



Experiences of Senior High School Institutions Offering Technical Vocational Livelihood Strand in Pagadian City

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ABSTRACT

This study investigated the experiences of Pagadian City's senior high school (SHS) institutions that offer the Technical-Vocational-Livelihood (TVL) strand. With an emphasis on difficulties, achievements, and the overall effect on staff and students, the main goal was to investigate how these institutions carried out and delivered the TVL strand. The study used a mixed-methods approach that combined scheduled interviews and documentary analysis to collect the information from school administrators, and graduates in the TVL strand. The main areas of attention were the TVL strand's congruence with industry expectations, curricular relevance, student involvement, teacher training, and resource adequacy. While TVL strand gave students specialized skills and improved employability, the results of this study showed that there were still issues including the need for more classrooms and laboratories, financial constraints, and the necessity of ongoing professional development for teachers. Additionally, schools used varied strategies to attract more students, like emphasizing the strand's real-world advantages and the achievements of previous graduates. These initiatives greatly increased the strand's impact and created stronger business cooperation, better resources, and a successful marketing campaign. This study advances knowledge of TVL strands in Pagadian City and offers insightful information to stakeholders, educators, and policymakers who want to enhance vocational education in the area.

Keywords: *TVL, DepEd, TESDA, K-12, SHS, TESDA Courses, TVL Strand, Marketing Strategies.*

Introduction

Education has become a highly regarded possession of a person in society, and many work hard to achieve it. Indeed, it is considered fundamental for every individual to become a degree holder and succeed in life. On the other hand, there are also some successful individuals without higher educational qualifications; they do not have a college degree; but they have vocational skills that earn them a living comparable to a highly professional one. This is why the Philippine educational system implemented the K-12 strand (Saro, et al. 2022).

The K-12 Enhanced Basic Education system by the Department of Education (DepEd) extends basic education from 10 to 12 years, adding two years of Senior High School (Grades 11 and 12). It allows students to specialize in one of four tracks: Academic, Arts and Design, Sports, and Technical-Vocational-Livelihood (TVL). The TVL track equips students with practical skills for specific trades, enhancing their employability and entrepreneurial opportunities. The goal of these tracks is to improve education quality, global competitiveness, and job readiness for Filipino students.

Hence, educators or trainers or teachers assigned to the Technical Vocational and Livelihood Track must possess a high level of training and skills in most if not all spheres for instant application of pedagogical methods, classroom management, breaking down complex issues, one's self-interaction, interaction with students and workmates, and satisfying the emotional and mental needs of students. Learning is always associated with the individual teacher and other supports which influence the outcomes of the learners. Stressing the importance of teachers and their teaching experiences is extremely important, particularly in the area that rears the twenty-first-century students in their multifaceted growth and development (Prigo, 2022).

The above finding is strongly supported by the Commission on Higher Education Memorandum Order (CMO) 79, series of 2017 - Strands, Standards, and Guidelines for Bachelor of Tech-Voc Teacher Education (BTVTEd) is mainly concerned with the preparation of teachers in TLE for Grades 9-10, SHS for TVL track, Tech-Voc Education and Training (TVET), and higher education institutions (HELs) offering BTVTEd and allied strands. This requires that those teachers handling any track in the strand, specifically in the TVL track, must have the qualifications, training, and competencies needed (Commission on Higher Education, 2017).

The Technical Vocational Livelihood (TVL) as part of the K to 12 Enhanced Basic Education System under the Senior High School Strand is the most difficult because of the needed resources and linkages; hence they have put less focus on it, unlike the academic one. More importantly, this track requires the students to complete a national certification after they are trained to equip themselves with job-ready skills, practical knowledge, and experiences. When they succeed in the assessment for National Certificates (NCs), they can seek employment after graduating from Senior High School (SHS). This

information seemed not well-accessed by most students; very little has been documented and publicized regarding the advantages and possible prospects of the strand (Jaca & Javines, 2022).

On the whole, vocational education is concerned with collaborative practice surrounded by prospective teachers and the effects of more practice and teamwork-oriented vocational training on the collaboration of the teachers in making the practice successful. It showed the effectiveness of enhancing teacher training strands with vocational education in developing a group of educators that is combined to improve the standards of education (Daimaigoro et al., 2024).

Having attained any of those skills, the pursuit of quality employment opportunities is greater and positively influenced by the training system and to some extent by information and communication technologies. This has a far-reaching effect on workers, irrespective of their sectors, geographical locations, or lines of work. These results indicate that vocational education and training and ICT are both essential working from informal to formal employment meaning that in this economy, workers should possess both training in their field and essential ICT knowledge (Nguyen et al., 2023).

In other countries, vocational education teachers did not start their careers in education; they first took up vocational education and training (VET). Also, the changing contexts of VET and the increasing heterogeneity of its participants require their assistance and expertise in teaching. This dual professionalism is associated with an unusual hybrid of a profession and a teacher; however, earlier, mainly qualitative research from a few VET environments indicated that usually one of the sides of the dichotomy is dominant (Bükki & Fehérvári, 2024).

It was determined that the following factors increased students' perceptions of some quality indicators of Private Higher Educational Institutions (HEIs) TVET courses: work experience, certification, high school curriculum, and scholarships. It is also believed to be important and applicable to institutions such as schools strand managers and training and education policymakers and researchers. The quality strands in higher technical vocational education can be instituted by HEIs skeptical of inclusive diploma strands and so should TESDA arm HEIs to do such. TESDA should adjust its implementing policies to enable the formulation of training strands that meet the demands of ever-changing cultural and client diversity (Tadle, et.al, 2021).

Another study suggested how students in technical vocational and livelihood track get to the strand evaluation and assessment process. It highlighted the significance of hands-on experience, competency-based training, and proper evaluation techniques in equipping students with skills they will use in the job market and improving their performance in school (Pregoner & Nabuya, 2020). Incorporating different activities suited to the specialization and its type, which would also increase the number of hours and establish linkages with various industries, can enhance the work immersion status of the students. The school may initiate a regular dialogue and closely monitor the activities of the industry partners to ensure that the students get relevant work immersion activities. The school may carry on with the training activities that the students have enjoyed in the past conducted by the industry partners and improve on those that the students have pointed out need to be improved upon. The work immersion coordinators may focus on the most critical issues that students face during their actual placement activities (Rabulan et al., 2024).

Brought to light in the examination was the fact that the most crucial concerns regarding the execution of tertiary education in vocational training in the Niger Delta toward the sustainable empowerment of the youth are the shortage of trained qualified teachers and the lack of proper training facilities. The two groups of respondents did not show substantial divergence in their perspectives concerning the roles of TVET in the Niger Delta region of Nigeria including its implementation challenges and strategies. Based on the results, it was suggested that the government and the private sector equip and furnish vocational technical training institutions for skills training and development (Okwelle et al., 2017).

Another research on the attitude, satisfaction, and competency of senior high school students in the Technical Vocational Livelihood Track presented the students' views, contentment, and progression of skills within the TVL strand. It was found that most students appreciated the strand. They recognize that their training can help enhance the standard and the appropriateness of technical vocational education among senior high school students (Empaynado, 2019). TECHVOC is another strand that requires a certificate of competency or a national certification from the TESDA strands of their choice. Nevertheless, even with the full implementation span, whether the first batch of graduates can be gainfully employed immediately after senior high school is still questionable. This one focuses on the employability of senior high school graduates in ICT in graphics arts and animation under this specific competency offered by the training and assessment strand accredited by TESDA. The researchers also wish to help fill in the gaps of understanding regarding the new curriculum and its implementing agencies, the demands of the industry, the senior high school graduates, and their importance to the new curriculum (Asis, 2020).

The study about the preparedness of TVL students in Simpucan National High School contributed useful information on the sufficiency of the inputs, adherence to the standards, implementation processes, and students' satisfaction with the TVL strand. This information can assist in enhancing the delivery of education geared towards TVL and instilling more knowledge and skills in the students as they face the outside world (Alejandro & Bucad, 2024). The result was that rather than relying solely on traditional methods, using YouTube videos within lessons can positively influence educators and pupils. The researchers aimed to include the accessibility and usability of the internet, such as using YouTube videos to strengthen the development of instructions in the workplace which could be a greater help for promoting education in the Technical Vocational Livelihood specialization. It could be utilized to market the strand (Nellas, 2022).

Technical Vocational Education offered at different schools intends to enable the students to possess the skills to acquire middle-level jobs once they are done with their studies (Ramos, 2021). Competency in Technical and Vocational Education and Training (TVET) is manifested in how these teachers demonstrate their knowledge and skills in Home Economics, Agri-fishery Arts, Industrial Arts, ICT, and Entrepreneurship. Nonetheless, the educators encountered problems during the formulation of assessment questions as well as giving responses (Arnado & Villacorta, 2023).

The need for instructional materials is also crucial for fostering the capacity of Senior High School Technical Vocational Livelihood students to accomplish satisfactorily all classroom tasks. The researchers sought the facts that could be the potential output and the difficulties towards the materials needed in the areas mentioned. This is one of the factors in the operation of the Technical Vocational Livelihood strand in Senior High School (Barrera, 2022).

The literature focused on administrators' experiences in senior high schools offering the Technical Vocational Livelihood track, highlighting challenges in skill development for NC 1 & NC 2, recruitment, retention, resources, qualified trainers, training labs, and graduate employability. This study examines Senior High School institutions in Pagadian City, aiming to bridge knowledge gaps and offer insights for success in a changing industry.

2. Methods

2.1 Research Design

The researchers used a qualitative approach to analyze non-numerical data, gaining in-depth insights into participants' experiences and perspectives. This method focuses on narratives to understand how individuals interpret their experiences, contrasting with quantitative research, which relies on numerical data (Bhandari, 2025).

2.2 Research Environment and Participants

The study was conducted in Pagadian City, where multiple Senior High School institutions offer Technical Vocational Livelihood strands. Three schools were selected as primary research sites. Three school administrators responsible for managing offer Technical Vocational Livelihood strands. Six students currently enrolled in offer Technical Vocational Livelihood courses.

2.3 Research Instrument

The study used semi-structured interviews to explore school owners' experiences, allowing for open discussions and deeper insights. Observations were also documented to capture relevant interactions. To ensure validity and reliability, the researchers employed triangulation, combining interviews and observations for a comprehensive understanding of Technical Vocational Livelihood strand administration.

2.4 Data Gathering Procedure

The researchers prepared an interview guide with open-ended questions to explore administrators' experiences with the Technical Vocational Livelihood strand. Interviews, conducted via phone, online, or in person with consent, included students for additional insights. The interview schedule was approved by the research adviser, dean, and school president, ensuring ethical compliance. During interviews, researchers observed, recorded, transcribed, and analyzed data to generate meaningful insights.

2.5 Data Analysis

The study used Merriam's qualitative case study approach to analyze participants' experiences through coding, categorization, and thematic analysis. Validation strategies included triangulation, corroboration, internal validation, and member checking to ensure data accuracy and credibility. Researchers acknowledged potential biases and employed structured document analysis for TESDA certificates. Behavioral narratives, interviews, and audiovisual data were examined for patterns and trends. Despite a small sample size, methodological triangulation enhanced reliability by cross-verifying findings from multiple sources.

Ethical Consideration

The researcher is responsible for protecting research participants from the risks of harm connected with their involvement in the study while adhering to the ethical management guidelines outlined below. Research is a foundation of knowledge and wisdom, and it is an essential component of progress. As a result, the study aims to ensure that all research participants adhere to widely accepted ethical, professional, and scientific conduct throughout the design, implementation, dissemination, and reporting phases.

Informed Consent. Before the onset of any data collection sessions, researchers obtained the voluntary informed consent of each participant. Thus, every participant was provided with an informed consent letter. Such a letter addressed the purpose of the research and its justification, ethical considerations related to the research, and how confidentiality and anonymity were maintained.

Incentives. Researchers recognized that using material incentives when conducting research is unethical. Before or after the data collection sessions, the researchers encouraged and motivated the participants that their involvement in the study may allow them to raise some questions that may help them/assist in upgrading their strand offerings specifically the TVL strand. The participants were assured that research is an avenue, for them to bring out their concerns.

Confidentiality. To ensure participants' privacy in research, only the research team identified the responses of each participant and protected them from potential exposure outside the project.

Trustworthiness of Research. Researchers addressed the reliability issue to establish the credibility and consistency of the findings. In conclusion, trustworthiness refers to the extent to which the researchers' presence may have influenced data in a way that leads to misleading conclusions. To prevent this, researchers were typically advised to take proactive measures to reduce their insensitivity and bias, thereby preserving the credibility of their research.

Data Privacy Act of (2012). This refers to the practices that will be implemented to safeguard the privacy, confidentiality, and security of data collected from research participants. It involves ensuring that information will be handled responsibly, ethically, and in compliance with legal requirements. Researchers will be responsible for securing data storage and transmission to prevent unauthorized access, including protecting electronic data and maintaining the confidentiality of hard-copy records.

Results and Discussions

This chapter explores the experiences of Senior High School institutions offering Technical Vocational Livelihood Strand in Pagadian City. The researchers interviewed three (3) participants using the validated interview guide. The interviews were conducted via in-person and recorded conferencing; the participants were asked to answer the questions based on their experiences with the topic.

This qualitative study used Merriam's single case study approach (Yazan, 2015). The case study focused on the Experiences of SHS School Institutions offering Technical Vocational Livelihood (TVL) Strand in Pagadian City. A single case study was utilized because the researchers believed it was the appropriate method to achieve the study's goals. The primary participants were coded as P1, P2, P3, and P4, P5, P6, P7, P8, and P9 are the secondary participants based on the data-gathering procedure and the confidentiality principle, which aimed to adhere to the Republic Act 10173 or the Data Privacy Act of 2012 for the safety and welfare of the respondents involved.

The major categories from this study pertained to the *Technical Vocational Livelihood courses offered in Senior High School institutions, marketing strategies to attract enrollees, challenges experienced by Senior High School institutions, coping strategies of Senior High School institutions offering Technical Vocational Livelihood, and plans of Senior High School institutions offering Technical Vocational Livelihood.*

Technical Vocational Livelihood courses offered in Senior High School institutions

In terms of the courses offered in the SHS Institutions covered in this study, it was found that Home Economics (HE) is one of them. This strand prepares students for occupations involving managing and enhancing services based on receiving guests and providing them with comfort, enjoyment, and/or pleasant experiences. Emphasis on this category is on food servicing, hospitality management, personal finance, and home management. This also gives importance to students' employable skills, particularly in the Tourism industry and other fields. The researchers were able to collect deeper insights into these courses. After collecting and analyzing data about this course, the researchers arrived at the following sub-categories: *Home Economics, and Industrial Arts.*

Home Economics. This refers to a vital component of the Technical Vocational Livelihood strand, designed to equip students with practical skills for livelihood and career opportunities. It focuses on the development of essential competencies in household management, entrepreneurship, and various hands-on skills that can lead to self-employment or professional careers.

In Senior High, they do not usually focus on ABM and STEM. They concentrate on TVL because they are interested in cooking. Cookery and food and beverage are the focus in Senior High School. The students in this new generation knew well about the possible jobs they would land in the future by seeing the environment through different platforms where they can see attractive jobs on social media, television, etc. [Some students were very interested in baking and housekeeping in the Tourism Sector; they said it could help them go abroad and work after they graduate from SHS. They can be entrepreneurs if they have gained the knowledge and skills in different skills that have potential in business like Bread and Pastry Production, Cookery, etc.] P1

[As a student, I prefer taking TVL course. My choice is Home Economics specialized in Cookery. I find it very interesting.] P4

[I enrolled TVL course in this institution because I believed it can help me in the future. I like baking.] P5

The researchers validated interview responses using triangulation, documentation, and highlighted the technical vocational livelihood courses offered in the Senior High School Institutions.

The researcher interviewed school administrators, students and highlighted the technical vocational livelihood courses offered in the Senior High School Institutions.

To validate the claim of P1, P4, and P5. Senior High School students prefer the Technical Vocational Livelihood strand, particularly in Cookery, Bread, and Pastry Production. Students showed high engagement in hands-on activities like baking, cooking, and housekeeping exercises.

Based on the researcher's observation, the school visibly prioritizes TVL, particularly Home Economics, with strong student participation. P4 and P5 expressed an interest in Home Economics, particularly in cookery, bread, and pastry production.

This accessibility can boost local workforce development and improve skills development and performance. The TVL track subjects aimed to equip students with job-ready skills. It provides practical knowledge and experience to students to possess National Certificates (NCs), which will help them seek employment after graduating from Senior High School (Jaca & Javines, 2022).

Higher education institutions must embrace authentic learning as a pedagogy and curriculum requirement to better prepare students for the demands of the workforce in the future. To this end, educators may implement a variety of realistic learning activities, including industry reports, field trips, and work-integrated learning (Kitchen, E. et al., 2024).

Industrial Arts. This refers to a course of study emphasizing manual labor, craftsmanship, and practical skills relevant to various industrial domains. It gives students the technical know-how required for jobs in fields like electronics, plumbing, welding, automotive, carpentry, and other trades requiring practical experience. The following statements provided information for this:

[There are several specializations combined to form the TVL courses. We have Home Economics, ICT, Industrial Arts, and AFA. These specializations are mostly the demand for career occupations internationally. The strike of modernization has impacted our economy, and it is of great help that the government adopted technology in the field of education.] P2

[Some offered Home Economics, etc. In Pagadian City, most of the combinations in TVL were offered by some of our colleges in the field. Aligned with the offerings in college, that could lead to the tracks to understand their chosen occupations better and be prepared while in middle school.] P3

[I opted TVL because I learned from neighborhood how these skills prepared individual as early as in SHS level.] P6

[They said TVL courses is a great preparation for job. It will make you learn the skills you want for any occupation you want in the future that is why I choose TVL-HE.] P7

[My mother helped me in my decision, and I also wanted to enroll in TVL specifically HE. I want to establish a Bakery of my own in the future.] P8

[I like operating a computer. My best interest is encoding, and I want to be a Computer Engineer. I believe TVL – ICT will equip me with the skills needed when I will be in college.] P9

The researchers used a triangulation method to validate the participants' interview responses. The observation and interview data confirms that TVL courses are designed to meet career demands, both for entrepreneurial ventures and higher education preparation.

The researcher interviewed school administrators, students and highlighted the technical vocational livelihood courses offered in the Senior High School Institutions. This indicates that addressing A well-rounded approach combining academics, real-world application, and personal growth is key to specialized skills. Schools with holistic development, modern curricula, and industry ties better prepare students for diverse careers.

Most students enrolled in HE and ICT, showing interest in bakery (P8) and computer skills (P9). Hands-on training across specializations supports TVL as practical job preparation (P7).

Based on observations, schools prioritizing holistic skill development, having modern curricula, and solid industry partnerships are better at preparing students for various exciting job choices. However, closing access and resource disparities is still essential to guarantee that every student has fair access to opportunities for skills development.

Competency-based models, like K–12, emphasize hard and soft skills. TVL tracks develop practical skills in ICT, tourism, and trades, aligning with industry standards to boost employability. Targeted teacher training enhances instruction quality (Abdul & Silor, 2024). With professional experience, training, and skills development, students have a better chance of getting hired for permanent positions with promising salaries (Ferrer, 2022).

Fischer's Skill Theory is embodied in the TVL courses in SHS institutions because they offer a disciplined, encouraging setting for skills development. These strands equip students for challenges and employment opportunities in the real world through scaffolding, contextual application, progressive learning, and flexibility.

Marketing Strategies to Attract Enrollees

This category highlights strategies to attract students to enroll in the TVL strand. The researchers were able to gather significant insights into these strategies. After collecting and analyzing data on these strategies, the researchers arrived at the following sub-categories: *Promoting Services and Advertising Success Stories.*

Promoting Services. This refers to the tactics and actions used to educate, convince, and remind consumers about a brand, product, or service to raise interest, recognition, and sales. The following statements provided evidence for this:

[If we talk about advertisements, we inform the public about the courses in SHS we offer. Our successful services in the past years of implementation. Social media platforms like Facebook, which people commonly use, and radio and tarpaulins.] P1

[I told my friends about the offerings here in our school and also, they know how I progress with my skills.] P4

[During our immersion with our specialized subject like Cookery, people asked us what we are coming from, and we tell them. It was something like an advertisement.] P5

The researchers used a triangulation method to validate the participants' interview responses. By interviewing, documentation and observation, the researchers ensured the accuracy of the findings. The participants also revealed that the most common strategies used to attract enrollees for TVL courses were promoting them on social media, radio, and even tarpaulins that could be posted in some strategic locations easily seen/noticed by most people in the community.

The researcher interviewed school administrators, students and highlighted the Marketing Strategies to Attract Enrollees. This indicates that addressing to boost TVL enrollment, institutions can showcase alumni success through ads and social media. Highlighting career growth, such as graduates advancing to leadership roles, emphasizes TVL's practical benefits.

The school promotes SHS strands via Facebook, tarpaulins, and radio, featuring course details, student testimonials, and alumni success. Word-of-mouth also boosts awareness through student experiences (P1, P4, P5). Students share information with friends and family, influencing enrollment decisions and Immersion activities serve as indirect promotion, as students interact with the public. The Interviews confirm that SHS promotion happens through social media, tarpaulins, and radio, as well as student word-of-mouth and immersion activities.

More social media, events, improved facilities, flexible payment choices, and specialized strands were among the improvements noted (Chen et al., 2024). The upfront fees of sending a child to school can be a hardship for many rural households. Providing these freebies eases the financial strain on families and increases access to education for a larger group of prospective students. Promotional attractiveness and perceived risk mediate the impact of functionally related complementarity on the value-discounting effect (Liu & Chou, 2020).

Advertising Success Stories. The exercise to public information using materials and other strategies will increase the target market of products or services using the institutions' success stories. The following statements provided evidence for this:

[We have career guidance, offer interesting freebies, and advertise our offerings by campaigning school to school in different National High Schools nearby.] P2

[We went to many institutions within Zamboanga Del Sur for career guidance. We talked to the parents of the eligible students to enroll in our school. We gave them some freebies.] P3

[When I graduate and land a good job related to my specialization here, I will share experiences.] P6

[The school made its edition of a successful stories from alumni who graduated from the TVL courses and served as their marketing campaign.] P7

[It has been organized by the school's alumni association to connect with to share stories. Some of it were still in school and having a parttime job related to our specialized subject such as the Food and Beverage Service.] P8

[Yes, our school has different strategies that includes advertising successful stories from the previous graduates who are now successful.] P9

The researchers used a triangulation method to validate the participants' interview responses. By interviewing, documentation and observation, the researchers ensured the accuracy of the findings. The participants also revealed that advertising attracts students to TVL courses, strategies like conducting Career Guidance, providing freebies, and talking to parents. Families may be further persuaded to select the school over others if it offers freebies, a material incentive for enrolling.

The researcher interviewed school administrators, students and highlighted its Marketing Strategies to Attract Enrollees. This indicates that schools use career guidance, school-to-school campaigns, alumni success stories, and freebies to promote their strands.

The school career guidance strands, school visits, freebies, and alumni success stories are key promotional strategies for SHS strands. Participants (P6, P7, and P8) stated that alumni are regularly invited to share their experiences. The interviews confirm that SHS schools effectively use career guidance, alumni stories, and parent engagement as promotional strategies. Participants (P7, and P9) stated that alumni success stories are part of their advertising strategy, including posters and social media promotions.

Most TVL graduates were moderately prepared, possessing technical skills in welding, electronics, culinary arts, and auto tech. They demonstrated adaptability, supporting TVL's goal of preparing students for middle-level jobs (Sanchez, 2023; Ramos, 2021).

Fischer's Skill Theory-aligned tactics can be used by Senior High School institutions that provide Technical Vocational Livelihood strands to invite students. These tactics center on establishing a setting where students see the importance, availability, and results of skills development.

Challenges Experienced by Senior High School Institutions

This category highlights the challenges experienced by SHS institutions. The researchers were able to gather relevant insights into these challenges. After collecting and analyzing the data on challenges experienced by SHS institutions, the researchers articulated the following sub-categories: *Financial Crisis, and Employee Retention.*

Financial Crisis. Describes a circumstance in which an economy undergoes large and erratic swings, creating uncertainty and possibly making economic performance difficult. Unusual shifts in important metrics like GDP, inflation, employment rates, and market confidence are frequently how they show up. Individuals, governments, and corporations can all be impacted by economic volatility. The following statements provided evidence for this:

[Since the school has no business partner that will help in financing but it was written as Inc. because my board of directors are my children. I experienced extreme suffering upon starting the business. It is not really easy to start a business.] P1

[Our school sometimes cannot satisfy the demand of our activities specially the Cookery and Bread and Pastry. It needs a lot of preparations that involved budget.] P4

[It's hard when there is not enough facilities and consumables when there is an activity to do but our school is really trying their best cope with.] P5

The researchers used a triangulation method to validate the participants' interview responses. By interviewing, and observation, the researchers ensured the accuracy of the findings. The participants also revealed that the challenges he experienced were mostly economic instability since resources were limited and there were no other means of income. Launching a business without outside investors or partners had been extremely difficult.

The researcher interviewed school administrators, students and highlighted its Challenges. This indicates that financial limitations affect school operations, particularly in Cookery and Bread & Pastry Production activities.

Despite being labeled "Incorporated," the school operates without external funding, relying solely on internal resources (P1). Financial constraints impact practical subjects like Cookery and Bread & Pastry Production, leading to equipment and ingredient shortages (P4, P5). The administration strives to provide resources, but demand often exceeds supply. Interviews confirmed the school's financial limitations. Interviews confirm that the school faces financial constraints, affecting practical subjects and resource availability.

Suffered from a sharp decline in enrollment, which left facilities idle and led to a reduction in fees and, eventually, funding (Acheampong, 2022). This endeavor also encompasses SHS-related factors contributing to their financial difficulties in both sectors (Basaluddin, 2021).

Employee Retention. This refers to optimizing labor without leading to employee burnout or dissatisfaction, which can result in higher turnover and loss of valuable skills. The following statements provided evidence for this:

[We encountered many challenges. One of them was the number of enrollees and the hiring of qualified teachers. Some applicants were not qualified to teach the specialized subjects. Another problem is the retention of qualified teachers. The public schools hired them. We cannot hold teachers because our salary rate is very low compared to the government rate.] P2

[Staffing is also a major consideration when discussing in implementing SHS since TESDA differs from DepED. We need competent teachers to teach academics, which we are not prepared for during the implementation of TESDA strands alone. Another one is the marketing strategies that would compete, considering we have many competitors looking for students.] P3

[I think it is better to have a teacher that can survive within the year because transition can cause confusions.] P6

[For me, it doesn't matter if we are given quality education.] P7

[Sometimes we will miss our teacher specially when she is a good one.] P8

[I think it is a problem. It is good when the teacher stays longer.] P9

The researchers used a triangulation method to validate the participants' interview responses. By interviewing, and observation, the researchers ensured the accuracy of the findings. The participants also revealed that a major challenge in offering TVL courses is retaining specialized teachers, as many leave for higher-paying jobs despite school incentives, even before contracts end.

The researcher interviewed school administrators, students and highlighted its Challenges. This indicates that there may be gaps in the quality of instruction because teachers who meet TESDA qualifications do not have the academic or pedagogical knowledge needed for SHS.

The school struggles to retain qualified teachers for specialized subjects, as many leave for higher-paying jobs (P2, P3). Frequent turnover disrupts learning, causing student concerns (P6, P8, P9). While some adapt (P7), others feel discouraged when teachers leave (P8). Interviews confirm employee retention impacts SHS implementation.

High turnover in Philippine schools stems from limited funding, job competition, and policy changes, highlighting the need for better retention strategies (Columna & Garcia, 2024; Nguyen et al., 2023).

Fischer's Skill Theory helps to explain the problems senior high schools confront, including unbalanced curricula, a lack of resources, and inadequacies in teacher preparation. To overcome these obstacles, context-sensitive and encouraging environments must be established so students can go through the many stages of skills development. In addition, senior high school institutions may overcome these obstacles by emphasizing scaffolding, flexibility, and personalized education and helping their students build useful skills.

Coping strategies of Senior High School institutions offering Technical Vocational Livelihood

This category discusses the coping strategies of SHS institutions. The researchers were able to collect valuable insights into these strategies. After collecting and analyzing data on these strategies, the researchers arrived at the following sub-categories: *implementing educational support grants and enhancing retention strategies.*

Implementing Educational Support Grants. Financial aid or financing for education from a source other than the school, college, or university the student receives an external scholarship. These scholarships are frequently based on merit, need, or certain qualifying requirements, including community service, extracurricular activities, academic success, or demographic background. The following statements provided evidence for this:

[TESDA gives help through scholarships to the school. If we receive scholarships from DepEd and TESDA, that will help our institution to grow. So instead of buying for my personal life, personal needs, I prioritize the school. If there are scholarships, we use our funds for improvements].” P1

[Yes, our school cater free trainings from TESDA. I think it’s a scholarship.] P4

[I observe; our school has trainings from TESDA. Yes, it’s a great help for the school.] P5

The researchers used a triangulation method to validate the participants' interview responses. By interviewing, and observation, the researchers ensured the accuracy of the findings. The participants also revealed external scholarship grants, particularly the TESDA scholarship can help fund the school’s operational expenses.

The researcher interviewed school administrators, students and highlighted its Coping strategies. This indicates that educational grants were implemented through the Technical Education and Skills Development Authority scholarship grants.

TESDA and DepEd scholarships support school funding, improving TVL facilities and offering free training (P1, P4, P5). Interviews confirm these scholarships aid institutional growth and student development.

TESDA and DepEd scholarships drive institutional growth, with high graduation rates proving their efficiency (Orbeta & Abrigo, 2012). Effective policy implementation supports TVL through curriculum, teacher training, resources, industry ties, and student services (Arban et al., 2024).

Enhancing Retention Strategies. This refers to improving and fortifying the techniques, initiatives, and tactics intended to keep people (like students, staff members, or clients) interested, dedicated, and loyal over time. The goal of retention methods in the educational context is to guarantee that students continue their studies and finish their courses. Retaining employees and lowering turnover rates are the main goals of employee retention tactics in the workplace. The following statements provided evidence for this:

[In order to cope with our challenges, we strategized schedules that fit the number of teachers we had. Improving our support systems. We continued in implementing our TESDA strands for other income.] P2

[We matched our hiring to the needs of our students. In order to minimize expenses, some of our family members handled some competencies they were capable of. Of course, we are extending our advertisement to some far municipalities.] P3

[Some of our teachers enjoyed with company because they were given prompt salary. Just an observation.] P6

[I think the school has this strand “team building”, maybe, it enhances camaraderie so that the teacher will stay longer.] P7

[I have no idea about this but for me retention of teachers will enhance quality education.] P8

[It doesn’t matter for me, I just need to know, learn and enhance my skills.] P9

The researchers used a triangulation method to validate the participants' interview responses. By interviewing, and observation, the researchers ensured the accuracy of the findings. The participants also revealed that by implementing work-life balance for employees, creating a suitable schedule that matched the needs of the students, and establishing additional loads, specifically TESDA training for teachers, to earn extra income.

The researcher interviewed school administrators, students and highlighted its Coping strategies. This indicates that the participants provided their employees with better guidance, mentoring, and support systems. They created a strong sense of belongingness and community involvement.

The school adjusts schedules, assigns multiple subjects to teachers, and uses family-based staffing to cut costs (P2, P3). TESDA funding and team-building boost teacher satisfaction (P6, P7). No formal teacher retention policies were observed, with mixed student opinions on staff consistency (P8, P9).

Various initiatives and events were required to fulfill the requirements and shortages of the Senior High School community. Additionally, department heads, school heads, instructors, and students are encouraged to respond positively to the plan modifications. Improvements will result from doing this (Trinidad et al., 2024).

Fischer's Skills Theory explains how SHS institutions in Pagadian City offering TVL strands develop coping mechanisms to overcome challenges and foster growth. By using flexible, scaffolded approaches, they support both students and teachers, ensuring TVL programs remain effective, relevant, and aligned with market demands.

The Plans of Senior High School institution offering Technical Vocational Livelihood

This category points out the SHS institution's plan. The researchers were able to accumulate valuable insights into these plans. After collecting and analyzing data about these plans, the researchers arrived at the following sub-categories: *extending the physical facility and attracting financial assistance*.

Extending the Physical Facility. Physically enlarging or growing the size of an existing building or infrastructure. To accommodate development or satisfy new requirements, this extension may entail the addition of additional rooms, areas, or structures. It usually seeks to increase a facility's capacity to accommodate more people, improve operations, or offer extra services. The following statements provided evidence for this:

[Since there is a new curriculum, it depends on the parents if they agree to my plan that their children will be trained outside to develop their personality so that the SHS students can help the establishments. We plan to expand to LGU. We are planning to handle this under the CHED strand. This coming year, 2025, we have another expansion.] P1

The researchers used a triangulation method to validate the participants' interview responses. By interviewing, and observation, the researchers ensured the accuracy of the findings. The participant also revealed that the school plans to address the institution's needs in terms of physical facilities. The school plans to extend their services in the LGUs of Zamboanga del Sur.

The researcher interviewed school administrators, students and highlighted its Plans for their institution. This indicates that the participant admitted to having a future satellite school in every Municipality in the province. They believe that their strands can potentially uplift the quality of life in the future, specifically for families in faraway barangays.

Based on the interview, the participant outlined the extension's vision, scope, and goals, ensuring alignment with organizational objectives. Despite financial planning challenges, they managed to integrate key aspects and are progressing toward implementation.

The expansion of mandatory education with specialized tracks to build college and career readiness was aided by several boundary practices, including high school teachers' professional development in partnership with technical vocational institutions, student access to technical-vocational tracks, and student opportunities for practical training (Mokher, & Mella-Alcazar, 2024).

Attracting Financial Assistance. This is the practice of securing, obtaining, or producing money or monetary help from outside sources to fulfill particular demands, aims, or objectives. This might include a range of tactics, methods, and initiatives intended to highlight the financial need of a person, group, project, or strand and persuade possible funders (donors, investors, or institutions) to contribute money. The following statements provided evidence for this:

[We plan to develop more facilities and add more competencies, such as specializations that might attract some students. Plan for a subsidy from the government. Please apply for more strands to get more scholarships from the government.] P2

[Register qualifications potential for scholarship grants for additional financial assistance. Apply for more courses and develop a stronger and resilient team of teachers.] P3

The researchers used a triangulation method to validate the participants' interview responses. By interviewing, and observation, the researchers ensured the accuracy of the findings. The participants show that resources were their focus in developing their plans. The first is to acquire more facilities for additional new competencies and specializations. The second is to strengthen the Teachers Development Strand and establish a strong partnership in the industries. Their statements outline clear plans for institutional development and enhancement.

The researcher interviewed school administrators, and highlighted its Plans for their institution. This indicates that the participant emphasized the importance of improving facilities to advance the learning environment and attract more students.

Based on the interview, the participants acknowledged the significance of fostering a strong teaching staff capable of meeting new challenges, enhancing instruction, and promoting student achievement.

Poor performance is a major concern due to inadequate school infrastructure. Combined, these plans highlight the development of a more resilient, adaptable, and appealing learning environment that promotes development and satisfies the changing demands of the industry and students (Ilomo & Mlavi, 2018).

Fischer's Skill Theory is reflected in the future goals of SHS schools that offer TVL strands, which center on developing a flexible, encouraging environment that promotes skill development. These schools seek to equip students with advanced, industry-relevant competencies through improving courses, fortifying scaffolds, incorporating real-world applications, and growing their facilities. These initiatives guarantee that TVL strands continue to be sensitive to the demands of society while preparing students for success and growth throughout their lives.

Conclusions

Private Senior High Schools institutions offering the Technical Vocational Livelihood track described their experiences in attracting enrollees as a complex process involving strategic marketing, building strong industry partnerships, and addressing the needs of students and parents. They often emphasized efforts to highlight the practical benefits of the Technical Vocational Livelihood track, such as employability, hands-on learning, and skills training. Challenges, such as competition from public schools, affordability concerns, and misconceptions about the track, were lessened by offering scholarships, career guidance, and showcasing success stories of Technical Vocational Livelihood graduates. Additionally, these schools encouraged community engagement and industry alignment to enhance their appeal to potential enrollees.

Recommendations

Researchers recommend the following actions in light of the findings, which can help the following individuals directly or indirectly improve their learning experiences, as follows:

1. Students may gain diverse skills, access external training, receive career guidance, and develop strong work ethics, fostering personal and professional growth.
2. Senior High School administrators can invest in marketing, industry partnerships, financial stability, and facility development to enhance the school's reputation and learning environment.
3. Teachers may benefit from professional development, adapting to student needs, integrating real-world applications, and fostering a positive classroom atmosphere.
4. Future researchers can explore career pathways, scholarship impacts, enrollment strategies, and workforce development trends.
5. Faculty and staff can collaborate to enhance student engagement, faculty growth, teamwork, and effective communication.

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