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TVL- HE Employability Competencies of the K-12 Graduates & their Work Performance: Implications to a Work Ready Education

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ABSTRACT –

This study explores the employability competencies and work performance of K-12 TVL-HE graduates to identify gaps in work readiness and propose a curriculum adjustment framework for job-ready education. It profiles respondents by age, sex, civil status, graduation year, academic performance, competency certification, time before employment, salary, and employment status. It also assesses basic, common, and core competencies alongside work performance in areas such as personality, teamwork, communication, problem-solving, self-management, leadership, and job satisfaction.

Using a quantitative-correlational design, data were collected from TVL-HE alumni and Work Immersion Supervisors in Pitogo District (2017–2022) through convenience sampling. Descriptive statistics and Pearson's r were used. Graduates rated themselves as moderately competent, showing strength in technical skills but lower competence in adaptability and leadership. Employers gave higher performance ratings, particularly in teamwork and job satisfaction. A significant correlation was found between core competencies and work performance ($r(148) = .68, p < .001$), underscoring the importance of strong technical and work-based training.

The findings point to the need for curriculum enhancements centered on extended immersion programs, soft skills integration, and competency-based training. The proposed framework emphasizes leadership development, career mentoring, and entrepreneurial education to better prepare students for employment. Policy revisions and structured training initiatives are recommended to align TVL-HE education with labor market expectations and ensure sustainable employability outcomes. Further studies on evolving job market demands and employer feedback are also encouraged.

Keywords – TVL-HE graduates, employability competencies, work performance, curriculum adjustment, work-ready education

Introduction

Students attend school to become competent and ready for future employment or entrepreneurship, which makes work readiness a central goal of education. The K-12 curriculum in the Philippines was designed with this goal in mind, equipping graduates with the competencies needed to face diverse real-life challenges. [1] Ngu and Teneng (2020) described employability as the capacity to gain and maintain employment and to secure new opportunities as needed, grounded in both technical and soft skills. Similarly, [2] Tentama and Nur (2021) emphasized that vocational schools must build employability holistically—academically, practically, and psychologically—to meet the demands of a competitive workforce.

In the Philippines, [3] Carada et al. (2022) observed that while most senior high school (SHS) graduates pursue higher education, others opt to work due to financial concerns or a lack of interest in college. The Department of Education, under [4] Republic Act 10533, introduced the K-12 program to ensure SHS graduates are equipped for both employment and lifelong learning. Work immersion was included to familiarize students with the workplace and to reinforce their academic knowledge ([5] Orbeta & Potestad, 2020). Despite these efforts, employers remain reluctant to hire SHS graduates, with only one in five companies open to doing so ([6] BusinessWorld Online, 2021; [7] The Philippine Star, 2020).

Republic Act 10533 mandated DepEd, CHED, and TESDA to align basic education with industry demands, including the introduction of Technical-Vocational-Livelihood (TVL) tracks. However, [8] Asis (2020) raised concerns about the actual employability of the first SHS graduates. TVL-HE programs, though promising, have not fully addressed the youth unemployment issue, which stood at 14.4% among ages 15–24 in 2020 ([9] Philippine Statistics Authority [PSA], 2020). [10] Paladio and Buayan (2022) stressed the importance of flexible skills and innovation for societal contribution. [11] Orbeta et al. (2019) also found that even with national certifications, many SHS students lack confidence in securing jobs, while employers remain hesitant due to unfamiliarity with the K-12 system.

In CALABARZON and Quezon province, students express doubt about their own readiness for employment, often preferring college or seeking job placement support. Despite multiple certifications, fear and uncertainty persist. These perceptions reveal a gap in the implementation of K-12 goals. The

current study aims to examine the employability competencies of TVL-HE graduates, determine factors influencing job readiness, and recommend curriculum adjustments that align school outputs with labor market expectations, ensuring graduates are not only skilled but also confident and employable.

Objectives of the Study

This study examined the profile of the respondents in terms of age, sex, civil status, year graduated, academic performance in high school, National Competency Certificate possession, length of time waiting before first employment, current salary per month, and current employment status. It also sought to assess the level of employability competencies of TVL-HE graduates focusing on basic, common, and core competencies. In addition, the study measured the graduates' work performance in the areas of personality development, teamwork, communication, problem-solving, self-management, leadership skills, and job satisfaction. Furthermore, it investigated whether a significant relationship exists between the employability competencies and the work performance of TVL-HE graduates. Lastly, the study aimed to propose a curriculum adjustment framework for the K-12 TVL-HE program that would strengthen the graduates' readiness for employment.

Methodology

Research Method

This study employed a descriptive-correlational research design under the quantitative research paradigm. It aimed to describe the demographic characteristics of TVL-HE graduates and determine the relationship between their employability competencies and work performance. The descriptive component provided a clear picture of the respondents' backgrounds and training, while the correlational aspect examined the associations among the variables without implying causality. This method allowed the researcher to explore patterns and connections between technical competencies and job outcomes, contributing meaningful insights to curriculum improvement and workforce preparation.

Population and Sampling Technique

The respondents of the study included TVL-HE graduates who completed the Senior High School curriculum with specializations in Cookery NC II, Bread and Pastry Production NC II, and Food and Beverage Services NC II from School Years 2017–2018 to 2021–2022. The graduates came from Amontay National High School, Cabulihan National High School, and Pitogo Community High School in Pitogo District, Quezon Province. A total of 150 graduates were selected using convenience sampling, with 30 respondents per year, equally distributed across the three specializations. Additionally, 12 work immersion industry supervisors from relevant partner establishments participated to provide employer evaluations of the graduates' work performance.

Research Instrument

The instrument used in this study was a researcher-made questionnaire designed in alignment with relevant literature, DepEd standards, and existing studies on employability and performance. It was divided into three parts: demographic profile, employability competencies (basic, common, and core), and work performance (personality development, teamwork, communication, problem-solving, self-management, leadership, and job satisfaction). The instrument was reviewed by experts for content validity and piloted for clarity and reliability before distribution. Likert scales were used to standardize responses—ranging from "Highly Incompetent" to "Very Highly Competent" for competencies, and from "Needs Improvement" to "Outstanding" for work performance ratings.

Data Collection Procedure

Formal permission was secured from the Schools Division Superintendent of Quezon, followed by endorsement to district supervisors, principals, and TVL coordinators. Data collection was conducted using Google Forms to reach graduates locally and abroad, with faculty and guidance counsellors assisting in participant outreach. Convenience sampling ensured that accessible and willing respondents could join, despite geographical dispersion. The researcher ensured full participation by conducting follow-ups and monitored survey completion to achieve a 100% response rate. All data were reviewed, tabulated, and analyzed in consultation with the adviser and statistician.

Statistical Treatment

Quantitative data were analyzed using both descriptive and inferential statistics. Frequency and percentage were used to describe the demographic profiles of the respondents. Weighted mean scores were computed to assess employability competencies and work performance levels. To examine the relationship between the competencies and job performance of graduates, Pearson's r correlation coefficient was applied.

Ethical Considerations

Ethical principles were observed throughout the research process. Participants were informed of the study's purpose and assured of the confidentiality of their responses. All responses were voluntary, and no identifying information was disclosed in the report. The research adhered to the ethical guidelines set by the Division of Quezon and followed standard protocols for data protection, privacy, and informed consent.

Results and Discussion

This part presents the findings of the study aligned with the study' objectives. It includes data presentation, analysis, implications, and supporting literature and studies.

Table 1. Profile of the Respondents in terms of Age, Sex, and Civil Status

Indicators	Frequency	Percentage (%)
Age		
20–25	95	63
26–30	52	35
31–35	3	2
Total (Age)	150	100
Sex		
Male	87	58
Female	63	42
Total (Sex)	150	100
Civil Status		
Single	85	57
Married	45	30
Separated	13	9
Solo Parent	7	5
Total (Civil Status)	150	100

The data show that most respondents are aged 20 to 25, while a smaller portion are aged 26 to 30, and very few are over 30. Male respondents slightly outnumber females, where males tend to dominate certain trades. In terms of civil status, the majority are single, followed by married, separated, and solo parent respondents. These findings suggest the importance of tailoring employability programs and curriculum adjustments to the demographic makeup of the graduates—especially in early career development, workplace readiness, and increasing female representation in TVL-HE. Similar trends were found in the studies of [12] Saliwa and Naelga (2024), which confirmed that most graduates fall within the 18–24 age bracket and are predominantly single. [13] Shetty (2023) also observed that male students tend to prefer vocational tracks, while general education remains female-dominated. [14] The U.S. Census Bureau (2019) likewise supports the low rate of married senior high graduates, reinforcing the idea that employability planning should account for a young, predominantly single, and male-leaning population in the TVL sector.

Table 2. Profile of the Respondents in terms of Year Graduated, Academic Performance in High School, and National Competency Certificate

Indicators	Frequency	Percentage (%)
Year Graduated		
2018	30	20
2019	30	20
2020	30	20
2021	30	20
2022	30	20
Total (Year Graduated)	150	100
Academic Performance in High School		
Outstanding (90–100%)	19	13

Very Satisfactory (85–89%)	83	55
Satisfactory (80–84%)	32	21
Fairly Satisfactory (75–79%)	16	11
Total (Academic Performance)	150	100
National Competency Certificate (NC II)		
Bread and Pastry NC II	94	63
Food and Beverage Services NC II	87	58
Cookery NC II	127	85

The results show that respondents are evenly distributed across the graduation years 2018 to 2022, with each year contributing 20%. Most respondents achieved a Very Satisfactory academic rating. In terms of national certifications, Cookery NCII had the highest attainment at 85%, followed by Bread and Pastry Production (BPP) NCII and Food and Beverage Services (FBS) NCII. These findings imply that curriculum enhancements should reinforce practical training and entrepreneurial competencies, particularly in cookery, while also offering academic support for students with lower ratings. According to [15] Balita (2024), Region IV-A continues to produce the largest number of SHS graduates, affirming the consistent distribution seen in this study. [16] DepEd (2020) also reported stable enrolment in the TVL track from 2017 to 2021, aligning with the study's respondent spread. [17] Gamiao (2021) noted that TVL students commonly fall within the Fairly Satisfactory to Very Satisfactory range, which mirrors these findings. Additionally, [18] Chi (2024) affirmed the push for NCII certifications across all SHS tracks.

Table 3. Profile of the Respondents in terms of Length Waiting Time before First Employment

Indicators	Frequency	Percentage (%)
Length of Waiting Time Before Employment		
Less than 1 year	6	4
1 year	33	22
2 years	95	63
3 years	12	8
4 years	4	3
Total (Waiting Time)	150	100
Current Salary Per Month		
PHP 4,999 and below	2	1
PHP 5,000 – 9,999	63	42
PHP 10,000 – 14,999	67	45
PHP 15,000 – 19,999	6	4
PHP 20,000 – 24,999	6	4
PHP 25,000 and above	6	4
Total (Salary)	150	100
Current Employment Status		
Regular or Permanent	6	4
Self-Employed	15	10
Temporary/Casual	37	25
Contractual/Fixed Term	77	51
Casual	8	5

Job Order / Project-Based	3	2
Probationary	4	3
Total (Employment Status)	150	100

The findings reveal that most TVL-HE graduates from Pitogo, Quezon waited around two years before securing their first job, with the majority now earning between PHP 5,000 to PHP 14,999 per month and holding contractual or temporary positions. A smaller portion found work within a year, while very few waited three to four years or found permanent jobs with higher pay, suggesting that early employment is linked to better academic standing, certifications, or access to opportunities. Those who waited longer likely faced limited job openings, personal challenges, or opted for further education. Only a few graduates earn PHP 20,000 and above, often those who pursued additional training or qualifications. The data suggest a clear relationship between waiting time, salary, and job status—indicating that many graduates accept lower-paying, unstable jobs due to limited options or lack of advanced credentials. To address this, curriculum improvements must integrate industry partnerships, apprenticeship programs, and certification upgrades to boost graduates' employability and access to stable, better-paying roles. These findings are supported by [12] Saliwa and Naelga (2024), who found that only 21% of student graduates were employed after graduation, and by [19] Burac and Habla (2023), who noted most TVL graduates came from low-income families. Similarly, [20] Llego (2024) reported that only 10.22% of SHS graduates secured employment after graduation, reinforcing the study's implication that aligning TVL-HE education with labor demands is essential for enhancing job readiness.

Table 4. Level of TVL-HE Student Graduates' Employability Competencies

Competencies	Mean	SD	Verbal Interpretation
Basic	3.21	0.26	Moderately Competent
Common Competencies	3.13	0.27	Moderately Competent
Core Competencies in Food and Beverage Servicing (NC II)	3.10	0.26	Moderately Competent
Core Competencies in Bread and Pastry Production (NC II)	3.24	0.40	Moderately Competent
Core Competencies in Cookery NC II)	3.16	0.22	Moderately Competent
Total	3.17	0.06	Moderately Competent

Legend: 1.0-1.49 (Not Competent); 1.50-2.49 (Somewhat Competent); 2.50-3.49 (Moderately Competent); 3.50-4.49 (Competent); 4.50-5.0 (Highly Competent)

The overall mean of 3.17 with a standard deviation of 0.06 indicates that the TVL-HE graduates are generally Moderately Competent across all assessed competency areas. Among the five domains, Core Competencies in Bread and Pastry Production (NC II) had the highest mean of 3.24, while Core Competencies in Food and Beverage Servicing (NC II) scored the lowest at 3.10. This implies that while graduates possess foundational skills required for employment, their competency levels remain in the middle range, signalling the need for further enhancement in both technical and applied skills. The findings are supported by [21] TESDA (2009) and [22] SciSpace (2024), which emphasize the importance of strengthening safety awareness, teamwork, and documentation skills through applied training to enhance TVL-HE graduates' job readiness.

Table 5. TVL-HE Student Graduates' Level of Work Performance

Indicators	Students			Employer		
	Mean	SD	Verbal Interpretation	Mean	SD	Verbal Interpretation
<i>The TVL-HE Students are able to...</i>						
Personality Development	3.47	0.42	Satisfactory	3.68	0.41	Very Satisfactory
Teamwork	3.31	0.31	Satisfactory	3.98	0.33	Very Satisfactory
Communication	3.51	0.36	Very Satisfactory	4.04	0.34	Very Satisfactory
Problem Solving	3.41	0.50	Satisfactory	4.01	0.44	Very Satisfactory
Self-Management	3.46	0.38	Satisfactory	3.81	0.32	Very Satisfactory
Leadership Skills	3.62	0.33	Very Satisfactory	3.82	0.17	Very Satisfactory
Job Satisfaction	3.49	0.45	Satisfactory	4.04	0.25	Very Satisfactory
Total:	3.47	0.09	Satisfactory	3.91	0.14	Very Satisfactory

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fairly Satisfactory); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.50-5.0 (Outstanding)

Table 5 presents the level of work performance of TVL-HE student graduates as rated by both the students themselves and their employers. The students rated their overall performance as Satisfactory with a total mean of 3.47 (SD = 0.09), while employers gave a higher overall rating of Very Satisfactory with a mean of 3.91 (SD = 0.14). Among the student self-ratings, the highest was in leadership skills (3.62), followed by communication (3.51), both interpreted as Very Satisfactory, while the lowest was in teamwork (3.31), considered Satisfactory. Employers, on the other hand, gave Very Satisfactory ratings across all indicators, with the highest marks in communication and job satisfaction (both 4.04), and the lowest in leadership skills (3.82). This discrepancy indicates that graduates may underestimate their own performance, particularly in communication and leadership, while employers recognize their actual strengths more positively. The findings imply that while students demonstrate strong foundational work ethics and interpersonal competencies, there is a need to further boost their self-confidence and awareness of their workplace capabilities. The consistently higher employer ratings suggest that the TVL-HE curriculum has effectively prepared students for real-world roles, though additional support in teamwork and problem-solving could further refine their professional readiness. These results emphasize the value of employer feedback in validating and strengthening graduate self-assessment and guiding targeted curriculum enhancements.

Table 6. Significant Relationship Between TVL-HE Student Graduates' Employability Competencies and Work Performance

Employability Competencies	Work Performance			
	Personality Development	Teamwork	Communication	Problem Solving
1. Basic	0.069	0.057	0.102	-0.236
2. Common	-0.096	-0.049	0.128	0.038
3. Core Competence – FBS	-0.031	-0.112	*0.173	0.136
4. Core Competence – BPP	0.076	-0.003	-0.100	*-0.189
5. Core Competence – Cookery	0.105	-0.003	-0.144	*-0.165
Employability Competencies	Self-Management	Leadership Skills	Job Satisfaction	
1. Basic	*-0.294	0.065	-0.250	
2. Common	-0.086	0.039	0.061	
3. Core Competence – FBS	-0.060	0.070	0.143	
4. Core Competence – BPP	-0.084	-0.093	*-0.196	
5. Core Competence – Cookery	-0.018	-0.092	-0.118	

Note. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 6 reveals varied relationships between employability competencies and job satisfaction among TVL-HE graduates. Basic competencies showed significant negative correlations with problem-solving, self-management, and job satisfaction, suggesting that deficiencies in foundational skills may hinder workplace adaptability and overall satisfaction. Core competencies in Bread and Pastry Production (BPP) and Cookery also showed negative correlations with problem-solving and job satisfaction, indicating a need for enhanced critical thinking and resilience training in these areas. In contrast, a positive and significant relationship was found between Food and Beverage Services (FBS) competencies and communication skills, emphasizing the importance of soft skills in service-oriented roles. Common competencies, while essential, did not show significant relationships with work performance, implying a gap between theoretical knowledge and practical application. These findings are supported by [20] Llego (2024), who affirmed that technical skills directly impact employability and workplace satisfaction, and [23] Vergara (2023), who emphasized that career alignment enhances job fulfillment. Overall, the results show the need for a work-ready education framework that integrates technical training with workplace adaptability, problem-solving, and communication skills to ensure TVL-HE graduates are fully equipped for real-world demands.

Curriculum Adjustment Framework for K-12 TVL-HE can be Proposed for a Work Ready Education

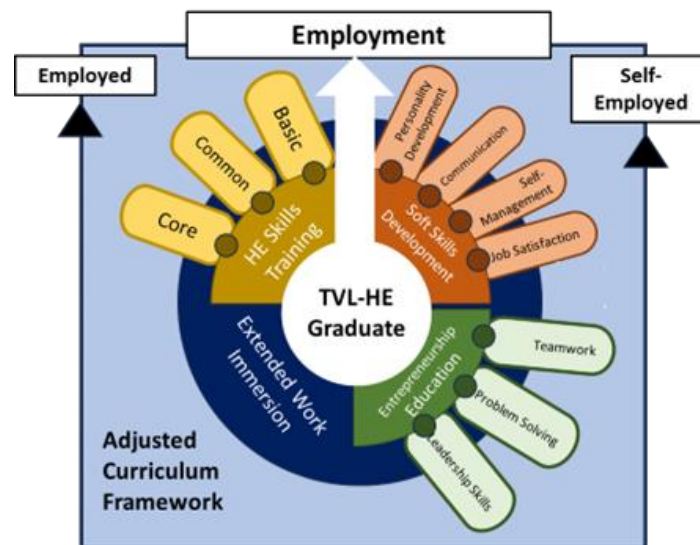


Fig. 1. Work Ready Education Paradigm

The Work Ready Education Paradigm presents a holistic framework placing the TVL-HE graduate at the center, supported by three interconnected domains: HE Skills Training, Soft Skills Development, and Entrepreneurship Education. These domains—linked to employment and self-employment outcomes—are reinforced by an Adjusted Curriculum Framework that incorporates Extended Work Immersion to bridge school-industry gaps. Findings from the study emphasize the need for curriculum adjustments in these areas due to observed gaps in adaptability, communication, leadership, and job satisfaction. While graduates demonstrate moderate to high competence in technical skills, there remains a disconnect between classroom training and real-world application. The framework thus aims to enhance technical instruction in Bread and Pastry, Cookery, and Food and Beverage Services; strengthen soft skills through team-based learning and simulations; and reinforce entrepreneurship through financial literacy and innovation training. It also proposes extending work immersion via mentorship and dual-training systems to increase workforce readiness. These adjustments address the disparity between student and employer ratings and ensure alignment with industry expectations. Ultimately, the framework promotes not just employability but long-term adaptability, empowering graduates to thrive in shifting labor markets as either professionals or entrepreneurs.

Conclusion and Recommendation

The study concludes that employability competencies significantly influence the work performance of TVL-HE graduates, with strong communication skills linked to Food and Beverage Services training, while problem-solving and job satisfaction show weaker outcomes in Bread and Pastry and Cookery specializations. Foundational skills alone appear insufficient for workplace demands, emphasizing the need to strengthen technical, behavioral, and managerial competencies. These findings emphasize the importance of aligning the curriculum with industry expectations to improve workforce readiness, adaptability, and long-term career success for K-12 TVL-HE graduates.

It is recommended that the K-12 TVL-HE curriculum be adjusted to include expanded technical training, extended workplace immersion, structured soft skills development, and entrepreneurship education. Schools should enhance industry partnerships and apply competency-based strategies to bridge gaps in problem-solving, self-management, and job satisfaction. These adjustments will help produce graduates who are not only employable but also equipped with leadership, adaptability, and critical thinking skills necessary for sustained success in a competitive labor market.

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Strictly follow the numbered format of citation while observing the proper APA style of referencing.

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APPENDIX

Sample Questionnaire

Research Instrument

Good day!!!

I am a graduate student from Laguna State Polytechnic University – San Pablo City Campus and is currently conducting my research in partial fulfillment for my degree, Master of Arts in Education – Technology and Home Economics (THE) entitled, “**TVL- HE Employability Competencies of the K-12 Graduates & Their Work Performance: Implications to a Work Ready Education**”.

In this regard, may I humbly ask that you please answer this questionnaire as for the completion of this study. All information will be regarded with highest confidentiality. You may leave some questions unanswered if you consider it biased, offensive, or against your belief.

Thank you,

ZAYRA ZORENNI P. TARASINA

Researcher

PART 1. PROFILE OF THE RESPONDENT (For the Students)

Instruction: Supply the needed information that pertain to your demographic characteristics. Put a checkmark in the space provided before each option.

Name (Optional): _____

Profile

Age : ☐ 20-25 ☐ 26-30 ☐ 31-35 ☐ 36-40
☐ 41-45 ☐ 46-50 ☐ 51-55 ☐ 56-65

Sex : ☐ Male
☐ Female

Civil Status: ☐ Single
☐ Married
☐ Separated
☐ Solo Parent

Year Graduated: ☐ 2018
☐ 2019
☐ 2020
☐ 2021
☐ 2022

Academic Performance: ☐ Outstanding (90 – 100%)
☐ Very Satisfactory (85 – 89%)
☐ Satisfactory (80 – 84%)
☐ Fairly Satisfactory (75 – 79%)

National Certifications (*Check All the you have*):

☐ Bread and Pastry (NCII)
☐ Food and Beverage Services (NCII)
☐ Cookery (NCII)

Length of Time Waiting Before First Employment

☐ Less than 1 year
☐ 1 year
☐ 2 years
☐ 3 years
☐ 4 years
☐ 5 years and above

Current Salary Per Month

- ___ PHP 4,999 and below
- ___ PHP 5000 – 9,999
- ___ PHP 10,000 – 14,999
- ___ PHP 15,000 – 19,999
- ___ PHP 20,000 – 24, 999
- ___ PHP 25000 and above

Current Employment Status

- ___ Regular or Permanent
- ___ Self-Employed
- ___ Temporary / Casual
- ___ Contractual / Fixed Term
- ___ Casual
- ___ Job Order / Project-Based
- ___ Probationary
- ___ Seasonal

PART 2. Level of Student Graduates' Employability Competencies (For the Students)

This part aims to describes the level of level of student graduates' competencies in basic, common, and core competencies as they graduate in the school. Use scale below as your guide in selecting the answers.

Degree	Verbal Description	Verbal Interpretation / Remarks
5	Highly Competent	Expert Lense – The student performs independently and consistently without need for assistance.
4	Competent	Considering – Completing the task with minimal and occasional guidance.
3	Moderately Competent	Fair Understanding – requires some guidelines and supervision while completing the task.
2	Somewhat Competent	Basic Knowledge and Task Skills – shows limited ability and skills to comply with the set work standards or task requirement and need further guidelines.
1	Not Competent	Do not Feel Competent at All – Unable to perform the task independently and requires constant supervision and intervention.

2. 1. Basic Competence

Number	Indicators	5	4	3	2	1
	<i>I am competent to...</i>					
1	convey workplace information and participate in meetings and discussions.					
2	complete relevant work-related documents.					
3	describe team role and scope.					
4	Identify own role and while working in a team.					
5	integrate personal objectives with organizational goals.					
6	Meet the set work priorities.					
7	maintain professional growth and development.					

8	evaluate hazards and risks.					
9	control hazards and risk.					
10	maintain health and safety awareness.					

2. 2. Common Competence

Number	Indicators	5	4	3	2	1
	<i>I am competent to...</i>					
1	seek information on the industry.					
2	update industry knowledge.					
3	follow hygiene procedures.					
4	prevent hygiene risks.					
5	plan task to be undertaken using ICT in the industry.					
6	maximize the efficient use of computers in work related tasks.					
7	follow workplace procedures for health, safety and security practices.					
8	deal with emergency situations while maintaining safe personal presentation standards.					
9	deliver customer needs and services.					
10	handle and give queries, complaints, evaluation and recommendations.					

2. 3. 1.Core Competence – Food and Beverage Services

Number	Indicators	5	4	3	2	1
	<i>I am competent to...</i>					
1	prepare the dining room/restaurant area for service					
2	take food and beverage orders					
3	promote food and beverage products					
4	provide food and beverage services to guests					
5	provide room service					
6	handle guest concerns					
7	Welcome guests and customers.					

2. 3. 2. Core Competence – Bread and Pastry Production

		5	4	3	2	1
Number	Indicators					
	<i>I am competent to...</i>					
1	produce bakery products					
2	produce pastry products					
3	present gateaux, tortes and cakes					
4	display petits fours					
5	present desserts					

2. 3. 3. Core Competence – Cookery

Number	Indicators	5	4	3	2	1
	<i>I am competent to...</i>					
1	Maintain the cleanliness of kitchen premises					
2	prepare stocks, sauces and soups					
3	prepare appetizers					
4	prepare salads and dressing					
5	prepare sandwiches					
6	prepare meat dishes					
7	prepare vegetables dishes					
8	prepare egg dishes					
9	prepare starch dishes					
10	prepare poultry and game dish(es)					
11	prepare seafood dishes					
12	prepare desserts					
13	package prepared food					

PART 3. Level of Student Graduates' Work Performance (For the Students and Employers).

This part aims to describes the level of student graduates' work performance. Use scale below as your guide in selecting the answers.

Degree	Verbal Description	Verbal Interpretation / Remarks
5	Outstanding	Consistently exceeds expectations with exceptional work quality, requiring minimal supervision.
4	Very Satisfactory	Regularly meets and often exceeds expectations with high competence and reliability.
3	Satisfactory	Meets expectations most of the time with adequate performance and occasional errors.
2	Fairly Satisfactory	Struggles to meet expectations, requiring frequent supervision and delivering incomplete or error-prone work.
1	Needs Improvement	Fails to meet basic expectations, requiring constant supervision with frequent mistakes and delays.

Questionnaire for the Students

3. 1. Personal Development

Number	Indicators	5	4	3	2	1
	<i>In my work performance, I am able to...</i>					
1	meet new people.					
2	have a go at things that are new.					
3	work with other people in a team.					
4	put forward my ideas.					
5	be the leader of a team.					
6	explain my ideas clearly.					
7	consistently meet deadlines.					

3. 2. Teamwork

Number	Indicators	5	4	3	2	1
	<i>In my work performance, I am able to...</i>					
1	help around the area/community/institution.					
2	have fun in being part of a team.					
3	help others when managing may worn task.					
4	always like to do my part or work.					
5	lead and support others.					
6	make others' feel valued					
7	Make others' feel motivated					
8	approach everyone in the team					
9	act as needed or required.					

3. 3. Communication

Number	Indicators	5	4	3	2	1
	<i>In my work performance, I am able to...</i>					
1	work with someone with different opinions than mine					
2	work together with other workers in varied modalities.					
3	stand up for myself without putting others down					
4	express thoughts and values openly.					
5	show communication interests.					
6	make recommendations					
7	give relevant comments					
8	be involved in all kinds of meetings and work-related opportunities to talk.					
9	use electronic and other means of communications or channels.					

3. 4. Problem Solving

Number	Indicators	5	4	3	2	1
	<i>In my work performance, I am able to...</i>					
1	find someone to talk with, consult and discuss important things.					
2	identify problems and give solutions.					
3	analyzed problems and give solutions.					
4	criticized main points.					
5	discuss things clearly.					
6	use all resources and materials to solve problems.					
7	clarify issues relative to policies and protocols.					
8	address the problem without conflict.					

3.5. Self-Management

Number	Indicators	5	4	3	2	1
	<i>In my work performance, I am able to...</i>					
1	handle conflicts assertively to achieve my goals.					
2	remain calm and composed under pressure.					
3	make thoughtful decisions based on my goals and priorities.					
4	communicate assertively and respectfully when upset.					
5	maintain control over my actions and surroundings.					
6	resolve conflicts through constructive approaches.					

3.6. Leadership

Number	Indicators	5	4	3	2	1
	<i>In my work performance, I am able to...</i>					
1	learn about the challenges of being a leader.					
2	be trusted by others to fulfill my responsibilities.					
3	lead groups of peers.					
4	work towards achieving goals.					
5	seek opportunities to take on leadership roles.					
6	delegate tasks and responsibilities.					
7	motivate others to work towards common goals.					

3.7. Job Satisfaction

Number	Indicators	5	4	3	2	1
	<i>In my work performance, I am able to...</i>					
1	feel positive in going to work.					
2	engage in personal interests.					
3	feel recognized and appreciated at work.					
4	make most interactions at work to be positive.					
5	make my work meaningful and aligned with my values and the organizational mission.					
6	feel free to be myself and do things my way at work, where creativity and innovation are supported.					
7	trust our leadership team, peers, and organization.					
8	keep learning while working.					
9	see my work progress in the chosen career.					
10	reach work expectations with my best efforts.					

Questionnaire for the Employers

3. 1. Personal Development

Number	Indicators	5	4	3	2	1
	<i>The TVL-HE students are able to...</i>					
1	meet new people.					
2	show willingness to take new task or challenge					
3	work with other people in a team.					
4	put forward their ideas.					
5	be the leader of a team.					
6	explain their ideas clearly.					
7	get things done on time to meet deadlines.					

3. 2. Teamwork

Number	Indicators	5	4	3	2	1
	<i>The TVL-HE students are able to...</i>					
1	help around the area/community/institution.					
2	have fun in being part of a team.					
3	help others regardless of their personal works.					
4	always like to do their part or work.					
5	lead and support others.					
6	make others' feel valued					
7	Make others' feel motivated					
8	approach everyone in the team					
9	act as needed or required.					

3. 3. Communication

Number	Indicators	5	4	3	2	1
	<i>The TVL-HE students are able to...</i>					
1	work with someone with different opinions than mine					
2	work together with other workers in varied modalities.					
3	stand up for their selves without putting others down					
4	express thoughts and values openly.					
5	show communication interests.					
6	make recommendations					
7	give relevant comments					
8	be involved in all kinds of meetings and work-related opportunities to talk.					
9	use electronic and other means of communications or channels.					

3. 4. Problem Solving

Number	Indicators	5	4	3	2	1
	<i>The TVL-HE students are able to...</i>					
1	find someone to talk with, consult and discuss important things.					
2	identify problems and give solutions.					
3	analyze problems and give solutions.					
4	assess main points critically.					
5	discuss things clearly.					
6	use all resources and materials to solve problems.					
7	clarify issues relative to policies and protocols.					
8	address the problem without conflict.					

3.5. Self-Management

Number	Indicators	5	4	3	2	1
	<i>The TVL-HE students are able to...</i>					
1	handle conflicts assertively to achieve their goals.					
2	remain calm and composed under pressure.					
3	make thoughtful decisions based on their goals and priorities.					
4	communicate assertively and respectfully when upset.					
5	maintain control over their actions and surroundings.					
6	resolve conflicts through constructive approaches.					

3.6. Leadership

Number	Indicators	5	4	3	2	1
	<i>The TVL-HE students are able to...</i>					
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2	be trusted by others to fulfill their own responsibilities.					
3	lead groups of peers.					
4	work towards achieving goals.					
5	seek opportunities to take on leadership roles.					
6	delegate tasks and responsibilities.					
7	motivate others to work towards common goals.					

3.7. Job Satisfaction

Number	Indicators	5	4	3	2	1
	<i>The TVL-HE students are able to...</i>					
1	feel positive in going to work.					
2	engage in personal interests.					
3	feel recognized and appreciated at work.					
4	make most interactions at work to be positive.					

5	make their work meaningful and aligned with their values and the organizational mission.					
6	feel free to be their selves and do things their way at work where creativity and innovation are supported.					
7	trust their leadership team, peers, and organization.					
8	keep learning while working.					
9	see their work progress in the chosen career.					
10	reach work expectations with their best efforts.					

Thank you for the Cooperation and the Responses!!!