



TECHNICAL VOCATIONAL AND LIVELIHOOD INDUSTRY PARTNERS' APPRAISAL FEEDBACK AND SENIOR HIGH SCHOOL STUDENT'S PERFORMANCE

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Abstract

To address the demands for skilled labor in the twenty-first-century workplace, as well as to generate person with marketable talents for employment and self-sufficiency. This study assessed Technical Vocational and Livelihood industry partners' appraisal feedback and senior high school students' performance. Descriptive-correlational design was used. Mean and Pearson-moment correlation coefficient was employed. It was conducted among sixty-one Senior High School students in the Municipality of Lambayong.

On the extent of Technical Vocational and Livelihood appraisal feedback in terms of curriculum implementation and compliance, work immersion delivery process, assessment of learners' progress, supervision of work immersion implementation, and administrative concern it was "Evident but inadequate".

On the level of performance of senior high school students in terms of personal characteristics, social growth, and professional growth it was "Evident but inadequate".

Interestingly it was found that there is "positive relationship" between Technical Vocational and Livelihood Appraisal Feedback and the Performance of Senior High School Students except in the administrative concern.

Keywords: *Technical Vocational Livelihood, Appraisal Feedback, Senior High School Students*

1. INTRODUCTION

The global recognition of technical vocational education and training (TVET) as a means of empowering individuals, particularly young people, for the purpose of achieving sustainable livelihoods and socio-economic advancement has been well-established (Okwelle & Deebom, 2017). Okwelle (2013) defines TVET as a comprehensive approach aimed at facilitating learning that enhances individuals' productivity in specific economic activities, such as economic sectors, occupations, or work tasks.

According to Alhasan and Abdullahi (2013), technical and vocational education and training are crucial in enhancing the welfare of young people and communities, boosting productivity, fostering self-sufficiency among individuals, and promoting entrepreneurship. Hence, there exists a necessity to advocate for Technical and Vocational Education and Training (TVET) as a prospective curriculum for pupils who aspire to secure job opportunities upon completion of their studies. The majority of individuals hold prejudiced views towards technical and vocational education and training (TVET), perceiving it as a form of education that is inferior in quality (Ratnata 2013; Che Rus et al. 2014). In the context of JACA & JAVINES JR. (2022), the acquisition of competencies or skills through training is considered a guarantee of one's employability. As per the National Statistics Office, the outcomes of the Labor Force Survey conducted in January 2016 indicate a projected employment rate of 94.2%. The Senior High School (SHS) Program of the Basic Education Curriculum mandates the completion of work immersion, particularly in the Technical Vocational (TVL) Strand, as a prerequisite for graduation. This particular subject is among the nine specialized courses included in the Senior High School Curriculum. During the immersion phase, students are exposed to authentic work settings that are pertinent to their academic training. During the

work immersion program, students are provided with opportunities to experience real-life work settings that are pertinent to their academic training.

DepEd Order No. 30, series 2017 outlines the guidelines for implementing the immersion program. The primary objectives of the program are to familiarize learners with the workplace, simulate employment scenarios, and facilitate the application of knowledge gained from applied subjects. According to Dela Cruz (2017), educational institutions possess the capacity to incorporate an 80-hour work immersion program, which enables students to acquire practical, experiential knowledge through simulated work environments.

It is a requirement for Senior High School students to participate in Work Immersion activities within an industry that is closely aligned with their intended post-secondary pursuits. The Work Immersion program provides students with opportunities to gain exposure and familiarity with work-related environments that are relevant to their area of specialization, thereby augmenting their competence. The students have the opportunity to acquire pertinent and pragmatic industrial competencies through the tutelage of industry professionals and laborers. Additionally, they can cultivate an understanding of the significance and implementation of the principles and theories imparted in their academic curriculum. Furthermore, they can augment their technical aptitude and expertise, refine their communication and interpersonal proficiencies, and foster positive work habits, attitudes, appreciation, and regard for labor. These equip individuals with the necessary skills and knowledge to effectively address the demands and complexities of the workforce or pursue advanced academic pursuits upon completion of their studies.

In comparison to the academic track, the Technical-Vocational-Livelihood (TVL) track presents a greater level of difficulty owing to the scarcity of resources and linkages, thereby receiving relatively less emphasis. Throughout the history of the formal education system in the Philippines, there has been a cultural inclination among parents to steer their children towards pursuing academic pathways. It is a common practice among Filipino parents to strategize and prepare for the higher education of their offspring. The notion of promoting technical-vocational courses to students has traditionally been considered a distant possibility. In this context, the researcher tried to find out the relationship between technical vocational and livelihood appraisal feedback and senior high school performance.

This study was anchored with the guidelines for conducting the immersion program stipulated in DepEd Order No. 30, series 2017 "Guidelines for Work Immersion" which emphasize the intention of the program to make the learner familiar with the workplace, to simulate employment, and to enable the students to apply their learning from the applied subjects. Work Immersion of Grade 12 Senior High School students is offered every second semester in October until January.

This study concentrated on the results of the performance appraisal feedback on Work Immersion by the TVL industry partners and TVL SHS students respectively under different TVL track specializations namely: Cookery, EIM, Carpentry, and SMAW, which served as the independent variable of the study. On the other hand, the level of satisfaction by the focal person of industry partners in Work Immersion and SHS students in terms of personal characteristics, social growth, and professional growth will served as the dependent variable. The diagram below illustrates how the variables were be treated.

This study aimed to find out the Technical Vocational and Livelihood appraisal feedback and students in the municipality of Lambayong.

The study focused on the TVL industry partners' appraisal and senior high school students performance. The TVL partners' appraisal along with Curriculum Implementation and Compliance, Work Immersion Delivery Process, Assessment of Learners' Progress, Supervision of Work Immersion Implementation, and Administrative Concern. Moreover it also focused on the senior high school performance in terms of Personal characteristics,

Social growth, and Professional growth. This was conducted in the six (6) secondary schools in Lambayong, Sultan Kudarat for the School Year 2022-2023.

2. MATERIALS AND METHODS

The study used a descriptive-correlational design. It determined the relationship between the independent variables technical vocational and livelihood industry partners along with Curriculum Implementation and Compliance, Work Immersion Delivery Process, Assessment of Learners' Progress, Supervision of Work Immersion Implementation, and Administrative Concern about Senior High School Student Performance, Personal characteristics, Social growth, and Professional Growth

According to Noah (2021), a descriptive-correlational design investigates the relationships between two variables without the researcher changing or modifying any of them. It involves some type of comparison or contrast and attempts to discover relationships between existing non-manipulated variables.

This study was conducted in the six (6) secondary schools in the Municipality of Lambayong School Year 2022-2023. The researcher preferred this Municipality of Sultan Kudarat because it is one of the biggest Municipalities in the first Congressional District in the Province of Sultan Kudarat with the most number of Secondary Schools.

The respondents of the study were sixty-one (61) of the two hundred thirty-four (234) Senior High School students and ten (10) TVL partner industries in the Municipality of Lambayong for the School Year 2022-2023

To select the Senior High School respondents, Quasi-random sampling specifically systematic sampling using an equal allocation technique was used. Twenty-five percent (25%) from the total population per school served as the student-respondents of the study. They were selected through the aid of simple random sampling. This was based on according to Accad and Accad (2016) quasi-random sampling. Accad and Accad (2016) claims that random sampling is either not possible when are homogeneous or similar characteristics. Meanwhile, total enumeration was used in identifying the TVL industry partners.

The survey questionnaire was adopted and slightly revised from the study of Garcia (2019).

The first tool is the performance appraisal feedback of the industry partners to the work immersion students duly represented by their respective focal person; while the second tool is for the performance appraisal feedback of the students regarding the service quality offerings of TVL industry partners. Both tools were composed of five (5) sections assigned with respective indicators, to wit: (A) Curriculum Implementation and Compliance (B) Work Immersion Delivery Process (C) Assessment of Learner's Progress (D) Supervision of Work Immersion Implementation, and (E) Administrative Concerns. The data was tabulated, tallied, organized, statistically treated, and analyzed. On the other hand, interview sessions were conducted among the TVL work immersion industry partner focal person and FGD for SHS students to capture statements that highlighted emerging themes on the issues, concerns, and challenges met during the conduct of Work Immersion.

In the gathering of the data, the researcher asked permission with notification from his research adviser and the East-West Mindanao Colleges, Inc. Graduate School Dean, Schools Division Superintendent of Sultan Kudarat Division, and School Heads in the Municipality of Lambayong. After the coordination, questionnaires were distributed and later retrieved. Consolidation, analysis and interpretation of the gathered data followed.

After the checklist and survey- questionnaires were retrieved, data were processed using the following statistical tools:

To determine the levels of TVL appraisal feedback and Senior High School students performance, weighted mean was used.

The study also utilized Pearson-moment Correlation to determine the relationship between the two major variables in determining the influence of the independent to dependent variables of the study.

3. RESULTS AND DISCUSSION

Level of Technical Vocational and Livelihood Appraisal Feedback in terms of, Curriculum Implementation and Compliance, Work Immersion Delivery Process, Assessment of Learners' Progress, Supervision of Work Immersion Implementation

The succeeding tables discuss the level of technical vocational and livelihood appraisal feedback in terms of curriculum implementation and compliance, work immersion delivery process, assessment of learners' progress and supervision of work immersion implementation.

The table 1 discussed the curriculum implementation and compliance among technical-vocational livelihood appraisal feedback. It was computed section mean of 3.25 with a verbal description of evident but inadequate. This means Students performance during work immersion implementation quite meets the expectations required.

In particular indicator, Objectives of the program are critically tracked by TVL industry partners to be achieved before the semester ends with the computed mean of 3.33 which is the highest computed mean among indicators with a verbal description of evident but inadequate which means Students performance during work immersion implementation quite meets the expectations required. The second highest mean of 3.31, which is considered as Evident but inadequacy, was obtained by TVL industry partner to ensure that specialty advancements are aligned throughout Work Immersion deployment. The students' performance during the implementation of the work immersion quite fulfills the required expectations.

Whereas, indicator, Curriculum Guide is being followed properly by TVL industry partner got the lowest mean of 3.18 with a verbal description of Evident but inadequate.

This only implies that in terms of the Level of Technical Vocational and Livelihood appraisal feedback along with Curriculum Implementation and Compliance, it was found to be evident but inadequate which means students performance during work immersion implementation quite meets the expectations required.

Table 2 shows the work immersion delivery process, with computed section mean of 3.28 described as of Evident but inadequate. This means Students performance during work immersion implementation quite meets the expectations required. Learners are being given feedback by TVL industry partners about their performance in Work Immersion got the highest computed mean of 3.36 with a verbal description of Evident but inadequate which means Students performance during work immersion implementation quite meets the expectations required. Activities of the learners are programmed by TVL industry partner based on the competencies 3.33 got the second highest mean. More so, indicator, TVL industry partner focal person instills in students being open-minded with constructive criticisms while in Work Immersion with computed mean of 3.18 which is the lowest interpreted as Students performance during work immersion implementation quite meets the expectations required. Displays the basic level of work and performance outputs as required outcomes or expectations of the job.

This only implies that in terms of the level of Technical Vocational and Livelihood appraisal feedback along with of Work Immersion Delivery Process, it was found to be evident but inadequate which means students' performance during work immersion implementation quite meets the expectations required. It only displayed the basic level of work and performance outputs as required outcomes or expectations of the job.

Table 3 shows the assessment of learners progress with the computed mean of 3.20 with a verbal description of Evident but inadequate. This means Students performance during work immersion implementation quite meets the expectations required. They only displayed the basic level of work and performance outputs as required outcomes or expectations of the job. In particular, indicators, TVL industry partners let students keep track of their progress in the work Immersion 3.28 and Students are oriented by TVL

industry partners on how their performance will be measured 3.25 got the highest computed mean respectively which implies Students performance during work immersion implementation quite meets the expectations required. Displays the basic level of work and performance outputs as required outcomes or expectations of the job". On the other hand, indicators, Assessment results are explained by the TVL partner industry focal person to the students, leading to their realization of the area for improvement 3.05 and TVL industry partner focal person always reminds students to display good character and respect for authorities at all times 3.21 got the lowest computed mean respectively but nevertheless with was interpreted as "Students' performance during work immersion implementation quite meets the expectations required. Displays the basic level of work and performance outputs as required outcomes or expectations of the job".

This implies that in terms of the level of Technical Vocational and Livelihood appraisal feedback along with Assessment of Learners' Progress was found to be evident but inadequate. Students' performance during work immersion implementation quite meets the expectations required. Their performance only displayed the basic level of work and performance outputs as required outcomes or expectations of the job.

The supervision of work immersion implementation with the computed section mean of 3.31 described as evident but inadequate is shown in Table 4. This implies Students' performance during work immersion implementation quite meets the expectations required. Specifically, indicators, monitoring results are discussed by the TVL industry partner focal person with the concerned student/s to impose discipline and actions needed 3.41 has the highest computed mean which interpreted as "Students' performance during work immersion implementation quite meets the expectations required. Indicators monitoring results are utilized to improve work immersion delivery with a computed mean of 3.39 which interpreted as evident but inadequate. Students' performance during work immersion implementation quite meets the expectations required. On the other hand, indicators, There is an evident Monitoring Plan (Work Immersion Teacher, School Partnership Focal Person, and School Head) being presented before Work Immersion begins 3.18, Monitoring Plan is properly implemented by the TVL industry partner focal person, and Proper coordination, planning, and feedback system are being enforced by TVL industry partner 3.23 got the lowest mean respectively but nevertheless it was interpreted as evident but inadequate. Students' performance during work immersion implementation quite meets the expectations required. Their performance displayed the basic level of work and performance outputs as required outcomes or expectations of the job.

This only implies that in terms of the Level of Technical Vocational and Livelihood appraisal feedback along of Supervision of Work Immersion Implementation, it was found to be evident but inadequate which means students' performance during work immersion implementation quite meets the expectations required.

Table 5 shows results on the administrative concern, with the computed section mean of 3.27 with a verbal description of Evident but inadequate This implies that Students' performance during work immersion implementation quite meets the expectations required. More specifically, indicators, reports are properly compiled by TVL industry partners got the highest computed mean of 3.36, followed by, there is an orientation for learners and parents being conducted by both the School and Partner-Institution before the start of Work Immersion and Students are provided with insurance duly obligated by TVL industry partner before Work Immersion got the equal computed mean of 3.33 which interpreted as "Students' performance during work immersion implementation quite meets the expectations required. On the other hand, indicators, the facilities and venues are prepared by TVL industry partners to be accessible to teachers and students. got the lowest computed mean of 3.16 but it was interpreted as "Students' performance during work immersion implementation quite meets the expectations required.

The level of Technical Vocational and Livelihood appraisal feedback along with of Administrative Concern, was found to be evident but inadequate which means students' performance during work immersion implementation quite meets the expectations required.

Table 6 reveals the Technical Vocational and Livelihood and Appraisal Feedback. It

shows 3.92 computed mean interpreted as evident but inadequate. All variables were interpreted as "Quite meets expectations required. Specifically, Supervision of Work Immersion Implementation 3.31 Work Immersion and Delivery Process 3.28, got the highest percentage mean, Administrative Concerns 3.27, Curriculum Implementation and Compliance 3.25, and Assessment of Learners' Progress 3.20 as the lowest mean percentage.

Level of performance of Senior High School students in terms of Personal Characteristics, Social Growth, and Professional Growth

The succeeding tables answer the performance of Senior High School students in terms of personal characteristics, social growth, and professional growth.

Table 7 shows the performance of Senior High School students in terms of personal characteristics with computed section mean of 3.04 interpreted as "Sometimes Observed". In particular, indicators, conduct self-exploration, and simple disclosure has the highest computed mean of 3.23 followed by Identify sources of one's stress and illustrate the effect of stress on one's system with a computed mean of 3.11 which are both interpreted as "Sometimes Observed". In addition, indicators, making a list of ways to become responsible adolescents prepared for adult life 2.85 and identify personal ways of coping for a healthful living 3.00 have the lowest computed mean respectively but it was interpreted as "Sometimes Observed".

Table 8 shows the social growth of the Senior High School students with the computed section means of 3.04 interpreted as "Sometimes Observed". In particular, Distinguish the various roles of different individuals in society and how they can influence people through their leadership or followership has the highest computed mean of 3.25 which is interpreted as "Sometimes Observed" followed by the understanding of teenage relationships, including the acceptable and unacceptable expressions of attractions with the computed mean of 3.15 which is interpreted as "Sometimes Observed". On the other hand, indicators, explore one's positive and negative emotions and how one expresses or hides them 2.71 and Express his/her ways of showing attraction, love, and commitment 2.98 were the lowest computed mean respectively but it was interpreted as "Sometimes Observed".

The table above shows the professional growth of Senior High School students with the computed mean of 3.01 interpreted as "Evident but Inadequate". Specifically, indicators, Discuss the external factors influencing career choices that may help in career decision-making, and Share insights that make him/her realize the importance of personal development in making a career decision as an adolescent has the equal computed mean of 3.05 which is interpreted as "Evident but Inadequate". Moreover, the indicator, identify pros and cons of various career options with the guidance of a parent, teacher, or counselor has the highest computed mean of 3.10 which implies "Evident but Inadequate" and the lowest computed mean of 2.77 that speaks of the, prepare a career plan based on his/her personal goal and external factors influencing career choices, nevertheless, It was interpreted as "Not Evident".

The Table 9 shows the Senior High School Students Performance with the computed mean of 3.16 interpreted as "Sometimes observed". All Variables were described as Very Satisfactory and interpreted as "Sometimes observed". Specifically, Personal Characteristics (3.43), got the highest mean percentage,

The table reveals the significant relationship between Technical Vocational and Livelihood feedback appraisal and Senior High School students' performance at 5% level of significance. The result showed that the work immersion delivery process with a computed r-value of 0.269 which is greater than the p-value of 0.036, assessment of learners' progress with a computed r-value of 0.317 which is greater than the p-value of 0.013, supervision of work immersion with a computed r-value of 0.290 which is higher than the p-value of 0.023 found to have a significant relationship with students performance, whereas curriculum implementation and compliance and administrative concern with the computed r-value of

0.236 found to have not significant on the student performance, nevertheless, the overall Technical Vocational and Livelihood appraisal with the computed r-value of 0.329 which far greater than the p-value of 0.010 at 5% level of significant revealed that there is a significant relationship. Therefore, the null hypothesis, there is no significant relationship between TVL appraisal feedback and student performance is rejected, finally, there is a significant relationship between TVL appraisal feedback and senior high school student's performance.

The result of the study is consonant with Technical Vocational Education and Training (TVET) has been recognized worldwide as a tool for empowering people, especially the youth, for sustainable livelihood and Social-Economic improvement (Okwelle & Deebom 2017). According to Okwelle (2013), TVET broadly refers to deliberate interventions to bring about learning which would make people more productive (or simply adequately productive) in designated areas of economic activity (e.g., economic sectors, occupations, specific work tasks). For Alhasan and Abdullahi (2013), technical and vocational education and training play an essential role in improving the well-being of youths and communities, increasing productivity, empowering individuals to become self-reliant, and stimulating entrepreneurship. Thus, there is a need to promote TVET as a promising program for students who want to ensure employment after graduation.

4. MAJOR FINDINGS

The study aimed to determine the relationship between technical vocational and livelihood industry partners' appraisal feedback and senior high school students' performance in the Municipality of Lambayong School Year 2022-2023.

Specifically, this study tried to evaluate the extent of the Technical Vocational and Livelihood appraisal feedback in terms of Curriculum Implementation and Compliance, Work Immersion Delivery Process, Assessment of Learners' Progress, Supervision of Work Immersion Implementation, and Administrative Concern along with level of performance of senior high school students in terms of Personal characteristics, Social growth, and Professional growth.

This research used a descriptive-correlational design and employed a survey questionnaire. The respondents of the study were 61 Senior High School students and ten industry partners. An adapted survey questionnaire was used to gather the needed data. The statistical tools used in processing the data were mean and Pearson r.

The salient findings of the study were: The extent of extent the Technical Vocational and Livelihood appraisal feedback in terms of curriculum implementation and compliance, work immersion delivery process, assessment of learners' progress, supervision of work immersion implementation, and administrative concern were "Evident but inadequate".

The level of level of performance of Senior High School students in terms of personal characteristics, social growth, and professional growth was "Evident but inadequate".

Interestingly it, was found that there is "positive relationship" between Technical Vocational and Livelihood appraisal feedback performance of Senior High School students except in the administrative concern that was revealed no significant relationship.

5. CONCLUSION

It was discovered that there is a "positive relationship" between senior high school students' Technical Vocational and Livelihood assessment feedback performance. Therefore, work immersion plays a significant role in helping senior high school students in the Municipality of Lambayong improved their talents and skills.

From the salient findings of this study and the conclusion reached, the following recommendations are presented;

1. The school may continue its school-based program on the Technical Vocation Track.

2. The teachers may sustain their best practices to strengthen the senior high students' performance.
3. The teachers and school heads may continue or strengthen their Senior High School's TVL activities with industry partners.
4. This study will be replicated in wider scope to have a clearer picture of TVL industry partners and senior high school students' performance.

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