Volume 10, Issue 6, June – 2025 International Journal of Innovative Science and Research Technology
ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25jun1039

Case Study of TVL Graduates Pursuing Home Economics in BTLED Program

Irish G. Dayanap[1]; Lor R. Duller[2]; Leah Mae T. Gabi[3]; Honey May H. Pascual[4]; Ma. Kristine A. Patarata[5]

Student, Institute of Teacher Education, Bachelor of Technology and Livelihood Education, Davao del Norte State College [1,2,3,4]
Faculty, Institute of Teacher Education, Davao del Norte State College[5]
Davao del Norte, Philippines

Publication Date: 2025/06/27

Abstract: Making a career choice is one of the most crucial stages in every student's life. Students need to consider multiple factors before making a decision. This study aimed to determine how the Senior High School TVL (Technical-Vocational-Livelihood) program contributes to students' preparedness in pursuing a Bachelor of Technology and Livelihood Education (BTLED), majoring in Home Economics, as well as to examine the possible gaps that may exist in their preparation. Using snowball sampling and purposive sampling, eight third-year BTLED students who graduated from various TVL tracks participated in the study. The findings revealed several ways in which the Senior High School track influenced the preparation of TVL graduates. These include: provision of experiential learning and engagement; boosting motivation and passion; provision of aligned application and utilization of gained knowledge and skills; provision of career exposure and guidance; and provision of the school's commitment to students' preparedness. On the other hand, the results also identified several gaps in the preparation of TVL graduates. These include: difficulty in transitioning acquired knowledge and skills; lack of skill continuity and preparation; and foundational gaps and opportunities in preparing for college-level education. Ultimately, the study highlights the invaluable role of career exposure and guidance in students' decisions to pursue the BTLED program major in Home Economics. Such support helps TVL graduates make informed choices and ensures a smoother transition into their chosen career path.

Keywords: *TVL Graduates, Pursuing, Home Economics, BTLED Program.*

How to Cite: Irish G. Dayanap; Lor R. Duller; Leah Mae T. Gabi; Honey May H. Pascual; Ma. Kristine A. Patarata (2025) Case Study of TVL Graduates Pursuing Home Economics in BTLED Program. *International Journal of Innovative Science and Research Technology*, 10(6), 1927-1940. https://doi.org/10.38124/ijisrt/25jun1039

I. INTRODUCTION

Making a career choice is one of the most crucial stages in every student's life. Students need to consider multiple factors before making a decision. The course is the field that students have chosen. Students often decide on their college courses (Samson, 2020). The college course preferences of students who will be graduating from senior high school are greatly affected by various factors, including the strand they decided to take during their eleventh and twelfth-grade levels. This may lead them to either continue pursuing the academic track they previously chose or shift to a different field of study for their undergraduate program. Among the factors that influence students' choices of college courses aside from their senior high school strand are their capabilities, future career path, skills, knowledge, attitude, and personal interests (Fusco et al., 2022). Before its educational reform, the Philippines had only 10 years of basic education. The Department of Education now implements the K–12 curriculum, which adds two years (Grades 11 and 12) known as Senior High School (SHS). This program aims to develop global skills for future careers. The Technical-Vocational and Livelihood (TVL) track equips students with essential skills, opening various career opportunities immediately after SHS or post-college.

Most recently, there are issues about Technical-Vocational and Livelihood (TVL) track that are not known to everyone. The lowly standing of vocational education continues to be an

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25jun1039

enduring problem despite the improvement of TLE. TVL graduates are expected to pursue the Bachelor of Technology and Livelihood Education (BTLED) program, aligning with the track they chose during their senior high school education. However, being a BTLED student is not as easy as it may seem, especially for TVL students. Even though they pursued the TVL track during senior high school, they still find it challenging—particularly because the competencies they acquired during SHS differ from those in the BTLED program. During SHS, students only focus on their specialization, but upon entering BTLED, they are required to integrate all specializations into one curriculum under the TLE subject.

According to Herro et al. (2023), vocational students gain good practical skills but lag behind in theoretical knowledge and critical thinking ability and therefore are not able to provide the academic requirements of the institution of higher education. However, with proper support structures and bridging programs, TVL graduates can effectively bridge the gap between the practical skills acquired in TVL and the academic demands of the BTLED program. Magtibay (2019) stated that whatever is the learner's reason for taking the track, everything they experienced and learned while in senior high school will be their armor as they proceed to the higher level or when they join the labor force. It is like they are investing in bullets, preparing for a battle, and looking forward to a smooth path toward victory. Those bullets are their learnings, and their preparation is the skills honed. K–12 graduates, therefore, acquire various skills and attitudes that are flexible and relevant enough to create innovation that will meet the demands of today's society. Relying on the concept that TVL tracks provide the combination of knowledge, practical, and social skills, this will pave the way for self-sufficiency. For many students, deciding on a college course to take is quite challenging for several reasons. They must consider many factors when choosing a course that would lead to the right career path in the future. Basically, students are driven by their interest, skills, or expertise in choosing their course preference (Sadjail et al., 2022). According to Creed et al. (2020), choosing a career does not have to be difficult if the students are already aware of their personality traits. By already knowing what type of qualities they possess, interest becomes one of the personality factors playing a significant role in career decision-making. Individuals who choose a career that matches his/her interests are likely to feel more satisfied and motivated. Interests promote career choice goals, such as having career intentions, developing career plans, and choosing a career direction to engage in (Nazareno et al., 2021).

Despite the growing emphasis on vocational education and its role in economic development, there is a notable lack of in-depth study focusing on the career paths of TVL graduates who pursue Home Economics within the BTLED program. Current studies highlight the importance of vocational programs in enhancing the employability and skill development of individuals, yet they fail to thoroughly examine the long-term career outcomes of TVL graduates. A study conducted by the Asian Development Bank (2021) emphasizes the immediate benefits of vocational education but does not delve deeply into how these benefits impact a graduate's career lifespan. Understanding these long-term outcomes is crucial in assessing the true impact of the TVL program on TVL graduates and their career paths. Additionally, the transition from a vocational track to a bachelor's degree program can involve unique academic and social adjustments, yet these specific transitional challenges remain underexplored. Identifying and addressing these challenges is crucial for developing targeted interventions that support TVL graduates in their academic and professional pursuits.

In response to these research gaps, existing studies have predominantly focused on examining the alignment or mismatch between senior high school strands and college courses. However, there remains a significant gap in the literature regarding the preparation and readiness of TVL graduates who pursue Home Economics in the Bachelor of Technology and Livelihood Education (BTLED) program. Existing studies often concentrate on general trends or the barriers faced by TVL graduates, without delving into the specific preparation they undergo and the motivation behind pursuing the BTLED program, as well as the advantages of being a TVL graduate. Therefore, there is a need for research that specifically explores how the TVL strand prepares its graduates for tertiary education and whether the knowledge and skills they have learned during senior high school are being used or applied in college.

II. METHOD

- *Study Participants*

The participants of this research study were eight (8) third-year BTLED-Home Economics students from Davao del Norte State College (DNSC), all of whom graduated from the TVL track in senior high school. Using snowball and purposive sampling, the researchers specifically selected these students for their relevant background. Snowball sampling was employed to reach individuals or groups that are hard to find, helping to identify key individuals who could provide valuable insights or connections within a network. It is a particularly useful recruitment strategy when researching stigmatized, hidden, or difficult-to-reach populations (Waters, 2015).

- *Materials and Instrument*

Under such circumstances, researchers included conducting in-depth individual interviews with the participants. Data were analyzed from the audio recordings to gather their experiences, perceptions, and preparedness for TLE Home Economics. Throughout the data collection process, the researchers ensured confidentiality and respect for the participants' perspectives.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25jun1039

➢ *Design and Procedure*

The study implemented a qualitative case study research design, where the researcher investigated a complex case within a real-life context (Baxter & Jack, 2015). It also involved an in-depth examination of a particular case or issue concerning TVL graduates who pursued Home Economics in their tertiary education.

On the other hand, purposive sampling was used to select and identify participants equitably, as suggested by Patton (2015), who stated that purposive sampling involves selecting information for the most effective use of limited sources. The sampling techniques employed for this study were purposive sampling and snowball sampling, chosen for their ability to deliberately select participants who possessed specific characteristics or experiences relevant to the research topic.

The data were examined using thematic content analysis to identify patterns, themes, and insights relevant to the research questions. Throughout each step of the research process, the researchers aimed to contribute valuable insights that could inform and improve the educational journey of TVL students in pursuit of TLE Home Economics. This analysis also helped the researchers answer the research questions and interpret textual and visual data to identify patterns, themes, and relationships among students pursuing Home Economics and graduating from the Technical-Vocational-Livelihood (TVL) strands. The researchers utilized thematic analysis to analyze qualitative data, which was used to examine the interview transcripts and document data gathered during the interviews and data collection process. The themes were identified through an iterative process of coding and categorization (Braun & Clarke, 2012).

III. RESULTS AND DISCUSSION

Exploring the perceptions of TVL graduates pursuing Home Economics within the BTLED program, this research study serves as an open channel for their voices, allowing them to share their unheard perceptions, unexplored experiences, and unseen influences regarding their preparation for entering the BTLED program. This chapter presents the data gathered by the researchers, capturing the experiences of third-year BTLED students who graduated from the TVL track. It also outlines the procedures undertaken to accomplish this multiple case study. The chapter aims to delve into the nuances, differences, patterns, and insights that emerged from the analysis of the TVL graduates' experiences in preparing to pursue Home Economics within the BTLED program. Included in this chapter are discussions of the principal themes, supported by relevant literature and the researchers' perspectives.

Based on the data collected from eight graduates of the TVL program through in-depth interviews, eight emerging themes were identified that encapsulate their experiences during their preparation, as well as how their respective schools influenced their decision to pursue the BTLED program. The data were elicited using the research questions aligned with the purpose of this study.

- How does the Senior High School TVL program prepare students for a Bachelor of Technology and Livelihood Education (BTLED) major in Home Economics?
- What gaps exist in the preparation provided by various TVL specializations for students pursuing a BTLED major in-Home Economics?

➢ *Participants*

Table 1 shows the distribution of research participants, including their codes, types of interviews, strands under the TVL track, courses, sets, and case numbers. The participants in this study were third-year BTLED students who graduated from the TVL program, specifically from the Home Economics–Cookery strand, Information and Communication Technology–CSS strand, Agri-Fisheries

Arts strand, and Industrial Arts–Electrical Installation and Maintenance strand. Moreover, participants were randomly selected based on the following inclusion criteria:

For Case 1, participants must have graduated from the Home Economics– Cookery strand under the Senior High School TVL program and must be third-year

BTLED students. For Case 2, participants must have graduated from the Information and Communication Technology strand under the Senior High School TVL program and must be third-year BTLED students. For Case 3, participants must have graduated from the Agri-Fisheries Arts strand under the Senior High School TVL program and must be third-year BTLED students. Lastly, for Case 4, participants must have graduated from the Industrial Arts–Electrical Installation and Maintenance strand under the Senior High School TVL program and must be third-year BTLED students.

Informed consent forms were handed to the participants to be signed, confirming that they had read the purpose of the study, the procedures involved, the risks and benefits of their participation, and their rights as participants. Moreover, the researchers ensured that the interviews were conducted according to the participants' availability and comfort in responding.

The aspect of participant comfort was emphasized to ensure the quality of the responses. Furthermore, interview guide questions were presented to the participants during the interview. The researchers also made sure that participants were informed about and consented to the audio recording of the interview.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25jun1039

Table 1. Distribution of Research Participants

Pseudonym	Codes	Audio/Video Recording	Label	Course & Set	Gender	Group	Case no.
Jane	C1P1-IDI1	Audio 001	HE-Cookery	BTLED3- A	Female	IDI	1
Max	C1P2-IDI2	Audio 002	HE-Cookery	BTLED3- C	Male	IDI	1
Yana	C1P3-IDI3	Audio 003	HE-Cookery	BTLED3- B	Female	IDI	1
Joanna	C2-P1- IDI1	Audio 004	ICT-CSS	BTLED3- A	Female	IDI	2
Mark	C2P2-IDI2	Audio 005	ICT-CSS	BTLED3- A	Male	IDI	2
Alexa	C3-P1- IDI1	Audio 006	Agri- fishery	BTLED- 3C	Female	IDI	3
Anthony	C4-P1- IDI1	Audio 007	IA-EIM	BTLED- 3C	Male	IDI	4
Joshua	C4-P2- IDI2	Audio 008	IA-EIM	BTLED3- A	Male	IDI	4

In this study, the researchers involved a diverse group of participants to gather a wide range of viewpoints relevant to the research topic. To maintain confidentiality, strict measures were implemented throughout the research process. Each participant was assigned a unique pseudonym and identification code, allowing the research team to record and analyze responses without revealing any personal information. This process of anonymization was essential in ensuring ethical research practices and fostering trust between the participants and the researchers.

- *Cross Case Analysis on How Does the Senior High School TVL Program Prepare Students for the Bachelor of Technology (BTLED) Major in Home Economics*

Table 2 presents the accounts of how the Senior High School TVL program prepared students for a BTLED major. By consolidating the responses of participants across all cases, the researchers identified the following themes, which are common to some, if not all, of the four cases: 1) Provision of experiential learning and engagement, 2) Boosting of motivation and passion, 3) Aligned application and utilization of gained knowledge and skills,4) Career exposure and guidance, and 5) School commitment to students' preparedness.

Table 2 Cross Case Analysis on How Does the Senior High School TVL Program Prepare Student for the Bachelor of Technology (BTLED) Major in Home Economics

Themes	Case			
	1	2	3	4
Provision of Experiential Learning and Engagement	✓	✓		✓
Boosting Motivation and Passion	✓	✓	✓	
Provision of Aligned Application and Utilization of Gained Knowledge and Skills	✓	✓	✓	✓
Provision of Career Exposure and Guidance	✓	✓	✓	✓
Provision of School Commitment to Students' Preparedness	✓	✓	✓	✓

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25jun1039

➢ *Provision of Experiential Learning and Engagement*

The provision of experiential learning and active engagement in the TVL program prepares graduates not only for immediate employment but also for further specialized education and career advancement. Students believe that engaging in hands-on activities and practical experiences within their chosen area increases their engagement and passion for the field. These experiences help reinforce theoretical knowledge by applying it in real-world settings. As a result, students gain greater confidence and a clearer sense of direction in their future career paths. In Case 1, Home Economics–Cookery TVL graduates highlighted the valuable experiences they gained during their Senior High School, specifically in the Cookery strand, where they were able to hone their skills in various cooking techniques, ingredient measurement, kitchen organization, and baking. These were seen as crucial for their personal growth and skill development, as well as for their future academic and professional success. For Case 2, participants shared that during their Senior High School years in the ICT strand, they had fun and meaningful experiences, acquiring skills aligned with their interests and passion for computer-related activities. Case 3 emphasized the significant role of hands-on learning in the Agri-Fishery Arts strand. Participants engaged in practical activities such as operating machines like tractors and familiarizing themselves with agricultural terms. These experiences played a vital role in shaping their skills and influencing their future career paths. Finally, in Case 4, participants shared how the Electrical Installation and Maintenance strand provided them with immersive experiences, particularly in tasks such as wiring installation, outlet setup, and the installation of CCTV and fire alarm systems. These skills were essential for their future academic and professional development.

➢ *Boosting Motivation and Passion*

Boosting motivation and passion plays a pivotal role in the educational journey of TVL graduates pursuing Home Economics. The Senior High School TVL program has been instrumental in fostering motivation and passion among graduates to pursue BTLED programs. Additionally, it highlights how practical skills acquisition, early exposure to relevant fields, and task-oriented projects contribute to graduates' confidence and commitment to pursuing BTLED education, as evidenced by several cases. In Case 1, Home Economics–Cookery TVL graduates emphasized that the alignment between their TVL strand and the BTLED program ensures a smooth transition, allowing them to fully utilize the skills and knowledge they acquired. This significantly boosted their motivation and passion to pursue the BTLED program. For Case 2, the early passion and fascination for technology helped shape and develop their confidence in their educational and career path choices. Their motivation to pursue the BTLED program was significantly boosted by the ICT–CSS strand they completed during Senior High School. On the other hand, in Case 3, Agri-Fishery TVL graduates shared how task-oriented projects, such as creating various organic fertilizers, significantly motivated them to pursue the BTLED program. For Case 4, participants noted that the connection between the TVL track and the BTLED program helped them in their decision to pursue the BTLED program.

➢ *Provision of Aligned Application and Utilization of Gained Knowledge and Skills*

The provision of aligned application and utilization of gained knowledge and skills is instrumental in enabling these graduates to pursue their chosen career paths. The majority of participants stated that what they learned in Senior High School still applies, supporting a smooth transition into higher education. This not only validates the value of previously learned knowledge and skills but also increases students' confidence, knowing that their prior learning has real-world relevance. In Case 1 graduates shared that exposure to cooking at Senior High School had a solid foundation, giving them theoretical expertise as well as handson skills that were necessary for the professions they were pursuing. In Case 2, learners in the ICT-CSS strand learned that troubleshooting and utilization of Microsoft tools were helpful in everyday activities and served to prepare them for their desired professions. Case 3 identified that previous experiences in agriculture via the TVL program provided graduates with a strong foundation for the BTLED program, especially via exposure to crop and plant science terminologies. For Case 4, graduates identified how the learning and skills acquired from the EIM strand easily complemented their academic learning in the BTLED program, providing job prospects as well as enhanced career readiness.

➢ *Provision of Career Exposure and Guidance*

The provision of career exposure and guidance serves as a key factor in helping TVL graduates enhance their learning insights and develop decision making skills when choosing their courses. This guidance is supported by their teachers, school initiatives, and programs aimed at skill enhancement. Participants were able to learn through activities such as career guidance sessions, on-the-job training, and school promotions about courses related to their strands. These experiences allowed them to explore potential career choices early, helping them align their interests with future educational paths. Exposure to actual work environments also increased their awareness of job expectations and industry demands. Consequently, most participants became more confident and motivated to pursue their aspirations with clarity and purpose. In Case 1, graduates highlighted how the guidance provided by their teachers significantly influenced their career decisions, offering practical insights, advice, and suggestions essential for their preparation. For Case 2, participants shared that on-the-job training equipped them not only with practical skills but also boosted their confidence in the relevance and demand of their chosen field. The high demand for ICT skills encouraged them to enroll in and continue their academic journey in the BTLED program. Case 3 emphasized how annual career guidance programs and advice from teachers helped align their skills and passions with career paths appropriate to the competencies they

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25jun1039

developed in Senior High School's Agri-Fishery strand. This guidance was beneficial in ensuring well-defined career paths, reducing the risk of future career mismatches. Finally, in Case 4, school initiatives such as career guidance and direct interactions with representatives from college institutions enabled participants to gain valuable insights into potential career opportunities.

➢ *Provision of School Commitment to Student's Preparedness*

The provision of school commitment to students' preparedness is crucial, as participants appreciated how their institution equipped them with the learning and skills necessary for the BTLED course. This support enabled them to make decisions aligned with their strengths and goals, leading to more satisfying professional lives. Participants also acknowledged the importance of mentorship, career guidance, and skill-building programs in advising their academic and career paths. These activities facilitated a smooth transition from Senior High School to college life. Additionally, the sense of preparedness fostered by the institution increased their confidence in facing both scholarly and professional challenges. In Case 1, graduates highlighted how a well-rounded and committed educational experience significantly enhanced their preparedness for higher education and future career paths. This strong foundation helped reduce feelings of uncertainty and regret regarding their career choices, especially for Cookery strand graduates. For Case 2, the school's efforts and commitment significantly impacted ICT-CSS strand graduates' preparedness for their career pathways by providing direction and information on potential career opportunities suited to their skills and knowledge. In Case 3, participants shared how the school's commitment to equipping them with practical skills in various agricultural activities was a substantial factor in their readiness for their career paths. Finally, Case 4 graduates noted that various guidance programs offered by college institutions helped them decide on pursuing the BTLED program as their chosen career path.

➢ *Cross Case Analysis on What Gaps Exist in the Preparation Provided by Various TVL Specializations for the Students Pursuing a BTLED Course Majoring in Home Economics*

Table 3 presents the cross-case analysis of possible gaps in the preparation of various specializations under the TVL track when pursuing a BTLED course majoring in Home Economics. Based on the responses from all cases, the researcher identified the following common themes, which are present in some or all of the four cases: (a) Transition of Acquired Knowledge and Skills, (b) Lack of Skill Continuity and Preparation, and (c) Foundational Gaps and Opportunities in Preparation for College Level.

Table 3 Cross Case Analysis on What Gaps Exist in the Preparation Provided by Various TVL Specializations for the Students Pursuing a BTLED Course Majoring in Home Economics

Themes	Case			
	1	2	3	4
Transition of Acquired Knowledge and Skills	✓	✓	✓	✓
Lack of Skill Continuity and Preparation	✓	✓	✓	✓
Foundational Gaps and Opportunities in Preparation for College Level	✓	✓	✓	✓

➢ *Transition of Acquired Knowledge and Skills*

Most of the participants shared their experiences with the gaps and adjustments they encountered while transitioning into the BTLED program, largely due to differences in the knowledge and skills they had acquired during senior high school. In Case 1, participants noted that upon entering the BTLED program, they were surprised by the demands of a diverse skill set not only culinary arts but also areas like dressmaking and agriculture which they were not prepared for. Similarly, in Case 2, those from the ICT-CSS strand found the transition particularly challenging, as the BTLED program encompasses a broader range of disciplines, unlike the more focused nature of their previous specialization. In Case 3, participants emphasized that the extensive skill requirements of the BTLED program posed difficulties, as they had to adapt to skills beyond those they had developed in the Agri-Fishery strand. Likewise, in Case 4, learners transitioning from the Industrial Arts–Electrical Installation and Maintenance (EIM) strand expressed that the shift was difficult, especially since they encountered unfamiliar competencies such as cookery and dressmaking, which were not part of their senior high school training under the TVL track.

➢ *Lack of Skill Continuity and Preparation*

Participants commonly experienced a lack of skill continuity and preparation when pursuing the BTLED program. Many felt inadequately equipped in terms of skills and experience needed at the tertiary level, especially after realizing

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25jun1039

that college education places greater emphasis on academic and conceptual knowledge rather than practical application. In Case 1, participants pointed out major challenges related to skill continuity; while they had gained experience in various cooking tasks during senior high school, the current focus on hands-on cooking activities—without preliminary demonstrations, left them feeling underprepared for collaborative work in cookery subjects. Meanwhile, in Case 2, participants remarked that transitioning from the ICT-CSS strand was difficult, as they had not been exposed to or practiced skills such as dressmaking, having concentrated solely on ICT-related competencies. In a similar vein, Case 3 participants noted that the lack of practical application in agriculture-related subjects within the BTLED curriculum limited their ability to build on the skills acquired in the Agri-Fishery strand. Finally, in Case 4, participants shared their struggles in adapting to the BTLED program, citing insufficient background knowledge, skill sets, and real-world experience in the areas now required of them.

- *Foundational Gaps and Opportunities in Preparation for College Level*

Participants generally believed that their experiences varied regarding the adequacy of their TVL strand in providing foundational knowledge and skills for pursuing a BTLED major in-Home Economics. These differences revealed both gaps and opportunities that influenced the perceived strengths and weaknesses of their chosen strands. In Case 1, Home Economics–Cookery graduates acknowledged foundational gaps, particularly in unfamiliar skill areas; however, they viewed this as an opportunity, believing they had an advantage over graduates from other TVL strands due to their existing knowledge and skills in cookery. They shared that with extra effort; they could adapt to the unfamiliar competencies. In Case 2, ICT-CSS graduates expressed difficulties in acquiring other essential skills and emphasized the importance of both learning and handson practice to adjust effectively. Likewise, in Case 3, participants recognized gaps in their skills despite some agricultural preparation in their first year. Still, they felt these were manageable and could be addressed through adjustment and persistence. Meanwhile, in Case 4, Industrial Arts–EIM graduates shared that while they were unprepared for skills unrelated to their previous strand, they viewed the experience positively, as it allowed them to expand their knowledge and develop new competencies beyond their original specialization.

IV. DISCUSSION OF KEY FINDINGS

The extensive analysis of multiple cases effectively captured the diverse experiences of TVL graduates who pursued the BTLED program. It highlighted how their previous Senior High School TVL track contributed to their career path in the BTLED program, while also identifying potential gaps in their preparation. A thorough approach was employed to accomplish all the objectives of this research.

This study precisely echoed the description of the Social Cognitive Career Theory of Albert Bandura (1977), which elaborates on the concept of self-efficacy and its role in human behavior. Bandura (1977) also defines self-efficacy as individuals' beliefs in their capabilities to produce desired effects through their actions, influencing their motivation, behavior, and resilience in the face of challenges. In the context of career development, self-efficacy beliefs play a crucial role in shaping individuals' career choices, persistence in career-related tasks, and adaptation to new career challenges.

The findings revealed how TVL graduates' self-efficacy, outcome expectations, and career goals influenced their career decisions and persistence. A strong correlation was observed between the self-efficacy beliefs of TVL graduates and their decision to pursue Home Economics within the BTLED program. Those with higher levels of self-efficacy in skills relevant to the BTLED major in Home Economics were more inclined to choose and pursue this specialization. Their prior experiences and confidence in their abilities played a pivotal role in shaping their career aspirations. The transition from the TVL program to the BTLED program presented unique challenges, including adjustments to academic rigor, learning methodologies, and theoretical frameworks. Most participants reported feeling challenged by the broad scope of the BTLED curriculum. However, those with higher self-efficacy demonstrated greater persistence and determination in navigating this transition. Their confidence in their capabilities not only guided their decision to specialize in Home Economics but also enhanced their ability to adapt and thrive in the more specialized and demanding BTLED program. TVL graduates' belief in their own abilities enabled them to adjust effectively to the program's demands. Their strong confidence in their professional skills also helped them navigate practicum experiences and other career-related activities within the BTLED curriculum.

Meanwhile, Bandura's Social Learning Theory proposes that people learn from one another through observation, imitation, and modeling. It considers attention, memory, and motivation, and is frequently referred to as a bridge between behaviorist and cognitive learning theories. People learn by observing others' behavior, attitudes, and the outcomes of their actions. Most human behavior is learned observationally through modeling: by witnessing others, individuals form an idea of how new behaviors are performed, and later, this coded information serves as a guide for future actions. Bandura stated that imitation and modeling will occur if a person observes positive and desired outcomes from these behaviors. In connection to TVL graduates, if their instructors during Senior High School particularly in their various specializations within the TVL program attended and observed a course in-world and were entertained, informed, and impressed by how students performed and acted, they would be more likely to want to teach a course in-world themselves.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25jun1039

On the other hand, Social Learning Theory emphasizes that human behavior results from constant interaction among cognitive, behavioral, and environmental variables. According to Bandura (1977), imitation involves the actual reproduction of observed motor activities. This theory is grounded in the idea that people learn through social interactions. By observing others independently, individuals develop similar behaviors. After witnessing others' actions, people tend to assimilate and imitate those behaviors, especially when their observational experiences are positive or involve rewards. Such interactions help students select a TVL track aligned with their academic engagement and personal interest.

During their Senior High School years in the TVL program, TVL graduates extensively observed and imitated the knowledge and skills demonstrated by their teachers within their specific strands. This process of observation allowed them to hone essential skills for their field for example, in the Home Economics–Cookery strand, ICT–CSS strand, Agri-Fishery strand, and Industrial Arts–EIM strand. They might have learned cooking, troubleshooting, agricultural practices, or electrical installation by watching their instructors perform these tasks. This initial phase of learning aligns with Bandura's concept of acquiring knowledge and skills through observation.

Transitioning from the TVL program to the BTLED program, graduates begin to model the skills and behaviors they have previously learned. The BTLED program likely provides opportunities for them to apply the skills they acquired during their TVL specialization. By demonstrating effective practices, they not only reinforce their own learning but also prepare to transfer these abilities to others in the future. This modeling behavior is particularly critical in practical subjects, where students learn by observing and replicating real-world applications.

In conclusion, the cognitive components of Bandura's theory—attention, retention, and motivation—are essential in the preparation process. TVL graduates must pay close attention to demonstrations, retain the procedures and techniques presented, and remain motivated to implement these skills effectively. The BTLED curriculum can support these cognitive processes by incorporating reflective practices, which allow graduates to think critically about their learning experiences and receive constructive feedback ultimately enhancing their teaching competence.

- *How Does the Senior High School TVL Program Prepare Student for the Bachelor of Technology (BTLED) Major in Home Economics?*

The Senior High School Technical-Vocational-Livelihood (TVL) program stands as a pivotal component of the Philippine educational system, equipping students with practical skills and competencies aligned with industry demands. Findings from this study reveal that the TVL program serves as a vital preparatory pathway for students who pursue specialized fields in higher education, particularly the Bachelor of Technology and Livelihood Education (BTLED) program. The alignment between the TVL curriculum and the BTLED specialization areas supports the development of technical proficiency and fosters student motivation. Moreover, the study highlights that the skills and experiences gained in the TVL track significantly influence students' confidence, readiness, and commitment to becoming future educators in technology and livelihood education. These findings underscore the essential role of the TVL program in shaping competent and motivated BTLED majors. The Senior High School strand proved to be a significant predictor of academic performance in college. Moreover, the track and strand taken in SHS appear to be valuable variables that could explain college preparedness (Cruz, 2020).

In addition, the influence of school on the career path of Technical Vocational and Livelihood (TVL) students is significant. The school learning environment and the employability scheme for Grade 12 TVL students positively impact their career choices by emphasizing practical skills, attitudes, and cognitive relationships. Furthermore, the TVL track's curriculum, which focuses on technical knowledge and hands-on experience, prepares students for employment immediately after graduation. School is an excellent place to foster young learners' creative thinking skills (Xiajing Gu et al., 2021).

As we interviewed the participants about their experiences during their chosen TVL strand, they shared that TVL students immerse themselves in hands on learning experiences that emphasize the practical application of skills in various technical and vocational fields. For TVL graduates, through workshops and laboratory activities, they gained **experiential learning and engagement** in areas such as culinary arts, computer programming, agriculture, and electrical installation and maintenance. They claimed that these activities engaged them directly with industry-standard tools and techniques, fostering a deep understanding of their chosen fields. This experiential learning and active engagement prepared them not only for immediate employment but also for further specialized education and career advancement.

Furthermore, student graduates in TVL strands have engaged in hands on, skills-based education that brings a practical outlook to the BTLED program. This context often includes expertise in analytical thinking, expertise in technical skills, and dedication to work, which are recommended in a teaching career that focuses on Technology and Livelihood Education (Abbas, 2020).

On the other hand, Malik (2020) remarked that the students who undergo training in Electrical Installation understand diverse skills in the trades, as they are expected to possess skills for design, development, production, excellence in installation of electrical management, and utilization of

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25jun1039

trending machines and equipment, as well as maintain nerve electrical/electronic devices and circuits.

Graduates of the program should be proficient educators who can help students reach their full potential and pursue lifelong learning. They should also be skilled at synthesizing structured knowledge (Loso M.M., 2022).

Meanwhile, the students' hands-on experiences relate to their real-world encounters with performative agricultural practices. In this way, crop production and animal management reflect the participants' experiences with agriculturally based activities. In addition, through livestock management including experiences with farm animals, as well as planting, propagation, fertilization, and harvesting crops (Norrell-Aitch & Stewart, 2019).

In addition, **boosting motivation and passion** has a key role in the educational journey of TVL graduates pursuing Home Economics. According to Bimrose (2019), interest is one of the personality factors playing a significant role in career decision-making. Individuals who choose a career that matches his/her interests are likely to feel more satisfied and motivated. Interests promote career choice goals, such as having career intentions, developing career plans, and choosing a career direction to engage in, students should finally be able to decide on a career path that supports their individual goals and ambition. The study found that many students chose TLE because they wanted to continue and nurture their skills taken from the Senior High School Technical-Vocational-Livelihood (TVL) specializations. Also, some students were motivated by their passion for teaching and the desire to help young students develop practical skills. The decision to pursue a high school degree is one of the most significant decisions an individual will make and is predicated on the cultivation of high academic aspirations, a process of influence that begins well before high school graduation (Hess, 2019).

Likewise, the majority of the participants stated that there is relevance to prior learning, which maintains a coherent and smooth transition from senior high school to the tertiary level. **The provision for application and utilization of gained knowledge and skills** emphasizes that the skills and knowledge from high school are directly applicable and beneficial in higher education. When learners witness the practical application of their skills, it can boost their confidence and engagement in their current studies, knowing that their prior learning has real-world relevance. The BTLED curriculum's connection with the prior learning of TVL graduates can improve their academic trajectory through project-based learning, internships, and experiential learning opportunities. Through this, the practical experience gained from the TVL program is integrated into the coursework of BTLED. This combination not only reinforces their technical skills but also develops a deeper understanding of how to teach these skills to students (Afanasyev et al., 2019). Jones and Reyes (2021), asserted that educational organizations that are successful in fusing the hands-on skills of the TVL graduates with the theoretical framework of BTLED generate highly skilled and adaptable teachers who are well suited to handle the different requirements of teaching TLE.

Moreover, some of the participants expressed that they had acquired **career exposure and guidance**. They were able to learn through activities such as career guidance, on-the-job training, and school promotions about the courses offered related to their strand. School guidance is very essential, as it plays a crucial role in helping learners choose the education and career paths they want.

As learners progress in their academic journey, they commonly face many decisions regarding their future careers (Sitinjak & Canu, 2023). For students to make well-informed decisions that align with their goals and abilities and could result in fulfilling and prosperous career outcomes, this advice is essential. According to Thompson et al. (2022), a comprehensive school guidance program can help identify the skills, interests, and values of students, which are essential in choosing a career path. Through diverse assessment tools and one-on-one counseling sessions, students may gain a clearer understanding of their personal and professional goals in the future.

Giving accurate and up-to-date information enables students to make their own informed choices about their future careers and life paths. The counselor also helps students understand the necessary steps to achieve their chosen career goals. This may include career selection, extracurricular activities, and internships, as well as assistance in planning the college application process and overall career planning (Vostanis & Bell, 2020). Considering the experiences of TVL graduates, it was revealed that work immersion or on-the-job training influenced their career choices. The work immersion program provides students with real working environment experiences, helping them gain valuable skills and knowledge to make informed career decisions and enhance their employability. Likewise, it can be one of the best ways for students to improve and grow their skills. Students are exposed to a variety of fields and authentic business, institutional, and company activities. Similarly, this serves as a platform for them to deepen their understanding of their area of expertise, and subsequently, it proves to be highly beneficial to their selected academic paths. Guimba (2019) found that respondents' confidence grew when they had a high degree of self-efficacy, making them become conscious of the obligations and liabilities placed upon them.

Furthermore, the work immersion program is one of the core elements of the TVL curriculum, where students learn and hone their abilities in a real-world job setting. This was evident in the response of C2P1-IDI1, revealing that through OJT, they were encouraged to enroll in courses related to their strand, which is ICT. Additionally, Brillantes et al. (2019), claimed that the SHS strand proved to be a significant predictor of academic performance in college. By forming alliances, DepEd believes

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25jun1039

that the collaborating universities will offer students opportunities for work experience, practical training, or office immersion, as well as supplementary educational materials. These aim to teach students the value and practicality of the concepts taught in the classroom, strengthen their technical expertise, improve their interpersonal and communication abilities, and develop quality work routines, positive dispositions, appreciation, and respect for labor.

Meanwhile, the **provision of school commitment to students' preparedness** is essential in helping learners choose the education and career paths they want. As learners progress in their academic journey, they commonly face a lot of decisions regarding their future careers (Özdemir & Bacanli, 2020). Informants shared that it is crucial when their teachers guide them and help them become informed about the possible paths they may take after graduating. Educators need to strengthen the learning process by allowing students to engage with the learning concepts, especially since Technology and Livelihood Education (TLE) is designed to involve real-world activities that enhance students' skills in a specific area. For students to effectively apply skills, the tools and materials must be visible, sufficient, and easily accessible (Harina, 2019).

- *What Possible Gaps Existed in the Preparation of Various Specializations Under the TVL Track When Pursuing a BTLED Course Majoring in Home Economics*

The **transition of acquired knowledge and skills** represents a significant gap, as participants shared their experiences with the adjustments they encountered in dealing with the multiple focus areas in the BTLED program, given the differences in the acquisition of knowledge and skills during senior high school. TVL graduates often face initial difficulties in adapting to the theoretical components of higher education programs. However, with proper support structures and bridging programs, TVL graduates can effectively bridge the gap between the practical skills acquired in TVL and the academic demands of the BTLED program (Torres, 2021). Participants frequently reported encountering noticeable gaps between their practical, skills-based training in SHS and the theoretical, academic demands of the BTLED program. These gaps are primarily due to the differing nature of the curricula in SHS TVL and the BTLED program. Most of the participants typically excelled in practical skills, such as hands-on tasks and technical competencies, which were heavily emphasized in their SHS curriculum. However, the BTLED program requires a solid foundation in theoretical concepts, critical thinking, and continued practical application.

Consequently, the **lack of skill continuity and preparation** is a significant gap that affects TVL graduates when they transition to pursuing a Bachelor of Technology and Livelihood Education (BTLED) program. Participants believed that they felt unprepared and insufficient in their learning acquisition due to the inadequate skills and experiences needed at the tertiary level. They realized that college focuses more on academic and conceptual knowledge than on practical orientation. One of the primary challenges that TVL graduates encounter is the academic shift from a hands-on, skills-based approach to one that emphasizes theoretical cognition and instructional strategies (Okolie et al., 2021) Participants stated that they were used to learning through practical activities and thrived in environments where learning was driven by tangible, hands-on tasks. However, the transition to college introduced a significant change in which the focus shifted to theoretical understanding and instructional strategies, which did not align with their practical orientation. The BTLED program requires a balanced integration of pedagogical and hands-on practices, which may disadvantage students who have not had sufficient exposure to academic coursework (Godber & Atkins, 2021).

Building on this, **foundational gaps and opportunities in preparation for college-level** learning were also highlighted by the participants. They believed that there are various experiences about the sufficiency of their TVL strand in providing the foundational knowledge and skills necessary for taking the BTLED major in Home Economics, which impacts both the strengths and weaknesses of their chosen TVL strand. Graduates with strong foundational skills and supportive learning environments tend to perform well academically and demonstrate higher levels of persistence (Reiger et al., 2022). While some abilities are required to execute decisions, assess progress, and adjust course successfully, other skills help individuals relate their traits to significant elements of their environment and the decisions they must make (Kerkhoff & Cloud, 2020). TVL graduates often face challenges in aligning their high school training with the specific demands of the BTLED curriculum, particularly in Home Economics. The BTLED course enhances students' skills and entrepreneurial knowledge, providing them with the expertise needed for potential business ventures. However, gaps remain in the foundational knowledge and practical application learned in high school. Developing new skills is beneficial for students, as it fosters confidence and motivation to achieve their goals (Mukhamadovna et al., 2020; MacPhail et al., 2019).

V. CHAPTER SUMMARY

Based on the results gathered, key findings were presented from interviews conducted with eight participants—TVL graduates who pursued the BTLED program. The aim was to gain insights into their experiences and the challenges they encountered during their preparation, and to understand how their senior high school track, as well as their school environment, helped shape their decision to pursue the BTLED program. Additionally, the study examined possible gaps in their preparation and explored the strategies they adopted as they transitioned to their new career path.

The provision of experiential learning and active engagement for TVL graduates prepared them not only for immediate employment but also for further specialized

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25jun1039

education and career advancement. They believed that engaging in hands-on activities and practical experiences within their chosen areas increased their engagement and deepened their passion for the field.

Likewise, boosting motivation and passion plays a pivotal role in the educational journey of TVL graduates pursuing Home Economics. The Senior High School TVL program has been instrumental in fostering motivation and passion among graduates to pursue BTLED programs. It also highlighted how practical skill acquisition, early exposure to relevant fields, and task-oriented projects contributed to the graduates' confidence and commitment to continuing their education in BTLED, as evidenced by several cases.

In addition, the provision of aligned application and utilization of gained knowledge and skills played a crucial role in enabling these graduates to pursue their chosen career paths. The majority of participants stated that there was a strong relevance to prior learning, which ensured a coherent and smooth transition from senior high school to the tertiary level. This demonstrates that the skills and knowledge acquired during senior high school are directly applicable and beneficial in higher education. When learners witness the practical application of their skills, it boosts their confidence and engagement in their current studies, knowing that their prior learning holds real-world relevance.

Moreover, the provision of school commitment to students' preparedness is crucial. Participants believed that the institution's dedication and effort played a significant role in ensuring that they were well-prepared and equipped with the knowledge and skills needed to pursue the BTLED course. For graduates to make well-informed decisions that align with their goals and abilities potentially leading to fulfilling and prosperous career outcomes such guidance is essential.

On the other hand, the transition of acquired knowledge and skills presents one of the significant gaps observed in the preparation of TVL graduates pursuing the BTLED program. Most participants shared their experiences regarding the gaps and adjustments they encountered when dealing with the multiple focus areas in BTLED, as their acquisition of knowledge and skills during senior high school varied.

The lack of skill continuity and preparation was a common challenge encountered by participants when pursuing the BTLED program. Many of them felt unprepared and insufficient in their learning acquisition due to inadequate skills and experiences required at the tertiary level. This realization stems from the shift in focus at the college level, which emphasizes academic and conceptual knowledge over practical orientation.

Furthermore, foundational gaps and opportunities in preparation for college-level education were highlighted. Most participants believed they had varied experiences regarding the sufficiency of their TVL strand in providing foundational knowledge and skills necessary for taking the BTLED major in Home Economics. This significantly impacted the strengths and weaknesses associated with their chosen TVL strand.

In conclusion, these themes provided valuable insights into how the Senior High School TVL program prepared students for a BTLED major, as well as the possible gaps faced by TVL graduates upon entering the program. By recognizing and addressing these challenges, educators and policymakers can better support the needs of TVL graduates who want to pursue a BTLED program and guide them in making informed decisions about their career paths.

VI. IMPLICATIONS AND CONCLUDING REMARKS

A. Implication for Practice

The findings of the study have several implications for improving the Senior High School TVL program to better equip and prepare students to pursue a BTLED program. Firstly, incorporating more hands-on activities and practical experiences into the curriculum should be prioritized. Practical learning boosts students' engagement and passion for their chosen career paths, as demonstrated by Home Economics–Cookery TVL graduates who benefited from tasks and activities such as cooking techniques and kitchen organization. On the other hand, providing diverse experiential learning opportunities across various strands such as ICT, Agriculture-Fishery Arts, and EIM ensures that students acquire applicable skills for both academic and professional success. This can be accomplished through hands-on tasks, internships, and practical activities that allow TVL graduates to apply their knowledge and skills in real-world scenarios. For example, ICT-CSS TVL graduates could work on collaborative tasks that incorporate components of Home Economics, such as developing software to manage domestic activities. Agri-Fishery Arts TVL graduates can participate in interdisciplinary activities that combine agricultural practices with culinary arts or create crafts using materials and skills from their specialization such as making decorative items from natural fibers or preserved plants, thereby broadening their skill sets. EIM TVL graduates could engage in tasks that integrate electrical installations with home management skills, preparing them for the multifaceted demands of the BTLED program. By offering these diverse experiential learning opportunities, the TVL program ensures that graduates acquire the practical skills and adaptability needed for academic and professional success in the BTLED program. Secondly, comprehensive career guidance programs are essential in helping graduates make informed decisions about their career pathways. Schools should provide practical insights, advice from teachers, and varied career exposure activities such as on-the-job training. Additionally, facilitating collaborative interactions with industry professionals and representatives from higher education institutions provides graduates with valuable perspectives on potential career

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25jun1039

opportunities and pathways. Moreover, schools must demonstrate a strong commitment to preparing students for their future careers by offering resources, guidance, and support that equip them with the necessary knowledge and skills. A well-rounded and committed educational experience can significantly enhance students' readiness for higher education and their chosen professions, reducing uncertainty and guiding them to make well-informed career choices.

By focusing on these key areas, educational institutions can effectively prepare TVL graduates to pursue a BTLED major, ensuring they possess the skills, knowledge, and passion required for their future academic and professional endeavors.

B. Implications for Future Researchers

The findings of this study may serve as a reference and guide for future researchers who intend to conduct a qualitative case study on TVL graduates pursuing Home Economics under the BTLED program. This research specifically explored the experiences of third-year BTLED students at Davao del Norte State College who graduated from the TVL track. As the investigation progressed, several potential research topics emerged. Future researchers are encouraged to consider a larger sample size to further establish the validity and reliability of the findings. This study only involved selected students currently enrolled in the BTLED program; thus, expanding the participant pool could offer broader insights. In addition, future studies may examine the experiences of TVL graduates across different year levels to provide a more comprehensive understanding of their preparation and transition into higher education. Moreover, this study focused only on a few TVL specializations namely Cookery, ICT-CSS, Agri-Fishery Arts, and Electrical Installation and Maintenance. It is recommended that future researchers explore other strands and specializations within the TVL track. For instance, within Home Economics, future studies could examine strands like Beauty Care and Food and Beverage Services. For the ICT track, areas such as ICT–Programming could be explored. For Industrial Arts, future research could focus on Carpentry, Metalwork, and Masonry. In the Agriculture strand, Animal Production is another valuable area of exploration.

Lastly, future researchers may also look into the specific challenges, coping mechanisms, and support systems that TVL graduates utilize as they transition to the BTLED program. This could provide more holistic insights into the diverse experiences of learners from various TVL backgrounds.

C. Concluding Remarks

This qualitative case study aimed to investigate how the Senior High School (SHS) Technical-Vocational and Livelihood (TVL) track contributes to the preparedness of students pursuing Home Economics in the Bachelor of Technology and Livelihood Education (BTLED) program. It also sought to identify potential gaps in the preparation of students specializing in various TVL strands as they transition to the BTLED program with a Home Economics major.

Based on the collected responses, it is evident that the TVL track, particularly its emphasis on practical skills and hands-on training, provides a strong foundation for graduates intending to pursue a BTLED major in Home Economics. The exposure to real-world experiences, work immersion, and a comprehensive mix of technical and theoretical knowledge not only equips students with the necessary competencies for academic advancement, but also enhances their readiness for the transition into tertiary education. Furthermore, the findings underscore the significant role of career exposure and guidance in shaping students' decisions to pursue the BTLED Home Economics program. Through structured activities such as career guidance sessions, on-the-job training, and school-led promotions, TVL graduates gain vital insights into courses that align with their skills and interests. These experiences enrich their understanding of future career options and empower them to make informed educational and professional choices.

Equally important is the influence of school personnel, particularly teachers, in the decision-making process. The guidance provided by educators helps ensure that students are not only well-informed but also mentally and academically prepared for the shift to higher education. As shared by the participants, the personalized support and encouragement from teachers played a crucial role in affirming their decision to pursue Home Economics in the BTLED program. Teachers serve as key influencers, offering tailored advice that aligns with students' strengths, interests, and aspirations.

On the other hand, based on the results, the most common challenges and difficulties that participants encountered upon pursuing Home Economics in the BTLED program relate to its complexity. They expressed struggles in adjusting to and mastering the various components of the course, which include a wide range of skills and knowledge areas. Many of the participants had a strong focus on practical and technical skills during their high school years, which made transitioning to the diverse demands of the BTLED curriculum particularly challenging for them.

Moreover, most participants highlighted that upon entering the BTLED program, they found themselves unprepared for the rigorous theoretical concepts and critical thinking skills required. They shared that this shift was difficult, as they felt their prior education had not sufficiently equipped them with the academic foundation needed for success in the BTLED program. While participants felt wellprepared in the subjects within BTLED where they could apply the skills and knowledge gained from their TVL strand in Senior High School, they felt less prepared in areas that were less directly related to their specialization.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25jun1039

Ultimately, the TVL program stands as a valuable preparatory platform for graduates aiming to pursue a BTLED major in Home Economics. However, to maximize its effectiveness, it is crucial to address the identified gaps. Enhancing the theoretical aspects of the curriculum, ensuring consistent preparation across all specializations, and strengthening guidance and counseling services will significantly improve the transition process for TVL graduates.

By implementing these improvements, educational institutions can better equip their students, fostering a smoother and more successful journey into higher education and beyond.

REFERENCES

[1]. Abbas, J. (2020). HEISQUAL: A modern approach to measure service quality in higher education institutions. *Studies in Educational Evaluation, 67*, 100933. https://doi.org/10.1016/j.stueduc.2020.100933

[2]. Afanasyev, V. V., Ivanova, O. A., Rezakov, R. G., Afanasyev, I. V., & Kunitsyna, S. M. (2019). Organizational environment for the school children's professional identities: Establishing, modelling, efficiency expectations and long-term development. *International Journal of Civil Engineering and Technology, 10*(2), 1612.

[3]. Asian Development Bank. (2021). *Technical and vocational education and training in the Philippines in the age of industry 4.0*. https://doi.org/10.22617/TCS210084

[4]. Bandura, A. (1977). *Social learning theory*. Prentice-Hall. https://www.researchgate.net/publication/267750204_

[5]. Baxter, P., & Jack, S. (2015). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report, 13*(4), 544–559. https://doi.org/10.46743/2160-3715/2008.1573

[6]. Bimrose, J., & Brown, A. (2019). Professional identity transformation: Supporting career and employment practitioners at a distance. *British Journal of Guidance & Counselling, 47*(6), 757–769. https://doi.org/10.1080/03069885.2019.1698008

[7]. Braun, V., & Clarke, V. (2012). Thematic analysis. *American Psychological Association*. https://www.researchgate.net/publication/269930410_Thematic_analysis

[8]. Brillantes, K. D. B., Orbeta, A. C., Francisco-Abrigo, K. A., Capones, E. M., & Jovellanos, J. B. B. (2019). *Status of senior high school implementation: A process evaluation* (No. 2019-13). PIDS Discussion Paper Series. http://hdl.handle.net/10419/240964

[9]. Creed, P. A., Kaya, M., & Hood, M. (2020). Vocational identity and career progress: The intervening variables of career calling and willingness to compromise. *Journal of Career Development, 47*(2), 131–145. https://doi.org/10.1177/0894845318794902

[10]. Cruz, J. (2020). The academic prowess of technical-vocational students. *Journal of Philippine Educational Studies, 5*(2), 123–137.

[11]. Daleon, R., & Quirap, E. (2020). Effects of electrical performance of senior high school students. *Global Scientific Journal, 10*(7). https://www.studocu.com/ph/document/san-pedro-nationalhigh-school/bachelor-of-science-in-criminology/effects-of-electrical-performance-of-senior-high-school-students/76454195

[12]. Fusco, L., Sica, L. S., Parola, A., & Aleni Sestito, L. (2022). Vocational identity flexibility and psychosocial functioning in Italian high school students. *International Journal of School & Educational Psychology, 10*(1), 144–154. https://doi.org/10.1080/21683603.2020.1841050

[13]. Godber, K. A., & Atkins, D. R. (2021). COVID-19 impacts on teaching and learning: A collaborative autoethnography by two higher education lecturers. *Frontiers in Education, 6*. https://doi.org/10.3389/feduc.2021.647524

[14]. Guimba, G. A. F. (2019). Work-related self-efficacy and work immersion satisfaction among Grade 12 General Academic Strand students of Trece Martires City Senior High School SY 2017–2018. *Ascendens Asia Journal of Multidisciplinary Research Abstracts, 3*(2N).

[15]. Harina, F. (2019). Instructional performance of technology and livelihood education (TLE) teachers in public secondary schools of Area III, Division of Batangas: Basis for enhancement plan. *Ascendens Asia Journal of Multidisciplinary Research Abstracts, 3*(2E). https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/6596

[16]. Herro, D., Frady, K., & O'Hara, R. (2023). Exploring technical college student's collaborative problem-solving and teamwork skills in multi-educational level engineering design teams. *European Journal of Engineering Education*, 1–21. https://doi.org/10.1080/03043797.2023.2286315

[17]. Hess, T. M., Growney, C. M., & Lothary, A. F. (2019). Motivation moderates the impact of aging stereotypes on effort expenditure. *Psychology and Aging, 34*(1), 56–67. https://doi.org/10.1037/pag0000291

[18]. Kerkhoff, S. N., & Cloud, M. E. (2020). Equipping teachers with globally competent practices: A mixed methods study on integrating global competence and teacher education. *International Journal of Educational Research, 103*, 101629. https://doi.org/10.1016/j.ijer.2020.101629

[19]. Loso, M. M. (2022). Prospective teachers' inclinations for technology and livelihood education degree program. *European Journal of Education and Pedagogy, 3*(5), 1–3. https://doi.org/10.24018/ejedu.2022.3.5.427

[20]. Magtibay, R. G., & Los Baños, Z. (2019). The effect of K to 12 strand on first year BIT Food Technology students in pursuing their higher education. *International Journal*

of Recent Innovations in Academic Research, 3(12), 152–158.

[21]. Malik, H., Iqbal, A., & Yadav, A. K. (2020). *Soft computing in condition monitoring and diagnostics of electrical and mechanical systems* (Vol. 1096, p. 499). Springer.

[22]. Mukhamadovna, T. M., Sharipovna, H. A., & Supkhonovna, H. N. (2020). The system of development of professional competence in future primary school teachers. *System,7*(13).https://uniwork.buxdu.uz/resurs/12695_1_2054692F2489CA243E92B18683D9D4462D3FBF71.pdf

[23]. Nazareno, A., Lopez-Relente, M. J., Gestiada, G., Martinez, M., De Lara, M. L., & Roxas-Villanueva, R. M. (2021). Factors associated with career track choice of senior high school students. *The Philippine Journal of Science, 150*(5). https://doi.org/10.56899/150.05.15

[24]. Norrell-Aitch, K., & Stewart, J. (2019). Youth farms stress. *Michigan State University*. https://www.canr.msu.edu/resources/youth-farm-stress

[25]. Okolie, U. C., Elom, E. N., Igwe, P. A., Binuomote, M. O., Nwajiuba, C. A., & Igu, N. C. N. (2021). Improving graduate outcomes: Implementation of problem-based learning in TVET systems of Nigerian higher education. *Higher Education, Skills and Work-Based Learning, 11*(1), 92–110. https://doi.org/10.1108/HESWBL-12-2018-0140

[26]. Özdemir, N. K., & Bacanli, F. (2020). Social emotional learning skills and career development: Teacher and psychological counselor roles. *Journal of National Education, 49*(226), 323–344.

[27]. Patton, M. Q. (2015). Sampling, qualitative (purposeful). In *The Blackwell Encyclopedia of Sociology*. https://doi.org/10.1002/9781405165518.wbeoss012.pub2

[28]. Reyes, J. R., & Grajo, J. (2021). Assessment of Filipino higher education students' readiness for e-learning during a pandemic: A Rasch technique application. *The Philippine Journal of Science, 150*(3). https://doi.org/10.56899/150.03.34

[29]. Rieger, S., Göllner, R., Spengler, M., Trautwein, U., Nagengast, B., & Roberts, B. W. (2022). The persistence of students' academic effort: The unique and combined effects of conscientiousness and individual interest. *Learning and Instruction, 80*, 101613. https://doi.org/10.1016/j.learninstruc.2022.101613

[30]. Sadjail, S., Sansawi, D., & Matolo, M. L. (2022). Factors influencing students in choosing their college course. *Psychology and Education: A Multidisciplinary Journal, 3*(8), 2–5. https://doi.org/10.5281/zenodo.6994851

[31]. Samson, M., Azcarrate, B., Valdez, V. M., Tranquilo, S. M., Garapan, J. C., & Bernales, G. Jr. (2020). Factors affecting decision in choosing college courses of selected Grade 12 General Academic Strand students of Bestlink College of the Philippines. *Ascendens Asia Singapore–Bestlink College of the Philippines Journal of Multidisciplinary Research, 2*(1). https://ojs.aaresearchindex.com/index.php/aasgbcpjmra/article/view/1698

[32]. Sitinjak, C., & Canu, Z. (2023). The importance of guidance and counseling in effective school learning. *Jurnal Ilmiah Global Education, 4*(1), 12–19. https://doi.org/10.55681/jige.v4i1.516

[33]. Thompson, L., Bernardo, M., & Peña, R. (2022). Peer influence and counseling: The hidden factors in TVL students' higher learning choices. *Southeast Asian Journal of Education, 45*(1), 78–92.

[34]. Torres, M. (2021). Evolving with the times: The TVL curriculum. *Philippine Policy Journal, 9*(1), 10–25.

[35]. Vostanis, P., & Bell, C. A. (2020). Counselling and psychotherapy post-COVID. *Counselling and Psychotherapy Research, 20*(3), 1–6. https://doi.org/10.1002/capr.12325

[36]. Waters, J. (2015). Snowball sampling: A cautionary tale involving a study of older drug users. *International Journal of Social Research Methodology, 18*(4), 367–380. https://doi.org/10.1080/13645579

[37]. Xiaojing, G., Ritter, S. M., Koksma, J., & Dijksterhuis, A. (2021). The influence of school type and perceived teaching style on students' creativity. *Studies in Educational Evaluation, 71*, 101084. https://doi.org/10.1016/j.stueduc.2021.101084