

Students' Engagement in Strengthened Technical Vocational Education Program Activities: it's Impact on Their Social Behaviors And Academic Achievements

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ABSTRACT

This study sought to determine the students' level of engagement in Strengthened Technical Vocational Education Program activities and its impact on their social behaviors and academic achievement in selected secondary schools of Zamboanga del Norte, School Year 2021-2022. The study involved 299 student-respondents from the three different schools in Zamboanga del Norte: Kipit Agri-fisheries National High School, Sindangan Agricultural School, and Dipolog School of Fishery. The study utilized the descriptive-survey research design. The questionnaire was the chief instrument used for gathering the data.

The study disclosed that the commonly participated STVEP activities were as follows: for School based, t-shirt printing and designing; for congressional level, automotive servicing; for regional level, t-shirt printing and designing; and for national level, t-shirt printing and designing. However, a greater majority of the student-respondents have not participated in most of the STVEP activities. The students had "Much Acceptable" social behaviors. Majority of the pupil-respondents had "Outstanding" academic performance. There was a significant relationship between the student-respondents' level of participation in STVEP activities and their social behaviors while there was no significant relationship between the respondents' level of participation in STVEP activities and their academic performance.

Finally, this study recommends that school heads encourage their TLE teachers to attend trainings regarding the STVEP for them to be aware on the different activities that they can participate; that teachers encourage students to participate actively in the different STVEP activities to in their schools for them to get the chance to join higher level of STVEP competitions; that students endeavor to participate in any STVEP activities in their respective schools for their total development; and that a similar study be conducted in another setting with increased number of variables.

KEYWORDS: *Students' Engagement, Strengthened Technical Vocational Education Program, Activities, Impact, Social Behaviors, Academic Achievements*

INTRODUCTION

Strengthened Technical Vocational Education Program (STVEP) is in consonance with the Department of Education Memorandum 158, s. 2015, which is the Guidelines on the Festival of Talents. These activities aim to provide opportunities for students to showcase their talents and learning in TVE subjects through exhibition of their products and performances and provide parallel learning session for teachers and students to enhance their knowledge and skills in their respective fields of interest.

Technical and Vocational Education and Training is known to be an education system for confronting economic and development challenges. The role of TVE extends to addressing challenges of youth in accessing education, training and employment. Skills are vital for poverty reduction, economic recovery and sustainable development. As a consequence, policy attention to technical and vocational education training is increasing worldwide.

In the Festival of Talents, participant will showcase their best performances in different events as evidence of their learning in different learning areas. Participation is open to any bonafide student currently enrolled in public and private secondary schools. Some of the areas for skills exhibition are: Industrial Arts which includes Electrical Installation and Maintenance, Consumer Electronic Servicing, and Automotive Servicing, Home Economics which covers Cookery, Dressmaking, and Hair Style with Facial Make up, Agri-Fishery Arts which includes Fish Capture, Landscape Installation and Maintenance, and Agri-Crop Production, ICT which includes Technical Drafting, Animation, Computer System Servicing and Bazaar Exhibit.

Lego [1] stated that these activities enhance the students' engagement in STVEP learning experiences and broaden the scope of what they are learning through practical experiences that link the social behavior and academic achievements with real-world applications and offer personal and social development opportunities to the learners involved. Enrichment activities of the STVEP can be related to the social behavior and academic achievement being taught in the classroom. Regardless of what the activities are they fall into one of two categories: the intrinsic or tangential.

It is for these reasons that the researcher was interested to conduct this study in order to determine the students' engagement in STVEP activities and its impact on their social behaviors and academic achievements.

Statement of the Problem

This study was undertaken to determine the impact of the students' level of engagement in Strengthened Technical Vocational Education Program activities on their social behaviors and academic achievement in the selected secondary schools of Zamboanga del Norte Districts, School Year 2021-2022.

METHODS

This study utilized the descriptive-survey research design. This study was conducted in the selected secondary schools offering Technical Vocational courses in the Zamboanga del Norte Districts. Specifically, this was conducted at Kipit Agro Fishery National High School, Kipit, Sindangan,

Zamboanga del Norte; Sindangan Agricultural School, Sindangan, Zamboanga Del Norte; and Dipolog School of Fishery, Dipolog, Zamboanga del Norte.

The respondents of the study were the 299 selected secondary students who were officially enrolled from the identified schools in the Zamboanga del Norte Districts, School Year 2021-2022. The stratified proportional sampling was applied and the exact number per stratum was determined using random sampling. The number of respondents per stratum was determined using simple lottery. The survey questionnaire was the main instrument used in gathering the needed data. The questionnaire consisted of a checklist of STVEP activities participated by the student-respondents. The said checklist was adopted with modifications. The questionnaire on the students' self-adjustment, respect for elders and authorities, behavior towards social responsibility and self-control was adopted with modifications. To determine the student-respondents' academic performance, the researcher inquired into their previous TLE grades, which included 75% of their previous grade level's grade and 25% of their second grading TLE grade. The grading scale was based on the DepEd Order No.8 Series of 2015 [2]. In determining the student-respondents' activities participated and the level of engagement, frequency counts and percentage were used. To determine the significance of the relationship among the student-respondents' level of engagement in STVEP activities and their social behavior and their academic performance, Chi-square was used.

RESULTS AND DISCUSSIONS

Table 1 shows the different STVE program activities participated by the student-respondents which were identified as to school-based, congressional, regional, national and none at all.

For school based, the commonly participated STVEP activities were as follows: for Industrial Arts, T-shirt printing and designing; Home Economics, cookery; Agri-Fishery, agri-crop production; Information and Communication Technology, computer system servicing; Bazaar, products/services; Skills Exhibition, jingle writing and singing; and Tagisan ng Talino, malikhaing pagsulat.

As to congressional level, the commonly participated STVE activities were as follows: for Industrial Arts, automotive servicing; Home Economics, children's wear construction; Agri-Fishery, landscape installation and maintenance; Information and Communication Technology, computer system servicing and PC assembly with configuration and networking; Bazaar, products/services; Skills Exhibition, jingle writing and singing; and Tagisan ng Talino, informance.

For the regional level, in terms of Industrial Arts, T-shirt printing and designing was the commonly participated activity. Home Economics, cookery; Agri-fishery, agri-crop production and experimental fish dish; Information and Communication Technology, animation; Bazaar, products/services; Skills Exhibition, tagisan ng talino; and Tagisan ng Talino, malikhaing pagsulat.

For national level, the commonly participated activity for Industrial Arts was t-shirt printing and designing. For Home Economics, nail arts with massage; Agri-fishery, experimental cookery; Information and Communication Technology, technical drafting; bazaar, products/services; Skills Exhibition, manik-aninong dulaan; and Tagisan ng Talino, bayle sa kalye.

However, as clearly shown in the table, majority of the student-respondents did not participate most of the STVEP activities.

Table 1. Strengthened Technical Vocational Education Program Activities Participated by the Student-respondents

STVEP Activities	School Based		Congressional		Regional		National		None at All	
	F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)
Industrial Arts										
1. Automotive Servicing	42	14.05	19	6.35	5	1.67	6	2.01	227	75.92
2. Consumer Electronics Servicing	46	15.38	17	5.69	7	2.34	6	2.01	223	74.58
3. Electrical Installation and Maintenance	55	18.39	6	2.01	13	4.35	4	1.34	221	73.91
4. T-shirt Printing and Designing	76	25.42	10	3.34	14	4.68	11	3.68	188	62.88
5. Steel Baluster Making	47	15.72	12	4.01	9	3.01	5	1.67	226	75.59
Home Economics										
1. Cookery	116	38.80	15	5.02	20	6.69	7	2.34	141	47.15
2. Dressmaking	74	24.75	15	5.02	10	3.34	5	1.67	195	65.22
3. Hairstyling/ Facial Make-up	57	19.06	10	3.34	19	6.35	7	2.34	206	68.91
4. Nail Art with Hand Massage	62	20.74	8	2.68	9	3.01	12	4.01	208	69.56
5. Children's Wear Construction	44	14.71	16	5.35	15	5.02	9	3.01	215	71.91
Agri-Fishery										
1. Fish Capture	61	20.40	13	4.35	12	4.01	11	3.68	202	67.56
2. Landscape Installation and Maintenance	69	23.08	17	5.69	13	4.35	5	1.67	195	65.21
3. Agri-crop Production	85	28.43	9	3.01	17	5.69	9	3.01	179	59.86
4. Experimental Fish Dish	65	21.74	13	4.35	17	5.69	16	5.35	188	62.87
5. Experimental Cookery	79	26.42	11	3.68	11	3.68	29	9.70	169	56.52
6. Landscaping	70	23.41	15	5.02	10	3.34	8	2.68	196	65.55
7. Dish gardening	73	24.41	13	4.35	7	2.34	11	3.68	195	65.22

Information and Communication Technology

1. Technical Drafting	56	18.73	14	4.68	14	4.68	8	2.68	207	69.23
2. Animation	45	15.05	12	4.01	16	5.35	6	2.01	220	73.58
3. Computer System Servicing	60	20.07	17	5.69	12	4.01	7	2.34	203	67.89
4. Tarpaulin Designing	40	13.38	14	4.68	13	4.35	4	1.34	228	76.25
5. Web Page Designing	35	11.71	14	4.68	10	3.34	5	1.67	235	78.60
6. PC Assembly with configuration and Networking	39	13.04	17	5.69	5	1.67	5	1.67	233	77.93
7. E-Poster Making	57	19.06	15	5.02	12	4.01	7	2.34	208	69.57
8. E-card Making	36	12.04	14	4.68	11	3.68	5	1.67	233	77.93

Bazaar

1. Products/ Services	68	22.74	13	4.35	14	4.68	6	2.01	198	66.22
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Skills Exhibition

1. Sining Tanghalan	70	23.41	15	5.02	12	4.01	6	2.01	196	65.55
2. Pop-quiz	60	20.07	11	3.68	14	4.68	10	3.34	204	68.23
3. Tagisan ng Talino	38	12.71	16	5.35	16	5.35	9	3.01	220	73.58
4. Bayle sa Kalye	32	10.70	13	4.35	15	5.02	10	3.34	229	76.59
5. Poster Making	68	22.74	12	4.01	10	3.34	9	3.01	200	66.90
6. Jingle Writing ang Singing	92	30.77	20	6.69	13	4.35	10	3.34	164	54.85
7. Likhawitan	37	12.37	15	5.02	13	4.35	4	1.34	230	76.92
8. Pintahusay	35	11.71	13	4.35	15	5.02	9	3.01	227	75.91
9. Sineliksik	35	11.71	10	3.34	13	4.35	10	3.34	231	77.26
10. Manik-Aninong Dulaan	33	11.04	11	3.68	12	4.01	15	5.02	228	76.25

Tagisan ng Talino

1. Malikhaing Pagsulat	78	26.09	7	2.34	21	7.02	15	5.02	178	59.53
2. Informance	61	20.40	16	5.35	15	5.02	8	2.68	199	66.55
3. Tagisan ng Talino	59	19.73	12	4.01	18	6.02	12	4.01	198	66.23
4. Bayle sa Kalye	23	7.69	11	3.68	14	4.68	16	5.35	235	78.60

The data in Table 2 present the student-respondents' level of engagement in STVEP Activities. For industrial arts activities, the student-respondents responded that they "Never" participated in automotive servicing, consumer electronics servicing, electrical installation and maintenance, t-shirt printing and designing and steel baluster making as shown in their Weighted Average Mean of

1.86, 1.90, 1.96, 2.24 and 1.67 respectively, interpreted as “Never Engaged”. The overall mean of 1.93 suggests that the student-respondents were “Never Engaged” in industrial arts activities.

For Home Economics activities, the students responded that they “Sometimes” participated in cookery with the highest Weighted Average Mean of 3.06, interpreted as “Moderately Engaged”. Meanwhile, they “Never” participated in dressmaking, hairstyling/facial make-up, nail art with hand massage and children’s wear construction with Weighted Average Mean of 2.33, 2.0, 2.01 and 1.97 respectively, interpreted as “Never Engaged”. The overall mean of 2.27 with an adjectival equivalent of “Never” shows that the student-respondents “Never Engaged” in most of Home Economics activities.

As to Agri-fisheries activities, the student-respondents “Sometimes” participated in agri-crop production, experimental cookery, landscaping and dish gardening with the Weighted Average Mean of 2.67, 2.41, 2.40 and 2.46 respectively, interpreted as “Moderately Engaged”. Meanwhile they “Never” participated in fish capture, landscape installation and maintenance and experimental fish dish with Weighted Average Mean of 1.96, 2.23, and 2.23 respectively, interpreted as “Never Engaged”. The overall mean of 2.34 with an adjectival equivalent of “Sometimes, clearly shows that the student-respondents “Moderately Engaged” in the different Agri-Fisheries activities.

For the Information and Communication Technology activities, the student-respondents “Sometimes” participated in computer system servicing with the Weighted Average Mean of 2.47, interpreted as “Moderately Engaged”, while they “Never” participated in technical drafting, animation, tarpaulin designing, web page designing, PC assembly with configuration and networking, e-poster making and e-card making with the Weighted Average Mean of 2.09, 1.88, 1.75, 1.84, 1.90, 1.88 and 1.62 respectively, all interpreted as “Never Engaged”. The overall mean of 1.93 with an adjectival equivalent of “Never” shows that the students “Never Engaged” in most of the Information and Communication Technology activities.

For the Bazaar activities which include products and services, the student-respondents affirms that they “Never” participated in the said activities as shown in the Weighted Average Mean of 2.29, interpreted as “Never Engaged”.

As to the Skills Exhibition activities, the student-respondents “Sometimes” participated in jingle writing and singing with the Weighted Average Mean of 2.42, interpreted as “Never Engaged”. Data further indicate that they “Never” participate in sining tanghalan, pop-quiz, tagisan ng talino, bayle sa kalye, poster making, likhawitan, pintahusay, sineliksik and manik-aninong dulaan with Weighted Average Mean of 2.1, 1.98, 2.04, 1.52, 2.22, 1.64, 1.65, 1.56 and 1.56 respectively, all interpreted as “Never Engaged”. The overall mean of 1.87 with adjectival equivalent, “Never”, reveals that the student-respondents “Never Engaged” in most of the skills exhibition.

In terms of Tagisan ng Talino activities, the students “Never” participate in malikhaing pagsulat and informance with Weighted Average Mean of 2.33 and 2.05 respectively, interpreted as “Never Engaged”. The overall mean of 2.19 with Weighted Average Mean “Never” tells that the student-respondents “Never Engag3d” in Tagisan ng Talino.

Results generally reveal that the student-respondents “Moderately Engaged” in agri-fisheries activities and “Never Engaged” in industrial arts, home economics, information and communication technology, bazaar, skills exhibition and tagisan ng talino activities.

The grand mean of 2.12 with an adjectival equivalent of “Never” shows that the student-respondents “Never Engaged” in most of the Strengthened Technical Vocational Education Program.

Table 2. Student-respondents’ Level of Engagement in STVEP Activities

STVEP Activities	WAM	AE	I
Industrial Arts			
1. Automotive Servicing	1.86	N	NE
2. Consumer Electronics Servicing	1.90	N	NE
3. Electrical Installation and Maintenance	1.96	N	NE
4. T-shirt Printing and Designing	2.24	N	NE
5. Steel Baluster Making	1.67	N	NE
Overall Mean	1.93	N	NE
Home Economics			
1. Cookery	3.06	S	ME
2. Dressmaking	2.33	N	NE
3. Hairstyling/Facial Make-up	2.00	N	NE
4. Nail Art with Hand Massage	2.01	N	NE
5. Children’s Wear Construction	1.97	N	NE
Overall Mean	2.27	N	NE
Agri-Fisheries			
1. Fish Capture	1.96	N	NE
2. Landscape Installation and Maintenance	2.23	N	NE
3. Agri-crop Production	2.67	S	ME
4. Experimental Fish Dish	2.23	N	NE
5. Experimental Cookery	2.41	S	ME
6. Landscaping	2.40	S	ME
7. Dish gardening	2.46	S	ME
Overall Mean	2.34	S	ME
Information and Communication Technology			
1. Technical Drafting	2.09	N	NE
2. Animation	1.88	N	NE
3. Computer System Servicing	2.47	S	ME
4. Tarpaulin Designing	1.75	N	NE
5. Web Page Designing	1.84	N	NE
6. PC Assembly with configuration and Networking	1.90	N	NE

7. E-Poster Making	1.88	N	NE
8. E-card Making	1.62	N	NE
Overall Mean	1.93	N	NE
Bazaar			
1. Products/Services	2.29	N	NE
Overall Mean	2.29	N	NE
Skills Exhibition			
1. Sining Tanghalan	2.1	N	NE
2. Pop-quiz	1.98	N	NE
3. Tagisan ng Talino	2.04	N	NE
4. Bayle sa Kalye	1.52	N	NE
5. Poster Making	2.22	N	NE
6. Jingle Writing ang Singing	2.42	S	ME
7. Likhawitan	1.64	N	NE
8. Pintahusay	1.65	N	NE
9. Sineliksik	1.56	N	NE
10. Manik-Aninong Dulaan	1.56	N	NE
Overall Mean	1.87	N	NE
Tagisan ng Talino			
1. Malikhaing Pagsulat	2.33	N	NE
2. Informance	2.05	N	NE
Overall Mean	2.19	N	NE
Grand Mean	2.12	N	NE

Table 3 presents the data on the student-respondents social behaviors. As to behavior with peers, the student-respondents rated “Always” on statement 1, “I share laughter with friends and classmates whenever we are doing an activity”, with the highest Weighted Average Mean, 4.23, interpreted as “Very Much Acceptable”. Moreover, they rated “Often” on statements 2 and 4, “I respond positively to teasing rather than fighting during class activities” and “When I’m angry, I can easily inflict harm to someone”, with Weighted Average Mean of 3.42 and 3.44 respectively, interpreted as “Much Acceptable”. Furthermore, they rated “Sometimes” on statement 3 and 5, “I can accept criticism without being angry” and “Sometimes when I am bullied by someone while performing a task, I easily get mad”, with Weighted Average Mean of 3.26 and 3.01, “Acceptable”. The overall mean of 3.47 with the adjectival equivalent of “Often” reveals that the student-respondents’ behavior with peers were “Much Acceptable”.

As to the student-respondents’ behavior on school works, they responded “Always” on statement 1, “I consider developing my skills as so important for my future” with Weighted Average Mean of 4.35, interpreted as “Very Much Acceptable”; “Often” on the statements 2, 3 and 5, “I enjoy

performing school related tasks”, “Whenever task is given, I give my best effort in working on it” and “I consider school work as so boring”, with Weighted Average Mean of 4.18, 4.11 and 3.47 respectively, all interpreted as “Much Acceptable”; and “Sometimes” on statement 4, “I consider making homework a waste of time”, with Weighted Average Mean of 3.01, interpreted as “Acceptable”. The overall mean of 3.82 with adjectival equivalent of “Often” shows that the student respondents have “Much Acceptable” behavior toward their school works.

As to the student-respondents’ self-adjustment, they answered “Often” on statements 1, 2 and 5, “It is easy for me to understand other peoples’ feelings”, “I worry of what others think about how I performed”, and “I inform my parents of what I am doing in school”, with Weighted Average Mean of 3.89, 3.72 and 3.81 respectively, all interpreted as “Much Acceptable”; and “Sometimes” on statements 3 and 4, “I yell and argue to solve a conflict when my suggestions are not accepted during school activities” and “I give suggestions and opinions without considerations during the group activities”, with Weighted Average Mean of 3.21 and 2.9, interpreted as “Acceptable”. The overall mean of 3.51 with Adjectival Equivalent of “Often”, tells that the student-respondents are self-adjusted.

As to respect for elders and authorities, the student-respondents rated “Always” on statement 1, “I follow my teachers’ instruction”, with Weighted Average Mean of 4.26, interpreted as “Very Much Acceptable”; and “Often” on the statements 2, 3, 4, and 5, “Even if no one is around, I follow the rules and regulations of the tasks given”, “I ask advice from my older sisters/brothers with my homework and activities”, “I listen and respect the suggestions given by my elders in every task I am doing” and “I obey the directives of the teachers on whatever task they want me to perform”, with Weighted Average Mean of 3.82, 3.68, 4.17 and 3.86 respectively all interpreted as “Much Acceptable”. The overall mean of 3.96 with adjectival equivalent of “Often”, interpreted as “Much Acceptable”, signifies that student-respondents do have respect for elders and authorities.

As to social responsibility, the student-respondents rated “Often” on all statements. The overall mean of 3.85 with the adjectival equivalent of “Often”, interpreted as “Much Acceptable” reveals that the student-respondents were socially well adjusted and that they are responsible with their actions towards others.

As to the student-respondents’ self-control, they responded “Often” on all statements. The overall mean of 3.54 with adjectival equivalent of “Often”, interpreted as “Much Acceptable” shows that the student-respondents manifest adequate self-control.

The grand mean of 3.69 with an adjectival equivalent of “Often” clearly shows that the student-respondents do have “Much Acceptable” social behaviors. This signifies that they behave well socially with their peers, with their elders and authorities and in doing their school works. Results suggest that they are well-adjusted and that they possess adequate social responsibility and self-control.

Table 3. Social Behaviors of the Student-respondents

	WAM	AE	F
A. Behavior with Peers			
1. I share laughter with friends and classmates whenever we are doing an activity.	4.23	A	VMA
2. I respond positively to teasing rather than fighting	3.42	O	MA

during class activities.

3. I can accept criticism without being angry.	3.26	S	A
4. When I'm angry, I can easily inflict harm to someone.	3.44	O	MA
5. Sometimes when I am bullied by someone while performing a task, I easily get mad.	3.01	S	A
Overall Mean	3.47	O	MA

B. Behavior on School Work

1. I consider developing my skills as so important for my future.	4.35	A	VMA
2. I enjoy performing school related tasks.	4.18	O	MA
3. Whenever task is given, I give my best effort in working on it.	4.11	O	MA
4. I consider making homework a waste of time	3.01	S	A
5. I consider school work as so boring	3.47	O	MA
Overall Mean	3.82	O	MA

C. Self-adjustment

1. It is easy for me to understand other peoples' feelings.	3.89	O	MA
2. I worry of what others think about how I performed.	3.72	O	MA
3. I yell and argue to solve a conflict when my suggestions are not accepted during school activities.	3.21	S	A
4. I give suggestions and opinions without considerations during group activities.	2.9	S	A
5. I inform my parents of what I am doing in school.	3.81	O	MA
Overall Mean	3.51	O	MA

D. Respect for Elders and Authorities

1. I follow my teacher's instructions.	4.26	A	VMA
2. Even if no one is around, I follow the rules and regulations of the tasks given.	3.82	O	MA
3. I ask advice from my older sisters/brothers with my homework and activities.	3.68	O	MA
4. I listen and respect the suggestions given by the elders in every task I am doing.	4.17	O	MA
5. I obey the directives of the teachers on whatever task they want me to perform.	3.86	O	MA
Overall Mean	3.96	O	MA

E. Social Responsibility

1. I express my needs and feelings appropriately.	3.83	O	MA
2. I can work well in a group.	3.95	O	MA
3. I share my materials with others.	3.88	O	MA

4. I really care about how my actions affect others.	3.84	O	MA
5. I have a responsibility to make the world a better place to live with.	3.77	O	MA
Overall Mean	3.85	O	MA
F. Self Control			
1. I can accept things even if not expected.	3.66	O	MA
2. I can easily cope with failures.	3.34	O	MA
3. I control my temper when there is disagreement without hurting the opponent.	3.51	O	MA
4. I yell at people when angry.	3.44	O	MA
5. I threw, torn my paper and books if someone irritates me.	3.73	O	MA
Overall Mean	3.54	O	MA
Grand Mean	3.69	O	MA

Legend:

5	4.21-5.00	Always (A)	Very Much Acceptable (VMA)
4	3.41- 4.20	Often (O)	Much Acceptable (MA)
3	2.61- 3.40	Sometimes(S)	Acceptable (A)
2	1.81- 2.60	Rarely (R)	Less Acceptable (LA)
1	1.00- 1.80	Never (N)	Least Acceptable (LtA)

Table 4 shows the data on the academic performance of the pupil-respondents based on their previous TLE grades. As shown in the table, 206 or 68.90% of the pupil-respondents obtained the grades ranging from 90-100%, categorized as “Outstanding”; 79 or 26.42%, “Very Satisfactory”; 14 or 4.68, “Satisfactory”; and nobody got grades ranging from 75-79% “Fairly Satisfactory” and below 75%, “Did not meet Expectations”. The data reveal that majority of the student-respondents obtained “Outstanding” level of academic performance. This means that the students do well in their TLE subject.

Table 4. *Academic Performance of the Student-respondents*

Descriptors	F	P(%)
Outstanding (90-100%)	206	68.90
Very Satisfactory (85-89%)	79	26.42
Satisfactory (80-84%)	14	4.68
Fairly Satisfactory (75-79%)	0	0.00
Did Not Meet Expectations (Below 75%)	0	0.00

Table 5. *Significance of the Relationship Between the Student-respondents' Level of Engagement in STVEP Activities and Their Social Behaviors*

Variables	Chi-square Value	Critical value	Decision
Engagement and Social Behavior	25.02	5.99	Significant

The computed value of 25.02 is greater than the critical value of 5.99 with 2 degrees of freedom at 0.05 level of significance. This means that the null hypothesis is rejected. Therefore, there is a significant relationship between the student-respondents' level of engagement in STVEP activities and their social behaviors. This implies that the students' engagement in the different STVEP activities could enhance their social behavior with peers, with the elders and authorities, with the school environment and social responsibilities, and in maintaining self-control.

Table 6. *Significance of the Relationship Between the Student-respondents' Level of Engagement in STVEP Activities and Their Academic Performance*

Variables	Chi-square Value	Critical value	Decision
Engagement and Academic Performance	0.085	5.99	Not Significant

The computed value of 0.085 is lesser than the critical value of 5.99 with 2 degrees of freedom at 0.05 level of significance. This means that the null hypothesis is accepted. Therefore, there is no significant relationship between the student-respondents' level of engagement in STVEP activities and their academic performance. This implies that the student-respondents' level of engagement in STVEP activities do not affect their academic performance.

CONCLUSIONS AND RECOMMENDATIONS

From the findings of the study, the following conclusions were drawn: T-shirt printing and designing and automotive servicing are the most commonly participated STVEP activities across all levels. However, majority of the student-respondents have not participated in most of the STVEP activities. The student-respondents have well-adjusted social behaviors. The student-respondents are extremely good in their academic field. The student-respondents' level of engagement in STVEP activities significantly affects their social behaviors. The student-respondents' level of STVEP engagement do not have considerable effect on their academic performance.

From the findings and conclusions drawn from this study, the following recommendations are hereby offered: That school heads encourage their TLE teachers to attend trainings regarding the STVEP for them to be aware on the different activities that they can participate. That teachers encourage students to participate actively in the different STVEP activities in their schools for them to get the chance in joining higher level of STVEP competitions. That students endeavor to participate in any STVEP activities in their respective schools for their total development. That a similar study be conducted in another setting with increased number of variables.

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