Fit or Misfit: Employability of the Technical Vocational Livelihood Students through their Work Immersion

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ABSTRACT

Like the other countries in the world, the Philippines is affected by the unpredictable changes carried by globalization in the labor market. This present study aims to identify the employability of the Senior High School Technical Vocational Livelihood students through their work immersion. Three hundred sixty-five SHS TVL students and 20 partner institutions in Pampanga, Philippines were selected to participate in the study. Two survey questionnaires were administered: (1) students assessed their work immersion in terms of basic, common, and core competencies; and (2) partner institution supervisors assessed the employability of the students by means of personal, interpersonal, self – management, and initiative and delivery. Interview sessions were also conducted to validate the responses. Using sequential explanatory method, results revealed that work immersion students were competent on the aforementioned competencies and were highly employable; the employability of the students was lowly correlated to their competency acquired in the work

immersion program; and personal competency, work competency, and career prospect could make an individual fit for employment. It is imperative, therefore, for SHS TVL students to ensure that they are equipped with personal competency necessary for employment. Moreover, work competency developed through work experiences, trainings, and development can help students succeed in the workplace, and having a career prospect increases the possibility for them to secure permanent positions on their future employment.

Keywords: Employabiity, TVL students, work immersion, descriptive design, Philippines

INTRODUCTION

The nature of the present-day employment requires better and more competent manpower. Owing to global market competition as well as to technological modification, industries had to create more improved procedures and standards within the workplace. As a result, all people involved must develop knowledge and skills aligned with the changes to secure permanent positions. In such case, it gave off an impression of being imperative to ensure that the people entering an organization must be greatly equipped with the general skills necessary for advanced studies, detailed trainings and especially, for employment. Moreover, in most circumstances, employers used no other criteria except for undertaking of series of skills activities and psychometric tests to ensure widening access to potential workforce (Saunders & Zuzel, 2015).

In many countries like United States, United Kingdom, Canada and other European countries, the international idea about employability has been applied to their students to guarantee necessary work skills acquisition towards job maintenance and proficiency (Sermsuka, Triwichitkhunb & Wongwanichc, 2013). Certainly, the concept of concentration of work skills development among students is to ensure employability, hence, can lessen their chances of unemployment in the future.

In line with this, numerous research studies have been conducted about skills needed by the graduates in preparation for their future employment. Like in the research of Moore (2015) which highlighted the skills that are crucial for education and success in the workplace. According to him, the skills that are influential to the success of an individual were emphasized by the National Center for Education Statistics (NCES) which include self-regulation, agency or motivation, persistence or diligence, and executive functioning. Likewise, Wagner (2008) stressed various skills which employers are looking for an employee. Such skills are called survival skills which include critical thinking and problem solving,

collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, and curiosity and imagination. He also further elaborated that future employees must be armed with the fundamental skills such as reading, writing, and arithmetic.

Undeniably, education is one of the significant approaches to enhance the qualities and attributes of the graduates appropriate to the job descriptions and specifications of the employers. Indeed, education plays a vital role in transition rates into and out of employment. The journal presented by Boyles (2012) about undergraduate entrepreneurship education explained the importance of college education in meeting the need for highly skilled workers leading to improve employment prospects. Hence, acquisition of the learning competencies in school is a mean for obtaining the skills necessary to succeed in the workplace.

Since more students are able to pursue their degrees, greater number of individuals are being refined to enter the different industries. However, research studies have constantly showed the insufficiency of preparation of the first-time employees. The general agreement among companies signified that newly graduated applicants are not equipped with 21st century skills projected by the employers (Boyles, 2012). Moreover, survey conducted by American Management Association resulted that employers are hesitant about the capability of the higher institutions to provide enough resources for students in enhancing their skills for their future careers (Hodge & Lear, 2011). Even during the initial stage for employment, graduates seemed to lack the skills which will impress the employers like curriculum vitae preparation and self-presentation at interviews (Lowden, Hall, Elliot, & Lewin, 2011).

With this predicament, the traditional standardized way of instruction has received a general dissatisfaction for the delivery of subject matter contents. Similarly, the old techniques in education are no longer suitable to meet the needs of the society (Wagner, 2008). More so, students' acquired learning competencies from the same instructional manner is a weak basis of developing their skills. This is the primary reason why educators focused their attention on the alternative instructional approaches that would hopefully address these difficulties with the traditional approach of instruction. A specific instruction that is paired with hands-on learning opportunities (Mourshed, Farrell, & Barton, 2012) or work simulation where learners can apply their acquired knowledge, perfectly is the work immersion program.

Work Immersion Program, as a tool to acquire the necessary skills relevant to the selected career pathways of the learners, is greatly implemented throughout the world. Jisan (2014) mentioned that the globalization of the economy has

established a serious need for business schools to prepare the graduates with knowledge and skills relevant to international business practices.

Like the other countries in the world, the Philippines is affected by the unpredictable changes carried by globalization in the labor market. Undoubtedly, these deviations of the global industries has created opportunities but with challenges and difficulties to both education and employment sectors (Abas & Imam, 2016). This is the primary motive why the two sectors has started to establish interplay and cooperation between each other to complement the educational experience of the graduates to the expected work skills of the labor market.

The study about the employability skills and job performance of the newly-hired graduates in the southern-part of Mindanao resulted that being more proficient in conceptual and analytical skills can give employees with more benefits in possessing appropriate behavior within the workplace (Abas & Imam, 2016). The research further revealed that enough responses of the labor agencies and higher academic institutions to the need of developing competence on employability skills may resolve the dilemmas on job performance of the workforce.

In the same way, the study of Plantilla (2017) about the performance of the graduates of University of Rizal System in Pililla in the workplace learned that the employers were precisely satisfied on their performance specifically the knowledge and understanding of the job, general skills, specialized skills and even personal qualities. He further emphasized that this is due to the mandate of the institution to prepare the students in the work environment with exemplary level of knowledge and skills required by the employers. More so, the research also revealed the indicators for evaluating the job performance of the graduates. These include the job skills necessary for the accomplishment of the duties and responsibilities and communication skills for the connections established within the workplace both written and oral. In addition, the research of Caiyod, Escamillas, Guarina and Gesmundo (2015) about the factors associated to fresh graduates' employability in the hospitality industry of Lyceum of the Philippines University – Laguna concluded that human resources managers considered applicants' profile, soft competencies, work experience, physical appearance, and the level of education attained as key features to employment. Graduates should also capitalize with industry-related internships to take advantage among other applicants.

Nonetheless, the country is still overwhelmed with high rates of unemployment due to the increased labor force growth which out casted the number of created formal works. Hence, the Philippine educational system perseveres to resolve the joblessness of most of the graduates because education

has always been considered as the main gear to uplift the country's economic status in terms of employment (Ocampo, Bagano & Tan, 2012). As a result, the Department of Education has implemented the K to 12 Curriculum to realize the development of the graduates well-matched for the 21st century skills.

Indeed, the aim of the educational system of the country is to produce graduates with professional competence in the workplace. Thus, the efficiency of a program in education implemented by an institution can be measured through the performance of the graduates in terms of knowledge and skills gained and utilized in the work environment (Plantilla, 2017).

To further achieve greater competence among the graduates, the Department of Education has integrated Work Immersion Program as one of the subjects in the Senior High School curriculum. In the DepEd Order No. 30, s. 2017, also known as Guidelines for Work Immersion, Work Immersion refers to the subject which involves hands-on experience or work simulation in which learners can apply their competencies and acquired knowledge relevant to their tracks. In addition, the subject offers to learners the opportunities: (1) to become familiar with the workplace, (2) to experience employment simulation, and (3) to apply their competencies in areas of specialization or applied subjects in authentic work environments. In view of the foregoing, the subject permits the learners to become mindful about the genuine setting of the workplace that will help them to develop their life-long and career skills. Furthermore, work immersion could also be utilized for decision-making particularly for students regarding what they really want as a career in the future. By practicing their knowledge and skills, this can help them to nurture their career choice.

The first batch of the grade 12 SHS graduates have undergone work immersion program correlated to their selected tracks. The DepEd designed the program to expose the students to the real work-setting environment for 80 working hours. However, the work simulation can exceed the aforementioned time depending on the competencies needed by the learners in relation to their chosen tracks. This is supported by the issuance of the DepEd Order No. 30 s. 2017, under Section 6, schools may choose different work immersion delivery models according to their needs and resources by considering the number of work immersion hours, learners' purpose and needs, school capabilities, and compliance to the other public sectors and guidelines. Hence, the hours for work immersion will depend upon the requirements of the industry as well as of their tracks.

More so, through the exerted effort of DepEd for this educational program, the government agency created partnerships among other public and private sectors such as Department of Labor and Employment (DOLE), Technical Education and Skills Development Authority (TESDA), Commission on Higher

Education (CHED), Philippine Business for Education (PBE), Philippine Chamber of Commerce and Industry (PCCI) and the like.

Work immersion STEM students in Biliran, Garido and Gahera (2018) stated that the program helped them realize that concepts in science will be meaningful upon application in the real world. During immersion, they were acquainted with the new products and projects of the Department of Science and Technology which made them to be more appreciative with the subject. In addition, the students also highlighted the good relations among employees of the partner institution, the DOST – Biliran.

Conclusively, work immersion program will prepare the learners to decide toward the three exits intended for the SHS graduates. However, as far as this is a requisite for graduation, not all students are required to undergo this program, specifically, those who are enrolled under the academic track. Strands like ABM, STEM, and GAS as the students' area of specialization, have alternatives for work immersion such as research, culminating activity like business enterprise simulation (Dela Cruz, 2017). These subjects, yet merely done inside the classroom, integrate all the key concepts of the different specializations as applied to real-life activities. Hence, DepEd welcomes innovation and creativity among schools offering SHS.

In contrast, students engaged in TVL are mandated to experience work immersion since the track is more on skills development. Also, SHS graduates of the TVL track may apply for TESDA Certificates of Competency and National Certificates; and companies can even hire them after they graduate (Department of Education, 2015). Indeed, these collaborations concentrating on technical and vocational courses help students to explore the real environment of work. Based on the Vocational and Technical Educational Regulation, training is obligatory for the students who complete the theoretical and applied education which aims to improve their vocational knowledge and ability, attitude and approach, and to accommodate their career in the real production and work environment.

FRAMEWORK

This study is anchored on the premise of Albert Bandura's social learning theory. According to this theory, people learn from one another, including such concepts as observational learning, imitation, and modeling. Furthermore, this observational learning has four conditions required before an individual can successfully model the behavior of someone else: attention, retention, reproduction, and motivation. To illustrate the application of this theory to industrial training, statement about conditions for effective training are specified. Likewise, giving the learner a verbal model to guide performance

when modeling a task can execute rules for the responses of such task, but will be as simple as possible and easy to remember. The trainee is most likely to learn to reward himself for a good job performance if comes to feel that the work being performed is very important to himself and to the company and that has significant control of the work outcomes. Thus, social learning theory concepts were referred to be relatively applicable to on-the-job training.

Meanwhile, figure 1 displays the research paradigm. This study is based on Plano Clark's Principle of Mixed Method.

The Quantitative Frame represents the different indicators to be measured in the quantitative data analysis.

The Qualitative Frame displays the qualitative data collection and analysis to elaborate further the quantitative result.

The Outcome Frame shows the implication of the analysed data of the quantitative and qualitative research design to TVL Education.

The Enhancement Program Frame exhibits the proposed employability skills enhancement program to the TVL students.

Quantitative

Work Immersion Program Assessment in terms of:

Basic Competencies Common Competencies Core Competencies

Employability of the students in terms of:

Personal Skills Interpersonal Skills Self-management Initiative and Delivery

Qualitative

Essentials of Work Immersion and Employability to the Student-Graduates of the K to 12 TVL Program

Outcome

Implication to TVL Education

Output

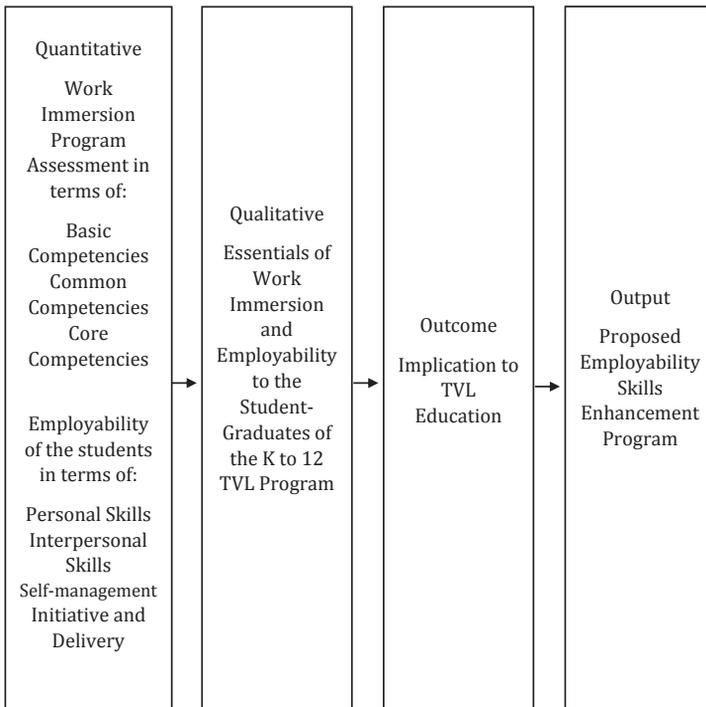Proposed Employability Skills Enhancement Program

Figure 1. Schematic Diagram of the Study

OBJECTIVE OF THE STUDY

This study aimed to identify the employability of the Senior High School Technical Vocational Livelihood students through their work immersion.

METHODOLOGY

Research Design

This study assessed the employability of the Senior High School Technical-Vocational Livelihood students through their work immersion.

To realize such, the researcher employed sequential explanatory design. According to Creswell and Clark (2011), this design consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. The rational for this approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection is needed to refine, extend or explain the general picture. By engaging the SHS TVL students and partner institutions, the researcher gathered research evidences (both quantitative and qualitative data) about the significance of the work immersion program and work skills in the employability of the students. After the gathering of data, in-depth analysis and interpretation was made.

Respondents/Participants

The sampling for this study was purposive. This sampling allowed the researcher to intentionally select the respondents/participants who have experienced the central phenomenon or the key concept being studied. The respondents were the 365 SHS - TVL students in the eight (8) public secondary schools in cluster III of the Division of Pampanga, City of San Fernando, Pampanga who underwent work immersion program, and twenty (20) partner institution supervisors who lent their expertise and resources and entered into agreement with the abovementioned (8) eight public secondary schools for the work immersion program of the students during the school year 2017-2018. To further analyse the general picture of the employability of the students, eight (8) partner institution supervisors served as participants in this study. Table 1 showed the number of respondents/participants in this study.

Table 1. *Frequency and percentage distribution of respondents/participants in Cluster III Division of Pampanga*

	Respondents				Participants		
School	TVL Students	Percentage	Partner Institution Supervisors	Percentage	Partner Institution Supervisors	Frequency	Percentage
A	33	9.0	3	15	PIS1	1	12.5
B	8	2.2	1	5	PIS2	1	12.5
C	94	25.8	1	5	PIS3	1	12.5
D	30	8.2	3	15	PIS4	1	12.5
E	102	27.9	5	25	PIS5	1	12.5
F	26	7.1	3	15	PIS6	1	12.5
G	30	8.2	1	5	PIS7	1	12.5
H	42	11.5	3	15	PIS8	1	12.5
Total	365	100	20	100		8	100

Instruments

In this study, the primary data sources were closed-ended questionnaire and guide interview. According to Sincero (2008), a closed–ended questionnaire limits the answers of the respondents to the response options and the responses are easy to code and interpret which makes it ideal for a quantitative type of research. This type of questionnaire will provide the respondents with fixed responses from which to choose an answer like the students who were static to give responses about their work immersion. The survey questionnaire has three components such as the basic competencies, common competencies, and core competencies. The students were requested to assess their work immersion on a 5 – point scale, where 5 = highly competent; 4 = competent; 3 = moderately competent; 2 = less competent; 1 = not competent. More so, the partner institution supervisors were bounded to answer questions pertaining to the employability of the students which has four components such as personal, interpersonal, self-management and initiative, and delivery. The partner institution supervisors were asked to assess the employability of the students on a 4 – point scale, where 4 = highly employable; 3 = employable, 2 = less employable; 1 = not employable. Since the two questionnaires were standardized, no further content validation and reliability test were made.

Furthermore, to perform the qualitative design of the study, guide interview was formulated in which the responses were based personally to the partner institution supervisors' decision- making skills. Thus, giving them the opportunity to think critically about the queries. The guide interview made was

based from the outcome of the responses of the respondents to the closed-ended questionnaire to further explore the employability of the students. The instrument was validated by an assistant senior high school principal, a senior high school master teacher and a bank officer.

Data Collection

To create an organized way of data collection, the researcher sent a permission letter to the University President and the Dean of the Graduate School of the State University. He also sought permission from Schools Division Superintendent and School Heads to where the study was conducted.

In administering the survey-questionnaire, date and time were pre-set based on the availability of the respondents. Prior to the distribution of the questionnaire, the researcher secured the informed consent of the respondents, hence; they can withdraw anytime during the data gathering procedure. Afterwards, the questionnaires were personally distributed by the researcher. The instruments were retrieved and the data gathered were subjected to tabulation, analysis, and interpretation.

Subsequently, the researcher also performed interviews using guide interview on a pre-determined date and venue approved by the participants. The conversations were recorded using audio recorder to aid in transcribing the responses. These sessions of interviews between the researcher and interviewee were used to arise to the direct information and clarify questions utilized in the research. The interviews were employed as a tool to further explore the employability of the students.

Ethical Considerations

To achieve the objective of the study, the researcher observed number of ethical rules as follows: (a) to prove respect and sincerity, a permission letter was handed to the University President, Dean of the Graduate School of the State University, Schools Division Superintendent and School Heads, (b) to maintain confidentiality, all the information were only accessed by the researcher and other concerned persons through consent letters, and (c) to attest anonymity, the participants' identities remained private.

Statistical Treatment/Data Analysis

The collected data were analysed using percentage and frequency distribution. Lavracas (2008) defined percentage frequency distribution as a display of data that specifies the percentage of observations that exist for each data point or grouping of data points.

Moreover, to treat the data gathered in the quantitative research design, Pearson-r was used to determine the linear relationship between two variables. According to McCallister (2017), when conducting a statistical test between two variables, it is a good idea to conduct a Pearson correlation coefficient (r) value to determine just how strong that relationship is between those two variables.

Furthermore, in the research process, the researcher also used qualitative data analysis. The data were analysed in such a way that the researcher carefully read and transcribed the information line by line. Data were divided into meaningful analytical units. Keypoint coding was used to apply key terms through the detailed examination of passages of text. According to Usman (2011), codes will be assigned for keypoints to form words or phrases. The data analysis included the highlighting of significant statements, sentences, or quotes that provide an understanding of how the participants experience the phenomenon.

RESULTS AND DISCUSSIONS

Table 2. Basic competencies of the students on their work immersion

Basic Competencies	Mean	Standard Deviation	Interpretation
1. Punctuality	4.09	0.90	Competent
2. Adaptability	4.10	0.82	Competent
3. Reliability	4.01	0.91	Competent
4. Initiative	4.11	0.83	Competent
5. Teamwork	4.01	0.90	Competent
6. Problem Solving	4.00	0.91	Competent
7. Communication	3.96	0.95	Competent
8. Decision Making	3.99	0.94	Competent
9. Stress Tolerance	3.95	0.94	Competent
10. Work Standard	4.05	0.92	Competent
Composite	4.03	0.90	Competent

Table 2 shows that the students initiating various tasks during their work immersion obtained an equivalent qualitative interpretation of "competent" with a mean of 4.11. This shows that majority of the students have the desire to do something even without being told. McCoy (2016) emphasized that regardless of the industry or position, showing initiative will help a person stand out from co – workers. Thus, employers seek for employees who can make actions accurately without informing what to do. This kind of work competency can help lead the organization to surpass competition and innovate. Meanwhile,

they rated themselves least in having stress tolerance as confirmed by the mean of 3.95 with the same qualitative index equivalent to "competent." Therefore, they are uncertain in working well under pressure. Sunil and Rooprai (2009) defined stress tolerance as the ability to withstand adverse events, stressful situations and strong emotions without falling apart but by actively coping with stress. Furthermore, the ability of an individual to cope with stress in the work environment, aside from skills, is also an important ability to possess in the current changing business environment. Generally, the basic competencies of the students during the work immersion program acquired an equivalent qualitative interpretation of "competent" as attested by the composite mean of 4.03. This means that they assessed themselves proficient with the general job skills or employability skills that employers are looking for throughout their work immersion. According to Abas and Imam (2016), one critical measure of success in workplaces is the ability of the employee to match the requirements of the job and satisfy the demands of the employers to contribute to the overall achievement of the institution.

Table 3. Common competencies of the students on their work immersion

Common Competencies	Mean	Standard Deviation	Interpretation
1. Apply safety measures	4.04	1.01	Competent
2. Understand the nature/ organization of the institution	3.93	1.02	Competent
3. Use tools and equipment	4.02	1.00	Competent
4. Perform estimation and basic calculation	4.04	0.88	Competent
5. Follow standard operating procedure	4.04	0.95	Competent
6. Perform expected work ethics	4.10	0.89	Competent
Composite	4.03	0.96	Competent

In Table 3, the data indicate that the students performed the expected work ethics during their work immersion as evident in the mean of 4.10 and in the qualitative interpretation of "competent." This demonstrates that most of the students know what is good and bad in conduct within the workplace. More so, work ethics is the application of moral principles, standards of behavior, or set of values regarding proper conduct in the workplace as individuals and in a group setting (EPCC Career Services, 2017). On the contrary, they graded themselves least in understanding the nature/organization of the institution as definite with the mean of 3.93 and equivalent qualitative interpretation of "competent." Thus, they do not exhibit actions that supports the vision and

mission of the company. According to Cabrera, Altajeros and Riaz (2016), the goals and objectives established during planning for the business will all go to waste without effective understanding of the nature of organization. Mainly, the overall rating of the students indicates that they are "competent" on their common competencies during the work immersion program as attested by the composite mean of 4.03. Roney (2011) stressed that if an individual is competent in the workplace, co – workers are likely to respect and collaborate well towards good professional relationships that can help in one's career.

Table 4. Core Competencies of the Students on their Work Immersion

	Core Competencies	Mean	Standard Deviation	Interpretation
1.	Prepare dining room/restaurant area for service	4.07	0.93	Competent
2.	Welcome guests and take food beverage orders	3.97	0.91	Competent
3.	Promote food and beverage products	3.96	0.91	Competent
4.	Provide food and beverage products	3.96	0.97	Competent
5.	Provide room service	4.00	0.92	Competent
6.	Receive and handle guest concerns	4.00	0.91	Competent
	Composite	3.99	0.92	Competent

Table 4 shows that the students are "competent" in preparing dining room/ restaurant area for service as evident in the composite mean of 4.07. However, they rated themselves least in promoting and providing food and beverage products both with a mean of 3.96 and with the same equivalent qualitative interpretation of "competent." Based on the findings of the study conducted by Ryu, Lee, & Kim (2012), the quality of physical environment, food and service were significant determinants of restaurant image, thus, workers need to be equipped with the necessary skills to increase customer satisfaction. Generally, the data show that the students are "competent" on their core competencies during their work immersion as showed in the composite mean of 3.99. For most jobs, core competencies are the most common skills that employers seek, although some may be relevant to certain work environments and not others (Workplace Strategies, 2018). More so, management usually exhibits preference for those who have work experiences especially with these competencies over those who do not have.

Table 5. Summary results of the competencies of the students on their work immersion

Competencies	Mean	Standard Deviation	Interpretation
1. Basic Competencies	4.03	0.90	Competent
2. Common Competencies	4.03	0.96	Competent
3. Core Competencies	3.99	0.92	Competent
Composite	4.02	0.93	Competent

Table 5 specifies that the students are "competent" on both basic and common competencies with composite mean of 4.03. However, the students graded themselves least on their core competencies with a composite mean of 3.99 and with a similar qualitative interpretation of "competent." Generally, the data specify that students are "competent" on the three competencies during their work immersion as demonstrated on the composite mean of 4.02. These findings proved that the students perceived themselves performed well during their work immersion. The study conducted by Kunjiapu and Yasin (2010) emphasized that human resources is a key to firm's survival and success.

Table 6. Summary Results of the Employability of the Students

Employability of the Students	Mean	Standard Deviation	Interpretation
1. Personal	3.37	0.66	Highly Employable
2. Interpersonal	3.31	0.67	Highly Employable
3. Self-management	3.32	0.81	Highly Employable
4. Initiative and Delivery	3.28	0.70	Highly Employable
Composite	3.32	0.72	Highly Employable

Table 6 indicates that the personal skills resulted the highest mean of 3.37 and qualitative interpretation of "highly employable", however, initiative, and delivery recorded the lowest mean of 3.28 and a qualitative interpretation of "highly employable." Mainly, the students are "highly employable" in terms of personal, interpersonal, self-management and initiative, and delivery as attested by the mean of 3.32. In an article published by Ritter, Small, Mortimer and Doll (2018) pointed out that the increased complexity of today's work environment has made the need for soft skills. They further stressed that employers hire for these skills because it is increasingly the human resources that give organizations a competitive advantage. Therefore, acquisition of these specific work skills is vital to enhance competitive advantage over other applicants for employment.

Table 7. Significant Relationship between the Competencies in the Work Immersion and Employability of the Students

Competency in Work Immersion		Employability
Pearson-r	0.07	Low Positive Correlation
p-value	0.19	Insignificant; Ha cannot be accepted

In Table 7, the data suggest that the employability of the immersion students is lowly correlated to their competency acquired in the program as shown evidently by the Pearson-r coefficient of 0.07 which is insignificant at 0.19, that is lower than the acceptable level of 0.05 significance. Hence, it can be attested that the increase chances on their employability have something to do with their competency acquired (to a slight/low extent), it is not conclusive to say that the competencies acquired of the students during work immersion are enough or sufficient for the jobs that the industries provided. The said results can be affirmed by the fact that various industries have standards and competencies needed in their workplace. Furthermore, the said findings can be attributed to the unemployment or mismatch in the workplace.

Table 8. *Keypoint coding of PIS 1*

ID	Keypoint	Code
PIS 1	alam mo yung role mo *[know your role/responsibility]*	Doing One's Role/Responsibility
	kailangan alam mo yung preparation *[you should know the preparation]*	Preparedness
	kailangan laging malinis *[always clean]*	Personal Hygiene
	mga guest natin, sila yung pinaka-observer *[the guests/customers are the main observers]*	Accommodation
	hindi pwede yung magkakamali *[mistakes are not allowed]*	Cautiousness in Doing Work
	well-trained	Training
	character mo or personality mo, kailangan maganda *[pleasing personality]*	Good Personality / Character
	kung medyo mahina ka , hindi ka matatanggap *[if you are weak, you will not be accepted]*	Being competent
	pinaka-risky *[risky]*	Risk-taking
	hindi pwedeng yung depukpok *[always giving orders]*	Initiative to Work
	naka-delegate sila *[they are delegated]*	Delegation
	andami nilang hinahanap na quality sa isang aplikante *[employers are looking for many qualifications]*	Job Qualifications
	be smart	Smart
	be professional	Professionalism

In Table 8, Participant 1 emphasized that an individual should know his or her responsibility in the workplace such as preparing the dining table and maintaining the cleanliness of the workplace because aside from the employers, the customers are the main observers in the food industry. She further added that committing mistakes is not allowed to prevent them from experiencing problems with the customers, thus, having pleasing personality is very important. Meanwhile, she revealed that if one cannot handle their weaknesses well, then, there is a lesser chance of getting employed since the food industry is risky.

Furthermore, she stressed that one should have initiative and know the responsibilities delegated to them in the workplace. Likewise, she also mentioned that being smart and professional is what the employers are looking for an applicant.

Table 9. Keypoint coding of PIS 2

ID	Keypoint	Code
PIS 2	abalu na ngan *[learn all]*	Knowledgeable
	makananu ing gawan ing obra *[how to perform the work]*	Capable to Work
	dapat maingat *[should be careful]*	Cautious
	makasaup ya karela ita *[it could help them]*	Empowerment
	atin nalang knowledge keng obra *[they already have knowledge in work]*	Knowledgeable
	munta la kareng aliwang establishment *[apply to other business establishments]*	Future Employment
	course da in line ya king kekaming kayi *[their course is in line with the nature of our business]*	Course Alignment
	kailangan atin yang pamagkusa keng obra *[need to have initiative in work]*	Initiative
	didinan milang knowledge *[we are giving them knowledge]*	Knowledge Sharing
	maragul yang kayi ita, factor kaya *[big factor for him/her]*	Plus factor / Advantage
	reng mag-ojt kekami, sasabyan da na marakal la abalu *[our trainees said that they learned a lot from us]*	Becoming Knowledgeable
	retang aliwang e masyadung gagalo *[those who are not really working]*	Impulsiveness to Work
	ela masyadung mebyasa *[did not learn well]*	Incapacitated

In Table 9, Participant 2 gave emphasis on the significance of the core competencies of an individual because it can help them to perform their duties and responsibilities within the work environment. Since they belong in the food industry, she further added that one should apply safety measures especially in food preparation. She stated that these competencies can help them for future employment particularly if their course is aligned with the same industry.

Moreover, she mentioned that having initiative can help an individual to learn the things in the workplace leading to knowledge sharing be done accurately during trainings. Hence, other than being knowledgeable, this can give a person an advantage on his/her employment. Meanwhile, their trainees affirmed that they learned from them in their work immersion compared to those who did not really perform or work well during the program.

Table 10. Keypoint coding of PIS 3

ID	Keypoint	Code
PIS 3	galing hindi naman talaga ano yan kailangan *[expertise is not really needed]*	Personality over Expertise
	pakikipag-usap is yung marespeto *[respectful in communicating]*	Respectful in Accommodating Guests
	alam yung sinasabi *[know what he or she is talking about]*	Knowledgeable
	magsatisfy ng customer or ng client *[satisfy a customer/client]*	Ability to Accommodate Guests
	kung hindi mo alam kung ano yung sinasabi mo *[if you do not know what you are talking about]*	Honesty
	marunong kang makipang-usap *[know how to deal with]*	Ability to Communicate/Deal with the Guests
	alam mong i-please yung tao *[you know how to please people]*	Pleasing Personality/ Accommodating
	hinahanap ng employer *[employer is looking for]*	Pleasing the Employer
	ma-aapply mo yun sa work *[you can apply it to work]*	Application of One's Learning to Future Work
	i-defend yung sinasagot mo *[defend your answers/responses]*	Reasonable
	mas paniniwalaan ka ng employer *[employer will believe you more]*	Trustworthy
	alam mo yung iuuna *[you know what to prioritize]*	Prioritizing
	kung may free time ka; may initiative *[if you have free time; has initiative]*	Initiating

gawin yung ibang bagay *[do other tasks]*	Doing Related Works
mas mapapadali yung trabaho *[work will be easier]*	Maximizing Work
Paraanan *[resolve]*	Ability to Resolve Issues
napakaimportante ng decision-making *[decision-making is very important]*	Decision-making
magsolve ng problem *[solve a problem]*	Problem-solving
mate-train yung skills *[train the skills]*	Capability Training
ina-analyze *[analyzing]*	Analysis

In Table 10, Participant 3 stressed that having expertise on something is not really needed but rather communicating with respect is more important in the workplace. He reasoned out that satisfying a customer is not an easy thing to do so one must know what he or she is talking about. More so, he mentioned that an individual can possibly distinguish what the employer is looking for if he/she knows how to please people.

He further believed that initiative is vital while working because tasks will be done easily. He also pointed out that decision-making would assist one in resolving problems in the work as well as in choosing the best employer to work with that will help enhance skills like analytical skills.

In Table 11, Participant 4 as presented on her responses revealed that core competencies are important for an individual because these will help them to deal with other employers. She further enumerated these competencies such alertness and mastery within the work environment. Moreover, she added that dealing with other people is also significant in the food industry. Mostly, the first thing they teach to their trainees is to become approachable and respectful since there are some customers who get irritated easily. As owner of a restaurant, she stressed that these competencies are their primary qualifications because these would help them not to take too long during the training.

Furthermore, she highlighted the significance of initiative since it lessens the workloads of their co-workers. She also advised them to work as if the workplace is their house.

Table 11. Keypoint coding of PIS 4

ID	Keypoint	Code
PIS 4	Listo [alert]	Alertness
	kailangan namamaster [need to master]	Mastery of Doing Work
	Pakikipagsalamuha [dealing]	Camaraderie
	unang-una tinuturo [first to teach]	Mentoring/Coaching
	kailangan approachable [need to be approachable]	Approachable
	Magalang [respectful]	Respectful
	mga customer hindi sila mairita [customers will not be irritated]	Accommodating Customers
	very friendly	Friendliness
	hindi kami magtatagal sa training [we will not take too long in training]	Efficient Training
	pagse-serve [serving]	Serving Customers
	importante din yung pagkukusa [initiative is also important]	Initiative
	nale-lessen yung work [lessens work]	Lessening the Burden of Work
	itrato nilang parang nasa bahay din [treat as if in the house]	Fair Treatment
	hinahanap naming bilang mga may-ari ng mga restaurant [we look as restaurant owners]	Pleasing the Owners

Table 12. Keypoint coding of PIS 5

ID	Keypoint	Code
PIS 5	service yung binebenta [service-oriented]	Service-orientedness
	magaling tayong makipag-usap [communicate well]	Communicating with the Customers
	makitungo sa mga customers [deal with customers]	Dealing with the Customers
	ma-enhance yung kanilang mga self-confidence [enhance their self-confidence]	Enhanced Self-confidence
	kusa importante [initiative is important]	Initiative
	pag-initiate mo para gawin yung trabaho [initiate to do the task]	Initiative to Do the Work
	mas malaki yung chance mo na para ma-regular [greater chance of regularization in the work]	Regularization
	hindi namin hinahayaan na si crew yung maghandle ng mga customer complaints [we don't let crews to handle customer complaints]	Delegation of Work
	tine-train namin sila bago sila pumasok [we are training them beforehand]	Efficient Pre-service Training
	sinasabihan namin sila na "say sorry" [tell them to say sorry]	Apologetic When Needed
	tapos mag-thank you sila sa feedback [thank them for the feedback]	
	sasabihin na nila kung ano yung mga strengths and weaknesses [tell their strengths and weaknesses]	Identifying Strengths and Weaknesses
	Pagkukusa [initiative]	Initiative

Based on the responses of Participant 5, Table 12 emphasized the significance of the core competencies for an individual. Since their business is service-oriented, the participant mentioned that one must know how to deal well with customers for them to patronize their products. Similarly, these can also make them fit for employment especially that their trainees were taught about communicating with customers which enhanced their self-confidence.

In addition, the participant discussed the importance of initiative and delivery in the work environment. According to him, if these skills were observed by their immediate supervisors, then there will be a greater chance of being regular or permanent in their future employment. He further added that they do not allow their crews to handle customer complaints instead teach them to apologize and acknowledge the feedbacks by saying "sorry and thank you." He also mentioned that during job interview, if applicants are asked about their strengths and weaknesses, then they may consider having initiative.

Table 13. Keypoint coding of PIS 6

ID	Keypoint	Code
PIS 6	Alerto [alert]	Alertness
	Paggalang [respect]	Respectful
	Magcollege [enrol to college]	Tertiary Level
	atin neng idea [already have an idea]	Knowledgeable
	atin neng experience [already have an experience]	Has Experience / Expertise
	ena kailangan sabyan karela gawan da [needless to say on what to do]	Initiative
	Certificate [certificate]	Certified

In Table 13, Participant 6 stated that being alert and respectful in the workplace can help respond properly to customers' needs. Moreover, she stressed that it is also important to have knowledge and experience in the industry which make an individual fit for employment.

Furthermore, she added that when an individual has initiative there is needless to inform on what to do during the execution of their duties and responsibilities. Moreover, she also highlighted that a certification given from their previous training and employment can serve as a basis for an employer to determine if an applicant performed well or not in their previous work.

Table 14. Keypoint coding of PIS 7

ID	Keypoint	Code
PIS 7	byasang mekiharap keng metung a customer *[know how to deal with customers]*	Know-how to Deal with the Customers
	magiliw ka kareng customer *[customer friendly]*	Customer-friendly
	matas ya ing presyu mu, mapakagpalub customer ka pa mu rin *[despite of high product price, customers continue to come in]*	Customer Satisfaction
	Alerto *[alert]*	Alertness
	kasi minsan ah magkamali ka, pwede lang mimwa keka *[once you commit mistake, they may get mad at you]*	Committed Mistakes
	bumalik-balik la pa keni *[come again]*	Customer's Loyalty
	Certification	Certified
	atin kang kusa, mas lalagwa ing obra *[you have initiative, the work gets easier]*	Initiative
	atin kayung destinasyun *[you are delegated]*	Work Delegation

In Table 14, the responses of Participant 7 are shown. She affirmed that core competencies are vital for one's job application. She pointed out that being customer friendly can help increase business performance regardless of the product price.

Furthermore, she revealed that alertness is vital in taking food and beverage orders from customers is crucial for the reason that their satisfaction is at stake. Meanwhile, the performance of an applicant can also be assessed from the certification given on their previous training or employment.

Moreover, since the responsibilities are delegated among the employees such as preparing and serving the food, the work gets easier within the work environment especially if everyone has initiative. Hence, she acknowledged the vital role of initiative and delivery in the smooth operation of her business.

Table 15. *Keypoint coding of PIS 8*

ID	Keypoint	Code
PIS 8	pagkakaroon dang kagalingan *[having expertise]*	Having Expertise
	marakal la abalu *[learn a lot]*	Ability to Learn
	agamit da ini keng future *[use in the future]*	Securing the Future
	mag-apply nala king obra da *[when they apply for job]*	Application of One's Learning to Future Work
	'pag pisunud sunuran ing obra, maging madali namu kanita ing obra *[sort work orders, work will become easier]*	Organization of Work Tasks
	same industry mu din ing panintunan da *[look for the same industry]*	Fitness/Match to Work in the Same Industry
	Pagkukusa *[initiative]*	Initiative
	sipag da king obra agamit *[hard work]*	Hard Work
	bilang character reference *[as character reference]*	Character Referencing
	kapag minawus la kekami deng employer da *[when their employers call us]*	Pleasing the Employer
	masanting ya pepakit *[performed well]*	Superb Work Performance

In Table 15, the Participant 8 expressed that it is significant for an individual to have knowledge and expertise in the food industry for their future employment like sorting work orders.

In addition, she further mentioned that these skills can make the work easier if they will be employed in the same industry. Likewise, she further emphasized that initiative and hard work are significant in such a way that a person can use them as qualifications for background checking through character references for their forthcoming employers.

Table 16. Deduction Concepts

Concepts	Categories
Accommodation	Customer Satisfaction
Ability to Accommodate Guests	
Respectful in Accommodating Guests	
Serving Customers	
Communicating with the Customers	
Dealing with Customers	
Apologetic When Needed	
Know-how to Deal with the Customers	
Customer-Friendly	
Customer Satisfaction	
Customer Loyalty	
Knowledgeable	Knowledge and Expertise
Knowledge Sharing	
Becoming Knowledgeable	
Has Experience/Expertise	
Having Expertise	
Training	Training
Capability Training	
Mentoring/Coaching	
Efficient Training	
Efficient Pre-service Training	
Certified	
Ability to Learn	
Delegation	Task Delegation
Lessening the Burden of Work	
Job Qualifications	Career Milestone
Empowerment	
Future Employment	
Plus Factor/Advantage	
Pleasing the Employer	
Pleasing the Owners	
Regularization	
Identifying Strengths and Weaknesses	
Securing the Future	
Application of One's Learning to Future Work	
Fitness to Work in the Same Industry	
Character Referencing	
Risk-taking	Service Orientation
Service-orientedness	
Course Alignment	Higher Education
Tertiary Level	

Ability to Resolve Issues	Higher Order Thinking Skills
Decision – making	
Problem – solving	
Prioritizing	
Analysis	
Good Personality/Character	Personal Attributes
Personality over Expertise	
Enhanced Self-confidence	
Pleasing Personality	
Personal Hygiene	
Honesty	
Trustworthy	
Respectful	
Initiative to work	
Initiative	
Initiating	
Initiative to do work	
Camaraderie	Social Skills
Approachable	
Friendliness	
Cautiousness in Doing Work	Work Competence
Preparedness	
Being Competent	
Superb Work Performance	
Doing One's Role/Responsibility	
Capable to Work	
Cautious	
Doing Related Works	
Maximizing Work	
Mastery of Doing Work	
Fair Treatment	
Hard Work	
Professionalism	
Alertness	
Smart	
Organization of Work Tasks	

Table 16 reveals the result of the deduction concept. Considering the concepts disclosed, the following categories have transpired: customer satisfaction, knowledge and expertise, training, task delegation, career milestone, service orientation, higher education, higher order thinking skills, personal attributes, social skills, and work competence.

Customer satisfaction is characterized by the overall experience of the customers to the business resulted from giving good accommodation, proper service, and excellent communication. It is a significant way of gaining customer loyalty.

Knowledge and expertise are another categories developed out of the concepts generated. This can be described as high level of skill acquired through training and experience. Meanwhile, training refers to learning given by organization to its employees for the improvement of job-related skills.

Task delegation is considered as getting the work done through others by giving them the right to make decisions or take action. More so, job qualifications, empowerment, future employment, pleasing the employer/owner, application of one's learning to future work are categorized as career milestone which can be indicated as remarkable event that marks a specific point in the occupation of an individual with opportunities to progress.

Risk-taking and service orientedness are classified as service orientation. This is the capability to determine and fulfill the needs of others before those needs are expressed.

Higher education category is based on course alignment and tertiary level as concepts which can be referred as education beyond secondary level usually in a college/university.

Higher order thinking skills category is derived from concepts such as ability to resolve issues, decision – making, problem – solving, prioritizing, and analysis. Personal attributes are personality aspects of an individual to which a potential employer is interested in. This resulted from the concepts like good personality/character, personality over expertise, enhanced self-confidence, pleasing personality, personal hygiene, honesty, respect, and initiative to do work.

Camaraderie, approachable, and friendliness are categorized as social skills which reflects the competence of a person to interact and communicate with others.

Work competence is the ability of a person to perform a job properly. This is the category established from cautiousness in doing work, preparedness, being competent, superb work performance, doing one's role and responsibility, capable to work, hard work, professionalism, alertness, and smart.

Table 17. Conceptualizing and Theorizing

Categories	Themes
Personal Attributes	Personal Competency
Customer Satisfaction	Work Competency
Knowledge and Expertise	
Training	
Task Delegation	
Higher Order Thinking Skills	
Social Skills	
Work Competence	
Career Milestone	Career Prospect
Service Orientation	
Higher Education	

Table 17 presents the themes developed from the study. Particularly, findings with corresponding discussions were organized such as personal competency, work competency, and career prospect.

Personal competency which can be recognized from an individual with self-awareness and self-management is characterized solely by the personal attributes.

Meanwhile, work competency emerged through categories like customer satisfaction, knowledge and expertise, higher order thinking, social skills, training, and task delegation. Work competence is referred to as the ability of a person to accomplish a job effectively and efficiently.

Career prospect as the last theme to appear is based on service orientation, higher education, and career milestone. This can be denoted as the chance of an individual to be successful in his/her chosen profession.

Implication of the findings to TVL Education

The quantitative research resulted that SHS TVL students assessed themselves least in the core competencies during their work immersion. The research further derived a least outcome in the initiative and delivery based on the responses of the partner institution supervisors. Thus, the data suggest that the employability of the immersion students is lowly correlated to their competency acquired in the program. Qualitatively, the researcher further analysed the general problem. Through thematic analysis, three themes have emerged specifically personal competency, work competency, and career prospect.

Meanwhile, the fact that the employability and work immersion of the students have low correlation, hence, the relationship is indirectly implied. Moreover, the findings further suggest the need for the school administrators

and partner institutions to institutionalize various processes to maximize the implementation of the immersion program. This results in improving more the quality of students' immersion experiences for better employment and career prospects after the SHS program as instigated by Republic Act 10533 or also known as "Enhanced Basic Education Act of 2013" in which the State shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills and values for both life-long learning and employment. Moreover, placement on valuable positions in the industries to provide hands-on and technical experiences to develop work skills of the learners is imperative for the realization of the Department of Education and State's goal of functional, lifelong, and competent individuals of the country. Hence, a more functional, responsive, and adaptive work immersion plan to develop the life and career skills as preparation for the students' decisions on postsecondary education or employment as specified in the DepEd Order No. 30 series of 2017 or Guideline for Work Immersion must be realized thoroughly.

CONCLUSIONS

Based on the results, the researcher concluded that the SHS TVL students are competent on the three competencies specifically, basic competencies, core competencies, and common competencies during their work immersion and partner institution supervisors assessed the their employability as highly employable in terms of personal, interpersonal, self-management and initiative, and delivery. In addition, there is a low correlation between the employability and the competencies acquired during the work immersion program of the SHS TVL students. It is imperative for SHS TVL students to ensure that they are equipped with personal competency necessary for employment. Moreover, work competency developed through work experiences, training and development can help students succeed in the workplace. And having a career prospect increases the possibility for them to secure permanent positions on their future employment. School administrators together with the partner institutions should create a more structured preparation, implementation, and evaluation to improve not just the work immersion processes but most importantly, the acquisition of the necessary work skills and personal skills of the students. Therefore, the researcher further recommends that the proposed employability skills enhancement program for the TVL students which provides their needs in improving their work proficiencies should be implemented and realized to all work immersion students that will benefit the learners at large.

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