Cultural Factors that Affect the Technical Vocational and Livelihood Strands Preferences of Grade 11 Students

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Abstract: *The main purpose of this study is to determine the cultural factors that affect the Technical Vocational and Livelihood (TVL) strands preferences of grade 11 students in Bulan National High School S.Y. 2019-2020. It composed of 239 grade 11 students from different TVL strands including CSS, Foods, EIM, EPAS, Dressmaking, and SMAW. The researcher employed descriptive correlation method of research. The researcher used quantitative method to describe the academic performance of Technical Vocational and Livelihood Track of Senior High school grade 11 learners. Correlational method was employed in measuring the significant relationship between the performance of the students and the extent of cultural factors' influences on the students' TVL strand preferences. The respondents of this study were the 239 Grade 11 senior high school learners from the Bulan National High school year 2019-2020. Data were gathered through survey questionnaire and class record to determine the academic performance of the respondents. The performance of students in written works is poor with 75 percent who did not meet expectations and overall performance of 63 percent. The students' performance tasks outcome was better having 84 percent passing percentage and overall performance of 83 described as satisfactory. The performance of the students in periodical test on the other hand is poor, 64 percent did not meet the expectations and the overall performance is 65 percent. The family influence got an average mean of 3.16 which is interpreted as moderate extent. This means that families affect students' decision in making their choices when it comes to their TVL strand preference. Among the different factors along school influence the strand offerings and screening got the highest means with 3.35 and 3.26, respectively. The effect of school in the decision making of students is moderately extent as reflected by the overall mean of 3.04. On gender influence, the advice from same sex friends and availability of strands available for men were the factors with the highest means with 3.39 and 3.20, respectively. This means that students are influenced by the ideas and advices they get from peers of the same sex. In addition, peer influence generally is in moderate extent with an average mean of 3.03. Students also value the advice they get from their most valued peers as reflected by a mean of 3.20. Peer advice is also considered to be helpful by the students as this factor obtained a mean of 3.15 one of the highest among the peer factors. There is a significant relationship between Performance of the students and the extent of the Family Influence on the Student's Preference for TVL Strand. However, there is no significant relationship between the performance in written works and school influence on the student's preference for TVL strand. In performance Task and Periodical Test the computed value of 36.009 and 57.210 respectively, is higher than the critical value of 29.926. This means that there is a significant relationship between the performance of students under performance task and periodical test and the extent of school influence on their TVL strand preferences. The computed value in written works is 55.758 which is higher than the critical value and means that there is a significant relationship between the students' performance in written works and the extent of gender influence on TVL strand preference. On the other hand, the computed value under performance task is 8.372 while in written works the computed value is 11.098. These computed values are lower compared to the critical value of 22.926. Thus, no relationship exists between the two variables. In written works the computed value 63.857 is higher than the critical value of 26.926. This means that there is a significant relationship between the performance in written works and the extent of the peer influence on the student's preference for TVL strand. However, the critical value is higher compared to the computed value of performance task and periodical test. This means that there is no significant relationship between the performance of students' in periodical test and performance task and the extent of the peer influence on the student's preference for TVL strand.*

Keywords: Cultural Factors, Technical Vocational and Livelihood (TVL)

1. Introduction

Education is an integral part of our society and it serves as the driving force of innovation and excellence in different fields of specialization. But there are factors that affect academic performance of students. Van Houtte & Van Maelle (2010) stated that since the late 1960s, research has demonstrated repeatedly that students in lower tracks achieve less as they develop an anti-school culture to overcome the status deprivation resulting from being in a lower track. Technical and Vocational courses are often regarded as lower tracks considering that they are more focused on the actual works rather that extreme math and science subjects and most of the time being disregarded for what benefit vocational courses can offer.

In the United States the basic education system differs from state to state. There are purely academic, technical vocational and other types of schools. The majority of those who choose academic track are students who plan to proceed to college. There is still a stigma in selecting technical vocational and other courses as this are seen by many as the course for poor performing/problematic students. (Sarmiento, 2016).

Technical and vocational education is the aspect of education that exposes the learner to acquisition of demonstrable skills as well as basic scientific knowledge that could be transformed into economic benefits. Technical and vocational education (TVE) is a deliberate program of learning experiences that starts with search of career options, supports basic academic and life skills, and facilitates accomplishment of high academic standards, leadership, preparation for industry- defined work, and advanced and continuing education (Maclean & Wilson, 2009). The possession of requisite vocational technical education (VTE) skills and its applicability will help to implement complex growth inducing technologies and productivity enhances

practices. The vocational technical education systems in most nations have undergone important progress. This was as a result of new policies on VTE, which forced most countries of the world to turn around their traditional VTE policies and practices in line with the recent trend. (Okolocha, 2012).

The Republic Act 10533 or the Enhanced Basic Education adding two more years which is the grade 11 and 12 the senior high school. Among the tracks being offered by senior high school are the General Academic Strand (GAS), Science and Technology, Engineering and Mathematics (STEM), Arts and Design, Sports and Technical Vocational and Livelihood (TVL) track. With this curriculum upgrade senior high school students now have focused technical vocational courses to chooses from considering their skills ad interest. This also allows more students to finish their senior high school courses because of the promise that they can be job ready after their high school graduation. According to the Philippine Daily Inquirer (2018)report roughly 40% of 1.2 million graduates finished Technical Vocational and Livelihood track however many graduates decided to continue their college education despite having finished different senior high school track. The TVL graduates moreover still need to pass National Certification (NC) to be able to apply for jobs these certificates can be used both local and international. This number continues to rise each school year posing more challenges to their success in the work field.

However, there are problems that encompass career choices including vocational courses. These problems include proper skill sets, parents support, availability of courses in the area and other external factors. Penedilla & Rosaldo (2017) stated that factors may be intrinsic or extrinsic in nature these factors may come from Academic Qualifications or even social and economic factors. These external factors still impact the decision of students although they have the authority over their preference and can affect their academic performance in some ways

Hellen & Kitainge (2016) in their study about the course preference and academic performance of male students in Western Kenya, stressed that "when parents forced their sons to take courses against their will atthe university, they harbored hatred, got demoralized, dissatisfied and frustrated towards the course". The study reveals that if students were forced to take the courses, they do not like they will probably end up irritated and will perform poor academically. People with low self-confidence also hinder the opportunities ahead of them. Fouad & Byars-Winston (2005) stated that ethnic minorities often land on low paying careers and were concentrated in doing unskilled works. This hinders their potential growth as a person both financially and professionally. The choice of career can also hinder opportunities that students can have.There are many students only enroll in courses they think are right for them limiting their opportunities for a course or career suitable for their skills and personalities.

Confusion and many factors such as what Manapsal (2018) stated that the "problems encountered by Grade 11 students in deciding what career to choose are the following: 1. they are still confused of what career path to take; 2. the parents' decision should be followed; 3. financial insufficiency; 4. no school that offers the course they want with; 5. they do not see their future career; 6. they feel too sick or sickly that they cannot choose the right career; 7. being away from my friends if they take a different course." Moreover, the study of Pascual (2014), as cited in Manapsal (2018) revealed that Filipino immigrants and non-immigrants rely heavily on their family's decision-making. Students are not oriented properly of what career path to choose because of their considerations on what college course can land them a job quickly after graduation. The senior high school students need to be prepared for the global competition "the wrong choice of course taken by most of high school students adds to the unemployment and underemployment rate of newly graduate students." One of the basic aims of K-12 basic education curriculum is to holistically develop 21st century learners to become competent graduates and land a job even just after grade 12. However, these goals will have several factors that will affect its fulfilment such as the performance of students.

The researcher was motivated to know what cultural factors affect the course preference of student in senior high school and thereby measure its relationship to the overall academic performance of students. Understanding the effects of these cultural factors can contribute to understanding why students perform high or low academically and can be utilized to further provide appropriate solutions in addressing students' performance problems and perceptions towards proper courses to choose to attain their full potentials.

2. Research Questions

This study determined the factors that affect the Technical Vocational and Livelihood (TVL) strands preference of grade 11students' in Bulan National High School, School Year 2019-2020.

Specifically, it sought answers to the following questions:
1) What is the performance of the students in terms of:
   a) Written work, b) Performance Task c) Periodical exam
2) What is the extent of the cultural factors that influenced the student's preference for TVL strand in terms of:
   a) Family influence b) School influence c) Gender influence   d) Peer influence
3) Is there a significant relationship between the performance of the students and the extent of the cultural factors that influenced their preference for TVL strand along the identified variables?
4) What could be proposed based from the findings of the study?

3. Methodology

This study determined the factors that affect the Technical Vocational and Livelihood (TVL) strands preference of grade 11 students' in Bulan National High School, school Year 2019-2020. Furthermore, this study determined the relationship between the performance of the students and the extent of cultural factors that influenced their preference of

TVL strand. The methods used to obtain the data needed in this study were documentary analysis and survey.

Descriptive correlation research design was used in this study to identify the different cultural factors that influenced the students' enrolled in Technical Vocational Livelihood (TVL) in Bulan National High School. This study also identified the strand selected by the grade 11 students as well their performance in written works, performance task and quarterly assessment. Correlation method was employed in measuring the significant relationship between the performance of the students and the extent of cultural factors' influences on the students' TVL strand preferences. There were total of 239 students determined as sample of the study using stratified random sampling technique.

The Sample
The sample in this study was derived from the total population senior high school students enrolled in Technical Vocational and Livelihood track in Bulan National High School.

TVL Strands	Frequency (f)	Percentage (%)
Electrical Installation and Maintenance (EIM)	60	25
Electronic Products Assembly and Servicing (EPAS)	52	22
Computer Systems Servicing (CSS)	45	19
Foods	24	10
Horticulture	22	9
Shielded Metal Arc Welding (SMAW)	22	9
Dressmaking	14	6
Total	239	100

The Respondents
The 239 samples in this study was obtained using the Slovin's formula. Furthermore, stratified random sampling method was employed in this study to represent each strand's population. The samples were drawn randomly using the fishbowl method to ensure the probability that each member of the population had equal chance of inclusion as sample.

The Instrument
A survey questionnaire was used as the main data gathering instrument in this study. The instrument used in this study was divided into two parts. The first part of the questionnaire is intended to know the strand where students are enrolled in. The second part is the main questionnaire which meant to determine the extent of influence of cultural factors to the students' TVL preference with the use of a five-point Likert scale.

The survey questionnaire undergone validation process through test runs. The first dry run was conducted on January 23, 2020. This involved 10 grade 12 Computer Systems Servicing (CSS) students. During this dry run several words and sentences were found to be difficult to understand by the students thus, these were revised. The second dry run was conducted on January 27, 2020 and this was administered to 10 dressmaking students. The result of this dry run was better rand the questionnaire was found to be ready for administration to the respondents.

Data Collection Procedures
To gather the needed data the researcher secured a letter of permission from the school head and subject teachers. To determine the performance of the students', documentary analysis was conducted using the subject teachers' class records. Additionally, a survey questionnaire was devised by the researcher to determine the extent of the cultural factors that influenced the students TVL strand preference.

The research instrument was distributed to the respondents last February 3-7, 2020. In addition, the collection was done immediately after the respondents finished answering the questionnaire. The data collected was then tabulated and treated statistically using appropriate statistical tools.

Data Analysis Procedures
This study utilized frequency count, percentage, and weighted mean. Frequency count was used to determine the number of responses regarding the cultural factors that affects students in choosing their courses. Furthermore, frequency count was utilized in identifying the number of students who perform outstanding, very satisfactorily, satisfactorily, fairy satisfactorily and did not meet expectations in written works, performance task and quarterly assessment. Percentage was used for better presentation of data. On the other hand, chi-square was used to determine the significant relationship between the performance of the students and the extent of cultural factors that influence the students' TVL strand preferences.

The scale used to determine the performance of students was the existing Department of Education (DepEd) criteria which consist of five levels. These criteria contain numerical value and textual descriptions. The scale is as follows:

90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Fairly Satisfactory
Below 75	Did not meet the expectation

The weighted mean was used to determine the extent of the cultural factors that influenced the students 'preference for TVL strand using the following scale:

4.50-5.0	Very High Extent
3.50-4.49	High Extent
2.50-3.49	Moderate Extent
1.50-2.49	Less Extent
1:00-1:49	Least Extent

4. Results and Discussions

4.1 Findings

Based from the data gathered, the following findings were revealed:
1. The performance of students in terms of written works of which 178 or 75 percent obtained a remark of "did not meet the expectations". A frequency of 16 or 7 percent got fairly satisfactory rating with equivalent grades of 75-79. In addition, there were 13 who got grades 80-84 which is equivalent to 5 percent interpreted as satisfactory. Among the respondents there were 18 or 8 percent who performed very satisfactory having grades of 85-89. While 12 students

which is equal to 5 percent performed with an outstanding remark having grades of 90-100.

The performance of students in terms of performance task revealed that 59 students or 25 percent performed outstanding with grades of 90-100. Furthermore, there were 58 students or 24 percent who gained a very satisfactory remark in performance task. In addition, there were 46 or 19 percent who performed satisfactory in performance task. Additionally, a frequency of 38 or 15 percent performed satisfactory under performance task. Furthermore, there were 38 students or 16 percent who performed poor and is interpreted as did not meet the expectations.

The performance of students in terms of periodical exam showed that 152 or 64 percent performed lower than the passing score of 75 earning the remark "did not meet the expectations". Furthermore, there were 26 students who performed satisfactorily in periodical exam with grades of 80-84. While 25 students or 11 percent got 85-89 grades translated to very satisfactory. The data further revealed that 17 or 7 percent performed outstanding having a grade of 90-100, however similar percentage of students performed poor with grades of 75 and below which tells that students did not meet the set expectations required for their periodical exam.

2. The family influence on strand choice of students showed that "the information from parents influenced the children's strand" got a weighted mean of 3.31 which is interpreted as moderate extent. The item "Father influenced children in their choice of strand" got a mean of 3.10 which is also interpreted as moderate extent. A mean of 3.08 was obtain by the item "Mother influenced children in the choice of strand" while fathers influence got 2.17 weighted mean likewise interpreted as moderate extent. School influence on strand choice revealed that a mean of 3.35 was obtained by the factor "different strand is comprehensively offered by the school" with an interpretation of moderate extent. A mean of 3.26 is obtained by the career screening factor, on the other hand a 3.20 mean was obtained by school career exploration and career decision making activities, both items were interpreted as moderate extent. Additionally, career guidance counsellors influence in students' career decision making, got a mean of 3.15 which is also interpreted as moderate extent. The factor school head's effect on students' career decision making obtained a mean of 3.06 and an almost similar mean of 3.03 was obtained by the item "The subjects in school had impact on students strand choice".

Gender influence on career choice revealed that a mean of 3.39 was obtained by the item "advice from same sex friends provided inputs in career decision making". This is also highest mean among the items under gender influence and interpreted as moderate extent. The item "there are strand suitable for men" on the other hand, got a mean of 3.20, the factor, "female celebrities influenced students in choosing strand" obtain a mean of 3.19 both were interpreted as moderate extent. A mean of 2.99 was obtained by the item "there are strand suitable for men, additionally, a mean of 2.79 was obtained by "women's role is home maker and male's roles is breadwinner." Moreover, a mean of 2.73 was obtained by the factor "Male celebrities influenced students

in choosing strand" these were all interpreted as moderate extent.

The results on the peer influence on career choice showed that the factor "advice from most valuable friends have impact on students' choice of strand" got a mean of 3.20 which is interpreted as moderate extent. "Peer advice on strand selection was helpful to students" obtained a mean of 3.15 which is likewise interpreted as moderate extent. A mean of 3.14 was obtained by "information provided by friends are always reliable", while "peer influence in choosing a strand is powerful" obtained a mean of 3.09 both of which were interpreted as moderate extent. The item "The students strand choice is validated by peers" got a mean of 2.99, on the other hand the item "my friends have influenced me in choosing my strand" obtained a mean of 2.94 similarly interpreted as moderate extent. The data presented that the a mean of 2.89 was obtained by the item "the strand choice of friends influenced students' strand preference" while the item "influence on strand of choice came from other student" obtained a mean of 2.87.

3. With the degrees of freedom of 16 and level of significance of 5% the X^2 critical value of 26.926 was determined. Computing the values of X^2 showed that written works obtained a 45.091 computed value. The table also showed that Performance Task got a computed value 34.287 and Periodical Test obtained 56.232. With the computed value higher than critical value the null hypothesis is rejected, and the alternative hypothesis is accepted. This means that there is a significant relationship between Performance of the students and the extent of the Family Influence on the Student's Preference for TVL Strand.

In the relationship between the performance and the extent of the school influence on the student's preference for TVL Strand, the computed value underwritten works is 12.943 which is lower than the critical value of 26.926. The computed value under performance task on the other hand is 36.009 while Periodical Test obtained a computed value of 57.210 which are higher than the computed value of 26.926.

Thus, there is no significant relationship between the performance in written works and school influence on the student's preference for TVL strand. However, in Performance Task and Periodical Test the computed value of 36.009 and 57.210 respectively, is higher than the critical value of 29.926. As a result, the null hypothesis is rejected, which means that there is a significant relationship between the performance of students under performance task and periodical test and the extent of school influence on their TVL strand preferences.

The relationship between performance and gender influence showed that the computed value in written works is 55.758 which is higher than the critical value of 22.926. On the other hand, the computed value under performance task is 8.372 while in written works the computed value is 11.098. These computed values are lower compared to the critical value of 22.926.

In written works, the null hypothesis is rejected. This showed that there is a significant relationship between the

performance of students in written works and the extent of gender influence on the student's preference for TVL strand. In performance task and periodical test however, the results showed the opposite. Since the computed value in performance task and periodical test is lower than the critical value the null hypothesis is accepted. There is no significant relationship between the performance in performance task and periodical test the extent of gender influence on the student's preference for TVL strand.

The relationship between performance and peer influence showed that written works obtained a computed value of 63.857 which is higher than 26.926 critical value. The computed value under performance task on the other hand, is 16.202 while periodical test obtained 14.939 which are lower than the critical value.

The null hypothesis is rejected in written works because 63.857 is higher than the critical value of 26.926. This means that there is a significant relationship between the performance in written works and the extent of the peer influence on the student's preference for TVL strand. The critical value, however, is higher compared to the computed value of performance task and periodical test. This means that the null hypothesis is accepted. Furthermore, there is no significant relationship between the performance in periodical test and performance task and the extent of the peer influence on the student's preference for TVL strand.

4.2 Conclusions

Based form the findings, the following conclusions are drawn;
1) The performance of students in written works is poor with 75 percent who did not meet expectations and overall performance of 63 percent. The students 'performance tasks outcome was better having 84 percent passing percentage and overall performance of 83 described as satisfactory. The performance of the students in periodical test on the other hand is poor, 64 percent did not meet the expectations and the overall performance is 65 percent.
2) The family influence got an average mean of 3.16 which is interpreted as moderate extent. This means that families affect students' decision in making their choices when it comes to their TVL strand preference. Among the different factors along school influence the strand offerings and screening got the highest means with 3.35 and 3.26, respectively. The effect of school in the decision making of students is moderately extent as reflected by the overall mean of 3.04. On gender influence, the advice from same sex friends and availability of strands available for men were the factors with the highest means with 3.39 and 3.20, respectively. This means that students are influenced by the ideas and advices they get from peers of the same sex. In addition, peer influence generally is in moderate extent with an average mean of 3.03. Students also value the advice they get from their most valued peers as reflected by a mean of 3.20. Peer advice is also considered to be helpful by the students as this factor obtained a mean of 3.15 one of the highest among the peer factors.

3) With the computed value of 45.091 in Written Works, 34.287 in Performance Task and 56.232 which is higher that the computed value of 26.926. Result shows that there is a significant relationship between Performance of the students and the extent of the Family Influence on the Student's Preference for TVL Strand.

There is no significant relationship between the performance in written works and school influence on the student's preference for TVL strand. However, in Performance Task and Periodical Test the computed value of 36.009 and 57.210 respectively, is higher than the critical value of 29.926. This means that there is a significant relationship between the performance of students under performance task and periodical test and the extent of school influence on their TVL strand preferences.

The computed value in written works is 55.758 which is higher than the critical value and means that there is a significant relationship between the students' performance in written works and the extent of gender influence on TVL strand preference. On the other hand, the computed value under performance task is 8.372 while in written works the computed value is 11.098. These computed values are lower compared to the critical value of 22.926. Thus, no relationship exists between the two variables.

The computed value of 63.857 in written works is higher than the critical value of 26.926. This means that there is a significant relationship between the performance in written works and the extent of the peer influence on the student's preference for TVL strand. However, the critical value is higher compared to the computed value of performance task and periodical test. This means that there is no significant relationship between the performance of students' in periodical test and performance task and the extent of the peer influence on the student's preference for TVL strand.

5. Recommendations

Based from the conclusions of the study, the following recommendations are made:
1) Develop appropriate testing tools to address the needs and level of students specifically in written works and periodical exams. This can be in a form of paper and pencil test, online test, games, practical exams that will address the individual differences of the learners.
2) Conduct symposium on the effects of cultural factors to the student's career decision making.
3) Students should also be careful in the selection of their peers/friends when on campus because peers/friends are a great influence on the academic performance and stay on campus. Due to these peers/friends who are not contributing positively to one's academic performance should be eliminated by the students.
4) The academicians and educators should help and counsel students on how to spend their time on campus and the kind of activities they should get involved. Parents and lectures as well as administrators should encourage the students to form study groups to help them improve on their academic performance.

5) Adoption of action plan in addressing the identified Key Results Area (KRA) which includes, family influence, school influence, gender influence and peer influence.

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