



# STATUS OF IMPLEMENTATION OF TECHNICAL-VOCATIONAL LIVELIHOOD (TVL) TRACK IN SENIOR HIGH SCHOOL

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**Abstract :** The study sought to assess the status of implementation of the Technical-Vocational-Livelihood (TVL) Track in Senior High School in the La Union Division. Furthermore, the purpose of this research is to serve as a guide for school implementers to administer the program despite the hurdles successfully. Respondents in the survey included 75 teachers and six school heads. The study used a descriptive research design with a survey questionnaire as the primary data gathering instrument. The researcher employed descriptive and inferential statistics in data computation, analysis, and interpretation. According to the findings, the technical-vocational-livelihood (TVL) track was well-implemented in terms of facilities and equipment, industry preparedness/partnership, workplace/learning environment, instruction, and imposition 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 show that teachers and school heads have differing perspectives on facilities and equipment, industry preparedness/partnership, workplace/learning environment, instruction, and imposition in TVL track implementation. The paper discusses the significance of response evaluation in implementing the Senior High School TVL Track. The researcher suggests that a similar study might be done with a bigger group of respondents from different locations to validate and improve the findings' generalizability.

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

## INTRODUCTION

According to UNESCO (2013), quality education is for all and the accomplishment of universal primary education has been the defining preoccupation of national and international efforts to strengthen primary education across the developing world over the past two decades. Issues of access remain a prominent concern in the region, particularly for students and families marginalized for various reasons (e.g., location, poverty, language, gender, ethnicity, disability, religion).

Rentillosa et al (2016) stated that most of learners' experience classroom shortage, insufficient textbooks and instructional materials and overcrowding. Schools in low-income, municipalities, those that are poor but have high performing students and those with undernourished students are also given due considerations.

Moreover, new challenges and heightened concerns about the quality of education are visible in the institution. Studies show that the information synthesized in rapid review is not exhaustive, but highlighted the reoccurrences the perspectives teaching and student learning. Teachers play an instrumental role in improving learning outcomes, and it is important that the gurus are aware of the impact of the practices on students' learning (Timperley, Wilson, Barrar, & Fung, 2007; Rentillosa et al 2016).

Timperley et al (2007) explained the significance of giving educators the authority to design their lessons and instructional materials in a way that fits their own teaching style and benefits the students. However, several studies suggest that a more tightly scripted approach to lesson planning is needed in developing country contexts where teachers' professional preparation and knowledge may be weak.

Identified lessons have proven to be most effective for promoting student learning, including providing clear guidance and a logical sequence of instruction. Creating routines that teachers can employ in different lessons is also a useful technique to simplify the task for teachers and create continuity for students (Hewlett Foundation, 2014; Rentillosa, et al, 2016).

Within this context, the research about the measurement and evaluation of the existing issues, trends, and growth points and students' level of satisfaction of the implementation of the TVL track were undertaken.

The strength of a nation is greatly affected by the strength of its education system. To build a strong Philippine education system, the Republic Act 10533 or otherwise known as Enhanced Basic Education Act of 2013 was enacted into law last May 15, 2013. This increases the number of years in the basic education from 10 years to 12 years to make Philippines at par with other countries. Essential competencies and life-long learning skills are the primary concerns of K + 12 Basic Education Program to produce globally competitive and responsible citizens of our nation (Sequete, et.al, 2012). This new curriculum also addresses some of the perennial problems in the education sector - congested subjects, lack of competence of the graduates to acquire higher education, incapacity to work after high school because of age requirement and the difficulty to study abroad because of graduating from a 10 - year curriculum (Sergio, 2011). The additional two years in the Basic Education is the Senior High Curriculum. The students opt to choose what strand is best suited for his skills to prepare them for the three exits in Senior High namely: entrepreneurship, college education and employment. Each student in the Senior High School can choose among these tracks: Academic, Technical - Vocational and Livelihood and Sports and Arts. In the Philippines, before the K+12 was implemented, more students go to tertiary level to pursue academic strands of their choice having the dream of becoming professionals rather than choosing Technical-Vocational & Livelihood strands. This is not new to other countries like the number of students in the United States of America going to tech - voc schools is also declining (Pannoni, 2014). Mostly, American students pursue academic courses.

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.

The study would be beneficial to school heads as this will provide them with relevant information to determine the status of the implementation of the TVL Track. The findings would be utilized to address, develop or sustain the performance of the TVL Track to provide high-quality education. After more than five years of the implementation of TVL Track in La Union Division, the researcher would like to evaluate the status of the performance of TVL Track with regards to facilities and equipment, industry preparedness/partnership, workplace/learning environment instruction, and imposition and to discern the main

### Statement of the Problem

The study aimed to evaluate the implementation status of Technical-Vocational Livelihood (TVL) Track in Senior High School in La Union Division during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the teacher's profile in terms of age, sex, highest educational attainment, position, number of years in teaching Technical-Vocational Livelihood (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 the number of years as a school principal?
3. What is the extent of implementation of the Technical-Vocational Livelihood (TVL) track as perceived by the teachers and school heads in terms of facilities and equipment, industry preparedness/ partnership, workplace/ learning environment, instruction, and imposition?
4. Is there a significant difference in the extent of implementation of Technical-Vocational Livelihood (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 Technical-Vocational Livelihood (TVL) Track as perceived by the school principals when grouped according to the profile of the school principals?
6. Is there a significant difference in the implementation of Technical-Vocational Livelihood (TVL) Track as perceived by the teachers and the school principals?

## METHODOLOGY

### 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 Senior High School of La Union Division. A descriptive research design will help answer the questions of who, what, when, where, and how linked with a specific research topic. However, a descriptive study will not 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.

### Sources of Data

The study's respondents are seventy-five (75) teachers and six (6) school principals. 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 La Union Division.

### Instrumentation and Data Collection

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 the number of years as head teachers. Part 2 is the extent level of implementation of the Technical-Vocational Livelihood (TVL) Track as perceived by the school heads, which includes the facilities and equipment, industry preparedness/partnership, workplace/learning environment, instruction, and imposition.

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. 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.

#### Tools for 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

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

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

Age	Frequency	Percent
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
<b>Total</b>	<b>75</b>	<b>100.00</b>
Mean = 33.77 years		
Sex	Frequency	Percent
Male	39	52.00
Female	36	48.00
<b>Total</b>	<b>75</b>	<b>100.00</b>
Highest Educational Attainment	Frequency	Percent
Ph. D./ Ed. D. degree	1	1.33
with Ph. D./ Ed. D. units	11	14.67
MA/ MS Degree	26	34.67
with MA/ MS units	37	49.33
<b>Total</b>	<b>75</b>	<b>100.00</b>
Position	Frequency	Percent
Teacher II	40	53.33
Teacher III	30	40.00
Master Teacher I	5	6.67
<b>Total</b>	<b>75</b>	<b>100.00</b>
Number of Years Teaching in TVL	Frequency	Percent
6 years and above	9	12.00
3-5 year	41	54.67
0- 2 years	25	33.33
<b>Total</b>	<b>75</b>	<b>100.00</b>
Mean = 3.36 years		
Number of Training and Seminar Attended Related to TVL	Frequency	Percent
15 and above	5	6.67
10- 14	15	20.00
5- 9	21	28.00
0- 4	34	45.33
<b>Total</b>	<b>75</b>	<b>100.00</b>

**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. The result implies that the teachers are in the early adulthood stage.

**Sex.** Out of seventy-five (75) teacher- respondents, 39 or 52.00% are male, while 36 or 48.00% are female. The findings imply that more males are engaged in the teaching profession on the TVL Track.

**Highest Educational Attainment.** Out of seventy- five (75) teacher- respondents, the majority earned MA/MS units with 37 or 49.33%; 26 or 24.67% made with MA/MS degrees; 11 or 14.67% earned Ph. D./ Ed. D. units; 1 or 1.33% earned with Ph. D./ Ed. D. degree.

**Position.** Out of seventy-five (75) teacher- respondents, 40 or 53.33% are Teacher II; 30 or 40% are Teacher III, and 5 or 6.67% are Master Teacher I. This implies that teachers' entry-level position is Teacher II 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 education, and 9 or 12.00% with six years and above in teaching.

The computed mean number of years teaching in TVL was 3.36 years. This denotes that teachers continue to establish a career in education. This shows that as teachers gain experience, they have a better grasp of classroom management, allowing them to foresee problems and change their classroom management strategies accordingly.

**Number of Training and Seminars Attended Related to TVL.** Out of seventy- five (75) teacher-respondents, 34 or 45.33% attended from 0-4 training and seminar related to TVL; 21 or 28.00% attended from 5-9 training and seminar related to TVL; 15 or 20.00% attended from 10-14 training and seminar related to TVL and 5 or 6.67% attended more than 15 training and seminar related to TVL.

### School Head's Profile

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

Age	Frequency	Percent
51- 60 years old	4	66.67
41 -50 years old	2	33.33
Total	6	100.00
Mean = 33.77 years		
Sex	Frequency	Percent
Male	2	66.67
Female	4	33.33
<b>Total</b>	<b>75</b>	<b>100.00</b>
Highest Educational Attainment	Frequency	Percent
Ph. D./ Ed. D. degree	4	66.67
with Ph. D./ Ed. D. units	2	33.33
<b>Total</b>	<b>75</b>	<b>100.00</b>
Position	Frequency	Percent
Principal IV	4	66.67
Principal I	2	33.33
<b>Total</b>	<b>75</b>	<b>100.00</b>
Number of Years as School Head	Frequency	Percent
10 years and above	3	50.00
1-10 years	3	50.00
<b>Total</b>	<b>75</b>	<b>100.00</b>

**Age.** Out of six (6) school head- respondents, 4 or 66.67% 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 head- respondents, 4 or 66.67% are male while 2 or 33.33% are female. This implies that more males in the school administrator in the education sector.

**Highest Educational Attainment.** Out of six (6) school head- respondents, 4 or 66.67% attained PhD/EdD units, and 2 or 33.33% attained PhD/EdD degrees. It implies that the school administrators continuously engage in professional development by studying educational management.

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

**Number of Years as School Principal.** Out of six (6) school head- respondents, 3 or 50.00% have 10 years and above as a school head, and 3 or 50.00% have 1-10 years as a school head. The computed mean number of years as school principals was 14.50 years. It implies that they are highly qualified and have adequate experience in school administration and supervision.

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

Facilities and Equipment	Teacher		School Principal	
	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
<b>Average Weighted Mean</b>	<b>3.44</b>	<b>HI</b>	<b>3.50</b>	<b>HI</b>

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 displays (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.

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.

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

Industry Preparedness/Partnership	Teacher		School Principal	
	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
<b>Average Weighted Mean</b>	<b>3.66</b>	<b>HI</b>	<b>3.87</b>	<b>HI</b>

With a weighted mean of 3.76, the teacher-respondents regarded well implemented that prepares pupils for their physical, psychological, and social well-being (ranked 1st).

However, with a weighted mean of 3.55, the teacher-respondents perceived powerfully executed on forging new alliances of cooperation and maximizing social engagement (ranked 10th).

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.

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.

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.

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

Workplace/Learning Environment	Teacher		School Principal	
	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 monitors 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
<b>Average Weighted Mean</b>	<b>3.56</b>	<b>HI</b>	<b>3.68</b>	<b>HI</b>

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 teacher- respondents perceived highly implemented the continuous practice of sort, set in order, shine, standardizing, and sustain 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 computed 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.

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

Instruction	Teacher		School Principal	
	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
<b>Average Weighted Mean</b>	<b>3.63</b>	<b>HI</b>	<b>3.95</b>	<b>HI</b>

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 1st).

The school head-respondents perceived high compliance with program offerings of subjects and courses aligned to the New Enhanced Basic Education Curriculum. Also, 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 learners 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.

## Recommendations

In the light of the conclusions drawn, the following recommendations were offered:

1. 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.
2. Strengthen the linkages or partnership to the Local Government Unit of La Union and Government Offices like La Union Tourism Office, DICT Provincial Office, and TESDA Provincial Office for learners 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.
3. Strengthen the research and development of students focusing on technology, product development, livelihood, or entrepreneurship through the collaboration of the following organizations: La Union Pasalubong Center, DTI La Union, and DICT La Union.
4. Stimulate active participation or membership of teachers in research studies and professional development to the following organizations: La Union 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).
5. The school head is advised to implement, monitor, and evaluate the designed faculty development plan for the teachers.

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