



Career Guidance Programs and Services for Technical – Vocational – Livelihood Track

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ABSTRACT

The primary goal of this research paper is to assess the quality and learn about the significant differences in the career guidance programs and services for the Technical—Vocational—Livelihood track. Likewise, it aims to recommend activities and programs that will strengthen the career guidance services for TVL learners.

A descriptive–evaluative type of research was adopted to make this study more fruitful with the title, “Evaluation of Guidance Programs and Services for Technical – Vocational – Livelihood Track”. This was used as the instrument of the study to assess the career guidance programs and services for the TVL track. In addition, the researcher conducted Focus Group Discussions with guidance designates/coordinators or guidance-in-charge, and randomly selected senior high school students pursuing the TVL track in selected public senior high schools as supplementary data for further evaluation, validation, and understanding of the study. Various statistical methods such as Percentage, Mean, and One–Way Analysis of Variance (ANOVA) were utilized to analyze the data.

The study included 516 TVL learners from public senior high schools in Pililla and Jalajala districts, including Hulo Integrated National High School, Pililla Integrated National High School, Quisao Integrated National High School, Malaya Integrated National High School, and Bayugo Integrated National High School. Purposive sampling and total enumeration were utilized in the study due to the number of enrollees under the abovementioned track.

The study’s findings showed that most senior high school respondents are males, at the Grade 12 level, and pursued the Industrial Arts strand. On the assessment of the career guidance programs and services for the TVL track, the results revealed that the TVL learners in the selected public senior high schools highly observed the career information, career education, career counseling, placement, and business/industry relationships. Furthermore, the study showed that there were significant differences in the assessment of career guidance programs and services of the TVL learners in selected public senior high schools based on sex and grade level. However, no significant difference was found in the assessment of career guidance programs and services across all identified aspects concerning the strand.

Based on the findings of the study, it can be concluded that the assessment of the quality of the career guidance programs and services depends upon the sex and grade level of the learner–evaluators. These circumstances could be affected by factors like stereotypically associating TVL courses and careers with males and the amount of career guidance activities provided to students, where the graduating Grade 12 learners are more exposed to various career guidance programs than the Grade 11 learners

Keywords: Career Guidance Programs, Technical-Vocational-Livelihood Track, Senior High School, Guidance and Counselling Services

1. Background of Study

Because of the constantly evolving technological landscape, which requires a skilled workforce to meet the demands of the digital economy, the field of technology and vocational education is gaining enormous popularity among the youth worldwide. According to the International Labor Organization (ILO), the global market for technical and vocational jobs is expected to reach 2.4 billion by 2022 (ILO, 2018) showing an increase in demand for skilled technical-vocational professionals. Data analysts, software developers, and artificial intelligence specialists were among the top ten emerging job roles worldwide. Industrial technicians in the fields of welding, carpentry, mechatronics, and the like also offer promising career opportunities both in the local and international labor market. Thus, investing in technical–vocational education can result in a skilled workforce capable of meeting future demands, as well as economic growth and social impact.

The Department of Education (DepEd) reported in 2020 that the TVL enrollment rate in the Philippines is only around 27.5% of the total senior high school enrollment. Accordingly, one of the reasons for the low enrollment rate in the TVL track is the lack of information and guidance on the opportunities and benefits of technical-vocational education. Some students and parents have a negative perception of TVL education, considering it as a less desirable option compared to other academic tracks. This perception has resulted in a mismatch between the skills needed by the industry and the

skills possessed by the workforce, and such could hinder the country's economic growth and development as it may lead to a shortage of skilled workers in various industries. Knowing that Pililla and Jalajala contribute to the above-mentioned circumstances in the field of technical-vocational, the researcher, who was a designated Career Advocate in an institution that primarily provides technical-vocational education utilizing a Dual Training System that also has a branch in Jalajala, Rizal, became interested to know if there are established and well-implemented career guidance programs and services in the two nearby districts.

Hence, the study's findings will be used to recommend career guidance programs and services for TVL learners to ensure their future career growth and to help in addressing the problems or gaps between labor markets and job mismatch by recommending career guidance programs that will help the students to be fully informed about the various career opportunities in the field of technical-vocational and in meeting the requirements of becoming an employable and globally competitive skilled – workers and technicians.

2. Research Methodology

2.1 The Subject of the Study

To be able to come up with meaningful and valuable data, the following served as the respondents of the study. This included the total population of 516 senior high school students pursuing the TVL track in Pililla and Jalajala Districts as the respondents of the study. The table below shows the number of respondents per school. The distribution of respondents was among the senior high school students in Grades 11 and 12 from five public senior high schools that offer TVL tracks in Pililla and Jalajala Districts. Among these schools, Pililla Integrated National High School has the highest number of respondents, with 235 students. This is followed by Malaya Integrated National High School, with 86 respondents, and Quisao Integrated National High School, with 88 respondents. Hulo Integrated National High School has 80 respondents, and Bayugo Integrated National High School has the lowest number of respondents, with 27 students.

2.2 Sources of Data

The study used a researcher-made survey questionnaire, titled "Evaluation of Career Guidance Programs and Services for Technical - Vocational - Livelihood (TVL) Track," which was developed and verified through a literature review and informal interviews with educators and guidance personnel. The questionnaire was divided into three sections: (1) consent to participate, which explained the study's purpose, voluntary nature, and confidentiality; (2) respondent profile, which included variables such as sex, grade level, and track; and (3) a survey evaluating career guidance programs in career information, education, counseling, placement, and industry partnerships on a five-point scale. Cronbach's Alpha revealed a value of 0.968, suggesting strong dependability. Furthermore, Focus Group Discussions with guidance professionals and selected TVL students gave qualitative information to support survey results. Both descriptive and evaluative research were used for data collection and analysis to meet the study's objectives.

3. Summary of Findings

3.1 Profile of Technical – Vocational – Livelihood Learners in Pililla and Jalajala Districts

The findings show that the majority of the senior high school respondents are males, at the Grade 12 level, and pursued the Industrial Arts strand.

3.2 Assessment of Technical – Vocational Livelihood Learners on the Career Guidance Programs and Services of Selected Senior High Schools for Career Information, Career Education, Career Counseling, and Placement and Business/Industry Relationships.

The results of the study indicate that the Technical – Vocational – Livelihood learners in selected public senior high schools have a positive perception of the career guidance programs and services offered across all factors. The students highly observed the career information, career education, career counseling, placement, and business/industry relationships. Thus, the overall mean of all these aspects of career guidance programs and services was verbally interpreted as highly observed.

3.3 Significant Difference in the Assessment of Technical – Vocational – Livelihood Learners on the Career Guidance Programs and Services for Career Information, Career Education, Career Counseling, Placement, and Business/Industry Relationships in Terms of Profile.

Concerning the significant differences in the assessment of career guidance programs and services of technical-vocational-livelihood learners in selected public senior high schools, there is a significant difference in the career guidance programs and services offered concerning placement or business/industry relationships in terms of sex. Additionally, significant differences were found in career information, career education, career counseling, placement, and business/industry relationships in terms of grade level.

On the contrary, no significant differences were found in the assessment of career guidance programs and services offered in selected public senior high schools to career information, career education, and career counseling in terms of sex, and career information, career education, career counseling, and placement and business/industry relationships in terms of the strand.

4. Conclusion

Based on the findings of the study, it can be concluded that:

1. The assessment of the quality of the career guidance programs and services depends upon the sex of the learner–evaluators. Since TVL is a track that is more stereotypically associated with males, the perceptive evaluations of male and female learners could be attributed to this gender – bias. Further, due to this perspective, placement for male TVL learners could have been more facilitative than the females.
2. The assessment of career guidance programs and services for TVL learners in selected public senior high schools can be influenced by grade level. Hence, the level of education a student has attained plays a crucial role in shaping their access to and experience with various career-related resources and opportunities.

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