Student's Engagement, Work Immersion and Challenges in Technical Vocational and Livelihood Program in Food and Beverages

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Abstract

This study aimed to investigate student's engagement in work immersion, and challenges in Technical Vocational and Livelihood Program in Food and Beverages in Zamboanga City. The study were two hundred fifty-seven (257) senior high school students of the four schools of Zamboanga City Division. The study employed the descriptive-quantitative research design. The findings revealed that the students of Technical Vocational and Livelihood Program specialized in Food and Beverages had   high level of engagement in Communication Skills, Work Ethic, Teamwork Skills, Skill Development and Performance. However, they are challenged by Teamwork Skills and Communication Skills. There is a significant relationship between the level of student's engagement and the challenges faced by the students in the TVL program in food and beverage. Senior High School Students must take advantage of the challenging aspects of the food and beverage program to enhance skill development, performance evaluation, work ethic, communication skills, and teamwork skills for personal growth and future career readiness.

Keywords: Student's Engagement, Work Immersion, Challenges in Food and Beverages.

Introduction

Work immersion is a vital component of the Senior High School Curriculum, where Grade 12 students engage in hands-on work experiences to develop workplace competencies. The Department of Education introduced guidelines to enable work immersion even during challenging circumstances like the pandemic. This practical exposure provides students with industry skills, technical knowledge, and professional attitudes, preparing them for future careers or higher education. DepEd Order No. 30, s.of 2017 highlights the importance of aligning training plans with specialized competencies, addressing challenges faced by students during work immersion, and facilitating real-world work experiences beyond in-school immersion.

Challenges faced by Senior High School students during work immersion, particularly in Technical Vocational Livelihood tracks like food and beverages specialization, include lack of practical skills development, communication barriers, time management issues, and adapting to industry standards and customer service. Students may struggle to apply theoretical knowledge to practical tasks in a real work setting, impacting their job performance, (Mapalo-Mina and Semona, 2022) Balancing work immersion demands with academic responsibilities and personal commitments in a fast-paced industry can lead to stress and performance issues. Investigating and addressing these challenges is crucial for enhancing students' learning and professional development in the field, ultimately preparing them better for their career paths. Hence, this study aimed to investigate student's engagement in work immersion, and challenges in Technical Vocational and Livelihood Program in Food and Beverages.

Statement of the Problem

This study aimed to investigate student's engagement in work immersion, and challenges in Technical Vocational and Livelihood Program in Food and Beverages. Specifically, it sought to answer the following problems:

1. What is the level of student's engagement in the TVL program in food and beverage in terms of:

      1.1 Communication Skills
      1.2 Teamwork Skills
      1.3 Skill Development
      1.4 Performance Evaluation
      1.5 Work Ethic

2. What is the performance of the student's engagement in work immersion?

3. What are the challenges faced by the students in TVL program specifically in food and beverage in terms of:
      3.1 Communication Skills
      3.2 Teamwork Skills
      3.3 Skill Development
      3.4 Performance Evaluation
      3.5 Work Ethic

4. Is there a significant relationship between the level of student's engagement and the challenges faced by the students in the TVL program in food and beverage?

5. Is there a significant difference in the level of student's engagement when variables are grouped according to:
      5.1 Economic Status
      5.2 Sex
      5.3 Age

Scope and Delimitation of the Study

The study focused on the level of student's engagement in the TVL program in food and beverage in terms of Communication Skills, Teamwork Skills, Skill Development, Performance Evaluation and Work Ethic during the school year 2023-2024.The study discussed the challenges faced by the students in TVL program specifically in food and beverage. The study investigated the significant relationship between the level of student's engagement and the challenges faced by the students in the TVL program in food and beverage and examined the significant difference in the level of student's engagement when variables are grouped according to economic status, sex and age. The study covered four senior high schools coded as School A, B, C and D for anonymity.

Methodology

Research Design

The study utilized the descriptive-correlational research design employing survey questionnaire-checklist. Descriptive-quantitative research is appropriate for studying the job performance challenges and factors influencing the senior high school students' engagement in work immersion. In this study, the researcher is interested in understanding the job performance and challenges of senior high school TVL students specialized in Food and Beverages in work immersion in terms of communication skills; supervisory support; skill development; performance evaluation and work ethic.

Descriptive research allowed for the collection and analysis of data to provide a comprehensive overview of teachers' perceptions on these specific areas. Descriptive research is a quantitative research method that attempts to collect quantifiable information for statistical analysis of the population sample, Creswell (2017). It is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.

Population and Respondents of the Study

This study included senior high school students from four integrated schools in the Department of Education. The total population of student-respondents was 257 across four selected senior high schools. The largest number of teachers (78) was in School D, while the smallest number (56) was in School B.

Sampling Design

The study employed a stratified sampling technique which was used to determine the samples of the study. The use of stratified sampling technique helped to improve the accuracy, precision, and representativeness of the sample, allowing researchers to make more reliable inferences about the population being studied. In this study, the researcher categorized the population into senior high schools. Then, students from each senior high school are taken as a number of respondents randomly. The number of respondents from each senior high school was the research sample.Levy and Lemeshow (2008) defined stratified sampling as a probability sampling method and a form of random sampling in which the population is divided into two or more groups (strata) according to one or more common attributes.

Research Instrument

The research instrument of this study is a researcher made survey – questionnaire. It consists of four (4) parts. Part 1 solicited the profile of the respondent in terms of sex, age and socio-economic status. Part II solicits the level of student's engagement in the TVL program in food and beverage in terms of communication skills, teamwork skills, skill development, performance evaluation and work ethic. Each level of student's engagement has five statements with five options numbered and described as: 5 – very high level; 4 – high level; 3 – moderate level; 2 – low level and 1 – very low level. Part III solicits the challenges faced by the students in TVL program specifically in food and beverage in terms . Each indicator of job performance challenges has ten statements with five options numbered and described as: Each the challenges faced by the students in TVL program has five statements with five options numbered and described as: 5 – highly challenged; 4 – challenges; 3 – moderately challenged; 2 – less challenged level and 1 – not challenged. This was conducted with the permission of the Principals/Officer-in-Charge and with the student's consent, in accordance with the Data Privacy Act of 2012, Republic of the Philippines.

Validity and Reliability of the Research Instrument

The researcher-made instrument was validated by research experts and underwent pilot testing on 30 students from non-respondent schools who shared the same characteristics as the target respondents for the study. Consequently, the instrument exhibited a reliability coefficient of 0.927 at Cronbach Alpha.

Results and Discussions

Problem 1: What is the level of student's engagement in the TVL program in food and beverage in terms of Communication Skills, Teamwork Skills, Skill Development, Performance Evaluation and Work Ethic?

Table 1: The level of student's engagement in the TVL program in food and beverage in terms of Communication Skills

Statements *Senior High School Student Specialized in Food and Beverages …*	Mean	Verbal Description	Interpretation
1. Senior High School student Specialized in Food and Beverages …..	3.66	Agree	High level
2. demonstrates effective verbal communication skills	3.65	Agree	High level
3. exhibits strong non-verbal communication skills	3.81	Agree	High level
4. engage in group discussions	3.80	Agree	High level
5. communicate their ideas and thoughts	3.96	Agree	High level
Overall Mean	**3.77**	**Agree**	**High level**

Legend: 3.26 -4.00- Agree = High Level   2.51 – 3.25 – Undecided = High Level
1.76 – 2.50- Moderately agree= Moderate Level   1.00 – 1.75 –Disagree = Low Level

In Table 1, the statement about Senior High School students specializing in Food and Beverages communicating their ideas and thoughts received the highest mean score of 3.96, indicating strong agreement on the importance of effective communication. This emphasizes the essential role of clear communication in decision-making processes for collaboration and goal alignment among stakeholders.

Although effective verbal communication skills received a slightly lower mean score of 3.85, participants still rated it positively in terms of importance. This suggests a recognition of the value of such skills, even if not as universally emphasized. Enhancing verbal communication skills could lead to clearer and more impactful communication, benefiting decision-making and organizational effectiveness.

The overall mean score for student engagement in the TVL program focused on food and beverage in communication skills was 3.77, indicating a high level of agreement on their importance. This highlights the significance students place on communication within vocational education, particularly in the context of food and beverage studies. Effective communication is seen as crucial for success in this vocational area, impacting student engagement and skill development in the industry. Estribor and Pagaran (2022) expressed the positive note on student motivation, engagement and skill development were sustained when engaged in practical activities within Food and Beverage Services (FBS)

Table 2. The level of student's engagement in the TVL program in food and beverage in terms of Teamwork Skills

Statements *Senior High School Student Specialized in Food and Beverages …*	Mean	Verbal Description	Interpretation
1. collaborate effectively with their peers	3.53	Agree	High level
2. coordinate tasks and responsibilities during food preparation and service activities.	3.51	Agree	High level
3. track demonstrate strong interpersonal skills	3.49	Agree	High level
4. exhibit excellent teamwork skills **towards common goals**	3.49	Agree	High level
5. showcase exceptional teamwork abilities	3.54	Agree	High level
Overall Mean	3.51	Agree	High level

Table 2 highlights that the statement "Senior High School students specialized in Food and Beverages showcase exceptional teamwork abilities" received the highest mean score of 3.54, indicating a high level of agreement among respondents on the students' strong teamwork skills. This suggests that there is widespread recognition and support for the idea that these students excel in collaborating effectively.

On the other hand, the statement about students demonstrating strong interpersonal skills and excellent teamwork towards common goals received the lowest mean score of 3.49. Despite this, it was still interpreted as a high level of agreement, indicating that respondents value the students' demonstrated skills in teamwork and interpersonal interactions. This shows that while slightly lower in score, the acknowledgment of students' abilities in this area is still considered significant and positive.

The overall mean score for student engagement in the TVL program focused on food and beverage in terms of Teamwork Skills was 3.51, indicating a high level of agreement and positive perception. This suggests that respondents view student involvement and proficiency in teamwork within the context of the food and beverage TVL program favorably. The findings collectively underscore strong acknowledgement and positive perceptions of student engagement and teamwork skills within this vocational program. Matabang and Quimson (2019) recommend training sessions and seminars for Technical-Vocational-Livelihood (TVL) students to enhance their skills and potentials, emphasizing the inclusion of leadership training for all students to bolster confidence and leadership capabilities. Their suggestions include conducting further research on Grade students' work immersion performance, alongside implementing a detailed training plan with specific measures and actions to support students' development.

Table 3: The level of student's engagement in the TVL program in food and beverage in terms of Skill Development

Statements *Senior High School Student Specialized in Food and Beverages …*	Mean	Verbal Description	Interpretation
1. demonstrate continuous improvement through hands-on training	3.49	Agree	High level
2. enhance their expertise in food preparation and presentation.	3.53	Agree	High level
3. exhibit a strong commitment to skill development	3.52	Agree	High level
4. show dedication to skill enhancement	3.54	Agree	High level
5. display a passion for skill development	3.47	Agree	High level
Over-all Mean	**2.85**	**Agree**	**Moderately Proficient**

Table 3 indicates that Senior High School students specializing in Food and Beverages demonstrate a high level of dedication to skill enhancement, with a mean score of 3.54, suggesting active engagement in improving their knowledge and abilities in this field. This positive outcome signifies their commitment to educational and career development, reflecting a strong focus on skill improvement within the context of their vocational training.

Additionally, the statement regarding students' passion for skill development received a mean score of 3.47, reinforcing their enthusiasm and commitment to enhancing their skills in Food and Beverages. This finding highlights their eagerness to excel in this area of study, showcasing a deep interest in skill enhancement and career readiness within the industry.

The overall mean score for student engagement within the TVL program focused on food and beverage in terms of Skill Development was 3.51, reflecting a high level of agreement and commitment to skill enhancement among students. This dedication to improving competencies and knowledge in the food and beverage sector underscores the students' enthusiasm and serious approach to their vocational training, setting a positive tone for their future prospects in the industry, (Buted, Felicen and Manzano, 2014)

Table 4: The level of student's engagement in the TVL program in food and beverage in terms of Performance Evaluation

Statements Senior High School Student Specialized in Food and Beverages …	Mean	Verbal Description	Interpretation
1. demonstrate high standards of performance in practical assessments	3.54	Agree	High level
2. engage in performance evaluations	3.53	Agree	High level
3. show a strong commitment to self-assessment and reflection	3.50	Agree	High level
4. exhibit professionalism in their performance evaluations	3.48	Agree	High level
5. showcase a growth mindset in performance evaluation	3.52	Agree	High level
Overall Mean	**3.51**	**Agree**	**High level**

Table 4 presents data indicating that Senior High School students specializing in Food and Beverages exhibit high levels of performance in practical assessments, as reflected in the mean score of 3.54, suggesting a strong consensus among respondents regarding the students' proficiency and competence in this field. The study also highlights that these students display professionalism in their performance evaluations, with a mean score of 3.48, indicating agreement among participants. This positive perception of students' abilities and professionalism underscores their readiness for the Food and Beverage industry.

Furthermore, the overall mean score of 3.51 for student engagement in the TVL program related to Food and Beverage, particularly in Performance Evaluation, reflects active participation and a commendable level of involvement in demonstrating skills and knowledge in this field. This suggests that students are effectively applying themselves and showcasing their competencies in performance assessments within the program. Benitez, Patulin, and Mutya (2022) emphasized that students feel well-prepared for the National Competency Assessment (NCA) examination in Food and Beverage Services (FBS), encompassing various tasks like setting up the dining area, serving guests, and handling guest concerns. The study found discrepancies in the students' readiness levels for the NCA, linking these differences to challenges faced by teachers. It was deduced that higher teacher challenges result in lower student readiness for the assessment. The authors suggest addressing teachers' issues in FBS to enhance students' acquisition of necessary knowledge and skills for the assessment

Table 5: The level of student's engagement in the TVL program in food and beverage in terms of Work Ethic

Statements Senior High School student Specialized in Food and Beverages …	Mean	Verbal Description	Interpretation
1. 1. demonstrate high standards of performance in practical assessments	3.52	Agree	High level
2. 2. seek constructive feedback from instructors and peers	3.54	Agree	High level
3. 3. show a strong commitment to self-assessment and reflection	3.50	Agree	High level
4. 4. exhibit professionalism and ensure accuracy and quality	3.55	Agree	High level
5. 5. showcase a growth mindset in performance evaluation	3.51	Agree	High level
Overall Mean	3.52	Agree	High level

Table 5 demonstrates that Senior High School students specializing in Food and Beverages display high levels of professionalism, accuracy, and quality, as indicated by the top mean score of 3.55. This suggests that respondents view these students as upholding high standards of professionalism and excellence in their work within the industry. Similarly, students show a strong commitment to self-assessment and reflection, with a mean score of 3.48, highlighting their dedication to evaluating their performance and learning experiences critically.

Furthermore, participants agree that students in the TVL program exhibit a commendable work ethic, with an average score of 3.52, signifying a high level of engagement and dedication to learning and practical application within the field of food and beverage. De Guzman and Cristobal (2021) uncovered that TVL-HE graduates express high readiness and competence in the workplace, indicating their preparedness for industry roles aligned with their chosen strand. The study also notes a significant correlation between graduates' competence and their TVL-HE programs, emphasizing the importance of competency in their future careers within the food service industry.

Table 6: Summary table on the level of student's engagement in the TVL program in food and beverage

Indicators	Mean	Interpretation
Communication Skills	3.77	High level
Teamwork Skills	3.51	High level
Skill Development	3.51	High level
Performance Evaluation	3.51	High level
Work Ethic	3.52	High level
Over-All Mean	**3.56**	**High level**

Legend:　　3.26 -4.00- Agree = High Level　　　　2.51 – 3.25 – Undecided = High Level
　　　　1.76 – 2.50- Moderately agree= Moderate Level　　1.00 – 1.75 –Disagree = Low Level

Table 6 summarizes the level of student engagement in the Technical-Vocational-Livelihood (TVL) program, focusing on the food and beverage sector. The overall grand mean score for student engagement is 3.56, indicating a high level of engagement among the students. Communication skills received the highest mean score of 3.77, highlighting students' proficiency in communicating effectively within the program, a vital aspect in the food and beverage industry. Work Ethic scored 3.56, showcasing students' dedication and responsibility in their tasks. Teamwork skills and Skill Development both scored 3.51, indicating students' ability to work collaboratively and actively improve their competencies. Performance Evaluation also scored 3.51, showing students' engagement in evaluating their performance and making necessary improvements.

These high mean scores suggest that students in the TVL program for food and beverage are highly engaged and developing crucial skills effectively. Sokol et al. (2015). Work immersion offers students an experiential learning opportunity with intensive instruction and exposure to various social issues, pushing them beyond their comfort zones. A well-structured immersion experience has the potential to positively influence students' attitudes, fostering lasting changes in their behaviors. This newfound positive attitude can benefit them in their future careers. Work immersion also plays a significant role in shaping students' career choices by increasing their awareness, interest, and readiness for college courses. Furthermore, through work immersion, students can acquire and enhance essential skills such as teamwork, communication, productivity, and professionalism, which are crucial for their personal and professional development.

Problem 2: Problem 2. What is the performance of the student's engagement in work immersion?

Table 7: Performance of the student's engagement in work immersion

Rater	Rating	Description
Teacher	87.48	Very Satisfactory
Supervisor	88.25	Very Satisfactory
Average	**87.87**	**Very Satisfactory**

Legend: 90 - 100 = Outstanding   85 - 89 = Very Satisfactory   80- 84 = Satisfactory
75- 79 = Fairly Satisfactory   74 and Below = Did not meet expectations
Source: DepEd Order No. 8, s. 2015 entitled "Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program."

The data from Table 7 for the school year 2022-2023 indicates that teachers rated students' engagement in work immersion at 87.48, while supervisors rated it slightly higher at 88.25, both scoring as very satisfactory. The average rating of 87.87, verbally described as very satisfactory, reflects the students' strong engagement and effectiveness in their work immersion activities. The alignment between teachers' and supervisors' ratings suggests a consensus on students' performance, enhancing the reliability of these assessments and affirming the students' dedication and competence in real-world work environments.

The study's positive findings are consistent with Acut et al. (2021), who found that students received outstanding evaluations from supervisors during work immersion, exceeding expected standards. Participation in work immersion enabled students to enhance a range of skills such as teamwork, communication, punctuality, productivity, resilience, initiative, decision-making, dependability, attitude, and professionalism. Students viewed work immersion as an opportunity to apply academic knowledge in a practical setting, engaging in professional interactions and skill development. Science-based work immersion placements particularly facilitated the acquisition of skills and values crucial for the transition from high school to real-world scenarios, emphasizing the students' readiness for future endeavours.

Problem 3. What are the challenges faced by the students in TVL program specifically in food and beverage in terms of Communication Skills, Teamwork Skills, Skill Development, Performance Evaluation and Work Ethic?

Table 8: Challenges faced by the students in TVL program specifically in food and beverage in terms of Communication Skills

Statements	Mean	Verbal Description	Interpretation
1. **Difficulty to follow verbal instructions**	3.80	Strongly agree	Highly challenged
2. **Difficulty to follow written instructions**	3.00	Agree	Challenged
3. **Poor communication skills**	3.00	Agree	Challenged
4. **Difficulty to express oneself**	3.04	Agree	Challenged
5. **Lack of confident to communicate verbally**	3.08	Agree	Challenged
Over-all Mean	**2.91**	**Agree**	**Moderately Challenged**

Table 8 indicates that "Difficulty to follow verbal instructions" received the highest mean score of 3.80, with participants strongly agreeing and interpreting it as highly challenging. This strong consensus

among individuals reflects the perceived difficulty in following verbal instructions. Conversely, the statements "Difficulty to follow written instructions" and "Poor communication skills" received lower mean scores, described as agree and interpreted as challenged. While participants found following written instructions and demonstrating effective communication skills challenging, it was to a lesser extent compared to following verbal instructions, highlighting areas for improvement among the participants.

Within the TVL program, particularly in the food and beverage domain, students face challenges in Communication Skills, as indicated by a mean score of 3.18, described as agree and interpreted as challenged. This underscores students' perception of Communication Skills as a challenging aspect of their program, emphasizing the need for further development and support to enhance their communication proficiency within the food and beverage industry. Addressing these challenges is crucial to improve students' effectiveness in their chosen field.

This finding is supported by Menes et al. (2021), who emphasized the importance of communication teachers integrating TVL-specific skills into instruction and evaluation. Referring to the curriculum guide ensures alignment with desired competencies, tailoring teaching to meet the needs of TVL learners and incorporating real-world challenges relevant to TVL to enhance both vocational and communication abilities. This approach can lead to improved performance and success for students in the TVL program.

Table 9: Challenges faced by the students in TVL program specifically in food and beverage in terms of Teamwork Skills

	Statements	Mean	Verbal Description	Interpretation
1.	Refuse to work with the group	3.13	Agree	Challenged
2.	Difficulty in organizing the team	3.17	Agree	Challenged
3.	Difficulty in resolving issues and conflicts	3.19	Agree	Challenged
4.	Difficulty in collaborating with group	3.21	Agree	Challenged
5.	Lack confidentiality in work success	3.26	Strongly agree	Highly challenged
	Overall Mean	**3.19**	**Agree**	**Challenged**

Table 9 highlights significant findings related to workplace skills among participants. The statement "Lack confidentiality in work success" received the highest mean of 3.26, described as strongly agree and interpreted as highly challenged. This underscores the perceived difficulty in maintaining confidentiality for achieving work success, emphasizing the need to address confidentiality issues in the workplace to improve overall performance and success. Participants showed a strong consensus on this challenge, indicating its importance in professional settings.

Conversely, the statement "Refuse to work with the group" obtained the lowest mean score, described as agree and interpreted as challenged. This agreement suggests that individuals may encounter obstacles in collaborating effectively within a group, highlighting potential difficulties in engaging in group work. Addressing these underlying issues or obstacles can lead to improved teamwork and collaboration skills among participants, enhancing their ability to work effectively in group settings.

In the context of the TVL program, specifically in food and beverage, challenges in Teamwork Skills were identified with an overall mean of 3.19, described as agree and interpreted as challenged. This suggests that students perceive their teamwork abilities within the food and beverage industry as moderately challenged, indicating a need for further development and support in this area. Educators and stakeholders play a crucial role in providing support and creating opportunities for students to enhance their teamwork skills, ultimately preparing them for success in the specific vocational field of food and beverage. Addressing these challenges aligns with Birt's (2023) emphasis on skilled managers recognizing and resolving teamwork obstacles to maintain high levels of morale and performance within teams.

Table 10: Challenges faced by the students in TVL program specifically in food and beverage in terms of Skill Development

Statements	Mean	Verbal Description	Interpretation
1. Lack technical Skills	3.30	Strongly agree	Highly challenged
2. Lack training on specific job	3.34	Strongly agree	Highly challenged
3. Lack confident to perform certain skills	3.39	Strongly agree	Highly challenged
4. Lack of resources to access training	3.43	Strongly agree	Highly challenged
5. Unwillingness to learn new ideas and skills	3.48	Strongly agree	Highly challenged
Overall Mean	**3.39**	**Strongly agree**	**Highly challenged**

Table 10 presents significant insights into the challenges participants faced regarding skill development. The statement "Unwillingness to learn new ideas and skills" obtained the highest mean score of 3.48, described as strongly agree and interpreted as highly challenged. This highlights a strong reluctance among individuals to embrace

Table 11: Challenges faced by the students in TVL program specifically in food and beverage in terms of Skill Development

Statements	Mean	Verbal Description	Interpretation
6. Lack technical Skills	3.30	Strongly agree	Highly challenged
7. Lack training on specific job	3.34	Strongly agree	Highly challenged
8. Lack confident to perform certain skills	3.39	Strongly agree	Highly challenged
9. Lack of resources to access training	3.43	Strongly agree	Highly challenged
10. Unwillingness to learn new ideas and skills	3.48	Strongly agree	Highly challenged
Overall Mean	**3.39**	**Strongly agree**	**Highly challenged**

Table 11 presents significant insights into the challenges participants faced regarding skill development. The statement "Unwillingness to learn new ideas and skills" obtained the highest mean score of 3.48, described as strongly agree and interpreted as highly challenged. This highlights a strong reluctance among individuals to embrace new ideas and skills, indicating a significant obstacle in fostering a learning mindset within the group. Addressing this issue is crucial to promote continuous learning and growth among participants, emphasizing the importance of overcoming barriers to skill acquisition.

On the other hand, the statement "Lack technical skills" received the lowest mean of 3.30, described as strongly agree and interpreted as highly challenged. This result underscores the participants' sense of being highly challenged by their inadequate technical competencies, pointing to a critical area for improvement within the group. Enhancing technical skills is essential to overcome challenges and enhance overall performance, emphasizing the need to address and develop technical competencies effectively.

In the TVL program, particularly in the food and beverage domain, challenges in skill development received an overall mean of 3.39, described as strongly agree and interpreted as highly challenged. Students perceived significant challenges in developing their skills within the food and beverage industry, highlighting

the necessity for targeted interventions and support. Asi et. al. (2023) underscores the substantial difficulties they encountered in this specific aspect of the TVL program, signaling a clear need for focused assistance to address skill development challenges effectively.

Table 12: Challenges faced by the students in TVL program specifically in food and beverage in terms of Performance Evaluation

Statements	Mean	Verbal Description	Interpretation
1. Failure to identify areas weakness	3.47	Strongly agree	Highly challenged
2. Failure to set goals	3.48	Strongly agree	Highly challenged
3. Failure to give feedback	3.47	Strongly agree	Highly challenged
4. Lack of experience	3.48	Strongly agree	Highly challenged
5. No time management	3.47	Strongly agree	Highly challenged
Overall Mean	3.48	Strongly agree	Highly challenged

Table 12 reveals significant insights into the challenges faced by participants in the TVL program, particularly in food and beverage-related skill development and performance evaluation. The statement with the highest mean score of 3.48, "Failure to set goals and Lack of experience," was described as strongly agree, indicating a perception of being highly challenged. Participants perceived a substantial challenge in setting goals, often attributed to a lack of experience. This consensus underscores the importance of addressing goal-setting and experience-building aspects to overcome challenges effectively in this area.

Conversely, the statement "Failure to identify areas of weakness, Failure to give feedback, and No time management" received the lowest mean score of 3.47, described as strongly agree and indicating a sense of being highly challenged. Participants highlighted significant difficulties in recognizing areas of weakness, providing feedback, and managing time effectively. The collective agreement on these challenges emphasizes the need to address these issues to enhance overall performance and productivity within the program.

Furthermore, the challenges faced by students in the TVL program, specifically in skill development and performance evaluation within the food and beverage field, received an overall mean score of 3.39 and 3.48, respectively, both described as strongly agree. Participants strongly believe that students encounter substantial challenges in developing their skills and being evaluated on their performance within this vocational field. Tsai and Nguyen (2022) underscore the perceived difficulties and obstacles faced by students, highlighting the importance of addressing these challenges and providing necessary support to facilitate their learning and growth effectively in the TVL program.

Table 13: Challenges faced by the students in TVL program specifically in food and beverage in terms of Work Ethic

Statements	Mean	Verbal Description	Interpretation
1. Unethical in terms of work	3.48	Strongly agree	Highly challenged
2. Failure to follow Golden Rule (Do not do unto others what you don't want others to do unto to you.	3.47	Strongly agree	Highly challenged
3. Disobedience to Rules and Procedures.	3.48	Strongly agree	Highly challenged
4. Failure to observe dress code at work	3.47	Strongly agree	Highly challenged
5. Failure to keep confidentiality in the workplace	3.48	Strongly agree	Highly challenged
Overall Mean	3.48	Strongly agree	Highly challenged

Table 13 provides valuable insights into workplace challenges, with the statement concerning unethical behaviour, disobedience to rules and procedures, and failure to maintain confidentiality in the workplace obtaining the highest mean score of 3.48. Described as strongly agree, respondents perceive these issues as highly prevalent and impactful challenges that undermine the workplace environment and performance. This signals a consensus among participants on the urgent need to address these challenges to foster a positive and productive work culture.

Conversely, the statement regarding the failure to follow the Golden Rule and observe the dress code at work received the lowest mean score of 3.47, also interpreted as highly challenged. This consensus among respondents signifies significant concerns related to these aspects within the workplace, indicating that non-compliance with ethical principles and dress code standards negatively impacts workplace dynamics and culture. Addressing these issues is crucial to promoting a more respectful and harmonious work environment.

In the analysis of challenges faced by students in the Technical-Vocational-Livelihood (TVL) program, particularly in the food and beverage sector, the aspect of Work Ethic received an overall mean score of 3.48. This strong agreement among respondents emphasizes the perceived difficulty and importance of work ethic within the program, especially in the context of the food and beverage industry. Saeed, Bertsch and Ondracek (2018) stated that improving work ethic skills and behaviors among students is key to helping them overcome challenges, excel in their training, and prepare effectively for successful careers in this field.

Table 14: Summary of the Challenges Encountered in Using Technology

Indicators	Mean	Interpretation
Communication Skills	3.18	Challenged
Teamwork Skills	3.19	Challenged
Skill Development	3.39	Highly challenged
Performance Evaluation	3.48	Highly challenged
Work Ethic	3.48	Highly challenged
Over-All Mean	**3.18**	**Highly challenged**

Legend: 3.25-4.00 Highly Challenged; 2.50-3.24 Moderately Challenged;
1.75-2.49 Fairly Challenged; 1.00-1.74 Not Challenged

Table 14 in the study showcases a Summary Table detailing the challenges encountered by students enrolled in the TVL program, particularly in the food and beverage sector. The overall grand mean score for these challenges stands at 3.34, indicating a strong consensus among respondents regarding the significant

difficulties faced by students in this specific program and field of study. The result highlights the perceived impact of these challenges on students' learning and training experiences within the TVL program.

The findings from Table 16 underscore the necessity for targeted interventions and support to assist students in overcoming the challenges prevalent in the food and beverage sector of the TVL program. The high mean scores for indicators like Work Ethic, Performance Evaluation, and Skill Development emphasize the particular difficulty students face in these areas. Additionally, Teamwork and Communication Skills emerged as concerns, signaling a need for focused interventions and skill-building initiatives to enhance students' capabilities in these crucial aspects.

Recognizing these specific areas of difficulty and implementing tailored support measures can significantly improve the overall learning experience and success of students within the TVL program, especially in the food and beverage sector. By addressing challenges related to work ethic, performance evaluation, skill development, teamwork, and communication skills, educators and institutions can better prepare students for the demands of their academic and vocational pursuits, ultimately enhancing their readiness for success in the industry.

Problem 4: Is there a significant relationship between the level of student's engagement and the challenges faced by the students in the TVL program in food and beverage?

Table 15: The level of student's engagement and the challenges faced by the students in the TVL program in food and beverage

Variable	Sex	R-value	p-value	Decision	Interpretation
Level of Student's Engagement	The Challenges Faced by the Students	.387	.000	Reject H_0	Low correlation

Table 15 displays the results of Pearson-r analysis regarding the relationship between student engagement levels and challenges faced by students in the TVL program specializing in food and beverage. The analysis revealed an r-value of 0.387 with a p-value of 0.000, indicating a statistically significant relationship. Therefore, the hypothesis suggesting no significant association between student engagement levels and program challenges is rejected, confirming the presence of a notable link between the two variables.

This emphasizes that student engagement plays a role in, or is influenced by, the difficulties experienced in the program. Recognizing and addressing this relationship can aid educators and institutions in developing tailored support strategies to boost student engagement and effectively tackle challenges, ultimately enhancing the learning experience and outcomes in the TVL program.

The result of this finding is supported by Pestijo (2023) who argued that during the various stages of work immersion, including Pre-immersion, Immersion Proper, and Post-Immersion, students' learning and development are positively impacted. The work immersion program has proven effective in enhancing students' comprehension and skills across various areas. The initial hypothesis that there is no significant correlation between perceived work phases and student performance is not upheld, leading to its rejection. It is recommended that educators, administrators, students, and future researchers consider utilizing a localized internship program based on the positive outcomes observed in the study focusing on students' experiences in the phases of work immersion.

Problem 4. Is there a significant difference in the level of student's engagement when variables are grouped according to Sex, Age and Economic Status?

Table 16: The level of student's engagement when variables are grouped according to Sex

Variables	Sex	Mean	t-value	p-value	Interpretation
Communication Skills	Male	3.81			
	Female	3.76	4.188	.052	Not Significant
Teamwork Skills	Male	3.42			
	Female	3.55	1.576	.211	Not Significant
Skill Development	Male	3.42			
	Female	3.56	.146	.702	Not Significant
Performance Evaluation	Male	3.44			
	Female	3.55	.000	.990	Not Significant
Work Ethic	Male	3.45			
	Female	3.56	1.878	.172	Not Significant

The statistical analysis of variables such as Communication Skills, Teamwork Skills, Skill Development, Performance Evaluation, and Work Ethic, conducted based on sex grouping within the TVL program specializing in food and beverage, revealed non-significant differences. Results showed t-values for Communication Skills (4.188), Teamwork Skills (1.576), Skill Development (0.146), Performance Evaluation (0.000), and Work Ethic (1.878), with p-values above 0.05, indicating acceptance of the hypothesis that there is no significant disparity in student engagement levels based on gender across these variables.

The acceptance of the hypothesis asserting no substantial difference in student engagement levels grouped by sex in relation to the mentioned variables signifies that gender does not significantly impact student engagement within the context of the TVL program concentrating on food and beverage studies. This insight can guide educators and institutions in developing inclusive support systems to enhance engagement and success for all students, irrespective of gender, within the program.

Support for this outcome is found in Dela Cruz, R. A.'s study, which highlighted challenges faced by graduates in terms of employment, with no significant variations in employability across gender, location, strand, or specialization field. Additionally, Hartono et al.'s research noted higher student engagement scores among female students compared to male students, emphasizing the importance of tailored learning plans catering to diverse student characteristics to achieve educational objectives effectively.

The synthesis of these findings underscores the importance of considering gender-related implications on student engagement levels within educational programs like TVL focused on food and beverage. By recognizing the non-significant impact of gender across key variables, educators can strive for more equitable and inclusive support structures, ultimately fostering enhanced engagement and success for all students in the program, regardless of gender distinctions.

Table 17: The level of student's engagement when variables are grouped according to age

Variable	Age	Mean	F-value	p-value	Interpretation
Communication Skills	16 - 18 years old	3.77			
	19m- 21 years old	3.77	.491	.613	
	22 years old and above	4.00			Not significant
Teamwork Skills	16 - 18 years old	3.50			
	19m- 21 years old	3.51	.507	.603	Not significant
	22 years old and above	3.75			
Skill Development	16 - 18 years old	3.51			
	19m- 21 years old	3.51	.467	.627	
	22 years old and above	3.75			Not significant
Performance Evaluation	16 - 18 years old	3.50			
	19m- 21 years old	3.53	.538	.585	Not significant
	22 years old and above	3.75			
Work Ethic	16 - 18 years old	3.50			
	19m- 21 years old	3.54	.742	.478	Not significant
	22 years old and above	3.80			

Table 17 displays the outcomes of a One-Way ANOVA examining the impact of age on student engagement levels within the TVL program centered on food and beverage. The analysis of F-values and p-values for key variables like Communication Skills, Teamwork Skills, Skill Development, Performance Evaluation, and Work Ethic, when categorized by age, did not reveal significant differences. The reported F-values for these variables are 0.491, 0.507, 0.467, 0.538, and 0.742, with corresponding p-values exceeding 0.05.

The lack of statistical significance in the p-values leads to the acceptance of the hypothesis stating no substantial disparity in student engagement levels based on age groupings. This indicates that students in the TVL program exhibit consistent levels of engagement across Communication Skills, Teamwork Skills, Skill Development, Performance Evaluation, and Work Ethic variables, regardless of age differences.

This finding holds significance as it highlights that age is not a significant factor influencing student engagement within the studied variables related to the food and beverage-focused TVL program. Educators and institutions can leverage this understanding to develop inclusive support systems tailored to students of varying ages, promoting a more equitable and supportive learning environment for all participants in the program.

Table 18: The level of student's engagement when variables are grouped according to economic status

Variable	Age	Mean	F-value	p-value	Interpretation
Communication Skills	Low income	3.84			
	Middle income	3.73	1.832	.162	Not significant
	High income	3.60			
Teamwork Skills	Low income	3.51		.	
	Middle income	3.51	.152	859	Not significant
	High income	3.67			
Skill Development	Low income	3.50			
	Middle income	3.51	.160	.852	Not significant
	High income	3.67			
Performance Evaluation	Low income	3.49			
	Middle income	3.53	.273	.761	Not significant
	High income	3.67			
Work Ethic	Low income	3.51			
	Middle income	3.53	.343	.710	Not significant
	High income	3.73			

Table 18 presents the findings of a One-Way ANOVA investigating the impact of ethnicity on student engagement levels within the TVL program specializing in food and beverage. The analysis of Communication Skills, Teamwork Skills, Skill Development, Performance Evaluation, and Work Ethic variables grouped by ethnicity revealed non-significant differences, with F-values reported as 1.832, 0.152, 0.160, 0.273, and 0.343, and p-values exceeding 0.05.

The statistical results lead to the acceptance of the hypothesis that there is no significant disparity in student engagement levels based on ethnicity within the program. This suggests that students in the TVL program exhibit similar levels of engagement across key variables regardless of their ethnic backgrounds.

The outcome underscores that ethnicity does not substantially impact student engagement levels within the specific variables studied in the context of the food and beverage-focused TVL program. Educators can leverage this insight to develop inclusive support systems that cater to the needs of all students, promoting a more equitable and supportive learning environment for individuals of diverse ethnic backgrounds.

Conclusions

The study concluded that the level of student's engagement in the TVL program in food and beverage in terms of communication skills, teamwork skills, skill development, performance evaluation and work ethic was high. The performance of the student's engagement in work immersion was very satisfactory. The students are highly challenged in terms of Skill Development, Performance Evaluation, Work Ethic, and they were challenged Communication Skills and Teamwork Skills. The higher the level of student's engagement is, the more challenges they faced in the food and beverage program. Sex, age and economic status did not affect the level student engagement TVL program specialized in food and beverage.

Recommendations

Based on the findings, the study recommended DepEd Officials may encourage continued emphasis on fostering high levels of student engagement in the TVL program by providing support and resources for enhancing communication skills, teamwork skills, skill development, performance evaluation, and work ethic. The supervisor may monitor and assess the implementation of work immersion programs to sustain the very satisfactory performance of student engagement during these experiences. The school head may implement targeted interventions to address the challenges faced by students in skill development, performance evaluation, work ethic, communication skills, and teamwork skills within the food and beverage program. The teachers must design the curriculum and teaching strategies that maintain a balance between high student engagement levels and appropriate challenge levels to optimize learning outcomes in the food and beverage program. Senior High School Students must take advantage of the challenging aspects of the food and beverage program to enhance skill development, performance evaluation, work ethic, communication skills, and teamwork skills for personal growth and future career readiness. Parents must support and encourage students to actively engage in the TVL program while recognizing that factors such as sex, age, and economic status do not hinder student engagement levels, fostering a positive and inclusive learning environment.
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