

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

ABSTRACT

Aims: The study aimed to unveil the experiences, coping mechanisms, and insights of the Senior High School students in performance assessments of the TVL track.

Study Design: Qualitative-Phenomenology research design.

Place and Duration of Study: Three public schools under the division of Digos City, Davao Region, Region XI, which offer a Technical-Vocational-Livelihood strand during the SY 2022-2023.

Methodology: Using purposive sampling, the participants were the Senior High School students of the three identified public schools, which offer the Technical-Vocational-Livelihood track, 15 participants for the FGD and 6 participants for the IDI.

Results: For the experiences, three themes emerged: troubles in task completion during performance assessment, enjoying the tasks while learning, and lack of resources and materials, while for the coping mechanisms, also three themes: self-determination and perseverance, share ideas and materials with peers and teachers and study and perform diligently and insights, three themes emerged: teamwork is the force behind every success, perseverance makes impossible-possible, and it is not about their resources, it is being resourceful.

Implication: Assessment plays an integral role in teaching-learning because it will help improve the performance of each student and the school as a whole. It must be enhanced to improve its content and process significantly and to make evaluation and information a part of the teaching-learning process. These results will be a significant addition to the developing body of knowledge and literature about the impact of K to 12 in the Philippines. Other researchers may assess the effects of K to 12 and TVL curriculum or another qualitative study in other regions.

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

1. INTRODUCTION

The Philippines' educational system significantly shifted in 2012 as they extended the 10-year educational curriculum when they approved implementing the K-12 educational curriculum. The legislature made the Enhanced Basic Education Act (R.A. 10533) to reform and strengthen the education system in the Philippines through a strengthened curriculum (Brillantes et al., 2019)[1]. This law led to the creation of Senior High Schools (Grades 11 & 12) and the four tracks of specialization (academic, technical-

vocational, and livelihood, sports, and arts and design) (Uy & Martinez, 2019)[2]. However, these changes also have some challenges (Pettala & Doromal, 2021)[3], especially in implementing performance-based assessments. It was revealed in the study of the Philippine Institute for Development Studies that hampering the implementation of the TVL track caused issues in curriculum delivery, work immersion, students' unpreparedness, problems with a partnership, the inadequacy of competent teachers, and inadequate material resources (Brillantes et al., 2019)[1].

In the instructional planning and implementation or the execution of the 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 performance that serve as evidence of learning. Students' understanding and reasoning are tested through performance assessments to determine how well they can apply what they know and how to assess higher-order thinking and problem-solving. A performance-based assessment would be more appropriate (McTighe, 2015 [4]; VanTassel-Baska, 2014 (5); Costales, 2022) [6]. However, there is still reservation about the effectiveness of implementing 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 that there are limitations in facilities and equipment to satisfy the course requirements as well as a lack of preparation and partial readiness to support SHS among the Local Government Units (LGUs) and industries (Yunos et al., 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 limited to home-based learning. It entailed offering doable courses 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 using tools or materials not typically present inside the home, distance learning approaches become a subpar replacement. TVL specializations that primarily 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, no study has been made to evaluate the students' perspective 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 students' experiences to identify the challenges related to delivering these courses to suggest policy enhancement/changes. This vital research study allowed the teachers to process the students' experiences and contribute to developing knowledge on implementing TVL courses in a flexible learning setup.

The researcher used various theories in discussing this study. Experiential Learning Theory anchored this study. 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 essential to learning. Experiencing the learning phenomena creates the familiar term 'learning by doing' and what the students must do. Experiential learning is active rather than passive. In other words, each student's experience opened new ways to look at things that provide new knowledge for viewing succeeding experiences.

The theory vertical alignment theory also supports this 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 et al., 2012) [11]. According to the hypothesis, students that take vertically matched coursework exhibit more excellent learning outcomes (Kagan et al., 2006) [12]. "Teaching the students lessons and courses to 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 learn the knowledge and skills that will progressively prepare them for more challenging, higher-level work" (Kurz et al., 2012) [11].

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

The author Perez (2018) [13] emphasized that issues still need to be resolved in the Philippines' implementation of technical vocational education. These include the need for more learning materials, facilities, equipment, classroom space, and interventions conducted by teachers as prescribed in their training. Examples of these interventions include creating contextualized learning resources from existing ones and changing the class calendar to include morning and afternoon classes. According to Gregorio (2016, as cited by Ramos, 2021) [14], a 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 traditional secondary schools perceive as impeding the delivery of the subject.

"Performance-based assessment prepares secondary-level students to enter 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 trade, agriculture, fishery, and other kinds of technology to enter employment in the areas they are trained and best suited. It emphasizes 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 based on manual and practical activities, traditionally non-academic and 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 vary from different levels and range from start to finish of the cycle from the classroom level to the international level of evaluation. Each level of assessment appears in terms of exercise, objective, how it translates into students' knowledge, and classroom-to-authority responsibility. These levels of assessments involve the 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 believe that learning occurs best through participation. Training facilities help teachers direct their students' learning instead of talking from a higher platform to passive students, some of whom 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 using various approaches to cover students' different abilities and perceptions. Nothing else can help to achieve better diversification of lessons 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 emphasize how well the trainees would learn from them since most trainers need more interest in the future employment of their trainees. Therefore, the expected outcomes are only partially satisfied after the training has ended—the need for proper monitoring and evaluation by the institution of on-the-job training. After the deployment of trainees, the practicum supervisors seemingly give little attention to feedback that can later be utilized as baseline data and information to make the TVE curriculum more responsive to the needs of the labor market" (Leong, 2011[20]; Ramos, 2021)[14].

Additionally, according to research by Misko and Priest (2009) [21]; Nabuya et al., 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 want to avoid broad-brush approaches to the subject's content. They want to avoid repeating 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 product, presentation, or demonstration focusing on essential 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 et al., 2017) [23].

Further, students are encouraged to apply higher-order thinking abilities like analysis, synthesis, and evaluation through performance-based evaluations. The more opportunities students have to exercise these skills, the more proficient they become at employing 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 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 enhance firms' productivity. He also cited that vocational education and training are indispensable in improving labor mobility. Both adaptability and productivity enhance firms' competitiveness and redress 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 of tests in many parts of the community. One of these is the supportive state and local policy and practice environment. A supportive policy and practice environment was essential at the national and local levels. The following included emphasizing deeper learning competencies in the Common Core State Standards and the Smarter Balanced Assessments and moving away from previous high-stakes assessments. It also included efforts to align education with the changing nature of the workforce and society through funding career and technical education initiatives at the state and local levels. These policy changes create opportunities to focus on deeper learning competencies and innovatively assess student learning" (Maier et al., 2020) [27].

As the TVL track places a greater emphasis on practical exercises than academics, it is only suitable for the conduct of performance evaluation with facilities that correspond to the track. Adequately outfitted workshops, laboratories, and the overall building technology reflect the real-world working environment. He stated further that the school environment should expose students to the use of essential building equipment in a way that will lead students to acquire relevant knowledge and skills. He added that the availability of equipment and instruments constrains the skills students acquire during training. "In a workshop with insufficient tools, the teacher will group the students and will provide a few tools during practical work to practice. 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, mainly in the case of grouping students during practicals, it is observed that one person, probably the group leader, will be doing the practice 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 consideration. In particular, Oberg (2010, as cited in Bland & Gareis, 2018) [30] added that authentic performance assessment requires students to demonstrate understanding and skills in a real-life context instead of contrived issues for the classroom environment. 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 a 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 with determination, especially in the face of difficulty or weariness. Perseverance is attainable through consistent practice. Only someone persistent and patient with himself can achieve goals. In school, surviving a challenging course or semester may help someone develop the tenacity necessary to succeed in their studies overall, particularly if they decide to continue their education beyond high school. It takes time, effort, and dedication to accomplish one's goals; perseverance can help one pass those upcoming classes or exams (Gupta, 2022) [35].

Additionally, several studies have demonstrated that tenacity is necessary 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 essential when working on a problematic performance task because students will likely encounter 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 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 et al., 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: informative feedback, monitoring, optimistic expectations, and clarity (Jang et al., 2010) [44].

In addition, in implementing K-12 in the Philippines, the institution needs to exhibit new difficulties and heightened worries concerning the caliber of instruction. Research has shown that the material synthesized in quick review needs to be more thorough but has emphasized the viewpoints on teaching and repeated student learning. The gurus must be aware of the effects of the practices on students' learning because teachers have a crucial role in enhancing learning outcomes. According to some studies, 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 et al., 2007 [45]; Geraldizo & Dabasol, 2021) [46].

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

Similarly, research reveals that "learners who need adequate information about study methods do not attain practical 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 et al.; 2016[54]; Kyauta et al., 2017) [55]. A survey on students' study habits in 21 medical universities in Iran revealed that 32% needed more study techniques and routines (Rezaie et al., 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 to succeed

academically, attain personal and professional goals, advance better possibilities for livelihood, and enhance their overall quality of life (Kapur, 2021) [57].

According to Piquart et al. (2003) [58], better industry knowledge and comprehension aid in transitioning from education to a job. Work experience in the sector aids students in gaining the interpersonal communication and teamwork skills necessary in the workplace and understanding the realities of an organization's operations. Crucially, provided the chance to learn, people can test and practice their skills. Students with expertise can evaluate their talents and confidence, which requires the capacity to carry out the task 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 scenarios they may encounter in the workplace, students in both obligatory and higher education master these competencies (Ali et al., 2017) [60]. With instant feedback, learning based on 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 et al., 2021 [61]; Michaelsen & Sweet, 2011) [62].

In addition, the student develops essential information while learning by coming to an understanding with team members through conversation in team-based learning. The teacher assists teams in completing cooperative tasks with questions that are put forth and addressed. It will provide more time for self-reflection and problem-solving in groups. It 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 et al., 2021[61]; Michaelsen & Sweet, 2011[62]; Koles et al., 2010 [63]; Tan et al., 2011)[64].

Meanwhile, success in school always associates the capacity to learn across a range of subject areas, regardless of the degree. However, academic achievement depends on interconnected elements that no one can explain (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 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]. Learners' active involvement, dedication, and opportunities for work-based learning are 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 studies 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 a 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 positively impacts persistence, self-control, and self-restraint. It also alludes to mental fortitude in striving for goals (Reed & Jeremiah, 2017) [75]. 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 & 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 dramatically contributes to the student's success in their studies. Consequently, a resourceful person can swiftly adjust to new or unusual situations, think creatively, discover answers, and occasionally make do with what they have on hand. They will be able to produce ideas, confidently use the tools they have, and be full of their resources. Maximizing opportunities and adaptability is more important than coping with lack (Hardwick-Smith, 2020) [80].

According to studies, resourcefulness correlates to stress; 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 most adept at juggling academic and extracurricular activities had higher academic self-efficacy and resourcefulness. Learned resourcefulness is a set of abilities gained through experience that aids in controlling feelings and reactions that may interfere with the accomplishment of strenuous activity (Kennett et al., 2013) [84]; Akgun & Ciarrochi, 2003 [81]; Goff, 2011 [85]; McWhirter, Burrow-Sanchez & Townsend, 2008 [86]

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

This qualitative study aimed to explore the experiences, coping mechanisms, and insights of Grade 12 senior high school students in the TVL track in 3 public schools under the division of Digos City, Davao Region, which offers TVL. Similarly, it explored the insights that share with other students with similar experiences. The researcher chose this type of study that focused on the "performance assessment" phenomenon experienced by Grade 12 senior high school students in the TVL track under different fields of specialization. This study utilized Creswell's (2013) [87] phenomenological approach as a template for the purpose statement. Based on the results of this study, the researcher hopes that more policies and interventions might 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.

Considering the study's global significance, performance assessment is the best preparation to open up better standardization of training courses following 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 education and career counseling services available to young people, particularly in the pre-training, during training, and post-training stages, so that they can make informed life choices. As to the social value, this study may address gender-sensitive issues regarding job opportunities between males and females. 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. It performs an informative role by training 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 understanding and addressing performance assessment issues for the TVL track in the senior high school department, which module focuses on practical exercises. By this, DepEd can plan and formulate better strategies for the current problem. The result of the study will benefit the teachers too. It will increase their content knowledge and pedagogical approaches in teaching students a better way to respond to performance assessments for technical-vocational and livelihood subjects. 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 of the importance and the benefits of performance assessments and be able to have a better output when they undergo performance assessments in TVL subjects. It could re-integrate good and positive reinforcements, keeping them well-motivated and productive. Lastly, this study will serve as a reference or learning resource for other researchers using quantitative research design on a larger population and different courses and areas at the national or regional levels.

2. MATERIALS AND METHODS

2.1 Participants

The study participants were the Grade 12 Senior High School students of 3 identified public schools (School A, School B, and School C), which offer a 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 two for each school, in the in-depth interview (IDI). Which sample size was sufficient enough in terms of the number of participants based on the concept of data saturation (Speziale and Carpenter, 2007 [88]) In addition, the number of participants varied depending on the number suggested by Creswell (2007) [89] for qualitative research.

There are two considerations in selecting these participants. First is their readiness to open themselves and share their experiences, coping mechanisms, and insights, as mentioned in the study, and the second is their willingness to cooperate with the researcher until the end of the study. The researcher identified the participants purposely by applying purposive sampling to answer the study's objectives. Purposive sampling is widely used in qualitative research to identify and select information-rich cases for the most effective use of limited resources (Patton, 2002) [90]. It involves identifying and selecting individuals or groups exceptionally 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 selecting participants, these were all Grade 12 senior high school students currently enrolled in the school year 2022-2023. For the exclusion criteria, the researcher excluded students not enrolled in SY 2022-2023 and outside the identified schools. The researcher did not force any participants to join the FGD and IDI activities, and they have the right if they discontinue their participation in this study. Also, the participants were free to withdraw from their participation whenever they felt that the researcher had 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 highlight confidentiality and beneficence. The researcher informed the participants of the observance of ethical considerations by treating their responses with the utmost confidentiality. The participant's participation was voluntary, and the refusal 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 to participate in the FGD, and the researcher did not force them to answer the research questions. They were allowed to stop participating in the FGD when they thought the activity was no longer convenient. The study covered the period August - December 2022.

Correspondingly, the researcher conducted the study in 3 public schools (Schools A, B, and C) under the division of Digos City, Davao Region, Region XI, which offers a Technical-Vocational-Livelihood strand. Region XI is in the southeastern portion of Mindanao, and Mindanao consists of five provinces: 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 became the location for the study because there are existing schools that offer senior high school programs, specifically the TVL strand, which ensured that the researcher would facilitate the FGD/IDI data collection process and that sufficient students/participants were available to respond to the study. Another justification was the proximity and accessibility of the study area to the researcher.

2.2 Research Instrument

The phenomenologist is concerned with understanding social and psychological phenomena from informants' perspectives. To achieve it, audio-taped In-depth Interviews (IDI) and Focus Group Discussions (FGD) were methods used in extracting data from the informants of the study (Giorgi, 2009 [92]; Mack et al., 2005 [93]). The researcher facilitated focus group discussions with a small group of people with specialized knowledge or interest in a particular topic (USAID, 2011) [94]. Dilshad & Latif (2013) [95] claimed that a focus group interview had been one of the most powerful gathering techniques in qualitative research. As part of the process, the researcher formulated the Interview Guide based on the three major research questions on the participants' lived experiences, coping mechanisms, and insights. The Interview Guide, as a research instrument, contained identifying and probing questions that allowed the researcher to gather in-depth insights and views of the 15 FGD participants and 6 IDI participants on the topics asked. The researcher presented the Interview Guide to the panel of validators, four-panel members from the University, and one expert from outside.

University. All of these five validators are experts on the subject matter under study. The validation results revealed a rating of 9.8 with a descriptive interpretation of Very Good.

In the IDI and FGD, the identified participants participated in face-to-face discussions. The researcher carried out the IDI and FGD at the most convenient time for the participants and ensured no interference with their everyday lives. Initial coordination with the participants was on their most convenient date and time to conduct IDI and FGD. On December 15 and 16, 2022, the researcher conducted the FGD and IDI, which lasted 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 was confidential and was used only for this study. The researcher recorded and made some notes on their responses and reviewed the transcript of the discussions before forwarding it to the data analyst for data analysis on identifying 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 the performance assessment of the TVL track. As Flood (2010) [96] mentioned, phenomenology is a philosophic attitude and research approach premised on the fundamental human truths as accessible only through inner subjectivity. It was also in line with Wojnar and Swanson (2007) [97], who stated that phenomenological investigators 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 the narration of participants, either a single shared 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 situation".

Phenomenology is vital in qualitative research as it reveals real-life situations. Similarly, Lewis (2015) [99] identified that "phenomenology aims to understand the meaning of people's everyday experiences. The focus was on the participants' lived experiences and the use of qualitative methods 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 with the experiences of the researcher's interest: how the Grade 12 students managed the consequences and challenges in performance assessments. Experts validated the research question used in this study. The researcher used in-depth interviews and focus group discussions to obtain in-depth information about the lived experiences of a group of students through the group interaction guided by the research questions.

The researcher played several roles in facilitating the study. These roles were considered inherent in a qualitative study. Knowing the different experiences, challenges, and insights of the Grade 12 students in TVL classes regarding their performance assessments was interesting. The researcher was the primary facilitator of the study. Using the validated interview guide from the three approved research questions, the researcher conducted the IDI and (FGD), using the face-to-face mode on separate times and dates. For data gathering to have a smooth study, the researcher ensured the proper processes involved in data gathering. It included the formal letter request 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.

The researcher was the documenter of the study, who used field notes and video recordings to write down relevant statements and information during the IDI/FGD process. As part of this process, the narration of the participants was 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. The researcher wrote the final output after all the necessary data were ready and submitted the final draft of the paper to the research adviser for comments and review. The researcher took charge of the transcription and translation of the study and transcribed and translated in verbatim the responses/statements of all the participants based on the notes and the video recording. The notes and recording made it easy for the researcher to transcribe and translate. An appointed professional data analyst did the categorization of the themes. However, we both discussed several core ideas for inclusion in each theme. The different roles undertaken by the researcher proved that being mindful of the roles as researcher or owner of the study and how important and credible it was for the completion of the research.

For the data collection, the researcher followed some procedures to facilitate the study. Since the researcher was using the face-to-face mode of interview for the IDI and FGD, the researcher assures that the conduct of IDI and FGD took place in a safe, convenient, and comfortable place where the participation of the participants was not affected.

As part of the documentation, the researcher prepared a letter- request for the heads of three schools' which letter was approved by the Dean of Professional Schools, asking permission to conduct the study. After approval of the letters, the researcher proceeded with the IDI/FGD activities. The data analysis involved summarizing, collecting data, and presenting the essential features. The data was analyzed using a method that included data reduction, data display, conclusion drawing, and verification (LeCompte, 2000) [100]; Zhang & Wildemuth, 2007) [101]. In interpreting the report, the researcher considered the information collected, the data included, and the data to cast aside. A comprehensible report provides enough detail for readers to comprehend the basis of interpretation (Van Manen, 2002) [102].

"The 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, the researcher has the skills of listening, understanding, accepting, and bias-free, ensuring that all statements are kept private and confidential. Trustworthiness has four domains: credibility, conformability, transferability, and dependability, as outlined" by (Gunawan, 2015) [103].

The first domain, under dependability, concerned the study's internal validity or credibility. The researcher has demonstrated that the research results are credible and grounded in fact. Rolfe, (2006) [104]; Porter, (2007) [105]. The researcher asked the experts to validate the interview guide query to ensure its credibility.

"The second domain under trustworthiness was dependability. This study evaluated the quality of the integrated data collection, analysis, and theory generation processes. Dependability is a criterion considered equivalent to reliability and is similarly concerned with the stability of the results over time" (Kvale & 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 the 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 the researcher's bias in research" (Speziale and Carpenter (2007) [88].

The last domain under trustworthiness was transferability. This study provided the readers with evidence that the research study's findings can be a source of reference 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 settings.

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	<p>been a lot of trouble figuring out (FGD1)</p> <p>TVL experiences are challenging (FGD1)</p> <p>performance task is quite difficult (FGD1)</p> <p>difficult because it requires complete and detailed performance (FGD1)</p> <p>Difficulty in task completion due to limited time (FGD1)</p> <p>hard to understand the instructions (FGD1)</p> <p>I can't keep up with the task (FGD2)</p> <p>there are vague instructions and I have difficulties to understand it. (FGD2)</p> <p>For me, it was hard (FGD3)</p> <p>It was not easy to have insufficient tools (FGD3)</p> <p>very difficult not to have complete tools (FGD3)</p>
Enjoying the tasks while learning	<p>very fun and I really enjoy the lessons (FGD2)</p> <p>enjoyed the many performance task (FGD2)</p> <p>It was nice and fun , it helped me in honing my skills (FGD2)</p> <p>new learning and knowledge while having fun learning (FGD2)</p> <p>It was tiring but still I enjoyed it (FGD3)</p>
Lacking resources and materials	<p>It is hard when you do not have your own tools. (FGD3)</p> <p>We have a hard time in borrowing tools. (FGD3)</p> <p>very difficult not to have complete tools like shovel (FGD3)</p> <p>It was hard since we always need to bring our own tools(FGD3)</p>

Having trouble completing the tasks

Perez (2018) [13] emphasized that issues still need to be resolved in the Philippines' implementation of technical vocational education. These include the need for more learning materials, facilities, equipment, classroom space, and interventions conducted by teachers as prescribed in their training. Examples of these interventions include creating contextualized learning resources from existing ones and changing the class calendar to include morning and afternoon classes. According to Gregorio (2016, as cited by Ramos, 2021) [14], a 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 traditional secondary schools perceive as impeding the delivery of the subject.

Enjoying the tasks while learning

According to research by Misko and Priest (2009[22]; Nabuya et al., 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 want to avoid broad-brush approaches to the subject's content. They want to avoid repeating 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 et al., 2017) [23].

Through performance-based evaluations, students are encouraged to apply higher-order thinking abilities like analysis, synthesis, and evaluation. Students become more adept at employing these abilities the more opportunities 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 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 concentrates more on practical exercises than academics, it is only appropriate to conduct the performance evaluation with facilities corresponding to the track and the availability of workshops, laboratories, and adequate building technology to reflect the real-world working environment. Moreover, he stated that the school environment should expose students to essential building apparatus to facilitate the acquisition of pertinent knowledge and skills. He added that the equipment and tools available to pupils in training necessarily limit the skills they can acquire (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. Perseverance is only capable of being developed through consistent practice. Only someone persistent and patient can achieve their goal. Completing a challenging course or semester may help students develop the tenacity necessary to succeed, especially if they continue their education beyond high school. It takes time, effort,

and commitment to achieve one's goals; persistence can help to pass those classes or assessments in the future (Gupta, 2022) [35].

Several studies have demonstrated that tenacity is necessary 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 essential when working on a problematic performance task because students will likely encounter 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 et al., 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: informative feedback, monitoring, optimistic expectations, and clarity (Jang et al., 2010 [44]).

In addition, in implementing K-12 in the Philippines, the institution needs to exhibit new difficulties and heightened worries concerning the caliber of instruction. Research has shown that the material synthesized in quick review needs to be more thorough but has emphasized the viewpoints on teaching and repeated student learning. The gurus must be aware of the effects of the practices on students' learning because teachers have a crucial role in enhancing learning outcomes. According to some studies, 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 et al., 2007) [45]; Geraldizo & Dabasol, 2021) [46].

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

Study and perform diligently

Research reveals that learners who need adequate information about study methods do not attain practical 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 et al.; 2016[54]; Kyauta et al., 2017)[55]. A survey on students' study habits in 21 medical universities in Iran revealed that 32% needed more study techniques and routines (Rezaie et al., 2017)[56].

The teachers' primary goals in educational institutions at all levels are to convey knowledge and comprehension to the students regarding academic concepts and lesson plans and to ensure 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 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 transitioning from education to a job. Work experience in the sector aids students in gaining the interpersonal communication and teamwork skills necessary in the workplace and understanding the realities of an organization's operations. People must have the opportunity to learn so that they can test and practice their talents. Students with expertise can evaluate their talents and confidence in their capacity to carry out valuable tasks 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, it is essential to school students in both obligatory and higher education competencies (Ali et al., 2017)[60]. With instant feedback, learning based on 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 et al., 2021[61]; Michaelsen & Sweet, 2011)[62].

In team-based learning, the student develops essential information while learning by coming to an understanding with team members through conversation. The teacher assists teams in completing cooperative tasks with questions that are put forth and addressed. Giving students more time for self-reflection and problem-solving in groups is vital. It 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 et al., 2021[61]; Michaelsen & Sweet, 2011[62]; Koles et al., 2010[63]; Tan et al., 2011)[64].

Meanwhile, the capacity to learn across various subject areas, regardless of the degree, always leads to success in school. However, academic achievement depends on various interconnected elements rather than 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 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]. Essential elements of experiential learning result from the active involvement, dedication, and opportunities for work-based learning as 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 studies 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 a 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 positively impacts persistence, self-control, and self-restraint. It also alludes to mental fortitude in striving for goals (Reed & Jeremiah, 2017) [75]. However, 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 & 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, indeed is an essential skill. It could help us think of a solution to any problem. It could help the students offset the negative emotions brought along by stress. The researcher believes that the participant having faith in themselves would bring them to new heights. The researcher thinks 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 will be able to look for ways to resolve any problem. According to studies, the inverse correlation between resourcefulness and stress when 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 et al., 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 most adept at juggling academic and extracurricular activities had higher academic self-efficacy and resourcefulness. Learned resourcefulness is a set of abilities gained through experience that aids in controlling feelings and reactions that may interfere with the accomplishment of strenuous activity (Kennett et al., 2013) [84]; Akgun & Ciarrochi, 2003 [81]; Goff, 2011[85]; McWhirter, Burrow-Sanchez & Townsend, 2008 [86].

4. CONCLUSION

As a summary of the research results, this qualitative phenomenology study aimed to unveil the experiences, coping mechanisms, and insights of senior high school students in performance assessments on the TVL track. The results revealed three themes for the experiences: troubles in task completion during performance assessment, enjoying the tasks while learning, and lack of resources and materials. Three themes for the coping mechanisms: self-determination and perseverance, sharing ideas and materials with peers and teachers, and studying and performing diligently; three themes for the insights: teamwork is the force behind every success, perseverance makes impossible-possible, and it is not about the resources, it is being resourceful. John Dewey's (1938) Experiential Learning Theory supports the results of the study, which states that experiences as an essential part of learning; that we learn best when we experience the phenomena under examination, creating the familiar term 'learning by doing' what the students must be involved in the process were often associated with cooperative education and internships; this alliance was considered a natural fit for the experimental component of these programs and that the experiences of each student opened new ways to look at things that provide new knowledge for viewing succeeding experiences.

In conclusion, there are negative and positive impacts on the experiences of senior high school students in performance assessment. However, it is essential to minimize the negative consequences of the different coping mechanisms employed by the students. From the experiences, they came up with some insights that will help other students with the same experiences as the study participants.

5. IMPLICATION FOR PRACTICE/FUTURE RESEARCHES

Vocational educations around the country believe trade schools are making a solid comeback because many businesses desperately need skilled workers. More and more students are entering the workforce with a degree most lack the hands-on skills necessary to 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 industry councils for regular labor market signaling. TVET must address specific skill needs of roadmaps and essential value chains, which increase the TVL-industry linkages. The employment rates of trainees should ultimately measure the relevance of training. Assessment plays an integral role in teaching-learning because it will help improve the performance of each student and the school as a whole. It must be enhanced to improve its content and process significantly and to make evaluation and information a part of the teaching-learning process.

On the instructional materials, there need to be more instructional resources and several tools and equipment for 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, there is a need to review the instructional materials to suit the curriculum's needs for the course's betterment. As to physical facilities, there is a need for adequate facilities in technical school workshops.

On the work environment, the contention is that workshops, laboratories, and to equipped building technology reflect the natural working environment beyond the classroom. The school environment should expose students to the use of essential building equipment in a way that will lead students to acquire relevant knowledge and skills—also, the limited skills developed by students in training by the availability of equipment and tools.

On the Program Objectives, the goals of TVE shall be to provide a trained workforce in the applied sciences, technology, and business, particularly at the 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 must have available human and material resources to implement any education program in schools effectively. In particular, a large enough number of trained teachers with different types of expertise (science, language, and technology) must be recruited and posted to the schools as and when required.

Environment impacts the mood, performance, and mental health of the students. Thus, teachers should use creative and innovative teaching strategies to meet students' needs and make teaching and learning colorful, fun, and enticing. In addition, some designed expectations for vocational education pathways 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 in a vocational program.

Further research of the exact nature should conduct a track examination involving the employability of the TVET students/graduates. Also, future research can track the graduates of TVL involving a tracer study of the graduates. 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 and to know which area of the curriculum and instruction should be improved.

Similarly, future researchers may also consider other variables that influence students' competency levels, like academic achievement, co-curricular activities, career assessment results, and

intelligence quotient, among others. The results of such a study will be a significant addition to the developing body of knowledge and literature about the impact of K to 12 in the Philippines. Moreover, other researchers may assess the effects of K to 12 and TVL curriculum on 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

The researcher ensured that the study was guided by ethical research principles as described by Mack et al. (2005) [93]: respect for persons, beneficence, justice, consent, and confidentiality, which ethical principles were laid down hereunder, with specific areas of concern. Each target participant was given an informed consent form before gathering data. The participant signed the ICF to prove his/her willingness to participate, and the researcher assured of the confidentiality of the data and that the data was used only for the study. Moreover, before the actual data collection, the researcher secured the Compliance Certificate from UMERC (UMERC Protocol Number 2023-001) to ensure the observance of ethical considerations correctly.

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