

TECHNICAL VOCATIONAL LIVELIHOOD
CLASSROOM SOCIAL ENVIRONMENT AND THE
LEVEL OF CLASSROOM PARTICIPATION AMONG
SENIOR HIGH SCHOOL STUDENTS OF QUALITY
LEARNING CIRCLE 4 IN ZAMBOANGA DEL SUR

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Environment and the Level of Classroom Participation among Senior High
School Students of Quality Learning Circle 4 in Zamboanga del Sur

Abstract

This study examined the relationship between the Technical-Vocational Livelihood (TVL) classroom social environment and the level of classroom participation among Senior High School students in Quality Learning Circle 4 (QUALCI 4), Zamboanga del Sur. Specifically, it assessed students' perceptions of the classroom social environment in terms

of teacher–student relationship, classroom civility, student–student relationship, and TVL facilities, as well as their level of procedural and substantive classroom participation. A descriptive-quantitative research design was employed involving 494 TVL students selected through stratified random sampling during the School Year 2018–2019. Data were gathered using researcher-developed questionnaires validated by experts and tested for reliability. Statistical tools such as frequency, percentage, mean, standard deviation, Pearson product-moment correlation, t-test, and one-way ANOVA were used to analyze the data at the 0.05 level of significance. Results revealed that respondents perceived the classroom social environment as generally positive ($M = 3.25$). Classroom participation was also found to be high, with procedural participation rated as Participative ($M = 3.31$) and substantive participation as Very Participative ($M = 3.24$). Significant positive relationships were found between the classroom social environment and both procedural and substantive participation, except for the relationship between TVL facilities and substantive participation, which was not significant. Significant differences were likewise observed in classroom social environment and participation when respondents were grouped according to selected demographic variables. The findings suggest that positive teacher–student relationships, respectful peer interactions, and a supportive classroom climate significantly enhance students' participation in TVL classes. The

study recommends strengthening classroom social relationships and fostering an inclusive learning environment to further improve student engagement and participation.

Keywords: classroom social environment, classroom participation, Technical-Vocational Livelihood (TVL), Senior High School, teacher–student relationship, classroom civility, Zamboanga del Sur

Introduction

The classroom environment plays a vital role in shaping students' learning experiences and academic success. In particular, the social atmosphere within the classroom influences students' motivation, behavior, and engagement in learning activities. A positive classroom social environment, characterized by supportive teacher-student relationships, respectful peer interaction, and a conducive learning climate, encourages students to participate actively in class. This is especially important in Technical-Vocational Livelihood (TVL) classrooms, where learning involves hands-on activities, collaboration, and practical application of skills.

Classroom participation is a key indicator of student engagement and learning effectiveness. It reflects the extent to which students are

involved in class discussions, group work, and classroom tasks. Students who actively participate in class are more likely to develop confidence, critical thinking skills, and a deeper understanding of the subject matter. Conversely, limited participation may lead to poor academic performance, lack of motivation, and reduced skill development.

In Quality Learning Circle 4 (QUALCI 4) in Zamboanga del Sur, senior high school students enrolled in TVL programs are expected to develop technical competencies and prepare for future employment. However, differences in classroom participation have been observed, which may be influenced by the classroom social environment. Factors such as teacher-student interaction, classroom civility, peer relationships, and the availability of TVL facilities may affect students' willingness to engage in classroom activities.

This study aims to assess the TVL classroom social environment and the level of classroom participation among senior high school students in Quality Learning Circle 4, Zamboanga del Sur. By examining the relationship between the classroom social environment and students' participation, the study seeks to provide insights that can help improve instructional strategies, enhance classroom relationships, and promote a more engaging learning environment for TVL students.

Methods

Research Design

This study utilized a descriptive–quantitative research design to examine the Technical-Vocational Livelihood (TVL) classroom social environment and the level of classroom participation among Senior High School students of Quality Learning Circle 4 in Zamboanga del Sur. The design was appropriate for describing existing conditions and determining relationships between variables without manipulation.

Research Locale

The study was conducted in selected Senior High Schools under Quality Learning Circle 4 (QUALCI 4) in Zamboanga del Sur during School Year 2018–2019. These schools offer the Technical-Vocational Livelihood track, specifically the Industrial Arts strand.

Respondents and Sampling Technique

The respondents consisted of 494 Senior High School students enrolled in the TVL track from selected schools in QUALCI 4. A stratified random sampling technique was employed to ensure proportional representation based on school and TVL strand. Students of varying age, sex, ethnicity, and academic background were included in the study.

Research Instruments

Two researcher-developed survey questionnaires were used:

1. Classroom Social Environment Questionnaire, which measured students' perceptions of the classroom social environment in terms of:
 - teacher–student relationship,
 - classroom civility,
 - student–student relationship, and
 - TVL facilities.
2. Classroom Participation Questionnaire, which assessed students' level of classroom participation in terms of:
 - procedural participation and
 - substantive participation.

Both instruments used a five-point Likert scale ranging from *1 (Strongly Disagree)* to *5 (Strongly Agree)*.

Validity and Reliability

The instruments were evaluated by experts in education and research to establish content validity. A pilot test was conducted among students not included in the final sample, and the reliability of the

questionnaires was determined using Cronbach's alpha, which yielded acceptable reliability coefficients.

Data Collection Procedure

Approval to conduct the study was obtained from the school authorities. The questionnaires were administered personally by the researcher with the assistance of class advisers. Respondents were informed of the purpose of the study and assured of confidentiality. Completed questionnaires were retrieved, reviewed, and prepared for statistical analysis.

Statistical Treatment of Data

The data were analyzed using the following statistical tools:

- Frequency and Percentage – to describe respondents' demographic profile;
- Mean and Standard Deviation – to determine the levels of classroom social environment and classroom participation;
- Pearson Product–Moment Correlation (r) – to determine the relationship between the two main variables;
- t-test and One-Way ANOVA – to determine significant differences when data were grouped according to profile variables.

All statistical analyses were conducted at a 0.05 level of significance.

Results

1. The study involved 494 Senior High School students enrolled in the Technical-Vocational Livelihood (TVL) track from schools under Quality Learning Circle 4 in Zamboanga del Sur. Most respondents were 16–17 years old, predominantly male, largely of Visayan ethnicity, and mainly enrolled in the Industrial Arts strand.
2. The classroom social environment, assessed in terms of teacher–student relationship, classroom civility, student–student relationship, and TVL facilities, yielded an overall mean of 3.25, interpreted as Agree, indicating a generally positive classroom social environment.
3. The level of classroom participation was high. Procedural participation obtained an overall mean of 3.31, described as Participative, while substantive participation recorded a mean of 3.24, described as Very Participative.
4. A significant relationship was found between the classroom social environment and procedural participation across all components, including teacher–student relationship, classroom civility, student–student relationship, and TVL facilities.

5. A significant relationship was also observed between the classroom social environment and substantive participation in terms of teacher–student relationship, classroom civility, and student–student relationship. However, no significant relationship was found between substantive participation and TVL facilities.
6. There was a significant difference in the classroom social environment when respondents were grouped according to profile variables across all components. In contrast, no significant difference was noted in TVL facilities when grouped according to sex.
7. Significant differences were found in both procedural and substantive classroom participation when respondents were grouped according to their profile variables.

Discussions

The findings of the study reveal that the classroom social environment in Technical-Vocational Livelihood (TVL) classes under Quality Learning Circle 4 (QUALCI 4) is generally positive. Students perceived their learning environment as supportive, characterized by respectful teacher–student relationships, harmonious peer interactions, and a generally conducive classroom atmosphere. This result is significant because the

nature of TVL education requires collaborative and hands-on learning, where students rely heavily on interactions with teachers and peers to complete tasks and develop competencies. A positive classroom social environment, therefore, serves as a foundation for effective learning and engagement.

The study further indicates that students in TVL classes exhibit high levels of classroom participation. Procedural participation—such as following classroom rules, completing assigned tasks, and adhering to routines—was found to be participative. Substantive participation, which includes meaningful engagement such as contributing ideas, asking questions, and participating in discussions, was rated as very participative. This suggests that students are not only compliant with classroom procedures but are also actively involved in learning activities that require critical thinking and collaboration. This level of participation is essential in TVL education, where practical skills are developed through active involvement and repeated practice.

A key finding of the study is the significant relationship between the classroom social environment and classroom participation. Specifically, the teacher-student relationship, classroom civility, and student-student relationship were strongly linked to both procedural and substantive participation. These results imply that students are more likely to participate when they feel supported, respected, and valued by their teachers and

classmates. When teachers foster an atmosphere of trust and encouragement, students tend to be more confident in expressing their thoughts and taking part in learning activities. Similarly, positive peer relationships promote cooperation and group engagement, which enhances participation.

Interestingly, TVL facilities showed a significant relationship with procedural participation but not with substantive participation. This suggests that while the availability of facilities and equipment supports students' ability to perform routine tasks and complete practical activities, it does not necessarily encourage deeper engagement in discussions or critical thinking.

This highlights that while physical resources are important, they are not the primary factor that drives meaningful participation. Instead, interpersonal dynamics and classroom culture play a more influential role in encouraging students to participate actively and confidently.

Moreover, the study found significant differences in the classroom social environment and classroom participation when respondents were grouped according to profile variables such as age, sex, ethnicity, and strand. This indicates that student demographics may influence their perception of the classroom environment and their level of engagement. For instance, differences in age and maturity may affect students' confidence and willingness to participate, while cultural and social backgrounds may

shape how students interact with teachers and peers. These differences emphasize the need for educators to consider individual and cultural factors when creating a supportive learning environment.

Overall, the findings highlight the critical role of a positive classroom social environment in promoting student participation in TVL classes. Fostering strong interpersonal relationships, mutual respect, and a supportive classroom culture can significantly enhance students' engagement and involvement in learning activities. Therefore, school administrators and teachers should prioritize creating an environment that encourages collaboration, respect, and active participation to improve learning outcomes and student performance in TVL education.