

## **Employability of Technical Vocational Livelihood Senior High School Student Graduates: A Case Study**

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### **Abstract**

Employability is the challenge of the institutions to their SHS graduates. Some of the graduates are now employed on the track they graduated. This study examined the employability of SHS graduates under the TECHVOC track who have a National Certificate II in Pagadian City. The researcher interviewed the participants regarding their perspectives on employability, their preparations before seeking employment, and the contribution of the teachers in nurturing their skills. This study employed a qualitative approach using multiple case study research designs through open-ended questions. The study revealed five themes, namely, career path as a childhood dream and passion, competent and experienced mentors, and positive working attitudes. However, the competence of the teachers in different strands nurtures the students' skills, which makes them competent during the assessment. The findings of this study will be used in serving management with a practical framework and utilizing TVL programs to identify potential gaps in their curriculum regarding the employability of the graduates. In addition, research may be conducted to assess the effectiveness of having a National Certificate II in getting a job, particularly on their graduated strand.

**Keywords:** career path, childhood dream and passion, competent mentors, experienced mentors, working attitude

## Introduction

Since its implementation, K-12 education has been one of the most pressing concerns in the country. Some support it, but others doubt its capacity to adapt to what is commonly regarded globally as instructive framework principles. The Philippines have endeavored to stay aware of what the world has set as principles, particularly for the educational sector. The Philippines, a country known to give significant labor supply to the world, should change with what is by and large recognized by the larger part as guidelines with regards to a worker/representative's instructive accomplishment matching what the world has set gives the idea that the Philippines is constantly getting progressively internationally serious. Therefore, the K to 12 curricula is fair, one bit nearer to a more splendid and aggressive future for all students and specialists.

K to 12 is a Department of Education system that endeavors to progress learners' essential capacities, create more competent citizens, and prepare graduates for a lifetime to consider business. In connection with this, diverse investigations were conducted roughly on the aptitudes required by the graduates for their future work. As Moore (2015) stated, it highlights the capacities publicized that are noteworthy for instruction and victory inside the working environment. The National Center for Education Statistics (NCES) emphasized the capacities compelling an individual's victory, which consolidate self-regulation, office or motivation, tirelessness or consistency, and official working. Likewise, Wagner (2008) focused that employers were looking for various skills in an employee. Skills include basic considering and problem-solving, collaboration over systems and driving by influence, skill and versatility, compelling verbal and composed communication, getting to and analyzing data, interest and creative energy, and activity and entrepreneurialism.

To further assist more noteworthy competition among graduates, the Department of Education has integrated the Work Immersion Program as a Senior High School curriculum subject. Within the DepEd Order No. 30, s. 2017, known as Guidelines for Work Immersion, refers to incorporating hands-on encounters or work recreation. As a result,

learners can apply their competencies and get data imperative to the track chosen.

The subjects offered opportunities for learners: (1) to get comfortable with the work environment, (2) to encounter employment recreation, and (3) to apply subjects in genuine workplaces or apply their skills in areas of specialization. Accordingly, the subject grants learners to end up careful around the working environment's characteristic setting that will assist them in cultivating their lifelong learning and career aptitudes. Besides, work drenching is utilized for decision-making, particularly for understudies who need a career in the future. Practicing their hidden talents, knowledge, and capacities helps them support their work choice (Ritter, Small, Mortimer, & Doll, 2018).

Conclusively, the work immersion program helps the learners decide what to prepare for the three intended exits in the SHS graduates (DepEd Order No. 30, s. 2017). In any case, not all students are expected to go through this program, explicitly those enrolled in the academic track, to the extent that this is imperative for graduation (Dela Cruz, 2017). TVL is commanded to encounter work submersion since the track centers around ability improvement. Furthermore, SHS alumni of the TVL track may apply for TESDA declarations of skill and public testaments; and associations could enroll them after they graduate (Department of Education, 2015). Without a doubt, these joint endeavors zeroing in on specialized and professional courses help students examine the authentic work environment. According to Vocational and Technical Educational Regulation, getting ready is expected for graduates who completed hypothetical and apply the guidance and significance to deal with their expert information and limit, mindset and approach, and oblige their business in the authentic creation and work environment.

ICBAN's (2019) study revealed concentrated results that students in work drenching were skillful in their abilities and were profoundly employable; the work submersion program connected their capabilities procured of the employability of the graduates; and individual capability, work skill, and vocation prospect could make a precise fit for business. Henceforth, SHS TVL graduates should ensure the singular expertise fundamental for work. Also, work capacity made through work

encounters, preparation, and progression can help graduates win in the workplace. Ultimately, through livelihood, prospect assembles the possibility of getting controlled circumstances in their future work.

The idea of present-day business requires a better and more capable labor supply. Furthermore, due to the worldwide market competitiveness and technological advancement, enterprises were forced to develop more enhanced workplace practices and standards. As a result, to acquire permanent roles, everyone concerned must gain knowledge and abilities in line with the changes. In such cases, it radiated the impression that being basic to guaranteed individuals entering an association should be significantly outfitted with the abilities essential for cutting-edge investigations, point-by-point preparation, and business (Plantilla, 2017).

Furthermore, employers employed criteria other than a series of skill exercises and psychometric tests to ensure broadening access to the potential workforce (Saunders & Zuzel, 2015). Another study showed that work emersion students were capable of the capabilities referenced before and were exceptionally employable; the students' employability was modestly associated with their ability obtained in the work immersion program; individual skill, workability, and professional prospect make a precise fit for business. In this way, SHS TVL students should guarantee the individual capability essential for work. Additionally, work capability created through work encounters, preparation, and advancement can assist students prevailing in the work environment. Finally, having a vocation prospect builds the chance of getting stable situations in their future work.

According to Budhrani et al. (2018), The Philippines' major development challenge is preparing youth for the workforce. The Philippines needs better education, high dropout rates, and youth unemployment. TVET is a post-secondary education sector that provides noncredit, technical middle-level skills training to develop skilled workers. To guarantee the delivery of a high-quality TVET system, the TESDA offers national leadership for the TVET system by adopting competency-based curriculum standards, training rules, and evaluation and certification processes. With the recent change, K-12 compulsory education, TVET education is now incorporated into Senior High School, resulting in Senior High School graduates with employable skills. After

high school, those who do not continue higher education typically choose TVET to get a TESDA National Certificate (N.C.). N.C.s are widely accepted national job qualifications frequently required to attract competent professionals locally and internationally; however, they are transferable to higher education. Highlighting the relevance of employability skills in influencing students' careers stresses how they may assist new graduates in reaching greater heights in their jobs (Nisha & Rajasekaran, 2010).

Technical education has emerged as a key determinant of growth and collapsed other areas and sectors. The allocative headway of its different projects has had an important effect on its alumni since its initiation during the '90s. Specialized training and formative changes are firmly interrelated to different segment, social, and monetary differential arrangements with the alumni's status. These encounters help understudies in their investigations and specialized schooling (Buan, 2020).

According to Futoshi et al. (2016), vocational training is increasingly recognized to respond to the need for economic skills. Those trained in vocational training programs readily contribute to production, narrowing the existing skill gaps. The skills the labor market is required in production are not available. Employers implementing training for their employees helps develop human capital knowledge specific to their production technology.

The graduate's employability in the global economy has become an issue that is not easy to be ignored (Misra & Khurana, 2017). One of the anticipated benefits of the massive investment in Philippine education is the execution of Technical Vocation and Livelihood (TVL) (Autentico & Alerta, 2020; Cotronei-Baird, 2020). Therefore, ensuring graduates are equipped with twenty-first-century skills, it is important that such as problem-solving and analytics, decision-making, organization, time management, risk-taking, and communication (Kenayathulla et al., 2019). Moreover, according to Suarta et al. (2017), Workers nowadays are expected to have an additional set of skills and attributes called employability skills.

## Conceptual Framework

Employability lived experiences of Senior High School graduates under the TECHVOC track play a vital role in determining whether graduates are ready for employment. In addition, getting NC II in the track graduation is a requirement for employers in different industries to be accepted. Therefore, programs offered should look into the rate of employability and experiences of their graduates.

The Senior High School Graduates under the TECHVOC track perspectives on employability for the employment are determined by the following:

**Childhood Dream and Passion.** Dreams express people's worries, fears, expectations, wants, and networks (Bulkeley, 2020). It can be captured and changed into moving masterpieces, or it tends to be dangerous. It could be satisfying, remorseless, and goal-oriented. Whether to accept it completely or get control over it has been a dilemma since the beginning of time (Curtis & Bohm, 2017). The immediate impacts of an aesthetic experience on knowledge, personality, passion, and the trajectory that follows an aesthetic experience (Hobbs & Kelly, 2017). Life was the peak of romantic, historical, and revolutionary ambitions in every way (Forbes, 2020).

**Competent and Experienced Mentors.** The teachers' responsibilities have drastically changed over the previous decade to plan students for a mysterious, interconnected world. (Tichnor-Wagner et al., 2019). The ability to communicate entails speaking and confidence skills (Baronia, 2020). Notably, quality and positive school results are determined by teacher competence, affectability, and inspiration added to educator quality (Li, 2017). When students are mentored by supportive and skilled mentors, they may overcome these challenges and take ownership of their learning (Oikarainen et al., 2018).

**Positive Working Attitudes.** Leadership is essential for building a strong sense of identity and commitment (Sivec et al., 2020). Education and training are important not only for promoting employees' long-term abilities, but also for establishing employees' work attitudes. In addition, training and education play a key role in promoting employees'

sustainable ability and establishing employees' work attitudes (Ma et al., 2020).

Employers' Choice in Hiring Applicants. Being hired in a job depends on one's skill and abilities of an applicant (Lazear et al., 2018). We conceptualize managers as energetic administrators whose contracting behavior is compelled and enabled by greater social, organizational, and control settings (Bills et al., 2017). Graduates' employment processes are largely similar to traditional hiring processes, with a greater emphasis on technical and coding tests. It offers insight into the employment process, decision-making, resume examination, and expectations of employers (Stepanova et al., 2021).

NC II Certificate as an Important Requirement to be Employed in Vocational Courses. The usefulness of TESDA National Certification in enhancing persons' competencies and abilities for future jobs in the sector is currently being evaluated in higher education institutions (Manalo et al., 2018). One of the K to 12 Programs aims to make the curriculum more relevant. The need to provide learners with skills for future jobs led to the incorporation of TESDA courses in Technology and Livelihood Education (TLE) (Mella et al., 2020).

This case study examined the employability of Senior High School graduates under the TECHVOC track perspective.

## **Materials and Methods**

### **Research Design**

This study employed multiple case studies. A case study is an investigation that explores a case or instance by answering the "how" or "why" questions about the phenomena of interest (Yazan, 2015). The researcher's significant role and the field notes gathered through interviews played a crucial part in the coherent pattern. The study utilized research questions derived from the literature reviewed. It seeks to determine the Senior High School Graduates' employability under the TECHVOC track with National Certification II.

## **Research Setting**

This research was carried out in Pagadian City, a second-class city, the capital of Zamboanga del Sur in the Philippines. The regional hub of the Zamboanga Peninsula and, after the autonomous city of Zamboanga, the region's second-largest metropolis. Pagadian is located on the northeastern coast of Western Mindanao, near Illana Bay. It is bounded on the southwest by Tigbao and Dumalinao, on the west by Lakewood, the east and northwest by Labangan, and on the north by Midsalip. About 45 percent of the total city area is steeply sloping terrain of hills and mountains on the northwestern portion covering 15,090 hectares. The notorious image of Pagadian was its remarkably designed tricycle built to adapt to the city's hilly terrain. The only place in the Philippines with a public vehicle inclined at about 25-40° angle.

The schools included in this study are the following: Eastern Mindanao College of Technology, Lucan Polytechnic College, Our Lady of Triumph Institute of Technology, and Southern Mindanao College.

These schools were chosen because they are one of the assessment centers in the tracks mentioned for the TVL. The graduates in the following institutions are more equipped with the skills required by TESDA. They have laboratories audited by the TESDA team to be qualified as an assessment center.

## **Research Participants**

The study participants were seven senior high school graduate students selected through purposive sampling. The following were the criteria in the selection of possible participants: 1) graduates of TVL track in any programs during the calendar year 2018 to 2020, 2) ages 18 to 25 years old, 3) currently employed in the program they have graduated, and 4) has given the consent to participate in the study.



## **Research Instruments**

A researcher-made interview guide was utilized to gather the pertinent data and information. In ensuring the interview guide's validity and reliability, the researcher interviewed two participants who were not included in the final data gathering. Based on the responses gathered, vague or ambiguous questions were revised.

## **Data Gathering Procedures**

After the identification of the final participants, scheduled interviews were conducted. The interview questionnaire was pilot tested for reliability, with two identified participants meeting the inclusion criteria set. Based on the pilot test, vague items were rephrased. In gathering data and information, the researcher and the participants strictly observed the safety protocol to avoid contamination from COVID-19 (Please see appendix "A" for the safety protocols).

The conversations were digitally recorded and transcribed. Data collection took place over two weeks, with 45 minutes to an hour of interviews for each participant. Researchers record the time of the interview, note the participants' behavior, and reflect it in their diary for review and posting purposes.

Researchers welcome participants and explain the purpose of the interview at the beginning of the interview. Researchers were then informed that participants could withdraw at any time and that confidentiality would be strictly maintained. Finally, they are asked to review the written draft report of the survey and provide additional feedback to determine the accuracy of the results.

The questions in the interview protocol (see Appendix "B") are free-form. Participants encouraged researchers to share details of high school graduate employability under the TECHVOC track with National Qualification II. Detailed questions were asked so that participants could speak freely. Researchers asked participants for feedback at the end of the interview.

## **Ethical Considerations**

Since the phenomena can be a specific topic, specific thought was given to ethical contemplations. The participants were educated to be considered verbally and through a consent letter. They were educated that the cooperation was deliberate and might end the meeting without reason. Members are educated that all data is confidential and utilized for this study. Moreover, it incorporates data concerning the graduate program of Misamis University and the researcher's personal information if they wish. The participants are educated on the reason to be considered verbally by the contacts from the researcher and by writing a consent letter. The participant's information was cared for to guarantee that no unauthorized individual could access it. Since none of the participants' names are utilized in this study, their personalities will not be revealed. All research materials were devastated after the completion of the study.

## **Data Analysis**

In this study, the six stages of the case study processes of Yin (2009) were used. First, the transcripts of all the interviews were analyzed using the method of Yin. Then, the following steps were followed: 1. Plan, 2. Design, 3. Prepare, 4. Collect, 5. Analyze, and 6. Share.

Planning. To examine greater at the subject, I decided on a subject wherein I even have a non-public interest. I selected purposive sampling to gather individuals I may want to accumulate records from, thinking about the size, accessibility of the sample, and the time of the records series with my adviser's assistance and guidance. My adviser's assistance determined the records series technique, and studies questions were formulated. The starting stage targeted figuring out the study's questions or different purposes for doing a case observation, determining to apply the case observation technique (in comparison with different methods), and finding information about its strengths and limitations (Yin, 2009).

Designing. At this stage, I chose the most effective approach to start my research in directing my decision-making, thinking about the

degree of flexibility that is open to change as initial data is gathered. I chose the research method and designed the research tool. The research design logically linked the research questions to the research conclusions through the steps undertaken during data collection and analysis. Research design is a "blueprint" for the research project. It should address the research questions, relevant propositions/hypotheses, the unit of analysis, the logic linking the data to the propositions, and the criteria for interpreting the findings. The logic linking the data to the prepositions should also ensure the correctness and relevance of the information collected (Baskarada, 2014). The design plan characterizes the cases considered academic units, generates theories/proposals, recognizes the basic problems for expected reasoning, distinguishes between case study plans, and considers case quality. It focuses on developing strategies to maintain (Yin, 2009).

**Preparing.** The researcher secured approval from the graduate school dean, the company owner, or the establishment where the graduate works in preparation for the data collection. The interview guide also pilot-tested two participants who were determined not to be included as final participants.

**Collecting.** After figuring out the contributors, face-to-face interviews were scheduled and performed in an environment where the participants could not be disturbed by unpleasant noise. During the interviews, I commenced with the introductions and outline of the look to clarify any expectancies of the participants. Then I used an open-ended query to manually the interview using a recording tool and ended the interview by reviewing the participants' important factors and inspiring remarks. I made positive that there has been sufficient confirmatory proof for the primary look at topics. I recorded non-verbal communication as a part of the applicable information. The series level entails following the case look at the protocol, using multiple sources of evidence, creating a case study look at the database, and preserving a series of proofs (Yin, 2009).

**Analyzing.** Before conducting the interview, I read the guide and reread the possible corrections and improvements. Then, I gathered the relevant parts of the job opportunities data. Compare meanings by

merging sentences related to each other in content and context. The new results were used to develop a common theme for participants. The analysis phase relies on hypothetical recommendations and other methodologies. It considers and utilizes expository procedures, investigates match clarifications, and shows information separated from translations (Yin, 2009). In the context of case studies, data analysis consists of information consisting of categorizing, organizing, testing, or something else recombining to draw empirically-based conclusions (Baskarada, 2014).

Sharing. Finally, this level includes presenting and disseminating the findings to my peers and the individuals after the final reviews. The proportion level characterizes the gathered people, composing textual and visible materials, displaying enough proof for readers to attain their conclusions, and reviewing and re-writing until achieved well (Yin, 2009).

## **Results and Discussion**

The current study sought to identify themes that emerged during the interview sessions on employability under the TECHVOC track of Senior High School. As a result, several employability themes were distinguished from the data-gathering process. In analyzing the responses in the interview, five themes emerged as a result of the study.

### **Childhood Dream and Passion**

Childhood Dreams and Passion as the first themes that emerged from the study. The participants choose this track because of each individual's preferences in the career path. Since they love cooking, wiring electricity, and repairing automobiles, they want to pursue their dream. Being motivated by what they are currently engaged in leads them to success. Fulfilling their dreams needs preparation, perseverance, hard work, and determination. Due to a lack of financial assistance, some have no choice but to choose the track to afford their finances. They enhanced their skills because it was their passion. Equipping themselves with skills

gives them more knowledge and experience. These are their experiences regarding their career path:

*"I want to become a chef." (P1)*

*"I was motivated to choose automotive as I am employed in my uncle's automotive shop." (P2)*

*"I choose TVL track because I want to get Electrical NC II and being an electrician is my dream job." (P3)*

*"It just wants it, and I just want to accomplish my dream." (P4)*

*"I choose the TVL track because I love cooking." (P5)*

*"I choose this strand because I want to learn more about the computer." (P6)*

*"I choose TVL because I think this would be useful for me if I cannot afford to proceed college." (P7)*

According to Moorefield (2018), love yourself, follow your passions, and achieve your dreams in life. People with thin boundaries are more often something or somebody else or more youthful, reflecting the characteristics related to boundary slimness (Schredl, 2020). The state of the art of the existing knowledge is partly due to the assortment of strategies utilized to examine dream experiences (Mangiaruga et al., 2018). We found something that inspired an interest in science at some point in our lives. Moreover, at some point in our careers, we meet a low point when we feel less than inspired. However, sometimes all it takes is an experience that rekindles the spark (McConnell, 2020).

## Competent and Experienced Mentors

Competent and Experienced Mentors as the second theme emerged from the study. The participants' SHS principals and teachers play a vital role/responsibility in developing students' employability. Competent and experienced mentors contribute many skills that the students need to develop. Mentors can create great ideas since they are experienced in their teaching field. When mentors are very good at teaching, students see and learn from it. Teaching students to become ready for a job in the future benefits the industry. Teachers can inspire students, especially if students see themselves as becoming their mentors. In addition, imparting students with unforgettable experiences with teaching styles and techniques and a conducive and friendly learning environment impacts employers.

By knowing the skills, mentors impart students with actual experiences. The following are the participants' experiences:

*"For me, they helped me a lot in nurturing my skills. Even though we have only two years to be together, they do everything they can, just to teach us very well and learned from them." (P1)*

*"They help me a lot in learning new things, especially about automotive." (P2)*

*"They put into learning their experiences in life about electrical." (P3)*

*"They teach us very well." (P4)*

*"Our teacher is more experienced and good at cooking." (P5)*

*"They teach us well so that we students become ready at the right time, especially when we are at work already." (P6)*

*"They are diligent and inspiring. They are competent enough for the skills. They teach us very, well." (P7)*

A country's educational level is heavily influenced by the quality and ability of its instructors. The quality and competence of the teachers depend on the teacher education program (Pandey, 2019). Reflective teachers can develop themselves professionally (Ong et al., 2021). As educators, teachers, and researchers, one's duty is to direct students toward reimagined futures in culturally competent pedagogical action (Freed, 2021). Teachers' perception of professional teaching competence depends on their capability, connected to the instruction obtained (Kostanjevec et al., (2018). At crucial points in a teacher's career, offer assistance that guarantees competent teachers are pulled into and utilized within the calling profession (Beckmannessor, 2018).

### **Positive Working Attitudes**

Positive Working Attitudes as the third theme emerged from the study. The participants described the key attributes/skills employees must possess. Graduates gave a good impression to achieve very positive feedback from their customers. Workers respected one another and accepted each other's differences. Employees gave good accommodation and services to clients to satisfy customer needs. Having a friendly working environment builds rapport with their co-workers. Each of us has different ways of dealing with co-workers' different attitudes to avoid workplace conflict.

Giving a good impression to their customer give them high customer feedback. Giving good accommodation and services to clients will bring them back customers. If they have respect, then others will respect them too. The participant's experiences concerning the positive working attitudes of the employees should be:

*"Be humble, be kind to the customers, and show them respect."*  
(P1)

*"Respectful, know how to handle co-workers, be obsequious, and remain humble. Respect one another and be who you are." (P2)*

*"Stay humble, continuously enhancing their skills always." (P3)*

*"Be good at work, be patient, and stay humble. Give your best so that you will be appreciated." (P4)*

*"Know how to respect each other. Be kind, be humble and friendly." (P5)*

*"Respectful because if you have no respect, your knowledge is useless." (P6)*

*"Be patient and respect each other. Be humble." (P7)*

Employees' competencies, skills, and attitudes determine an organization's victory or disappointment (Codilla & Quinal, 2019). Therefore, education and training are critical in promoting employees' long-term competence and establishing work attitudes (Hsiang-Yu, 2020). Furthermore, the more intense the social contact between hosts and visitors, the more satisfied these tourists were with their stay and experience (Pizam et al., 2000).

## **Employers' Choice in Hiring Applicants**

Employers' Choice in Hiring Applicants emerged as the fourth theme emerged from the study. The participants' work experience is a requirement of the employer before employment. Employees should always be positive at work and avoid negative emotions. Employees equipped with the right skills give an edge over other employees. Employees need training that enhances their skills. On-the-job training imparted a bigger picture to experience the actual work environment. Employees who are friendly and attentive to customers' needs gave them good feedback. The following are the participants' experiences during the interview:



*“Work Experience.” (P1)*

*"Positive attitude towards work." (P2)*

*"Having the right skills and knowledge to perform the job well in the workplace." (P3)*

*"Have an experience." (P4)*

*"Competent about the job." (P5)*

*"Knowledgeable and already have work experience." (P6)*

*"Competent and friendly to customers. Knowing automotive. Can perform the job well and treat customers in a friendly way." (P7)*

Being equipped with skills and competencies during studies is one of the factors that employers are searching for in hiring an applicant. Work experience is an edge for the applicant to get a high chance of recruiting. Utilizing practice employment tests amid enlistment was a device that can make strides in results for both organization and its potential candidates amid the selection process (Campion et al., 2019). Recruiting is the skill of searching and obtaining potential candidates for current and anticipated industry vacancies. An employer's recruitment and selection processes benefit any business since they aid in identifying the most qualified individuals for the vacant positions to be filled in. Recruitment and selection are key shapes in human resource organizations that are suggested to create the maximum utilization of laborer quality to realize the employers' and the organization's huge key targets and goals (Kapur, 2018). Dalal et al. (2021) added that the significance of organizations put on a candidate during the selection process and choice handle, progressing applicants' responses to substantial determination evaluations is vital.

## **NC II Certificate as an Important Requirement in Vocational Courses for Employment**

NC II Certificate as an Important Requirement for Employment of Vocational Courses graduates is the fifth theme that emerged from the study. The graduates' certification is a requirement of the employer before being employed. Having NC II gave them additional credit for the job they were applying for. Getting an NC II is always challenging. It needs preparation and more learning. NC II proves that they have the skills. Some employers need NC II because they want their employees to be competent. Employers need to know the job to make it easy for them to train their employees. The following are their experiences in applying for a job:

*"Yes, to prove that you have experience applying for the job." (P1)*

*"Yes, certification is a requirement of the employer before being employed because this certification is proof that you are already prepared for work." (P2)*

*"Yes, a certificate is a requirement of the employer before being employed to prove that I have the skills and knowledge on that particular job." (P3)*

*"Yes, because it gives you big credit in applying for a job." (P4)*

*"Yes, because I let them know that I am fit for the job." (P5)*

*"Companies required the employees to pass the NC II certification to prove that they are already equipped in the workplace." (P6)*

*"Yes, because they need employees who are more known for the job." (P7)*

Getting a National Certificate II from TESDA is a requirement of the employer in choosing an applicant to be hired. NC II proves you are ready to face what you might encounter in the industry. Cantos et al. (2018) added that the graduates now know that numerous employments anticipate them due to the request for administrations and the industry itself. Hence, such programs and preparations provide the measures and competencies required in a particular job.

The Technical Education and Skills Development Authority (TESDA) plays a vital role in reviewing and giving the National Certificate (N.C.) for Technical Vocational and Livelihood Courses to expand the opportunities for students to work after graduation (Aguilar et al., 2021). According to the survey, graduates who are now employed put their undergraduate degree knowledge and abilities to use. As a result, the graduates were aware of their competence and proficiency (Ingco et al., 2020).

## **Conclusions and Recommendation**

The qualitative multiple case study examining the Senior High School Graduates under the TECHVOC track perspectives on employability reveals significance. Based on the data gathered explains that a career path is a childhood dream and passion. Seeing ourselves fulfill our childhood dream is a long-time dream we have been dreaming of.

The employability skills produced have offered a supportive framework for reflection and self-evaluation, enabling students to identify their strengths and weaknesses and make provision for self-development and improvement. Furthermore, it should prove useful for having a positive attitude towards employers and preparation for job hiring. Having competent and experienced mentors imparted skills the graduates acquire have encouraged them to forward plan for employment and embark on decision-making processes from an early stage. In this way, they can further develop skills throughout their track. The curriculum has permitted a more holistic approach to learning and development to promote life-long learning. Whilst the reliability of self-assessment is

uncertain, it allows students greater ownership of their skills, empowering them to take control of their own development. Self-assessment is a skill that needs to be developed, but further guidance, more explicit feedback, and more practice may be needed to exploit the process fully.

This study has highlighted the importance of aligning employability with vocational courses by explicitly linking the curriculum and employability. In addition, it has identified challenges that need to be overcome if more students are to embrace the potential benefits of engaging fully with the skills as part of their development planning.

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