

LIVED EXPERIENCES IN PERFORMANCE ASSESSMENTS: FROM THE LENS OF THE STUDENTS IN TECHNICAL-VOCATIONAL LIVELIHOOD SENIOR HIGH SCHOOL

ABSTRACT

Aims: The following research questions. First, what are the experiences of the Grade 12 students in the performance assessment of the TVL track? Second, what are the different coping mechanisms established by the participants to overcome their experiences? Third, what insights can be shared by the participants to other senior high school students who will have the same experiences as they have?

Study Design: Qualitative-Phenomenology research design.

Place and Duration of Study: The study was conducted in 3 public schools (School A, B and C) under the division of Digos City, Davao Region, Region XI, which offer Technical-Vocational-Livelihood strand during the school year 2022.

Methodology: The participants were the Grade 12 Senior High School students of in 3 identified public schools (School A, School B, and School C) which offer Technical-Vocational-Livelihood track, all under the division of Digos City, Davao Region, Region XI. There were 15 participants for the focus group discussions (FGD) or 5 per school and 6 participants or 2 each school in the in-depth interview (IDI). Purposive sampling was used and the data was collected thru focus group discussion and in-depth interview using face-to-face method.

Results: The results of the study in terms of three domains. For the research question on experiences in performance assessment of the Grade 12 students of TVL track, there were three themes, namely: troubles in task completion during performance assessment, enjoying the tasks while learning, and lack of resources and materials. There were three themes for the research question on coping strategies: self-determination and perseverance, share ideas and materials with peers and teachers and study and perform diligently. In the last research question on insights, three themes emerged: teamwork is the force behind every success, perseverance makes impossible-possible, and it is not about your resources, it is being resourceful.

Implication: Assessment is an integral role in teaching-learning because it will help a lot to improve the performance of each student and the school as a whole. It must be enhanced to significantly improve its content and process and to make evaluation and information a part of the teaching-learning process. It can be attributed to the fact that teachers are the ones who make the actual assessments of the knowledge, skills and attitudes of the students. The role of teachers in testing or in assessment procedure of learners is very important to be taken for granted. Results of such a study will be a big addition to the developing body of knowledge and literature about the impact of K to 12 in the Philippines. Other

researchers may embark on assessing the effects of K to 12 and TVL curriculum in the local economy and standard of living in a particular place or even the entire country by employing methodologies to predict the possible workplace performance of students through linear regression analysis.

Keywords: Education, senior high school students, TVL track, performance task, phenomenology, Digos City, Philippines.

1. INTRODUCTION

The educational system of the Philippines had a major shift during the year 2012 as they extended the 10-year educational curriculum when they approved the implementation of the K-12 educational curriculum. To reform the education system in the Philippines, the Enhanced Basic Education Act (RA 10533) was signed into law in 2013. RA 10533 was crafted to improve the country's education system through a strengthened curriculum (Brillantes et al., 2019)[1]. This law led to the creation of Senior High School (Grade 11 & 12) and the 4 tracks of specialization (academic, technical-vocational and livelihood, sports, and arts and design) (Uy & Martinez, 2019)[2]. However, this changes also comes with some challenges (Pettala & Doromal, 2021)[3]. especially in the implementation of performance-based assessments. It was revealed in the study of Philippine Institute for Development Studies that the implementation of the TVL track is hampered by the issues in curriculum delivery, work immersion, students' unpreparedness, problems with partnership, inadequacy of competent teachers, and inadequate material resources (Brillantes et al., 2019)[1].

In the instructional planning and implementation or the execution of teaching process, assessment is part and parcel of teachers' instructional process. A performance task is any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning. Through performance assessments, students' understanding and reasoning are tested to determine how well they can apply what they know. Higher-order thinking and problem solving are being assessed, a performance-based assessment would be more appropriate (McTighe, 2015 [4]; VanTassel-Baska, 2014 (5); Costales, 2022) [6]. However, there is still reservation on the effectiveness of the implementation of the K-12 curriculum, especially in the TVL track performance-based assessment. For instance, a readiness study participated by the Division of Zamboanga del Sur, Industries, and Community in TVL Track for Senior High School (SHS) found out that there are limitations in facilities and equipment to satisfy the course requirements as well as lack of preparation and partial readiness to support SHS among the Local Government Units (LGUs) and industries (Yunos, Sern, Kiong, & Hamdan, 2016) [7].

Additionally, with the recent pandemic, the educational sector, DepEd Undersecretary Tonisito Umali declared during a press conference on February 2021 that TVL courses are then limited to home-based learning. This entailed offering courses that are doable at home or in the community (Hernando-Malipot, 2021)[8]. Therefore, performance-based assessment is not possible during these times. When practical tasks call for the use of tools or materials that aren't typically present inside the home, distance learning approaches becomes as a subpar replacement. In general, TVL specializations that largely rely on learning via experience have the most trouble adapting to distance learning (Galias, 2021)[9].

Since the implementation of the Senior High School program, there has been no study made in evaluating the perspective of the students on the performance-based assessment of the Technical Vocational Livelihood Track. Considering the K-12 curriculum implementation guidelines of the TVL track, there is a need to evaluate the experiences of the students to identify the challenges related to the delivery of these courses to possibly suggest policy enhancement/changes. This is an essential research study as it allowed the teachers to process the students' experiences and contribute to the developing body of knowledge on implementing TVL courses in a flexible learning setup.

Various theories were discussed in support of this study. This study is anchored on the Experiential Learning Theory. Principles of the theory of experience were often associated with cooperative education and internships; this alliance was considered a natural fit for the experimental component of these

programs. John Dewey (1938)[10] viewed experiences as an essential part of learning; that we learn best when the phenomena under examination were actually experienced, creating the familiar term 'learning by doing' what the students must be involved in the process. Experiential learning is active rather than passive'. In other words, the experience of each student opened new ways to look at things that provide new knowledge for viewing succeeding experiences.

This theory is also supported by the theory vertical alignment theory. According to the vertical alignment theory, there is a distinct, direct, and linear relationship between the concepts taught to students at different stages of the learning process (Kurz, Talapatra, & Roach, 2012) [11]. According to the hypothesis, students that take vertically matched coursework exhibit greater learning outcomes (Kagan, Carroll, Comer, & Scott-Little, 2006) [12]. Teaching the students lessons and courses that will prepare them for the next educational level is part of a vertically aligned curriculum. The theory proposes that teaching is purposefully structured and logically sequenced so that students are learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work (Kurz et al., 2012) [11].

Articles concept and ideas presented by the various authors (international and local) have become the springboard of the researcher in the conceptualization of her In this connection various related literature were presented about the study.

The author, Perez (2018) [13] emphasized that there are still issues that need to be resolved in the Philippines' implementation of technical vocational education. These include the lack of learning materials, facilities and equipment as well as space for classrooms, interventions conducted by teachers, as prescribed in their trainings. Examples of these interventions include creating contextualized learning resources from already existing ones and changing the class calendar to include morning and afternoon classes. According to Gregorio (2016, as cited by Ramos, 2021) [14], lack of teaching methodologies, a lack of specialized training, a lack of capital investment, and inadequate facilities and equipment are the main issues that TVL teachers in regular secondary schools perceive as impeding the delivery of the subject.

Performance based assessment is the preparation of secondary level students to enter upon employment in the area of occupation where they are trained and best suited. On the other hand, technical education prepares individuals who have gone through the secondary high school level in the areas of trade, agriculture, fishery and other kinds of technology to enter upon employment in the areas they are trained and best suited. It emphasizes that the concern of technical and vocational training relevant to the needs of the occupation whose primary purpose is employment. Vocational Education and Training (VET) prepares trainees for jobs that are based on manual and practical activities, traditionally non-academic and totally related to a specific trade, occupation, or vocation. It is sometimes referred to as technical education as the trainee directly develops expertise in particular groups of techniques in technology. Technical vocational education must make training continuously relevant to industry needs (Castillo, 2012 [15]; Esguerra & Orbeta, 2016 [16]; Ramos, 2021) [14].

Consequently, assessments are said to vary from different levels and range from start to finish of cycle from classroom level to international level of evaluation. Each degree of assessment is portrayed in terms of exercise, objective, how it translates into students' knowledge, and responsibility from the classroom to authority. These levels of assessments involve deployment of students in senior high school tracks, classroom-based assessment, evaluation of attained capabilities, and involvement in the global convention of capabilities, collegiate readiness, and career assessment (Magno & Posang, 2016 [17]; Nabuya et al., 2019) [18].

Additionally, many educators are of the view that learning occurs best through participation. The uses of training facilities help teachers to direct the learning of their students instead of talking from higher platform to passive students, some of who might be asleep. Students, as we know, learn by discovery and the teacher cannot have in stock all that the child needs to know. The psychological relevance of individualized instruction also necessitates the use of various approaches to cover the different abilities and perceptions of students. Nothing else can help to achieve better diversification of lesson in the classroom than educationally certified training facilities and techniques (Olabiya et al., 2008 (19); Ramos, 2021) [14].

Relatedly, partner industries are definitely after their operations and productions. Though, they accommodate trainees, they seldom give emphasis on how well the trainees would learn from them since most trainers lack interest in the future employment of their trainees. Therefore, the expected outcomes are not fully satisfied even after the training has ended. Also, lack of proper monitoring and evaluation by the institution of on-the-job training is missing. After the deployment of trainees, the practicum supervisors seemingly give little attention to feedbacks that can later be utilized as baseline data and information to make the TVE curriculum more responsive to needs of the labor market (Leong, 2011[20]; Ramos, 2021)[14].

Additionally, according to a research by Misko and Priest (2009) [21]; Nabuya, Demerey, Villarmia, Navarez, Cupat, Pineda, Sumulong & Yumang, 2019) [18], students will value having received training that is relevant to their business and consider modern workplace practices and technology. In order to ensure that students have relevant experiences and up-to-date information when they enter the workforce, developers can look into incorporating workplace chances into their courses. Additionally, students prefer more depth and detail in the presented material and do not want broad-brush approaches to the subject's content. They do not want to repeat what they have already learned and prefer courses that will meet their needs while allowing them to apply what they have learned.

Performance assessment asks students to use their knowledge and abilities in creating some type of product, presentation, or demonstration focusing on important elements of academic learning rather than asking them to choose a response from two or more possibilities. The phrase "performance assessment" is frequently used in the context of 21st-century skills to describe meaningful tasks that are either short-term, on-demand tasks or curriculum-integrated, project-based tasks that produce accurate and valid results. Extended writing, research papers, presentations, works of art, performances, and more are examples of products (Kahl and Hofman, 2013 [22]; Assessment Learning Network, 2017) [23].

Further, students are encouraged to apply higher-order thinking abilities like analysis, synthesis, and evaluation through performance-based evaluations. Students become more adept at employing these abilities the more opportunities they are given to practice them. Performance-based exams force students to perform, which increases the likelihood that they will remember the information they utilize. In addition to having a longer-lasting impact, these tests may inspire students to engage in further projects and activities. Performance-based evaluations should in fact motivate students to learn outside of the classroom, whether they include writing or the use of psychomotor skills. As a result, an assessment could not be so much the conclusion or pinnacle of learning as it is the start of interaction with a newly discovered field of interest (Lund & Kirk, 2010 [24]; AlShamsi, 2023) [25].

In coherence, vocational education, and training (VET) focuses on specific trades and imparts the practical skills that allow individuals to engage in a specific occupational activity. It also intends to provide employment opportunities to individuals and help in enhancing the productivity of firms. He also cited that vocational education and training is an indispensable instrument in improving labor mobility. Both adaptability and productivity contribute to enhancing firms' competitiveness and redressing labor market imbalances. It comprises all skill transfers, formal and informal, that are required to improve the productive activities of a society (Agrawal, 2013 [26]; Ramos, 2021)[14].

Performance assessment involves a series test and in many parts of the community. One of these is the supportive state and local policy and practice environment. At both the national and local levels, a supportive policy and practice environment played an important role. This included the focus on deeper learning competencies in the Common Core State Standards and the Smarter Balanced Assessments and the shift away from past high-stakes assessments. It also included efforts to align education with the changing nature of the workforce and society through the funding of career and technical education initiatives at the state and local levels. These policy changes created opportunities to focus on deeper learning competencies and assess student learning in an innovative way (Maier et al., 2020) [27].

In connection, as the TVL track focuses more on the practical exercises rather than the academic, it is only right that the performance assessment is done with appropriate facilities in line with the track. Workshops, laboratories, and the overall building technology environment must be adequately equipped so as to reflect the actual working environment beyond the classroom. He stated further that the school

environment should expose students to the use of basic building equipment in a way that will lead students to acquire relevant knowledge and skills. He added that the skills being developed by students in training are necessarily limited by the availability of equipment and tools. A workshop where there are insufficient tools, the students will be grouped by the teachers during practical work so that each group will be given a set of few tools to practice with. It will be difficult for all the students in a particular group to acquire needed skills in their field. In such a workshop with insufficient tools, mostly in the case of grouping students during practical, it is observed that one person probably the group leader will be doing the practical for others as a result of insufficient tools (Okorie, 2000 [28] ; Castillo, 2012 [15]; Ramos, 2021) [14].

Furthermore, Mackenzie (2020)[29] published that "authentic assessments, unlike standardized tests, have a vital role. They can demonstrate growth over time in the students. Utilizing authentic assessments that play to students' strengths is an important area of consideration. In particular, Oberg (2010, as cited in Bland & Gareis, 2018) [30] added that instead of contrived issues for the classroom environment, authentic performance assessment requires students to demonstrate understanding and skills in a real-life context. Barber, King and Buchanan (2015, as cited in Bland & Gareis, 2018)[30] reported that "performance assessments have future implications for students regardless of level, building foundation of problem-solving, self-directed learning, and constructive collaboration for future learning." Performance assessment refers to "any assessment procedure that involves either the observation of behavior in the real world or a simulation of a real-life activity with raters to evaluate the performance" (Bachman, 2002 [31]; Norris, Hudson, & Bonk, 2002 [32]; Weigle, 2002; as cited in Kim, 2004,) [33]. On performance evaluation focus, the performance-based assessment scoring should represent students' ability rather than the rater's prejudices and assumptions (Stiggins, 1987, as cited in Ernst & Glennie, 2017) [34].

To persevere is to proceed resolutely, especially in something challenging or tiresome. The ability of perseverance can only be developed by continuous practice. Only someone who is persistent and patient with himself can succeed in his endeavor. At school, overcoming a challenging course or semester might help you develop the perseverance that will help you succeed in your studies overall, especially if you opt to continue learning after high school or college. It takes time, effort, and commitment to achieve one's goals; persistence can help you pass those classes or assessments in the future (Gupta, 2022) [35].

Additionally, several studies have demonstrated that tenacity is a necessary trait for success in life (Duckworth, 2016)[36]. It frequently outperforms aptitude and raw talent and is a more reliable indicator of success. Our capacity to persist in our work, objectives, and interests is crucial. It takes work and practice to persevere. It also involves our capacity to pick ourselves back up after falling off till we can no longer fall off (Dweck, 2017)[37]. Perseverance is important when working on a difficult performance task because students are likely to run across challenges. Many studies on persistence, albeit they are few, focus on how teachers might assist students as they face these challenges while working on problems (see Freeburn & Arbaugh, 2017[38]; Kress, 2017) [39], for example, by asking pertinent questions at the right moment or by promoting perseverance's beneficial effects (see Kapur,2011 [40]; Warshauer, 2014)[41].

Students spent a significant portion of their time at school, where teachers accompany and assist them. So, encouraging teachers can serve as mentors, give comments based on a student's abilities, promote their academic and personal achievement, and treat them fairly and with gratitude. In summary, teachers serve as a primary socialization resource, therefore it makes sense that their support would be related to how pupils perceive and feel about themselves (Hoferichter, Kulakow, & Hufenbac, 2021) [42]. When teachers offer direction, children frequently feel more competent and capable of learning (Stroet et al., 2013) [43]. Researchers have identified four structural elements, including informative feedback, monitoring, optimistic expectations, and clarity (Jang, Reeve, & Deci, 2010) [44].

In addition, in the implementation of K-12 in the Philippines the institution is exhibiting fresh difficulties and heightened worries concerning the caliber of instruction. Research has shown that the material synthesized in quick review is not thorough but has emphasized the viewpoints teaching and student learning that are repeated. It is crucial that the gurus are aware of the effects of the practices on students' learning because teachers have a crucial role in enhancing learning outcomes. According to some study,

a teacher-student relationship is most productive when both parties are open to discussing the learning process in order to make sure that objectives are understood and instructions are clear (Timperley, Wilson, Barrar, & Fung, 2007 [45]; Geraldizo & Dabazol, 2021) [46].

Peer learning can enhance attitudes and provide a more collaborative, individualized, and successful learning environment, all of which can raise achievement. The experience can help peer teachers gain confidence and a deeper understanding of the subject. Focusing on the function of peers in the educational setting, peer support has been linked to lower levels of test anxiety (Hoferichter and Raufelder, 2015) [47], fewer levels of depressive symptoms and loneliness (Holt et al., 2018)[48], higher levels of school satisfaction (Verkuyten and Thijs, 2002)[49], and higher levels of self-worth (Adams et al., 2011) [50] in school students. Friendships amongst kids at school were discovered to be particularly important for pupils' sense of value (Maunder and Monks, 2019) [51]. In contrast, peer pressure at school was linked to poor academic performance (Hoferichter and Raufelder, 2017) [52].

Similarly, research reveals that learners who do not have adequate information about study methods do not attain effective and steady learning, and as a result, their academic performance suffers. Study habits are the most important predictor of academic performance, and global research has proven that study habits affect academic performance (Hashemian & Hashemian, 2014 [53]; Eva, Bordage, & Campbell; 2016[54]; Kyauta, Shariff, & Garba, 2017)[55]. A survey on students' study habits in 21 medical universities in Iran revealed that 32% of the students had a serious lack of study techniques and routines (Rezaie, Seyed, Reza, Chehrzad, & Kazem, 2017)[56]. Teachers educate their students on the meaning and importance of the character traits of diligence and conscientiousness. They aid students in comprehending the necessity of knowing the meaning and importance of these attributes in order to succeed academically, attain personal and professional goals, advance better possibilities for livelihood, and enhance their overall quality of life (Kapoor, 2021)[57].

According to Piquart et al. (2003)[58], better industry knowledge and comprehension aid in the transition from education to job. Work experience in the sector aids students in gaining the interpersonal communication and teamwork skills necessary in the workplace as well as an understanding of the realities of an organization's operations. Crucially, the chance to learn is provided so that people can test and practice their skills. Students with expertise get the ability to evaluate their own talents and confidence in their capacity to carry out the task that will be required of them in the future. In other words, they increase their confidence in their ability to perform duties in the workplace.

Also, effective teamwork, a crucial component of many professions' execution, is made possible by soft skills (Vaughan et al., 2019)[59]. To become graduates who can compete in the range of scenarios they may encounter in the workplace, students in both obligatory and higher education must be schooled in these competencies (Ali et al., 2017)[60]. With instant feedback, learning that is based in teams combines individual or group learning. Learning objectives are attained together by group discussion of information learned in classroom settings through active learning and mutual assistance among group members (Alberti, Motta, Ferri, & Bonetti, 2021 [61]; Michaelsen & Sweet, 2011) [62].

In addition, student develops fundamental information while learning by coming to an understanding with team members through conversation in team based learning. Teams are assisted by teacher in completing cooperative tasks by questions that are put forth and addressed. Students were given more time for self-reflection and problem solving when they are in groups. This encourages students to take the initiative in their education, ensures the proper implementation of self-learning and group learning-based assessment, enhances teacher-student communication and feedback, and makes it easier for teams to work together to complete tasks while self-learning (Alberti, Motta, Ferri, & Bonetti, 2021[61]; Michaelsen & Sweet, 2011[62]; Koles, Stolfi, Borges, Nelson & Parmelee, 2010 [63]; Tan, Kandiah, Chan, Umapathi, Lee & Tan, 2011)[64].

Meanwhile, success in school has always been associated with the capacity to learn across a range of subject areas, regardless of the degree. Yet, academic achievement depends on a variety of interconnected elements and cannot be explained by a single one (Paat et al., 2020) [65]. According to research and university administrators, social skills like initiative, perseverance, communication, and flexibility are crucial for academic success. These socioemotional factors include characteristics or actions

that college students exhibit that are associated with engagement and academic success (Farruggia et al., 2018 [66]; Sedlacek, 2017) [67].

Further, Stoltz (2015) [68] stated that perseverance is a fantastic quality that executives respect beyond any other quality when choosing employees to attain any remarkable goal. Every successful person has it. Perseverance and consistency are thought to be the results of success and achievement. Consistency comes from many hours of focused effort, whereas perseverance comes from the initial setbacks a candidate experiences on the path to professional achievement (Crédé et al., 2017) [69]. The active involvement of learners, their dedication, and opportunities for work-based learning have been identified as essential elements of experiential learning. Participants in this type of learning will benefit from assistance in strengthening their core skills, basic reasoning, critical thinking, work ethic, collaborative spirit, correspondence skills, and leadership talents (Mak et al., 2017 [70]; Roberts, 2018) [71]. Academic achievement is likely to be experienced by students who are persistent in their study despite academic and social challenges and demonstrate enthusiasm for their tasks (Allen et al., 2021) [72].

Moreover, research has shown that teachers who value grit can help students succeed in class by inspiring them to work hard and stick with it (Huéscar Hernández et al., 2020) [73]. According to Duckworth et al. (2007) [74], grit is the ability of a learner to persevere in the face of obstacles. Study shows that grit has a favorable impact on persistence, self-control, and self-restraint. It also alludes to mental fortitude in striving for goals (Reed and Jeremiah, 2017) [75]. It has been demonstrated that qualities like grit affect psychological performance by lowering stress, despair, and tension and boosting positive emotions including efficacy, self-regulation, enjoyment, well-being, and optimism (Salles et al., 2014 [76]; Kim et al., 2018 [77]; Kim, 2019 [78]; Datu and Restubog, 2020) [79]. In addition to being highly motivated, a successful person with extra perseverance is willing to focus on achieving longer-term, more ambitious goals, as well as adaptive and less preoccupied with daily routines (Duckworth et al., 2007 [74]; Duckworth, 2016) [36].

In another article, they suggested that resourcefulness greatly contributes to the success of the students in their study. Consequently, a resourceful person can swiftly adjust to new or unusual situations, think creatively, discover answers, and occasionally make due with what they have on hand. They will be able to produce ideas, confidently use the tools they have, and be full of their own resources. Maximizing opportunities and being adaptable are more important than coping with lack (Hardwick-Smith, 2020) [80].

According to studies, resourcefulness and stress are inversely correlated; the more resourceful a person is, the less stressed out they are. Moreover, highly resourceful students are better at handling stress to achieve higher grades than less resourceful students are, more accustomed to the academic environment, less likely to exhibit test anxiety, and less likely to blame their previous academic setbacks on a lack of ability (Akgun & Carrochi, 2003 [81]; Kennett & Keefer, 2006 [82]; Kennett, Young, & Catanzaro, 2009 [83]; . The capacity to weigh alternatives and establish priorities is a component of resourcefulness. The perceived and actual capacity to manage one's many roles is probably related to resourcefulness. Students who were most adept at juggling academic and extracurricular activities had higher levels of academic self-efficacy and resourcefulness. Learned resourcefulness is a set of abilities gained through experience that aid in controlling feelings and reactions that may interfere with the accomplishment of a difficult activity (Kennett, Reed, & Stuart, 2013 [84]; Akgun & Ciarrochi, 2003 [81]; Goff, 2011 [85]; McWhirter, Burrow-Sanchez & Townsend, 2008 [86]

As a researcher, this study is unique considering that this was conducted in a local setting in 3 identified public schools in Davao Region where experiences in performance assessment of Grade 12 senior high school student in technical-vocational-livelihood track will be unveiled and an understanding on the different coping strategies they have used to overcome said experiences. As a TLE teacher, I wanted to know how performance assessments were being handled by the students enrolled in technical-vocational -livelihood track , which courses are used to be hands-on and done in its practical/actual application.

The purpose of this qualitative study was to explore the experiences, coping mechanisms and insights of the Grade 12 senior high school students in TVL track in 3 public schools under the division of Digos City, Davao Region which offers TVL. Similarly, it explored the insights that can be shared to other

students with similar experiences. The researcher chose this type of study that focused on the phenomenon “performance assessment” experienced by Grade 12 senior high school students in TVL track under different field of specialization. This study utilized Creswell (2013) [87] phenomenological approach as template of the purpose statement. Based from the results of this study, it was hoped that more policies and interventions may be formulated by the Philippine government through the Department of Education (DepEd) as its regulatory agency for more practical and convenient ways for the implementation of performance assessments for technical vocational livelihood subject in the senior high school department.

In consideration with the study's global significance, performance assessment is a best preparation to open up better standardization of training courses in accordance with the corresponding industry's standards, trainers' qualifications and competencies, assessment and certification of trainees and accreditation of training institutions. Immediate measures are taken to make available education and career counseling services to young people particularly in the pre-training, during training, and post-training stages so that they are able to make informed life choices. As to the social value, this study may address some gender sensitive issues in terms of job opportunities between male and female. A gender-sensitive counseling service can also have a deterrent effect against prevailing gender norms that channel young women and men into certain education tracks. This informative role would ideally be carried out by trained in cooperation with training centers and employers.

The results of this study may benefit the Department of Education (DepEd) as it may serve as additional reference materials in enhancing to understand and addressing issues of performance assessment for TVL track in the senior high school department which module focuses on practical exercises. By this, DepEd can plan and formulate better strategies applicable to the current problem. The result of the study will benefit the teachers too. This will increase their content knowledge and pedagogical approaches in teaching students the better way to respond to performance assessments for technical-vocational and livelihood subject. Further, this will give insights to the teachers on what possible teaching innovations to use which would be more adaptable to students specifically in their performance outputs. The study will also provide learners or students the understanding and awareness on the importance and the benefits of performance assessments and be able to have a better output when they undergo performance assessments in TVL subject. This can possibly re-integrate good and positive reinforcements, keeping them well motivated and be productive. Lastly, it is hoped that this study will serve as a reference or learning resources for other researchers when they will be conducting research using quantitative research design on a larger population and on different field of courses and areas at the national or regional levels.

2. MATERIALS AND METHODS

2.1 Participants

The participants of the study were the Grade 12 Senior High School students of in 3 identified public schools (School A, School B, and School C) which offer Technical-Vocational-Livelihood track, all under the division of Digos City, Davao Region, Region XI. There were 15 participants for the focus group discussions (FGD) or 5 per school and 6 participants or 2 each school in the in-depth interview (IDI) which sample size was sufficient enough, in terms of the number of participants as based in the concept of data saturation (Speziale and Carpenter, 2007 [88]). Also, the number of participants was patterned to the suggested number of Creswell (2007)[89] for a qualitative research.

There are two considerations in selecting these participants. First, their readiness to open themselves and share their experiences, coping mechanisms and insights as mentioned of the study and the second is the willingness to cooperate with the researcher until the end of the study. Purposive sampling was used as the participants where purposely identified to answer the research objectives of the study. Purposive sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002) [90]. This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or

experienced with a phenomenon of interest (Cresswell & Plano Clark, 2011)[91]. In addition to knowledge and experiences the importance of availability and willingness to participate and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner.

For the inclusion criteria in the selection of participants, these participants were all Grade 12, senior high school students who are currently enrolled in school year 2022-2023. For the exclusion criteria, students who were not enrolled in SY 2022-2023 and who were outside the identified schools were deemed excluded from the study. As a researcher, I did not force my participants to join the FGD and IDI activities and they have the right if they discontinued their participation in my study. Also, the participants were given the freedom to withdraw from their participation whenever they felt that the researcher has violated the agreement.

The required informed consent from the participants for their participation in the study was requested as evidenced by their affirmation/signature in the Informed Consent form. In the said form, the purpose of the study, and its terms and conditions involving confidentiality and beneficence were highlighted. The participants were informed of the observance of ethical considerations such that all their responses were treated with utmost confidentiality. The participant's participation was voluntary and the refusal to participate involved no penalty or loss of benefits to which they were otherwise entitled. The participants may withdraw their consent at any time and discontinue the participation without penalty. They were free to decline from participating the FGD and were not forced to answer the research questions. They were allowed to stop from participating from the FGD when they thought the activity was no longer convenient for them. The study covered the period August - December 2022.

Correspondingly, the study was conducted in 3 public schools (School A, B and C) under the division of Digos City, Davao Region, Region XI, which offer Technical-Vocational-Livelihood strand. Region XI is located on the southeastern portion of Mindanao, and Mindanao consists of five provinces, namely: Compostela Valley, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental. The region encloses the Davao Gulf and its regional center is Davao City.

As a researcher, Davao Region was the locale of the study considering that there are existing schools which offers senior high school program specifically the TVL strand which ensured that the conduct of data gathering through the FGD/IDI will be facilitated and that there were enough students/ participants who were available to respond to the study. Another justification was the proximity and accessibility of the area of study to the researcher.

2.2 Research Instrument

The phenomenologist is concerned with understanding the social and psychological phenomena from the perspectives of informants. To achieve this, audio-taped In-depth Interviews (IDI) and Focus Group Discussion (FGD) were methods used in extracting data from the informants of the study (Giorgi, 2009 [92]; Mack, Woodson, Macqueen, Guest & Namey, 2005 [93]). Focus group discussions were facilitated discussions which are held with a small group of people who have specialized knowledge or interest in a particular topic, (USAID 2011)[94]. Dilshad & Latif (2013)[95] claimed that a focus group interview has been one of the significant gathering techniques in qualitative research.

As part of the process, I formulated the Interview Guide which was based on the 3 major research questions on the lived experiences, coping mechanisms and insights of the participants. The Interview Guide, as a research instrument, contained identifying questions and probing questions which allowed the researcher to gather in-depth insights and views of the 15 FGD participants and 6 IDI participants on the topics asked. The Interview Guide was presented to the panel of validators, 4 panel members from the University and 1 expert from outside University. All of these 5 validators are experts on the subject matter under study. The results of the validation revealed a rating of 9.8 with a descriptive interpretation of Very Good.

In the conduct of IDI and FGD, the identified participants took part in the face to face discussions. I carried out the IDI and FGD at a time that was most convenient to the participants, and made sure that there was no interference with their normal lives. There was an initial coordination with the participants on their most convenient date and time for the conduct of IDI and FGD. The FGD and IDI were conducted on December 15 and 16, 2022 which lasted for about 3 hours, more or less.

In the actual IDI and FGD, the discussion started with a brief introduction, explaining the purpose of the session, and ensuring them that the information were confidential and were used only for this study. I recorded and made some notes on their responses, reviewed the transcript of the discussions before forwarding it to the data analyst for data analysis on the identification of emerging key themes and core ideas.

2.3 Research Design and Methodology

This study utilized a qualitative phenomenological research design in exploring and describing the lived experiences of the Grade 12 students in performance assessment of the TVL track. As mentioned by Flood (2010)[96], phenomenology is a philosophic attitude and research approach that is premised on the basic human truths as accessible only through inner subjectivity. This was also in line with Wojnar and Swanson (2007)[97] who stated that investigators who use phenomenological approaches tend to understand experiences of human healing, caring and wholeness. Moreover, Vagle, (2018)[98] stated that phenomenology starts with an experience or condition and through narration of participants, either shared single incident or shared condition, investigates the effects and perceptions of that experience. It attempts to set aside biases and preconceived assumptions about human experiences, feelings, and responses to a particular situation.

Phenomenology is vital in qualitative research as it reveals real life situation. Similarly, in Lewis (2015)[99] identified that phenomenology aims to gain deeper understanding of the meaning of people's everyday experiences. The focus was on the participants lived experiences and the use of qualitative methods in order to engage more deeply with research participants in setting the research agenda, developing questions, and constructing reports of the inquiries.

The researcher deemed it fits to utilize this research design to examine the qualities or essence of an experience through interviews, stories or observations with people who were having the experiences of the researcher's interest: how the Grade 12 students managed the consequences and challenges in performance assessments. The use of in-depth interview and focus group discussion as a method to obtain in-depth information about the lived experiences from a group of students through the group interaction guided with the research questions which were validated by the experts on the tackled topic.

As a researcher, I played several roles to facilitate the study. These roles were considered inherent in a qualitative study. It was interesting to know the different experiences, challenges and insights of the Grade 12 students in TVL classes as far as their performance assessments were concerned. I was the main facilitator of the study. With the used of the validated interview guide coming from the 3 approved research questions, I conducted the IDI and (FGD), using the face-to -face mode on a separate time and dates. For the gathering of data, I made sure that everything was smoothly facilitated using the proper processes involved in data gathering. This included the formal letter request for my study to be addressed to the school head/dean of the identified schools duly approved by the Dean, Professional Schools and the informed consent for free and voluntary involvement of the participants.

I was the documenter of the study where I used my field notes and the video recording to write down relevant statements and information during the IDI/FGD process. As part of this process, the narration of the participants were captured from the start of the activity up to the end including some positive and negative reactions which came out during the IDI/FGD processes. I wrote the final output after all the necessary data are ready and submitted the final draft of my paper to my research adviser, for comments and review.

I took charge of the transcription and translation of the study. I transcribed and translated in verbatim the responses/statements of all the participants which was based from my notes and the video recording. It was easy for me to do the transcriptions and translations because I prepared myself with the notes and the recording. The categorization of the themes was done by an appointed professional data analyst, however, both of us discussed the several core ideas for inclusion in each themes. The different roles undertaken by the researcher proved that indeed I was mindful of the importance of my roles as researcher or owner of the study and how important and credible it was for the completion of my research. For the data collection, I followed some procedure to facilitate my study. Since I was using the face-to-face mode of interview for the IDI and FGD, and as researcher ensured that the IDI and FGD were conducted in a safe, convenient, and comfortable place where the participation of the participants was not affected.

As part of the documentation, I prepared letter- request to be addressed to the heads of three schools which letter was approved by the Dean, Professional Schools asking permission to conduct my study. When the letter-request was approved. I proceeded with the IDI/FGD activities. The analysis of data involved summarizing the mass of data collected and presenting the results in a way that communicated the most important features. The data was analyzed using a method which included data reduction, data

display, conclusion drawing and verification (LeCompte, 2000) [100]; Zhang & Wildemuth, 2007)[101]. In making an interpretation of the report, I took into account what were collected and the data to be included and what information to be disposed of. A readable report provides sufficient description to allow readers to understand the basis of interpretation (Van Manen, 2002)[102].

Trustworthiness or truth value of qualitative research in conducting the study is crucial to the usefulness and integrity of the findings. In this study, one must establish protocols and procedures worthy of consideration by readers. In this study, it is assured that researcher has the skills of listening, understanding, the trait of acceptance, and bias-free and made sure that all of the statements were kept in private and confidential. Trustworthiness has four domains which includes credibility, conformability, transferability, and dependability as outlined by (Gunawan, 2015)[103].

The first domain under trustworthiness was on *credibility* or in reference to the internal validity of the study. The researcher has established that the results of the research were believable and based on facts, Rolfe, (2006)[104]; Porter, (2007) [105]. To ensure credibility, interview guide question was submitted for validation by experts.

The second domain under trustworthiness was on *dependability*. This study relied on the evaluation of the quality of the integrated processes of data collection, data analysis, and theory generation. Dependability is a criterion which is considered equivalent to reliability and similarly concerned with the stability of the results over time (Kvale and Brinkmann, 2009)[106].

Confirmability was the third domain under trustworthiness. The main focus of the researcher was to describe the results of the ideas and experiences to be shared by the participants rather than focus on my personal characteristics and preferences. Confirmability refers to how well the results are confirmed by others stressing that it is the application of objectivity (neutrality) and the control of researcher' bias in research (Speziale and Carpenter (2007) [88].

The last domain under trustworthiness was on *transferability*. This study provided the readers with evidence that the research study's findings can be applicable to other contexts, situations, times, and populations. In Bloom & Crabtree (2006) [107] transferability means that the results of qualitative research can be generalized or transferred to other contexts and setting.

3. RESULTS AND DISCUSSION

3.1 Experiences in Performance Assessment of the Grade 12 Students of TVL Track

Table 1.:Major Themes and Core Ideas on the experiences in performance assessment of the Grade 12 students of TVL track

THEMES	CORE IDEAS
Having trouble completing the tasks	<ul style="list-style-type: none"> been a lot of trouble figuring out (FGD1) TVL experiences are challenging (FGD1) performance task is quite difficult (FGD1) difficult because it requires complete and detailed performance (FGD1) Difficulty in task completion due to limited time (FGD1) hard to understand the instructions (FGD1) I can't keep up with the task (FGD2) there are vague instructions and I have difficulties to understand it. (FGD2) For me, it was hard (FGD3) It was not easy to have insufficient tools (FGD3) very difficult not to have complete tools (FGD3)
Enjoying the tasks while learning	<ul style="list-style-type: none"> very fun and I really enjoy the lessons (FGD2) enjoyed the many performance task (FGD2) It was nice and fun , it helped me in honing my skills (FGD2) new learning and knowledge while having fun learning (FGD2)

Lacking resources and materials

It was tiring but still I enjoyed it (FGD3)
It is hard when you do not have your own tools. (FGD3)
We have a hard time in borrowing tools. (FGD3)
very difficult not to have complete tools like shovel (FGD3)
It was hard since we always need to bring our own tools(FGD3)

Having trouble completing the tasks

Perez (2018) [13] emphasized that there are still issues that need to be resolved in the Philippines' implementation of technical vocational education. These include the lack of learning materials, facilities, and equipment as well as space for classrooms, interventions conducted by teachers, as prescribed in their training. Examples of these interventions include creating contextualized learning resources from already existing ones and changing the class calendar to include morning and afternoon classes. According to Gregorio (2016, as cited by Ramos, 2021) [14], lack of teaching methodologies, a lack of specialized training, a lack of capital investment, and inadequate facilities and equipment are the main issues that TVL teachers in regular secondary schools perceive as impeding the delivery of the subject.

Enjoying the tasks while learning

According to a research by Misko and Priest (2009[22]; Nabuya, Demerey, Villarmia, Navarez, Cupat, Pineda, Sumulong & Yumang, 2019) [19], students will value having received training that is relevant to their business and considers modern workplace practices and technology. In order to ensure that students have relevant experiences and up-to-date information when they enter the workforce, developers can look into incorporating workplace chances into their courses. Additionally, students prefer more depth and detail in the presented material and do not want broad-brush approaches to the subject's content. They do not want to repeat what they have already learned and prefer courses that will meet their needs while allowing them to apply what they have learned.

The phrase "performance assessment" is frequently used in the context of 21st-century skills to describe meaningful tasks that are either short-term, on-demand tasks or curriculum-integrated, project-based tasks that produce accurate and valid results. Extended writing, research papers, presentations, works of art, performances, and more are examples of products (Kahl and Hofman, 2013 [22]; Assessment Learning Network, 2017) [23].

Students are encouraged to apply higher-order thinking abilities like analysis, synthesis, and evaluation through performance-based evaluations. Students become more adept at employing these abilities the more opportunities they are given to practice them. Performance-based exams force students to perform, which increases the likelihood that they will remember the information they utilize. In addition to having a longer-lasting impact, these tests may inspire students to engage in further projects and activities. Performance-based evaluations should in fact motivate students to learn outside of the classroom, whether they include writing or the use of psychomotor skills. As a result, an assessment could not be so much the conclusion or pinnacle of learning as it is the start of interaction with a newly discovered field of interest (Lund & Kirk, 2010 [24]; AlShamsi, 2023) [25].

Lacking resources and materials

As the TVL track focuses more on the practical exercises rather than the academic, it is only right that the performance assessment is done with appropriate facilities in line with the track. Workshops, laboratories and the overall building technology environment must be adequately equipped so as to reflect the actual working environment beyond the classroom. He stated further that the school environment should expose students to the use of basic building equipment in a way that will lead students to acquire relevant knowledge and skills. He added that the skills being developed by students in training are necessarily limited by the availability of equipment and tools (Castillo, 2012 [15]; Okorie, 2000 28]; Ramos, 2021)[15].

3.2 Coping Strategies Employed

Table 2. Major Themes and Core Ideas on the coping strategies in performance assessment of the Grade 12 students of TVL track

THEMES	CORE IDEAS
Self-determination and perseverance	believe in yourself... (FGD1)
	Persevere to succeed (FGD2)

	Trying my best and hard work in every task (FGD1)
	We try to find ways (FGD3)
Share ideas and materials with peers and teachers	ask for help from my classmates (FGD1)
	I learned to seek help from others. (FGD1)
	unity of my classmates (FGD2)
	just share the tools that we bring (FGD3)
	borrowing tools from classmates (FGD3)
	listen to your teacher (FGD1)
Study and perform diligently	Listen carefully to the teacher's instructions. (FGD2)
	study well so I can learn more. (FGD2)
	just try to do my best to finish the task. (FGD2)
	enjoy doing the activities (FGD2)

Self-determination and perseverance

To persevere is to proceed resolutely, especially in something challenging or tiresome. The ability of perseverance can only be developed by continuous practice. Only someone who is persistent and patient with himself can succeed in his endeavor. At school, overcoming a challenging course or semester might help you develop the perseverance that will help you succeed in your studies overall, especially if you opt to continue learning after high school or college. It takes time, effort, and commitment to achieve one's goals; persistence can help you pass those classes or assessments in the future (Gupta, 2022) [35].

Several studies have demonstrated that tenacity is a necessary trait for success in life (Duckworth, 2016)[36]. It frequently outperforms aptitude and raw talent and is a more reliable indicator of success. Our capacity to persist in our work, objectives, and interests is crucial. It takes work and practice to persevere. It also involves our capacity to pick ourselves back up after falling off till we can no longer fall off (Dweck, 2017)[37]. Perseverance is important when working on a difficult performance task because students are likely to run across challenges. Many studies on persistence, albeit they are few, focus on how teachers might assist students as they face these challenges while working on problems (see Freeburn & Arbaugh, 2017[38]; Kress, 2017) [39], for example, by asking pertinent questions at the right moment or by promoting perseverance's beneficial effects (see Kapur, 2011 [40]; Warshauer, 2014)[41].

Share ideas and materials with peers and teachers

Students spend a significant portion of their time at school, where teachers accompany and assist them. So, encouraging teachers can serve as mentors, give comments based on a student's abilities, promote their academic and personal achievement, and treat them fairly and with gratitude. In summary, teachers serve as a primary socialization resource, therefore it makes sense that their support would be related to how pupils perceive and feel about themselves (Hoferichter, Kulakow, & Hufenbac, 2021) [42]. When teachers offer direction, children frequently feel more competent and capable of learning (Stroet et al., 2013)[43]. Researchers have identified four structural elements, including informative feedback, monitoring, optimistic expectations, and clarity (Jang, Reeve, & Deci, 2010 [44]).

In addition, in the implementation of K-12 in the Philippines the institution is exhibiting fresh difficulties and heightened worries concerning the caliber of instruction. Research has shown that the material synthesized in quick review is not thorough but has emphasized the viewpoints teaching and student learning that are repeated. It is crucial that the gurus are aware of the effects of the practices on students' learning because teachers have a crucial role in enhancing learning outcomes. According to some study, a teacher-student relationship is most productive when both parties are open to discussing the learning process in order to make sure that objectives are understood and instructions are clear (Timperley, Wilson, Barrar, & Fung, 2007)[45]; Geraldizo & Dabasal, 2021) [46].

Peer learning can enhance attitudes and provide a more collaborative, individualized, and successful learning environment, all of which can raise achievement. The experience can help peer teachers gain confidence and a deeper understanding of the subject. Focusing on the function of peers in the educational setting, peer support has been linked to lower levels of test anxiety (Hoferichter and Raufelder, 2015)[47], fewer levels of depressive symptoms and loneliness (Holt et al., 2018)[48], higher levels of school satisfaction (Verkuyten and Thijs, 2002) [49], and higher levels of self-worth (Adams et al., 2011)[50] in school students. Friendships amongst kids at school were discovered to be particularly important for pupils' sense of value (Maunder and Monks, 2019)[51]. In contrast, peer pressure at school was linked to poor academic performance (Hoferichter and Raufelder, 2017) [52]; Geraldizo & Dabasol, 2021)[46].

Study and perform diligently

Research reveals that learners who do not have adequate information about study methods do not attain effective and steady learning, and as a result, their academic performance suffers. Study habits are the most important predictor of academic performance, and global research has proven that study habits affect academic performance (Hashemian & Hashemian, 2014 [53]; Eva, Bordage, & Campbell; 2016[54]; Kyauta, Shariff, & Garba, 2017)[55]. A survey on students' study habits in 21 medical universities in Iran revealed that 32% of the students had a serious lack of study techniques and routines (Rezaie, Seyed, Reza, Chehrzad, & Kazem, 2017)[56].

The teachers' main goals in educational institutions at all levels are to convey knowledge and comprehension to the students in terms of academic concepts and lesson plans and to make sure that they grow up to be decent people and contributing members of society. Teachers educate their students on the meaning and importance of the character traits of diligence and conscientiousness. They aid students in comprehending the necessity of knowing the meaning and importance of these attributes in order to succeed academically, attain personal and professional goals, advance better possibilities for livelihood, and enhance their overall quality of life (Kapur, 2021)[57].

3.3 Insights to be shared to others of similar experiences

Table 3. Major Themes and Core Ideas on the Insights of the Grade 12 students of TVL track regarding performance assessment

THEMES	CORE IDEAS
Teamwork is the force behind every success	If there is just teamwork and helping each other hand in hand, we can finish the task. (FGD3) better to just share the tools so that everyone could perform.(FGD3) Let everyone borrow your tools if you have.(FGD3)
Perseverance makes impossible-possible	to never give up and keep on fighting. (FGD1) focus on is to strive to be better in every task. (FGD1) just keep on fighting for your future. (FGD1) you can do it, because others can do it no matter what (FGD1)
It is not about your resources, it is being resourceful	If there wasn't enough tools then find a way to borrow.(FGD3) To finish the task, just borrow tools from classmates.(FGD3) Find ways all the time (FGD1) Financial struggles are there, just find ways (FGD1)

Teamwork is the force behind every success

According to Piquart et al. (2003 [58]), better industry knowledge and comprehension aid in the transition from education to job. Work experience in the sector aids students in gaining the interpersonal communication and teamwork skills necessary in the workplace as well as an understanding of the realities of an organization's operations. Crucially, the chance to learn is provided so that people can test

and practice their skills. Students with expertise get the ability to evaluate their own talents and confidence in their capacity to carry out the task that will be required of them in the future. In other words, they increase their confidence in their ability to perform duties in the workplace.

Effective teamwork, a crucial component of many professions' execution, is made possible by soft skills (Vaughan et al., 2019)[59]. To become graduates who can compete in the range of scenarios they may encounter in the workplace, students in both obligatory and higher education must be schooled in these competencies (Ali et al., 2017)[60]. With instant feedback, learning that is based in teams combines individual or group learning. Learning objectives are attained together by group discussion of information learned in classroom settings through active learning and mutual assistance among group members (Alberti, Motta, Ferri, & Bonetti, 2021[61]; Michaelsen & Sweet, 2011)[62].

In team-based learning, student develops fundamental information while learning by coming to an understanding with team members through conversation. Teams are assisted by teacher in completing cooperative tasks by questions that are put forth and addressed. Students were given more time for self-reflection and problem solving when they are in groups. This encourages students to take the initiative in their education, ensures the proper implementation of self-learning and group learning-based assessment, enhances teacher-student communication and feedback, and makes it easier for teams to work together to complete tasks while self-learning (Alberti, Motta, Ferri, & Bonetti, 2021[61]; Michaelsen & Sweet, 2011[62]; Koles, Stolfi, Borges, Nelson & Parmelee, 2010[63]; Tan, Kandiah, Chan, Umapathi, Lee & Tan, 2011)[64].

Meanwhile, success in school has always been associated with the capacity to learn across a range of subject areas, regardless of the degree. Yet, academic achievement depends on a variety of interconnected elements and cannot be explained by a single one (Paat et al., 2020) [65]. According to research and university administrators, social skills like initiative, perseverance, communication, and flexibility are crucial for academic success. These socioemotional factors include characteristics or actions that college students exhibit that are associated with engagement and academic success (Farruggia et al., 2018[66]; Sedlacek, 2017)[67]

Further, Stoltz (2015) [68] stated that perseverance is a fantastic quality that executives respect beyond any other quality when choosing employees to attain any remarkable goal. Every successful person has it. Perseverance and consistency are thought to be the results of success and achievement. Consistency comes from many hours of focused effort, whereas perseverance comes from the initial setbacks a candidate experiences on the path to professional achievement (Crédé et al., 2017)[69]. The active involvement of learners, their dedication, and opportunities for work-based learning have been identified as essential elements of experiential learning. Participants in this type of learning will benefit from assistance in strengthening their core skills, basic reasoning, critical thinking, work ethic, collaborative spirit, correspondence skills, and leadership talents (Mak et al., 2017[70]; Roberts, 2018) [71]. Academic achievement is likely to be experienced by students who are persistent in their study despite academic and social challenges and demonstrate enthusiasm for their tasks (Allen et al., 2021) [72].

Perseverance makes impossible-possible

Research has shown that teachers who value grit can help students succeed in class by inspiring them to work hard and stick with it (Huéscar Hernández et al., 2020) [73]. According to Duckworth et al. (2007) [74], grit is the ability of a learner to persevere in the face of obstacles. Study shows that grit has a favorable impact on persistence, self-control, and self-restraint. It also alludes to mental fortitude in striving for goals (Reed and Jeremiah, 2017)[75]. It has been demonstrated that qualities like grit affect psychological performance by lowering stress, despair, and tension and boosting positive emotions including efficacy, self-regulation, enjoyment, well-being, and optimism (Salles et al., 2014[76]; Kim et al., 2018[77]; Kim, 2019 [78]; Datu and Restubog, 2020) [79]. In addition to being highly motivated, a successful person with extra perseverance is willing to focus on achieving longer-term, more ambitious goals, as well as adaptive and less preoccupied with daily routines (Duckworth, 2016) [36].

It is not about your resources, it is being resourceful

Resourcefulness surely is an essential skill. This could help us think of a solution to any problem. This could help the students offset the negative emotions brought along by stress. I believe that the participant

having faith in themselves would bring them to new height. I think that their journey to their performance assessment has taught them many lessons. It has made them strong enough to face their future reality. If they are resourceful, then they would be able to look for ways to resolve any problem.

According to studies, resourcefulness and stress are inversely correlated; the more resourceful a person is, the less stressed out they are. Moreover, highly resourceful students are better at handling stress to achieve higher grades than less resourceful students are, more accustomed to the academic environment, less likely to exhibit test anxiety, and less likely to blame their previous academic setbacks on a lack of ability (Akgun & Carrochi, 2003 [81]; Kennett & Keefer, 2006 [82]; Kennett, Young, & Catanzaro, 2009 [83]; Reed & Kennett, 2017) [69].

The capacity to weigh alternatives and establish priorities is a component of resourcefulness. The perceived and actual capacity to manage one's many roles is probably related to resourcefulness. Students who were most adept at juggling academic and extracurricular activities had higher levels of academic self-efficacy and resourcefulness. Learned resourcefulness is a set of abilities gained through experience that aid in controlling feelings and reactions that may interfere with the accomplishment of a difficult activity (Kennett, Reed, & Stuart, 2013 [84]; Akgun & Ciarrochi, 2003 [81]; Goff, 2011[85]; McWhirter, Burrow-Sanchez & Townsend, 2008 [86].

4. IMPLICATION FOR PRACTICE/FUTURE RESEARCHES

Vocational educations around the country believe trade schools are making strong come back because many businesses have a desperate need for skilled workers. More and more students are entering to the workforce with a degree most lack the hands-on skills necessary to just jump right in without additional on-the-job -training. As suggested, technical vocational education must make training continuously relevant to industry needs. There is a need for a continued review of curriculum and training regulations. There must be a mechanism for establishing or convening of industry councils for regular labor market signaling. TVET must address specific skill needs of roadmaps and important value chains. The TVL-industry linkages must be increased. Relevance of training should ultimately be measured by the employment rates of trainees.

Assessment is an integral role in teaching-learning because it will help a lot to improve the performance of each student and the school as a whole. It must be enhanced to significantly improve its content and process and to make evaluation and information a part of the teaching-learning process.

On the instructional materials, there is an inadequacy in the number of instructional resources as well as the number of the tools and equipment in relation to the number of students enrolled. The instructional tools, machines and equipment used in teaching TLE are not monitored and checked as well as if it is in good running condition. Thus, that there is a need to review the instructional materials to suit the needs of the curriculum for the betterment of the course. As to physical facilities, there is the need for adequate facilities in technical school workshops.

On the work environment, the contention is that workshops, laboratories and the overall building technology environment must be adequately equipped so as to reflect the actual working environment beyond the classroom. The school environment should expose students to the use of basic building equipment in a way that will lead students to acquire relevant knowledge and skills and also the skills being developed by students in training are necessarily limited by the availability of equipment and tools.

On the Program Objectives, the goals of TVE shall be to provide trained manpower in the applied sciences, technology, and business particularly at craft (equivalent of high schools), advanced craft and technical levels; provide the technical knowledge and vocational skills necessary for agricultural, commercial, and economic development; to give training and impart the necessary skills to individuals who shall be self-reliant economically.

The faculty qualification in Technical Education, in order to effectively implement any education programme, adequate human and material resources must be available to the schools. In particular, a large enough number of trained teachers with different types of expertise(science, language, technology, etc.) must be recruited and posted to the schools as and when required.

Environment impacts mood, performance, and mental health of the students. Thus, teachers should use creative and innovative teaching strategies to meet the students' individual needs and make teaching and

learning colorful, fun and enticing. In addition, some vocational education pathways have been designed with the expectation that students can continue to post-secondary studies, even to university level. This shift from narrow occupational training to broader preparation for work or further education has increased the general subjects included in a vocational program.

Further researches of the same nature but involving employability of the TVET students/graduates may be conducted. Also, future researches involving a tracer study of the graduates of TVL track may be conducted. They may also embark on studies comparing the competencies of SHS TVL students in the public and private schools as there could be a discrepancy in the competencies being developed and to know which area of the curriculum and instruction should be improved.

Similarly, future researchers may also consider other variables that might influence the competency levels of students like academic achievement, co-curricular activities, career assessment results, and intelligence quotient among others. Results of such a study will be a big addition to the developing body of knowledge and literature about the impact of K to 12 in the Philippines. Moreover, other researchers may embark on assessing the effects of K to 12 and TVL curriculum in the local economy and standard of living in a particular place or even the entire country by employing methodologies to predict the possible workplace performance of students through linear regression analysis.

ETHICAL APPROVAL AND CONSENT

As a researcher, I made sure that my study was guided with research ethical principles as described by Mack et al. (2005)[93], namely: respect for persons, beneficence, justice, consent and confidentiality which ethical principles were laid down hereunder with specific area of concerns.

The researcher ensured that the data gathered were kept confidential, that such information was utilized only for the purpose of the research. For the misuse of the data and information, the participants have the right to file a complaint and request for investigation. Each target participant was given with an informed consent form prior to the gathering of data. In the form, the title and the purpose of the study were stated. It was a form asking for their voluntary consent in giving their ideas of the study. The participant signed the ICF to prove his/her willingness to participate and was assured of confidentiality of the data and that the data was used only for the purpose of the study.

The study did not involve in high risks of situations that the participants had experienced. Some mitigating measures were also considered, to include the psychological, financial and physical preparations. There was no risk involved in this study since the participants are students and this study was conducted in accordance with the due process. The Grade 12 students were the primary beneficiaries of the study. They will gain more understanding of what is performance assessment all about and what are the possible lessons they will learn out of the results of the study.

Moreover, before the conduct of actual data collection, the researcher secured the Compliance Certificate from UMERC (UMERC Protocol Number 2023-001) with the understanding that all ethical considerations were properly observed. The study underwent plagiarism check in the University using the Turnitin, to ensure that there was no plagiarism to happen in the whole duration of the study. The study underwent the standard procedure of research established by the Professional Schools of the University of Mindanao. There was no trace/evidence of intentional misrepresentation, or there was no making up of data and/or results, or purposefully putting forward conclusions that were not accurate. No inconsistency with the existing literature among the information was included in manuscript.

In this study, there was no trace of purposefully misrepresenting the work to fit a model or theoretical expectation and no evidence of over claiming or exaggerations. To avoid scientific misconduct such as falsification, correction mechanism was improved, and researcher works to give peer review the importance it deserves to ensure accuracy. In addition, collaboration between research institutions, journals, authors, and co-authors was needed to improve research standards and procedures, thus giving priority on knowledge over economic benefits and prestige. Also, no person was authorized to publish nor present this paper except for the researcher himself or his adviser without the consent of the researcher. In case, an organization wanted to have a copy of the result of the study then it can be accessed only for the purpose in creating programs and policies in the organization but still with the permission of the researcher, adviser, and the university. Both the researcher, as the author of the study and the adviser,

who will be the co-author are authorized to publish or present this paper, as both have contributed to the study leading to the publication of the research.

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