



## IMPLEMENTATION AND EFFECTIVENESS OF THE TECHNICAL VOCATIONAL LIVELIHOOD (TVL) CURRICULUM

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### ABSTRACT

This study determined the implementation and effectiveness of the Technical-Vocational-Livelihood (TVL) Curriculum among schools in the Third Congressional District, Schools Division of Iloilo, Philippines, for the School Year 2025–2026. The descriptive–correlational research design was employed. The respondents of the study were 150 TVL teachers from public secondary schools in the Third Congressional District of Iloilo. Specifically, it examined the extent of curriculum implementation and the level of effectiveness of the TVL curriculum as assessed by the teachers, and determined whether significant differences existed when respondents were classified according to age, educational attainment, position, length of service, and school size. It also investigated the relationship between implementation and effectiveness of the TVL curriculum. A researcher-made questionnaire, validated by experts and tested for reliability, was the data-gathering instrument used. Frequency count, percentage, mean, and rank were used for descriptive analysis, while Mann-Whitney U Test, Kruskal–Wallis H Test, and Spearman’s rho correlation were used as inferential tools, all tested at 0.05 level of significance. Findings revealed that the teachers assessed implementation of the TVL curriculum to a very great extent, and its

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level of effectiveness as “very high.” Significant differences in implementation were found as assessed by teachers when classified according to their age and length of service, but none were observed when their educational attainment and school size were considered. Significant differences in the effectiveness of the TVL curriculum as assessed by teachers were noted when their age, educational attainment, and length of service were considered, but not by school size. A strong positive correlation was found between implementation and effectiveness of the TVL curriculum as assessed by teachers, indicating that greater implementation is associated with higher effectiveness. The study concluded that the TVL is being implemented to a very great extent and is highly effective in achieving its intended objectives.

**Keywords:** *Technical-Vocational-Livelihood (TVL) curriculum implementation, effectiveness*

## INTRODUCTION

The Technical-Vocational-Livelihood (TVL) track is a key component of the Senior High School program under the K to 12 Basic Education Curriculum in the Philippines. It is designed to equip learners with job-ready skills and competencies in various fields, including Agri-Fishery Arts, Home Economics, Industrial Arts, and Information and Communication Technology (ICT). The goal of the TVL track is to prepare students either for direct employment, entrepreneurship, or further specialized training (Department of Education, 2020).

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In recent years, the need to improve the quality and relevance of technical-vocational education has become more pressing due to rapid technological advancements, changing labor market demands, and increasing socioeconomic challenges. The integration of competencies across different disciplines within the TVL track is seen as a strategy to enhance learner engagement, improve learning outcomes, and develop 21st-century skills such as critical thinking, collaboration, and problem-solving (Bautista et al., 2022).

Research supports the idea that a contextualized approach to TVL education provides students with deeper learning experiences. According to Gonzales et al. (2023), combining theoretical knowledge with hands-on, real-world applications increases learners' motivation and better prepares them for workplace demands. Smith and Lee (2020) also emphasized that effective implementation of integrated TVL programs contributes to economic development, youth empowerment, and community resilience.

However, while the curriculum advocates for integration and contextualization, challenges remain in its actual implementation. These include limited facilities, lack of teacher training, inconsistent instructional methods, and varying levels of learner engagement across schools (World Bank, 2022).

Thus, the study aims to assess the implementation and effectiveness of the Technical-Vocational-Livelihood (TVL) Curriculum track. Specifically, it seeks to examine instructional practices, student engagement, and achieved competencies to determine how these support learners' readiness for future employment or further training.

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## MATERIALS AND METHODS

### Research Methodology

This chapter presents the research method, research design, participants of the study, sampling design, data-gathering procedures, research instrument, and data analysis used in the study. This study aimed to determine the implementation and effectiveness of the Technical Vocational Livelihood (TVL) curriculum among schools in the Third Congressional District, Schools Division of Iloilo, Philippines, for School Year 2025-2026.

### Research Method

The research method utilized in the study was quantitative research using research-made questionnaire.

### Research Design

The study utilized a descriptive-correlational research design, which is appropriate for gathering detailed information about the current status of curriculum implementation and measuring the relationship between various demographic factors and the effectiveness of the curriculum.

Descriptive research, as defined by Creswell (2021), involves systematically describing a phenomenon or group and provides a comprehensive snapshot of variables as they naturally occur. Similarly, Ary et al. (2020) emphasize that descriptive research aims to accurately portray characteristics or functions of a specific population, allowing researchers to understand "what is" rather than "why" or "how." Furthermore, Best and Kahn (2022) explain that

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correlational research extends descriptive research by examining relationships among variables without manipulating them, which helps in identifying patterns and associations.

## Participants of the Study

The respondents of this study consisted of all teachers handling Technical Vocational Livelihood (TVL) subjects in public secondary schools within the Third Congressional District of the Schools Division of Iloilo, Philippines, for the School Year 2025-2026. The entire population of 150 TVL teachers in this district was considered, employing purposive sampling technique. This approach is appropriate given the manageable population size and the study's intent to capture a complete picture of curriculum implementation and effectiveness across the district.

## Sampling Design

Purposive sampling design was used in the study. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling (Patton, 2015).

## Research Instrument

A researcher-made questionnaire was used to gather the data. A questionnaire is a structured tool designed to collect responses to specific questions from respondents, usually factual in nature, intended to obtain reliable information about the conditions or practices that the respondents are knowledgeable about (Creswell & Creswell, 2021).

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The questionnaire consisted of three parts. Part I gathered personal information about the respondents, including their age, educational attainment, position, length of service, and school size. Part II focused on the extent of implementation of the Technical Vocational Livelihood (TVL), consisting of 15 statements aimed at evaluating how thoroughly the curriculum is being applied in the teaching process.

The extent of implementation of the integrated curriculum in TVL was measured using the following scale:

Scale of Means	Description	Interpretation
4.21-5.00	Very Great Extent	Implementation is highly evident; most curriculum components are fully integrated and applied effectively.
3.41-4.20	Great Extent	Implementation is clear and substantial; the majority of curriculum aspects are applied effectively.
2.61-3.40	Moderate Extent	Implementation is moderate; some curriculum elements are applied but inconsistently or partially.
1.81-2.60	Low Extent	Implementation is minimal; few curriculum components are applied, indicating gaps in integration.

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## Data Gathering Procedures

When the questionnaire was found valid and reliable, it was then reproduced according to the actual number of respondents. Before the administration of the questionnaires, permissions were requested from the Schools Division Superintendent of the Schools Division of Iloilo.

The questionnaires were administered by the researcher through the use of survey material. Retrieval of the results followed as soon as the questionnaires were answered appropriately. After all the questionnaires were gathered, they were processed using the Statistical Package for Social Sciences (SPSS).

## Data Analyses

For the statistical analysis of the data, the following statistical tools were used:

Percentage. This was utilized to determine the rate index of the given variables.

Frequency. This was used to determine the personal profile of the respondents as to their age, educational attainment, position, length of service, and school size. Likewise, this was used to determine the frequency of responses on each item of the questionnaire.

Mean was used to determine the extent of implementation and level of effectiveness of the Technical Vocational Livelihood (TVL) curriculum as assessed by the respondents when taken as a whole and when classified according to age, sex, educational attainment, length of service, and position.

The Mann-Whitney U-Test was used to determine the significant differences in the extent of implementation and level of effectiveness of the Technical Vocational Livelihood

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(TVL) curriculum as assessed by the respondents when classified according to age, length of service, and position.

Kruskal-Wallis H-Test was used to determine the significant differences in the extent of implementation and level of effectiveness of the Technical Vocational Livelihood (TVL) curriculum as assessed by the respondents when classified according to educational attainment and school size.

Spearman's rho. This was used to determine the significant relationship between the implementation and effectiveness of the Technical Vocational Livelihood (TVL) curriculum as assessed by the respondents.

## RESULTS AND DISCUSSIONS

This study aimed to determine the implementation and effectiveness of the integrated curriculum in the Technical Vocational Livelihood (TVL) track among schools in the Third Congressional District, Schools Division of Iloilo, Philippines, for the School Year 2025–2026. The descriptive–correlational research design was employed to assess the level of implementation and effectiveness and to determine the relationship between these two variables, as well as the significant differences in effectiveness when respondents were grouped according to selected demographic variables.

The respondents of the study were all teachers handling Technical Vocational Livelihood (TVL) subjects in public secondary schools within the Third Congressional District of the Schools Division of Iloilo. They were classified according to age, educational attainment,

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position, length of service, and school size. These demographic factors served as the independent variables, while the level of implementation and effectiveness of the integrated TVL curriculum were treated as the dependent variables.

The researcher initially submitted the draft questionnaire to the adviser for review and improvement. Suggestions from the adviser were incorporated into the revised version of the instrument. The revised questionnaire was then submitted for content validation to a jury of experts in research, using the Eight-Point Criteria for Content Validation by Good and Scates. Reliability testing of the instrument was conducted with 30 TVL teachers from nearby or adjacent congressional districts in Iloilo who possessed similar characteristics to the target respondents but were excluded from the final data collection.

The data gathered were organized, tabulated, and subjected to both descriptive and inferential statistical analyses. The descriptive statistics included frequency count, percentage, mean, and standard deviation, while inferential statistics consisted of the Mann–Whitney U test, Kruskal–Wallis test, and Spearman’s rho. All statistical computations were carried out using the Statistical Package for the Social Sciences (SPSS). The result of significance was set at 0.05 alpha.

Specifically, the study sought to answer the following questions:

1. What is the extent of implementation of the Technical Vocational Livelihood Curriculum as assessed by the respondents when taken as a whole and when classified according to age, educational attainment, position, length of service, and school size?

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2. What is the level of effectiveness of the Technical Vocational Livelihood curriculum as assessed by the respondents when taken as a whole and when classified according to age, educational attainment, position, length of service, and school size?
  3. Are there significant differences in the extent of implementation of the Technical Vocational Livelihood curriculum as assessed by the respondents when classified according to age, educational attainment, position, length of service, and school size?
  4. Are there significant differences in the level of effectiveness of the Technical Vocational Livelihood curriculum as assessed by the respondents when classified according to age, educational attainment, position, length of service, and school size?
  5. Is there a significant relationship between the implementation and effectiveness of the Technical Vocational Livelihood (TVL) curriculum?

## Findings of the Study

1. The TVL teachers in the Third Congressional District of the Division of Iloilo assessed the implementation of the TVL curriculum to a very great extent ( $M=4.73$ ). When classified according to age, educational attainment, length of service, position, and school size, they assessed that the TVL curriculum was implemented to a very great extent.
2. When taken as a whole, the TVL teachers assessed the effectiveness of the TVL curriculum as very high ( $M=4.76$ ). Ratings remained "very high" across age ( $M = 4.84$ ;  $M = 4.66$ ), educational attainment ( $M = 4.62$ ;  $M = 4.90$ ), length of service ( $M = 4.95$ ;  $M = 4.64$ ), position ( $M = 4.73$ ), and school size ( $M = 4.79$ ;  $M = 4.70$ ).

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3. Significant differences were noted in the extent of implementation of the TVL curriculum as assessed by teachers when classified according to age ( $U = 2020.500$ ,  $p = 0.006$ ) and length of service ( $U = 1815.000$ ,  $p = 0.030$ ). However, no significant differences existed in their assessment when classified according to educational attainment ( $p = 0.288$ ) and school size ( $p = 0.231$ ).

4. Significant differences existed in the level of effectiveness of the TVL curriculum when teachers are classified according to age ( $U = 1703.000$ ,  $p = 0.000$ ), educational attainment ( $U = 1643.000$ ,  $p = 0.000$ ), and length of service ( $U = 1041.500$ ,  $p = 0.000$ ), favoring younger teachers, master's degree holders, and those with shorter service. However, no significant difference was found when their school size ( $p = 0.456$ ) was considered.

5. A strong positive correlation was found between the extent of implementation and level of effectiveness of the TVL curriculum as assessed by teachers ( $r = 0.757$ ,  $p = 0.000$ ), indicating that higher implementation scores were associated with higher effectiveness ratings.

## Conclusion

Based on the findings, the following conclusions were drawn:

1. The TVL teachers in the Third Congressional District of the School Division of Iloilo assessed that the TVL curriculum implementation is highly evident; most curriculum components are fully integrated and applied effectively.

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2. The teachers assessed that the TVL curriculum is highly effective in achieving learning objectives and improving learner competencies.
  3. Significant differences in the extent of implementation were found when respondents were classified according to age and length of service, but no significant differences were observed when classified according to educational attainment and school size.
  4. Significant differences in the level of effectiveness were found when respondents were classified according to age, educational attainment, and length of service. On the other hand, the absence of significant difference in effectiveness ratings based on school size implies that both small and medium-sized schools are equally capable of achieving high curriculum outcomes when proper resources, training, and administrative support are provided.
  5. The higher levels of implementation is strongly associated with greater curriculum effectiveness, highlighting the importance of consistent and high-quality application of the program.

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