courses, management of surplus labor, and alternative programs to assess the readiness of senior high school teachers and higher education institutions to ensure stability and to encourage and protect the health of the faculty involved and other workers in the higher education field. Crisol et al. (2014) affirmed that the teachers had approved the program's implementation. They believed that the program effectively provided students with their chosen fields and careers. Although they were willing to participate in the program, they still do not find themselves equipped to teach students because they believe they need more training. Systems-level leaders are often responsible for setting the context for organizational change by providing the vision and direction for change, supplying the 30 necessary resources and training, and creating an overall mindset for improvement (Aarons et al., 2014). Identifying specific actions, a leader can take to aid in an implementation process can be especially powerful when the leader is not an active agent in the decision to bring about change (Sloan, 2013). K-12 education has experienced a regular spate of disturbances (Sloan, 2013) to its system in the form of new regulations or government mandates. Educational leaders have been required to guide their districts and schools through these changes, often without a voice as to how they should play out on a local level (Fullan, 2007).

Conclusions

Based on the study's findings, the researcher found that teachers are generally between the ages of 31 and 40, male, with a BS/BA degree, a teacher II position, 3-5 years of experience teaching in TVL, and have attended between 0 and 4 TVL-related pieces of training and seminars. School heads are often between the ages of 51 and 60, male, with a Ph. D./Ed. D., and Principal I. The teachers

perceived a high level of execution of the technical, vocational, and livelihood track (TVL) in terms of facilities and equipment, industry readiness/partnership, workplace/learning environment, instruction, and imposition. The school principals assessed a high level of execution of the technical, vocational, and livelihood track (TVL) in terms of buildings and equipment, industry readiness/partnership, workplace/learning environment, instruction, and imposition. When teachers' profile variables such as age, sex, highest educational attainment, position, number of years teaching in TVL, and number of training and seminars attended related to TVL were grouped, there was no significant difference in the extent of implementation of TVL Track in terms of facilities and equipment. When teachers' profile characteristics about age were pooled, there was a significant difference in assessments of the amount of TVL Track execution in terms of industry preparedness/partnership. When instructors' profile variables such as age and position were combined, there was a substantial difference in their judgments of the level of TVL Track implementation in the workplace/learning environment, instruction, and imposition. There was a significant difference of opinions on the level of TVL Track implementation in terms of facilities and equipment when school heads were classified according to profile variables such as the number of years as the school head. When school heads' profile characteristics such as age and sex were pooled, there was a significant difference in assessments of the amount of implementation of TVL Track in terms of industry preparedness/partnership. There was no significant difference in perceptions of the extent of TVL Track implementation in terms of workplace/learning environment, imposition, and instruction when school heads were grouped according to profile variables such as age, gender, highest educational attainment, position, and several years as the school head. Finally, there was a statistical difference in teachers' and school heads' evaluations of the status of implementation of the Technical-Vocational-Livelihood (TVL) Track.

Recommendations

From the findings and conclusions of the study, the researcher suggests that the school head should prepare a proposal to procure books and textbooks and subscribe to periodical newspapers, magazines, and journals. In that way, the students will have adequate references, and the procurement of laboratory facilities and equipment to suffice the needs of the functional work area are highly encouraged. Strengthen the linkages or partnerships to the Local Government Unit of Botolan and Zambales Government Offices like the Zambales Tourism Office, DICT Provincial Office, and TESDA Provincial Office for students and school development. Make their practices a provision of a policy of sort, set in order, shine, standardize and sustain for efficiency and effectiveness in the workplace or learning environment. Strengthen the research and development of students focusing on technology, product development, livelihood, or entrepreneurship through the collaboration of the following organizations: Zambales Pasalubong Center, DTI Zambales, and DICT Zambales. Stimulate active participation or membership of teachers in research studies and professional development to the following organizations: Zambales Association of Technical & Vocational Educators, Inc. (ZATVEI), National TVET Trainers Academy (NTTA), Global Professional Advancement (GPA), Tech-Voc. Schools Association of the Philippines, Inc. (TVSA), and Philippine

Organization of TLE and TVL Educators (POTTE). The school head is advised to implement, monitor, and evaluate the designed faculty development plan for the teachers.

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