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TVL TEACHER'S COMPETENCE AND SCHOOL ADMINISTRATIVE SUPPORT INFLUENCING LEARNER CURRICULUM EXIT OUTCOMES: BASIS OF A TARGETED INTERVENTION

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Abstract

The Technical-Vocational-Livelihood (TVL) track in the Philippine Senior High School curriculum prepares learners for employment, entrepreneurship, certification, and further education. However, issues persist on uneven skills acquisition and knowledge mastery affecting curriculum exit readiness. This study examined teacher competence, administrative support, learners' curriculum exit readiness, implementation challenges, and the differences and relationships among these variables in selected public senior high schools in Congressional District I, Cagayan. Using a quantitative descriptive-correlational design, data were collected from TVL teachers and Grade 12 learners through validated questionnaires. Results showed that teacher competence and administrative support were highly evident, while learners were highly ready for curriculum exit. Challenges were moderately experienced. Significant differences were found across selected profiles, and positive relationships existed among all major variables, with administrative support showing the strongest link to learner readiness. The study concludes that strengthening teachers and administrative systems enhances TVL curriculum exit readiness and supports targeted program improvement.

Keywords: teacher competence, administrative support, curriculum exit readiness, TVL track, and intervention plan

INTRODUCTION

The Technical-Vocational-Livelihood (TVL) track in the Philippine Senior High School curriculum is designed to equip learners with industry-relevant knowledge, technical competencies, and practical skills for employment, entrepreneurship, skills certification, and further education. It provides competency-based training that simulates real workplace environments, enabling learners to develop technical skills, work habits, and familiarity with tools, equipment, and procedures essential for workforce readiness. However, the effectiveness of the TVL track depends

greatly on the quality of instruction, availability of resources, and strength of administrative support systems.

Despite its goals, concerns remain regarding the uneven development of learners' competencies and their ability to achieve curriculum exit readiness. Many learners struggle to apply acquired knowledge and skills in real-world settings, resulting in gaps in skills acquisition and knowledge mastery. This raises concerns about their preparedness for employment, entrepreneurship, and

further education, suggesting possible deficiencies in instructional quality and institutional support.

Research shows that teacher competence is a critical determinant of TVL effectiveness, requiring strong subject knowledge, pedagogical skills, classroom management, and assessment strategies (Rahmadan et al., 2022; Villamin et al., 2022; Fahlman et al., 2011). Administrative support is also essential through provision of facilities, equipment, training, supervision, and policy guidance (Batua, 2022), although resource limitations remain a persistent issue (Orbeta, 2021; PIDS, 2023; Corpus & Orbeta, 2021).

Learners' curriculum exit readiness reflects the combined effects of teacher competence and administrative support, with stronger systems producing better outcomes (Parua & Yang, 2024). Limited access to hands-on training reduces competency development (Endaya et al., 2022), while digital tools such as simulations and VR/AR may help when properly integrated (Ghosh & Ravichandran, 2024; Cîrneanu & Moldoveanu, 2024).

However, despite these findings, there is still limited localized evidence in Philippine senior high schools examining how teacher competence and administrative support jointly influence learners' curriculum exit readiness, particularly in relation to employment, entrepreneurship, and further education outcomes. Most studies treat these variables separately, leaving a gap in understanding their combined effect within specific school contexts.

Overall, teacher competence and administrative support are interdependent and significantly shape TVL outcomes, underscoring the need for integrated institutional strengthening to improve learner readiness and program effectiveness.

Statement of the Problem

This study generally aimed to assess the relationship of teacher competence, managerial support, and resource utilization with learners' curriculum exits in the TVL track in select public senior high schools in Congressional District 1, Cagayan for the school year 2025–2026.

Specifically, the study sought to answer the following questions:

1. What is the profile of the respondents in terms of the following variables?
 - a. TVL Teachers
 - i. Age
 - ii. Sex
 - iii. Civil status
 - iv. Educational attainment
 - v. Position
 - vi. Performance rating
 - vii. Length of service
 - viii. Relevant seminars and trainings attended
 - ix. National competency and level
 - x. Trainers Methodology
 - b. TVL Learners
 - i. Age
 - ii. Sex

- iii. Strand
- iv. Immersion experience
- v. Plan after SHS graduation

2. What is the assessment of the TVL teachers and learners on the level of competence of the teachers in technical-vocational and livelihood in terms of the following dimensions?
 - a. Technical-vocational expertise
 - b. Pedagogical skill
 - c. Classroom management
 - d. Assessment and evaluation practices
3. What is the perception of the TVL teachers and learners towards the level of administrative support for the TVL track along the dimensions?
 - a. Provision of learning resources and facilities
 - b. Guidance, supervision, and coaching
 - c. Professional development opportunities
 - d. Policy support and decision-making
4. What is the level of curriculum exit readiness of the TVL learners along the following aspect?
 - a. Skill acquisition
 - b. Knowledge mastery
5. What is the extent of challenges encountered by the teachers in implementing the TVL track curriculum along the following dimensions?
 - a. Instructional resources and facilities
 - b. Administrative and managerial support
 - c. Professional development
6. Is there a significant difference in the following when the respondents are grouped according to their profile?
 - a. Level of competence in TVL of the teachers
 - b. Level of administrative support for TVL
 - c. Level of curriculum exit readiness of the TVL learners
 - d. Extent of challenges encountered by the TVL teachers in implementing the TVL curriculum
7. Is there a significant relationship among the following variables?
 - a. Level of competence and administrative support
 - b. Level of competence and curriculum exit readiness
 - c. Level of competence and challenges encountered
 - d. Administrative support and curriculum exit readiness
 - e. Administrative support and challenges encountered
 - f. Curriculum exit readiness and challenges encountered

8. What targeted intervention program may be proposed based on the findings of the study?

METHODOLOG

Research Design

This study used a quantitative descriptive–correlational design to examine teacher competence, administrative support, and learners’ curriculum exit readiness in the TVL track. The descriptive component measured the levels of the variables, while the correlational and comparative components analyzed relationships and differences. Overall, the design provided an objective basis for developing an intervention plan to improve TVL implementation in Congressional District I, Cagayan.

Locale of the Study

This study was conducted in selected Senior High Schools in Congressional District I, Cagayan, including Lal-lo, Aparri, Baggao, Buguey, Camalaniugan, Gattaran, Gonzaga, Santa Ana, and Santa Teresita. It focused on TVL strands to examine teaching practices, learning environments, resources, and administrative support across diverse school settings.

Respondents and Sampling Technique

The respondents were TVL teachers and Grade 12 TVL students from selected Senior High Schools in Congressional District I, Cagayan. Schools and participants were chosen using purposive sampling, with total enumeration for teachers and random sampling for students. Only those actively involved in TVL implementation were included. Teachers served as implementers, while students were direct beneficiaries, providing first-hand data on instruction, support, and outcomes through a structured questionnaire administered once during data collection.

Research Instruments

This study used a validated researcher-made questionnaire to measure teacher competence, administrative support, learners’ curriculum exit readiness, and implementation challenges in the TVL program. It included teacher and student versions. The tool covered profiles, competence domains, support systems, learner readiness, and challenges, providing comprehensive data for analysis of TVL implementation outcomes.

Data Analysis

The data in this study were analyzed using quantitative methods, with responses coded and processed using statistical software. Descriptive statistics such as frequency, percentage, weighted mean, and standard deviation were used to describe respondents’ profiles and levels of teacher competence, administrative support, curriculum exit readiness, and challenges. One-Way ANOVA was employed to determine significant differences across profile groups, while Pearson’s *r* was used to examine relationships among the variables. The results served as the basis for identifying priority areas and developing a targeted intervention program to enhance TVL implementation. A summary matrix of statistical treatments is presented on the succeeding page.

Ethical Consideration

This study followed rules in education research. And told the participants what the study was about how long it would take and that they could quit at any time without any problems. They agreed to participate. And kept their answers private.

Also protected their information and stored it safely. The research followed the Department of Education and university guidelines, on ethics. This ensured we were open, respectful and handled data

responsibly. These steps helped create a space where participants felt respected. This kept the study honest and trustworthy.

RESULTS AND DISCUSSION

This chapter presented the results of the study in a clear and systematic manner, in accordance with the research questions and objectives stated in the preceding chapters. The data gathered were organized and presented using appropriate tables and figures to facilitate accurate interpretation. The findings were analyzed and discussed in relation to relevant literature and previous studies to determine similarities and differences.

Profile of the Respondents

Teachers

Table 1a. Distribution of the teachers in terms of their profile

Variables	Frequency (n=34)	Percentage
Age (in years)		
30 or below	8	23.5
31 to 40	18	52.9
41 to 50	6	17.6
50 or above	2	5.9
	<i>Mean= 36.56 y/o</i>	<i>SD= 7.46</i>
Sex		
Male	14	41.2
Female	20	58.8
Civil status		
Single	7	20.6
Married	27	79.4
Educational attainment		
Bachelor's Degree	8	23.5
With MaEd/Mst Units	7	20.6
MAEd/MST Graduate	16	47.1
With PhD Units	3	8.8
Position		
Teacher I	1	2.9
Teacher II	8	23.5
Teacher III	25	73.5
Performance rating		
Outstanding (4.500 to 5.000)	34	100.00
	<i>Mean= 4.70</i> <i>(Outstanding)</i>	<i>SD= 1.20</i>
Length of service		
3 or below	5	14.7
4 to 7	12	35.3
8 or above	17	50.0

	<i>Mean= 6.82 years</i>	<i>SD= 2.34</i>
Relevant seminars and trainings attended	<i>(multiple response)</i>	
School-based	18	52.9
District	14	41.2
Division	4	11.8
Regional	15	44.1
National	3	8.8
International	4	11.8
None at all	13	38.2
National competency and level		
Beauty Care NC II	10	29.4
Computer System Servicing NC II	9	26.5
Hilot NC II	2	5.9
Cookery NC II	5	14.7
Carpentry NC II	1	2.9
Food Processing NC II	5	14.7
None	2	5.9
Trainers Methodology		
None	19	55.9
Trainers Methodology I	14	41.2
Trainers Methodology II	1	2.9

Table 1a shows that most teachers belong to the 31–40 age group (52.9%), with a mean age of 36.56 years, indicating a relatively young and active workforce. Females (58.8%) and married teachers (79.4%) dominate the sample. In terms of educational attainment, many are master's degree holders (47.1%), supporting Darling-Hammond (2000) and UNESCO (2015) on the importance of higher qualifications in improving teaching effectiveness and learner outcomes. Most are Teacher III (73.5%) with outstanding performance ratings (mean = 4.70), and half have at least eight years of service, suggesting strong instructional experience.

However, a notable proportion had no training (38.2%), which may limit professional growth, consistent with OECD (2009) on the importance of continuous development. While some possess NC II certifications, more than half lack Trainers Methodology certification (55.9%), which contradicts TESDA (2018) standards requiring certification to ensure quality TVL instruction aligned with industry requirements.

Students

Table 1b. Distribution of the students in terms of their profile

Variables	Frequency (n=136)	Percentage
Age (in years)		
17 or below	71	52.2
18 to 19	63	46.3

20 or above	2	1.5
	<i>Mean= 17.57 y/o</i>	<i>SD= 0.82</i>
Sex		
Male	74	54.4
Female	62	45.6
TVL Strand		
Home Economics	70	51.5
Agri-Fishery Arts	37	27.2
Computer Systems Servicing	29	21.3
Immersion experience		
Taken	135	99.3
None	1	0.7
Plan after SHS graduation		
Seek employment	14	10.3
Start a business	14	10.3
Continue to higher education	97	71.3
Undecided	11	8.1

Table 1b presents the distribution of student-respondents according to their profile. Most learners are aged 17 or below (52.2%), with a mean age of 17.57, indicating they are within the typical senior high school stage and preparing for transition to higher education or employment. Males (54.4%) slightly outnumber females (45.6%), showing a relatively balanced gender distribution. In terms of strand, most are enrolled in Home Economics (51.5%), followed by Agri-Fishery Arts (27.2%) and Computer Systems Servicing (21.3%), reflecting varied specialization choices aligned with DepEd guidelines.

Almost all students (99.3%) have completed work immersion, consistent with DepEd requirements under the K to 12 program. Regarding post-graduation plans, most intend to pursue higher education (71.3%), while others plan employment, entrepreneurship, or remain undecided. This aligns with PIDS findings that many TVL graduates still prefer college despite employable skills. Overall, the profile reflects strong program implementation and evolving learner aspirations.

Assessment of the Respondents on the Level of Competence in Technical-Vocational and Livelihood Track of the Teachers Technical-Vocational Expertise

Table 2a. Weighted means and level of competence of the teachers in TVL track as assessed by the teachers and students in terms of technical vocational expertise

Statements	Weighted Mean	Descriptive Value
The TVL teacher...		
1. demonstrate current industry-standard techniques in the field of specialization.	4.65	Highly competent

2.	maintain valid TESDA/NC credentials relevant to specialization.	4.66	Highly competent
3.	operate, calibrate, and secure lab equipment safely.	4.71	Highly competent
4.	troubleshoot common equipment and process issues during lessons.	4.61	Highly competent
5.	update lesson content each semester with new tools and standards.	4.64	Highly competent
6.	enforce occupational safety and health, sanitation, and food-safety requirements consistently.	4.73	Highly competent
7.	supervise learners in producing industry-quality outputs during practical activities.	4.65	Highly competent
8.	apply correct procedures in storing, maintaining, and inventorying tools and consumables.	4.67	Highly competent
9.	integrate updated industry practices and trends into hands-on demonstrations.	4.57	Highly competent
10.	guide learners in preparing for TESDA assessments and demonstrating required competencies.	4.61	Highly competent
Dimension Mean		4.65	Highly competent

Table 2a shows that TVL teachers are highly competent in terms of technical-vocational expertise, with an overall mean of 4.65. This indicates strong mastery of technical knowledge and skills aligned with industry standards. The highest-rated indicators include enforcing occupational safety, health, sanitation, and food safety requirements (WM = 4.73) and properly operating and securing laboratory equipment (WM = 4.71), highlighting strong emphasis on safety and practical instruction. These findings align with TESDA standards on essential TVL competencies.

Other indicators such as maintaining valid TESDA National Certificates (WM = 4.66), supervising industry-quality outputs (WM = 4.65), and updating lesson content (WM = 4.64) also received high ratings, reflecting continuous professional development and instructional quality, consistent with UNESCO's emphasis on industry-aligned teaching. The lowest, though still high, was integrating updated industry trends in demonstrations (WM = 4.57), suggesting room for improvement in adopting emerging practices. Overall, teachers demonstrate strong technical-vocational expertise.

Pedagogical Skill

Table 2b. Weighted means and level of competence of the teachers in TVL track as assessed by the teachers and students in terms of pedagogical skill

Statements	Weighted Mean	Descriptive Value
<i>The TVL teacher...</i>		
1. set clear, measurable objectives aligned to MELCs.	4.66	Highly competent
2. differentiate tasks to match learner readiness and needs.	4.64	Highly competent
3. use performance-based assessments with explicit rubrics, specifically for National Certification (NC)	4.71	Highly competent
4. provide timely, actionable feedback that improves work.	4.66	Highly competent
5. prepare learners effectively for work immersion.	4.72	Highly competent
6. align class tasks with authentic industry contexts.	4.67	Highly competent
7. embed and assess soft skills (communication, teamwork, problem-solving).	4.64	Highly competent
8. facilitate hands-on learning through structured demonstrations and guided practice.	4.71	Highly competent
9. use varied teaching strategies (e.g., simulations, group tasks, projects) to support diverse learning styles.	4.65	Highly competent
10. conducts pre-assessment to determine prior knowledge	4.67	Highly competent
Dimension Mean	4.67	Highly competent

Table 2b shows that TVL teachers are highly competent in terms of pedagogical skill, with an overall mean of 4.67. This indicates strong instructional practices aligned with curriculum standards and learner needs. The highest-rated indicators include preparing learners for work immersion (WM = 4.72), using performance-based assessments with rubrics for National Certification (WM = 4.71), and facilitating hands-on learning through guided demonstrations (WM = 4.71). These reflect competency-based and industry-relevant instruction consistent with DepEd's TVL framework.

Other highly rated indicators include setting clear objectives aligned with MELCs, providing timely feedback, and ensuring alignment with authentic industry contexts (WM = 4.66–4.67), supporting Darling-Hammond's emphasis on effective instructional design. Lower but still high ratings were observed in differentiating instruction (WM = 4.64) and integrating soft skills such as communication and teamwork (WM = 4.64), suggesting areas for improvement. Overall, teachers demonstrate strong pedagogical competence that supports learner readiness for curriculum exit.

Classroom Management

Table 2c. Weighted means and level of competence of the teachers in TVL track as assessed by the teachers and students in terms of classroom management

Statements	Weighted Mean	Descriptive Value
The TVL teacher...		
1. post and enforce safety protocols during practical work.	4.56	Highly competent
2. manage time and resources to keep activities on schedule.	4.60	Highly competent
3. maintain orderly workstations and tool accountability systems.	4.60	Highly competent
4. apply fair, consistent behavior expectations.	4.60	Highly competent
5. minimize off-task behavior during hands-on tasks.	4.61	Highly competent
6. document learning evidence systematically (portfolios, checklists, videos).	4.65	Highly competent
7. facilitate smooth transitions between demonstrations, group work, and hands-on activities.	4.68	Highly competent
8. monitor learner performance closely and provide immediate corrections during practical tasks.	4.58	Highly competent
9. implement clear procedures for equipment borrowing, return, and storage.	4.64	Highly competent
10. maintain a safe, positive, and organized learning environment that supports practical skill development.	4.63	Highly competent
Dimension Mean	4.62	Highly competent

Table 2c shows that TVL teachers are highly competent in classroom management, with an overall mean of 4.62. This indicates that they are able to maintain structured, safe, and organized learning environments essential for technical-vocational instruction. The highest-rated indicator is facilitating smooth transitions between demonstrations, group work, and hands-on activities (WM = 4.68), followed by systematic documentation of learning evidence (WM = 4.65) and clear procedures for equipment use and storage (WM = 4.64). These reflect effective management of workshop-based learning, consistent with UNESCO's emphasis on structured and accountable TVL environments.

Other indicators such as time management, workstation organization, behavior expectations, and minimizing off-task behavior (WM = 4.60–4.61) were also highly rated, aligning with Kounin's theory on effective classroom management. Lower but still high ratings were observed in enforcing safety protocols (WM

= 4.56) and monitoring learner performance with immediate correction (WM = 4.58), suggesting areas for improvement. Overall, teachers demonstrate strong classroom management competence supporting effective TVL instruction.

Assessment and Evaluation Practices

Table 2d. Weighted means and level of competence of the teachers in TVL track as assessed by the teachers and students in terms of assessment and evaluation practices

Statements	Weighted Mean	Descriptive Value
The TVL teacher...		
1. design assessment tools aligned with TVL curriculum competencies.	4.63	Highly competent
2. use performance-based assessments aligned with industry standards.	4.59	Highly competent
3. develop clear rubrics for practical and skills-based tasks.	4.62	Highly competent
4. provide timely and constructive feedback to learners.	4.63	Highly competent
5. use multiple assessment methods (written, practical, oral, demonstration).	4.64	Highly competent
6. monitor learners' progress toward curriculum exit competencies.	4.58	Highly competent
7. adjust instructional strategies based on assessment results.	4.56	Highly competent
8. ensure assessments reflect real-world or workplace applications.	4.61	Highly competent
9. maintain accurate and systematic records of learner performance.	4.64	Highly competent
10. prepare learners for national certification or competency assessment.	4.62	Highly competent
Dimension Mean	4.61	Highly competent

Table 2d presents the level of competence of TVL teachers in terms of assessment and evaluation practices as assessed by both teachers and students. The computed mean of 4.61, interpreted as "Highly Competent," indicates that the respondents demonstrate strong assessment practices aligned with curriculum standards and industry requirements. Among the indicators, the highest mean was obtained in the use of multiple assessment methods such as written, practical, oral, and demonstration (WM = 4.64) and maintaining accurate records of learner performance (WM = 4.64). These were followed by designing competency-aligned tools (WM = 4.63) and providing timely feedback (WM = 4.63), showing that teachers employ comprehensive assessment approaches. Other indicators, including rubric development, certification preparation, and real-world alignment, were also rated highly. Relatively lower means

were observed in adjusting instruction based on assessment results (WM = 4.56) and monitoring learner progress (WM = 4.58), suggesting areas for enhancement in formative use of assessment. Overall, findings indicate strong competence in evaluating learner performance and supporting curriculum exit readiness.

Table 2e. Overall mean and level of competence of the teachers in TVL track as assessed by the teachers and students

Dimension	Mean	Descriptive Value
1. Technical-vocational expertise	4.65	Highly competent
2. Pedagogical skill	4.67	Highly competent
3. Classroom management	4.62	Highly competent
4. Assessment and evaluation practices	4.61	Highly competent
Overall Mean	4.64	Highly competent

Table 2e presents the summary of the level of teacher competence in the TVL track as assessed by both teachers and students across four key dimensions. The computed grand mean of 4.64, interpreted as “Highly Competent,” indicates that TVL teachers demonstrate consistently high competence in instructional delivery and learner facilitation. Among the dimensions, pedagogical skill obtained the highest mean (WM = 4.67), followed by technical-vocational expertise (WM = 4.65), classroom management (WM = 4.62), and assessment and evaluation practices (WM = 4.61). These findings indicate strong integration of content knowledge, teaching strategies, and classroom practices that support learner engagement and skill development.

Although all dimensions were rated highly competent, assessment and evaluation practices obtained the lowest mean, suggesting a need to further strengthen formative use of assessment results to improve instruction and learner performance. Overall, the results confirm that TVL teachers are well-prepared across all instructional domains, enabling them to effectively support learners’ curriculum exit readiness and industry preparedness.

Perception of the Teachers and Students on the Level of Administrative Support for the Technical-Vocational and Livelihood Track Provision of Learning Resources and Facilities

Table 3a. Weighted means and level of administrative support for TVL track provision of learning resources and facilities as perceived by the teachers and students

Statements	Weighted Mean	Descriptive Value
1. Adequate tools and equipment for delivering TVL instruction.	4.49	Highly supported
2. Functional laboratories and workshop facilities.	4.44	Highly supported
3. Updated instructional modules and learning materials.	4.60	Highly supported

4. Sufficient consumable materials for practical activities.	4.57	Highly supported
5. Access to digital resources and internet connectivity.	4.66	Highly supported
6. Maintenance and repair of tools and equipment.	4.58	Highly supported
7. Safety equipment and protective materials for learners.	4.63	Highly supported
8. Storage facilities for tools and instructional materials.	4.57	Highly supported
9. Budget allocation for TVL program requirements.	4.61	Highly supported
10. Timely procurement of needed instructional supplies.	4.60	Highly supported
Dimension Mean	4.58	Highly supported

Table 3a presents the level of administrative support for the TVL track in terms of provision of learning resources and facilities as perceived by teachers and students. The overall mean of 4.58, interpreted as “Highly Supported,” indicates strong institutional provision of resources necessary for TVL instruction. Among the indicators, the highest mean was access to digital resources and internet connectivity (WM = 4.66), followed by safety equipment (WM = 4.63) and budget allocation (WM = 4.61), reflecting strong support for modern, safe, and sustained program implementation. Other indicators such as modules, procurement, maintenance, and consumables were also rated highly, showing consistent administrative assistance.

However, lower means were noted in laboratory availability (WM = 4.44) and tools and equipment (WM = 4.49), suggesting areas for improvement in physical infrastructure. Overall, findings indicate that administrative support is strong and enables effective TVL instruction, though further enhancement of facilities is needed to fully maximize hands-on learning and curriculum exit readiness.

Guidance, Supervision, and Coaching

Table 3b. Weighted means and level of administrative support for TVL track along guidance, supervision, and coaching as perceived by the teachers and students

Statements	Weighted Mean	Descriptive Value
1. Clear guidelines for TVL activities and requirements.	4.60	Highly supported
2. Visible administrative support for TVL classes.	4.61	Highly supported
3. Immediate response to concerns related to TVL activities.	4.63	Highly supported
4. Consistent monitoring of TVL program implementation.	4.56	Highly supported
5. School support in preparing for certification assessments.	4.61	Highly supported

6.	Clear communication of curriculum exit requirements.	4.66	Highly supported
7.	Administrative coordination with TVL teachers.	4.62	Highly supported
8.	Support for work immersion preparation.	4.65	Highly supported
9.	Accessibility of school leaders when needed.	4.62	Highly supported
10.	Continuous improvement efforts for the TVL program.	4.57	Highly supported
Dimension Mean		4.61	Highly supported

Table 3b presents the level of administrative support for the TVL track in terms of guidance, supervision, and coaching as perceived by teachers and students. The overall mean of 4.61, interpreted as “Highly Supported,” indicates strong administrative involvement in program implementation. The highest mean was observed in clear communication of curriculum exit requirements (WM = 4.66), followed by support for work immersion (WM = 4.65) and immediate response to concerns (WM = 4.63), highlighting effective leadership and timely assistance. Other indicators, including accessibility of administrators and coordination with teachers, were also rated highly.

However, relatively lower means were noted in consistent monitoring (WM = 4.56) and continuous improvement efforts (WM = 4.57), suggesting areas for enhancement in systematic evaluation. Overall, findings indicate strong administrative leadership that supports effective TVL implementation and learner preparedness for curriculum exit and industry competencies.

Professional Development Opportunities

Table 3c. Weighted means and level of administrative support for TVL track along professional development opportunities as perceived by the teachers and students

	Statements	Weighted Mean	Descriptive Value
1.	Access to relevant TVL-related training programs.	4.54	Highly supported
2.	Support for attending seminars and workshops.	4.58	Highly supported
3.	Opportunities for industry immersion or exposure.	4.68	Highly supported
4.	Training aligned with my area of specialization.	4.67	Highly supported
5.	Encouragement to pursue higher education.	4.62	Highly supported
6.	Provision of in-service training within the school.	4.63	Highly supported
7.	Financial assistance for professional development.	4.58	Highly supported
8.	Orientation on updates in TVL curriculum standards.	4.62	Highly supported

9.	Access to certification upgrading opportunities.	4.59	Highly supported
10.	Follow-up support after attending training programs.	4.60	Highly supported
Dimension Mean		4.61	Highly supported

Table 3c presents the level of administrative support for the TVL track in terms of professional development opportunities as perceived by teachers and students. The overall mean of 4.61, interpreted as “Highly Supported,” indicates strong institutional support for teacher growth and competency enhancement. The highest means were observed in industry immersion opportunities (WM = 4.68) and training aligned with specialization (WM = 4.67), highlighting strong emphasis on industry-based learning. Other indicators, including seminars, financial support, certification access, and post-training assistance, were also rated highly. However, access to relevant TVL-specific training obtained the lowest mean (WM = 4.54), suggesting a need for more targeted programs. Overall, findings indicate strong administrative support that enhances teacher competence and curriculum exit readiness.

Policy Support and Decision-Making

Table 3d. Weighted means and level of administrative support for TVL track along policy support and decision-making as perceived by the teachers and students

	Statements	Weighted Mean	Descriptive Value
1.	School policies that support effective TVL implementation.	4.58	Highly supported
2.	Clear guidelines for curriculum exit requirements.	4.57	Highly supported
3.	Opportunities to participate in TVL-related planning.	4.62	Highly supported
4.	Inclusion in decision-making concerning TVL programs.	4.63	Highly supported
5.	Administrative consideration of teacher recommendations.	4.60	Highly supported
6.	Policies aligned with national TVL standards.	4.60	Highly supported
7.	Clear procedures for implementing industry partnerships.	4.61	Highly supported
8.	Administrative transparency in TVL-related decisions.	4.64	Highly supported
9.	Consistent implementation of TVL policies.	4.63	Highly supported
10.	Institutional support for continuous improvement of the TVL program.	4.61	Highly supported
Dimension Mean		4.61	Highly supported

Table 3d presents the level of administrative support for the TVL track in terms of policy support and decision-making as perceived

by teachers and students. The overall mean of 4.61, interpreted as “Highly Supported,” indicates strong institutional support in policy formulation and implementation. The highest means were observed in administrative transparency (WM = 4.64), inclusion in decision-making (WM = 4.63), and consistent policy implementation (WM = 4.63), highlighting effective governance and collaboration. Other indicators, including participatory planning and policy alignment, were also rated highly. However, lower means were noted in policy clarity (WM = 4.58) and curriculum exit guidelines (WM = 4.57), suggesting areas for improvement. Overall, findings indicate strong administrative support that promotes effective TVL implementation and learner readiness.

Summary of Administrative Support

Table 3e. Overall mean and level of administrative support for TVL track as perceived by the teachers and students

Dimension	Mean	Descriptive Value
1. Provision of learning resources and facilities	4.58	Highly supported
2. Guidance, supervision, and coaching	4.61	Highly supported
3. Professional development opportunities	4.61	Highly supported
4. Policy support and decision-making	4.61	Highly supported
Overall Mean	4.60	Highly supported

Table 3e presents the summary of administrative support for the TVL track, with a grand mean of 4.60 interpreted as “Highly Supported,” indicating strong institutional backing across all dimensions. Guidance, supervision, professional development, and policy support all obtained identical means (WM = 4.61), showing strong leadership involvement, while provision of resources and facilities obtained a slightly lower mean (WM = 4.58). Overall, findings indicate balanced and strong administrative support that enhances TVL implementation, though further improvement in resources and policy communication is recommended.

Level of Curriculum Exit Readiness of the Technical-Vocational and Livelihood Track Learners

Skill Acquisition

Table 4a. Weighted means and level of curriculum exit readiness of the TVL track learners along skill acquisition

Statements	Weighted Mean	Descriptive Value
1. Ability to perform required technical skills independently.	4.49	Highly ready
2. Proper use of tools and equipment.	4.56	Highly ready
3. Compliance with safety standards during practical activities.	4.61	Highly ready
4. Completion of hands-on tasks according to industry standards.	4.60	Highly ready

5. Accuracy and quality in performing practical outputs.	4.61	Highly ready
6. Application of learned skills in simulated workplace settings.	4.63	Highly ready
7. Readiness for national certification or competency assessment.	4.65	Highly ready
8. Ability to troubleshoot and solve technical problems.	4.67	Highly ready
9. Completion of required on-the-job training competencies.	4.62	Highly ready
10. Demonstration of work ethics appropriate to industry practice.	4.70	Highly ready
Dimension Mean	4.61	Highly ready

Table 4a presents the level of curriculum exit readiness of TVL learners in terms of skill acquisition, with a mean of 4.61 interpreted as “Highly Ready,” indicating strong preparedness for technical and industry-related tasks. The highest means were observed in work ethics (WM = 4.70), troubleshooting skills (WM = 4.67), and certification readiness (WM = 4.65). Other indicators, including workplace application, OJT competencies, and safety compliance, were also rated highly. Overall, findings indicate strong skill acquisition and readiness for employment and certification.

Knowledge Mastery

Table 4b. Weighted means and level of curriculum exit readiness of the TVL track learners along knowledge mastery

Statements	Weighted Mean	Descriptive Value
1. Understanding of fundamental TVL concepts.	4.55	Highly ready
2. Ability to explain technical procedures accurately.	4.57	Highly ready
3. Application of theoretical knowledge to practical tasks.	4.61	Highly ready
4. Performance in written or competency-based assessments.	4.68	Highly ready
5. Integration of theory and practice during activities.	4.60	Highly ready
6. Retention of previously learned competencies.	4.58	Highly ready
7. Ability to analyze and interpret technical information.	4.55	Highly ready
8. Understanding of workplace standards and procedures.	4.57	Highly ready
9. Readiness to meet curriculum exit requirements.	4.63	Highly ready
10. Overall preparedness for employment or further technical training.	3.25	Moderately ready

Dimension Mean	4.46	Highly ready
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Table 4b presents the level of curriculum exit readiness of TVL learners in terms of knowledge mastery, with a mean of 4.46 interpreted as “Highly Ready,” indicating strong understanding of theoretical concepts in their specialization. The highest means were observed in written or competency-based assessments (WM = 4.68), curriculum exit readiness (WM = 4.63), and application of theory to practice (WM = 4.61). Other indicators, including integration of theory and practice, retention of competencies, and understanding of workplace standards, were also rated highly. Overall, findings indicate strong knowledge mastery; however, further enhancement in confidence and real-world application is needed to strengthen learners’ transition readiness.

Summary of Curriculum Exit Readiness

Table 4c. Overall mean and level of curriculum exit readiness of the TVL track learners

Dimension	Mean	Descriptive Value
1. Skill acquisition	4.61	Highly ready
2. Knowledge mastery	4.46	Highly ready
Overall Mean	4.54	Highly ready

Table 4c presents the summary of curriculum exit readiness of TVL learners, with a grand mean of 4.54 interpreted as “Highly Ready,” indicating strong overall preparedness for employment, training, or further education. Skill acquisition obtained a higher mean (WM = 4.61) than knowledge mastery (WM = 4.46), showing stronger competence in practical tasks than in theoretical understanding. Overall, findings indicate that learners are highly ready for curriculum exit, though continued enhancement of conceptual understanding and theory–practice integration is needed to ensure balanced and holistic preparedness.

Extent of Challenges Encountered by the Teachers in Implementing the Technical-Vocational and Livelihood Track Curriculum Instructional Resources and Facilities

Table 5a. Weighted means and extent of challenges encountered by the teachers in implementing the TVL track curriculum along instructional resources and facilities

Statements	Weighted Mean	Descriptive Value
1. Insufficient tools and equipment for practical instruction.	2.12	Fair extent
2. Inadequate laboratory or workshop facilities.	2.18	Fair extent
3. Limited availability of consumable materials.	2.29	Fair extent
4. Delays in procurement of instructional supplies.	2.21	Fair extent
5. Outdated tools and equipment.	2.18	Fair extent

6. Lack of safety equipment for practical activities.	2.24	Fair extent
7. Overcrowded laboratory or workshop spaces.	2.03	Fair extent
8. Limited access to digital resources and internet connectivity.	2.12	Fair extent
9. Insufficient storage for tools and materials.	2.21	Fair extent
10. Inadequate maintenance and repair of equipment.	2.03	Fair extent
Dimension Mean	2.16	Fair extent

Table 5a presents the extent of challenges in instructional resources and facilities, with a mean of 2.16 interpreted as “Fair Extent,” indicating moderate difficulties in resource availability and maintenance. The highest challenges were limited consumables (WM = 2.29), lack of safety equipment (WM = 2.24), and procurement delays (WM = 2.21). Other concerns included inadequate facilities, outdated tools, insufficient storage, and limited digital access. Overall, findings indicate moderate challenges that may affect TVL instruction and highlight the need for improved resources, timely procurement, and facility upgrading.

Administrative and Managerial Support

Table 5b. Weighted means and extent of challenges encountered by the teachers in implementing the TVL track curriculum along administrative and managerial support

Statements	Weighted Mean	Descriptive Value
1. Limited administrative guidance in implementing the TVL curriculum.	2.12	Fair extent
2. Inconsistent monitoring of TVL instructional practices.	2.12	Fair extent
3. Delayed approval of program-related requests.	2.09	Fair extent
4. Limited involvement in TVL-related decision-making.	2.03	Fair extent
5. Insufficient financial support for program needs.	2.06	Fair extent
6. Lack of clear guidelines for curriculum exit implementation.	2.03	Fair extent
7. Inadequate feedback from school administrators.	2.06	Fair extent
8. Limited coordination between administration and TVL teachers.	2.06	Fair extent
9. Inconsistent implementation of TVL policies.	1.91	Fair extent
10. Limited institutional support for program improvement	1.88	Fair extent

initiatives.		
Dimension Mean	2.04	Fair extent

Table 5b shows the problems that TVL teachers have with managerial support. The average score is 2.04, which means they face these problems to an extent. The biggest problems are that teachers do not get guidance from administrators and they are not monitored consistently. This got a score of 2.12. Another big problem is that approvals are often delayed, which got a score of 2.09. These results show that there are problems with leadership support and supervision. TVL teachers also need financial support and more feedback from administrators. They need to be able to work better.

TVL teachers said that they do not always get the support they need from administrators. They have to wait a time, for approvals and they do not get to help make decisions. With these problems TVL teachers think they can still manage. This is because school leaders are always helping them. The results show that schools need to communicate and provide more resources. This is what Kenneth Leithwood said too. That school leaders need to work with teachers and provide good instruction for schools to do well and for teachers to be effective. TVL teachers and school leaders need to work to make things better.

Professional Development

Table 5c. Weighted means and extent of challenges encountered by the teachers in implementing the TVL track curriculum along professional development

Statements	Weighted Mean	Descriptive Value
1. Limited access to relevant TVL training programs.	1.94	Fair extent
2. Insufficient industry immersion opportunities.	1.94	Fair extent
3. Lack of financial assistance for attending seminars or workshops.	1.91	Fair extent
4. Trainings not aligned with my area of specialization.	1.91	Fair extent
5. Limited opportunities for certification upgrading.	1.91	Fair extent
6. Inadequate follow-up support after attending training programs.	1.91	Fair extent
7. Limited access to updated information on industry standards.	1.94	Fair extent
8. Lack of mentoring to improve instructional practices.	1.85	Fair extent
9. Limited encouragement to pursue higher education.	1.85	Fair extent
10. Professional development activities not scheduled conveniently.	1.94	Fair extent
Dimension Mean	1.91	Fair extent

Table 5c presents the extent of challenges in professional development, with a mean of 1.91 interpreted as “Fair Extent,” indicating moderate difficulties in accessing training and growth opportunities. The most noted challenges were limited TVL training access, insufficient industry immersion, lack of updated industry information, and scheduling constraints (WM = 1.94). Other concerns included financial limitations, misaligned training, limited certification opportunities, and weak post-training support. Overall, findings indicate moderate challenges, highlighting the need to strengthen access to relevant, sustained, and industry-linked professional development for TVL teachers.

Summary of Challenges

Table 5d. Overall mean and extent of challenges encountered by the teachers in implementing the TVL track curriculum

Dimension	Mean	Descriptive Value
1. Instructional resources and facilities	2.16	Fair extent
2. Administrative and managerial support	2.04	Fair extent
3. Professional development	1.91	Fair extent
Overall Mean	2.04	Fair extent

Table 5d presents the summary of challenges in TVL implementation, with a grand mean of 2.04 interpreted as “Fair Extent,” indicating moderate challenges across all dimensions. Instructional resources and facilities obtained the highest mean (WM = 2.16), followed by administrative support (WM = 2.04), while professional development had the lowest mean (WM = 1.91). Overall, findings indicate that resource limitations are the most prominent concern, though administrative and training-related challenges also persist. These moderate challenges suggest the need for improved resource allocation, stronger administrative support, and enhanced professional development to further strengthen TVL implementation.

Differences in the Level of Competence of the Teachers in TVL Track by Profile

Table 6a. Comparison statistics of the level of competence of the teachers in TVL track when grouped by profile

Grouping Variables	F- or t-value	Probability	Inference
Level of competence of TVL teachers			
Age	1.281	0.299	Not significant
Sex	3.825	0.059	Not significant
Civil status	1.318	0.260	Not significant
Educational attainment	1.283	0.298	Not significant
Position	6.752	0.004	Significant
Performance rating	-	-	Constant
Length of service	3.320	0.049	Significant
Relevant seminars and	6.186	0.000	Significant

trainings attended			
National competency and level	0.339	0.910	Not significant
Trainers Methodology	0.687	0.511	Not significant

*tested at 0.05 level of significance; see appendix for post-hoc analysis

Table 6a shows differences in TVL teacher competence based on profile variables. Results indicate no significant differences in age ($p=0.299$), sex ($p=0.059$), civil status ($p=0.260$), educational attainment ($p=0.298$), national competency ($p=0.910$), and trainers methodology ($p=0.511$), suggesting competence is consistent across these factors. However, significant differences were found in position ($p=0.004$), length of service ($p=0.049$), and trainings attended ($p=0.000$). Post-hoc results show higher competence among Teacher III, those with 8+ years of service, and those with more trainings. Overall, experience and professional development enhance teacher competence.

Differences in the Perception towards the Level of Administrative Support for TVL Track by Profile

Table 6b. Comparison statistics of the perceptions towards the level of administrative support for TVL track when grouped by profile

Grouping Variables	F- or t-value	Probability	Inference
Level of administrative support for TVL			
Age	1.329	0.283	Not significant
Sex	0.055	0.817	Not significant
Civil status	1.037	0.316	Not significant
Educational attainment	0.991	0.410	Not significant
Position	0.615	0.547	Not significant
Performance rating	-	-	Constant
Length of service	0.309	0.736	Not significant
Relevant seminars and trainings attended	0.372	0.890	Not significant
National competency and level	1.517	0.210	Not significant
Trainers Methodology	0.415	0.664	Not significant

*tested at 0.05 level of significance; see appendix for post-hoc analysis

Table 6b shows differences in perceptions of administrative support across profile variables. Results indicate no significant differences in all variables, including age ($p=0.283$), sex ($p=0.817$), civil status ($p=0.316$), educational attainment ($p=0.410$), position ($p=0.547$), length of service ($p=0.736$), trainings ($p=0.890$),

national competency ($p=0.210$), and trainers methodology ($p=0.664$). This suggests that administrative support is consistently perceived across all groups, reflecting uniform implementation of policies and support systems across the TVL track.

Differences in the Level of Curriculum Exit Readiness of the TVL Learners by Profile

Table 6c. Comparison statistics of the level of curriculum exit readiness of the TVL learners track when grouped by profile

Grouping Variables	F- or t-value	Probability	Inference
Level of curriculum exit readiness of the TVL learners			
Age	1.279	0.282	Not significant
Sex	0.008	0.986	Not significant
Strand	3.941	0.022	Significant
Immersion experience	1.909	0.169	Not significant
Plan after SHS graduation	0.382	0.766	Not significant

*tested at 0.05 level of significance; see appendix for post-hoc analysis

Table 6c shows that learners' curriculum exit readiness does not significantly differ by age, sex, immersion experience, and post-SHS plans, as all yielded non-significant p-values. However, a significant difference was found when grouped by strand ($p=0.022$), indicating that TVL strand influences learners' readiness levels across specializations.

Differences in the Extent of Challenges Encountered by the Teachers in Implementing the TVL Track Curriculum by Profile

Table 6d. Comparison statistics of the extent of challenges encountered by the teachers in implementing the TVL track curriculum when grouped by profile

Grouping Variables	F- or t-value	Probability	Inference
Challenges encountered by the teachers			
Age	0.710	0.553	Not significant
Sex	0.032	0.860	Not significant
Civil status	0.126	0.725	Not significant
Educational attainment	0.805	0.501	Not significant
Position	1.902	0.166	Not significant
Performance rating	-	-	Constant
Length of service	2.307	0.116	Not significant
Relevant seminars and trainings attended	1.010	0.440	Not significant

National competency and level	1.756	0.146	Not significant
Trainers Methodology	1.315	0.283	Not significant

*tested at 0.05 level of significance; see appendix for post-hoc analysis

Table 6d showed the differences in the challenges that teachers face when they implement the TVL track curriculum. The results showed that the TVL track curriculum challenges are the same for all teachers no matter what their age, sex, civil status, education, position or how long they have been teaching. It also did not matter what seminars and trainings they attended or what their national competency was or what method they used to train.

This means that all teachers have the problems when they try to implement the TVL track curriculum. The TVL track curriculum challenges are the same for all teachers regardless of who they're what they have done. This suggests that the problems are not with the teachers but with the system.

The TVL track curriculum is hard for all teachers to implement, not some of them. This is what other people have found out too. The UNESCO said in 2021 that teachers everywhere have the problems like not having enough resources. The World Bank said in 2020 that the problems are with the system not with the teachers. So our study found the thing, that the TVL track curriculum challenges are the same, for all teachers no matter what.

Relationship among the Level of Competence of the Teachers, Level of Administrative Support for TVL Track and Level of Curriculum Exit Readiness of the Learners

Table 7. Correlation statistics among the level of competence of the teachers, level of administrative support for TVL track and level of curriculum exit readiness of the learners

Variables	r-value	Probability	Inference
Level of competence vs. Administrative support	0.858	0.000	Significant
Level of competence vs. Curriculum exit readiness	0.788	0.000	Significant
Level of competence vs. Challenges encountered	0.402	0.000	Significant
Administrative support vs. Curriculum exit readiness	0.922	0.000	Significant
Administrative support vs. Challenges	-0.406	0.000	Significant

encountered				
Curriculum exit readiness vs. Challenges encountered	-0.472	0.000		Significant

*tested at 0.05 level of significance

Table 7 shows significant relationships among teacher competence, administrative support, curriculum exit readiness, and challenges in TVL implementation. Teacher competence is strongly related to administrative support (r=0.858) and learner readiness (r=0.788). Administrative support shows a very strong link with readiness (r=0.922) and a negative relationship with challenges (r=-0.406). Readiness is also negatively related to challenges (r=-0.472). Overall, findings indicate that stronger competence and support systems improve learner readiness and reduce implementation challenges, highlighting the importance of integrated institutional and instructional support in TVL programs.

Proposed Intervention Program

The intervention program developed from the findings of this study is titled TVL Learner Readiness Development Program. This program is designed to strengthen the curriculum exit readiness of learners in the Technical-Vocational and Livelihood track through enhanced teacher support, strand-responsive interventions, sustained administrative assistance, and improved access to instructional resources and workplace-oriented learning experiences.

Rationale Based on the Findings

The development of the TVL Learner Readiness Development Program is anchored on the results of the study, which established that TVL teachers possessed a high level of competence and that administrative support for the TVL track was likewise strong. Learners were generally highly ready for curriculum exit, particularly in skill acquisition and knowledge mastery. Despite this positive condition, readiness for direct employment or further technical training still needed strengthening. Teachers also encountered challenges to a fair extent, with concerns in instructional resources, facilities, and selected aspects of implementation remaining evident. In addition, differences in teacher competence were associated with rank, length of service, and relevant training exposure, while learner readiness differed according to strand. Significant relationships were also established among teacher competence, administrative support, curriculum exit readiness, and challenges encountered. These conditions point to the need for a structured intervention program that sustains teacher competence, strengthens strand-responsive learner preparation, enhances school support mechanisms, and reduces implementation difficulties in order to improve the overall readiness of TVL learners for employment, entrepreneurship, certification, or further technical education.

Figure 3. Research Intervention Framework

Action Plan for TVL Learner Readiness Development Program

Objectives	Activities	Persons Involved	Time Frame	Resources Needed	Output
Strengthen the	Conduct program orientation	School head, TVL	Week 1	Program guide,	Orientation

implementation of the program through proper orientation and preparation	for school heads, TVL teachers, and learners; present program goals, activities, schedule, and expected outputs	coordinator, TVL teachers, learners		orientation materials, attendance sheet, projector	conducted; participants informed about program goals and activities
Determine the baseline level of learner readiness	Administer diagnostic or baseline assessment on practical skills, knowledge application, and workplace readiness; review learner performance records	TVL teachers, TVL coordinator, learners	Week 1	Diagnostic tools, readiness checklists, assessment forms	Baseline data gathered and recorded for all target learners
Enhance teacher capability in delivering strand-responsive interventions	Conduct mentoring sessions, collaborative lesson planning, and sharing of effective practices for differentiated instruction and learner support	School head, master teachers, TVL teachers, TVL coordinator	Weeks 1–2	Training materials, session guides, lesson plan templates, monitoring forms	Teachers prepared to implement strand-based and readiness-focused activities
Improve learners' practical competencies and knowledge application	Implement strand-based readiness sessions focused on technical skills enhancement, guided practice, performance tasks, and problem-solving activities	TVL teachers, learners	Weeks 2–8	Learning modules, tools, equipment, worksheets, performance task guides	Learners demonstrate improved participation, task performance, and skills application
Strengthen workplace readiness and transition preparation	Conduct sessions on work ethics, communication, employability skills, entrepreneurship awareness, certification pathways, and career preparation	TVL teachers, career guidance coordinator, school head, learners	Weeks 3–8	Career guidance materials, employability handouts, sample forms, orientation materials	Learners exhibit improved awareness of employment, certification, and further training opportunities
Provide additional support to learners with low readiness	Identify learners needing reinforcement and conduct remediation, coaching, and follow-up guidance activities based on strand needs	TVL teachers, TVL coordinator, learners	Weeks 4–8	Remediation materials, activity sheets, intervention logs	Learners needing support receive targeted interventions and show progress in assigned tasks
Strengthen administrative support and resource coordination	Monitor implementation, check availability of materials and facilities, and coordinate needed instructional resources for program activities	School head, TVL coordinator, property custodian, TVL teachers	Weeks 1–8	Monitoring tools, inventory records, request forms, instructional supplies	Needed resources are made available and implementation concerns are addressed promptly
Track learner progress throughout program implementation	Conduct regular monitoring through observation, readiness rubrics, performance checklists, and teacher reflection logs	TVL teachers, TVL coordinator, school head	Weeks 2–8	Monitoring forms, observation checklists, reflection logs, rubrics	Progress of learners documented regularly; implementation status monitored consistently
Measure the effectiveness of the intervention program	Administer post-assessment; compare learner performance before and after the intervention; analyze strengths, gaps, and areas for improvement	TVL teachers, TVL coordinator, school head, learners	Week 9	Posttest tools, evaluation forms, summary sheets, progress records	Improvement in learner readiness documented; program outcomes evaluated
Sustain and improve the program for future	Prepare accomplishment report and recommend	School head, TVL coordinator, TVL	Week 10	Program report template, evaluation	Final report completed;

implementation	continuation, enhancement, or integration of the program into the school improvement plan	teachers		results, documentation files	recommendations prepared for sustained implementation
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Budget Plan for TVL Learner Readiness Development Program

Activity	Items Needed	Estimated Cost (PHP)	Remarks
Program Orientation	Printing of materials, tarpaulin, snacks, attendance sheets	3,000	For participants (teachers & learners)
Baseline Assessment	Printing of diagnostic tools, checklists, forms	1,500	Reproducible materials
Teacher Capability Enhancement	Training materials, session guides, snacks	4,000	Mentoring & planning sessions
Skills Enhancement Sessions	Learning modules, consumables, tools, materials	8,000	Major cost for hands-on activities
Workplace Readiness Sessions	Handouts, career materials, certificates	2,500	Employability & career prep
Remediation Activities	Worksheets, intervention materials	2,000	For targeted learners
Resource Monitoring & Coordination	Inventory forms, request forms, supplies	1,000	Documentation purposes
Progress Monitoring	Printing of rubrics, checklists, logs	1,500	Weekly monitoring
Post-Assessment	Printing of post-tests, evaluation forms	1,500	End-line evaluation
Program Documentation & Reporting	Printing, binding, documentation files	2,000	Final report
TOTAL		27,000	

Conclusion

The study found that teachers in the Technical-Vocational and Livelihood (TVL) track were mature, experienced and well-qualified. Most of them were female and married. They were very

good at teaching. The school administration provided support, which helped put the curriculum into action effectively. Learners were well-prepared to move on from the curriculum. This showed that they had developed skills and knowledge. However, they still needed preparation for jobs or further training.

The challenges faced during implementation were not too big. Most of the issues were about not having resources and support. The differences in how teachers and learners did were affected by things like their experience and qualifications. These factors were also connected to each other and to how TVL programs turned out. The study showed that teacher experience and qualifications were important for TVL track. Learners readiness was also linked to teacher competence. TVL track helped learners develop skills and knowledge. Learners still required preparation, for employment. The TVL track had challenges. Resources and support impacted TVL outcomes.

Recommendations

Based on the conclusions, it is recommended to strengthen TVL implementation by enhancing teachers' professional development through relevant trainings, industry immersion, and certification opportunities, while also improving instructional resources and facilities such as tools, consumables, and equipment maintenance. Administrative support systems should be reinforced through continuous monitoring, timely responses, and participatory decision-making, alongside the standardization of implementation across strands to ensure equity in learner readiness. Further, data-driven assessment practices and regular program evaluation using mixed methods are encouraged, while future studies may examine additional factors such as school environment, industry linkages, and performance-based outcomes.

Declaration of no Conflict of Interest

The author hereby declares no conflict of interest and this article is her original work.

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