

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

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ABSTRACT: The study sought to assess the Status of Implementation of the Technical-Vocational-Livelihood (TVL) Track in Secondary Schools in Botolan District. 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 the Botolan District 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, Botolan District

I. INTRODUCTION

In 2013, the Philippine Department of Education introduced the Enhanced Basic Education Curriculum, which established the Senior High School Program [1]. The Enhanced Basic Education Act formalized the execution of the K–12 program, which aims to produce holistic graduates with 21st-century capabilities. These graduates are expected to be equipped for higher education, developing middle-level skills, employment, and entrepreneurship. It is mainly accomplished through one prominent element, the senior high school program [2]. The primary goal of the Senior High School (SHS) is to generate productive and responsible citizens endowed with fundamental competencies, skills, and values that will enable them to be lifelong learners and job-ready.

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 [3]. According to Pajares et al. [4], 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 Lyceum of Western Luzon-Zambales, Botolan National High School, Taugtog National High School, Baquilan Resettlement High School, Lakas High School, and Polytechnic College of Botolan are among the six (6) DepEd implementers of Senior High School Curriculum in Botolan District, Division of Zambales offering Technical-Vocational-Livelihood (TVL). There are 401 TVL students enrolled in Senior High Schools studying Home Economics, Information Communication Technology, Industrial Arts, Shielded Metal Arc Welding, Electrical Installation Maintenance, Animal Production, and Agricultural Crop Production.

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 Botolan District, the researcher would like to evaluate the status of the performance of TVL Track in the District of Botolan with regards to facilities and equipment, industry preparedness/partnership, workplace/learning environment instruction, and imposition and to discern the main

thrust of the SHS in TVL Track with the standards, policies, and guidelines of the DepEd.

1.1 Objective of the Study

The study aimed to evaluate the implementation status of TVL Track in Secondary Schools in the District of Botolan.

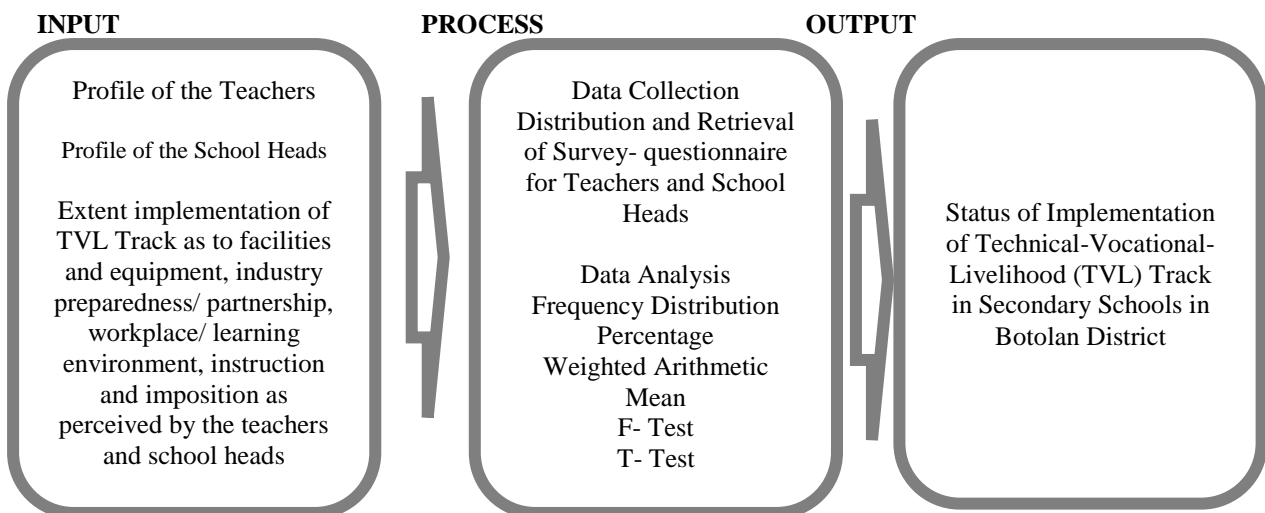
Specifically, it sought to answer the following questions:

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

1.2 Framework of the Study

The study is based on William Bagley's essentialism. Essentialism refers to a common core of knowledge that must be taught to students in a methodical and disciplined manner. The emphasis in this conservative viewpoint is on intellectual and moral norms that should be taught in schools. The curriculum's fundamental components are essential knowledge, skills, and academic rigor. Although this educational ideology is related to Perennialism in some aspects, Essentialists allow the possibility that the core curriculum will change. Education should be practical, equipping pupils to be productive members of society. It should concentrate on facts—the objective reality—and "the basics," teaching pupils to read, write, communicate, and compute straightforwardly and logically. Schools should not attempt to establish or influence policies. Hard work, respect for authority, and discipline should be instilled in students. Teachers must assist students in controlling their nonproductive tendencies, such as violence or mindlessness [5].

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



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

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

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

1.3 Hypotheses

The researcher tested the significant difference between the variables used:

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

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

There is no significant difference in the extent of implementation of the Technical-Vocational-Livelihood (TVL) Track as perceived by the teachers and the school heads.

II. METHODS

2.1 Research Design

In this study, a descriptive research methodology using a survey questionnaire and quantitative analysis was used to collect responses from teachers and head teachers on the amount of implementation of the Technical-Vocational-Livelihood (TVL) Track in the Botolan District. A descriptive research design will help answer the questions of who, what, when, where, and how linked with a specific research topic. However, 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.

According to Sevilla (1984), as referenced by Agatep [6], the descriptive technique entails gathering data to test hypotheses or answer questions about the current state of the issue under study. This method is deemed most appropriate since it intends to explore the respondents' attitudes and differences based on their age, gender, and maximum educational attainment.

2.2 Respondents and Location

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

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

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

2.3 Instrument

The instrument used in the conduct of research is a standard questionnaire. The researcher adopted the questionnaire from the study of Maghuyop[2] 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.

2.4 Data Collection

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

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

2.5 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.

III. RESULTS AND DISCUSSION

Teacher's Profile

Table 1 shows the frequency and percentage distribution of the teacher-respondents' 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
Total	75	100.00
Mean = 33.77 years		
Sex	Frequency	Percent
Male	39	52.00
Female	36	48.00
Total	75	100.00
Highest Educational Attainment	Frequency	Percent
Ph. D./ Ed. D. degree	0	0.00
with Ph. D./ Ed. D. units	1	1.33
MA/ MS Degree	11	14.67
with MA/ MS units	26	34.67
BS/ BA Degree	37	49.33
Total	75	100.00
Position	Frequency	Percent
Teacher III	5	6.67
Teacher II	40	53.33
Teacher I	30	40.00
Total	75	100.00
Number of Years Teaching in TVL	Frequency	Percent
6 years and above	9	12.00
3-5 years	41	54.67
0- 2 years	25	33.33
Total	75	100.00
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
Total	75	100.00
Mean = 6.40		

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. Adults are distinguished by maturity, self-assurance, autonomy, and sound decision-making. They are more practical, multi-tasking, intentional, self-directed, experienced, less open-minded, and responsive to change [7].

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.

According to Dizikes [8], quoted in the Massachusetts Institute of Technology news, women feel overlooked during team-based educational activities when men are given more opportunities to work on complex problems. In contrast, women are relegated to regular jobs or management duties [8].

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

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

Number of Years Teaching in TVL. Out of seventy-five (75) teacher- respondents, 41 or 54.67% with 3-5 years in teaching; 25 or 33.33% with 0-2 years in 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 [9].

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. The computed mean number of training and seminars related to TVL was 6.40. This denotes that dominant teachers have limited participation or attendance in the training and seminars in TVL. According to Ramos[10], 42.9 percent of teachers had Home Economics training, 35.3 percent had Industrial Arts training, and 21.8 percent had ICT training. According to Alferez and Palmes [11], the length of a person's exposure to a specific job or circumstance, as well as his personal and professional characteristics, determine the success of an educational program.

School Head's Profile

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

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
31-40 years old	0	0.00
21-30 years old	0	0.00
Total	6	100.00
Mean = 52.17 years old		
Sex	Frequency	Percent
Male	2	33.33
Female	4	66.67
Total	6	100.00
Highest Educational Attainment	Frequency	Percent
Ph. D./ Ed. D. degree	2	33.33
with Ph. D./ Ed. D. units	4	66.67
MA/ MS Degree	0	0.00
with MA/ MS units	0	0.00
BS/ BA Degree	0	0.00
Total	6	100.00
Position	Frequency	Percent
Principal V	0	0.00
Principal IV	2	33.33
Principal III	0	0.00
Principal II	0	0.00
Principal I	4	66.67
Total	6	100.00

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Number of Years as School Head	Frequency	Percent
15 and above	3	50.00
10- 14	3	50.00
5- 9	0	0.00
0- 4	0	0.00
Total	6	100.00
Mean = 14.50 years		

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

Sex. Out of six (6) school 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 Ph. D./ Ed. D. units, and 2 or 33.33% attained Ph. D./ Ed. D. 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 I, and 2 or 33.33% are Principal IV. 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 15 years and above as a school head, and 3 or 50.00% have 10-14 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.

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

Facilities and Equipment

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

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
Overall Weighted Mean	3.44	HI	3.50	HI

**HI- Highly Implemented*

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.

Physical facilities in any school system include the school plant, which consists of the school buildings, classrooms, libraries, laboratories, restrooms, learning materials, and other infrastructures that are likely to stimulate children to learn. Most physical amenities relevant to the excellent learning/academic achievement of pupils appear to be insufficient in public secondary schools nowadays, according to experience [12].

However, with a weighted mean of 3.25, the teacher-respondents regarded the school library as highly implemented in terms of having an updated assortment of books, textbooks, periodical newspapers, magazines, and journals (ranked 10th). The result indicates that instructional resources or library collections are insufficient to supply in the library owing to budget constraints. Students and teachers have access to local library services through the library. Libraries are regarded as places of learning and the primary source of information for readers and scholars. Given today's fast-paced climate, the library's materials must be up to date. The fast-paced workplace was brought about by current technology, which is constantly innovating. As a result, libraries must acquire new collections and build new facilities to meet the needs of their readers in terms of the most recent developments in their particular professions. However, given the current state of libraries in the Philippines, there is an urgent need to meet their requirements. The majority of the National Library of the Philippines' associated libraries have issues with the library's accession records, access to the most recent book collections, and insufficient facilities. These issues are viewed as a barrier to making the library more accommodating to the demands of readers/researchers and to catering to the needs of students/researchers by offering them up-to-date source resources [13]. The overall weighted mean of the computer on the teachers' assessments of the amount of TVL Track implementation in terms of facilities and equipment was 3.44, with a qualitative evaluation of highly implemented. This indicates that the TVL students' classroom is adequate and favorable to learning. A classroom's physical components are presented.

The school head-respondents perceived highly implemented continuously comply and improved facilities and equipment through procurement with a weighted mean of 3.83 (ranked 1st). This indicates that the school heads are addressing the problem of facilities and equipment in their respective schools through procurement. However, Education Secretary Leonor M. Briones said the Department of Education (DepEd) is already addressing the shortage in classrooms and some 85,000 classrooms [14]. However, the school principal-respondents perceived moderately implemented the kitchen laboratory is equipped with state of facilities and adequate kitchen tools, and the school library is equipped with an updated collection of books, textbooks, periodical newspapers, magazines, and journals with a weighted mean of 3.17 (ranked 9.5th). The results indicate that the schools offering the TVL tracks lack facilities and library resources due to the availability of funds, and different competencies of the students may not be attained.

The previous study proved that having inadequate facilities will lead to worse or poorer scores on tests in schools [15;16; 17; and 18]. The computed overall weighted mean on the school principals' perceptions on the extent of implementation of TVL Track as to facilities and equipment was 3.53 with a qualitative rating of highly implemented. This clearly signifies that even due to the limited source of funds and budget allotted, the school head prioritizes the improvement of facilities and equipment for the TVL track needed for the students' practical applications.

Industry Preparedness/Partnership

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

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
Overall Weighted Mean	3.66	HI	3.87	HI

**HI- Highly Implemented*

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). The outcome indicates that the pupils' skills, knowledge, and values taught in school will be applied in their work or immersion. Although education has no one goal, it does equip students to be good citizens, skillful workers, culturally literate, critical thinkers, and to compete in the global marketplace [19]. Parents are wellinformed about their children's TVL path, and their children can seek jobs immediately following graduation. However, with a weighted mean of 3.55, the teacher-respondents perceived powerfully executed on forging new alliances of cooperation and maximizing social engagement (ranked 10th). The outcome indicates that the school's partnership must establish a solid relationship with the stakeholders. Individuals or groups with an interest or concern for the school, according to Business Mirror [20], are stakeholders. Parents, school administrators, board members, local government officials, alumni, and socio-civic groups who contribute to the development of the school community are among those who participate. Thus, a solid relationship between teachers and stakeholders is essential because it allows everyone to work together smoothly, which benefits children. The overall weighted mean of the teachers' perceptions of the amount of TVL Track implementation in industry preparedness/partnership was 3.66, with a qualitative evaluation of highly implemented.

With a weighted mean of 4.00, the school principal-respondents perceived highly implemented that provides students with functional knowledge and skills to earn a living, prepares students for their physical, psychological, and welfare well-being, makes students aware of the impact and implications of their essential learning to survive in the world of work, and reinforces skill training of students to ensure relevant industry-demand based courses. This shows that the pupils could prepare the abilities required in the industry. Although education has no one goal, it does equip students to be good citizens, skillful workers, culturally literate, critical thinkers, and to compete in the global marketplace [19]. However, with a weighted mean of 3.67, the school principal-respondents perceived vigorously implemented assisting students in completing necessary certification criteria and engaging the private sectors in curriculum review to strengthen the TVL Track curriculum. These students were invited to participate in the curriculum revision and get the National Certificate Level II (NC II). A TESDA national certificate is beneficial. It ensures the quality of its graduates in terms of knowledge, skills, attitudes, and values competencies in middle-level skilled vocations.

Finishing vocational studies with a nationalized certificate distinguishes a student from a crash course. The certificate will prove that the student was extensively evaluated through demonstrations, observations with oral questioning, written tests, interviews, third-party reports, portfolios, and work projects [21]. (Macar, 2017). The overall weighted mean of school principals' assessments of the amount of TVL Track implementation in terms of industry preparedness/partnership was 3.87, with a qualitative grade of highly implemented.

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

Workplace/Learning Environment

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.

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
Overall Weighted Mean	3.56	HI	3.68	HI

**HI- Highly Implemented*

The pupils are enthusiastic, and the Teacher encourages them to attend class and study hard. The findings are comparable to Damiao and Obaob[22], who discovered that providing safe working conditions is one of the best determinants of a successful firm.

In general, instructors perform more successfully and satisfactorily in a safe setting. They have nothing to worry about at work and are entirely focused on classroom instruction. Thus, efforts to improve teachers' quality of life at work by providing a safe work environment may yield favorable consequences not only in the organization's mental health but also in the kids' engagement rate. More importantly, it is cost-effective because frequent hospitalization, which is costly, is avoided. If the workplace is not safe for both teachers and students, the entire business suffers. Students must feel safe, engaged, connected, and supported to study in their classes and schools. These learning circumstances are the aspects of a school's climate that students personally encounter. According to The School Discipline Consensus Report (SDCR) developed by The Council of State Governments Justice Center, they contribute to student's academic achievement and success and are associated with improved grades and test scores; strong attendance; positive relationships between students, adults, and their peers; and minimal engagement in risky behaviors. The new study also demonstrates that a positive school atmosphere, of which the learning environment is essential, can help reduce success differences [23].

However, 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[24] studied higher education institutes in India that implement quality measures to increase educational quality. 5S is a systematic technique utilized by both manufacturing and service enterprises. The 5S process is the most basic tenet of the lean ideology. For everyone, 5S is the beginning of a productive life. The current study investigates the adoption of 5S in a higher education institute. This method assisted in organizing the workplace, resulting in reduced waste, an ideal workspace, optimized quality, and higher productivity through monitoring and an ordered atmosphere. It also gave visual evidence to help the company achieve more outcomes. The computer overall weighted mean on the teachers' perceptions on the extent of implementation of TVL Track as to workplace/learning environment was 3.56 with a qualitative rating of highly implemented.

The school head- respondents perceived highly implemented on the work area is monitored, supervised by a designated official to check efficiency, property custodian is appointed to ensure the proper utilization of the facilities and equipment, maintain the orderliness and cleanliness of the workplace, and safe and secure working environment for the teaching, non-teaching staff and students with a weighted mean of 4.00. These indicate that a standard operating procedure is implemented to have an adequate inventory to account for the facilities and equipment of the school, management, and organized working environment, and the personnel, including the students, are physically, emotionally, intellectually, and socially comfortable. TVL teachers are well oriented on safety and health measures in the workplace during their laboratory classes. UNESCO helps track progress toward Sustainable Development Goal 4 on Education's Target 4. (offer safe, nonviolent, inclusive, and effective learning settings for all), focusing on providing safe and nonviolent learning environments for all children and adolescents. This site contains frequent reports, news, analysis, and publications created by UNESCO and its partners that provide evidence and links to data sets reflecting how the world is progressing toward the target's achievement.

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

Instruction

As presented in Table 6, the Teacher- respondents perceived highly implemented that provided hands-on activities or practical experience in their laboratory sessions with a weighted mean of 3.73 (ranked 1st). This indicates that students are engaged in learning by doing. The knowledge acquired in the discussion will be applied during laboratory class. Hands-on activities in the classroom that are well-designed establish links to real-world problems and boost learner engagement. [25]Considering the student's needs is a characteristic of a teacher with sound leadership practices [26].A positive experience and reinforcement will help the students to achieve a good performance [27]. This assists students in developing critical thinking skills. According to Chen et al. [25], when students create connections between classroom concepts and real-world concepts, more areas of their brains are active, and knowledge obtained is more easily transferred to long-term memory. However, with a weighted mean of 3.48, the teacher-respondents regarded favorably implemented that allows student collaboration and research work centered on technology, product development, livelihood, or entrepreneurship (ranked 10th). The findings indicate that teachers face difficulties in incorporating collaborative activities into their classroom instruction. Teachers have problems planning joint activities, such as developing appropriate group assignments, forming groups, managing class time [28], and enhancing and monitoring fruitful collaboration [29; 30]. (According to Rushton and Robinson [31], recent studies indicate that participating in independent research projects (IRPs) as part of secondary school science teaching is beneficial. IRPs are student-led, open-ended practical projects that help students connect with science in a way that provides them with a complete grasp of what it means to be a scientist. The overall weighted mean for teachers' opinions of the level of TVL Track application in instruction was 3.63, with a qualitative evaluation of highly implemented.

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

Instruction	Teacher		School 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
Overall Weighted Mean	3.63	HI	3.95	HI

**HI- Highly Implemented*

The school head-respondents perceived high compliance with program offerings of subjects and courses aligned to the New Enhanced Basic Education Curriculum. Also, equips students with knowledge and skills to meet labor market demands, enhances teachers' competencies by monitoring the carry-over of skills

learned from in-service training through follow-up techniques, and employs various teaching methods, approaches, styles, and strategies aligned with the New Enhanced Basic Education Curriculum. With a weighted mean of 4.00, it implements the ideal student-to-teacher ratio for congenial teaching and learning. This shows that the school follows the DepEd memorandum order under the K to 12 Curriculum, prepares students to be equipped with skills, knowledge, attitudes, and values, and provides laboratory sessions to apply the knowledge through performance tasks. Teachers are competent, licensed, and certified. Implementing K-12 programs aimed at producing better proficient pupils with essential skills for lifelong learning and employment. Because students could master the abilities and learn the core competencies required to satisfy the expectations of the global economy, this program fostered the mutual recognition of Filipino learners and professionals in other nations. This new curriculum prepared learners for jobs, entrepreneurship, and middle-level skill development because they had to graduate at 18. However, with a weighted mean of 3.83, the school principal-respondents perceived highly implemented that provides teachers with the necessary instructional technologies, materials, and aids to ensure quality learning among students; teachers apply indigenization on the curriculum based on the minimum standards set by DepEd and allows collaboration and research work of the students focusing on technology, product development, livelihood, or entrepreneurship. According to Abueva [32], including the K-12 Program into the Philippine Curriculum of Basic Education was critical to our country's prosperity. Although the government has encountered numerous challenges as it executes the program over several years, it has been a vital improvement since increasing the quality of our education is critical to our nation's success. The total weighted mean of school principals' perceptions of the level of TVL Track application in instruction was 3.95, with a qualitative evaluation of highly implemented.

Imposition

As presented in Table 7, the Teacher- respondents perceived highly implemented the aligns lesson objectives with assessment procedures and standards and adherence to the DepEd Memorandum Order No. 4, Series 2014 Additional Requirements for the SHS Program Implementation with a weighted mean of 3.71 (ranked 1.5). This indicates that teachers perceived the school to adhere to the standards based on the guidelines implemented by the DepEd. Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, requires at least one (1) year of kindergarten school, six (6) years of elementary education, and six (6) years of secondary education. Secondary education consists of four (4) years of junior high and two (2) years of senior high school [33]. (Official Gazette, 2013). The outcome also denotes those teachers who have clearly stated the expected outcome of a course in terms of tangible skills or information that the learner will gain as a result of the instruction offered. Alignment is the degree to which expectations and assessments agree and work together to direct the system toward students learning what is intended [34]. The course objectives set students' expectations. When goals and assessments are in sync, students have the opportunity to learn and meet program expectations [35].

However, Teacher- respondents perceived highly implemented that conducts or sends teachers to attend seminars, training, and workshops for retooling and updating quality teaching and learning standards with a weighted mean of 3.33 (ranked 10th). This signifies that professional development is essential in providing quality learning to students. The teachers must attend training and seminars related to their field of specialization. DepEd released Memo No. 050, s. 2020, titled DepEd Professional Development Priorities for Teachers and School Leaders for School Years 2020-2023. The Department of Education (DepEd), through the National Educators Academy of the Philippines (NEAP), issues the DepEd Professional Development (PD) Priorities for Teachers and School Leaders for SY 2020-2023 under DepEd Order (DO) No. 001, s. 2020 Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders. The PD Priorities will help the Department achieve its goal of ongoing upskilling and reskilling of teachers and school leaders, which will result in higher learning outcomes. The three-year professional development priorities for teachers will be drawn from the Philippines Professional Standards for Teachers (PPST). In contrast, the PD priorities for school leaders - school heads and supervisors - will be removed from the Philippines Professional Standards for School Heads (PPSSH) and the Philippines Professional Standards for Supervisors (PPSS), respectively. The total weighted mean of teachers' opinions of the level of TVL Track implementation in terms of imposition was 3.54, with a qualitative rating of highly implemented.

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

Imposition	Teacher		School Principal	
	WM	QR	WM	QR
1. Adherence to the K-12 new curriculum program as specified by the Basic Education Act of 2013.	3.67	HI	4.00	HI
2. Implements outcomes-based education (OBE) course syllabi that adhere to content, performance, and competency criteria.	3.59	HI	4.00	HI

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3.	Lesson objectives are aligned with assessment processes and standards.	3.71	HI	4.00	HI
4.	Conducts or sends teachers to seminars, training, and workshops to retool and update excellent teaching and learning standards.	3.33	HI	3.83	HI
5.	Encourages teachers' active participation in research studies and professional growth.	3.39	HI	3.83	HI
6.	Engagement of the stakeholders in the localization of the curriculum.	3.45	HI	4.00	HI
7.	Adherence to the DepEd Memorandum Order No. 4, Series 2014 Additional Requirements for the SHS Program Implementation.	3.71	HI	4.00	HI
8.	Teachers are holders of the National Certificate or Trainers Methodology I.	3.67	HI	4.00	HI
9.	Assists and prepares the students for their National Certificate assessment.	3.56	HI	4.00	HI
10.	Participation/ membership of the teachers in the TVL-related organization for professional development.	3.36	HI	3.67	HI
Overall Weighted Mean		3.54	HI	3.93	HI

**HI- Highly Implemented*

The school head-respondents perceived a highly implemented program that strictly adheres to the implementation of the K-12 new curriculum program as mandated by the Basic Education Act of 2013, adopts outcomes-based education (OBE) course syllabi following the content, performance, and competency standards, aligns lesson objectives with assessment procedures and standards, engages stakeholders in curriculum localization, and adherence to the DepEd Memorandum Or Teachers with a National Certificate or Trainers Methodology I support and prepare students for their National Certificate assessment with a weighted mean of 4.00. (Ranked 4th). This indicates that the TVL track provides students with a high-quality education. The Philippine educational system sought to produce great undergraduates at the elementary and secondary levels [36]. The Department of Education has declared an additional two years of primary education for children, which all Filipinos feel will be beneficial.

Nonetheless, the experiences of everyone involved in this shift are distinct, notably those of the family, teachers, and pupils. However, the school head- respondents perceived highly implemented participation/ membership of the teachers in the TVL-related organization for professional development with a weighted mean of 3.67 (ranked 10th). The results indicate that professional membership is essential to the teachers where they can participate in the training, seminars, and competitions. Members typically get access to professional development materials to help them improve their skills and expertise and stay current on changes in their area. Examples include conferences and workshops, online classes, white papers, newsletters, and other instructional tools [37]. The computed overall weighted mean on the school principals' perceptions on the extent of implementation of TVL Track as to imposition was 3.93 with a qualitative rating of 3.93.

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

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

Table 8

Test of Difference on the Level of Extent of Implementation of TVL Track across Teacher's Profile

Sources of Variation	Facilities and Equipment		Industry Preparedness/Partnership		Workplace/Learning Environment		Instruction		Imposition	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Age	1.798	0.155	5.158	0.003*	5.102	0.003*	6.549	0.001*	4.873	0.004*
Sex	0.021	0.884	0.679	0.413	2.033	0.158	0.195	0.660	0.061	0.806
Highest Educational Attainment	0.622	0.603	0.443	0.723	0.141	0.935	0.283	0.837	0.348	0.791
Position	1.355	0.264	1.555	0.218	3.265	0.044*	7.632	0.001*	4.393	0.016*

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Number of Years Teaching in TVL	0.988	0.377	2.671	0.076	0.197	0.822	0.581	0.562	0.778	0.463
Number of Training and Seminars Attended related to TVL	1.172	0.327	1.179	0.324	2.374	0.077	2.063	0.113	2.127	0.104

***Significant**

In terms of facilities and equipment, no difference was found in the extent of implementation of the TVL track across the profile of teachers. Their belief and understanding of facilities and equipment are the same. The result provides sufficient evidence that age, sex, highest educational attainment, position, number of years in teaching in TVL, and number of training and seminars attended related to TVL have no relation to the implementation of TVL Track in Botolan District as facilities and equipment.

As to industry preparedness/partnership, a statistical difference was found across the age of teachers. The result indicates sufficient evidence that the age of the teachers relatestoimplementing TVL Track in Botolan District as industry preparedness/partnership.

Teachers' age and position were also significant in implementingtheTVL track as to workplace/learning environment, instruction, and imposition.According to Kupperschmidt [38], generations are recognizable groups that share birth years, age location, and key life events at critical developmental periods. There is a lot of published literature on generational differences and the catastrophic consequences that organizations do not include in their management, such as in books, papers, and conference presentations. Generation Y members are independent, prefer hard work, seek rapid feedback, and value independence and flexibility. They will leave an organization if they cannot find opportunities for continued education, socialization, and creativity [39]. The workplace continues to play an essential role in many people's lives.

Given that the average person spends more time at work than any other activity during the day, it is critical that individuals inside any business feel connected and supported by peers, subordinates, and leaders. Knowledge and productivity spillover from trained to untrained workers in collaborative team environments or between senior and junior workers: especially in low-skilled jobs and vocations [40]. For example, Mas and Moretti [41] discovered that assigning individuals to work alongside speedier, more competent coworkers increased productivity.

Many favorable and unfavorable viewpoints about age and education have been expressed. It is widely assumed that as instructors' ages and designations rise, they lose their zeal for teaching. Another notion was that age and experience are inextricably linked. Age is a benefit. Because the instructor gains knowledge with age and knows where to access the potential of the students and how to help them comprehend their worth (Shah, 2018), students and parents feel that academic rankings provide excellent education and will ensure a prosperous future [42; 43; 44; 45]. Ranking providers have also suggested that orders communicate information about the academic excellence of institutions and assist stakeholders in making decisions [46]. Martin and Smith [47] studied teachers' ages in Turkey and classified them into three age groups: young, middle, and old. The study found that learners considered middle-aged teachers to be more effective in classroom organization, motivation, communication, and competence[48].

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

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

Table 9

Test of Difference on the Level of Extent of Implementation of TVL Track across School Principal'sProfile

Sources of Variation	Facilities and Equipment		Industry Preparedness/ Partnership		Workplace/ Learning Environment		Instruction		Imposition	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Age	0.923	0.391	10.667	0.031*	0.121	0.745	0.444	0.541	0.889	0.399
Sex	0.923	0.391	10.667	0.031*	0.121	0.745	0.444	0.541	0.889	0.399
Highest	0.923	0.391	0.889	0.399	0.533	0.506	2.667	0.178	0.046	0.841

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Educational Attainment										
Position	0.923	0.391	0.889	0.399	0.533	0.506	2.667	0.178	0.046	0.841
Number of Years as School Principal	8.000	0.047*	2.286	0.205	0.250	0.643	1.000	0.374	0.400	0.561

**Significant*

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

In terms of facilities and equipment, however, there was a substantial difference based on the years as a school principal. The findings clearly show that the number of years as a school principal is related to implementing the TVL track in Botolan District as far as facilities and equipment are concerned. According to the No Child Left Behind Act, a healthy, high-performing school building is one whose design, construction, operation, and maintenance are energy efficient, cost-effective, provide adequate indoor air quality, and protect and conserve water [49]. The school's physical surroundings, building materials, technology accessible, amount of space available for students, teachers, and staff, classroom size, and a clean and healthy environment that supports safety are all examples of school facilities [50]. School principals are responsible for ensuring that the above infrastructure considerations are prioritized and met regarding educational facility quality and standards [51].

Finally, there was a substantial variation in industry preparedness/partnership based on the age and gender of the school head. A safe working environment is one of the best indications of a successful firm. In general, instructors perform more successfully and satisfactorily in a safe setting. They have nothing to worry about at work and are entirely focused on classroom instruction. Thus, efforts to improve teachers' quality of life at work by providing a safe work environment may yield favorable consequences not only in the organization's mental health but also in the kids' engagement rate. More importantly, it is cost-effective because frequent hospitalization, which is costly, is avoided. If the workplace is not safe for both teachers and students, the entire company suffers[52]. It is consistent with Hussainzadeh and Saemiran's [53] assertion that emphasizing employees' basic requirements, providing a proper work environment, and fostering innovation and growth areas in working settings have beneficial and vital consequences.

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

Table 10 reveals that the calculated t-value is 5.295, which is significant at the 5% level, indicating that the null hypothesis is rejected. There was a considerable variation in teachers' and school heads' opinions of the extent to which the Technical-Vocational-Livelihood (TVL) Track was implemented. The findings clearly show that the two groups have opposing views on facilities and equipment, industry readiness/partnership, workplace/learning environment, instruction, and imposition in the execution of the TVL track in Botolan District. According to Acosta and Acosta [54], there were five predisposing factors, namely: qualifications, hiring requirements, streamlining of courses, management of surplus labor, and alternative programs to assess the readiness of senior high school teachers and higher education institutions to ensure stability and to encourage and protect the health of faculty involved and other workers in higher education. Crisol et al. [55] confirmed that the teachers had authorized the program's execution. They considered that the curriculum adequately prepared students for the professions and careers that they had chosen. Despite their willingness to participate in the program, many do not believe they are prepared to educate pupils because they think they require further training. Systems-level executives are frequently responsible for establishing the context for organizational change by offering the vision and direction for change, providing the 30 necessary resources and training, and fostering an overall mindset for improvement [56]. When a leader is not an active actor in the decision to bring about change, identifying particular measures a leader may take to aid in the implementation process can be especially significant [56]. K-12 education has seen a steady stream of disruptions to its system in the shape of new laws or government requirements [57]. Educational leaders have been called upon to shepherd their districts and schools through these changes, frequently without a say in how they will be implemented at the local level [58].

Table 10

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

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

IV. CONCLUSIONS

Based on the study's findings, the researcher found that teachers are generally between the ages of 31 and 40, male, with a BS/BA degree, a Teacher II position, 3-5 years of experience teaching in TVL, and have attended between 0 and 4 TVL-related pieces of training and seminars. School heads are often between the ages of 51 and 60, male, with a Ph. D./Ed. D., and Principal I. The teachers perceived a high level of execution of the technical, vocational, and livelihood track (TVL) in terms of facilities and equipment, industry readiness/partnership, workplace/learning environment, instruction, and imposition. The school principals assessed a high level of execution of the technical, vocational, and livelihood track (TVL) in terms of buildings and equipment, industry readiness/partnership, workplace/learning environment, instruction, and imposition. When teachers' profile variables such as age, sex, highest educational attainment, position, number of years teaching in TVL, and number of training and seminars attended related to TVL were grouped, there was no significant difference in the extent of implementation of TVL Track in terms of facilities and equipment. When teachers' profile characteristics about age were pooled, there was a significant difference in assessments of the amount of TVL Track execution in terms of industry preparedness/partnership. When instructors' profile variables such as age and position were combined, there was a substantial difference in their judgments of the level of TVL Track implementation in the workplace/learning environment, instruction, and imposition. There was a significant difference of opinions on the level of TVL Track implementation in terms of facilities and equipment when school heads were classified according to profile variables such as the number of years as the school head. When school heads' profile characteristics such as age and sex were pooled, there was a significant difference in assessments of the amount of implementation of TVL Track in terms of industry preparedness/partnership. There was no significant difference in perceptions of the extent of TVL Track implementation in terms of workplace/learning environment, imposition, and instruction when school heads were grouped according to profile variables such as age, gender, highest educational attainment, position, and several years as the school head. Finally, there was a statistical difference in teachers' and school heads' evaluations of the status of implementation of the Technical-Vocational-Livelihood (TVL) Track.

V. RECOMMENDATIONS

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

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

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