

**“LEVEL OF PROFICIENCY OF REDIRECTED STUDENTS: IMPLICATIONS
TO THE MANAGEMENT OF TECHNICAL–VOCATIONAL
EDUCATION PROGRAMS”**

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ABSTRACT

The study determined the level of proficiency of redirected students. It also tried to find their implications to the management of the TVE programs.

This study employed documentary analysis to address specific issues. Interviews were conducted to understand the implications of students' performance on TVE program management. Findings revealed that redirected students initially showed interest in various specializations but were redirected to different ones. Their proficiency levels ranged from beginning to advanced, with an overall level of approaching proficiency. Positive and negative implications were identified, including faculty readiness, recruitment, restructuring of shops, procurement of tools, and TVE orientation. Recommendations include prioritizing students' specialization choices, monitoring student performance, improving shop layout, establishing partnerships, conducting regular orientations, and conducting a follow-up study on redirected students' proficiency levels.

Keywords: *Implications, Level of Proficiency, Management, Redirected Students, Technical-Vocational Education Program*

1. INTRODUCTION

The 10-year basic education cycle hinders the recognition of Filipino professionals abroad. The Washington Accord prescribes 12 years of basic education as an entry to recognition in engineering professionals. The Bologna Process also requires 12 years of education for university admission and practice of profession in European countries (SEAMEO-INNOTECH, 2011). This implies the need to train the non- graduates and graduates in additional vocations along with the regular course according to their aptitude to improve the quality of manpower and to make use of the skills ready for the employment market.

Therefore, in view with the globalization of education, the Philippine government through the Department of Education (DepEd) has launched and implemented the K to12 Curriculum. The new curriculum is designed to develop a learner who shall possess a healthy mind and body; has a solid moral and spiritual grounding; has essential knowledge and skills for life-long learning and self-actualization; engages in critical thinking and creative problem-solving; contributes to the development of a progressive, just and humane society; is proud to be a Filipino and appreciates the beauty around him/her and cares for the environment for a sustainable future. The curriculum is seamless and continuous, decongested and enriched, research-based and learner-centered which puts also the role of co-curricular activities and community involvement in maximizing learning (SEAMEO-INNOTECH, 2011).

The K to 12 Curriculum has as its overarching goal the holistic development of every Filipino learner with 21st century skill, who is adequately prepared for work, entrepreneurship, middle-level skills development and higher education. The overarching goal of the K to 12 Curriculum indicates that the teaching of Technology and Livelihood Education (TLE) plays a very important role in the realization of the overall goal of the curriculum. Whether or not the K to 12 graduate is skilled and ready for work, entrepreneurship and middle skills development depends to a great extent on how effectively TLE is taught.

TLE is geared towards the development of technological proficiency and is anchored on knowledge and information, entrepreneurial concepts, process and delivery, work values and life skills. The TLE that is functional is one that equips students with skills for lifelong learning. It is focused on mastery of skills and is founded on the cognitive, behavioral or psychomotor and affective dimensions of human development. So, teaching TLE is teaching facts, concepts, skills and values as a whole.

At Grade 7, as the students are undergoing their exploration phase, they are now helped in identifying their priorities or major vocational preferences to pursue as they will proceed to their next year level. Hence, as they enroll in Grade 8, they have already their own major preferences to take but it has been observed that not all of them can enroll their preferred majors. Some are redirected, they are made to take other majors instead. Some students could not be accommodated in their first choice specialization because each specialization has a set quota or number of students to be accommodated. So, students who are excess in the given quota are made to take another specialization. In some instances, some students got low average in their first choice, so they are redirected to another specialization where they got better average ratings in their Grade 7 level.

Since the implementation of K to12 curriculum is only on its third year and there are no studies yet conducted that attempt to determine the specialization interests and the level of proficiency of the students who are redirected, the researcher is driven to undertake the present study.

2. METHODOLOGY

2.1. Research Design

This study is a descriptive research. It described the level of proficiency of redirected students. It further determined the implications of students' proficiency level on the management of the TVE program in terms of faculty, physical facilities and the various student services like counseling and placement.

2.2. Research Locale

The study was conducted at the Ilocos Norte College of Arts and Trades (INCAT), Laoag City during School Year 2014-2015 and involved Grade 8 students. At present, the school offers trade education programs for Grade 8 along Technical Building Construction, Electronics Technology, Electrical Technology, Automotive Technology, Refrigeration and Air Conditioning, Drafting Technology, Furniture and Cabinet Making, Visual Graphics and Animation, Cosmetology, Garments Technology and Food Technology.

2.3. Data -Gathering Procedure

The proficiency level of the respondents was determined from the Master Grading Sheet for Grade 8 where the ratings of the redirected students in their specialization for first, second and third grading periods were culled.

Interviews were also conducted among the randomly selected respondents particularly those with low and higher performance ratings to find out the implications of their performance to the management of TVE programs.

3. RESULTS AND DISCUSSION

3.1. First Choices of the Redirected Students

It can be deduced from the Table 2 that the respondents of the study were dominated by females, which signifies that there are more females than males enrolled for Grade 8 as reflected in the school's total enrolment of 692 for this school year.

Furthermore, it could be inferred that Food Technology has attracted the most number of students followed by Automotive Technology and Visual Graphics Animation. This could be attributed to the promising employability of graduates of these major fields of specialization due to the establishments of more food chains, automotive shops and visual graphic design shops in the province and in the country. As such, this has given inspiration to the respondents to select these vocational areas as their first choices of specialization.

Table 2. Distribution of students by their first choice and by gender.

Specialization	Male	Female	Total	%
Food Technology (FT)	1	77	78	55.25
Visual Graphics Animation (VGA)	13	5	18	12.8
Automotive Technology (AT)	40	-	40	28.4
Electrical Technology (ELT)	1	-	1	.7
Computer Hardware Servicing (CHS)	4	-	4	2.8
Total	59	82	141	100

3.2. Students' First Choice and the Specialization where they were Redirected

Table 3 shows the distribution of the students by their first choices and the specializations where they were redirected to upon enrolment in Grade 8.

More than one half of the Grade 8 redirected students, composing of 78 or 56.3% of the total number of respondents (141), were interested or indicated Food Technology as their first

choice. This shows that the respondents, trade area have motivated them to choose it as their specialization for the next three years.

Table 3. Distribution of students' first choice and the specialization where they were redirected.

First Choice	Specialization where the Students were Redirected								Total
	DT	RAC	GT	ELT	FCM	BC	ELX	Cosmet	
Food Tech	14		18				1	45	78
	17.9% 70.00%	0	23.1% 81.8%	0	0	0	1.3% 5.6%	57.7% 96.7%	100.0% 55.35%
VGA	6	3	4	1	0	0	2	2	18
	33.3% 30.0%	16.7% 37.5%	22.2% 18.2%	5.6% 33.3%	0	0	11.1% 11.1%	11.1% 4.3%	100% 12.8%
Auto-motive Tech	0	4	0	2	15	4	15	0	40
		10.0% 50.0%	0	5.0% 66.7%	37.5% 93.8%	10.0% 57.1%	37.5% 83.3%	0	100.0% 28.4%
ELT	0	1	0	0	0	0	0	0	1
		100.0% 12.5%	0	0	0	0	0	0	100.0% 7%
CHS	0	0	0	0	1	3	0	0	4
					25.0% 6.3%	75.0% 42.9%	0	0	100.0% 2.8%
Total	20	8	22	3	16	7	18	47	141
	14.2%	5.7%	15.6%	2.1%	11.3%	5.0%	12.8%	33.3%	100%

Legend:

DT- Drafting Technology RAC-Refrigeration and Air Conditioning FT – Food Technology
 ELT – Electrical Technology FCM- Furniture and Cabinet Making ELX – Electronics Technology
 GT – Garments Technology CHS- Computer Hardware Servicing BC- Building Construction
 AT – Automotive Technology VGA – Visual Graphics & Animation Cosmet- Cosmetology

Sharing of resources and working as a team would make them easier to accomplish given tasks and it entails lower cost of expenditures.

Among the 78 FT, 45 or 57.7% were redirected to Cosmetology, 18 or 23.1% and 1 or 1.3% was redirected to ELX. It has been observed that most of them are females so they were redirected to areas that are intended for females like cosmetology, garments and even drafting technology while the males were redirected to drafting and electronics. They were redirected to their second and third choices.

There were 40 or 28.4% of them who indicated Automotive Technology (AT) as their first choice. These students were redirected to ELX (15 or 37.5%), FCM (15 or 37.5%), BC (4 or 10%), RAC (4 or 10%), and ELT (2 or 5%). This shows that males are interested in trade areas that are traditionally "masculine" in nature and on automobiles. Males love to drive and inclined to maintain their own vehicles are usually noted as kings of the road. It has been observed that during enrolment, Automotive was one of the trade areas that are easily filled up and with the given number of interested students; they were screened in terms of their previous grades in their trade

areas during the exploratory phase. Their second and third choices were also considered when they were redirected.

As the respondents stated:

“ I want to learn how to drive, ma'am.”

“ I want to learn how to repair cars, ma'am”.

Some students were redirected and accommodated to FCM because there were two teachers teaching in Grade 8.

There were 18 or 12.8% of the students who placed Visual Graphics Animation (VGA) as their first choice. This shows that students are interested in trade areas involving the use of computer. They are motivated to manipulate computer programs designed to create graphics and designs using Photoshop, Adobe Flash and 3D Max Animation.

In Visual Graphics Animation, there is only one teacher teaching all grade levels so, there is only one session intended per grade level. Naturally these redirected students could no longer be accommodated when the quota is already filled up. Accommodating more students than the quota will result to shortage of equipment to be used. VGA is still in its third year being offered as a major field of specialization.

Some of these students were redirected to DT (6 or 33.3%), because this area is aligned to VGA and they have something in common in some lessons learned. VGA is one of the branches Drafting Technology.

Others were redirected to GT (4 or 22.2%), RAC (3 or 16.7%), ELX (2 or 11.1%) because these were their second and third choices and there were still available slots for them when they enrolled.

In Cosmetology, 2 or 11.1% were redirected because they were two teachers assigned to teach the trade area in Grade 8 so the students were accommodated,

One of them (5.6%) is redirected to ELT because this was his second choice and there was still available slot for him at the time that he enrolled.

Four or 2.8% of the respondents indicated Computer Hardware Servicing (CHS) as their first choice. This shows that some students are inclined with computer hardware maintenance and repair. The choice might have been influenced by their family and relatives. Some of them claimed that they have computer repair shops in the locality manned by their family or relatives so they wanted to learn more about it so that they can help in their business in the long run.

Three or 75% of them were redirected to BC and 1 or 25% was redirected to FCM because CHS is offered in only one session under only one teacher per grade level. Like VGA, this also has a quota to be accommodated and since it is still on its third year, it still lacks equipment and facilities. This is according to the Grade 8 TVE Head teacher and a member of screening and programming committee.

There was 1 or 0.7% whose first choice is Electrical Technology (ELT). This shows that the respondent had chosen this trade area as his specialization. This student claimed that he has chosen this area because it was the major of his brother. But he was redirected to RAC because he was late in enrolling and the quota for ELT has been filled up already, so he was not accommodated in his first choice. Based on his trade area grade, his grade in RAC is the highest so they placed him on the area where he could excel. Furthermore, the section where he was assigned has different schedule with his first choice.

Among the 20 students redirected to DT, 14 or 70% came from FT and 6 or 30% came from VGA. This shows that in redirecting students, their other choices were considered. Also, VGA and DT are similar in some aspects.

The 8 students redirected to RAC, 3 or 37.5% came from VGA, 4 or 50% from AT, and 1 or 12.5% from ELT. In ELT, the 3 respondents came from VGA (1 or 33.3%) and 2 or 5.0% from Automotive Technology (AT). Among the 16 students redirected to FCM, 15 or 93.8% came from AT and 1 or 6.3% from CHS. For the 7 BC, 4 or 57.1% came from AT and 3 or 42.9% from CHS. For the 18 ELX, 1 or 5.6% came from FT, 2 or 11.1 % from VGA and 15 or 83.3% from AT.

This shows that the students are assigned to trade areas that are aligned or related to their first choice and linked to inclinations because of their gender. Males were redirected to trade areas intended for males.

In Garments, the 22 respondents came from FT (18 or 81.8%) and VGA (4 or 18.2%). For the 47 Cosmetology, 45 or 96.7% came from FT and 2 or 11.1% from VGA. This shows that the respondents are assigned to trade areas that are for females. The results indicate that since most of the respondents are females, it holds true that the greatest number among them are interested in technology areas that are traditionally intended for females and where they believe to excel. In the process of redirecting or assigning students to other specialization, the school had to consider certain factors.

The data reveal that choices of specialization made by the respondents were influenced by their gender, insights towards the trade areas, past experiences in those particular trade areas (teachers' attitude), parents' choice or financial capabilities and employability in the future.

As Greenberger (2002) stated that boys are still being steered toward the traditional "male" jobs and girls are still expected to cluster into traditional fields of cosmetology, childcare and other similar jobs. Furthermore, choices were influenced by self, family and teachers combination (Bakshi, et al., 2012).

The results of the present study also further confirmed the findings of Malgwi, et al., (2005) that the most important factor in influencing students' interest is the subject matter. In addition to interest factors, student skill levels may also influence their choice of major (Pritchard et al., 2004).

3.3. Students' Level of Proficiency in the Specializations where they were Redirected

It can be gleaned from the Table 4 that the DT students had constant level of performance as AP (Approaching Proficiency). This shows that they perform with the range of AP (Approaching Proficiency) but in their mean ratings we could see a little improvement. It seems that their individual skills still need to be improved.

Table 4. Distribution of level of proficiency of redirected students from first to third grading periods

Grading Period		Redirected Specialization								Total
		DT	RAC	GT	ELT	FCM	BC	ELX	COS	
First Grading	Mean	82.15	78.00	82.77	81.33	81.31	78.43	77.11	81.77	80.94
	Level of Proficiency	AP	D	AP	AP	AP	D	D	AP	AP
Second Grading	Mean	82.40	84.00	83.14	84.00	78.38	80.29	77.50	81.45	81.13
	Level of Proficiency	AP	AP	AP	AP	D	AP	D	AP	AP
Third Grading	Mean	83.35	82.50	82.64	83.00	78.88	81.14	82.33	85.28	83.08
	Level of Proficiency	AP	AP	AP	AP	D	AP	AP	P	AP

***Legend:**

Range of Grades	Levels of Proficiency
74 below	Beginning (B)
75-79	Developing (D)
80-84	Approaching Proficiency (AP)
85-89	Proficient (P)
90 – above	Advanced (A)

This means that they are still somewhat hard up in doing their given tasks due to lack of skills and interests in some lessons and activities.

For the RAC and BC students, they had *D (Developing)* performance level in the first grading but they attained *AP (Approaching Proficiency)* during the second and third grading periods. This shows that during the first grading, they lacked necessary knowledge and skills in this area but as they proceeded to the second and third grading periods they tried to perform better with the guidance of their teacher. They were also challenged and inspired by their teacher that although they were redirected, they still needed to excel and strive more.

As some respondent stated:

“I wanted to shift upon learning that I am placed in RAC but as the days go by, I learned to like it because I have learned how to do the things I need to do.”

“There were times that I wanted to shift but now I already like RAC because I have learned a lot from ma’am. I already know how to repair refrigerator and welding.”

For the GT students, they had the same performance level of *AP (Approaching Proficiency)* from first to third grading periods. This shows that the students have basic skills and knowledge on their area of specialization already, but they perform with given tasks under the guidance of peers or their teacher. This means that they are a little bit hard up in honing their skills in measuring, drafting and sewing and are still at the stage of adjusting themselves to their trade area.

For ELT, the student has a consistent performance level described as *AP (Approaching Proficiency)* for the three grading periods. This shows that he has acquired the basic knowledge and skills in his specialization and performed his given tasks with a little supervision of his teacher. This implies that he still needs to improve his level of performance.

For FCM, the students have *AP (Approaching Proficiency)* level in the first grading period but declined to *D (Developing)* during the second and third grading periods. This shows that the knowledge and skills of the students has not improved. It appears that they have not developed their interest towards the trade area where they were redirected since this was not their second or third choice. This implies that if the student is not really interested in a certain trade area then he cannot force himself to perform well.

In ELX, the students have *D (Developing)* level during the first and second grading periods and *AP (Approaching Proficiency)* in the third grading period. This suggests that despite their lack of initial interest, their performance improved with the support of a skilled teacher. The presence of a separate lecture and laboratory area in the classroom environment played a role in enhancing student performance. These findings indicate that student interest can be fostered and performance can be enhanced by competent teachers and a conducive classroom atmosphere. The availability of a separate lecture and laboratory area in ELX contributed to students' comfort and productivity.

In Cosmetology, the performance level of the students was *AP (Approaching Proficiency)* for the first and second grading periods and *P (Proficient)* in third grading period. This shows that the students have reached such performance because they were interested with their trade area and that their teacher has helped them in developing their knowledge and skills. Also, since this area is connected with personality enhancement, the students were inspired to do the given tasks assigned to them. This implies that if the students are interested and what they are learning is applicable in real life situation then they will perform well. Transfer of learning then is easier and guaranteed.

As respondents commented:

Our teacher teaches us well and she is kind, ma’am.

It's okey ma’am, I have learned how to take care of myself.

The data reveal that most of the respondents have developed the fundamental knowledge and skills and core understanding on their redirected specialization but still need little guidance from their teachers or assistance from their peers so that they can transfer their understanding through authentic performance tasks. For those with developing level of proficiency, the students possess the minimum knowledge and skills and core understandings, but need help throughout the performance of authentic tasks. For the proficient ones, they have developed the fundamental knowledge and skills and core understandings, and can transfer them independently through authentic performance tasks.

As stipulated by Bareng (2002), differences in interests, values and strength of drives affect the fitness and achievement in certain areas. The results could also be attributed to socio-economic status and parental factors that seem to have affected the performance of the students and that girls perform better than boys (Berhanu, 2011).

The environment and the personal characteristics of learners play an important role in their academic success. The school personnel, members of the family and community provide help and support to students for the quality of their academic performance. This social assistance has a crucial role for the accomplishment of performance goals of students at school (Goddard, 2003).

In some interviews with teachers, they said:

“Those who are not really interested in their redirected specialization have incurred incomplete attendance and could not submit their activities/projects on time so they got low grades or performance.”

“Other students get inside the room, leave their bags and went to other specialization. So, I tried to call their parents but they did not come. This shows that they are not interested.”

“We share our room with other classes so, we shared tools and equipment as well. We are disturbed during class discussion and laboratory work. These situations could affect the performance of our students.”

Table 5 shows the distribution of the redirected students as to their level of proficiency from first grading to third grading periods.

During the first grading, the DT students had three different levels of proficiency, most of them got AP (Approaching Proficiency) with 12 students, 5 of them got P (Proficiency) which means they got interested in DT even they were redirected, while there were some students who tried their best to improve their level of proficiency because 3 of them attained D (Developing). In the second grading period, as they continue to learn more, 1 of them get an A (Advanced) level, 7 of them became P (Proficient), 6 were AP (Approaching Proficiency) compared to their first grading period but 6 are D (Developing) because they could not easily cope up with the given lessons and activities. During the third grading period, there were two of them who had A (Advanced) level of proficiency, 6 were P (Proficient), 8 were AP (Approaching Proficiency) and 4 were still in D (Developing) level.

This shows that those who are really interested in DT have shown improving performances and those who are not interested have declined in proficiency while others were stagnant in their level.

This is attributed with the premise that those who have the knowledge and skills are more capable of performing given tasks especially in this particular area, individual plates are required from each student. So, those who lack the needed skills to perform given tasks will be left behind and will surely get lower ratings.

As one respondent mentioned:

“I got low performance ma’am because I was not able to pass my project for I don’t have enough to buy for my mechanical paper and I have incomplete tools to draw.”

Table 5. Distribution of level of proficiency of redirected students per major field of specialization from first to third grading periods.

Redirected Specialization	Grading Period	Levels of Proficiency					Total
		B	D	AP	P	A	
DT	First	0	3	12	5	0	20
	Second	0	6	6	7	1	20
	Third	0	4	8	6	2	20
RAC	First	2	3	1	2	0	8
	Second	0	2	2	3	1	8
	Third	1	2	1	3	1	8
GT	First	1	2	11	8	0	22
	Second	0	2	13	7	0	22
	Third	1	2	12	6	1	22
ELT	First	0	0	3	0	0	3
	Second	0	0	3	0	0	3
	Third	0	0	2	1	0	3
FCM	First	0	3	8	5	0	16
	Second	5	6	2	3	0	16
	Third	4	5	3	4	0	16
BC	First	0	4	3	0	0	7
	Second	0	3	4	0	0	7
	Third	0	2	4	1	0	7
ELX	First	1	15	2	0	0	18
	Second	5	7	5	1	0	18
	Third	2	1	9	6	0	18
Cosmet	First	1	11	22	13	0	47
	Second	3	8	30	6	0	47
	Third	1	4	15	23	4	47

In trade area RAC during the first grading, there were 2 in *B (Beginning)* level who needed to focus to be able to cope up with their lessons; 3 of them were *D (Developing)*, one with in *AP (Approaching Proficiency)* and 2 were *P (Proficient)*. In the second grading, their level showed an improvement because only 2 of them were in *D (Developing)*, 2 have reached *AP (Approaching Proficiency)*, 3 were already *P (Proficient)*, and 1 of them got an *A (Advanced)* level of proficiency. In the third grading period, although improvement has been noticed there was one whose rating deteriorated to *B (Beginning)* level, 2 had remained *D (Developing)*, 3 *P (Proficient)* and 1 *A (Advanced)* while 1 maintained *AP (Approaching Proficiency)*. This shows that most of the students showed improvement in their proficiency as they move from one grading period to another with the help of their teacher except for a few who weakened which was due to his absences and inability to finish his projects.

As her instructor commented:

“During the third grading he often absent himself and could not finish his projects. I even informed his adviser regarding this and tried to call the attention of his parents but nobody came.”

As the respondents stated:

“My parents wanted me to take Automotive, ma’am.”

“I like to get Electronics because that was the major of my brother. I wanted to shift in the second grading but I found RAC to be a good one so, I decided to stay. This is also what my mama told me that since I started here, I will just continue it.”

During the first grading period, among the 22 GT students, there was 1 who had *B (Beginning)* level, 2 had *D (Developing)*, 11 had *AP (Approaching Proficiency)* and 8 had *P (Proficient)*. In the second grading, it remained that 2 students were still in *D (Developing)* level, 13

had improved with *AP (Approaching Proficiency)* level, and 7 were *P (Proficient)*. In the third grading period, 1 was on *B (Beginning)* level, 2 were in *D (Developing)*, 12 were with *AP (Approaching Proficiency)*, 6 became *P (Proficient)* and 1 student has reached an *A (Advanced)* level. This shows that most of the students have shown progress and development in their proficiency level except for a few who cannot really satisfactorily perform assigned tasks due to lack of interest, skills and materials.

As the respondents commented:

"I am not comfortable with it because I really like Foods. I want to shift during the second grading but my subject teacher convinced me to stay."

"According to my Mama, I need to take my first choice, ma'am."

"I am not interested in garments ma'am that's why I am forced to have cutting classes."

Among the ELT, during the first and second grading periods, all of them had *AP (Approaching Proficiency)* level but during the third grading period, 2 were with *AP (Approaching Proficiency)* and 1 became *A (Advanced)* already. This shows that the students have the interest, knowledge and skills to perform well with the guidance of their teacher. They can improve their proficiency level as they pursue their field of specialization.

Some respondents mentioned:

"I like ELT ma'am because I know electrical wiring and installation."

"Our tools are complete when we had an activity ma'am and we had a wide space when working."

Among the FCM, there were 3 *D (Developing)*, 8 *AP (Approaching Proficiency)*, and 5 *P (Proficient)* during the first grading period. In the second grading period, a decline in proficiency level has been noticed because 5 had fallen under *B (Beginning)*, 6 were *D (Developing)*, 2 were *AP (Approaching Proficiency)* and 3 were *P (Proficient)*. This holds true during the third grading period as manifested by their proficiency level as follows: 4 were *B (Beginning)*, 5 were *D (Developing)*, 3 were *AP (Approaching Proficiency)* and 4 were *P (Proficient)*. Most students' proficiency levels deteriorated, likely due to their lack of interest in this area, which was not their preferred specialization. Their low performance could be attributed to insufficient materials and frequent absences.

As the respondents stated:

"This is not really my interest ma'am."

"I could not make joints because I lack materials to use."

"I got low grades because I was not able to ask money to buy materials I needed, ma'am."

"There were times that I could not understand my lessons, ma'am."

For the BC students, 4 of them got *D (Developing)* and 3 of them had *AP (Approaching Proficiency)* level during the first grading period. In the second grading period an improvement has been noticed, there were 3 of them under *D (Developing)* and 4 were under *AP (Approaching Proficiency)* level. Great development has been marked during the third grading period as indicated by their proficiency levels where there were 2 who got *D (Developing)*, 4 got *AP (Approaching Proficiency)* and 1 was *P (Proficient)*. This shows that the students' proficiency level is improving. It looks like they were motivated and have gained interest towards the trade area which helped them acquired the basic knowledge and skills in BC as they go on with the help and guidance of their teacher.

As one respondent mentioned:

"Though we were redirected ma'am, we like Building Construction because we learned a lot and our teacher is good."

For the ELX, during the first grading period, there was 1 *B (Beginning)*, 15 were *D (Developing)*, and 2 were *AP (Approaching Proficiency)*. During the

second grading period, some have lost focus while the others have tried better because there were 5 *B (Beginning)*, 7 *D (Developing)*, 5 *AP (Approaching Proficiency)*, and 1 *P (Proficient)*. But during the third grading period, only 2 were *B (Beginning)*, 1 was *D (Developing)*, 9 were *AP (Approaching Proficiency)* and 6 were *P (Proficient)*. This shows that most of the students tried to progress as they moved from one lesson to another but there were also few who seem to be not interested with the specialization, who could not cope up with the teaching styles of the teacher, and are disturbed during their classes, hence they declined in their performance.

As some respondents mentioned:

“I am hard up in my major because I am not interested.”

“I could hardly follow the teaching style of sir.”

Among the 47 Cosmetology students, there was 1 *B (Beginning)*, 11 were *D (Developing)*, 22 were *AP (Approaching Proficiency)*, and 13 were *P (Proficient)* during the first grading period. For the second grading period, there were 3 *B (Beginning)*, the number of students under *D (Developing)* decreased to 8, *AP (Approaching Proficiency)* increased with 30 students, and 6 in *P (Proficient)*. For the third grading period, there was still 1 who remained as *B (Beginning)* level, 4 were in *D (Developing)*, 15 became *AP (Approaching Proficiency)*, 23 students got *P (Proficient)*, and 4 had improved a lot and reached *A (Advanced)* level.

This shows that most of the students have shown improvement in their proficiency level as they moved from one grading period to another except for a few who could not cope up with the given tasks in the trade area. This further indicates that they have enhanced their knowledge and skills with the direction of their teacher.

As some respondents remarked:

“Even I was redirected ma’am I like Cosmet because I learned to improve myself.”

“I feel lazy with my activities because I do not have complete materials and it is hard to get a patron, ma’am.”

The data reveal that students’ proficiency levels differ and it could be affected by teacher’s attitude, student’s personal view about the specialization, physical and learning environment, family and financial capability as disclosed by the respondents.

Socio-economic factors like attendance in the class, family income, mother’s and father’s education, teacher-student ratio, presence of trained teacher in school, gender of student and distance of school from the home have also affected the performance of the students (Raychauduri et al., 2010). The students face a lot of problems in developing positive study attitudes and study habits. Guidance is one of the factors through which a student can improve his study attitudes and study habits and is directly proportional to academic achievement. The students who are properly guided by their parents have performed well in the exams (Noble et al., 2006).

3.4. Implications of the Findings to the Management of TVE Programs

The performance of the redirected students has great implications to the management of the school’s TVE program. They are as follows:

3.4.1. Faculty

3.4.1.1. Readiness of faculty. In general, the TVE faculty members are personally and professionally equipped to teach in the K to 12 Curriculum because aside from their units earned to a master’s degree, they have undergone trainings and seminars in their respective trade areas and they are all National Certificate (NCII/III) holders. But since, some of their students are redirected, they need to adjust their approaches, teaching styles and methodologies to suit the needs of their clientele. They should be sensitive to the individual characteristics and limitations of their students and respond to them immediately to ensure transfer of learning. To some extent, they have to provide remedial teaching to their students.

3.4.1.2. Recruitment of new faculty members. To cater to the needs and interest of the students in the TVE programs and to avoid redirecting students to other specialization, new faculty members should be recruited and hired to teach the trade areas where students flock in or interested in like Food Technology, Visual Graphics Animation, Automotive Technology, Electrical Technology and Computer Hardware Servicing.

3.4.1.3.

3.4.2. Physical Facilities, Tools, Supplies and Equipment

3.4.2.1. Restructuring of shops for TVE classes. All trade areas have assigned rooms for their lecture and laboratory. But, each area of specialization should be housed in one place and not scattered. Lecture and laboratory areas should be separated to conform to the ideal shop lay-out and free from noise disturbance that would affect concentration of the learners. Proper lighting and ventilation should be ensured in every shop room.

3.4.2.2. Procurement and purchase of additional tools, supplies, materials and equipment.

Some tools and equipment are provided by the school every year, but these are inadequate for all students. Hence, some students are required to bring their personal tools to school so that they have something to use during their laboratory classes.

As respondents stated:

“There is not one designated area in some specializations. Some DT are assigned adjacent to academic rooms.”

“Some trade areas have no separate lecture and laboratory areas.”

More tools, supplies and materials should be purchased every year to meet the growing number of students in the trade areas and to ensure that they have enough to use during laboratory classes.

3.4.3. Student Services

The library provides books and references but some are not updated with respect to the present K to 12 Curriculum. It also offers Wi-Fi and internet services but password enabled which could be secured from the librarian so, if students fail to ask the password, they cannot access the services.

The guidance office is serious in monitoring students' absences, behavior and performances. It conducts counseling among students if needed. It also provides Career Placement Services among graduating students.

3.4.4. Conduct TVE Orientation Programs. The TVE faculty members should be given the opportunity to promote the trade areas they are teaching to Grade 7 students when under the exploratory stage. This will serve as guidance to the students in making the decision what to pursue as their area of specialization for the next three years of their high school education.

4. CONCLUSION

The redirected students were initially interested in four trade areas: Food Technology, Automotive Technology, Visual Graphics Animation, and Computer Hardware Servicing. They were redirected to Cosmetology, Garments Technology, Drafting Technology, Electronics Technology, Furniture and Cabinet Making, Refrigeration and Air Conditioning, Building Construction and Electrical Technology.

The level of proficiency of the redirected students in their trade area of specialization ranged from (B) Beginning to (A) Advanced from the first to third grading periods.

The proficiency level of the redirected students denotes positive and negative implications to the management of TVE programs, such as readiness of faculty, recruitment of new faculty members, restructuring of shops for TVE classes, procurement and purchase of additional tools,

supply, materials and equipment and conduct TVE orientation program at the beginning of the school year.

5. RECOMMENDATIONS

In line with the findings and conclusion, the following are hereby recommended:

The specialization choices or interests of students should be the primary consideration in assigning them to their trade areas.

TVE teachers should monitor closely the performance of their students vis-a-vis their target performance for every grading period.

Improving facilities in TVE should be worked out. A stronger tie-up with benevolent non-government organizations and individuals may be tapped to improve facilities in the TVE department. A separate lecture and laboratory areas be established as per requirement for an ideal shop lay-out. The shop should be properly lighted and ventilated and free from noise or disturbance.

The guidance office should conduct scheduled and regular orientation program during the first week of classes on the TVE trade areas offered to students, on channeling the students on their choice of specializations, on avoidance of gender discrimination.

A follow-up study on the level of proficiency of the students in the new redirected specializations should be conducted.

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