



Evaluation of Apprenticeship Class in a Private Christian Elementary School in the Philippines

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ABSTRACT

The present study aimed to assess the apprenticeship class at Christian School. This present study used descriptive research and a survey. Respondents in the study were parents and learners at the Christian Academy as they participated in outdoor classes. We took surveys to students in Grades 3 to 6. Samples were chosen from the population using simple random sampling. Parent-respondents were described using the profile of the respondents including age, sex, and economic status, teaching, and learning. They were asked to focus on teaching and learning in apprenticeship classes. The findings revealed that the parents “Strongly Agree” with the teaching and learning in the apprenticeship class. The relationship between the performance of learners and the assessment of parents in teaching apprenticeship lessons has significant results, while learning has not substantial results. Parents were very satisfied with the apprenticeship class, learners showed hard work and interest in each subject, and parents had different views on assessing the success of apprenticeship. It was recommended to organize regular meetings and workshops together with the parents, recognize the hard work of the learners, and make a conversation with the parents on the success and other challenges.

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1. INTRODUCTION

Apprenticeship is a program designed to train and prepare future practitioners by merging academic knowledge with practical on-the-job experience. This system offers early hands-on experience and immersive learning by bridging the gap between formal education and professional work (Fantinelli *et al.*, 2024). Apprenticeship allows students to explore their interests, build practical skills, and potentially secure job opportunities after college (Decker, 2021). It not only imparts practical skills but also serves as a gateway for professional engagement and direct entry into the job market, thus enriching the educational journey.

Apprenticeships are significant for various reasons. They offer early access to the real world, helping individuals transition from academia to practical settings (Ertelt *et al.*, 2021). These experiences enhance understanding and provide confidence in future careers. Furthermore, apprenticeships serve as training grounds, preparing individuals to navigate corporate complexities. They also combine classroom learning with on-the-job training, creating a comprehensive learning experience (Sattler *et al.*, 2011). It provides students with an early opportunity to explore potential career paths, allowing them to make informed decisions about their future. This firsthand exposure helps them choose their careers with greater confidence and purpose, preparing them for the challenges of the professional world.

The hands-on experience allows learners to develop valuable skills, enhancing their readiness for future jobs (Shore & Dinning, 2023). This early exposure to their desired field helps apprentices gain self-confidence in their abilities, allowing them to plan their careers with greater assurance.

Ilanthe Christian School provides a distinctive chance for its students to investigate apprenticeships. Students have the chance to work with professionals in various fields, including firefighters, accountants, doctors, web designers, etc. These interactions allow students to gain practical knowledge and advice on starting businesses and managing finances. The school aims to prepare students for future job prospects by exposing them to professionals in various industries. By engaging in hands-on training and participating in small group activities, students gain inspiration and direction towards their career goals. This approach provides students with a significant advantage in their professional development.

The school applies apprenticeship to empower students to experience the real world, instilling practical skills and knowledge at an early age. Through initiatives like early exposure to journalism and participation in competitions and others, the school aims to inspire its students and foster a sense of competition. By preparing children for the future through training and skill development, ICA ensures that they are well-equipped to pursue their highest goals in life. The integration of academic knowledge with hands-on experience not only enhances their learning but also positions them for success in their chosen careers. Through these efforts, the school aspires to help students achieve strong, awaited success, both during and after their dedicated hard work, ultimately contributing meaningfully to the global economy.

Participation in apprenticeships at Ianthe Christian School (ICA) greatly improves a student's chance of success and motivates them to pursue future careers. Unlike other schools that lack financial resources and do not offer apprenticeships, ICA stands out by offering apprenticeships to half of its students, transforming their lives. ICA focuses on nurturing personal growth and change, and it encourages students to take the next step by offering rare apprenticeship opportunities. Moreover, ICA sets itself apart by promoting a connection with nature and active engagement in outdoor activities.

The researchers were motivated to pursue an apprenticeship at ICA (Ilanthe Christian School) to take advantage of their learning skills and gain early exposure to the professional world. This apprenticeship helped them advance in their academic journey and acquire new skills that align with their personal goals. The researchers were passionate about learning through apprenticeship and saw it as a key to success and achieving their goals. While not all private schools offer such learning opportunities to their students, the researcher believes that ICA is well-equipped to provide them with the necessary support and resources.

2. METHODS

This present study used descriptive research and a survey. Respondents in the study were parents and learners at Ianthe Christian Academy as they participated in outdoor classes. These are Grade 3 to 6 learners. Samples were chosen from the population using simple random sampling.

Parent-respondents were described using Part I: Profile of the respondents which includes age, sex, and economic status. Part II: Teaching and Part III: Learning They were describing the teaching and learning in apprenticeship class at Ianthe Christian School. Performance of the learners in English, Mathematics, and Science were identified using the learner's grades in Quarters 1 and 2.

3. RESULTS AND DISCUSSION

3.1. Evaluation of parents on teaching and learning in apprenticeship class

Parents appreciate the mentorship approach taken by the staff at school, which fosters a supportive and nurturing learning environment for their children (see **Table 1**). They believe the mentorship provided at Ianthe Christian Academy plays a crucial role in preparing my child for future career opportunities, and highly satisfied with the quality of teaching and mentorship that their child receives during their apprenticeship at Ianthe Christian Academy.

Table 1. Evaluation of parents in teaching on apprenticeship.

As a parent, I ...	Mean	Verbal Interpretation
1. believe the mentors at school provide effective guidance and instruction to my child during their apprenticeship.	3.40	Strongly Agree
2. notice that the mentors demonstrate a strong understanding of the industry and can impart valuable knowledge and skills to my child.	3.33	Strongly Agree
3. appreciate the mentorship approach taken by the staff at school, which fosters a supportive and nurturing learning environment for my child.	3.47	Strongly Agree
4. observe that mentors at school effectively tailor their teaching methods to meet the individual needs and learning styles of my child.	3.33	Strongly Agree
5. have confidence in the mentors' ability to provide constructive feedback and mentorship that supports my child's growth and development.	3.33	Strongly Agree
6. observe that mentors serve as positive role models for my child, inspiring them to excel in their apprenticeship and beyond.	3.33	Strongly Agree
7. am satisfied with the level of professionalism and dedication exhibited by the mentors at school in guiding my child through their apprenticeship.	3.33	Strongly Agree

Table 1 (continue). Evaluation of parents in teaching on apprenticeship.

As a parent, I ...	Mean	Verbal Interpretation
8. witness that mentors at school effectively facilitate hands-on learning experiences that allow my child to apply theoretical knowledge in practical settings.	3.33	Strongly Agree
9. believe the mentorship provided at Ianthe Christian Academy plays a crucial role in preparing my child for future career opportunities.	3.47	Strongly Agree
10. am highly satisfied with the quality of teaching and mentorship my child receives during their apprenticeship at Ianthe Christian Academy.	3.47	Strongly Agree
Weighted Mean	3.38	Strongly Agree

Note: 3.01-4.00-Strongly Agree, 2.01-3.00-Agree, 1.01-2.00-Disagree, 0.00-1.00- Strongly Disagree

Assessment of the roles of parents in the process of teaching has been considered vital for any remarkable learning outcome, especially in an apprenticeship context. Various researchers always mention that parents are very important in the process of development of an apprentice because they usually are perceived as main supporters and motivators outside the formal educational setting. The involvement of parents can guarantee apprentices greater commitment, self-esteem, and satisfaction of learning (Darling-Hammond *et al.*, 2020). When parents are involved in the apprenticeship, they are facilitating the building of a positive attitude to learning and career development and providing the apprentice with a reason to develop practical skills with confidence. It also often becomes evident (Ezenwakwelu *et al.*, 2019), in which they said that apprentices and tutors in cases where parents are very supportive, apprentices tend to cope better with their vocational training and also present fewer problems in the process. This correspondence between learning at home and work helps to connect academic learning with its practical usage in life. In such a way, the process of apprenticeship becomes more complete and successful. Therefore, high agreement with the assessment given by parents in vocational teaching points to a bigger understanding of the interrelations between family support and vocational education (Ates, 2021).

Parents have seen their child's confidence visibly increase since starting their apprenticeship, particularly in their chosen field, and have observed noticeable growth in their child's practical skills as a result of their apprenticeship experience (see **Table 2**). Also, the hands-on learning approach of the apprenticeship program at school has significantly enhanced their child's ability to apply theoretical concepts in real-world settings and observe that the mentorship provided during the child's apprenticeship has played a crucial role in their personal and professional growth.

Research continuously emphasizes how important parents are to apprentices' learning and growth. Parental participation in education, especially in apprenticeship programs, can greatly improve a student's performance, motivation, and general success (Schmid & Garrels, 2021). Apprentices are more likely to grow to feel deeply committed and accountable to their studies when parents actively participate in the learning process, whether through advice, emotional support, or progress tracking. Apprentices do better academically and professionally when their parents set high expectations and offer constant support (Hochmuth *et al.*, 2022). Additionally, parents who comprehend the apprenticeship process are better equipped to provide focused guidance, assist in resolving issues, and support their child's needs in both academic and real-world contexts (Darling-Hammond *et al.*, 2020). Therefore, many scholars and teachers enthusiastically support the idea that the involvement

of parents is not only helpful but crucial to establishing an enabling environment in which apprentices can flourish and show that indeed family support can be among the main variables explaining the apprenticeship programs' outcomes.

Table 2. Evaluation of parents in teaching on apprenticeship.

As a parent, I	Mean	Verbal Interpretation
1. have observed noticeable growth in my child's practical skills as a result of their apprenticeship experience	3.40	Strongly Agree
2. have seen my child demonstrate a deeper understanding of industry-specific knowledge and practices through their apprenticeship	3.40	Strongly Agree
3. The hands-on learning approach of the apprenticeship program at school has significantly enhanced my child's ability to apply theoretical concepts in real-world settings.	3.40	Strongly Agree
4. have seen my child's confidence has visibly increased since starting their apprenticeship at lanthe Christian Academy, particularly in their chosen field.	3.47	Strongly Agree
5. have witnessed my child develop strong problem-solving abilities through the challenges encountered during their apprenticeship	3.27	Strongly Agree
6. observe that the mentorship provided during the child's apprenticeship at lanthe Christian Academy has played a crucial role in their personal and professional growth.	3.40	Strongly Agree
7. witness my child has gained valuable practical experience and exposure to industry standards through their apprenticeship at school, which will serve them well in their future endeavors.	3.33	Strongly Agree
8. observe that the apprenticeship program in school ignited or strengthened my child's passion for their chosen career path	3.20	Strongly Agree
9. am confident that my child's apprenticeship school has equipped them with the skills and knowledge needed to succeed in their desired field.	3.33	Strongly Agree
10. am highly satisfied with the learning opportunities and outcomes my child has experienced through their apprenticeship at school	3.33	Strongly Agree
Weighted Mean	3.35	Strongly Agree

Note: 3.01-4.00-Strongly Agree, 2.01-3.00-Agree, 1.01-2.00-Disagree, 0.00-1.00- Strongly Disagree

Parents notice that the mentors demonstrate a strong understanding of the industry and can impart valuable knowledge and skills to their children (see **Table 3**). Parents observe that mentors at school effectively tailor their teaching methods to meet the individual needs and learning styles of their children. Also, parents have confidence in the mentors' ability to provide constructive feedback and mentorship that supports their child's growth and development.

Table 3. Teaching and learning on apprenticeship.

Criteria	Mean	Verbal Interpretation
Teaching	3.38	Strongly Agree
Learning	3.35	Strongly Agree
Weighted Mean	3.37	Strongly Agree

Note: 3.01-4.00-Strongly Agree, 2.01-3.00-Agree, 1.01-2.00-Disagree, 0.00-1.00- Strongly Disagree

Parents create a more encouraging and rich learning environment when they actively engage in the teaching and learning processes (Reeve, 2013). An apprentice's capacity to understand difficult ideas and acquire useful skills can be greatly improved by parental involvement in the classroom, including coaching, feedback, and reinforcement of learning at home. Furthermore, apprenticeship improved performance and greater information retention result from parents' active involvement in the learning process, which includes tracking progress, boosting motivation, and assisting with problem-solving (Wang *et al.*, 2024). Apprentices gain access to a comprehensive support network that goes beyond the classroom or workplace when parents collaborate with teachers and trainers (Foster-Collins *et al.*, 2023).

3.2. Performance of learners in different subject areas

This symbolizes that learners have built a good basic knowledge and skills (see **Table 4**). Learners who consistently achieve outstanding performance in major subjects develop a strong sense of self-efficacy and belief in their abilities. They may also mean that there is a strong recognition among the people surrounding them. Also, this may show the great support of parents at home in their studying.

Table 4. Teaching and learning on apprenticeship.

Performance	Mean	Verbal Interpretation
English	92.96	Outstanding
Math	91.09	Outstanding
Science	93.68	Outstanding
Weighted Mean	92.57	Outstanding

Note: Outstanding-90-100; Very Satisfactory-85-89; Satisfactory-80-84; Fairly Satisfactory-75-79; Did Not Meet the Expectations-74-below

Pupils who constantly demonstrate outstanding achievements in academic disciplines usually possess good work habits, have a growth mindset, and are capable of setting clear, realistic targets (She *et al.*, 2023). Learners motivated intrinsically by curiosity and a genuine interest in the subject matter show more success than others because they are better engaged in learning to invest time and effort into mastering the content (Arnone *et al.*, 2020). More importantly, multiple teaching approaches, like differentiated instructions and formative assessments, significantly contribute to developing an environment that enables learners (Johler & Krumsvik, 2024). The supportiveness of the learning environment, including parental involvement, peer collaboration, and resource availability, gives added guarantees of better academic performance (Tus, 2021). In particular, students who consistently experience positive reinforcement and constructive feedback will more likely internalize knowledge and show higher acquisition of problem-solving skills at a higher threshold level of academic standard expectations. For this reason, the literature corroborates that a combination of intrinsic motivation, teaching quality, and a supportive environment plays an instrumental role in achieving outstanding performance in the subjects.

3.3. Significant relationship of apprenticeship to performance of learners

Parental evaluations have an important effect on how well learners achieve in apprenticeship programs (see **Table 5**). This emphasizes how crucial it is for parents to be involved in encouraging and supervising their kids' extracurricular learning. Parents' assessments show that learner performance outcomes in apprenticeship programs and parental expectations are aligned. By fostering better communication and understanding, this

alignment makes sure that parents and program stakeholders are working toward the same objectives.

Table 5. Relationship of performance of learners and assessment of parents in teaching in apprenticeship.

Criteria	r-value	Significance	Ho	Verbal Interpretation
Performance of Learners Assessment of Parents Teaching	0.10	0.04	Reject	Significant

Note: $\alpha=0.05$

Parental assessment through progress monitoring, giving of feedback, and reinforcement of skills acquired during the apprenticeship contributes to a more personalized and caring atmosphere (Gan *et al.*, 2021). This keeps the apprentices focused, motivated, and dedicated to their training. In this respect, with parents regularly assessing the progress of the student, areas of strength will be celebrated, while areas of weakness are identified for specific interventions that can reinforce better learning outcomes. As indicated in the literature, this evaluative parental role promotes an interdependent partnership from the home, school, and work system leading to increased success rates. Therefore, this great association between parents' assessment and the learners' performance underlines the critical role that parental involvement plays in enhancing the efficiency of apprenticeship programs for better overall outcomes of the apprentices (Villanueva *et al.*, 2022).

Parents may have different opinions on the success, importance, or worth of apprenticeship programs, which may not consistently correspond with learner performance outcomes (see Table 6). It may also highlight the need for greater communication and engagement between program stakeholders. Schools, employers, and apprenticeship providers may need to proactively involve parents in program planning, orientation, and ongoing support efforts to ensure alignment with learner needs and expectations.

Table 6. Relationship of performance of learners and assessment of parents in learning in apprenticeship.

Criteria	r-value	Significance	Ho	Verbal Interpretation
Performance of Learners Assessment of Parents in Learning	0.03	0.68	Failed to Reject	Not Significant

Note: $\alpha=0.05$

While most studies underscore the positive influence of parental involvement in apprenticeships, evidence does exist that the correlation between learner performance and parental assessment of teaching is not as strong as commonly believed. Some studies give insight into the fact that even though parents' support is welcome, their judgment about teaching may not affect the performance of an apprentice during vocational training to the extent it usually is expected (Neuenschwander & Hofmann, 2022). Where apprenticeship settings are concerned, the focus again shifts from academic scores to trade skills learned through hands-on practice and direct mentorship from the profession. Thus, learners may also lean more on direct feedback coming from mentors, instructors, and workplace supervisors than from parents (Hochmuth *et al.*, 2021). Some even suggest that due to the special knowledge required regarding the assessment of technical aspects in apprenticeships, parents can only marginally affect learners' performance. Further, assessment by parents may be less influential because apprentices are independent in managing their learning and

adjusting to workplace expectations (Böhn & Deutscher, 2022). Therefore, though emotional support and encouragement from parents remain important, their direct judgment about teaching and learning in the setting of an apprenticeship may fail to show strong or significant correlations with overall performance.

4. CONCLUSION

Based on the findings, it can be concluded that parents at lanthe Christian Academy are highly satisfied with the teaching and learning process in the apprenticeship class, as evidenced by their strong agreement. Additionally, learners demonstrate outstanding performance in each subject, reflecting their dedication and interest in their studies. However, it was noted that while parents' assessments of teaching have a significant relationship with learner performance, their evaluation of the overall learning experience has less influence. This suggests that parents may have varied perspectives on what constitutes success in the apprenticeship program. It is recommended to organize regular meetings and workshops for both parents and educators to foster better communication, share insights, and address any concerns related to the apprenticeship program, organize regular meetings and workshops for both parents and educators to foster better communication, share insights, and address any concerns related to the apprenticeship program, and engage in conversations with parents to discuss the successes and challenges faced by apprentices, ensuring that their feedback is integrated into future improvements in the program. This will help align parental perspectives with the educational goals and enhance the overall learning experience.

5. ACKNOWLEDGMENT

This research followed the ethical considerations in conducting research. This is a product of pioneering research in elementary grade at lanthe Christian Academy in the Philippines.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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