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Assessment of the Senior High School Technical-Vocational Livelihood Track

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Abstract: **The study utilized descriptive - correlative research which aimed to determine the common issues, growth points and students' level of satisfaction in the implementation of Technical-Vocational-Livelihood curriculum of the selected secondary schools of Carcar City Division, Carcar City, Cebu, Philippines for the school year 2018 – 2019. An adapted survey questionnaire was used to answer the problems of the study. Findings revealed that majority of the students in the Technical-Vocational and Livelihood (TVL) Track are males. Teachers in the TVL Track in the Senior High have acquired a degree which is aligned to the area of specialization of the learners – respondents. TVL students also strongly agree that their practical experiences during immersion have helped them improved their learning achievement. School – based enhancement skills trainings have helped them passed the National Certification 1, 2 and 3. Gender does not correlate with the level of satisfaction of the respondents. Male and female TVL students have both agreed on the positive implementation of TVL in Carcar City division. The level of satisfaction on TVL implementation is not correlated with their TVL strand. Hence, respondents have positive feedback on the implementation of the TVL strands in each school in terms of programs and projects, teaching and learning process and practical training periods.**

Keywords: **Technical-Vocation & Livelihood track, senior high school students,Carcar City division.**

1. INTRODUCTION

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.

However, in the report of The Freeman last September 2015, the Regional VII Director Juliet Jeruta reported that over 166,458 students in the region want to pursue technical-vocational tracks in senior high. This is more than one-half of those students who want to pursue academic track. This might change the perceptions of the many about taking tech-voc courses. The Department of Education explained that there are four specializations in the Technical - vocational & livelihood track:Information and Communications Technology, Home Economics. Agri-Fishery Arts and Industrial Arts (Sequete, et.al, 2012). The students have varied choices to improve his/her skills and acquire the needed competencies to prepare themselves for employment, business and higher education.

Pavlova (2014), cited that Technical and Vocational Education and Training (TVET) is a vital tool for improving the economy and reducing the poverty in a certain region. This implies that enhancing the tech-voc curriculum would help the country alleviate its status from poverty. This may also imply that we should increase our number of skilled workers to help rebuild the growth our nation.

Amid the arising need of the country in terms of skilled workers, issues and problems hound its growth. Senior High School curriculum in the Philippines is married with issues such as lacking qualified teachers and much-needed facilities for use in the highly specialized courses like tech - voc. (Sarmiento, et.al 2017).

Among of the main problems in implementing the tech-voc track is the lack of equipment, facilities and materials for both the teachers and the students. In the area of Agri-Fishery Arts, farming is one of the basic skills that should be developed but there is no area available for such. For other tech-voc strands, lack of equipment is also undeniable. And although the skilled human resources are the primary asset of several countries around the globe, an inadequately educated workforce is still among the most problematic contributors in doing business in many countries.

To strengthen the educated workforce in the Philippines, the Department of Education allows those non-licensed teachers to handle specialized subjects and was given 5 years to get the license due to the unavailability of qualified senior high school teachers (DepEd, 2016).

In the United States of America, the students will take technical vocational subjects for about half a year and the next school year will be focused on academics. Courses include agriculture, business, computing, construction, creative arts, healthcare, human services, mechanical/automotive and others (Orale and Sarmiento, 2017). Their curriculum allows the learners to focus on the specialized skills to increase their knowledge and competence based on their field of specialization.

In the Philippines, the tech-voc programs may not be necessarily available in the municipality or barangay they are in and therefore needs to take it in in other towns. The absence of the much needed tech-voc facilities and availability of qualified teachers limit the accessibility of these programs to many.

These problems are also happening in Carcar City Division. There are six schools which are offering Technical-Vocational & Livelihood courses: Roberto E. Sato Memorial National High School, Kalangyawon National High School, Carcar Central Night High School, Maximino Noel Memorial National High School, Valencia Vocational Technical High School and Can-asujan National High School. These schools offer Crop Production, ICT, Bread and Pastry, Cookery, Dressmaking, Cosmetics and Shielded Metal Arc Welding. Among of the mentioned issues and concerns which are also present in our division is the lack of qualified teachers, unavailability of equipment and facilities and among others.

This study identified the current issues, trends and growth points of the implementation of the different schools offering Technical-Vocational & Livelihood courses in the division of Carcar City.

2. REVIEW OF RELATED LITERATURE & STUDIES

This study is grounded on the Republic Act 10533 also known as the Enhanced Basic Education Act of 2013. This explains the government purpose on strengthening its curriculum and increasing the number of years for basic education. Furthermore, the state creates a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills and values for both life-long learning and employment (LawPhil, 2018).

Furthermore, the two (2) years of Senior High School [SHS] provides sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship. Students undergo immersion, which may include job opportunitiesto provide them relevant exposure and actual experience in the chosen track (DepEd, 2016). Senior High School curriculum in various parts of the world

augments the students' skills for work, business, or university life. The integration of the 12 years steers up the basic education systems worldwide.

The Philippines was the last country in Asia having the 10-year basic education and pre-university program. Djibouti and Angola of Africa were the other countries having the shortest pre-university system with other countries having 13 to 14 years in the basic the basic education (SEAMEO & INNOTECH, 2012 cited in Sarmiento and Donale, 2016).

Senior High School (SHS) is the last two years of the K to 12 Basic Education +Program wherein the students are required to go through a core curriculum and subjects under a track of their choice. In 2016, the Philippines has fully implemented the senior high school as part of the basic education system.

DepEd Order No.72 series 2009 and 1987 Philippine Constitution, Art. XIV, Sec. 5, par. 5 mandate that all children regardless of sex, age, creed, socioeconomic status, physical and mental condition, social and ethnic origin, political and other affiliations should be given access to quality education in line with the national goals and conducive to their full development. These directives evidently seek to respond to DepEd's vision for giving discrimination-free quality education for all Filipino students (Dabasol, 2016).

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).

Some research argues that the relationship between teachers and students is most effective when both are willing to engage in an open discussion about the learning process in order to ensure that instructions are clear and goals are met (Higgins, Baumfield & Hall, 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.

3. METHODOLOGY

The study used correlative - descriptive analysis method of gathering data. This statistical technique summarized the information numerically. Its computational method examined the issues, trends, growth points and respondents' level of satisfaction on the implementation of the TVL track of the selected schools in Carcar City Division.

The number of respondents was selected using stratified random sampling technique. There were three hundred (300) Grade 12 students and ten (10) teachers from the selected secondary schools who were considered as the respondents of the study. There were 175 male respondents and another 125 female respondents and 10 TVL teachers. These respondents came from the seven (7) senior high schools in Carcar City Division.

For this investigation, the proponents utilized an adapted research instrument from *Quality in VET-schools of Leonardo De Vinci Education and Culture*. This study used one (1) set questionnaire which has 3 parts. Part 1 answers the profile of the respondents; Part 2 contains the issues and growth points of the implementation of the TVL curriculum, and Part 3 tackles the respondents' level of satisfaction of the implementation of the TVL curriculum. The researcher gave an orientation on how to accomplish the questionnaires. Each item in the questionnaire was discussed and explained properly to the respondents.

Permission was sought from the Schools Division Superintendent, Carcar City Division, and from the other concerned offices to allow the evaluation of the implementation of the Senior High School TVL curriculum in Carcar City Division. The facilitation of the instrument for the respondents was done by the researchers respectively and other teachers from the respective schools.

After gathering the data, examination, tabulation and analysis were facilitated.The responses were tallied to get the raw data treated statistically to generate empirical data. Interpretation and analysis of the data were reflected in each matrix that answered the specific questions of the study.

4. RESULTS AND DISCUSSION

This section presents the discussion, analysis and interpretation of the data on the assessment of the Technical – Vocational and Livelihood track implementation of Carcar City division.

Profile of the Respondents

The respondents' profile articulates the importance of the variables in the implementation of the Technical-Vocational and Livelihood Tracks in the Senior High School. The variables such as gender, field or area of specialization, and academic performance of the SHS learners were understudied.

Table 1: Gender of the Respondents

Gender	f		Total
	SHS Teachers	SHS Students	
	6	175	
Female	4	125	
Male	10	300	181
Total			129
			310

Table 1 reveals that majority of the students-respondents in the Technical-Vocational and Livelihood (TVL) Track is "male" with a total of 234. The results implied that the male students prefer TVL related career in the Senior High School.

The results affirm the study of Ross (2019), the for male learners, technical-vocational and livelihood education in the senior high schools provides better income after graduation.

Table 2: Field / Area of Specialization (Strand)

Field / Area of Specialization	f		Total
	SHS Teachers	SHS Students	
Agri-fishery Arts	1	50	51
Home Economics	4	70	74
Industrial Arts	4	95	99
ICT	1	36	37
Other	1	49	50
Total	11	300	311

In Table 2, data pertaining to the field or area of specialization among teachers-respondents show that the teachers in the Technical-Vocational and Livelihood Track in the Senior High of Carcar City Division have acquired a degree which is aligned to the area of specialization of the learners-respondents. This signifies the teachers are equipped with the prior skills and competencies which are vital to the teaching and learning process of the senior high school curriculum. This affirms the concept of Napper (2019) that alignment of learning and teaching gains in the growth of instructional standards in modern pedagogical scenario.

Table 3: General Average of Major Subjects

General Average	f	%
88-90	4	1.33
85-87	1	.33
No Answer	267	89
Total	300	100

Table 3 shows that learners-respondents preferred not to provide not academic performances standing in their tech-voc subjects with 89%. Although there are four students-respondents who gave their general average which ranges from 88-90 but the data will not represent the majority of the population.

The results imply that the TVL students find their academic performances confidential. Thus, the preference of the learners-respondents is strengthened with Republic Act No. 10173 otherwise known as the "Data Privacy Act of 2012" which emphasizes the protection and respect of the confidentiality and privacy of information such as academic performance (DepEd,2019).

Table 4: Common Issues and Growth Points

	Indicators	Teachers		Students		Combined	Verbal Description
		WM	**Verbal Description**	**WM**	**Verbal Description**	**WM**	
1	School-based skills enhancement program helps students get a National Certificate (NC I, II, III)	3.11	Agree	3.58	Strongly Agree	3.34	Strongly Agree
2	Bridging program for students who want to transfer to another strand is offered in the school.	2.43	Disagree	2.58	Agree	2.50	Disagree
3	There are enough machines, tools, and other equipment for learners' skills enhancement.	2.50	Disagree	2.49	Disagree	2.49	Disagree
4	There are sufficient facilities for the learners like television, projector, portable speaker, and other facilities for classroom instructions.	2.89	Agree	3.09	Agree	2.99	Agree
5	Sufficient books and references are available anytime.	2.39	Disagree	2.20	Disagree	2.29	Disagree
6	Classroom is beneficial to learning (internal and external premises are clean)	3.11	Agree	3.09	Agree	3.10	Agree
7	Opportunity to get guidance for some learning difficulties is accessible.	2.96	Agree	3.18	Agree	3.07	Agree
8	Similar core and applied subjects offering help senior high school students who want to transfer to another area of specialization	3.04	Agree	3.08	Agree	3.06	Agree
	Grand Mean	**2.80**	**Agree**	**2.91**	**Agree**	**2.85**	**Agree**

Table 4 shows the common issues and growth points of the implementation of Technical-Vocational and Livelihood in the seven schools of Carcar City Division. The results can be construed that the common issues and growth points as to school's programs and projects fall on the indicator "Sufficient books and references are available anytime." which has the lowest weighted mean of 2.29 with a verbal description "Disagree".

Other notable results include "Bridging program for students who want to transfer to another strand is offered in the school." with a weight of 2.50 while the indicator "There are enough machines, tools, and other equipment for learners' skills enhancement." posted a weighted mean of 2.49 with a verbal description "Disagree". On the hand other, the indicator "School-based skills enhancement program helps students get a National Certificate (NC I, II, III)" garnered the highest mean of 3.34 with a verbal description "Strongly Agree".

The results signify that the programs and projects under Technical-Vocational and Livelihood Tracks need to be closely monitored especially on the availability of the learning materials, machines, tools and other equipment vis-à-vis number learners in the schools who will utilize the same. The perception of both teachers and learners, which was articulated in the responses of each question, implies that the Department of Education needs to supervise the implementation of the different tracks in the different schools of Carcar City Division. Provision of machines, tools and other equipment for the students must be expedited as this is vital to achieve mastery level of the competencies on learners' field of specialization.

The results confirm the findings of Pavlova (2014), cited that Technical and Vocational Education and Training (TVET) that enhancing the tech-voc curriculum would help the country alleviate its status from poverty but people should increase the number of skilled workers to help rebuild the growth our nation through delivery quality basic education.

Table 5: Studying Arrangements

	Indicators	Teachers		Students		Combined	Verbal Description
		WM	**Verbal Description**	**WM**	**Verbal Description**	**WM**	
1	Institution's facilities, tools and equipment work properly	3.00	Agree	3.03	Agree	3.02	Agree
2	Teaching aids are available as planned.	3.14	Agree	2.70	Agree	2.92	Agree
.3	Learning competencies taught are aligned to TESDA's needed skills.	2.93	Agree	2.99	Agree	2.96	Agree
4	Students can use the equipment when need it.	3.07	Agree	3.15	Agree	3.11	Agree
5	Opportunities to use the machines, tools, and IT (e-mail and software) at the institution are wide open.	2.50	Agree	2.94	Agree	2.72	Agree
6	Technical assistance in problems related to skill mastery or other information systems is available.	2.64	Agree	3.19	Agree	2.92	Agree
7	Classroom arrangements are well-organized.	2.64	Agree	3.21	Agree	2.93	Agree
8	TVL workshops and laboratories are available in the school.	2.61	Agree	3.18	Agree	2.90	Agree
	Grand Mean	**2.96**	**Agree**	**3.06**	**Agree**	**3.01**	**Agree**

The table below shows the studying arrangements of the teachers and students in the implementation of TVL strands in each school. The indicator "teaching aids are available as planned" got the highest weighted mean of 3.14 which is described as Agree. Meanwhile, the indicator "opportunities to use the machines, tools, and IT (e-mail and software) at the institution are wide open" got the lowest weighted mean of 2.50 which is described as Agree. This means that the teachers have teaching guides and other available learning materials that support teaching and learning process.

On the other hand, for the students, the indicator "institution's facilities, tools and equipment work properly" got the highest weighted mean of 3.02 which is interpreted as Agree and the indicator "opportunities to use the machines, tools and IT software are wide open" got the lowest weighted mean of 2.72 described as Agree. This implies that students have

access to the school's tools, facilities and equipment of the school necessary for their respective strands. They also have the opportunity to use technologies in the class to supplement their learning experiences. TVL workshops and laboratories are also available in the schools. This means that students are provided already with the learning resources during the first three years of the implementation of the senior high school program.

The results of this study contradict to the findings of Caballero & Cabahug (2015) that the K to 12 senior high school Technical - Vocational Livelihood track is not at all ready for its implementation. This means that Carcar City division has looked into the different aspects of the implementation of the new curriculum.

Table 6: Teaching and Learning Experience at the School

	Indicators	Teachers		Students		Combined	Verbal Description
		WM	**Verbal Description**	**WM**	**Verbal Description**	**WM**	
1	Learning objectives are achieved.	3.17	Agree	3.02	Agree	3.10	Agree
2	Teaching groups are small enough for students' learning.	3.04	Agree	2.82	Agree	2.93	Agree
3	Various teaching methods have been used (pair work, group work).	3.10	Agree	3.03	Agree	3.07	Agree
4	On-time feed backing on the status in academics and practical performances are given.	2.96	Agree	3.28	Agree	3.12	Agree
5	Opportunity to ask the teachers a feedback on updates of the trends and developments of courses offered is explained.	2.82	Agree	3.05	Agree	2.93	Agree
6	Students' capability to work in a national or international working environment has been improved.	2.75	Agree	3.11	Agree	2.93	Agree
7	Interests in learning across discipline have grown.	3.00	Agree	3.01	Agree	3.00	Agree
8	The school provides opportunities to participate in national, regional, or division-based activities	2.89	Agree	3.17	Agree	3.03	Agree
	Grand Mean	**2.96**	**Agree**	**3.06**	**Agree**	**3.01**	**Agree**

The table above shows the teaching and learning experience in the school of both the teachers and the students. For the teachers, the indicator "learning objectives are achieved" got the highest weighted mean of 3.179 which is interpreted as Agree and the indicator "students' capability to work in a national or international working environment has been improved" got the lowest weighted mean of 2.750.

This signifies that teachers delivered the necessary competencies to meet the standards of Department of Education and TESDA. One proof is the passing percentage of the students during the National Certification assessment of the students. Teachers also agree that student's performance has improved to compete nationally and internationally.

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. The results of this study implied that teachers used various methods and approaches to cater the needs of the TVL students and to meet the specific learning objectives of each strand. Assessment was also done to assess the students on their progress and even their level of skills during the national certification assessment done by TESDA.

Table 7: Teaching and Learning

	Indicators	*Teachers*		*Students*		*Combined*	*Verbal Description*
		WM	***Verbal Description***	***WM***	***Verbal Description***	***WM***	
1	The learning objectives of the studies were explained to the students.	3.11	Agree	3.07	Agree	3.09	Agree
2	The assessment criteria for the studies were explained at the beginning of the school year.	3.11	Agree	2.96	Agree	3.04	Agree
3	Teachers' professional skills were up-to-date.	3.21	Agree	3.05	Agree	3.13	Agree
4	Students' assessment results are returned within a reasonable period of time.	3.07	Agree	3.17	Agree	3.12	Agree
5	Group work sessions help improved the learning process.	3.11	Agree	2.91	Agree	3.01	Agree
6	Teachers assessed students equally.	3.07	Agree	2.94	Agree	3.00	Agree
7	Teachers were competent in discussing the topic.	3.18	Agree	2.97	Agree	3.07	Agree
8	Students' different backgrounds were taken into account in instruction.	2.93	Agree	3.12	Agree	3.02	Agree
	Grand Mean	**3.09**	**Agree**	**3.02**	**Agree**	**3.06**	**Agree**

Meanwhile, for the students, the indicator "teachers' professional skills were up-to-date" got the highest weighted mean of 3.13 and the indicator "teachers assessed students equally" got the lowest weighted mean of 3.0. Other indicators on students' assessments, learning objectives and teachers' competence also got weighted means with verbal descriptions of Agree.

This suggests that teachers underwent several trainings before and during the implementation of the senior high school program. Teachers have mass trainings both in the division and regional level. In-service trainings are also provided within the division to capacitate the teachers in their field of specialization. Some of the teachers based on records underwent scholarships for their teachers' methodology training to further improve their level of know - how.

The results already address that problems in the study of Sarmiento, et.al (2017) that the Senior High School curriculum in the Philippines is married with issues such as lacking qualified teachers and much-needed facilities for use in the highly specialized courses like tech - voc.

Table 8: Practical Training Period

Indicators	Teachers		Students		Combined	Verbal Description
	WM	***Verbal Description***	***WM***	***Verbal Description***	***WM***	
1. Students knew what they were supposed to learn during work immersion.	3.04	Strongly Agree	3.34	Strongly Agree	3.19	Strongly Agree
2. Students received sufficient guidance at the workplace or during work immersion.	3.46	Strongly Agree	3.00	Agree	3.23	Strongly Agree

3. Learners achieved the objectives or goals set for practical learning period or work immersion.	2.18	Disagree	3.29	Strongly Agree	2.74	Agree
4. Students were satisfied with the practical learning period or work immersion.	3.11	Agree	3.36	Strongly Agree	3.24	Agree
5. Practical learning promoted further employment opportunities.	3.07	Agree	3.15	Agree	3.11	Agree
6. Practical learning period helped the learners improve their learning achievement.	3.32	Strongly Agree	3.19	Agree	3.26	Agree
7. Orientation was conducted to explain the necessary safety and security issues at workplace.	3.43	Strongly Agree	3.49	Strongly Agree	3.46	Strongly Agree
8. People at the workplace treated me appropriately.	3.07	Agree	3.32	Strongly Agree	3.19	Agree
Grand Mean	**3.08**	**Agree**	**3.27**	Strongly Agree	**3.18**	**Agree**

Table 8 reveals the results of the practical training period of the learners based on the teachers' and students' point of view. The indicator "Orientation was conducted to explain the necessary safety and security issues at workplace." garners the highest weighted mean of 3.46 which means "Strongly Agree". While the indicator "Learners achieved the objectives or goals set for practical learning period or work immersion." gets a weighted mean of 2.74 which means "Agree". The results imply that through the wide dissemination of the salient features of the work immersion program, the learners to able to attain the objections and goals of the program through strict adherence its guidelines.

The results affirm the study YKS (2018) cited in Bebida (2019) that learners will gain knowledge and competencies particularly on the ethics in the workplace, responsibilities, and learning the effective way with co-workers. Thus, it helps the learners build their future.

Table 9: Level of Satisfaction

Indicator	Weighted Mean	Verbal Description
Studying arrangement	2.93	Agree
Learning experience in school	3.01	Agree
Teaching and learning	3.06	Agree
Practical training period	3.18	Agree

The table above shows the level of satisfaction of the students in the technical-vocational and livelihood implementation in their respective schools offering different strands. It can be deduced that their Practical training period experiences got the highest weighted mean of 3.34 which means that they strongly agree on the indicators specified. The indicator "studying arrangement" got the lowest weighted mean of 3.02 which is verbally interpreted as "agree".

This implies that TVL students strongly agree that their practical experiences during immersion have helped them improved their learning achievement. They already knew what should be done during the immersion time. The results also suggest that the students have high level of satisfaction towards their learning experiences during their practical training period. However, their studying arrangement which includes the facilities and competencies taught in school got the lowest weighted mean. This may imply that some problems were identified on the equipment used in each TVL strand, not aligned competencies with TESDA, provision of technical assistance to the teachers handling the TVL subjects and the like.

The results confirm the findings of the study of Rentillosa et al (2016) 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.

Relationship between Level of Satisfaction and Gender of the Respondents

Table 10: Relationship Between Level of Satisfaction and Gender

Correlation	Verbal Interpretation	P - value	Decision
0.247	Low correlation	0.173	Failed to reject Ho

The table above shows the relationship between the level of satisfaction of the students on the implementation of Technical-Vocational and Livelihood and their gender. It can be noted that that the correlation value is only 0.247 which is interpreted as low and p - value of 0.173 greater than the level of significance of 0.05 which found to be not significant.

This means that the gender does not correlate with the level of satisfaction of the respondents. Male and female TVL students have both agreed on the positive implementation of TVL in Carcar City division. This further implies that gender has no bearing on their perceptions on the programs and projects of TVL schools, its equipment and practical training period.

Relationship Between Level of Satisfaction and TVL Strand of the Respondents

Table 11: Level of Satisfaction and TVL Strand

Correlation	Verbal Interpretation	P - value	Decision
0.152	Very low correlation	0.407	Failed to reject Ho

The table above shows the relationship between the level of satisfaction of the students and their corresponding TVL strand. The results show that the correlation level is only 0.152 described as “very low correlation”. It can also be noted that the p - value of 0.407 is greater than the level of significance of 0.05, hence, not significant.

This implies that their level of satisfaction on TVL implementation is not correlated with their TVL strand. From table 1, it can be deduced that the respondents have positive feedback on the implementation of the TVL strands in each school in terms of programs and projects, teaching and learning process and practical training periods. This further means that they see the efforts of Department of education in providing quality and relevant education to the students. Although, there are still growth points and gaps during the first three years of the implementation, the students still responded positively on its impact to their learning experiences.

The results affirm the study of Ramos (2018) that administrators and instructors have done their best to be ready on the implementation of senior high school in Pampanga. Administrators may continue to send teachers to trainings to further improve its basic services.

5. CONCLUSION

It can be concluded that Carcar City division is well-prepared to implement the Technical-Vocational and Livelihood strands of the Senior High School curriculum. Although, the first three years of its implementation encountered various challenges but the teachers and students have positive feedback on its implementation.

6. RECOMMENDATIONS

Based on the conclusion derived from the findings, the following recommendations are given:

1. Other researchers may use the tools of this research to evaluate the implementation of their senior high school program in other divisions.

2. Carcar City Division administrators may use the results in this study to further assess the needs of each school in the implementation of their senior high school program.

3. The local government may provide more tools and equipment for the TVL students and teachers to be used during their National Certification assessment with TESDA.

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