

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

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Abstract

This study aimed to determine the perception of the Grade 12 TVL students on 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 whom 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' profile. Mean and standard deviation were 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 were 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 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, habits 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 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 fair and skill demonstration activities as student's engagement and preparation to employability. Since this study has a limited locale, it is suggested that future researchers may conduct a comparative study in 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