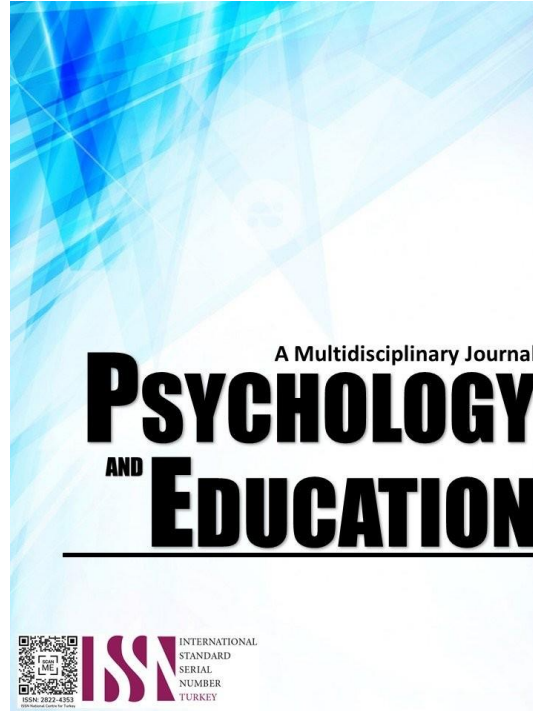


THE SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK: IMPLEMENTATION AND CHALLENGES



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The Senior High School Technical-Vocational-Livelihood Track: Implementation and Challenges

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Abstract

This study delved into the Senior High School Technical-Vocational-Livelihood (TVL) track in Bohol Province for the 2022-2023 school year, aiming to evaluate policy implementation, recognize barriers, and propose interventions. Employing a mixed-method approach, integrating quantitative-descriptive surveys and qualitative-descriptive research methods as recommended by Creswell and Plano Clark (2017), the findings unveiled a predominantly positive perception of policy implementation across various dimensions of the TVL track. These encompass curriculum development, teacher training, resource allocation, industry partnerships, assessment and evaluation, student support services, monitoring and quality assurance, policy adaptation and improvement, stakeholder engagement, legal framework and compliance, data collection and analysis, and inclusivity and equity. Despite variations among teachers and administrators, a general commitment to policy implementation emerged. The study identified barriers in curriculum and instruction, readiness and preparedness, resource limitations, and teaching and learning, emphasizing evidence-based strategies and interdisciplinary approaches to surmount challenges. It underscores the crucial role of research and policy development in elevating the quality and efficacy of TVL education.

Keywords: *Technical-Vocational-Livelihood (TVL), policy implementation, barriers*

Introduction

Educational management serves as the compass guiding the intricate journey of the educational system, orchestrating the harmonious interplay of various components to achieve overarching goals (Bush & Glover, 2014). At its essence, educational management strategically coordinates resources, personnel, and policies to create an environment conducive to optimal learning experiences. It encompasses visionary leadership, effective decision-making, and cultivating a dynamic and inclusive educational culture. Needless to say, educational managers act as stewards of educational institutions, shaping not only the curriculum but also the ethos that defines the learning community, fostering an environment where learners can thrive academically, socially, and emotionally.

In the context of the Department of Education (DepEd) programs, particularly the Technical-Vocational-Livelihood (TVL) track within the Senior High School (SHS) program, educational management emerges as a critical catalyst for effective implementation. Introduced as part of the K-12 reform, it signifies a transformative phase in Philippine education, extending the basic education cycle to equip learners with a comprehensive skill set for various pathways. Educational managers are central in navigating the intricacies of TVL track implementation, ensuring its seamless integration into the educational framework. Through adept educational management, the vision of the DepEd's TVL track materializes, preparing learners for higher education, employment, entrepreneurship, or middle-level skills development. As strategic leaders, educational managers are pivotal in shaping the success and impact of the TVL track, ensuring it becomes a cornerstone of educational advancement in the country.

As the Technical-Vocational-Livelihood (TVL) track reaches its sixth year of implementation, a pressing imperative emerges for a rigorous evaluation. Notably, existing studies need to comprehensively explore the challenges implementers face while implementing the TVL track. This noticeable gap in the literature underscores the immediate urgency and relevance of conducting a dedicated research inquiry in this specific domain. Consequently, the central aim of this study is to rectify this existing void in the current literature by meticulously assessing the TVL track's implementation within the broader framework of the SHS program.

Moreover, by addressing the existing gap in the literature, this research aligns with the ethos of educational management, which emphasizes evidence-based decision-making. The study's actionable recommendations offer a practical guide for educational managers, aiding them in navigating challenges and optimizing the implementation of the TVL track. This endeavor enhances the educational experience for individual learners within the TVL track and contributes to the broader goal of strengthening it, making it a more robust and effective component of the educational system. Ultimately, the study's aspirations to benefit both individual learners and the nation echo the overarching objectives of educational management, which seek to optimize educational outcomes for the betterment of society.

Research Questions

This study was undertaken to determine the extent of policy implementation and explore the challenges of the Senior High School Technical-Vocational-Livelihood track of the province of Bohol for the School Year 2022-2023. Specifically, this study sought to answer the following questions:

1. What is the extent of implementation of the policies in governing the TVL track?
2. What challenges do implementers encounter in their TVL track implementation?
3. What intervention program can be proposed based on the findings of the study?

Literature Review

Various critical theories and research studies provide a comprehensive framework for understanding the challenges and dynamics of implementing the Technical-Vocational-Livelihood (TVL) track within the Philippine educational system. The integration of Policy Implementation Theory, Evaluation Theory, and the provisions of Republic Act No. 10533 (the K to 12 Law) establishes the foundation for analyzing the effectiveness of policy execution within the TVL track.

Policy Implementation Theory is a pivotal framework for understanding the translation of educational policies into practical actions, particularly within the TVL track. O'Toole (2000) emphasizes the importance of assessing policy alignment, stakeholder roles, and the non-linearity of policy implementation. This theory aids in evaluating how well TVL policies align with their intended objectives, the roles of various stakeholders such as educational institutions, administrators, and teachers, and the adaptations made by these institutions in response to implementation challenges. Moreover, Policy Implementation Theory facilitates the evaluation of outcomes, such as how well the TVL track equips learners with practical skills and enhances their employability, providing a structured approach to identifying potential bottlenecks and suggesting interventions for improvement.

Complementing this, Evaluation Theory, introduced by Alkin in 1972, offers a systematic approach to uncovering the challenges inherent in policy implementation. This theory emphasizes the identification of obstacles that hinder effective policy execution, such as institutional constraints, resource limitations, and stakeholder resistance, which are particularly relevant in the context of the TVL track. The dual approach of combining quantitative and qualitative data collection and analysis enriches the understanding of policy implementation, providing both overarching trends and context-specific insights. Additionally, Evaluation Theory advocates for establishing feedback loops, fostering a culture of continuous assessment and adaptive policy implementation, essential for addressing the challenges within the TVL track.

Republic Act No. 10533 (K to 12 Law) serves as the overarching legal framework for implementing the Senior High School (SHS) program, including the TVL track. This legislation mandates the integration of the TVL track into the SHS curriculum, ensuring that policies governing the TVL track align with the broader goals of providing comprehensive and flexible educational pathways for learners. The K to 12 Law's provisions guide the study's exploration of the TVL landscape, emphasizing the importance of policy alignment and the translation of these policies into practical actions that benefit learners and the workforce.

Within the literature, several studies have explored the challenges and dynamics of implementing the TVL track. Flores and Celis (2019) highlight the complexities faced by policymakers, school administrators, and educators in pursuing successful TVL policy implementation. Their research underscores the importance of strategic planning and collaborative efforts among stakeholders in overcoming these challenges. Similarly, Lim and Ramos (2020) emphasize the resource constraints, organizational dynamics, and resistance to change that impede the seamless execution of TVL policies, calling for effective change management strategies and a supportive organizational culture.

Despite these contributions, a gap remains in the literature concerning the comprehensive assessment of policy implementation and its alignment with the overarching objectives of the TVL track. The current study aims to bridge this gap by rigorously evaluating the extent to which TVL policies are translated into practical actions, providing a panoramic view of the challenges and opportunities within the TVL track.

In addition to the theoretical frameworks, empirical studies on the outcomes and employability of TVL graduates are crucial for evaluating the effectiveness of the TVL track. Santos and Cruz (2018) and Tan and Dela Cruz (2019) provide valuable insights into the career trajectories of TVL graduates, examining employment rates, job satisfaction, and the long-term impact of the TVL track on professional growth. These studies highlight the importance of aligning the TVL curriculum with industry demands to enhance the employability and career outcomes of graduates.

Furthermore, Gonzales and Ramirez (2020) explore the challenges faced by TVL implementers within the educational landscape, shedding light on the barriers and facilitators that influence the successful implementation of TVL policies. Their findings offer essential guidance for addressing the complexities of policy implementation and enhancing the effectiveness of the TVL track.

In summary, the literature on the implementation of the TVL track provides a rich foundation for understanding the challenges and dynamics of translating policies into practical actions. By integrating critical theories such as Policy Implementation Theory, Evaluation Theory, and the provisions of the K to 12 Law, this study aims to comprehensively assess the extent of policy implementation and its alignment with the overarching goals of the TVL track, ultimately contributing to the improvement of educational practices and outcomes for learners and the workforce.

Methodology

Research Design

This study employed a sequential explanatory mixed-method approach, combining quantitative and qualitative research methods. Quantitative data collection through surveys allowed for examining statistical trends and patterns related to policy implementation. At the same time, qualitative insights through focused group discussions provided a deeper understanding of the experiences and

perspectives of those involved in the TVL track. Following the principles advocated by Creswell and Plano-Clark (2017), combining quantitative and qualitative methods allowed researchers to gain a more holistic and nuanced understanding of educational policies and practices. By adopting this approach, the research ensured that the evaluation of policy implementation and the exploration of challenges and barriers were based on a well-rounded and comprehensive body of evidence, ultimately leading to more informed policy recommendations in the field of education.

Participants

The main aim of this study was to comprehensively gather information about the Technical-Vocational-Livelihood (TVL) track in the province of Bohol. For this purpose, all eight (8) officially recognized Tech-Voc Schools within the province are the study's respondents, namely Alicia Technical-Vocational HS (Alicia), Pres. Carlos P. Garcia Technical Vocational School of Fisheries and Arts (Bien Unido), Biking Tech-Voc HS (Dauis), Pilar Technical-Vocational HS (Pilar), San Isidro Tech-Voc HS (Pilar), San Miguel Technical Vocational School (San Miguel), Sierra Bullones Technical Vocational High School (Sierra Bullones), and Valencia Tech-Voc HS (Valencia). Being the implementers of the TVL track, they have significant experiences essential to the study.

Instrument

In this study, the researcher utilized both survey questionnaires and a well-structured moderator's guide to delve into the extent of policy implementation and the challenges encountered by TVL track implementers within the province of Bohol. The researcher-made survey questionnaire was pivotal in systematically collecting standardized data from respondents, enabling a quantitative analysis to draw statistical inferences regarding the extent of policy implementation within the TVL track. The questionnaire was thoughtfully structured into two distinct sections: the demographic section and the main questionnaire. Within the questionnaire, a Likert scale ranging from 1 to 3 is employed, with responses categorized as follows: "Not Implemented" (1), "Implemented" (2), and "Fully Implemented" (3). It is worth noting that thorough validation and pilot testing were conducted prior to the actual conduct of the survey to ensure reliable results.

On the other hand, the researcher-made moderator guide was critical for consistency during diverse Focus Group Discussions (FGDs) involving various TVL track implementers. These FGDs were designed to explore the challenges and barriers in implementing the TVL track. By relying on the guide, the researcher ensured a standardized approach across all FGDs while remaining adaptable to the unique dynamics of each session. It is worth noting that a thorough validation of the guide by a graduate school professor was made prior to the actual FGD to ensure that it captured all relevant and significant question items that allowed the achievement of the study's goals.

Procedure

The research process commenced with the researcher seeking permission from the Schools Division Superintendent to conduct the study. Once authorization was granted, the researcher coordinated with the school principals of the selected schools to facilitate the distribution of survey questionnaires and FGDs, ensuring access to and consent from the intended participants.

Collecting and analyzing the questionnaire responses was executed with meticulous precision and thoroughness. All completed questionnaires were initially systematically gathered and organized to guarantee data recovery and accurate representation. Once the responses were methodically collated, they underwent rigorous statistical treatments, primarily through descriptive statistics. This analytical approach was instrumental in unveiling valuable insights and discerning discernible patterns within the dataset. This entailed identifying areas where policies have been fully implemented, areas where they have been partially implemented, and areas where they have yet to be implemented.

On the other hand, before commencing the FGDs, the researcher clearly explained the study's purpose to the respondents and confirmed that each participant met the predefined criteria. Explicit consent from the respondents was obtained before conducting the sessions. To ensure unbiased responses, the participants were encouraged to provide honest answers, with the assurance of response confidentiality. Employing a moderator's guide aided in capturing accurate and detailed responses during data collection. During the focused group discussions (FGDs), the researcher adeptly employed the moderator's guide as a navigational tool, ensuring that the discussions remained within the defined parameters of the study. As a result, the researcher gained valuable insights and collected rich data within the TVL track. After conducting the FGDs, the recorded data are tallied, transcribed, and analyzed using Colaizzi's (1978) data analysis methods. This process involved identifying and categorizing meaning units or themes, enabling the researcher to develop detailed descriptions and interpretations of the participants' experiences.

Lastly, the research findings and implications formed the basis for an intervention program in the Senior High School Technical-Vocational-Livelihood track. The study's evidence-based recommendations addressed the identified issues and were tailored to be relevant and impactful in enhancing the TVL track's effectiveness.

Ethical Considerations

In strict adherence to ethical protocols throughout the research process, the researcher unwaveringly upheld the highest standards of ethics. Following the proposal hearing, the manuscript underwent thorough scrutiny by Holy Name University's Ethics Review Board.

Before commencing the interviews, the researcher meticulously ensured compliance with all study prerequisites, including presenting a permission letter and obtaining endorsements. Furthermore, to guarantee the research's unwavering commitment to ethical standards, every participant was extended a voluntary invitation, and their informed consent, was diligently acquired through a comprehensive consent form. The study maintained its integrity by refraining from replacing participants who chose to withdraw, preserving the authenticity of the research. No incentives or compensation were offered to the participants, and the study's outcomes did not directly confer any benefits upon them.

Throughout the research endeavor, the researcher consistently prioritized the well-being of the participants, ensuring that no harm or undue pressure was imposed upon them. The study posed no known risks to the participants. By steadfastly upholding these ethical guidelines, the research not only preserved its integrity but also safeguarded the welfare and rights of the participants.

Results and Discussion

This section presents the findings in alignment with the study's research questions. The weighted mean formula was utilized to assess the extent of policy implementation governing the TVL track, while thematic analysis was applied to identify and categorize the challenges encountered during the implementation of the TVL track.

Respondents' Perception on the Implementation of the Policies Governing the TVL Track and Challenges Encountered in the TVL Track Implementation

This part is composed of different tables for specific variables of the study. It includes two tables, Tables 1 to 2, with the essential information about the respondents' perception of the extent of implementation of the policies governing the TVL track and the challenges encountered in the TVL track implementation.

Table 1. *The extent of implementation of the policies governing the TVL track*

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
1. Curriculum Development and Design	2.45	Fully Implemented
2. Teacher Training and Capacity Building	2.13	Implemented
3. Resource Allocation	1.99	Implemented
4. Industry Partnerships	2.20	Implemented
5. Assessment and Evaluation	2.44	Fully Implemented
6. Learner Support Services	2.24	Implemented
7. Monitoring and Quality Assurance	2.20	Implemented
8. Policy Adaptation and Improvement	2.09	Implemented
9. Stakeholder Engagement	2.23	Implemented
10. Legal Framework and Compliance	2.23	Implemented
11. Data Collection and Analysis	2.20	Implemented
12. Inclusivity and Equity	2.49	Fully Implemented
	2.24	Implemented

Table 2. *Challenges encountered in the TVL track implementation*

<i>No.</i>	<i>Theme Clusters</i>	<i>Emergent Themes</i>
1	<ul style="list-style-type: none"> Alignment with industry needs and practical training. Determining and selecting vocational skills or majors. Engagement and partnership between educational institutions and industries. Absence of foundational research knowledge or skills. 	Curriculum and Instruction
2	<ul style="list-style-type: none"> Challenges arising from resource limitations. Difficulties related to technology integration. Impact on readiness for TVL studies. Financial and resource constraints. Adaptation and Resourcefulness Strategies for Improvement Equity and Inclusion 	Readiness and Preparedness
3	<ul style="list-style-type: none"> Inadequate financial resources. Insufficient infrastructure and spaces. Limited physical space. Shortage of essential equipment and materials. Shortage of necessary resources and tools. Human Resource Shortage 	Resource Limitations
4	<ul style="list-style-type: none"> Insufficient instructional materials and resources. Limited access to financial and physical resources. 	Teaching and Learning

The Extent of Implementation of the Policies in Governing the TVL Track

This section summarizes the participants' perceived extent of implementation of the policies governing the TVL track. Of the 54 respondents, 50 are teachers, and 4 are administrators. Table 1 provides an overview of the extent of policy implementation across various domains governing the Technical-Vocational-Livelihood (TVL) track.

Domain 5, "Assessment and Evaluation," achieves the highest mean of 2.437, indicating "Fully Implemented." This underscores the TVL track's comprehensive policy implementation in assessing and evaluating, aligning with learning objectives and competencies (Creswell & Plano Clark, 2017). Domain 3, "Resource Allocation," on the other hand, holds the lowest mean but is still categorized as "Implemented." This suggests existing resource allocation practices, with potential areas for improvement regarding fairness and efficiency in distribution (Pfeffer & Salancik, 1978).

The composite mean for all statements is 2.241, classifying the overall policy implementation as "Implemented." This suggests a general commitment to policy implementation across various domains within the TVL track. These findings align with existing literature emphasizing the importance of well-implemented educational policies (Kotter, 1996). While the TVL track demonstrates an overall commitment to policy implementation, attention to resource allocation could further enhance the effectiveness and comprehensiveness of policy execution. Continuous improvement and alignment with literature-recommended practices are essential for the sustained success of the TVL track.

Challenges in the TVL Track Implementation

This section offers a concise overview of the obstacles perceived by participants in implementing policies governing the TVL track. Among the 54 respondents, the majority comprises 50 teachers, while 4 respondents hold administrative positions.

The findings presented in Table 14 illuminate the intricate web of challenges encountered in implementing the Technical-Vocational-Livelihood (TVL) track in educational settings. This study identifies and categorizes these challenges into four overarching themes: Curriculum and Instruction, Readiness and Preparedness, Resource Limitations, and Teaching and Learning, each of which plays a significant role in shaping the landscape of TVL education. This discussion delves into the implications of these findings, guided by relevant literature and research insights, while also considering their broader implications for the field.

Curriculum and Instruction. The Curriculum and Instruction theme highlights the need for alignment with industry needs, the selection of appropriate vocational skills or majors, effective engagement and partnerships between educational institutions and industries, and the acquisition of foundational research knowledge or skills. This theme resonates with the seminal work of Becker (1964) on human capital, where the alignment of education with practical training and industry needs is underscored. Flores and Celis (2019) also emphasize the importance of policy development in technical-vocational education, particularly in addressing curriculum challenges and the selection of majors. The engagement between educational institutions and industries is a recurrent theme in the work of Garcia and Gonzales (2021), reflecting the necessity of stakeholder perspectives. Evidently, these barriers directly influence curriculum design and industry partnerships, which are central to the success of the TVL track.

Readiness and Preparedness. The Readiness and Preparedness theme highlights the challenges arising from resource limitations, difficulties in technology integration, and their repercussions on learners' readiness for TVL studies. This theme aligns with policy implementation research, as O'Toole (2000) exemplified. Resource limitations and their impact on learner readiness echo the resource dependence perspective presented by Pfeffer and Salancik (1978). The challenges in technology integration resonate with Rogers's diffusion of innovations theory (2003), highlighting the struggle to adopt and integrate new technologies. Lim and Ramos (2020) have explored the policy implementation process in TVL education, shedding light on the challenges that impact learners' readiness. Addressing these challenges requires strategies that acknowledge the resource constraints and technological shifts.

Resource Limitations. As a standalone theme, resource limitations focus on the dearth of financial resources, insufficient infrastructure, limited physical space, and shortages of essential equipment and materials. This theme underscores the dire need for adequate resources and tools in TVL education. This theme aligns with the resource-dependence perspective of Pfeffer and Salancik (1978), emphasizing the critical role of financial and physical resources. These challenges resonate in the work of Garcia and Gonzales (2021), who investigate stakeholders' perspectives and emphasize the need for resource allocation. Lim and Garcia (2019) further corroborate the scarcity of resources, highlighting the connection between resource availability and regional economic development. An in-depth analysis of TVL policies in the Philippine education system by Ocampo and Santos (2022) reinforces the need for comprehensive resource allocation strategies.

Teaching and Learning. The Teaching and Learning theme encompasses challenges associated with instructional materials and resources and limited access to financial and physical resources. This theme underscores the importance of instructional materials and well-equipped classrooms. Reyes et al. (2019) have explored industry partnerships in curriculum development, emphasizing the role of resources in enhancing the quality of TVL education. This theme aligns with research by Lambert and Lambert (2013), emphasizing the importance of high-quality instructional materials and the teaching environment. Lopez and Garcia (2016) delve into the impact of TVL education on learner motivation, highlighting the role of resources in engaging learners.

The introduction and execution of the Technical-Vocational-Livelihood (TVL) track within the Philippine educational context have

ushered in a multifaceted landscape characterized by intricate barriers spanning Curriculum and Instruction, Readiness and Preparedness, Resource Limitations, and Teaching and Learning. This intricate analysis begets a dual-fold implication. Firstly, it underscores the imperative for formulating comprehensive, evidence-based strategies meticulously crafted to surmount the barriers encountered during the TVL track's implementation. Secondly, it accentuates the pivotal role of robust research and thoughtfully structured policy development in elevating the caliber and efficacy of TVL education.

Conclusions

This comprehensive research aimed to assess the extent of policy implementation and identify challenges implementers face in executing the Senior High School Technical-Vocational-Livelihood (TVL) track in Bohol for the School Year 2022-2023. The Tech-Voc schools in Bohol exhibit a commendable commitment to seamlessly implementing TVL track policies, reflecting the local community's dedication. Despite this commitment, the TVL track implementation has presented various challenges, encompassing curriculum and instructional issues, readiness and preparedness concerns, resource limitations, and aspects related to teaching and learning. These challenges underscore the imperative for evidence-based strategies to address them effectively. Furthermore, the complexity of TVL track implementation necessitates a comprehensive and interdisciplinary approach, emphasizing the need for collaborative efforts to navigate and resolve these challenges successfully.

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