

COMPETENCIES OF THE SENIOR HIGH SCHOOL STUDENTS IN TECHNICAL VOCATIONAL LIVELIHOOD TRACK FOR HOME ECONOMICS STRAND

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ABSTRACT

This study aimed to determine the competencies of the Senior High School students in Technical Vocational Livelihood Track for Home Economics Strand at Rizal Integrated National High School, Division of Sorsogon City for school year 2012-2022. The descriptive-correlational method of research was used to gather data to answer the problems of the study. The respondents of the study were the entire grade 12 Senior High School students in Technical-Vocational Livelihood Track for Home Economics Strand at Rizal Integrated National High School. The statistical tools utilized were frequency count, mastery performance level and weighted mean. In addition, spearman rank was used to determine the significant relationship between the academic performance and the competencies of students along the identified qualifications. Based on the findings of the study, the researcher drawn the following conclusions: 1.) The students have very satisfactory academic performance in Bread and Pastry Production and Food and Beverage Services. 2.) Majority of the students acquired average mastery in their competencies along with the identified qualification of technical-vocational livelihood track for home economics strand in both bread and pastry production and food and beverage services. 3.) The academic performance and competencies of the students in Bread and Pastry Production and Food and Beverage Services are significantly related. 4.) An action plan was proposed to improve the competencies of the Senior High School students in Technical Vocational Livelihood Track for Home Economics Strand along identified qualifications. Based on the results and in the light of the findings and conclusions drawn, the following recommendations are proposed: 1.) The performance of the student in Bread and Pastry Production and Food and Beverage Services may be further improved by provision of adequate instructional materials, facilities and capacity-building for teachers. 2.) TVL students may be given enhancement activities to develop their learning and competencies in the qualifications. Teachers may use a range of teaching activities and hands-on practice or training opportunities for better acquisition of learning. 3.) The curriculum for Bread and Pastry Production and Food and Beverage Services may be revisited to ensure alignment to TESDA Training Regulation. 4.) The designed action plan could be submitted to the concerned authorities for further evaluation and review prior to its implementation and adoption. 5.) Future studies may be conducted focusing on other senior high school students taking up TVL qualification.

KEY WORDS: COMPETENCIES, ACADEMIC PERFORMANCE SENIOR HIGH SCHOOL STUDENTS, TECHNICAL-VOCATIONAL LIVELIHOOD TRACK, HOME ECONOMICS STRAND, ACADEMIC PERFORMANCE, BREAD AND PASTRY PRODUCTION, FOOD AND BEVERAGE SERVICES

INTRODUCTION

To become fully aware of the concept of the study at hand, ideas and insights from different groups and individuals were taken as a source of information. This basically contributes to the significance of the study.

The Technical Vocational Livelihood or TVL Track is one of the tracks offered under Senior High School programs. It is designed to develop students' skills that are useful for livelihood and technical projects that provide students with job-ready skills that they will need in the future. The TVL track focuses on technical-vocational skills, known as tech-voc. These skills are requirements for the Certificate of Competency (COC) and National Certificates (NC) that will be needed especially if looking for a career in electronics, agriculture, or trading. Technical vocational skills make a significant contribution to people's standard of living. It assists them in generating income that can sustain their lives by utilizing the skills they have acquired in various qualifications.

K-12 implementation is now widespread, not only because of the benefits it provides to the overall education system, but also because it has been shown to be useful in preparing students for employment or college. The United States, Australia, Singapore, Canada, India, Japan, China, Germany, and the Philippines are among the countries covered by this system.

As prescribed in the Enhanced Basic Education Act of 2013, in June 2016 DepEd launch senior high school (SHS) nationwide, a new level of basic education consisting of grades 11 and 12. Establishment of a SHS voucher program for graduates of public junior high schools and some private junior high school to attend private senior high school and assessing the feasibility of using infrastructure public-private partnerships for the delivery of some SHS infrastructure. K-12 aims to provide mastery of skills for lifelong learners and prepare them for career opportunities. The curriculum also prepare graduates to acquire mid-level skills that will allow them more opportunities in the global job market. (Republic Act. 10533)

The Technical Vocational Livelihood, or TVL Track, is one of the tracks available in Philippine Senior High School programs. It is intended to develop students' skills that will be useful for a living, as well as technical projects that will provide students with job-ready skills that they will require in the future. The Technical-Vocational-Livelihood track focuses on technical-vocational skills, abbreviated as tech-voc. These abilities are required for the Certificate of Competency (COC) and National Certificates (NC). The National Certificate from TESDA Assessment comes with benefits such as quality assurance that the graduate has acquired proper knowledge and skills through a series of practical and hands-on demonstrations, positive attitudes from interviews with people who contribute to the job and work projects, and so on. The certificate will also attest to the graduate's acquisition of the values and skills required for the occupation in question as well as future employment opportunities. (Fraser, 2014)

Technical-Vocational education aims to prepare people for careers in technology by providing them with the fundamental skills, knowledge, and understanding of the scope, materials, and equipment. Teaching Technical-Vocational Education necessitates a wide range of knowledge and skill competencies in order to provide students with livelihood skills that they can use for employment or to start their own businesses, as well as to prepare students for a better life.

In the city of Sorsogon, public schools offered senior high school in accordance with Republic Act No. 10533, otherwise known as the "Enhanced Basic Education Act of 2013," by adding two years to the educational system. School offers Technical Vocational Livelihood (TVL) track with different qualifications to provide students with competencies in order to acquire TESDA NC II and livelihood skills that they can use for future employment.

Due to lack of laboratory facilities, public schools collaborate through the Joint Delivery Voucher Program (JDVP) with TESDA-accredited private TVIs that have the necessary resources. However, due to the pandemic, both public schools and the Joint Delivery Voucher Program (JDVP) in partnership with the accredited private TVIs implemented blended learning modality to continuously provide education and practical skills despite the current situation.

The researcher is motivated to conduct this study in order to determine competencies of senior high school students in the Technical-Vocational Livelihood Track for the Home Economics Strand along the qualifications Bread and Pastry Production and Food and Beverage Services.

OBJECTIVES

Statement of the Problem

This study determined the competencies of the Senior High School students in Technical Vocational Livelihood Track for Home Economics Strand at Rizal Integrated National High School, Division of Sorsogon City for school year 2021-2022.

Specifically, it sought answers to the following questions:

1. What is the academic performances of the Technical-Vocational Livelihood students along:
 - a. Bread and Pastry Production; and
 - b. Food and Beverage Services?
2. What are the competencies of the students along the identified qualifications?
3. Is there any significant relationship between the academic performances and the competencies of students along the identified qualifications?
4. What plan of action can be proposed based from the result of the study?

METHODOLOGY

Research Design

This study determined the competencies of the Senior High School students in Technical Vocational Livelihood Track for Home Economics Strand. The study used the descriptive-correlational methods of research design as the most appropriate research design in the survey.

A teacher-made test align with TESDA Self-Assessment Guide was utilized as the main instrument. The respondents of the study were the entire grade 12 Senior High School students in Technical-Vocational Livelihood Track for Home Economics Strand at Rizal Integrated National High School. Purposive sampling was used in selecting the respondents of the study. The data gathered were analyzed and interpreted with the use of appropriate statistical measures and tools. Documentary analysis was also incorporated. Frequency count, mastery performance level and weighted mean were the statistical treatments utilized. The Spearman rank was used to determine the significant relationship between the academic performance and the competencies of students along the identified qualifications.

The Sample

The target respondents of this study were the entire grade 12 Senior High School students in Technical-Vocational Livelihood Track for Home Economics Strand at Rizal Integrated National High School. Purposive sampling was used in selecting the respondents of the study.

The Instrument

The instruments in gathering the data were composed of two (2) parts. Part 1 was the teacher-made test that was aligned with the TESDA Self-Assessment Guide which was used to assess the competencies of grade 12 senior high school students in the Technical-Vocational Livelihood Track for Home Economics Strand along the qualifications; Bread and Pastry Production and Food and Beverage Services. Part 2 includes the final grades of grade 12 senior high school students in the Technical-Vocational Livelihood Track for Home Economics Strand.

The researcher drafted a 50-item test composed of multiple-choice, true of false and fill in the blank tests for Bread and Pastry Production. Included in the said test are the Perform Bread and Pastry Production, Bread Making, Pastry Making, Cake Making, and Petits Fours Making that includes the competencies found in the TESDA Self-Assessment Guide for Bread and Pastry Production NC II. On the other hand, Food and Beverage Services, the researcher drafted a 50-item composed of multiple-choice, true of false and fill in the blank tests. Included in the said test the Prepare Dining Room/Restaurant Area for Service, Welcome and Take Food and Beverage Orders, Promote Food and Beverage Product, Provide Food and Beverage Service to Guests, Provide Room Service, Receive and Handle Guest Concerns that includes the competencies found in the TESDA Self-Assessment Guide for Food and Beverage Services NC II.

A pilot test of the initial draft of the teacher-made test was conducted twice for its item analysis and reliability test. The first round of pilot testing was for item analysis conducted to Abuyog National High School in Sorsogon City last June 20, 2022. The allotted time for the dry run was approximately two hours.

After the item analysis, the very easy and very difficult items of the teacher-made test were removed. The excel program of the DepEd was used for the item analysis (DepEd, 2017). The second round of the pilot testing was for the reliability test conducted to San Isidro National High School in Sorsogon City last June 23, 2022. The allotted time for the second round of the pilot testing was approximately two hours.

The teacher-made test was subjected to a reliability test and the result showed for Bread and Pastry Production qualification a KR20 of 0.778 and KR21 of 0.72 which are within an accepted coefficient value. Hence, the test questionnaire was a reliable test. The 35-item test and its TOS. For Food and Beverage Services qualification the teacher made test was subjected to a reliability test and the result showed a KR20 of 0.80 and KR21 of 0.76 which are within good and accepted coefficient value. Hence, the teacher-made test was a reliable test. The 37-item test and its TOS revised copy was shown to the adviser and panel members before the final copies were distributed for the test administration.

Data Collection Procedures

The researchers is guided by the series of steps in gathering data for this study. Prior to the conduct of the study, the researcher asked permission from the Schools Division Superintendent. It was requested through a letter that was given personally on June 10, 2022 to allow the researcher in conducting data gathering in selected public schools. A letter was requested from the school officials to allow the researcher to gather necessary data and for the actual conduct of the study.

When such permits were finally obtained, the researcher conducted the test on June 27, 2022 at Rizal Integrated National High School. The researcher was able to have a sit-down test administration with the help of the adviser teacher. The respondents were given instructions on the manner of answering the test. They were given a total of two hours to answer the test, one hour is allotted to answer the test per qualification. The researcher was able to meet a 100% retrieval rate of the instrument.

Test administration then followed, the researcher conducted a documentary analysis to gather the individual academic performances of Technical-Vocational Livelihood students along; Bread and Pastry Production and Food and Beverage Services in the form of the respondents' final grades in their form 138 for school year 2021-2022 in the Principal office together with their adviser. The data gathered from the respondents were checked, recorded, and made available for statistical interpretation.

Data Analysis Procedures

To determine the academic performances of the Technical Vocational Livelihood students along Bread and Pastry Production and Food and Beverage Services qualification, frequency count were used. A documentary analysis was also used to gather the final rating of the respondents for the academic performance along the identified qualifications. It was utilized and categorized according to DepEd Order No. 8, s. 2015 as follows:

Rating	Description
90 – 100	Outstanding (O)
85 – 89	Very Satisfactory (VS)
80 – 84	Satisfactory (S)
75 – 79	Fairly Satisfactory (FS)
75 below	Did not meet the expectation (DNME)

To determine the competencies of the students along the identified qualifications, a teacher-made test was utilized. The mastery performance level were computed to measure the competency of the students along the identified qualifications, a weighted mean was used in the result of the test. It was analyzed using the scale adopted in DepEd Memorandum No. 160, s. 2012:

Rating	Description
96% - 100%	Mastered
86% - 95%	Closely Approximating Mastered
66% - 85%	Moving Towards Mastery
35% - 65%	Average
15% - 34%	Low
5% - 14%	Very Low
0% - 4%	Absolutely No Mastery

RESULT AND DISCUSSION

Findings

Based on the data gathered, the following are the findings of the study.

1. The academic performance of the students in Bread and Pastry Production is 89.21 which is described as very satisfactory. Specifically, there are 9 (32%) students who have an outstanding performance while 17 (61%) students performed very satisfactorily. In the same manner, 2 (7%) students have satisfactory performance in this qualification.

In terms of Food and Beverage Services, the students acquired academic performance of 89.14 which is described as very satisfactory. There are 10 (36%) students who have an outstanding performance while 14 (50%) students performed very satisfactorily. In the same manner, 4 (14%) students have satisfactory performance in this area.

2. Relative to Bread and Pastry Production, there are students got 57 rating of mastery performance level for Bread Making whose competencies marked as average. Students got 65 rating of mastery performance level for Perform Bread and Pastry Production whose competencies marked as average. Students also got 43 rating of mastery performance level for Pastry Making whose competencies marked as average. Students got 40 rating of mastery performance level for Cake Making whose competencies marked as average. As well as Petit Fours Making students got 63 rating of mastery performance level that marked as average. It can be observed that the competencies of the students in Bread and Pastry Production along all five competencies with an overall rating of mastery performance level of 53.6 marked as average.

In terms of Food and Beverage Services, there are students got 55 rating of mastery performance level for Prepare Dining Room/Restaurant Area for Service whose competencies marked as average. Students got 45 rating of mastery performance level for Welcome and Take Food and Beverage Orders whose competencies marked as average. Students also got 53 rating of mastery performance level for Promote Food and Beverage Product whose competencies marked as average. Students got 74 rating of mastery performance level for Provide Food and Beverage Service to Guests whose competencies marked as moving towards mastery. Students got 62 rating of mastery performance level for Provide Room Service whose competencies marked as average. As well as Receive and Handle Guest Concerns got 59 rating of mastery performance level that marked as average. It can be observed that the competencies of the students in Food and Beverage Services along all six competencies with an overall rating of mastery performance level of 58 marked as average.

3. Relative to Bread and Pastry Production, the correlation coefficient of 0.413 is higher than the critical value of 0.337 at a 0.05 level of significance. Thus, the null hypothesis is rejected which implies that there is a significant relationship between the academic performance and competencies of students in bread and pastry production.

In addition to Food and Beverage Services, the correlation coefficient of 0.398 is higher than the critical value of 0.337 at a 0.05 level of significance. Thus, the null hypothesis is rejected which implies

that there is a significant relationship between the academic performance and competencies of students in food and beverage services.

4. An action plan was designed to improve the competencies of the Senior High School students in Technical Vocational Livelihood Track for Home Economics Strand.

Conclusions

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

1. The students have very satisfactory academic performance in Bread and Pastry Production and Food and Beverage Services.
2. Majority of the students acquired average mastery in their competencies along with the identified qualification of technical-vocational livelihood track for home economics strand in both bread and pastry production and food and beverage services.
3. The academic performance and competencies of the students in Bread and Pastry Production and Food and Beverage Services are significantly related.
4. An action plan was proposed to improve the competencies of the Senior High School students in Technical Vocational Livelihood Track for Home Economics Strand along identified qualifications.

Recommendations

Based on the results and in the light of the findings and conclusions drawn, the following recommendations are proposed:

1. The performance of the student in Bread and Pastry Production and Food and Beverage Services may be further improved by provision of adequate instructional materials, facilities and capacity-building for teachers.
2. TVL students may be given enhancement activities to develop their learning and competencies in the qualifications. Teachers may use a range of teaching activities and hands-on practice or training opportunities for better acquisition of learning.
3. The curriculum for Bread and Pastry Production and Food and Beverage Services may be revisited to ensure alignment to TESDA Training Regulation.
4. The designed action plan could be submitted to the concerned authorities for further evaluation and review prior to its implementation and adoption.
5. Future studies may be conducted focusing on other senior high school students taking up TVL qualification.

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