Data – Driven Decision Making, Industry Consultation, and Emotional Intelligence on Curriculum Assessment of Technical Vocational Livelihood (TVL) Administrators

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DOI: https://doi.org/10.51244/IJRSI.2026.1304000165

Received: 18 April 2026; Accepted: 23 April 2026; Published: 11 May 2026

ABSTRACT

This study was conducted in response to the increasing need for effective curriculum assessment among Technical Vocational Livelihood (TVL) administrators in the Department of Education, particularly in relation to data utilization, industry linkages, and emotional competencies. It aimed to examine the influence of Data-Driven Decision Making, Industry Consultation, and Emotional Intelligence on Curriculum Assessment. The study involved 605 administrators, including School Heads, TVL Coordinators, and Subject Heads, from nine Schools Division Offices in DepEd Region X for School Year 2025–2026. Data were collected using validated survey questionnaires and analyzed using descriptive statistics, Pearson correlation, and regression analysis. The findings revealed that Data-Driven Decision Making was manifested (M=4.38), with Student Performance Analysis as the highest (M=4.52). Industry Consultation was established (M=4.33), led by Work Immersion Collaboration and Industry Standards Adoption (M=4.40). Emotional Intelligence was high (M=4.45), with Relationship Management as the highest (M=4.48). Curriculum Assessment was found to be effective (M=4.43), particularly in terms of Pedagogical and Instructional Quality (M=4.45). Significant positive relationships were observed between Curriculum Assessment and Data-Driven Decision Making (r=0.711), Industry Consultation (r=0.667), and Emotional Intelligence (r=0.696). Regression analysis identified nine significant predictors that collectively explained 63.5% of the variance in Curriculum Assessment outcomes. The findings indicate that both technical competencies and emotional intelligence significantly influence curriculum assessment effectiveness among TVL administrators. Strengthening these areas through targeted professional development and industry collaboration is essential to improve curriculum implementation and alignment with educational and workforce demands.

Keywords: Curriculum Assessment, Data – Driven Decision Making, Industry Consultation, Emotional Intelligence

INTRODUCTION AND LITERATURE REVIEW

With the implementation of the K to 12 Basic Education Program under Republic Act No. 10533, the Philippine education system has undergone a significant transformation aimed at improving the quality and global competitiveness of Filipino learners. A central feature of this reform is the Senior High School program, which offers both academic and technical vocational pathways designed to prepare learners for higher education, employment, and entrepreneurship. Among these, the Technical Vocational Livelihood track plays a critical role in bridging secondary education with labor market demands. As articulated in DepEd Order No. 21, s. 2019, the track emphasizes the development of job ready competencies aligned with industry standards. In Northern Mindanao, a region recognized as an agro industrial and logistics hub, key industries such as agriculture, food processing, manufacturing, construction, hospitality, and emerging information and communication technology services significantly influence the demand for relevant specializations in public secondary schools. These contextual factors highlight the need for responsive and well aligned curriculum implementation within the Technical Vocational Livelihood track.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

Since the nationwide implementation of Senior High School in 2016, Region X has expanded its Technical Vocational Livelihood offerings across public schools. However, several implementation challenges persist. These include shortages of qualified teachers, inadequate laboratories and equipment, delays in the acquisition of Technical Education and Skills Development Authority aligned resources, and limited access to quality work immersion placements. Arban et al. (2024) emphasized that such constraints hinder effective program delivery and skill development. Furthermore, although a high passing rate of 97.1 percent was reported, only 6.8 percent of Technical Vocational Livelihood graduates pursued national certification in School Year 2020 to 2021, indicating a gap between completion and certification readiness. This suggests that program outcomes may not fully reflect competency attainment. Metante (2024) further noted that the capacity of administrators to evaluate outcomes and ensure curriculum alignment plays a significant role in addressing these issues. Supporting this, the Philippine Institute for Development Studies identified persistent concerns such as inadequate equipment, weak alignment between Junior High School Technology and Livelihood Education and Senior High School specializations, and mismatches in teacher specialization. Similarly, the World Bank (2020) highlighted weaknesses in feedback systems, work immersion monitoring, and quality assurance processes, emphasizing that effective curriculum implementation depends not only on policy design but also on strong school level leadership and evaluation practices.

Existing literature underscores the importance of responsive and evidence-based curriculum management in Technical and Vocational Education and Training systems. International organizations such as UNESCO UNEVOC (2020) and the Organisation for Economic Cooperation and Development (2018) emphasize that effective Technical and Vocational Education and Training systems require sustained industry collaboration, continuous feedback mechanisms, and adaptive curriculum review processes. Without these elements, programs risk becoming compliance driven rather than responsive to evolving labor market demands. Similarly, the International Labour Organization (2019) stressed that structured employer engagement is essential in ensuring the relevance and sustainability of technical vocational programs. These perspectives highlight the need for school leaders to adopt strategic and data informed approaches in curriculum assessment to ensure alignment with industry needs and workforce expectations.

One critical dimension in strengthening curriculum assessment is Data Driven Decision Making. This approach involves the systematic use of data such as enrollment trends, student performance, certification outcomes, and graduate tracer results to inform planning and implementation decisions. Schildkamp et al. (2017) argued that institutionalized data use enhances accountability, supports instructional improvement, and promotes evidence-based practices within educational organizations. In the context of Technical Vocational Livelihood programs, data driven decision making enables administrators to align program offerings with labor market demands, optimize resource allocation, and monitor program effectiveness. Studies have consistently shown that schools that effectively utilize data demonstrate improved organizational performance and student outcomes, highlighting the value of this competency in educational leadership.

Another important dimension is Industry Consultation, which strengthens the external relevance of curriculum decisions. Research indicates that collaboration between educational institutions and industry partners contributes to curriculum alignment, improved training delivery, and enhanced employability outcomes. Through sustained partnerships, school leaders can access industry feedback, update specialization offerings, and ensure that competencies remain aligned with current workplace standards. Work immersion programs further provide learners with authentic learning experiences that bridge theory and practice. In addition, industry supported initiatives such as equipment provision, skills demonstrations, and mentoring contribute to improved instructional quality. These findings reinforce the argument that strong industry linkages are essential in maintaining the responsiveness and effectiveness of Technical Vocational Livelihood education.

Emotional Intelligence also plays a vital role in curriculum leadership by influencing how administrators manage relationships, decision making, and organizational change. Boyatzis (2018) emphasized that emotional intelligence competencies such as self-awareness, self-regulation, empathy, and relationship management are critical in effective leadership. Similarly, Leithwood (2021) noted that emotionally intelligent leaders are more capable of fostering collaborative environments, supporting teacher development, and sustaining school improvement initiatives. In the context of curriculum assessment, emotional intelligence enables administrators to navigate complex challenges, manage stakeholder expectations, and promote a culture of continuous

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

improvement. Studies have shown that leadership effectiveness is significantly enhanced when cognitive and emotional competencies are integrated in decision making processes.

Although existing studies have examined data driven decision making, industry consultation, and emotional intelligence independently, there remains a limited body of research that explores their combined influence on curriculum assessment practices, particularly within the context of Technical Vocational Livelihood education in the Philippines. Most studies focus on individual leadership dimensions without examining how these factors interact to influence program effectiveness. This gap highlights the need for a more comprehensive and integrative approach in understanding curriculum leadership within technical vocational education.

This study examined the combined influence of data driven decision making, industry consultation, and emotional intelligence on the curriculum assessment practices of Technical Vocational Livelihood track administrators in Region X. By establishing the interrelationships among these variables, the study aims to contribute to the development of a holistic and evidence-based leadership framework that can inform professional development programs and policy enhancement. The findings seek to strengthen the quality, responsiveness, and overall effectiveness of Technical Vocational Livelihood education in Mindanao.

Objectives of the Study

The study aimed to determine the relationship of Data-Driven Decision Making, Industry Consultation, and Emotional Intelligence on the Curriculum Assessment of Technical Vocational Livelihood (TVL) Track administrators of Senior High School in Region X during the School Year 2025 - 2026. Specifically, this study sought to:

1. Assess the level of Data-Driven Decision Making among Technical Vocational Livelihood (TVL) Track administrators in terms of:

a. Student Performance Analysis

b. Enrollment Trend Analysis

c. Resource Data Utilization

d. Graduate Outcome Tracking; and

e. Curriculum Alignment Mapping.

2. Evaluate the level of Industry Consultation among Technical Vocational Livelihood (TVL) Track administrators in terms of:

a. Formal Partnership Structures

b. Curriculum Feedback Integration

c. Work Immersion Collaboration

d. Industry Standards Adoption

e. Instructional Resource Support

3. Determine the level of Emotional Intelligence among Technical Vocational Livelihood (TVL) Track Administrators in terms of:

a. Self-Awareness

b. Emotional Facilitation

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

c. Emotional Understanding

d. Self-Regulation

e. Relationship Management.

4. Ascertain the level of Curriculum Assessment of Technical Vocational Livelihood (TVL) Track administrators in terms of:

a. Articulation and Coherence

b. Industry Relevance and Responsiveness

c. Resource Efficiency and Adequacy

d. Pedagogical and Instructional Quality

e. Outcome-Based Evaluation.

5. Analyze the significant relationship between Curriculum Assessment of Technical Vocational Livelihood (TVL) Track administrators and:

a. Data-Driven Decision-Making

b. Industry Consultation; and

c. Emotional Intelligence.

6. Identify the variable, singly or in combination, that best predicts the Curriculum Assessment of Technical Vocational Livelihood (TVL) Track administrators.

METHODOLOGY

Research Design

This study used a descriptive correlational research design. The descriptive design was useful in describing the level of Data-Driven Decision-Making, Industry Consultation, and Emotional Intelligence of Technical Vocational Livelihood (TVL) track administrators on the Curriculum Assessment of Technical Vocational Livelihood programs. A correlational method was employed to analyze the relationship between the independent variables: Data-Driven Decision Making (DEMAK), Industry Consultation (INCON), and Emotional Intelligence, (EMINT) and the dependent variable: Curriculum Assessment (CURAS) of Technical Vocational Livelihood (TVL) track administrators. Regression analysis was used to identify the variables that best predicted effective Curriculum Assessment of TVL Track administrators.

Respondents of the Study

The respondents of this study were the Technical Vocational Livelihood (TVL) Track administrators—specifically, School Heads, TVL Coordinators, and Subject Heads—who are directly responsible for the management, oversight, and curriculum assessment of TVL programs in public Senior High Schools in Region X. The total target population was 605 TVL administrators across nine (9) schools divisions in Region X.

Locale of the Study

This study was conducted in public Senior High Schools under the Department of Education, Region X, Northern Mindanao, which comprises five provinces and seven cities, including Cagayan de Oro City, Iligan City, and Valencia City, with Cagayan de Oro City serving as the regional center. Among the fourteen Schools Division Offices in the region, nine divisions, namely Bukidnon, Misamis Oriental, Cagayan de Oro City, El Salvador

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

City, Iligan City, Malaybalay City, Ozamiz City, Tangub City, and Valencia City, were selected as research locales based on the presence of public Senior High Schools offering the Technical Vocational Livelihood Track. These divisions were chosen to represent diverse contexts, including agricultural, urban, coastal, and pilgrimage areas, thereby providing a suitable setting for examining the implementation of the Technical Vocational Livelihood Track.

Research Instruments

A structured questionnaire comprising four (4) parts was used for data collection. The instrument was adapted from established research tools and carefully modified to align with the context of Technical Vocational Livelihood (TVL) education in the Philippines. Permission to utilize and adapt the instruments was requested from and granted by the original authors prior to data collection. All instruments used a five-point Likert scale and underwent pilot testing to establish reliability and validity specific to the Philippine Technical-Vocational Livelihood (TVL) context. The questionnaire included a consent form to ensure adherence to ethical standards.

Part I: Data-Driven Decision-Making Questionnaire

The items for this instrument were adapted from the Data-Driven Decision Making (DDDM) Capacity Scale developed by Shen and Cooley, V. E. (2008) from their study "Critical issues in using data for decision-making" published in the International Journal of Leadership in Education. The original instrument demonstrated strong reliability (Cronbach's alpha > 0.85) in various educational contexts. To conform to the needs of the study, the researcher aligned the items with the five (5) sub-variables: Student Performance Analysis, Enrollment Trend Analysis, Resource Data Utilization, Graduate Outcome Tracking, and Curriculum Alignment Mapping. The Cronbach’s alpha was 0.861. The level of data-driven decision-making among TVL administrators was described using the following indicators:

Table 1. Descriptive Interpretation for Data-Driven Decision Making

Numerical Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Highly manifested
4	3.51-4.50	Agree	Manifested
3	2.51-3.50	Moderately Agree	Moderately manifested
2	1.51-2.50	Disagree	Slightly manifested
1	0.00-1.50	Strongly Disagree	Not at all manifested

Part II: Industry Consultation Questionnaire

The items for this instrument were adapted from the framework developed by Calabit, M. C. O. (2020) in his study titled "Industry Linkages of Senior High Schools in the Technical Vocational Livelihood Track in Region X, Philippines." This study, published in the International Journal of Science and Management Studies, provides a localized, validated framework for measuring the depth and structure of school-industry partnerships within the specific context of the Philippine Technical Vocational Livelihood track. Calabit's instrument, which assesses partnership mechanisms, feedback integration, and resource sharing, offers a contextually relevant foundation.

To precisely align with the constructs of this study, the researcher adapted and contextualized the items from Calabit's (2020) work to measure the five (5) sub-variables: Formal Partnership Structures, Curriculum Feedback Integration, Work Immersion Collaboration, Industry Standards Adoption, and Instructional Resource Support. The Cronbach’s alpha was 0.904. The level of industry consultation in TVL programs was described using the following indicators:

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

Table 2. Descriptive Interpretation for Industry Consultation

Numerical Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Highly established
4	3.51-4.50	Agree	Established
3	2.51-3.50	Moderately Agree	Moderately established
2	1.51-2.50	Disagree	Slightly established
1	0.00-1.50	Strongly Disagree	Not at all Established

Part III: Emotional Intelligence Questionnaire

The items for this instrument were adapted from the Emotional Intelligence Questionnaire developed by Patowary and Parida (2016), published in the Imperial Journal of Interdisciplinary Research (IJIR). Their instrument measures emotional intelligence across multiple validated dimensions and has been used in organizational and leadership studies. To align with the specific context of TVL Track Administrators, the researcher contextualized the items to reflect the experiences and responsibilities during curriculum assessment activities, focusing on the five (5) sub-variables: Self-Awareness, Emotional Facilitation, Emotional Understanding, Self-Regulation, and Relationship Management. The Cronbach's alpha was 0.941. The level of emotional intelligence among TVL administrators was described using the following indicators:

Table 3. Descriptive Interpretation for Emotional Intelligence

Numerical Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very High
4	3.51-4.50	Agree	High
3	2.51-3.50	Moderately Agree	Moderate
2	1.51-2.50	Disagree	Low
1	0.00-1.50	Strongly Disagree	Very Low

Part IV: Curriculum Assessment Questionnaire

The items for this instrument were adapted from the Program Assessment Practices Scale developed by Stark, J. S., & Thomas, A. M. (2019) from their work "Assessment of student learning in college: A guide to best practices." Their instruments have been used in numerous studies on educational program quality and provide comprehensive dimensions for evaluating assessment. It measures five (5) sub-variables: Articulation and Coherence, Industry Relevance and Responsiveness, Resource Efficiency and Adequacy, Pedagogical and Instructional Quality, and Outcome-Based Evaluation. The Cronbach's alpha was 0.935. The effectiveness of curriculum assessment practices is described by the following indicators:

Table 4. Descriptive Interpretation for Curriculum Assessment

Numerical Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Highly Effective

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

4	3.51-4.50	Agree	Effective
3	2.51-3.50	Moderately Agree	Moderately Effective
2	1.51-2.50	Disagree	Slightly Effective
1	0.00-1.50	Strongly Disagree	Not Effective

Data Gathering Procedure

To gather the necessary data, the researcher requested a Research Ethics Committee (REC) permit from the Central Mindanao University Research Ethics Committee. Permission was obtained to conduct validation and pilot testing of the questionnaires to establish reliability and validity. A letter addressed to the Regional Director of DepEd Region X was crafted for approval to conduct the study in the region. The approved request served as the basis for endorsement to the Schools Division Superintendents of the nine (9) divisions: Bukidnon, Misamis Oriental, Cagayan de Oro City, El Salvador City, Iligan City, Malaybalay City, Ozamiz City, Tangub City, and Valencia City to administer the questionnaires to the respondents of the study. The researcher obtained a letter from the division superintendents to conduct the study. This pertains to the arrangements to attend their division meetings with school administrators to personally deliver the survey questionnaires. Structured questionnaires were distributed to the study respondents. Given the hectic schedule of the respondents, the researcher utilized the online platform using Google Forms to gather the necessary data and coordinated with the different division research coordinators. Participation was entirely optional, and respondents were assured of confidentiality. Consent was obtained by asking them to agree to serve as respondents of the study through an integrated consent form. They were given ample time to answer the questionnaires to obtain accurate and valid responses. After the respondents completed the questionnaires, the researcher collated the results, which were then statistically analyzed for interpretation and discussion. For safekeeping, hard-copy questionnaires were stored securely and were accessible only to the researcher.

Statistical Techniques

For valid and reliable interpretation of data, the study was treated through descriptive statistics, such as frequency counts, percentages, and means, to describe the level of Data-Driven Decision Making, Industry Consultation, and Emotional Intelligence of Technical Vocational Livelihood (TVL) track administrators on the Curriculum Assessment of Technical Vocational Livelihood programs. Pearson's product-moment correlation was used to determine the relationship between data-driven decision-making, industry consultation, and emotional intelligence in the curriculum assessment of TVL track administrators. Furthermore, Multiple Linear Regression analysis was used to identify the variables that best predict the Curriculum Assessment of Technical Vocational Livelihood (TVL) track administrators.

RESULTS AND DISCUSSION

Summary on Data-Driven Decision Making

Table 5 presents the summary of Data-Driven Decision Making among TVL Track administrators. The overall mean of 4.38, with a descriptive rating of "Agree," indicates that the practice was manifested across all indicators.

Among the variables, Student Performance Analysis obtained the highest mean (M = 4.52) with a descriptive rating of "Strongly Agree" and a qualitative interpretation of "Highly manifested." This indicates that TVL administrators place a strong emphasis on the use of student competency and performance data to guide instructional and curricular decisions. In contrast, Graduate Outcome Tracking recorded the lowest mean (M = 4.26), though still interpreted as manifested, suggesting that while outcome monitoring is practiced, it is comparatively less emphasized than school-based performance data.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

Table 5. Summary on Data-Driven Decision Making

Variable	Mean	Descriptive Rating	Qualitative Interpretation
Student Performance Analysis	4.52	Strongly Agree	Highly manifested
Enrollment Trend Analysis	4.41	Agree	Manifested
Curriculum Alignment Mapping	4.38	Agree	Manifested
Resource Data Utilization	4.34	Agree	Manifested
Graduate Outcome Tracking	4.26	Agree	Manifested
OVERALL MEAN	4.38	Agree	Manifested

LEGEND:

Rating Scale	**Descriptive Rating**	**Qualitative Interpretation**
4.51 – 5.00	Strongly Agree	Highly manifested
3.51 – 4.50	Agree	Manifested
2.51 – 3.50	Moderately Agree	Moderately manifested
1.51 – 2.50	Disagree	Slightly manifested
0.00 – 1.50	Strongly Disagree	Not at all manifested

The findings imply that Data-Driven Decision Making is consistently manifested among TVL administrators, indicating that data are actively integrated into administrative and instructional processes. This suggests that decision-making is generally guided by empirical evidence, particularly regarding student learning, program planning, and curriculum implementation.

The dominance of Student Performance Analysis as the highest-rated variable reflects a strong internal focus on learner-centered data use. This indicates that administrators prioritize immediate and actionable classroom-level evidence to identify learning gaps and improve instruction. On the other hand, the relatively lower mean of Graduate Outcome Tracking suggests that long-term evaluative mechanisms, such as tracer studies and alumni feedback systems, are less extensively utilized than in-school data sources.

The results further imply that while TVL administrators demonstrate a strong culture of data utilization, their practice is more concentrated on internal performance monitoring than on external outcome validation. This indicates that data-driven decision-making is well-established in instructional management but may still require strengthening in terms of longitudinal tracking and post-graduation feedback integration.

These findings are supported by Mandinach and Gummer (2016), who emphasized that effective data use in education requires strong data literacy among leaders to interpret and apply evidence in decision-making. Schildkamp et al. (2017) further noted that schools with embedded data use practices tend to implement more targeted and effective interventions. Likewise, Ikemoto and Marsh (2017) highlighted that structured data systems enhance the strategic quality of educational leadership, while Vanlommel et al. (2017) emphasized that data-informed decisions are generally more reliable than intuition-based judgment.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

Summary on Industry Consultation

Table 6 presents a summary of the Industry Consultation among the TVL Track administrators. The overall mean of 4.33, with a descriptive rating of "Agree," indicates that the consultation was established across all variables. This finding suggests that TVL administrators consistently implement structured and functional engagement with industry partners to ensure curriculum relevance and alignment with workplace demands. Among the five variables, Work Immersion Collaboration and Industry Standards Adoption obtained the highest means of 4.40, both interpreted as "Established." This implies that TVL administrators strongly engage industry partners in implementing work immersion programs and aligning curricula with TESDA Training Regulations and competency standards. The results indicate that school practices are highly responsive to real workplace requirements, ensuring that learners are exposed to authentic and industry-relevant experiences.

Formal Partnership Structures obtained a mean of 4.32, interpreted as "Established." This suggests that collaboration with the industry is institutionalized through formal agreements and structured mechanisms, such as Memoranda of Agreement and advisory linkages. This result implies that partnerships are sustained and governed by clear roles and responsibilities, ensuring continuity and accountability in implementation. Curriculum Feedback Integration obtained a mean of 4.29, interpreted as "Established." This indicates that industry inputs are regularly gathered and integrated into curriculum review and enhancement processes. This result implies that TVL administrators value external feedback to maintain curriculum relevance and ensure responsiveness to evolving labor market and technological demands.

Table 6. Summary on Industry Consultation

Variable	Mean	Descriptive Rating	Qualitative Interpretation
Work Immersion Collaboration	4.40	Agree	Established
Industry Standards Adoption	4.40	Agree	Established
Formal Partnership Structures	4.32	Agree	Established
Curriculum Feedback Integration	4.29	Agree	Established
Instructional Resource Support	4.25	Agree	Established
OVERALL MEAN	4.33	Agree	Established

LEGEND:

Rating Scale	**Descriptive Rating**	**Qualitative Interpretation**
4.51 – 5.00	Strongly Agree	Highly established
3.51 – 4.50	Agree	Established
2.51 – 3.50	Moderately Agree	Moderately established
1.51 – 2.50	Disagree	Slightly established
0.00 – 1.50	Strongly Disagree	Not at all Established

Instructional Resource Support obtained the lowest mean of 4.25, though still interpreted as "Established." This suggests that while industry partners provide support through training exposure, resource persons, and limited material assistance, there is a need to further strengthen tangible contributions, such as equipment, tools, and

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

financial or material support for instruction. The findings imply that Industry Consultation is established across all variables, reflecting strong collaboration between TVL schools and industry stakeholders. However, the results also indicate that instructional resource support may require further strengthening to enhance partnership depth and sustainability. The overall mean of 4.33 confirms that Industry Consultation is consistently practiced among TVL Track administrators, ensuring that programs remain aligned with industry standards, workplace expectations, and labor market requirements.

These findings are supported by Pavlova (2018), who emphasized that industry collaboration ensures alignment of school programs with economic development needs, and Ra, Chin, and Liu (2019), who stressed that continuous industry engagement is necessary to keep curricula updated amid rapid technological changes. Tyson (2017) further highlighted that formal and trust-based partnerships are more effective than informal linkages in sustaining collaboration, while Billett (2020) underscored the importance of authentic workplace engagement in enhancing learning experiences. In addition, Sarkar et al. (2020) emphasized that sustained collaboration ensures alignment of teaching practices with current industry standards, reinforcing the importance of continuous and structured industry consultation in TVL education.

Summary on Emotional Intelligence

Table 7 presents a summary of the Emotional Intelligence of the TVL Track administrators. The overall mean of 4.45, interpreted as High, indicates that administrators demonstrate consistent and effective emotional intelligence across all indicators. This suggests that TVL administrators can recognize, understand, utilize, and manage emotions in a manner that supports effective curriculum assessment and stakeholder engagement. This finding aligns with the ability model of Mayer, Caruso, and Salovey (2016), who conceptualized Emotional Intelligence as a set of cognitive abilities essential for processing emotional information. The results imply that TVL administrators can manage both personal and interpersonal emotional dynamics, which is crucial for addressing the complex demands of curriculum evaluation and collaborative decision-making.

Among the five indicators, Relationship Management obtained the highest mean of 4.48, interpreted as High, indicating strong competence in building trust, resolving conflicts and fostering collaboration among stakeholders. This suggests that administrators are particularly effective in maintaining the productive professional relationships necessary for curriculum implementation and reform. This supports Leithwood's (2021) assertion that social-emotional competencies are critical for building collaborative cultures and managing educational change.

Table 7. Summary on Emotional Intelligence

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Relationship Management	4.48	Agree	High
Emotional Facilitation	4.46	Agree	High
Self – Awareness	4.44	Agree	High
Emotional Understanding	4.44	Agree	High
Self – Regulation	4.41	Agree	High
OVERALL MEAN	4.45	Agree	High

LEGEND:

Rating Scale	**Descriptive Rating**	**Qualitative Interpretation**
4.51 – 5.00	Strongly Agree	Very High

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

3.51 – 4.50	Agree	High
2.51 – 3.50	Moderately Agree	Moderate
1.51 – 2.50	Disagree	Low
0.00 – 1.50	Strongly Disagree	Very Low

Emotional Facilitation followed with a mean of 4.46, interpreted as High, indicating that administrators effectively use emotions to support reasoning, decision-making, and collaborative processes in curriculum-related tasks. This aligns with Berkovich and Eyal's (2020) observation that emotionally competent leaders demonstrate more balanced and inclusive decision-making when managing diverse stakeholder needs. Both Self-Awareness and Emotional Understanding obtained a mean of 4.44, interpreted as High. This indicates that administrators demonstrate a strong awareness of their own emotions and the ability to understand and interpret the emotions of others. These competencies enable more reflective decision-making and effective interaction with stakeholders during curriculum evaluation. This supports Alcoran and Mobo's (2020) finding that emotional intelligence contributes significantly to leadership effectiveness, particularly in communication and conflict management.

Self-regulation obtained the lowest mean of 4.41, interpreted as High, indicating that while administrators demonstrate effective emotional control in professional settings, there remains room for further enhancement in managing emotions under high-pressure situations. This finding supports Orbeta and Lagarto (2018), who emphasized emotional regulation as a key non-cognitive skill essential for effective leadership and professional resilience in the teaching profession. The findings revealed that TVL Track administrators in Region X consistently demonstrated high emotional intelligence across all dimensions. The overall mean of 4.45 indicates that they are well equipped to handle the emotional and interpersonal demands of curriculum assessment. These competencies—particularly in relationship management, emotional facilitation, self-awareness, emotional understanding, and self-regulation—enable administrators to foster collaboration, strengthen stakeholder engagement, and support continuous curriculum improvement in Technical Vocational Livelihood education.

Summary on Curriculum Assessment

Table 8 presents the summary of the Curriculum Assessment among the TVL Track administrators. The overall mean of 4.43, with a descriptive rating of "Agree," indicates that the practice is effective across all indicators. This finding aligns with Nieveen and Kuiper's (2019) assertion that high-quality assessments are systematic, use clear criteria, and are focused on generating insights for development. The overall mean suggests that TVL administrators have successfully implemented systematic and effective curriculum assessment practices that consider multiple perspectives and diverse data sources.

Among the five indicators, Pedagogical and Instructional Quality obtained the highest mean of 4.45, with a descriptive rating of "Agree" and a qualitative interpretation of "The practice is effective." This indicates that TVL administrators effectively review the effectiveness, variety, and appropriateness of teaching methodologies, instructional strategies, and assessment techniques used to facilitate student learning and skill development in the TVL track. This finding supports the view of Priestley et al. (2021), who concluded that effective practices consider how the curriculum is both planned and taught in classrooms. The high level of pedagogical and instructional quality reflects that administrators prioritize the alignment between teaching methods and curriculum goals to ensure meaningful student learning outcomes.

Table 8. Summary of Curriculum Assessment of TVL Administrators

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Pedagogical and Instructional Quality	4.45	Agree	Effective

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

Industry Relevance and Responsiveness	4.43	Agree	Effective
Resource Efficiency and Adequacy	4.42	Agree	Effective
Outcome-Based Evaluation	4.40	Agree	Effective
Articulation and Coherence	4.38	Agree	Effective
OVERALL MEAN	4.43	Agree	Effective

LEGEND:

Rating Scale	**Descriptive Rating**	**Qualitative Interpretation**
4.51 – 5.00	Strongly Agree	Highly effective
3.51 – 4.50	Agree	Effective
2.51 – 3.50	Moderately Agree	Moderately effective
1.51 – 2.50	Disagree	Slightly effective
0.00 – 1.50	Strongly Disagree	Not effective

The mean score for Industry Relevance and Responsiveness was 4.43, described as "Agree," indicating that the practice is effective. This suggests that administrators effectively assess how well the curriculum's content, skills, and technologies align with the current and anticipated needs of the local and national labor market, ensuring that graduates possess employable skills. This finding is consistent with the perspective of Pinar (2019), who added that assessment must consider local factors and specific community needs. The effective level of industry relevance and responsiveness demonstrates that TVL administrators recognize the importance of producing graduates who are truly ready for the workforce.

Resource Efficiency and Adequacy obtained a mean of 4.42, with a descriptive rating of "Agree," indicating that the practice was effective. This reflects that administrators effectively evaluate whether the available physical resources (e.g., workshops and tools), financial resources, and human resources (e.g., qualified teachers) are used optimally and are sufficient to deliver the curriculum as intended. This practice embodies what Van den Akker (2018) described as the need for a comprehensive evaluation that gathers multiple perspectives and uses varied data sources to assess curriculum effectiveness.

Outcome-Based Evaluation obtained a mean of 4.40, described as "Agree," indicating that the practice was effective. This suggests that administrators effectively measure the extent to which the TVL program achieves its intended learning outcomes and strategic goals, using evidence of student performance, graduation rates, and graduate success as primary metrics for quality. This finding supports Westbury's (2016) assertion that systematic assessment is essential for maintaining curriculum quality and relevance over many years. The effective level of outcome-based evaluation indicates that administrators use measurable student results to provide clear evidence of curriculum effectiveness.

Articulation and Coherence obtained the lowest mean among the indicators at 4.38, though still with a descriptive rating of "Agree," indicating that the practice is effective. This suggests that while administrators effectively evaluate the logical and sequential flow of learning competencies within and across grade levels, ensuring that the curriculum is free of gaps or redundancies and that prerequisites are properly established, there is room for strengthening the monitoring of student transitions from exploratory to specialized tracks. Nonetheless, the effective level of this practice demonstrates that TVL administrators recognize the importance of a coherent curriculum with well-sequenced content that directly supports student achievement.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

The overall mean of 4.43, with a descriptive rating of "Agree", and a qualitative interpretation of "The practice is effective," indicates that TVL Track administrators consistently demonstrate effective curriculum assessment across all five indicators. This finding reinforces the assertion of Nieveen and Kuiper (2019) that high-quality assessments are systematic, use clear criteria, and focus on generating insights for development. The results suggest that TVL administrators in Region X have successfully implemented comprehensive curriculum assessment practices that address pedagogical quality, industry relevance, resource efficiency, outcome-based evaluation, and curricular coherence, ultimately ensuring that TVL programs remain responsive to learner needs and to labor market demands.

Correlation of Data Driven Decision Making, Industry Consultation, and Emotional Intelligence on the Curriculum Assessment of Technical Vocational Livelihood (TVL) Administrators

The results reveal that Data-Driven Decision Making is highly significantly correlated with Curriculum Assessment ($r = 0.711$, $p = 0.000$). All sub-variables also showed highly significant positive relationships, including Student Performance Analysis ($r = 0.539$, $p = 0.000$), Enrollment Trend Analysis ($r = 0.532$, $p = 0.000$), Resource Data Utilization ($r = 0.529$, $p = 0.000$), Graduate Outcome Tracking ($r = 0.522$, $p = 0.000$), and Curriculum Alignment Mapping ($r = 0.594$, $p = 0.000$). These results indicate a moderate to strong positive relationship, suggesting that improved data use in decision-making leads to more effective curriculum assessment practices. Among the indicators, Curriculum Alignment Mapping obtained the highest correlation, implying that aligning curriculum decisions with data is a key factor in enhancing curriculum effectiveness. Graduate Outcome Tracking obtained the lowest correlation but remained highly significant, indicating that all aspects of data use contribute meaningfully to curriculum improvement. This supports the findings of Drake and Reid (2018), Schmidt et al. (2021), and Opfer et al. (2017), who emphasized that data-informed practices strengthen instructional quality, planning, and continuous improvement in the teaching process.

The findings show that Industry Consultation is highly significantly correlated with Curriculum Assessment ($r = 0.667$, $p = 0.000$). All sub-variables likewise exhibited highly significant positive relationships, including Formal Partnership Structures ($r = 0.501$, $p = 0.000$), Curriculum Feedback Integration ($r = 0.553$, $p = 0.000$), Work Immersion Collaboration ($r = 0.600$, $p = 0.000$), Industry Standards Adoption ($r = 0.539$, $p = 0.000$), and Instructional Resource Support ($r = 0.525$, $p = 0.000$). These results imply a moderately positive relationship, indicating that stronger collaboration with industry partners enhances the effectiveness of curriculum assessment. Work Immersion Collaboration obtained the highest correlation, highlighting the importance of authentic workplace exposure in strengthening curriculum relevance. Formal Partnership Structures obtained the lowest correlation but still demonstrated a highly significant contribution. These findings are supported by Pavlova (2018), Tran and Bui (2021), and Billett (2020), who emphasized that strong school-industry partnerships improve curriculum relevance, employability, and workplace readiness.

Table 9. Relationship among Data Driven Decision Making, Industry Consultation, and Emotional Intelligence to the Curriculum Assessment of Technical Vocational Livelihood (TVL) Administrators

INDICATORS		R-VALUE	PROBABILITY
Data Driven Decision Making		.711	.000**
	Student Performance Analysis	.539	.000**
	Enrollment Trend Analysis	.532	.000**
	Resource Data Utilization	.529	.000**
	Graduate Outcome Tracking	.522	.000**
	Curriculum Alignment Mapping	.594	.000**

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

Industry Consultation		.667	.000**
	Formal Partnership Structures	.501	.000**
	Curriculum Feedback Integration	.553	.000**
	Work Immersion Collaboration	.600	.000**
	Industry Standards Adoption	.539	.000**
	Instructional Resource Support	.525	.000**
Emotional Intelligence		.696	.000**
	Self-Awareness	.548	.000**
	Emotional Facilitation	.520	.000**
	Emotional Understanding	.540	.000**
	Self-Regulation	.604	.000**
	Relationship Management	.566	.000**

**Correlation is significant at the 0.01 level (2-tailed).

These results imply a moderately positive relationship, indicating that stronger collaboration with industry partners enhances the effectiveness of curriculum assessment. Work Immersion Collaboration obtained the highest correlation, highlighting the importance of authentic workplace exposure in strengthening curriculum relevance. Formal Partnership Structures obtained the lowest correlation but still demonstrated a highly significant contribution. These findings are supported by Pavlova (2018), Tran and Bui (2021), and Billett (2020), who emphasized that strong school-industry partnerships improve curriculum relevance, employability, and workplace readiness. The results further indicate that Emotional Intelligence is highly significantly correlated with Curriculum Assessment ($r = 0.696$, $p = 0.000$). All sub-variables also showed highly significant positive relationships, including Self-Awareness ($r = 0.548$, $p = 0.000$), Emotional Facilitation ($r = 0.520$, $p = 0.000$), Emotional Understanding ($r = 0.540$, $p = 0.000$), Self-Regulation ($r = 0.604$, $p = 0.000$), and Relationship Management ($r = 0.566$, $p = 0.000$).

These findings indicate a moderate to strong positive relationship, suggesting that higher emotional intelligence among TVL administrators contributes to more effective curriculum assessment. Self-regulation obtained the highest correlation, implying that the ability to manage emotions plays a crucial role in decision-making and leadership effectiveness. Emotional Facilitation obtained the lowest correlation but remained highly significant, indicating that all emotional competencies contribute to curriculum processes. These findings align with those of Hattie (2023), Darling-Hammond et al. (2020), and Grossman et al. (2019), who emphasized that emotionally competent leadership enhances instructional quality, collaboration, and student outcomes.

The findings consistently demonstrate that Data-Driven Decision Making, Industry Consultation, and Emotional Intelligence are all significantly and positively related to Curriculum Assessment among TVL Track administrators. This indicates that effective curriculum assessment is strengthened through the integration of data-informed practices, strong industry collaboration, and emotional competencies in leadership.

Given that all computed p-values are less than the 0.05 level of significance, the null hypothesis (H_{o1}), stating that there is no significant relationship among the variables, is rejected.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

Regression Analysis of the Variables That Best Predict the Curriculum Assessment of Technical Vocational Livelihood (TVL) Track Administrators

This section presents the regression analysis of the predictors of Curriculum Assessment among Technical Vocational Livelihood (TVL) Track administrators. The predictors include Self-Regulation (β = .213), Work Immersion Collaboration (β = .186), Student Performance Analysis (β = .142), Relationship Management (β = .119), Curriculum Alignment Mapping (β = .109), Instructional Resource Support (β = .106), Resource Data Utilization (β = .088), Self-Awareness (β = .080), and Industry Standards Adoption (β = .075). These variables represent the dimensions of Emotional Intelligence, Industry Consultation, and Data-Driven Decision Making which collectively influence Curriculum Assessment.

Table 10. Variables that best predict the Curriculum Assessment of Technical Vocational Livelihood (TVL) Administrators

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.713	.122		5.850	.000
Self - Regulation	.173	.027	.213	6.367	.000
Relationship Management	.099	.028	.119	3.593	.000
Self – Awareness	.060	.025	.080	2.438	.015
Work Immersion Collaboration	.134	.024	.186	5.626	.000
Industry Resource Support	.058	.019	.106	3.129	.002
Industry Standards Adoption	.054	.025	.075	2.145	.032
Student Performance Analysis	.124	.027	.142	4.620	.000
Curriculum Alignment Mapping	.078	.025	.109	3.109	.002
Resource Data Utilization	.062	.023	.088	2.690	.007
R = .797	R^2 = .635	F=115.131	p < 0.000	Sig. = 0.000	

Among all variables, Self-Regulation emerged as the strongest predictor of Curriculum Assessment, followed by Work Immersion Collaboration and Student Performance Analysis. This indicates that emotional regulation, industry engagement, and data-based monitoring are the most influential factors in improving curriculum assessment practices among TVL administrators.

The overall regression model showed a strong relationship between the predictors and Curriculum Assessment (R = .797). It explains 63.5% of the variance in Curriculum Assessment (R^2 = .635), indicating that the combined predictors significantly account for variations in curriculum assessment practices.

Table 28 shows that all predictors significantly contributed to Curriculum Assessment. Self-regulation (β = .213, p = .000) was the strongest predictor, followed by Work Immersion Collaboration (β = .186, p = .000) and Student Performance Analysis (β = .142, p = .000). Other significant predictors included Relationship Management (β = .119, p = .000), Curriculum Alignment Mapping (β = .109, p = .002), Instructional Resource Support (β = .106, p = .002), Resource Data Utilization (β = .088, p = .007), Self-Awareness (β = .080, p = .015),

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

and Industry Standards Adoption (β = .075, p = .032). All variables were statistically significant predictors of Curriculum Assessment.

In terms of Emotional Intelligence, Self-Regulation had a coefficient of 0.173 and a p-value of less than 0.001, indicating a highly significant relationship with curriculum assessment. Its effect size (standardized coefficient Beta = 0.213) suggests a substantial impact, making it the strongest predictor of all variables. From these data, we can interpret that TVL administrators who effectively manage their emotions and impulses are more likely to achieve positive curriculum assessment outcomes than those who lack self-regulatory skills. This underscores the critical role of emotion regulation in driving effective curriculum implementation. This finding aligns with Hattie (2023), who emphasized that effective instructional practices, including self-regulation by administrators, improve student outcomes. Likewise, Darling-Hammond et al. (2020) highlighted that supportive and well-managed teaching environments enhance program effectiveness.

Relationship Management had a coefficient of 0.099 and a p-value of less than 0.001, indicating a highly significant relationship with curriculum assessment. Its effect size (standardized coefficient Beta = 0.119) suggests a moderate impact. From these data, we can interpret that TVL administrators who effectively manage interpersonal relationships and build strong connections with stakeholders are more likely to achieve positive curriculum assessment outcomes than those with weak relationship management skills. Schools where administrators demonstrate strong relationship management are better positioned to foster collaboration and support curriculum implementation. This finding is supported by Grossman et al. (2019), who noted that strong professional practices, including relationship management, contribute to improved educational outcomes.

Self-awareness had a coefficient of 0.060 and a p-value of 0.015, indicating a statistically significant relationship with curriculum assessment. Its effect size (standardized coefficient Beta = 0.080) suggests a small-to moderate-impact. From these data, we can interpret that TVL administrators who possess emotional awareness and recognize their own strengths and limitations are more likely to achieve positive curriculum assessment outcomes than those with lower self-awareness. This highlights the importance of self-reflection in administrative practices. This finding is consistent with Darling-Hammond et al. (2020), who emphasized that emotionally aware school leaders create supportive and effective learning environments.

In terms of Industry Consultation, Work Immersion Collaboration had a coefficient of 0.134 and a p-value of less than 0.001, indicating a highly significant relationship with curriculum assessment. Its effect size (standardized coefficient Beta = 0.186) makes it the second strongest predictor. From these data, we can interpret that TVL administrators who actively collaborate with industry partners through work immersion programs are more likely to achieve effective curriculum assessment outcomes than those with limited industry engagement. Schools that prioritize work-immersion collaboration are better able to align their curricula with real-world workplace demands. This finding is supported by Pavlova (2018), who emphasized that industry alignment ensures workforce readiness. Similarly, Billett (2020) highlighted that integrating real-world experiences enhances the authenticity of learning.

Instructional Resource Support had a coefficient of 0.058 and a p-value of 0.002, indicating a significant relationship with curriculum assessment. Its effect size (standardized coefficient Beta = 0.106) suggests a moderate impact. From these data, we can interpret that TVL administrators who secure adequate instructional resources and support from industry partners are more likely to achieve positive curriculum assessment outcomes than those with limited resource support. This underscores the importance of resource mobilization for TVL program delivery. This finding aligns with Tran and Bui (2021), who noted that responsive curricula supported by adequate resources improve employability outcomes for graduates.

Industry Standards Adoption has a coefficient of 0.054 and a p-value of 0.032, indicating a statistically significant relationship with curriculum assessment. Its effect size (standardized coefficient Beta = 0.075) suggests a small-to-moderate impact. From these data, we can interpret that TVL administrators who align their curricula with industry standards and workplace expectations are more likely to achieve positive curriculum assessment outcomes than those who do not adopt such standards. This highlights the importance of curriculum relevance in preparing students for entering the workforce. This finding is supported by Pavlova (2018), who emphasized that alignment with industry standards ensures workforce readiness and curriculum effectiveness.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

For Data Driven Decision Making, Student Performance Analysis has a coefficient of 0.124 and a p-value of less than 0.001, indicating a highly significant relationship with curriculum assessment. Its effect size (standardized coefficient Beta = 0.142) suggests a moderate-to-substantial impact. From these data, we can interpret that TVL administrators who systematically analyze student performance data are more likely to achieve positive curriculum assessment outcomes than those who do not utilize student data effectively. Schools in which administrators regularly examine student performance data are better able to identify curriculum gaps and make informed improvements. This finding supports Drake and Reid's (2018) assertion that well-structured and coherent curricula informed by student data improve achievement.

Curriculum Alignment Mapping has a coefficient of 0.078 and a p-value of 0.002, indicating a significant relationship with curriculum assessment. Its effect size (standardized coefficient Beta = 0.109) suggests a moderate impact. From these data, we can interpret that TVL administrators who map curriculum alignment to standards and learning competencies are more likely to achieve positive curriculum assessment outcomes than those who do not engage in alignment mapping. This highlights the importance of structured curriculum frameworks in ensuring coherence and quality. This finding is consistent with Schmidt et al. 's(2021) finding that organized curriculum frameworks promote better learning outcomes.

Resource Data Utilization has a coefficient of 0.062 and a p-value of 0.007, indicating a significant relationship with curriculum assessment. Its effect size (standardized coefficient Beta = 0.088) suggests a small-to-moderate impact. From these data, we can interpret that TVL administrators who utilize resource data to inform decision-making are more likely to achieve positive curriculum assessment outcomes than those who do not. Schools that effectively use data to allocate resources and plan curriculum improvements are better positioned to enhance their program delivery. This finding is supported by Opfer et al. (2017), who noted that structured data systems support effective curriculum implementation.

The regression equation formulated from the unstandardized coefficients (B) in Table 28 is as follows:

$$Y = 0.713 + 0.173X_1 + 0.099X_2 + 0.060X_3 + 0.134X_4 + 0.058X_5 + 0.054X_6 + 0.124X_7 + 0.078X_8 + 0.062X_9$$

Where:

Y = Curriculum Assessment of TVL Track Administrators

X_1 = Self – Regulation

X_2 = Relationship Management

X_3 = Self – Awareness

X_4 = Work Immersion Collaboration

X_5 = Industry Resource Support

X_6 = Industry Standards Adoption

X_7 = Student Performance Analysis

X_8 = Curriculum Alignment Mapping

X_9 = Resource Data Utilization

The constant (0.713) represents the baseline level of curriculum assessment when all the independent variables are zero. A one-unit increase in Self-Regulation (X_1) corresponds to a 0.173-unit increase in curriculum assessment. Similarly, a one-unit increase in Work Immersion Collaboration (X_4) leads to a 0.134-unit increase, while Student Performance Analysis (X_7) contributes a 0.124-unit increase. Relationship Management (X_2) adds 0.099 units, Curriculum Alignment Mapping (X_8) adds 0.078 units, Resource Data Utilization (X_9) adds 0.062

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

units, Self-Awareness (X_3) adds 0.060 units, Instructional Resource Support (X_5) adds 0.058 units, and Industry Standards Adoption (X_6) adds 0.054 units. Thus, based on the equation, Self-Regulation has the largest impact on curriculum assessment, followed by Work Immersion Collaboration, Student Performance Analysis, and Relationship Management. Given the significance of the overall model ($R = .797$, $R^2 = .635$, $F = 115.131$, $p = 0.000$), the null hypothesis stating that the identified variables do not significantly predict curriculum assessment is rejected.

The results imply that Curriculum Assessment among TVL Track administrators is significantly influenced by a combination of emotional competencies, industry engagement, and data-driven decision-making practices. This suggests that effective curriculum assessment is a multidimensional process that requires not only technical and administrative skills but also emotional and collaborative competence. Specifically, the prominence of Self-Regulation as the strongest predictor implies that emotional control and self-management are critical in ensuring sound judgment, consistency, and effectiveness in curriculum-related decisions. Likewise, Work Immersion Collaboration highlights the importance of authentic industry exposure in strengthening curriculum relevance and responsiveness to labor market demands. Furthermore, Student Performance Analysis emphasizes the role of data utilization in identifying learning gaps and improving instructional planning and curriculum alignment.

These findings are supported by the established educational and leadership literature. Hattie (2023) emphasized that effective instructional leadership, particularly self-regulation and reflective practice, significantly enhances student outcomes and institutional effectiveness. Darling-Hammond et al. (2020) highlighted that strong leadership and well-managed learning environments contribute to improved program implementation and curriculum quality. In addition, Pavlova (2018) and Billett (2020) underscore the importance of strong school-industry partnerships and work-based learning in improving curriculum relevance and workforce readiness. Similarly, Drake and Reid (2018) and Schmidt et al. (2021) emphasized that data-informed decision-making and structured curriculum alignment systems enhance instructional coherence, quality, and continuous improvement.

CONCLUSIONS

Based on the data analyzed, several key conclusions can be drawn regarding the Data-Driven Decision Making, Industry Consultation, and Emotional Intelligence of TVL track administrators in relation to Curriculum Assessment.

The findings on Data-Driven Decision Making indicate that TVL track administrators consistently demonstrate strong use of evidence in managing curriculum-related decisions. They are perceived as capable of utilizing student performance information, enrollment trends, resource data, graduate outcomes, and curriculum alignment to support planning and improve instruction. This reflects a strong culture of evidence-based decision-making in TVL programs. However, graduate outcome tracking has emerged as an area that requires further strengthening. Enhancing alumni feedback systems and improving the long-term monitoring of graduates may further improve the responsiveness and effectiveness of curriculum decisions.

The results of the Industry Consultation show that TVL track administrators maintain active and well-established engagement with industry partners. They are effective in building partnerships, integrating feedback from stakeholders, implementing work-immersion programs, and aligning instruction with industry standards. These practices highlight the strong connection between schools and industry partners in ensuring that learners acquire relevant, workplace-ready competencies. Nevertheless, strengthening instructional resource support through deeper industry involvement in material and financial assistance may further enhance program sustainability and its responsiveness.

The findings on Emotional Intelligence revealed that TVL track administrators demonstrated a high level of emotional competence in their leadership practices. They exhibit strong self-awareness, emotional understanding, emotional facilitation, self-regulation, and relationship management skills. This suggests that administrators can effectively manage interpersonal relationships, fostering collaboration, resolving conflicts, and creating a positive and supportive environment for curriculum implementation. Their emotional competence also supports effective leadership during curriculum changes and stakeholder engagement.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IV April 2026

In terms of Curriculum Assessment, the results indicate that TVL track administrators consistently implement effective assessment practices across key areas. These include instructional quality, industry relevance, resource management, outcome-based evaluation, and curriculum coherence. This demonstrates a strong commitment to maintaining quality standards and ensuring continuous improvement in the implementation of the TVL program.

The analysis of the relationships among variables revealed that Data-Driven Decision Making, Industry Consultation, and Emotional Intelligence were all strongly and positively associated with Curriculum Assessment. This indicates that administrators who use data, actively engage with industry partners, and demonstrate strong emotional intelligence are more likely to implement effective curriculum assessment practices. These findings highlight the interconnectedness of technical, collaborative, and emotional factors in strengthening TVL program management.

Finally, the regression analysis identified several key factors that significantly influenced Curriculum Assessment. These include emotional regulation, work immersion collaboration, student performance analysis, relationship management, curriculum alignment, instructional resource support, data utilization, self-awareness, and industry standard adoption. Collectively, these factors explain a substantial portion of the variation in the curriculum assessment outcomes. This emphasizes that both technical competencies and emotional capacities play critical roles in ensuring effective curriculum assessment among TVL track administrators.

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