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Career Choice Variables: Its Relationship with Performance and Employability of Grade 12 TVL Students

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A B S T R A C T

This research examined the relationship between career choice variables, academic performance, and employability skills among Grade 12 Technical-Vocational-Livelihood (TVL) students. Specifically, it investigated the influence of personal factors (age, sex, socio-economic status, career awareness, personal preferences, and academic interest) and learning environment factors (parental and peer pressure, community regard, teacher experience, resources, industry preparedness, facilities, and instructions) on student outcomes.

Findings indicated that most TVL students were 17 to 18 years old, with a male majority (60%) and a significant portion from low-income households. Personal factors showed a weak or negligible correlation with academic achievement and employability skills. Similarly, most learning environment factors exhibited minimal influence on student performance, except for peer pressure, which negatively correlated with employability skills. These suggest that social influences may impact students' workforce readiness.

Academic performance analysis revealed a moderate level of achievement, with grades mostly between 78.00 and 85.00. Employability skills scores indicated that while some students possess strong competencies, others require further skill development, particularly in communication, teamwork, and problem-solving. These findings highlight the need for strengthened industry partnerships, enhanced instructional support, and career guidance programs tailored to students' needs.

Based on the results of the relationship of career choice variables to performance and employability of Grade 12 TVL students, it recommends targeted interventions to improve career awareness, mitigate negative peer influences, and enhance employability skill development. Addressing gender disparities and expanding access to industry-relevant training opportunities could further support TVL students' transition to the workforce or higher education.

Keywords: personal factors, learning environment, academic performance, and employability skills.

1. Introduction

The Philippine education system's Technical-Vocational-Livelihood strand has garnered a lot of attention lately as the nation tries to meet the rising demand for skilled laborers and give students a hands-on, career-focused education. This research looks at how to revitalize the TVL strand by knowing the factors of career choice and the performance of TVL students who chose the TVL strand.

Research has shown that one of the major issues facing the TVL strand is the inadequate quality of the programs. This issue needs to be addressed. To guarantee that students receive the top-notch instruction and preparation required to succeed in the workforce. The difficulties graduates of TVL programs face in finding jobs are issues that need improvement, as they may affect the strand's overall efficacy. The TVL strand's implementation needs to be thoroughly assessed and enhanced. Matching training and curriculum to the demands of the labor market must be emphasized. (Wu, 2019).

To overcome these obstacles, it is crucial to take the experiences of other nations, like Nigeria, where vocational and technical education have been recognized. It becomes clear that a key element of educating students for the demands of the twenty-first-century workforce is skills in Technical-Vocational-Livelihood (Mupinga & Livesay, 2004). There is a growing need for a dynamic framework to direct research and curriculum development in workforce preparation as the global economy changes quickly, leading to new employment and the disappearance of certain established ones (Rojewski & Hill, 2017).

The Senior High School program, which extends the basic education system by two years, was implemented in the Philippines, marking a dramatic shift in the country's educational landscape. (Cogal, 2019) The Technical-Vocational and Livelihood track, on the other hand, has seen a worrying drop in enrolment despite its intended goal of equipping students with real-world knowledge and employability skills. The TVL strand is meant to be extremely important in preparing students for a variety of future options, including skilled labor and entrepreneurship, thus, this is a concerning trend.

Understanding and awareness of many career alternatives is a critical component of an individual's career choice. This highlights how to give children thorough career information and assistance, especially during high school when many make their first significant life decisions. The impact of outside factors, such as peer and family expectations, cultural norms, and job market developments, is an important consideration. An individual career path can be shaped by external forces, either directly or indirectly, and career development experts must recognize and take these aspects into account while working with students. (Duffy and Dik, 2009). Since academic success can open or close doors and possibilities, it can also play a big role in a student's professional decisions.

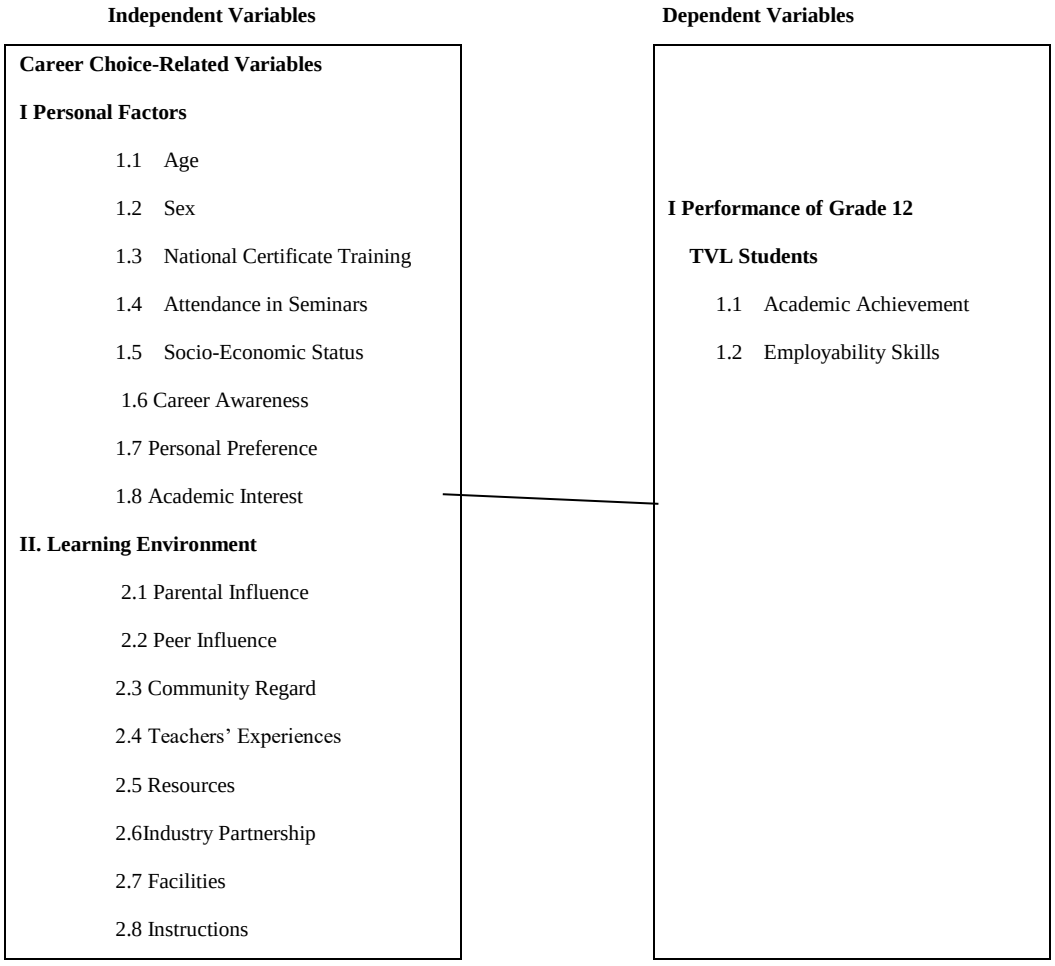

Figure 1: Research Paradigm

2. Research Problem

This research aimed to identify the factors influencing the choice of TVL courses and the performance of Grade 12 TVL students, their relationship with career choice variables, and how these factors affect students' performance and employability.

1. How may the respondents' factors be described in terms of:

1.1 age;

1.2 sex;

1.3 National training certificate;

1.4 attended seminars; and

1.5 socio economic status.

1.6 career Awareness;

1.7 personal preference; and

1.8 academic interest?

2. How do the respondents describe their learning environment as to:

2.1 parental Influence;

2.2 peer pressure;

2.3 community regard.

2.4 teacher experiences;

2.5 resources;

2.6 Industry Partnership;

2.7 facilities; and

2.8 instructions?

3. What is the performance level of the Grade 12 TVL students in terms of:

3.1 academic achievement; and

3.2 employability skills?

4. Is there a significant relationship between the selected personal factors and the performance of Grade 12 students as to:

4.1 academic achievement; and

4.2 employability skills?

5. Is there a significant relationship between the learning environment and the performance of Grade 12 students?

3. Materials and Methods

This research adopted a descriptive correlational research design, aiming to examine the significant relationship between various aspects, such as personal factors and learning environment, with the performance of Grade 12 students and their employability skills. By identifying and analyzing these correlations, the study sought to provide insights into how career choice factors.

This evaluated the Grade 12 TVL students' performance at one of the public schools in Lucena City, School Year 2024-2025. The respondents were the forty-five (45) learners of the school, and assured of utmost confidentiality in their responses.

The research used a questionnaire to gather respondents' personal factors and learning environment, utilizing a Likert scale for responses. Additionally, the researcher collected data from the students' academic records to evaluate their performance in the Technical-Vocational and Livelihood (TVL) track. A standardized employability skills assessment test was also administered to measure their vocational skills. These instruments provided a comprehensive view of the relationship between personal factors and learning environment with Grade 12 TVL students' performance and employability skills.

It utilized a descriptive correlational research design to examine the relationships between personal factors, the learning environment, and the performance and employability skills of Grade 12 TVL students. It employed purposive sampling to select relevant respondents, a survey questionnaire to gather data on personal factors and the learning environment, alongside academic records and a standardized employability skills assessment, and statistical analysis, including descriptive statistics and Pearson correlation, to analyze the data and interpret findings.

The analysis of the personal factors of the respondents was conducted using frequency and percentage distribution. To assess the learning environment and its relation to TVL students' performance and employability skills, the mean and standard deviation were applied. These tools provided a comprehensive understanding of trends, variability, and patterns in the research. Furthermore, to determine the relationship between personal factors and learning environment with students' performance and employability skills, Pearson's r was utilized at a .05 level of significance.

4. Results and Discussions

Table 1. *Distribution of the Respondents' Demographic Profile*

Profile	Category	Frequency	Percentage
Age Profile	17	26	57.8%
	18	12	26.7%
	19	6	13.3%
	20	-	-
	21	1	2.2%
Sex Profile	Male	27	60.0%
	Female	18	40.0%
Family Income Distribution	Below 5,000	21	46.7%
	5,001 - 10,000	6	13.3%
	10,001 - 15,000	17	37.8%
	15,001 - 20,000	-	-
	Above 20,000	-	-
Total Respondents	-	**45**	**100.0%**

Table 1 shows that most of the respondents are 17-year-old male students, representing 57.8% of the sample, with males making up 60% of the total population. Regarding family income, most students come from households earning below 5,000 PHP (46.7%), followed by families earning between 10,001 and 15,000 PHP (37.8%). This demographic and socio-economic distribution suggests that financial limitations particularly for male students from lower-income families, could influence their educational opportunities, career decisions, and preparedness for future professional life.

Table 2. *Perceived Career Awareness of Grade 12 TVL Students*

Indicators	Mean	SD	VI
1. I am knowledgeable about the different career opportunities are available in my field of interest.	3.13	0.73	Aware
2. I actively seek information about a job requirements in the careers I am considering.	2.93	0.75	Aware
3. I understand the career paths associated with my academic qualifications.	3.13	0.63	Aware
4. I am aware of the skills needed for the careers I am interested in.	3.00	0.74	Aware
5. I frequently engage with career resources (e.g., websites, counseling to learn about different careers.	3.02	0.75	Aware
6. I consider long-term career stability when exploring my options.	2.87	0.87	Aware
7. I am familiar with the professional growth opportunities in my chosen career field.	3.02	0.75	Aware
8. I use labor market trends to guide my career planning.	2.91	0.79	Aware
9. I understand the potential challenges of the careers I am interested in.	2.96	0.88	Aware
10. I feel confident in making a career decisions based on my research and awareness.	2.91	0.70	Aware
Overall	2.99	0.53	**Aware**

Legend: *3.50-4.00 (Very Much Aware) 2.50-3.49 (Aware) 1.50-s2.49 (Moderately Aware) 1.00-1.49 (Not Aware)*

Table 2 shows that the overall mean score of 2.99 (SD = 0.53) indicates that TVL students are generally aware of the statements related to career awareness. Among the ten statements, the highest means are 3.13 for statements 1," I am knowledgeable about the different career opportunities available in my field of interest," and 3, "I understand the career paths associated with my academic qualifications," suggesting stronger awareness of specific aspects of career. The lowest mean is 2.87 for statement 6," I consider long-term career stability when exploring my options", indicating relatively weaker awareness in that area.

Table 3. *Perceived Personal Preference of Grade 12 TVL Students*

Indicators	**Mean**	**SD**	**VI**
1. My career choice is primarily driven by my interests.	2.93	0.78	Preferred
2. I am motivated to pursue a career that aligns with my passions.	3.22	0.82	Preferred
3. I choose a career that reflects my personal goals and aspirations.	3.13	0.76	Preferred
4. My hobbies and interests strongly influence my career decisions.	3.11	0.78	Preferred
5. I prefer a career that allows me to express my creativity and individuality.	2.96	0.77	Preferred
6. I value personal satisfaction over external rewards in my career choices.	3.04	0.74	Preferred
7. My career decisions are based on what I enjoy doing the most.	2.89	0.75	Preferred
8. I am willing to explore unconventional career paths that align with my interests.	2.89	0.78	Preferred
9. I prioritize my happiness when making career decisions.	3.02	0.84	Preferred
10. I am drawn to careers that allow me to pursue my values and beliefs.	2.96	0.67	Preferred
Overall	3.02	0.55	**Preferred**

Legend: *3.50-4.00 (Highly Preferred) 2.50-3.49 (Preferred) 1.50-2.49 (Moderately Preferred) 1.00-1.49 (Not Preferred)*

Table 3 shows the overall mean of 3.02 (SD = 0.55) and indicates that TVL students generally preferred the statements related to personal preferences when choosing their career paths. The highest mean of 3.22 for statement 2, "I am motivated to pursue a career that aligns with my passions.," suggests a stronger preference for a particular aspect. The lowest mean, 2.89 for statements 7 "My career decisions are based on what I enjoy doing the most." and 8 "I am willing to explore unconventional career paths that align with my interests.", indicates relatively weaker preferences in these areas.

Table 4. *Perceived Academic Interest of Grade 12 TVL Students*

Indicators	**Mean**	**SD**	**VI**
1. My interest in certain academic subjects guides my career choices.	2.82	0.72	Interested
2. I am motivated by my academic strengths to pursue specific careers.	2.98	0.69	Interested
3. I choose a career that aligns with the subjects I excel in.	2.91	0.79	Interested
4. My academic achievements influence my career aspirations.	3.00	0.77	Interested
5. I enjoy learning about the topics that are relevant to my desired career.	3.40	0.69	Interested
6. I select courses that will prepare me for the career I want.	3.27	0.75	Interested
7. My interest in academic research motivates my career decisions.	3.24	0.80	Interested
8. I am driven to pursue a career that allows for me to use the knowledge I've gained academically.	3.24	0.74	Interested
9. I consider my academic performance when planning my career path.	3.27	0.69	Interested
10. My passion for certain subjects is strongly influences my career direction.	3.13	0.73	Interested
Overall	3.13	0.44	**Interested**

Legend: *3.50-4.00 (Highly Interested) 2.50-3.49 (Interested) 1.50-2.49 (Moderately Interested) 1.00-1.49 (Not Interested)*

Table 4 reveals that the overall mean of 3.13 (SD = 0.44) indicates that TVL students are generally interested with the statements related to academic interest, suggesting a moderate level of engagement with their academic pursuits. The highest mean score of 3.40 for statement 5 “I enjoy learning about the topics that are relevant to my desired career”, indicates a relatively stronger interest in this specific academic area. The lowest mean score of 2.82 for statement 1 “My interest in certain academic subjects guides my career choices”, indicates weaker interest in that aspect of their academic experience.

Table 5. *Perceived Learning Environment as to Parental Pressure of Grade 12 TVL Students*

Indicators	**Mean**	**SD**	**VI**
1. My parents' advice plays a significant role in my career decisions.	3.07	0.78	Agree
2. I feel that my parents' expectations guide my career path.	2.87	0.89	Agree
3. I discuss my career options with my parents before making a decision.	3.11	0.78	Agree
4. My parents' approval is important to me when choosing a career.	3.11	0.80	Agree
5. My career goals are influenced by my parents' values and beliefs.	3.09	0.90	Agree
6. I consider my parents' opinions when selecting my academic courses.	3.22	0.77	Agree
7. I am motivated to pursue a career that will make my parents proud.	3.36	0.68	Agree
8. My parents' experiences in their own careers influence my career decisions.	2.96	0.85	Agree
9. I prioritize careers that align with my parents' idea of success.	3.09	0.82	Agree
10. I feel inspired to follow a career path that meets my parents' expectations.	2.93	0.91	Agree
Overall	3.08	0.52	**Agree**

Legend: *3.50-4.00 (Strongly Agree) 2.50-3.49 (Agree) 1.50-2.49 (Disagree) 1.00-1.49 (Strongly Disagree)*

Table 5 shows that the overall mean of 3.08. the results indicate that TVL students generally agree that parental expectations influence their career choices. The highest-rated statement, "I am motivated to pursue a career that will make my parents proud" (Mean = 3.36), highlights the strong impact of parental approval. Similarly, students consider parental opinions in selecting academic courses (Mean = 3.22). However, lower agreement on following parental career paths (Mean = 2.93) suggests some level of autonomy.

Table 6. *Perceived Learning Environment as to Peer Pressure of Grade 12 TVL Students*

Indicators	**Mean**	**SD**	**VI**
1. My friends' career choices influence my own decisions.	2.87	0.66	Agree
2. I consider my peers' opinions when deciding on a career path.	3.04	0.67	Agree
3. I feel the need to choose a career that is socially acceptable among my friends.	2.82	0.86	Agree
4. I am influenced by the career aspirations of my social circle.	2.98	0.89	Agree
5. My career decisions are shaped by the success stories of my peers.	2.96	0.74	Agree
6. I often compare my career choices with those of my friends.	2.78	0.82	Agree
7. I feel that choosing a similar career to my friends will strengthen our relationships.	3.04	0.85	Agree
8. I seek validation from my peers regarding my career choices.	3.04	0.80	Agree
9. My friends' perceptions of certain careers affect my decisions.	3.11	0.78	Agree
10. I feel inspired to keep up with my friends' career progress.	3.00	0.80	Agree
Overall	2.96	0.56	**Agree**

Legend: *3.50-4.00 (Strongly Agree) 2.50-3.49 (Agree) 1.50-2.49 (Disagree) 1.00-1.49 (Strongly Disagree)*

Table 6 reveals that the overall mean of 2.96 (SD = 0.56) suggests that TVL students agree with the statements regarding peer pressure, though the influence appears to be moderate. Several statements show higher mean values of 3.04 (statements 2, 7, 8) and 3.11 (statement 9), indicating stronger agreement in certain areas of peer pressure. The lowest mean of 2.78 for statement 6 reflects a relatively lower influence from peers in that particular context.

Table 7. *Perceived Learning Environment in Community Regard of Grade 12 TVL Students*

Indicators	**Mean**	**SD**	**VI**
1. I consider how respected a career is in my community when making decisions.	2.98	0.75	Agree
2. The community values influence my career choices.	2.87	0.84	Agree
3. I am motivated to choose a career that is admired in my society.	3.07	0.78	Agree
4. The reputation of a profession in my community affects my career decisions.	2.96	0.93	Agree
5. I seek careers that offer high social status within my community.	2.87	0.79	Agree
6. I feel pressure to pursue a career that will make my community proud.	2.93	0.91	Agree
7. I am influenced by societal expectations when choosing a career.	3.11	0.86	Agree
8. The recognition of my profession within the community is important to me.	3.09	0.79	Agree
9. I choose a career that will positively impact my community's perception of me	3.24	0.68	Agree
10. I prioritize careers that are highly regarded in my cultural or social environment.	3.04	0.85	Agree
Overall	3.02	0.55	**Agree**

Legend: *3.50-4.00 (Strongly Agree) 2.50-3.49 (Agree) 1.50-2.49 (Disagree) 1.00-1.49 (Strongly Disagree)*

Table 7 shows the overall mean of 3.02 (SD = 0.55), indicating that TVL students generally agree with the statements related to community regard, suggesting that community opinions moderately influence their decisions. The highest mean score of 3.24 for statement 9, "I choose a career that will positively impact my community's perception of me," suggests that students agree with the importance of community regard in certain contexts. Other statements, such as 2.87 (statements 2 and 5), "The community values influence my career choices" and "I seek careers that offer high social status within my community", indicate relatively weaker community influence in those areas.

Table 8. *Perceived Learning Environment as to Teacher Experiences of Grade 12 TVL Students*

Indicators	**Mean**	**SD**	**VI**
1. Teachers in my program have extensive experience in their fields.	3.11	0.80	Agree
2. The professional background of my teachers contributes to my learning.	3.00	0.98	Agree
3. I feel that my teachers' real-world experience enhances the quality of instruction.	3.13	0.69	Agree
4. My teachers share relevant industry insights that improve my understanding of the subject.	3.04	0.93	Agree
5. The practical knowledge of my teachers is valuable for my career preparation.	3.07	0.84	Agree
6. Teachers' previous work experiences are integrated into their teaching methods.	3.18	0.81	Agree
7. I am satisfied with the level of expertise my teachers bring to the classroom.	2.89	0.91	Agree
8. Teachers' past professional roles are reflected in their approach to teaching.	2.84	0.95	Agree
9. The experience of my teachers helps bridge the gap between theory and practice.	2.91	0.92	Agree
10. I benefit from the diverse professional backgrounds of my teachers.	3.16	0.80	Agree
Overall	3.03	0.63	**Agree**

Legend: *3.50-4.00 (Strongly Agree) 2.50-3.49 (Agree) 1.50-2.49 (Disagree) 1.00-1.49 (Strongly Disagree)*

Table 8 shows the overall mean of 3.03 (SD = 0.63), indicating that TVL students generally agree with the statements about the role of teacher experiences in their education. Statements 1" Teachers in my program have experience in their fields", 3 "I feel that my teachers' real-world experience enhances the quality of instruction", 6 "Teachers' previous work experiences are integrated into their teaching methods", and 10 "I benefit from the diverse professional backgrounds of my teachers" have the highest mean scores (ranging from 3.11 to 3.18), indicating that students perceive their teachers' experiences to have a relatively strong influence in these areas. The lowest mean scores of 2.84 and 2.89 for statements 8 "Teachers' past professional roles are reflected in their approach to teaching", and 7 "I am satisfied with the level of expertise my teachers bring to the classroom" suggest that some aspects of teacher experiences may have a weaker impact on students' perceptions.

Table 9. *Perceived Learning Environment as to Resources of Grade 12 TVL Students*

Indicators	**Mean**	**SD**	**VI**
1. I have access to sufficient learning resources for my studies.	3.09	0.82	Agree
2. The resources provided (e.g., textbooks, online materials) are up-to-date and relevant.	2.98	0.84	Agree
3. The availability of research materials supports my academic and career goals.	3.11	0.75	Agree
4. I am satisfied with the quality of the educational resources available to me.	3.11	0.75	Agree
5. The learning resources are easily accessible and user-friendly.	3.07	0.78	Agree
6. I receive adequate support in utilizing the resources available to me.	3.02	0.78	Agree
7. The library and online databases offer valuable information for my coursework.	2.98	0.78	Agree
8. Resources provided by the institution meet my educational needs.	3.13	0.73	Agree
9. I can easily access additional resources for further learning and research.	3.04	0.82	Agree
10. The variety of resources available supports a comprehensive learning experience.	3.02	0.87	Agree
Overall	3.06	0.58	**Agree**

Legend: *3.50-4.00 (Strongly Agree) 2.50-3.49 (Agree) 1.50-2.49 (Disagree) 1.00-1.49 (Strongly Disagree)*

Table 9 reveals that the overall mean of 3.06 (SD = 0.58) suggests that TVL students agree with the statements regarding the availability and quality of resources in their educational environment. The highest mean score of 3.13 for statement 8, “Resources provided by the institution meet my educational needs,” indicates that students feel that resources are particularly strong in certain areas. Other statements, such as 2.98 (statements 2 and 7), ” 2. The resources provided (e.g., textbooks, online materials), 7. The library and online databases offer valuable information for my coursework. are up-to-date and relevant”, suggest that some areas of resource availability are viewed less favorably, though they still fall within the “Agree” range.

Table 10. *Perceived Learning Environment in to Industry Partnership of Grade 12 TVL Students*

Indicators	**Mean**	**SD**	**VI**
1. The program has strong partnerships with relevant industries.	3.04	0.74	Agree
2. The curriculum is designed to prepare me for real-world industry challenges.	3.18	0.78	Agree
3. I have opportunities for internships or work experience through industry connections.	2.80	0.87	Agree
4. The program incorporates current industry practices into the coursework.	3.04	0.77	Agree
5. The institution has good relationships with employers in my field of study.	3.04	0.71	Agree
6. I receive valuable industry insights through guest lectures or seminars.	3.11	0.71	Agree
7. Industry partnerships enhance the practical relevance of my education.	3.13	0.66	Agree
8. The program’s industry connections help with job placement after graduation.	2.96	0.77	Agree
9. I feel prepared for industry demands due to to the program’s industry focus.	3.11	0.71	Agree
10.The institution provides opportunities to network with industryprofessionals.	3.04	0.71	Agree
Overall	3.05	0.51	**Agree**

Legend: *3.50-4.00 (Strongly Agree) 2.50-3.49 (Agree) 1.50-2.49 (Disagree) 1.00-1.49 (Strongly Disagree)*

Table 10 depicts that the overall mean of 3.05 (SD = 0.51) indicates that TVL students generally agree with statements regarding industry partnerships, suggesting that they perceive a solid connection between their education and industry expectations. The highest mean score of 3.18 for statement 2 “The curriculum is designed to prepare me for real-world industry challenges,” reflects strong agreement in areas related to industry partnership. The lowest mean of 2.80 statement 3, “I have opportunities for internships or work experience through industry connections,” indicates that some areas of industry preparedness may require further improvement to meet student expectations.

Table 11. *Perceived Learning Environment in Facilities of Grade 12 TVL Students*

Indicators	**Mean**	**SD**	**VI**
1. The facilities (e.g., labs, workshops) are well-equipped for my field of study.	3.18	0.78	Agree
2. I am satisfied with the condition and maintenance of the educational facilities.	3.00	0.77	Agree
3. The facilities support hands-on learning and practical application of skills.	3.16	0.60	Agree
4. Access to specialized facilities enhances my learning experience.	3.02	0.78	Agree
5. The learning environments are conducive to studying and practicingskills.	3.02	0.69	Agree
6. The facilities are available and accessible when needed for coursework.	3.13	0.76	Agree
7. I have access to modern technology and equipment in the facilities.	3.04	0.74	Agree
8. The facilities are designed to meet the needs of my academic program.	2.87	0.76	Agree
9. I feel that the facilities contribute to my overall educational experience.	3.18	0.78	Agree
10. The quality of the facilities supports effective learning and skill development.	3.00	0.67	Agree
Overall	3.06	0.51	**Agree**

Legend: *3.50-4.00 (Strongly Agree) 2.50-3.49 (Agree) 1.50-2.49 (Disagree) 1.00-1.49 (Strongly Disagree)*

Table 11 reveals that the overall mean of 3.06 (SD = 0.51) suggests that TVL students generally agree with statements regarding the availability and quality of facilities. The highest mean scores of 3.18 (statements 1 and 9) “The facilities (e.g., labs, workshops) are well-equipped for my field of study” and “9. I feel that the facilities contribute to my overall educational experience”. Indicate that students perceive certain facilities to be particularly strong or well-maintained. However, statement 8, “ with a mean of 2.87, “The facilities are designed to meet the needs of my academic program. suggests that there may be areas where facility quality or availability does not fully meet students' expectations.

Table 12. *Perceived Learning Environment in Instructions of Grade 12 TVL Students*

Indicators	**Mean**	**SD**	**VI**
1. The instructions provided in my courses. They are clear and easy to understand.	2.91	0.87	Agree
2. The teaching methods used in my courses are effective for my learning style.	3.00	0.67	Agree
3. I receive timely and constructive feedback on my assignments.	2.93	0.91	Agree
4. The course instructions align well with the learning objectives.	3.00	0.80	Agree
5. I feel confident in my ability to follow the instructions given in my courses.	3.09	0.70	Agree
6. The instructions provided helped me achieve my academic goals.	3.33	0.71	Agree
7. I am satisfied with the level of guidance provided by instructors.	3.13	0.73	Agree
8. The clarity of instructions enhances my understanding of the course material.	3.09	0.76	Agree
9. The instructions and assignments are relevant to the course content.	3.11	0.78	Agree
10. I receive adequate support in interpreting and implementing course instructions.	3.09	0.85	Agree
Overall	3.07	0.53	**Agree**

Legend: *3.50-4.00 (Strongly Agree) 2.50-3.49 (Agree) 1.50-2.49 (Disagree) 1.00-1.49 (Strongly Disagree)*

Table 12 depicts that the overall mean of 3.07 (SD = 0.53) indicates that TVL students generally agree with statements about the quality and effectiveness of instructions. The highest mean score of 3.33 for statement 6 “The instructions provided help me achieve my academic goals,” reflects a strong agreement with the effectiveness of certain instructional aspects. Most other statements fall in the "Agree" range, with scores above 3.00, suggesting that students perceive the instruction they receive as generally helpful. The lowest mean score of 2.91 for statement 1 “The instructions provided in my courses are clear and easy to understand,” indicates that there may be some concerns regarding the clarity or adequacy of instructions in certain areas.

Table 13. *Summary Table for Learning Environment*

Table No.	Variables	Mean	SD	(VI)
Table 5	Parental Influence	3.08	0.52	Agree
Table 6	Peer Pressure	2.96	0.56	Agree
Table 7	Community Regard	3.02	0.55	Agree
Table 8	Teacher Experiences	3.03	0.63	Agree
Table 9	Resources	3.06	0.58	Agree
Table 10	Industry Preparedness/Partnership	3.05	0.51	Agree
Table 11	Facilities	3.06	0.51	Agree
Table 12	Instructions	3.07	0.53	Agree
	Overall	3.02	0.52	Agree

Legend: *3.50-4.00 (Strongly Agree) 2.50-3.49 (Agree) 1.50-2.49 (Disagree) 1.00-1.49 (Strongly Disagree)*

Table 14 below reveals that the majority of respondents performed at an acceptable or strong level, with 35.6% (16 students) in the Satisfactory and 31.1% (14 students) in the Strongly Satisfactory categories. Additionally, 22.2% (10 students) were Outstanding, and no students scored below 75, indicating all met or exceeded expectations. The remaining 26.7% (12 students) were Fairly Satisfactory, slightly below average but still meeting minimum standards.

Table 14. *Distribution of Respondents' Academic Achievement*

Grade Range	Frequency	Percentage	Remarks
90-100	10	22.2%	Outstanding
85-89	14	31.1%	Strongly Satisfactory
80-84	16	35.6%	Satisfactory
75-79	12	26.7%	Fairly Satisfactory
Below 75	0	0.0%	Did Not Meet Expectations
Total	**45**	**100%**	

From an educational standpoint, this distribution reflects a moderate level of academic achievement, with potential for further academic development, especially at the higher end of the grade spectrum. Given the variability, it may also point to differences in student engagement, resources, or instructional support, which could be further explored to improve overall performance.

Table 15. *Distribution of Respondents' Employability Skills*

Score Range	Frequency	Percentage (%)	Remarks
20-25	10	22.22%	Excellent
15-19	8	17.78%	Very Good
10-14	22	48.89%	Good
5-9	5	11.11%	Satisfactory
Total	**45**	**100.00%**	

Table 15 reveals that the majority, comprising 48.89%, scored within the 10-14 range, indicating that nearly half of the class falls within this performance level. A significant portion, 22.22%, achieved scores in the 20-25 range, demonstrating strong academic performance among a notable group of students. Additionally, 17.78% of students scored within the 15-19 range, suggesting a moderate level of proficiency. Meanwhile, only 11.11% of students scored within the 5-9 range, representing the lowest-performing group.

Table 16. *Correlation Between Selected Personal Factors and Performance*

Selected Personal Factors	**Academic Achievement**	**Employability Skills**
Age	-0.127	0.153
Sex	0.080	0.010
Socio-economic Status	-0.014	-0.030
Career Awareness	-0.185	-0.274
Personal Preference	-0.095	0.008
Academic Interest	0.106	0.082

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

Table 16 shows the correlation analysis of selected personal factors, including age, sex, and socio-economic status. The test of correlation between selected personal factors and TVL performance reveals a mix of weak and negligible correlations between the factors and academic achievement and employability skills. For academic achievement, no strong significant relationships are found with age, sex, socio-economic status, career awareness, personal preference, or interest, as the correlation values are very low (e.g., **r = -0.127** for age, **r = 0.080** for sex, and **r = -0.014** for socio-economic status). Similarly, employability skills show weak correlations with the selected personal factors, with a notable negative correlation with **career awareness** (**r = -0.274**), suggesting that higher career awareness may be linked with lower employability skills in this context. The other personal factors (age, sex, socio-economic status, personal preference, and academic interest) exhibit minimal correlations with employability skills (e.g., **r = 0.153** for age and **r = 0.010** for sex). These results indicate that personal factors may have limited influence on TVL performance in terms of both academic achievement and employability skills.

Table 17. *Correlation Between Learning Environment and Performance*

Learning Environment Factors	**Academic Achievement**	**Employability Skills**
Parental Influence	-0.028	-0.114
Peer Influence	-0.125	-0.333*
Community Regard	-0.119	-0.163
Teachers' Experiences	0.063	0.254
Resources	0.110	-0.092
Industry Preparedness/Partnership	0.040	-0.042
Facilities	-0.081	-0.210
Instructions	-0.007	-0.127

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

Table 17 shows the correlation analysis between the learning environment factors (PI, PR, CR, TE, R, IP, F, I) and TVL performance, which indicates that most factors have a weak or negligible influence on both academic achievement and employability skills. However, **peer pressure (PR)** shows a significant negative correlation with employability skills (**r = -0.333**, $p < 0.05$), suggesting that higher levels of peer pressure may be associated with lower employability skills. Other factors, such as physical environment (PI), career readiness (CR), teacher experiences (TE), resources (R), industry preparedness (IP), facilities (F), and instructions (I), show weak correlations with both performance measures, indicating their minimal impact on student outcomes.

5. Conclusions

Based on the findings of the study, the researcher provides the following conclusions:

1. The results reveal that there is no significant relationship between the selected personal factors and the performance of Grade 12 students. Therefore, the null hypothesis is accepted.
2. The results reveal that there is no significant relationship between the learning environment and the performance of Grade 12 students. Therefore, the null hypothesis is accepted except peer pressure and employability skills.

6. Recommendations

1. Career workshops and counseling programs may be offered to younger students (17–18 years old) to prepare them for employment or further education.

2. Research and programs encouraging more female students to pursue TVL courses may help balance gender representation, while campaigns may address biases in male-dominated fields.

3. Institutions may collaborate with industry partners to offer internships, apprenticeships, and job placements to improve employability skills for students from these backgrounds.

4. Educational institutions may incorporate career awareness workshops, counseling, and job shadowing to align students' career interests with industry demands, while also providing access to career resources.

5. Career counseling programs may focus on connecting students' academic strengths with career opportunities, emphasizing personal interests and skills alongside market demand.

6. Academic programs may continue to strengthen the alignment between students' academic interests and career pathways, as TVL students generally show moderate agreement that their interests guide their career decisions.

7. Schools and guidance counselors may consider involving parents in career planning activities, as parental expectations significantly shape students' career decisions, while also encouraging a balance that supports student independence.

8. Career guidance initiatives may address the influence of peer pressure by fostering self-awareness and decision-making skills to help students make more independent and informed career choices.

9. Community engagement efforts may be enhanced to promote positive perceptions of diverse career options, as students report that community values and social status play a role in shaping their career decisions.

10. Teachers may integrate more real-world experiences and industry insights into their instruction, as students moderately value teachers' experiences in their career preparation.

11. Students feel that resources support their academic and career goals, though some see room for improvement in the materials provided.

12. There may be room for improvement in providing practical industry exposure, despite positive views on partnerships.

13. Concerns exist about the adequacy of facilities in meeting specific academic requirements, which need further improvement.

14. Some students struggle with the clarity and comprehensiveness of course instructions, highlighting an area for improvement.

15. Variation in academic performance may reflect differences in engagement, resources, or instruction, suggesting a need to develop higher-order cognitive skills.

16. Incorporate workshops and training to improve key soft skills such as communication, teamwork, problem-solving, time management, and adaptability.

17. Career counseling programs may be tailored to different age groups, promote gender inclusivity, and support socio-economically disadvantaged students through scholarships and training programs.

18. It is recommended to create a supportive learning environment by minimizing negative peer influence, enhancing industry exposure, improving facilities, and ensuring clear instruction.

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