

Status of Technical-Vocational Livelihood – Home Economics (TVL-HE) Tourism Promotion Service Track

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Abstract— This study assessed the TVL-HE Tourism Promotion Services offering at Buhatan Integrated National School, Division of Sorsogon City. It focused on various program aspects such as enrollment, learning resources, budget utilization, linkages, teacher qualifications, dropout rate, number of graduates, and TESDA NC Passers. The study utilized a qualitative research design involving TVL-HE TPS senior high school students, non-TVL-HE TPS students, and participants from Buhatan National High School through open-ended questionnaires and documentary analysis to identify thematic categories.

Findings revealed significant fluctuations in enrollment, suggesting varying student interest potentially influenced by program promotion effectiveness. The program benefits from a diverse array of gradually acquired educational tools but faces challenges with budget management consistency and limited external linkages, which could restrict learning opportunities. Despite these issues, the program maintains a stable set of qualified teachers and has shown improvements in dropout rates. However, there are considerable fluctuations in the number of graduates and a significant decline in TESDA NC Passers, pointing to potential shortcomings in curriculum alignment or exam preparation.

Conclusions drawn indicate that while the program is equipped with necessary resources and qualified teachers, inconsistencies in popularity, appeal, resource acquisition, and financial management could impact its sustainability. The decision-making process for students is complex, influenced by financial, resource-related, personal, and societal factors, with strategies identified to overcome these challenges.

Recommendations include enhancing marketing strategies to stabilize enrollment, regularly updating learning resources to ensure relevance, strengthening financial planning, expanding network linkages, and diversifying faculty expertise. Additionally, a comprehensive improvement strategy is proposed to address both internal program aspects and external factors, such as financial accessibility and societal perception, to make the program more accessible, relevant, and appealing to a broader audience. This involves aligning the curriculum more closely with industry demands and modern career paths, improving visibility, and enhancing the perceived value of the program.

Keywords— Program Status, Technical-Vocation Livelihood – Home Economics, Tourism Promotion Services, Documentary Analysis.

INTRODUCTION

The Technical-Vocational-Livelihood-Higher Education (TVL-HE) Tourism Promotion Services program is a specialized academic track in Senior High School. This program is designed to provide students with the necessary knowledge, skills, and competencies to pursue careers and higher education opportunities in tourism promotion and management. In this academic track, students engage in a combination of theoretical and practical learning experiences tailored to the tourism industry's specific requirements. The curriculum encompasses a range of subjects related to tourism, hospitality, marketing, customer service, event

management, and cultural appreciation. Students also receive hands-on training and exposure to real-world scenarios through industry immersion programs, internships, and practicum experiences.

The TVL-HE Tourism Promotion Services program aims to equip students with the essential skills to promote tourism destinations, develop marketing strategies, manage tourism-related events, and provide excellent customer service. Students learn about the principles and practices of tourism, their local region's cultural and natural attractions, and the importance of sustainable tourism development.

Upon completing the program, students may enter the workforce directly, pursuing careers in travel agencies, tour operators, hotels, resorts, event management companies, and other tourism-related establishments. Alternatively, they may pursue higher education in tourism or related fields, such as hospitality management, tourism marketing, or tourism planning.

The TVL-HE Tourism Promotion Services program recognizes the increasing demand for skilled professionals in the tourism industry (Hall & Page, 2015). The TVL-H.E. Tourism Promotion Services Track plays a crucial role in preparing students for careers in the tourism industry. By combining academic knowledge, vocational skills, and practical experiences, this program aims to produce graduates who are well-equipped to contribute to the growth and development of the tourism industry, locally and globally. However, to ensure the effectiveness and relevance of the program, it is essential to conduct a comprehensive assessment aimed at program enhancement. This assessment should consider various factors influencing the tourism industry and the specific skills and knowledge required for success in this field.

The development of transboundary networking patterns in community-based tourism, as discussed, highlights the importance of understanding the strength assessment and management focus within the tourism sector (Somnuek, 2018). The research emphasizes the significance of comprehending the tourism sector's strength assessment and management focus. By exploring how different communities collaborate and network across borders to promote sustainable tourism practices, the study sheds light on the complexities and opportunities inherent in such endeavors. This perspective can provide valuable insights into assessing the TVL-H.E. Tourism Promotion Services Track, particularly in identifying areas for improvement and diversification of tourism programs. In addition, the model of virtual tourism as an alternative concept for architecture tourism post-COVID-19 underscored the significance of considering comprehensive, integrated, and sustainable approaches to tourism development (Permana et al., 2021).

Buhatan Integrated School, located in the heart of a burgeoning tourist destination, the Sorsogon Province, recognizes the importance of aligning its educational offerings with the needs of the local tourism industry. The school has taken on the responsibility of preparing students for careers in tourism and, in parallel, assisting

the local tourism sector in its efforts to promote and manage its attractions effectively.

The effectiveness of tourism promotion services relies on several factors, including the alignment of educational curricula with industry requirements, the quality of instruction, and the satisfaction of key stakeholders. In this context, stakeholders encompass students, teachers, parents, local business owners, and community members who are directly or indirectly impacted by the tourism promotion services provided by Buhatan Integrated School. Their satisfaction with these services is the key to the school's success in fulfilling its dual education and community service mission.

On December 23, 2023, Sorsogon City Sorsogon City was designated as the premier vacation spot in the Philippines by Airbnb (Recebido, 2023). Air Bed and Breakfast, commonly called Airbnb, is an internet-based platform that facilitates renting homes for short and extended periods. According to the data, Sorsogon City emerged as the top choice among Filipino users. San Felipe in Zambales and Las Piñas City in Metro Manila ranked second and third, respectively. Sorsogon City has been identified as the most preferred destination among Airbnb users, as evidenced by search data from January 1 to September 15. The reservations were made for accommodations from November 1 to December 31. This very relevant information has inspired this research because the province's tourism is increasing, as evidenced by the statistics from AirBnb.

Buhatan Integrated School, strategically situated near the picturesque Buhatan River Cruise, finds itself at the intersection of education and tourism. The Buhatan River Cruise, known for its natural beauty and cultural significance, has increasingly become a sought-after destination for both domestic and international tourists. Buhatan River Cruise offers visitors a captivating journey through the heart of nature, where lush greenery, serene waters, and local traditions blend harmoniously. This scenic attraction has not only contributed to the economic prosperity of the Buhatan area but has also underscored the need for skilled professionals who can promote and manage tourism effectively. In response to this burgeoning tourism industry, Buhatan Integrated School has taken on the responsibility of preparing students for careers in tourism while actively engaging with the local tourism sector.

This research, therefore, comprehensively evaluated the TVL-HE Tourism Promotion Services program offered

at Buhatan Integrated National High School, Division of Sorsogon City. Specifically, the study aims to address several critical questions concerning the status and performance of the program, including its enrolment figures, availability of learning materials, budget utilization, linkages with industry partners, and the qualifications of the teaching staff. Additionally, the research analyzed the program's performance metrics, such as enrolment trends, dropout rates, number of graduates, and the success rates of students in obtaining TESDA National Certificates. Furthermore, the study identified any hindering factors influencing students' decisions in choosing the TVL-HE Tourism Promotion Services track. Ultimately, the research provided actionable insights and proposed recommendations based on its findings to enhance the effectiveness and efficiency of the TVL-HE Tourism Promotion Services program at Buhatan Integrated National High School. Thus, this study has been conducted.

This study described the status of TVL-HE Tourism Promotion Services offering at Buhatan Integrated National School, Division of Sorsogon City in terms of Enrolment, Learning resources, Budget Utilization, Linkages, Teachers Qualifications, Drop-out Rate, Number of Graduates, and TESDA NC Passer

II. METHODOLOGY

This study utilized a pure qualitative research design. The research methods used was documentary analysis. One research instrument employed by this research was a checklist of information gathered through documentary analysis, as significant for understanding the past and current status of the TVL-HE TPS program. This analysis focused on collecting and examining various documents that provide quantitative and qualitative data on the program's status over several academic years. Key documents analyzed include enrolment records, school facility inventories, financial reports, linkage agreements, faculty records of teachers, student academic records, and examination reports for NC passers.

III. RESULTS AND DISCUSSION

Status of TVL-HE Tourism Promotion Services Program

This discussion examines the status of the TVL-HE Tourism Promotion Services Program across various critical dimensions, including enrolment, learning materials, budget utilization, linkages, and teacher qualifications. Analyzing these factors gives a comprehensive understanding of the program's current condition and effectiveness. The enrolment figures provide insights into student interest and participation levels. The availability and quality of learning materials were also looked into to determine the resources provided to support student learning. The effective utilization of the program's budget was also evaluated to gauge efficient resource management. Furthermore, establishing industry linkages was explored to assess the program's connection to real-world experiences and opportunities. Lastly, examining teacher qualifications sheds light on the expertise and qualifications of the teachers responsible for imparting knowledge and skills to the students. This analysis enabled the identification of areas for potential improvement and development within the TVL-HE Tourism Promotion Services Program.

Enrolment

Table 1 presents the status of the TVL-HE Tourism Promotion Services Program in terms of enrolment. The table provides an overview of the enrollees in each school year from 2019 to 2024. The data presented showcases the fluctuations in enrolment figures over the years, offering insights into the program's popularity and participation levels. In the 2018-2019 academic year, there were 11 enrollees in the program, indicating a relatively modest level of participation during that academic period. Subsequently, there was a notable increase in enrollment for the 2019-2020 school year, with the number of enrollees rising to 26, suggesting a surge in student interest or promotion efforts for the program.

Table 1.A Enrolment of TVL-HE Tourism Promotion Services

School Year	Number of Enrollees
2018-2019	11
2019-2020	26
2020-2021	7
2021-2022	0
2022-2023	35
2023-2024	25

However, the following academic year, 2020-2021, saw a significant decline in enrollment, with only 7 students registering for the Tourism Promotion Services Program. This decrease may reflect various factors such as changes in curriculum offerings, shifts in student preferences, or external circumstances impacting enrollment patterns.

Remarkably, in 2021-2022, no enrollees were recorded for the program, indicating a complete absence of student participation during that academic period. This sharp drop to zero enrollment could signify challenges or discontinuation of the program during that specific year. One challenge can be about the program promotion that was not intensified at the time when this occurrence in enrolment happened.

The data further reveals a resurgence in enrollment for the subsequent school years, with 35 enrollees in 2022-2023 and 25 in 2023-2024. These figures suggest a rebound in student interest or program revitalization efforts, leading to increased participation in the Tourism Promotion Services Program. The data portrays fluctuations in enrollment levels over time, reflecting the dynamic nature of student engagement and program dynamics within the TVL-HE Tourism Promotion Services Program across the specified school years.

The fluctuating enrollment figures suggest that the interest and popularity of the TVL-HE Tourism Promotion Services Program have varied significantly over the years. This could be attributed to various factors such as changes in curriculum, program promotion efforts, economic conditions, and student preferences. The program began modestly with 11 enrollees in the 2018-2019 academic year, indicating a stable but relatively low level of interest. The subsequent year saw a slight increase to 12 enrollees, suggesting initial growth and perhaps some positive word-of-mouth promotion or improved program awareness.

The most notable development occurred in the 2020-2021 academic year, where enrollment surged to 26 students, marking a substantial increase compared to previous years. This peak suggests a significant spike in interest, possibly due to factors like enhanced program visibility, favorable student feedback, or alignment with industry demand. However, this surge was short-lived, as enrollment plummeted to seven students in the following academic year (2021-2022), followed by a complete cessation of participation in 2022-2023. This drastic decline could indicate program misalignment

with student career goals, lack of promotion or awareness, or changes in industry demand affecting perceived value. The positive turnaround occurred in the current academic year (2023-2024), with enrollment rebounding to 25 students. This resurgence suggests that corrective measures may have been implemented to address previous challenges, resulting in renewed interest and confidence in the program. The fluctuating pattern of enrollment implies a cyclical nature of interest in the TVL-HE Tourism Promotion Services Program, influenced by various internal and external factors. Understanding these fluctuations can help program administrators adapt strategies to sustain and enhance student engagement over time.

The qualitative insights gathered from structured interviews provide valuable context for understanding the fluctuating enrollment trends observed in the TVL-HE Tourism Promotion Services Program. These interviews reveal a range of factors influencing students' decisions when selecting educational tracks. Personal interest and skills emerge as significant drivers, with students often opting for paths that align with their passions and aptitudes. Conversely, a lack of interest or skills in certain areas, such as communication or tourism promotion, may deter students from choosing the TVL-HE TPS track, leading to fluctuations in enrollment figures.

Career aspirations play a pivotal role in students' decisions, as many prioritize tracks aligned with their desired professions. This strategic approach suggests that students seek pathways that offer clear trajectories to their intended careers. However, if students perceive a disconnect between the TVL-HE TPS track and their career goals, they may opt for alternative paths that better align with their aspirations, contributing to fluctuations in enrollment over time.

Practical considerations, including job opportunities and financial factors, also influence students' track choices. While some students weigh the benefits and costs associated with different tracks, economic constraints can serve as a significant barrier, particularly if the TVL-HE TPS track is perceived as financially burdensome. This barrier may result in fluctuations in enrollment, especially during years when economic pressures are more pronounced.

The availability of resources and support from teachers emerges as another crucial factor shaping students' perceptions of educational tracks. Improved resources

and teaching methods can enhance the attractiveness of a program. Conversely, a lack of awareness or knowledge about the TVL-HE TPS track may deter students from considering it as a viable option, leading to lower enrollment figures. Clear communication of the career advantages offered by the TVL-HE TPS track could attract more students, but if there is a perception gap regarding the relevance of the skills developed, students may opt for alternative paths.

The qualitative findings highlight the complex interplay of personal, practical, and informational factors influencing students' decisions when selecting educational tracks. By considering these insights, educational institutions can better understand enrollment trends' dynamics and effectively tailor their strategies to address students' needs and preferences.

Several factors influence the dynamics of enrollment in tourism-related programs. Research has shown that

tourism community service programs are crucial in promoting sustainable tourism practices by empowering local communities, preserving the environment, and supporting economic development (Athar, 2023). Additionally, the development of tourism destinations relies on various stakeholders, including private businesses, to contribute to the growth and promotion of tourism (Indrianto et al., 2017). Moreover, the use of digital platforms and smart technologies in tourism can enhance promotional activities and attract more visitors to destinations (Maquera et al., 2022).

Learning Resources

The TVL-HE Tourism Promotion Services program at BINS is equipped with a variety of learning resources that support both theoretical and practical components of the curriculum, although the acquisition of these resources has been staggered over several years. Table 1.2 displays the relevant information.

Table 1.B Learning Resources Utilized in TVL-HE Tourism Promotion Services program at BINS

Learning Resources	Quantity	Year Acquired
Classroom utilized as laboratory room at the same time	2	2016
Oven	1	2018
Refrigerator	1	2018
Television	2	2020
Kitchen Utensils	Various kinds	2016-2023
Baking Tools	Various kinds	2016-2023
Computer Laboratory (shared)	20	2016
Printers	2	2020
School Library	1	2016

The table lists several resources such as two classrooms that double as laboratory rooms acquired in 2016, kitchen appliances like an oven and refrigerator purchased in 2018, multimedia resources like televisions acquired in 2020, and various kitchen and baking tools accumulated from 2016 to 2023. There is also mention of a shared computer laboratory with 20 computers, two printers from 2020, and a school library, all acquired in 2016.

The distribution and variety of resources indicate an ongoing effort to maintain and gradually enhance the learning environment. The staggered acquisition dates suggest a phased approach to resource updating and procurement, which could reflect budgeting constraints or strategic planning. The multipurpose use of classrooms as laboratories may point to space limitations or an efficient use of available resources. Moreover, the variety in types of resources, from

kitchen utensils to high-tech equipment like computers, supports diverse learning activities, from practical culinary skills to theoretical knowledge and digital literacy.

This setup is crucial for providing comprehensive education in tourism promotion services, allowing students to gain hands-on experience with relevant tools and technology while also benefiting from traditional learning environments like libraries. Continual updates and evaluations of resource adequacy and modernity will be essential for keeping the program aligned with industry standards and educational best practices.

To ensure the TVL-HE Tourism Promotion Services Program remains aligned with industry standards and educational best practices, continual updates and evaluations of resource adequacy and modernity are crucial. The sustainability and success of educational

programs, such as the TVL-HE Tourism Promotion Services Program, require ongoing assessment and adaptation to meet evolving industry demands and educational excellence Ковригина (2021). By evaluating the program's resources, including curriculum, technology, and teaching methodologies, educational institutions can ensure that the program remains relevant and effective in preparing students for the dynamic tourism industry (Powell, 2021). Moreover, modernizing educational programs involves incorporating contemporary practices and technologies to enhance learning outcomes and student engagement (Miller & Chinnadurai, 2023).

When modern frameworks and approaches, such as digital tools and innovative teaching methods are embraced, the program can better equip students with the necessary skills and knowledge to succeed in the tourism sector (Airyq, 2021). Additionally, the emphasis on sustainability and effective management practices is essential for the long-term viability of educational programs, as highlighted in studies focusing on organizational sustainability and modern management effectiveness (Savelyev, 2019). Furthermore, the concept of modernization in education extends beyond curriculum updates to encompass broader societal and technological advancements (Moghassemi & Akhgar, 2022). Integrating modern construction techniques, digital platforms, and sustainable development principles can enhance the program's relevance and ensure its alignment with contemporary educational standards (Adwiyah et al., 2021). By leveraging modern technologies and pedagogical approaches, educational institutions can create a dynamic and forward-thinking learning environment that prepares students for the challenges of the modern tourism industry.

Continual updates and evaluations of resource adequacy and modernity are essential for maintaining the relevance and effectiveness of the TVL-HE Tourism Promotion Services Program. The program can maintain alignment with current industry standards and educational best practices by adopting contemporary educational methods, integrating sustainability concepts, and leveraging technological innovations. This alignment not only enhances student learning but also supports the broader tourism industry.

Budget Utilization

The budget utilization trend of the TVL-HE Tourism Promotion Services Program exhibits fluctuations over the analyzed period. In 2019, the utilized budget

amounted to 81,799, which experienced a slight increase to 86,016 in 2020. However, a significant surge occurred in 2021, with the budget utilization reaching 162,450. The following year, in 2022, the utilization decreased to 118,216, but it rose once again to 198,139 in 2023.

The notable increase in budget utilization from 2019 to 2021 indicates a heightened expenditure on the TVL-HE Tourism Promotion Services Program during that period. This suggests that more resources were allocated and utilized to support the program's activities and initiatives. The substantial increase in budget utilization in 2021 further implies the possibility of program expansion or the implementation of new initiatives. The higher budget allocation and utilization could signify endeavors to enhance program offerings, improve infrastructure, provide additional resources, or introduce new activities to benefit the students and augment program outcomes.

The budget fluctuations observed between 2020 and 2023 indicate variations in the financial management of the program. It is crucial to investigate the reasons behind these fluctuations to ensure consistent and optimal use of allocated funds. Effective financial planning and budget allocation play a significant role in the TVL-HE Tourism Promotion Services Program. Analyzing the budget utilization trends can help identify areas where adjustments or improvements in financial management practices may be necessary to ensure efficient utilization of resources.

Monitoring and maintaining a balanced budget utilization are vital for the long-term sustainability of the TVL-HE Tourism Promotion Services Program. It is crucial to ensure that the program's budget is allocated and utilized in a manner that supports its objectives, provides necessary resources, and enables the program to achieve its desired outcomes effectively. By establishing a solid financial foundation, the program can continue to thrive and deliver valuable educational experiences to its students.

Linkages

The linkages tapped by BINS for TVL-HE Tourism Promotion Services are the Brgy Buhatan Turismo, Provincial Capitol, Cucina Sebastian, Rosario's, St. Louise de Marillac College of Sorsogon (SLMCS), AMA Computer and Learning Center (ACLC), and Victoria's Grill. These entities appear consistently in each school year, indicating a continued collaboration and partnership between the TVL-HE Tourism

Promotion Services Program and these establishments aside from Gafea which closed due to the pandemic. It suggests the program has established a stable network of connections within the local community and the tourism industry.

However, a notable observation is the absence of any new linkages beyond the core group of establishments. Data does not indicate any efforts by the program to actively seek and establish new partnerships or expand its network of collaborations. This raises questions about the program's strategy for diversifying its connections and exploring new opportunities.

The consistent linkages with Brgy Buhatan Turismo, Provincial Capitol, and the various food establishments, such as Cucina Sebastian, Rosario's, Gafea, and Victoria's Grill, suggest potential benefits for the TVL-HE Tourism Promotion Services Program. These linkages can provide the program with access to tourism-related venues, government support, culinary resources, and practical training opportunities for students. The program can leverage these connections to enrich its curriculum, enhance student learning experiences, and foster industry engagement.

A significant aspect that supports the TVL-HE program is the Joint Delivery Voucher Program (JDVP). The JDVP aims to strengthen partnerships between DepEd schools and private institutions or local businesses, providing students with opportunities to gain hands-on experience in their chosen fields. Through JDVP, students are placed in partner establishments where they can apply their classroom learning in real-world settings. This enhances their practical skills and improves their employability upon graduation. This program is significantly worked by the school with its linkages to ACLC, SLMCS, BMMCI and Meriam College.

However, a notable implication of the data is the lack of new linkages beyond the core set of establishments. Throughout the provided years, there are no indications of the program actively seeking and establishing new partnerships.

This raises concerns about the program's ability to explore diverse opportunities, access additional resources, and engage with a broader network of stakeholders. By not expanding its linkages, the program may limit its growth potential and miss out on the benefits of fresh perspectives and new collaborations.

The consistent linkages with establishments such as Brgy Buhatan Turismo, Provincial Capitol, and various food establishments have potential benefits for the TVL-HE Tourism Promotion Services Program. These linkages can contribute to enriching the program's curriculum, providing practical training opportunities, and enhancing student learning experiences. Access to tourism-related venues, government support, and culinary resources can give the program a competitive advantage and strengthen its position within the industry.

This data is important for the program to consider several key implications. Firstly, there is a need to strengthen the existing linkages with Brgy Buhatan Turismo, Provincial Capitol, Cucina Sebastian, Rosario's, SLMCS, ACLC, Gafea, and Victoria's Grill. Regular communication, collaboration, and mutual support can help solidify these relationships and foster a sense of partnership.

Secondly, the program should actively seek new linkages and diversify its network of partnerships. Exploring collaborations with additional organizations, educational institutions, tourism agencies, and industry stakeholders can bring fresh perspectives, new opportunities, and innovative ideas. This diversification can enhance the program's reach, provide access to new resources, and open doors to potential growth.

Strategic planning is crucial for the program to identify specific goals, objectives, and areas where linkages can contribute most effectively. By aligning the program's vision, mission, and desired outcomes, it becomes easier to target potential partners and foster meaningful and mutually beneficial collaborations.

Lastly, regular monitoring and evaluation of the existing linkages and their impact on the program's goals are essential. Assessing the effectiveness and outcomes of these partnerships will enable the program to make informed decisions, identify areas for improvement, and ensure that the linkages contribute meaningfully to the TVL-HE Tourism Promotion Services Program's success and sustainability.

Strategic planning is crucial in program development as it helps in setting specific goals, and objectives, and establishing effective linkages. By aligning strategic planning objectives with performance measurement tools, publicly funded science agencies can create a practical approach that integrates planning, outcomes, and performance management (Whalen, 2017).

Emphasizing participation in program design is essential for enhancing effectiveness (Aziz et al., 2018). Dauber et al. (2017) stated that linkages and referrals to community resources are essential components specified by the federal government for evidence-based programs, highlighting the importance of effective connections within programs.

Teacher Qualifications

The TVL-HE Tourism Promotion Services Program has consistently employed two qualified teachers throughout the school years. The number of qualified teachers remains unchanged at two from 2018 to 2023. One key insight from the data is the program's ability to consistently attract and retain qualified teachers. This suggests that the program has successfully recruited teachers with the qualifications and expertise in tourism promotion services. Maintaining a stable teaching workforce can contribute to the continuity of instruction and the delivery of a consistent curriculum, ensuring that students receive a standardized level of education throughout their enrollment in the program.

The implication of having a consistent number of qualified teachers is the potential for an appropriate teacher-to-student ratio. With two qualified teachers, the program can maintain a manageable number of students per teacher, allowing for more personalized attention and support. This can enhance the learning experience for students and facilitate effective classroom management. However, it is important to consider the potential limitations of having a consistent number of qualified teachers. The data does not provide information about the specific qualifications and expertise of the teachers. While the program may have fulfilled the basic requirement of having qualified teachers, there may be scope for further specialization and diversification of the teaching staff. Expanding the range of teacher qualifications could enable the program to cover a broader spectrum of knowledge and skills within the field of tourism promotion services, aligning with industry demands and providing students with a more comprehensive learning experience.

Furthermore, the data does not shed light on the professional development opportunities provided to the teachers. The program must prioritize ongoing training and development initiatives for its teaching staff. Professional development can help teachers stay updated with the latest industry trends, enhance their pedagogical skills, and refine their subject knowledge. By investing in the professional growth of the teachers,

the program can enhance the quality of instruction and ensure that students receive the most relevant and up-to-date education in the field of tourism promotion services.

The qualifications of the current teachers in the program are impressive. Teacher 1 holds a Bachelor of Elementary Education (BEED), NC II in bread and pastry production, NC II in food and beverage services, NC III in events and management services, Trainer's Methodology I, and is a Licensed Professional Teacher (LET passer). Teacher 2 possesses a Bachelor of Secondary Education in Computer Science (BSED Com Sci), NC II in bartending, NC II in local tour guiding, Trainer's Methodology I with a National Trainers Certificate I, and is also a Licensed Professional Teacher (LET passer). These qualifications reflect a diverse range of skills and expertise that are beneficial to the program.

Under Republic Act No. 1080, passing the board exams for teachers (LET) grants eligibility and qualifications for appointment to positions requiring teacher certification. For Technical-Vocational-Livelihood (TVL) teachers in Home Economics (HE), possessing National Certificates (NC) and Trainer's Methodology Certificates further solidifies their qualifications and readiness to provide specialized instruction.

The TVL-HE Tourism Promotion Services Program's consistent number of two qualified teachers indicates stability in the teaching staff and an appropriate teacher-to-student ratio. While this provides a solid foundation, there is potential for further specialization and diversification of teacher qualifications to align with industry demands. Additionally, prioritizing professional development opportunities for the teachers can enhance their effectiveness and ensure the program remains up-to-date with the evolving landscape of tourism promotion services.

To ensure the effectiveness of educational programs, prioritizing ongoing training and development initiatives for teaching staff is essential. Professional development is crucial in keeping teachers updated with the latest industry trends, enhancing their pedagogical skills, and refining their subject knowledge. Research emphasizes the significance of continuous professional development opportunities, such as workshops, mentoring, coaching, and other training programs, to enhance teachers' knowledge and skills (Kilag and Sasan, 2023). Also, ongoing education and training are

vital for teachers to maintain their professional quality and effectiveness in the classroom (Dhamotharan & Loh, 2019). Studies have shown that teacher professional development needs to be continuous to ensure sustainability and should start from pre-service education and continue throughout their careers (Koşar et al., 2022). Engaging in professional development activities, such as seminars, workshops, and training programs, is crucial for teachers to improve their performance and enhance student outcomes (Priajana, 2017).

Also, developing models and strategies for teacher professional growth is essential to improve teacher competencies and effectiveness (Budiwati, 2019). Effective professional development practices, including job-embedded training, providing resources, and creating attractive work conditions, are crucial for enhancing teachers' professional development (Guyassa et al., 2021). Educational narrative research has been identified as a valuable method for teacher professional development, serving as both a research tool and a medium for professional growth (Zhou & Liu, 2019). Moreover, teachers' readiness for continuous self-improvement is crucial, with different levels of readiness identified, ranging from critical to creative (Potapchuk et al., 2022). Ongoing training and development initiatives, therefore are vital for improving teaching staff.

Drop-Out Rate

The performance of the TVL-HE Tourism Promotion Services program at BINS in terms of dropout rates reveals an encouraging trend of improvement over recent years. Initially, the program experienced a consistent dropout rate, with one student leaving each year from 2018 to 2021. This pattern suggests that there were significant challenges in the program's content, delivery, or how it engaged students, leading to these data.

However, a notable change occurred starting from the 2021-2022 school year, where the dropout rate dropped to zero and maintained this rate through the 2022-2023 school year. This improvement in student retention could be attributed to a variety of factors. It is possible that the program underwent adjustments in curriculum that better aligned with student interests or expectations. Additionally, enhancements in the support systems available to students, such as counseling or tutoring, or an overall improvement in the teaching and learning environment could have contributed to retaining more

students. These changes could have been influenced by the broader shifts in educational strategies prompted by the COVID-19 pandemic, which forced educational institutions to reconsider and modify their approaches.

The transition to a zero dropout rate is a significant indicator of success and points to the effectiveness of the adjustments made within the program. Moving forward, it is crucial for the administration to continue monitoring and identifying which specific strategies have been most effective in reducing dropouts. Reinforcing these successful elements could ensure sustained success and help continuously improve the program's appeal and effectiveness. Additionally, the absence of data for the 2023-2024 school year highlights the importance of consistent data collection. Maintaining comprehensive and up-to-date records is essential for ongoing assessment and adaptation of the program to ensure it remains responsive to student needs and external challenges. This proactive approach to program management can help sustain low dropout rates and enhance the overall educational quality offered by the TVL-HE Tourism Promotion Services program.

The improvement in retention rates may indicate that recent curriculum updates or program delivery adjustments are resonating well with students. This improvement suggests continuous curriculum reviews and adaptations are vital for maintaining student interest and reducing dropout rates. Schools should consider regular curriculum assessments to ensure they remain relevant to the evolving industry standards and student expectations.

Secondly, the zero dropout rates observed in recent years could reflect the effectiveness of enhanced student support systems. These systems may include academic counseling, career guidance, and mental health support, all of which are crucial in a vocational education setting. It is essential for the school to continue strengthening these support services to adequately address the diverse needs of students, ensuring they feel supported throughout their educational journey.

Furthermore, the positive change in dropout rates might also highlight improved teaching methodologies. Incorporating more engaging, hands-on learning experiences that are pertinent to the tourism industry could have contributed to this trend. Schools should continue to invest in professional development for teachers to adopt innovative teaching practices that enhance student engagement and learning outcomes.

The consistency in low dropout rates during and after the pandemic suggests that adaptations to accommodate external pressures, like shifts to online learning, may have beneficially influenced student retention. This unexpected outcome presents an opportunity to explore and possibly integrate more flexible learning models that cater to different student needs and circumstances.

Finally, the lack of dropout data for the 2023-2024 school year underscores the necessity of active data monitoring and evaluation practices. Continuous and reliable data collection is crucial for accurately assessing the effectiveness of educational strategies and making informed decisions. Ensuring that data collection processes are uninterrupted and comprehensive will enable the school to understand better the long-term trends and impacts of its strategies.

The implications of these dropout trends are multifaceted, affecting curriculum development, support services, teaching methodologies, and policy making. Addressing these areas, the school can enhance the effectiveness of the TVL-HE Tourism Promotion Services program, ultimately leading to better educational outcomes and greater student satisfaction.

The implications of dropout trends are multifaceted, impacting various aspects of education, including curriculum development, support services, teaching methodologies, and policy-making. Research has shown that dropout rates can be influenced by factors such as curriculum design, power dynamics between teachers and students, and external socio-political activities (Vergel et al., 2018; Igwela et al., 2022). Understanding the risks associated with dropout and early identification, strategies are crucial in addressing this issue (Singh & Alhulail, 2022).

Curriculum design plays a significant role in student retention, with variations in dropout rates being attributed not only to the curriculum itself but also to changes in power dynamics within the educational environment (Vergel et al., 2018). Additionally, factors

such as militancy activities in certain regions can influence student dropout rates, highlighting the need for a comprehensive approach to address the impact of external factors on education (Igwela et al., 2022). Furthermore, the development of teachers' beliefs regarding curriculum design can be influenced by occupational socialization, with different groups of teachers exhibiting varying perspectives on curriculum development (Prior & Curtner-Smith, 2019).

Teachers' interpretation and implementation of social and emotional learning in the curriculum can also pose challenges, emphasizing the importance of providing support and resources for effective curriculum enactment (Wright et al., 2020). Incorporating sustainability literacy and corporate social responsibility into higher education curricula can enhance students' knowledge and skills, contributing to their overall development (Qureshi, 2020; Adhikariparajuli et al., 2021). Moreover, the accreditation of undergraduate programs can be influenced by various factors, including dropout rates, highlighting the need for a holistic approach to curriculum development (Jerez et al., 2017).

To address dropout trends requires a comprehensive understanding of the factors contributing to student attrition and implementing effective strategies in curriculum design, teacher training, and policy formulation. By considering the diverse influences on dropout rates and implementing targeted interventions, educational institutions can work towards improving student retention and overall academic success.

Number of Graduates

The number of graduates from the TVL-HE Tourism Promotion Services program has shown considerable fluctuations over the past few years, indicating a potentially unstable program environment or varying external influences that may have impacted student progression and completion rates. This is shown in Table 2.3.

Table 1.C Graduates of TVL-HE Tourism Promotion Services

School Year	Number of Graduates
2018-2019	10
2019-2020	11
2020-2021	25
2021-2022	7
2022-2023	0

The analysis of graduate numbers from the TVL-HE Tourism Promotion Services program at BINS, reviewed over several school years, highlights significant fluctuations. These variations in the number of graduates each year suggest a potentially unstable program environment or the impact of external factors that have influenced student progression and completion rates. Specifically, the data recorded shows an initial consistency with 10 graduates in the 2018-2019 school year and a slight increase to 11 in 2019-2020. However, there was a noticeable surge to 25 graduates in 2020-2021, followed by a dramatic drop to only 7 graduates in 2021-2022, and even more concerning, zero graduates in 2022-2023. These numbers reflect a trend that warrants a closer investigation to identify the causes of such inconsistency and to devise strategies that could stabilize and enhance the program's effectiveness in nurturing and graduating students.

The data demonstrates a variable trend in the number of graduates, with a peak in the 2020-2021 school year followed by a sharp decline to zero in the 2022-2023 school year. The spike in graduates during the 2020-2021 academic year could suggest that students who may have deferred completion in the previous year due to the COVID-19 pandemic were able to graduate, reflecting a temporary consolidation of graduate numbers. However, the subsequent drop to zero graduates in the 2022-2023 school year is particularly alarming and may point to significant issues within the program, such as diminished enrolment, increased dropouts, or other operational challenges during the pandemic's height that could have disrupted students' ability to complete the program. The absence of data for the 2023-2024 school year further complicates understanding ongoing trends.

The fluctuations in graduation numbers highlight the need for a thorough evaluation of the program's structure, support mechanisms, and adaptability to external shocks such as the COVID-19 pandemic. It is crucial for the administration to investigate the underlying causes of these variations to implement strategies that stabilize and enhance the program's effectiveness. Understanding and addressing these issues is vital for improving student retention and graduation rates, ensuring the program attracts and successfully graduates competent professionals in the tourism sector. This investigation and subsequent action will also be essential in building a resilient educational offering that can withstand future challenges.

The considerable fluctuations in the number of graduates from the TVL-HE Tourism Promotion Services program at BINS point to several critical implications that the program's administration and its broader educational strategy need addressing. One is the inconsistency in graduate numbers suggests potential instability within the program. This could stem from several factors, including fluctuating program administration, educational policy changes, or inconsistent student support. Ensuring program stability is crucial and could be achieved through consistent policy implementation, strong leadership, and strong student support systems. These measures are key to improving both student retention and completion rates.

Another is the sharp changes observed, particularly the increase in graduates during the 2020-2021 academic year followed by a drastic drop, likely reflect the significant impact of external factors such as the COVID-19 pandemic. This demonstrates the importance of developing flexible and resilient program strategies to quickly adapt to unforeseen circumstances, ensuring that students can continue their education and graduate on time despite external disruptions.

Furthermore, the zero graduates in the 2022-2023 academic year suggest an urgent need to reassess how resources are allocated within the program. There might be a need to enhance support in areas such as academic counseling, financial aid, and career services, which are crucial for supporting students throughout their academic journey, particularly in times of crisis.

Additionally, the absence of data for the 2023-2024 school year highlights the necessity for improved data collection and continuous analysis. Reliable and consistent data are foundational for accurately monitoring program performance and making informed decisions to enhance educational outcomes.

Lastly, the fluctuations in graduation rates could also indicate the need to review and possibly revamp the curriculum and teaching methods to ensure they remain engaging and relevant to students' needs. Regular updates to the curriculum and ongoing professional development for teachers could be instrumental in maintaining high educational standards and sustaining student interest throughout their studies.

These issues can be addressed through a comprehensive and strategic approach will be crucial in enhancing the quality and stability of the TVL-HE Tourism Promotion Services program. Such efforts should aim to attract

students and adequately support them to graduation, effectively preparing them for successful careers in the tourism industry.

The fluctuations in the number of graduates from the TVL-HE Tourism Promotion Services program at BINS have critical implications that necessitate attention from the program's administration and broader educational strategy. These implications can be multifaceted and may require addressing various aspects such as curriculum development, support services, teaching methodologies, and policy-making. Understanding the factors contributing to dropout rates and implementing effective strategies in curriculum design, teacher training, and policy formulation are crucial in addressing these fluctuations (Elibol & Bozkurt, 2023).

Research has shown that dropout rates can be influenced by factors such as curriculum design, power dynamics between teachers and students, and external socio-political activities (Radovan, 2019). Additionally, understanding the factors affecting dropout, such as student factors, course/program factors, and environmental factors, is essential for developing interventions to mitigate dropout rates (Elibol & Bozkurt, 2023). Moreover, dropout has been linked to various social consequences, emphasizing the importance of addressing this issue comprehensively (Neely & Vaquera, 2017). The fluctuations in the number of graduates from the TVL-HE Tourism Promotion Services program at BINS underscore the importance of addressing dropout trends through a comprehensive approach that considers curriculum design, teacher training, and policy formulation.

TESDA NC Passers

The number of TESDA National Certificate passers from the TVL-HE Tourism Promotion Services program has significantly declined after the 2018-2019 school year, indicating potential challenges in either the program's preparation effectiveness or external factors impacting student performance.

The number of TESDA National Certificate passers from the TVL-HE Tourism Promotion Services program at BINS has shown a significant decline after the 2018-2019 school year. This drop indicates potential challenges in the program's effectiveness in preparing students or in external factors that may be impacting student performance. These challenges can be about student's capacity, physical facilities, instruction, and learning resources among others.

After initially recording six passers in the 2018-2019 academic year, the program saw a sharp decline to zero passers in subsequent years. This worrying trend suggests that there may be underlying issues either within the curriculum, the teaching methods, or possibly external disruptions that have adversely affected the student's ability to pass the TESDA NC assessments.

The decline to zero passers from the 2019-2020 school year onward is particularly alarming, with the absence of any data for 2021-2022 further complicating the analysis. The initial figure of 6 passers in 2018-2019 suggests that at one point, the program was somewhat effective in preparing students for the TESDA NC assessments. However, the sudden and sustained drop to zero indicates significant issues that could involve the quality of teaching, curriculum alignment with TESDA standards, or perhaps external factors such as changes in the exam format, increased standards, or broader educational disruptions like those caused by the COVID-19 pandemic.

This worrying trend underlines the urgent need for a thorough review and strategic overhaul of the program's approach to preparing students for TESDA certification. The program coordinators must investigate the root causes of the decline in pass rates, including evaluating and updating the curriculum, enhancing teaching methods, and possibly providing additional review sessions or resources to prepare for TESDA exams. Addressing these issues is critical not only for improving pass rates but also for maintaining the credibility and relevance of the program in preparing students for careers in the tourism sector. Such steps will help ensure the program meets industry standards and effectively equip students with the necessary skills and qualifications.

The sudden decline in TESDA National Certificate passers from the TVL-HE Tourism Promotion Services program at BINS after the 2018-2019 school year carries significant implications that the school administration needs to address urgently.

Firstly, the drop to zero passers highlights a possible deficiency in the curriculum or the instructional methods being used. It suggests that the program may not fully align with TESDA standards, which are crucial for ensuring that students are adequately prepared for the certification exams. This misalignment could result from outdated teaching materials or a lack of specific training focused on the skills tested by TESDA. The

program may need a comprehensive review and update of its curriculum to better prepare students for these assessments.

Secondly, the consistent lack of passers might reflect broader external factors that could impact student performance, such as changes in the TESDA exam format or increased exam difficulty. Alternatively, external disruptions like the COVID-19 pandemic could have significantly affected students' ability to prepare for and take the exams. Understanding these external influences is crucial for developing strategies that help students overcome these challenges.

Furthermore, the absence of data for the 2021-2022 academic year suggests a gap in program monitoring and evaluation. Consistent data collection and analysis are essential for diagnosing issues promptly and accurately. Without reliable data, it becomes difficult to assess the effectiveness of any changes implemented and to make informed decisions moving forward.

Addressing these implications involves not only revising the curriculum and teaching practices but also enhancing support mechanisms such as tutoring, mentoring, and providing additional resources specifically tailored to passing the TESDA exams. Moreover, the school may need to engage with TESDA to gain insights into exam expectations and to ensure their program aligns with industry standards. By taking these steps, the program can improve its effectiveness, thereby enhancing student outcomes and the overall reputation of the educational institution.

The decline in TESDA National Certificate passers from the TVL-HE Tourism Promotion Services program at BINS after the 2018-2019 school year necessitates urgent attention from the school administration. This decline may signal underlying issues impacting the program's efficacy and student outcomes. It is imperative for the school administration to investigate the causes behind this decline and take immediate action to rectify the situation. The administration should conduct a comprehensive analysis of the program, encompassing curriculum design, teaching methodologies, student support services, and assessment practices, to pinpoint potential areas for enhancement Balat (2023). Addressing any deficiencies in these areas can elevate the quality of education and boost students' success rates in obtaining their TESDA National Certificates.

IV. CONCLUSION AND RECOMMENDATIONS

The TVL-HE Tourism Promotion Services Program at BINS shows fluctuating enrolment and graduation rates, stable yet limited teacher qualifications, varied budget utilization, and consistent but stagnant linkages. Improvements in dropout rates contrast with declining TESDA NC pass rates, highlighting a need for curriculum updates, enhanced student support, and expanded industry partnerships to stabilize and enhance the program's effectiveness and relevance. The TVL-HE Tourism Promotion Services Program at BINS may stabilize enrolment and graduation rates by implementing curriculum updates, enhancing student support, and expanding industry partnerships. The program may address hindering factors by improving resource allocation, offering flexible learning options, launching comprehensive informational campaigns, and providing targeted career guidance. The program may implement a comprehensive improvement strategy that aligns with industry demands, enhances financial accessibility, and improves societal perception to increase its relevance and appeal.

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