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# School Learning Environment and the Employability Scheme for Grade 12 Technical Vocational Livelihood (TVL) Students

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## Abstract

*This study aimed to determine the perception of the Grade 12 TVL students on the school learning environment and scheme for employability during the academic year 2021-2022. This study further aimed to determine the preparedness of the students in terms of employability considering their learning environment during the new normal situation. The researcher employed descriptive method and random sampling technique in choosing the 100 respondents who are the Grade 12 Technical Vocational and Livelihood students of Atimonan National Comprehensive High School in Atimonan, Quezon. The study made use of a researcher-made questionnaire in assessing the perception of the respondents on variables under study. Frequency counts and percent distribution were employed to describe the respondents' profiles. Mean and standard deviation was utilized to determine the perceptions of the respondents regarding the school learning environment and the employability scheme for TVL students. Pearson Product-Moment Correlation Coefficient was used to test whether there is a significant relationship between the independent and dependent variables at 0.01 and 0.05 levels of significance. Based on the findings of the study, there is a significant relationship between the strand and the attitude of the respondents. Therefore, the null hypothesis posited in the study is not sustained. However, there is no significant relationship between the remaining profile of the respondents and the employability scheme. Thus, the null hypothesis of the study is sustained. There is a significant relationship between the respondent's learning environment in terms of human practices and material systems and the scheme for their employability in terms of cognitive relationship, hands-on practical skills, ha,bits and attitude. Thus, the null hypothesis formulated is rejected. It is recommended that the school administrators may organize seminars and training workshops for hands-on practical skills enrichment of Grade 12 Technical Vocational Livelihood (TVL) students even during the new normal situation. Strengthening the school learning environment, curriculum, and the Grade 12 student's employability through online platforms is also suggested. It is also recommended to organize yearly job fairs and skill demonstration activities for student's engagement and preparation for employability. Since this study has a limited locale, it is suggested that future researchers may conduct a comparative study in a different research setting with a bigger population and with a much broader and wider scope of employability.*

*Keywords: Learning Environment, Employability Scheme, Technical Vocational Livelihood (TVL) track, Cognitive Apprenticeship*

## Introduction

The most potent tool a person can possess is education. All nations' educational systems have placed a high priority on providing high-quality education. This is true because students who receive high-quality education are prepared to study, participate, and have the support of their families and communities. Additionally, it comprises environments that offer sufficient resources and facilities in a safe, protective, and gender-sensitive manner. It offers information mirrored in pertinent curriculum and tools for acquiring fundamental skills, particularly literacy, numeracy, and life skills. To promote learning and lessen inequities, it also comprises procedures used by trained teachers in well-managed classrooms and schools to use child-centered teaching methods and conduct sophisticated assessments. Quality education provides outcomes that encompass knowledge, skills, and attitudes and are linked to national goals for education and positive participation in society (UNICEF, 2000).

Quality education leads to better opportunities for employment. If an individual acquires the knowledge and skills he needs, then that person has the chance to be job-ready and work immediately. Over the years, secondary education has always been viewed as the preparation of learners for their tertiary education. But nowadays, this education level gives students a chance to prepare for their higher education and land a job. Graduates' quality reflects the quality of instruction and the provision of the knowledge, skills, and values that will enable them to work in their respective fields.

To be employed for future jobs, learners need to gain not only academic knowledge but also need to possess relevant skills. Learners' skill enhancement capabilities should be considered in planning and implementing skills assessments (Weliamage,2009). But as to the learners' employability skills, there is still a question of whether the schools can provide wider training for students they need in preparation for their future working environment.

Proficiency in a task is achieved when the learner performs it in a familiar setting, in a new situation, and finally displays skill development in a public performance (Berman, 2008). But due to the global health crisis that the world is facing, school operations are closed for face-to-face classes and starting a new normal modality: distance learning. Learning has been done remotely, through modules, the internet, television, or radio. Some students face additional constraints regarding time available due to competing household responsibilities.

One of the most affected tracks is the Technical-Vocational-Livelihood students since the TVL track focuses on hands-on practical skills and work readiness, making distance learning particularly challenging. As an observation, students find studying difficult, especially in the modular learning modality where they only learn from reading their modules and answering their answer sheets. Although performance tasks are given, some of the students were not able to perform the job for reasons such as less understanding of the topic, no access to the internet, less guidance from the teacher due to distance learning, less advice from their family members, lack of available resources at home, non-conducive learning environment and time availability. During this new normal situation, the hands-on skills of the students, especially the TVL students, are quite disregarded.

Under these circumstances, it is in good time to study the perception of the students with regard to their learning environment and employability scheme during this pandemic to determine if the school helps them develop their employability which may serve as a basis for gauging the efficacy of the Learning Continuity Plan of the school.

This study was also the opportunity for the teachers of the Technical- Vocational- Livelihood track to find ways to enhance the curriculum and provide refined learning resources that will jive with the student's learning abilities and hands-on skills.

## Objectives of the Study

This study was conducted to 1) determine the perceived learning environment of the TVL students in terms of Human Practices and Material Systems; 2) determine the perceived employability scheme for TVL students in terms of Cognitive Apprenticeship, Hands-on Practical Skills, Habits, and Attitude;3) test the relationship between the profile of the respondents and Employability Scheme for TVL students, and 4) test the relationship between the respondents' Learning Environment and Employability Scheme.

## Methodology

*Research Design.* This study used the descriptive-correlational type of research to describe the condition of the problem in detail. It includes summarizing, organizing, and presenting data in tables and figures. According to Best Kahn (2006), descriptive research uses quantitative methods to describe, record, analyze and interpret conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing non-manipulated variables. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions.

*Respondents of the Study.* To determine the Perception of the Technical Vocational Livelihood of Grade 12 students on their School Learning Environment and Employability Scheme, TVL Home Economics and ICT Senior High School Grade 12 students from Atimonan National Comprehensive High School of School Year 2021-2022 respondents were selected for the convenience of both the respondents and the researcher. The 100 respondents of the study were chosen using the random sampling technique.

*Data Gathering Procedure.* The instrument used in collecting the data was a questionnaire. After the validation of the researcher-made questionnaire, the researcher provided a sufficient number of copies to cater the needs of all the respondents. At the same time, letters of request addressed to the Schools Division Superintendent and the school head of the concerned school were prepared.

The copies of the questionnaire were distributed to the respondents through their class advisers. The researcher got some help from the class adviser in explaining the details of the questionnaire since the concerned school is in a modular distance learning modality in this new normal situation. The questionnaires were retrieved at the same time as the retrieval of modules and answer sheets of the students. The results of the retrieved copies of the questionnaire were tabulated, analyzed, and interpreted through the use of the most appropriate statistical procedures.

*Statistical Treatment of Data.* To make the study meaningful, useful, and appropriate statistical treatment was applied. Frequency counts and percent distribution were employed to describe the respondents' profiles. Mean and standard deviation was utilized to determine the perceptions of the respondents on the school learning environment and the employability scheme for TVL students. Pearson Product-Moment Correlation Coefficient was used to test the significant relationship between the independent and dependent variables at 0.01 and 0.05 levels of probability.

## Results and Discussion

### 1. Perception of the Learning Environment of the TVL students

**Table 1**
*Summary Table on the Perceived Learning Environment*

| Learning Environment | Mean | Std. Deviation | Verbal Interpretation |
|---|---|---|---|
| 1. Human Practices | 4.14 | 0.90 | Observed |
| 2. Material Systems | 4.09 | 0.86 | Observed |
| **Overall** | 4.12 | 0.88 | Observed |

Legend: 4.50-5.00(Highly Observed); 3.50-4.49 (Observed); 2.50-3.49 (Moderately Observed); 1.50-2.49 (Less Observed); 1.00-1.49 (Not at all Observed)

Table 1 shows the perceived learning environment of the respondents. It is revealed that the learning environment was interpreted as observed with an overall weighted mean of 4.12. Human Practices have a weighted mean of 4.14 interpreted as observed and Material Systems has a weighted mean of 4.09 interpreted as observed. This means that the learning environment of the students during the new normal situation plays a vital role in their scheme for employability. This is supported by the study of Usman and Madudili (2019) about the Evaluation of the Effect of the Learning Environment on Student's Academic Performance in Nigeria. The findings revealed that the learning environment plays a significant role in the student's academic performance. It is believed in the study that a learning environment with accessible and utilizable facilities will guarantee effective teaching and learning process as well as academic achievements.

## 2. Perception of the Employability Scheme for TVL Students

**Table 2**
*Summary Table on the Perceived Employability Scheme for TVL Students*

| Employability Scheme | Mean | Std. Deviation | Verbal Interpretation |
|---|---|---|---|
| 1. Cognitive Apprenticeship | 4.06 | 0.85 | Observed |
| 2. Hands-on Practical Skills | 3.89 | 0.98 | Observed |
| 3. Habits | 4.15 | 0.87 | Observed |
| 4. Attitude | 4.23 | 0.78 | Observed |
| **Overall** | **4.08** | **0.87** | **Observed** |

Table 2 shows the perceived employability scheme for TVL students. It is revealed that the employability scheme was interpreted as observed with an overall weighted mean of 4.08. The table shows that attitude has the highest weighted mean of 4.23 interpreted as observed followed by habits with a weighted mean of 4.15 interpreted as observed. Cognitive apprenticeship has a weighted mean of 4.06 interpreted as observed and hands-on practical skills has the least weighted mean of 3.89 interpreted as observed. This implies that the learning environment of the students during this new normal situation helps developed their employability in terms of attitude. However, the result shows that hands-on practical skills during the pandemic is quite neglected especially in a modular learning modality. This is in connection with the study of Palafox, et al. in 2018 about the Perception of Senior High School Students on their Employability. The study revealed that ABM and HUMSS students perceived that they are generally competent with different employability skills categories. The study concluded that employability skills are essential for students and considered significant for career placement and educational opportunities.

## 3. Test of Relationship Between the Profile of the Respondents and Employability Scheme for TVL Students

**Table 3**
*Correlation Between Profile of the Respondents and Employability Scheme for TVL Students*

| Profile of the Students | Cognitive Apprenticeship | Hands-on Practical Skills | Habits | Attitude |
|---|---|---|---|---|
| Strand | -.152 | .088 | -.151 | -.219* |
| Section | -.159 | .064 | -.166 | -.177 |
| Gender | .160 | -.028 | .083 | .083 |
| Age | .013 | -.019 | .127 | .043 |
| Mother education | .122 | .104 | .112 | .125 |
| Father education | .082 | -.091 | .055 | .094 |
| Mothers' occupation | .155 | .036 | .119 | .136 |
| Fathers' occupation | -.189 | -.153 | -.087 | -.107 |
| Family Monthly Income | -.051 | -.104 | -.072 | -.075 |

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

As shown in the table, the analysis revealed that attitude has a significant negative relationship with a strand (r= -.219). This implies that the strand of the students in TVL where they belong has an impact on the attitude of the students. However, the remaining correlation between the profile of the respondents and the employability scheme shows not significant relationship. A sense of belonging to a group also can lead to changes in behavior, beliefs, and attitude as people strive to conform to the standards and norms of the group they belong with.

However, the remaining correlation between the profile of the respondents and the employability scheme shows not significant relationship. This implies that the strand has no correlation with the cognitive apprenticeship, hands-on practical skills, and habits because acquiring scheme for employability is for all the students and not focusing only on a specific strand. It is also revealed that there is no significant relationship between the gender and age of the respondents and the employability scheme categories because the scheme for employability is for all male and female students and also for all ages from childhood to old age. Parents' educational attainment is not correlated to the employability scheme categories because acquiring employability is unrelated with what the parents of the respondents achieved when they are still studying. What matter most is the support that they give to their child. The result also shows that the parent's occupation of the respondents has no significant relationship with the scheme for employability categories. The employability of the students depends on their abilities and skills acquired considering their learning environment and the occupation of the parents are not the basis for having employability. Family monthly income is not correlated with the employability scheme categories because in public schools' education is free and for all therefore, acquiring employability in public schools is possible even with a low basic income of a family.

## 4. Test of Relationship between the Learning Environment and Employability Scheme for TVL Students

Table 4 shows the significant relationship between the respondents' learning environment and the scheme for employability. It is revealed that there is a significant relationship between cognitive apprenticeship and human practices. This implies that the intellectual skills of the students also depend on the people involved in their learning environment. The result also shows that cognitive apprenticeship correlates with material systems. This implies that the instructional materials used during the distance

learning modality help improve the intellectual skills of the TVL students in preparation for their employment.

**Table 4**
*Relationship between the Learning Environment and Employability Scheme for TVL Students*

| | Employability | | | |
|---|---|---|---|---|
| **Learning Environment** | **Cognitive Apprenticeship** | **Hands-on Practical Skills** | **Habits** | **Attitude** |
| Human Practices | .793** | .659** | . .678** | . .699** |
| Material systems | .808** | .772** | .734** | .715** |

Correlation is significant at the 0.01 level (2-tailed).

It is also revealed that there is a significant relationship between hands-on practical skills and human practices. This implies that there is an effective strategy during the distance learning modality of the people to involve the learning environment of the students in enhancing the hands-on practical skills of the TVL students. Also, the table shows that there is a significant relationship between hands-on practical skills and material systems which indicates that the modules and curriculum in the distance learning modality help the students to develop their competencies and skills for their future career path.

The result also revealed that there is a significant relationship between habits and human practices. This implies that it is important to have people in the learning environment to encourage students to do the right actions and behavior in preparation for their employability. The result also revealed that there is a significant relationship between habits and material systems. This implies that the curriculum and the instructional materials used during the distance learning modality guide the TVL students with the right actions and behavior. The table also revealed that there is a significant relationship between attitude and human practices. The result implies that the emotions, beliefs, and behavior of the TVL students are also affected by the people involved in the learning environment. The result also revealed that attitude correlates with material systems. This implies that there is a need for instructional materials and curriculum that build up the attitude of the TVL students to prepare them for their future job and employment.

The result of the study also concluded that the hypothesis that there is no significant relationship between the school learning environment and employability scheme for Grade 12 TVL students was rejected. Furthermore, it shows that the school learning environment during the new normal situation greatly affects the scheme for employability of Grade 12 Technical Vocational and Livelihood students. From a study by M. Widiyanti, it is concluded that there is a significant effect of the learning environment and learning motivation on the achievement of employability skills in Pandaan Textile Vocational School. It is suggested that to attain a high employability skills of the students, the learning environment and learning motivation must be maximized properly. F. Tentama and H. Jayanti (2019) in their study about Self Concept, Perception of the Learning Environment, and Employability it is revealed that self-concept and learning environment play a vital role in preparing students to gain knowledge, skills, understanding, and personality and then applied in the workplace after graduation. On the other hand, Saez (2019) revealed in his study about Learning Environment and Pupils Development: Bases for Effective Management that the learning environment with regards to human resources is not significantly related to the pupil's academic performance and this implies that the teachers and administrators neither effect on how pupils perform in school.

## Conclusion

Based on the findings of the study, there is a significant relationship between the strand and the attitude of the respondents. Therefore, the null hypothesis posited in the study is not sustained. However, there is no significant relationship between the remaining profile of the respondents and the employability scheme. Thus, the null hypothesis of the study is sustained. There is a significant relationship between the respondent's learning environment in terms of human practices and material systems and the scheme for their employability in terms of cognitive relationships, hands-on practical skills, habits, and attitude. Thus, the null hypothesis formulated is rejected.

## Recommendation

Based on the abovementioned findings and conclusions, the following recommendations are hereby set forth:

1. The school administration may organize a seminar and training workshop for hands-on practical skills enrichment of Grade 12 Technical Vocational Livelihood (TVL) students even during the new normal situation of the school.
2. Teachers may use online platforms in strengthening the school learning environment, curriculum, and the Grade 12 student's employability. Likewise, teachers may also organize yearly job fairs and skill demonstration activities as students' engagement and preparation for employability.
3. Future researchers may conduct a comparative study in a different research setting with a bigger sample respondents. To them, the study may serve as a reference and will help future researchers in conducting another related study with a much broader and wider scope of employability.

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