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Work Readiness of Industrial Arts Graduates of Technical Vocational: A Sequential Explanatory Study

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Abstract

This sequential explanatory type of research aimed to assess the work readiness of the employed graduates of the TVL track from two public secondary schools in Mabalacat, Pampanga. The focus of the assessment is on the four domains: social skills, personal attitude, organizational awareness, and technical skills. The respondents involved forty-five graduates employed from 2019 to 2022, and it revealed that the majority of the respondents are male, with ages ranging from 22-24 years old and with 0–1-year experience. The results indicated that the graduates were proficient among four components; a significant difference was found in their work readiness when grouped according to their profile; no significant difference was observed between the assessments of the employers and the graduates. A proposed intervention plan was developed to enhance the work readiness of the graduates. Part of the recommendations include continuous initiatives to improve graduates' employability and a tracer study to monitor the graduates' employment status.

Introduction

One of the promises of the K-12 Program of the Department of Education is to be job-ready after graduating from grade 12. According to the Department of Education, a student can obtain Certificates of Competency (COC) or a National Certificate Level I (NC I) after grade 10 and a National Certificate Level II (NC II) after finishing a Technical-Vocational-Livelihood track in Grade 12, provided they pass the competency-based assessment of the Technical Education and Skills Development Authority (TESDA).

The Technical-Vocational and Livelihood (TVL) Track under the K-12 Curriculum in the Philippines has significantly changed. This program aims to strengthen vocational education avenues for students who want to pursue careers in this field. In the recent study of Arnado (2023) and Mercado (2023), the competency levels of TVL teachers in different areas, such as Industrial arts, are high; however, drawbacks like teacher-subject mismatches and inadequate classroom facilities hinder the teaching and learning process, which may lead in not achieving the learning competencies. The findings of the study of Autentico & Alerta (2020) revealed the 64% job mismatch of the TVL graduates in Butuan City, Philippines, signifying the gap between education and employment outcomes, which affirms

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that the TVL Curriculum may not sufficiently equip the learners for the employment.

A study revealed a 64% job mismatch among TVL graduates, indicating a disconnect between education and employment outcomes, which underscores the need for curriculum alignment with industry demands (Autentico & Alerta, 2020). Furthermore, teachers face difficulties adapting to curricular changes, necessitating innovative instructional strategies and enhanced teacher education programs to better equip them for these challenges (Bongco & Guzman, 2022).

According to the employability and work readiness survey administered by De Guzman (2021) among Senior High School (SHS) students interviewed from 18 schools in various regions of the Philippines, 75.4 percent still plan to pursue higher education, 10% plan to get a job, 13.7 percent want to study while working, and 0.9 percent are still unsure. The data demonstrates the work unreadiness of SHS graduates, with the majority intending to pursue a degree program at a higher education institution. The SHS graduates asserted that they did not feel prepared for the workforce, that they needed more confidence when competing with college graduates, and that few businesses were willing to hire them. Only 20% of SHS graduates were evaluated in a separate study by the Philippine Institute for Development Studies (PIDS) in 2020, which found that more than 70% were still in college and only 20% had entered the workforce.

As a result of such deficiencies, Senior High School graduates' employability in a well-known and prestigious corporation, as well as their work-readiness in terms of skills, knowledge, and experience in specific fieldwork, have been called into question. In addition, several studies have been carried out to assess employability and work readiness. Each one, however, differed from the variables used. Furthermore, as observed, most of these studies were limited to descriptive analysis. They did not clarify the significant difference between the mentioned topics, particularly on populations from areas where little was known, such as the Technical Vocational (TVL) Track – Industrial Arts.

According to Angeles and Cortez (2023), in TechVoc, educators in the field of industrial arts it is required to have foundational skills by giving a platform for learning competencies and improving the ability to render and deliver skill-based training that is aligned with the standards of the industry. In the study of Balajadia, some challenges are being faced in teaching industrial arts, including the deliberation of hands-on arts education, limited resources, and fewer opportunities to apply the learning or theoretical concepts to practical activities. These hindrances affect not just the ability of the teachers to instruct but also the students' capacity to acquire experiences that would prepare them for the workplace. The learning is quite limited; hence, it must be addressed to prepare the students who are industrial graduates from public institutions. In Celarte's statement, equipping learners with relevant skills and knowledge ensures that the students are responsive to the demands of the industry. These skills include the ability to solve problems, technical skills, and knowledge to understand the standards of the industry.

In the context of work readiness, personal attitude plays an important role in various factors such as psychological, personality traits, and self-efficacy. Saraswati et al. (2022) proved that psychological capital is outlined by hope, optimism, and self-efficacy, which contribute to overall personal attitudes, highlighting the value of a positive internal state. Also, according to Griffin et al. (2021), technical skills related to the field, alongside twenty-first-century skills such as teamwork and critical thinking, play a crucial role in the work readiness of graduates. Paolini (2020) emphasizes that social-emotional learning (SEL) greatly improves work readiness by having the skills of communication, adaptability, and conflict resolution. Additionally, Schweinsberg and Garibaldis (2020) state that employers give precedence to employees who have better communication and problem-solving skills.

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Moreover, social skills in vocational education also play an important role in preparing students for occupational requirements, highlighting the components of work readiness. Another component to improve the work readiness of graduates is to strengthen the organizational management of students. In the study of Ramaditya et al. (2023), Effective talent management, knowledge management, and the establishment of learning organizations significantly contribute to improving work readiness in private universities, where a lack of investment in talent development has been linked to high unemployment rates among graduates. Thus, integrating these components into educational frameworks is essential for fostering a competent workforce.

In this context, the purpose of this study was to fill these gaps by conducting an analysis that would specifically allow for the assessment of the work readiness of the TVL – Industrial Arts Track graduates by gathering relevant information from public schools in Mabalacat City. Thus, the completion of this study would contribute to the existing literature on each of the topics covered in this study.

Work Readiness

The idea of work readiness (particularly among graduates) has grown in importance in global discourse, with organizations placing greater emphasis on this critical labor market requirement. For students in vocational schools, being work-ready is extremely important, according to Setiaji and Farliana (2020). In fact, some or all students will soon have to adjust to a higher standard of living in the workplace. Developing the workability required by specific types of jobs is, generally, the work training that should be taken into consideration (Rochmayanti et al., 2022). According to Muslim et al. (2020), work readiness is defined in two ways: (a) the state of being ready to react or respond and (b) the maturity level required to benefit from the practice. A person's level of general preparedness determines whether he/she is able to respond firmly to a particular situation (Riyanto et al., 2020). According to a study by Irwansyah et al. (2020), the law of readiness can be understood in the context that the reaction could turn reasonable if the response to the stimulus is reinforced by the readiness to act. According to this claim, students would produce more adequate results if they engaged in an activity that was supported by their knowledge, skills, attitudes, and mentality as a means of carrying out the activity properly. The following values guide the growth of readiness: All facets of development interact to create readiness, particularly the capacity for readiness (Urip & Kuat, 2021). Therefore, Putriatama et al. (2016) believed that a person's experiences affect their physiological development. Experiences have an overall impact on how each person's physical and spiritual personality functions develop. For vocational students to become competitive and successful graduates in the workforce, it is essential to develop their work readiness. Vocational training is closely related to the workplace or industry. Therefore, practical learning and training are essential to improving graduates' quality and preparing them for the working world. The reputation of work experience in assessing students' readiness for the workforce is reflected in their participation in the practicum program (Mafahir et al., 2020). They further stated that certain factors, such as industrial training, are dependent on the work-readiness of students, one of the requirements for this particular job. Additionally, to avoid obstacles, it is crucial to develop students' stability based on job requirements.

According to Magallanes (2022), the engagement of graduates affects the level of their work readiness. He highlighted that engaged students tend more to earn beneficial skills as well as attitudes that are helpful in responsibility and adaptability in a workplace setting. It also showed that engagement in extracurricular activities and responsibilities boosts the readiness of the students as they enter the professional world. A higher level of self-esteem is associated with the work readiness of the graduates. (Oblinada et al., 2023). In their article, they discussed and evaluated aspects that contribute to work readiness as they examined the psychological aspect as a determinant of their work readiness.

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Students will become more mature in their work training as a result of the experiences gained during the industrial work practices. In fact, Rochman (2021) discovered through his research that fieldwork offers valuable preparation for the working world. He clarified that in terms of work readiness, it is seen as a set of abilities and conduct necessary for employment in various professions. Soft skills, job skills, and work-readiness skills are sometimes used to refer to these abilities. Purnawan et al. (2020) also found that it is crucial to achieve the pre-determined work results in connection with the established goals. Work readiness is also influenced by emotional stability and mental maturity, which include a person's capacity for teamwork, critical thinking, taking ownership of their actions, aspiration to advance, and adaptability to the business and industrial worlds. Students' readiness for the workforce is affected by both internal and external factors. Internal factors include the students' maturity, creativity, interests, intelligence, and motivation. They also include independent science mastery. On the other hand, external factors include things like work experience, family responsibilities, tools, school resources, community responsibilities, and information about the working world (Rera et al., 2017).

According to Hasan and Pardjono (2019), graduates who are "work-ready" have logical and objective thought processes, the capacity for collaboration, critical thinking, responsibility, adaptability, and the desire to advance their careers. The mastery of academic resources and vocational training in each student also plays a role in determining a student's level of work readiness. People who have a high level of knowledge mastery will be more capable of carrying out their actions; in other words, students who have a high level of learning accomplishments are those who have a high level of work readiness.

Industrial Arts

Industrial arts skills play a crucial role in advancing sustainable development goals (SDGs) by integrating creativity, technical expertise, and ethical practices. The Arts and Crafts movement exemplifies how aesthetic values can reshape production and consumption patterns, promoting longevity through customized, culturally relevant products (Chen, 2022). Additionally, the cultural and creative industries can positively influence sustainability, although they also face challenges such as environmental threats and social inequality (PLUTALOV et al., 2024). Technical and vocational education and training (TVET) systems must adapt to these dynamics by equipping individuals with the skills necessary for sustainable practices, emphasizing the importance of a knowledge-based workforce in addressing socio-cultural, environmental, and economic considerations (Park et al., 2009). Furthermore, industrial design is pivotal in fostering a culture of sustainability, as designers are tasked with creating products that minimize environmental impact while promoting inclusivity (Demirci, 2023). Lastly, initiatives like Learning Factories in higher education highlight the significance of skill-based education in preparing a workforce capable of achieving SDGs through collaboration between academia and industry (Jing et al., 2023).

Methodology

In this chapter, the research design, respondents, research instruments, and study data collection were discussed.

Research Design

In order to acquire a comprehensive understanding of and perspective on the research topic, this research project utilized a research design that included the use of multiple methods. It is a method of conducting research that involves gathering, analyzing, and combining qualitative and quantitative research. Quantitative research can include things like experiments and surveys, while qualitative research can include things like focus groups and interviews. The sequential explanatory design is specifically used in this study (Adhikari & Timsina, 2024). In this style of mixed-method research, quantitative

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data are first gathered and analyzed, and then qualitative data are collected and analyzed. The interpretation phase of a quantitative study prioritizes quantitative data and results that discuss, analyze, or describe quantitative findings and explore unanticipated results. Because the steps are clearly separated into parts that are also simple to define and straightforward to report, this mixed-method research is simple to carry out (Cresswell, J.W., 2006). This study assesses the work readiness of the industrial arts graduates in the Division of Mabalacat City, Pampanga.

Participants

The respondents for the quantitative part of the study were 45 employed TVL-Industrial Arts graduates from two public senior high schools offering the aforementioned track in the Division of Mabalacat City, Pampanga. On the other hand, four (4) selected employers were taken as participants for the qualitative part.

Quantitative. The researcher posted the survey instrument via Google form on the Facebook platform with the following qualifications: a.) Graduate from any public senior high school in Mabalacat City, Pampanga, batch 2019-2021, b.) TVL Track – Industrial Arts graduates and c.) Currently employed and has an employer.

Qualitative. From the 45 respondents employed, the researcher concluded that most of them were employed with the following institutions: a.) Jollibee b.) McDonalds c.) Automotive d.) Call Center. The researcher administered the interview to the employers with the help of the employees by contacting them one by one. The researcher conducted a face-to-face and online interview using the Google Meet platform.

Instruments

This study adapted the instrument developed by Dr. Wendell Cabrera for his published paper entitled “Work Readiness Assessment Scale for Home Economics Graduates,” which is very much related to the study at hand. Written consent from Mr. Cabrera to use his developed survey instrument was issued at the request of the researcher. Minimal revisions were undertaken, particularly on one (1) question on the technical skills component (item number 6) of the instrument to align with the Industrial Arts skills.

Part one of the questionnaires included age, sex, employment, and related training attended. Part 2 of the said questionnaire is focused on the 60 items distributed among the four domains of work readiness.

For the qualitative phase, an interview guide was prepared. The semi-structured questions were validated by (a) Graduate School Professors and (b) language experts.

Procedure

Official communications were sought from the heads of two public senior high schools under the Division of Mabalacat, seeking approval to secure a list of TVL track graduates for the period covered and endorsement to administer the online survey fight.

Quantitative Phase. Upon issuance and receipt of the requested consent and endorsement, the researcher presented the questionnaires that will be administered to the school heads. With utmost consideration of the restrictions imposed by the government, the researcher resorted to administering the survey questionnaires online. To ensure a higher percentage of

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respondents accomplished instrument retrieval, continuous follow-up was undertaken by the researcher with the support of the school heads and other faculty members.

Qualitative Phase. The collection of needed information for the qualitative part began after the approval of the identified employers to participate in the study. Letters for the participants were prepared and personally handed by the researcher. The interview schedule was presented to them so they would know the scope of the interview. The schedule for the actual interview was agreed
based on the convenience of the interviewees.

Ethical Consideration

The study strictly followed the standards and procedures in the conduct and writing of the research manuscript. Before the data collection, the researcher thoroughly discussed the objectives of the study with the respondents. They were not forced to answer the questionnaire, and if they were not comfortable participating in the study, they could withdraw at any time. Furthermore, respondents and participants were assured of the confidentiality of the information and data that they provided.

Data Analysis

The research data was treated quantitatively and qualitatively through a sequential explanatory design.

1. Frequency Percentage was used to determine the percentage of the respondents in accordance with their demographic profile of the respondents.
2. The following statistical techniques and procedures were used to analyze and interpret the gathered data from the respondents of the study. A weighted mean was used to interpret the data gathered from the two groups of respondents. It utilized the 4-point Likert scale with the following descriptive rating:

Weighted Mean	Point Scale	Descriptive Rating	Total Score Range
3.26-4.00	4	Exemplary	46-60
2.51-3.25	3	Proficient	31-45
1.76-2.50	2	Developing	16-30
1.00-1.75	1	Needs Improvement	1-15

3. One-way analysis of Variance (ANOVA) was applied to determine if any significant difference exist in the assessment of the demographic profile of the respondents.
4. In testing the hypothesis of significant difference, the t-test was used under a normal distribution.

After the release of the results in the quantitative phase, the researcher administered the interview. Significant key points in the narratives provided by the participants interviewed were used to confirm, cross-validate, or corroborate the quantitative findings of the study.

Results and Discussion

This chapter presents, analyses, and interprets the data gathered to answer the specific problems.

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Table 1.
Demographic Profile of the participants of the study in terms of:

Age	**N**	**%**
16-18 years old	4	8.89
19-21 years old	16	35.56
22-24 years old	25	55.56
Total	45	100.00
Sex	**N**	**%**
Male	31	68.89
Female	14	31.11
Total	45	100.00
Years of working experience	**N**	**%**
0-1 year	31	68.89
2-3 years	9	20.00
4-5 years	5	11.11
Total	45	100.00
Number of trainings	**N**	**%**
0	35	77.78
1	5	11.11
2	3	6.67
3	1	2.22
4	0	0.00
5	1	2.22
Total	45	100.00

Table I shows the demographic profile of the 45 employed TVL-Industrial Arts graduates. In terms of age, the majority of the respondents are 22-24 years old, with 25 responses (55.56%) over 45. The lowest number of respondents was 16-18

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years old, with four responses (8.89%). In terms of the sex of the respondents, the majority of them were male, with 31 responses (68.89%). The lowest number of respondents was female, with only 14 responses (31.11%). In terms of years of working experience of the TVL-Industrial Arts graduate, most of them had 0-1 year of experience with 31 responses (68.89%). In terms of the number of trainings attended, the majority of the respondents had yet to gain experience, with 35 responses.

According to TESDA's 2014 report, technical vocation (tech-VOC) had reached record levels. The demand for trained professionals and the enormous growth in the number of graduates drove the number of tech-voc graduates to an all-time high. According to the Technical Education and Skills Development Authority's figures, the number of Tech-Voc graduates reached 6,281,328 from July 2010 to June 2014 during President Benigno Aquino III's administration (TESDA). Additionally, according to TESDA data, there were 21,700,308 Tech-Voc graduates in the nation between January 1986 and June 2014.

Therefore, the rise in tech-voc graduates is indeed a testament to the importance of technical-vocational education in responding to the demands of the industry. With the growing demand for skilled laborers, it has become all the more necessary. Such demand shows that these skills and experiences, beyond educational attainment, also need to be continuously practiced, especially by graduates who were not exposed to many work experiences or training, as shown among the TVL-Industrial Arts graduates surveyed herein. Tech-voc programs, like those advocated by TESDA, play an important role in bridging the gap between education outcomes and industry needs, contributing to a competitive workforce capable of meeting the requirements of a growing and dynamic labor market.

Table 2.
Assessment of the Respondents on their Work Readiness:

Component	Weighted Mean	Ranking	SD	Interpretation
Personal Attitude	3.24	1	0.54	Proficient
Technical Skills	3.03	3	0.46	Proficient
Social Skills	3.09	2	0.33	Proficient
Organizational Awareness	3.09	2	0.41	Proficient
Overall Total	3.11			Proficient

Table 2 shows the 45 responses from employee-participants. Researchers decide on four components. Personal Attitude shows a weighted mean of 3.24, Technical Skills show a weighted mean of 3.03, Social Skills show a weighted mean of 3.09, and Organizational Awareness shows a weighted mean of 3.09; overall, employee participants in their work readiness shows a weighted mean of 3.11 and a standard deviation of 0.09 implying a Proficient verbal interpretation which means that the TVL-Industrial Arts graduates are efficient to their work.

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Attitude is a crucial component of the job. The company as a whole, as well as the individual personnel, benefit from it. The effectiveness of communication, teamwork, and collaboration at work are all improved by organizations that foster positive workplace attitudes among their staff (Fallah, 2017). A positive attitude is particularly significant in a workplace environment. The team's attitude has a significant impact on the relationships and, ultimately, the performance of any workplace. The level of morale is likely to be low if, for example, employees feel that their leaders need to respect them and value them in the company. On the other hand, employees' motivation and loyalty to the company are higher when they genuinely believe that the company values, recognizes, and appreciates their contributions. Therefore, it is important that organizations and executives deliberately create positive workplace environments by encouraging positive attitudes among the workforce.

Creating a culture of positivity at work can assist employees in completing their tasks not only more quickly but also more effectively. Performance in the workplace is heavily influenced by the connections people make with coworkers and supervisors. Only when every employee has the proper attitude toward work and coworkers can the workplace be a place where good relationships can flourish. Positive energy makes work enjoyable, and as a result, employees not only enjoy what they do but also find that achieving their goals is simple. Higher motivation, increased performance, and ultimately better customer service result when the staff is content, enjoys their work, and is satisfied with their environment. The organizations benefit from a positive work environment because satisfied customers advocate the brand to their friends, which increases customer numbers, sales volumes, and profitability (Fallah, 2017).

Therefore, attitude is a very important factor in the workplace. Employees as individuals, as well as the company as a whole, benefit from it. Companies that foster positive workplace attitudes among their staff members increase the effectiveness of communications and create improved teamwork and collaboration at work. As a result, their staff members' morale has increased significantly, they experience less stress, and they are very productive. Because they are motivated and creative in carrying out their responsibilities, employees with a positive attitude experience less fatigue and stress. Stress reduction results in decreased absenteeism. A more productive organization can successfully meet its performance objectives and is consequently profitable.

This reality was confirmed by selected employers who were interviewed and who emphasized the importance of good attitudes of their employees in the workplace. Some of their narratives include:

“Discipline is important in the workplace. I can see it in my employees even if they just finished grade 12”. -E3

“Maganda ‘yung nakikita kong teamwork ng mga empleyado kase magaganda ang feedback na nakukuha namin sa mga customer. Satisfied sila sa serbisyo ng mga bata” (The teamwork of the employees is good because the feedback we get from the customers is good. They are satisfied with their services.) -E1

In addition, technical job skills, often known as hard skills, are particular aptitudes and knowledge that a person owns and uses to carry out a given task or profession. These abilities are distinct from soft skills, which instead talk about personality and character attributes. Technical expertise is crucial for a variety of reasons. They can make you more productive, more self-assured, and a more desirable candidate to employers. When applying to particular businesses, candidates with technical skills frequently exhibit greater confidence than those without them (Barone, 2022).

In the interview conducted; some employers underscored the competencies manifested by their employees in discharging their functions. They said:

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"Alam ng mga empleyado 'yung trabaho nila kaya walang nasasayang na resources" (Employees know their job so no resources are wasted). -E4

"May NC ang mga workers na galing sa TESDA. Ibig sabihin competent sila sa kanilang trabaho." (Workers are NC holders issued by TESDA. It means they are competent in their work) - E2

Success in the workplace depends on having good social skills. Social skills, also referred to as "interpersonal skills," are what we all utilize to engage and communicate with others. These abilities encompass both verbal and nonverbal communication techniques, such as body language, gestures, and eye contact (Doyle, 2021). Therefore, Social skills are important soft skills. These more individualized traits are created by interacting with others and are essential to doing so successfully. Professional hard skills are learned through school, training, or work experience. Social skills are necessary for almost all jobs. You must be able to get along with people if you operate in a team. When working with clients, you must pay close attention to their inquiries and worries. You will be expected to inspire workers if you are a manager.

Some employers interviewed agreed on the preceding statements as they averred:

"Maayos sila makisalamuha sa ibang tao lalo na sa mga customer kaya binabalikan sila" (They get along well with other people, especially customers, so they kept on availing of their services) -E2

"…magiliw sila sa mga customers" (…they are friendly with customers) –E1

"Parang magbabarkada lang sila kaya magaan sakanila ang pagtatrabaho." (They each other like a close friend that's why they make the work lighter) - E4

A person with great organizational awareness can base judgments on both concrete and intangible information more intelligently. They are aware of the decision's appetite, the people who need to be persuaded, and the reason and how. They can create a clear plan of action because they are familiar with the internal (and external) environments. Organizational awareness is the capacity to recognize influencers, networks, and dynamics within an organization and to read a group's emotional currents and power dynamics (Leto, 2018). Therefore, boosting this might aid in creating a clear plan for accomplishing tasks at the workplace.

Awareness of the employees' understanding of the organization's strategic direction is very important in seeking their commitment toward the achievement of the seen goal. Some of the employers shared some evident actions and manifestations of the employees interviewed, to wit:

"Clarifying the vision, mission, and goal of the company is part of the orientation given to newly hired employees, making them aware of their responsibilities and contributions in achieving our desired direction." - E3

"They know the dream that our business wants to reach, so they work well with us." - E2

"They always bring the company's name on their shoulder. So, they must be aware that this organization should be respected and held in high esteem." -E1.

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Table 3.
Assessment of the employer on the work readiness of their employees

Components	Weighted Mean	Ranking	SD	Verbal Interpretation
Personal Attitude	3.03	3	0.93	Proficient
Technical Skills	2.93	4	0.89	Proficient
Social Skills	3.08	2	0.88	Proficient
Organizational Awareness	3.09	1	0.87	Proficient
Overall Total	3.03		0.89	Proficient

Table 3 shows the assessment of the employers on the work readiness of their employees. Overall, the assessment of their work readiness was proficient, with a computed weighted mean of 3.03 and a standard of 0.89. Specifically, the following components of work readiness, which all received a Proficient rating, were Organizational Awareness, Social Skill, Personal Attitude, and Technical Skills, with corresponding weighted mean of 3.09, 3.08, 3.03, and 2.93, respectively. This implied that the employees were Proficient in performing their jobs as assessed by their employers.

A thorough employee performance review is a great tool for learning how the company's team members are doing at work. Employers can focus on their successes, shortcomings, and whether they achieved their goals. Evaluating employees' performance against certain criteria is important to establish a foundation for improving employees' performance in the company. Although each company's employee evaluation includes industry and job description-specific elements, some comprehensive criteria should be used to evaluate employees' performance (Ahmed, 2020).

This is very true for all organizations that aim to succeed in their operations. Employers should be able to encourage and inspire their employees to work hard and be active parts of the organization's development process. Instilling commitment in employees and promoting awareness of the organization's strategic directions is a vital concern that employers must address. This includes harnessing employees' personal attitudes and technical and social skills.
Below are some narratives of selected employers interviewed:
"Our organization has a regular performance evaluation for our employees where we identify possible or needed interventions for them to become efficient and productive at work."- E3

"Before the pandemic, we used to organize rest and recreation activities in the form of outings and team-building sessions. This aims at enhancing camaraderie among the employees and their superiors." -E1.

"Yung mga wala pang NC ay tine-train namin at pinapadala sa TESDA para sa competency assessment. Sinasagot namin ang assessment fee nila" (Those who do not have NC are trained by us and sent to TESDA for competency assessment. We cover their assessment fee) - E2

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"Alam naman nila (employees) kung ano ang goal ng company. At dahil sa kasipagan nila, lagi ko sila pinupuri at nagiging malaking motivation ito sa kanila para pagbutihin pa ang kanilang trabaho (They (employees) know what the company's goal is. And because of their hard work, I always praise them and it becomes a big motivation for them to improve their work) - E1

Table 4.

Significant difference in respondents' work readiness according to their profile.

Profile	Components	Computed F	P-value	Interpretation	Decision
Age	Personal Attitude	2.357	0.107	Not significant	Do not Reject Ho
	Technical Skills	2.274	0.115	Not significant	Do not Reject Ho
	Social Skills	3.311	0.046	Significant	Reject Ho
	Organizational Assessment	3.092	0.056	Significant	Reject Ho
		T-Value			
Sex	Personal Attitude	-1.339	0.188	Not significant	Do not Reject Ho
	Technical Skills	-.1.314	0.196	Not significant	Do not Reject Ho
	Social Skills	-1.689	0.099	Significant	Reject Ho
	Organizational Assessment	-1.761	0.085	Not significant	Do not Reject Ho
		Computed F			
Number of years of working experience	Personal Attitude	0.834	0.441	Not significant	Do not Reject Ho
	Technical Skills	1.594	0.215	Not significant	Do not Reject Ho
	Social Skills	2.237	0.119	Not significant	Do not Reject Ho
	Organizational Assessment	2.106	0.134	Not significant	Do not Reject Ho
		Computed F			
Number of trainings attended	Personal Attitude	1.508	0.218	Not significant	Do not Reject Ho
	Technical Skills	1.372	0.261	Not significant	Do not Reject Ho
	Social Skills	0.930	0.456	Not significant	Do not Reject Ho
	Organizational Assessment	0.789	0.540	Significant	Reject Ho

Table 4 reflects the test of significant differences in the assessment of the employee participants on their work readiness when grouped according to their profile.

The hypothesis of no significant difference between the assessment of the employee participants on their work readiness when grouped according to their ages, sex, number of years of working experience, and number of training attended, in terms of personal attitude was rejected with a corresponding computed p-value of 0.107, 0.188,0.441,0.218, respectively. This means that the data were not significant or the profile was similar to personal attitude.

In terms of technical skills, there was no significant difference between the assessment of the employee participants on their work readiness when grouped according to their ages, sex, number of years of working experiences, and the number of

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training attended, based on the corresponding computed p-value of 0.115, 0.196,0.215,0.261, respectively. This only means that there were similarities between the assessments of the employee participants when grouped according to their profile.

In terms of social skills, the hypothesis of no significant difference between the assessment of the employee participants on their work readiness when grouped according to their ages and sex was rejected as supported by the computed p-values of 0.046 and 0.099, respectively. This means that the data was significant or the age and sex profile of the respondents were not similar to the social skills, indicating the rejection of Ho. The hypothesis of significance difference, when grouped according to the number of years of working experience and the number of training attended, was said to be not significant, as supported by the computed p-values of 0.119 and 0.456. This means that the profile of a number of years of working experience and a number of related training were similar to the social skills.

The hypothesis of no significant difference between the assessment of the employee participants on the organizational awareness, when grouped according to age and number of training attended, was rejected as supported by the p-values of 0.056 and 0.540. This only means that the assessment of the employee participants on organizational awareness when grouped according to age and number of training sessions was different. The hypothesis of significance difference, when grouped according to sex and number of years of working, was said to be not significant as supported by the computed p-values of 0.085 and 0.0134. This means that the data of the profile of sex and number of years of working experience were similar to the social skills.

Table 5.

Significant Difference Between the Selected Employer-participants on the Work Readiness of the Employee-participants

Profile	Components	Computed F	P-value	Interpretation	Decision
Age	Personal Attitude	0.927	0.440	Not significant	Do not Reject Ho
	Technical Skills	0.555	0.598	Not significant	Do not Reject Ho
	Social Skills	0.521	0.615	Not significant	Do not Reject Ho
	Organizational Assessment	0.743	0.510	Not significant	Do not Reject Ho
		T-Value			
Sex	Personal Attitude	-2.154	0.063	Not significant	Do not Reject Ho
	Technical Skills	-3.286	0.011	Significant	Reject Ho
	Social Skills	-3.300	0.011	Significant	Reject Ho
	Organizational Assessment	-1.743	0.119	Not significant	Do not Reject Ho
		Computed F			
Number of years of working experience	Personal Attitude	3.384	0.094	Not significant	Do not Reject Ho
	Technical Skills	2.314	0.169	Not significant	Do not Reject Ho
	Social Skills	3.682	0.081	Not significant	Do not Reject Ho
	Organizational Assessment	2.634	0.140	Not significant	Do not Reject Ho
		Computed F			

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Number of trainings attended	Personal Attitude	0.594	0.641	Not significant	Do not Reject Ho
	Technical Skills	0.197	0.895	Not significant	Do not Reject Ho
	Social Skills	0.290	0.831	Not significant	Do not Reject Ho
	Organizational Assessment	0.363	0.782	Not significant	Do Reject Ho

In testing the hypothesis of no significant difference in the assessment of employer participants on the work readiness of their employees under the normal distribution, the t-test was used.

Table 5 reflects the test of significant differences in the assessment of selected employer participants on the work readiness of employee participants.

The hypothesis of no significant difference in the assessment of employer participants on the work readiness of their employees on age profile among the four components, such as technical skills, personal attitude, organizational, social skills, and organizational assessment, was accepted with the corresponding computed p-value of 0.598, 0.440, 0.510, 0.615 and, respectively. This only means that there were similarities between the assessments of the employer participant and employee-participants.

Based on the calculated p-values of 0.063 and 0.119, there was no significant difference between the employer's and employee's ratings of the gender profile on the two components (personal attitudes and organizational awareness). This means that the employer's and the employees' ratings on attitudes and organizational awareness factors were similar. Employers' and employees' ratings of gender profiles of professional and social competence were significantly different, with the same calculated p-value of 0.011. The results above meant that employer ratings differed from the employees' ratings in the professional and soft skills components.

The hypothesis of no significant difference between the assessment of the employer-participants on the work readiness of their employees on a number of years of working experience profile among the four components (technical skills, personal attitude, organizational, and social assessment) was accepted with a corresponding computed p-value of 0.094, 0.169, 0.081 and 0.140, respectively. This indicates that the assessment of the employers and the employees was similar in terms of the four components of work readiness.

There was no significant difference between the assessment of the employer and the employees on the number of related training profiles on the four components of work readiness (personal attitude, technical and social skills, and organizational awareness) with the corresponding computed p-values of 0.641, 0.895, 0.831, and 0.782. This suggests that the employers and employees rated the four components of work readiness were the same.

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Table 6.
Proposed intervention plan to enhance work readiness of graduating students

Key Result Area	Specific Objective	Program/Project/Activity
Curriculum enhancement including Instructional delivery system	To make the teaching and learning process more effective and engaging.	Include in the curriculum more sessions or activities that will develop the following skills of the students, such as technical skills, social skills, organizational awareness and personal attitude. Attend trainings and seminars related to the Industrial Arts Specialization. Development of simple yet effective training kits that can be shared to and manipulated by the students even at home in cases of asynchronous sessions.
Enhancement of Competencies through Sustained Capability Building Program	To attain high percentage rate for national competency assessment for both the teachers and students of the TVL track.	Teachers of TVL track to attend enskilling sessions or trainings in all areas covered by the track.
	To enhance the level of knowledge and competencies of the teachers.	Teachers should subject themselves to and pass the national competency assessments to serve as role models for their students. Make TESDA assessment compulsory or requirement for graduation in the TVL track. Their National Certificates can be used as key for their entry or employment to industries Attendance and completion of the TESDA prescribed Trainers Methodology Course (TM1 or TM2)
	To be certified as techvoc trainers where facilitating and delivering TVET sessions will be ensured.	Application for TESDA assessorship of the teachers. This will make their curriculum compliant with what is being assessed from their students.
Enhance Industry Immersion	To update and upgrade the knowledge and skills of the students based on the industry requirement.	Revisit and enhance the school's Industry Immersion Curriculum. Establish partnership with concerned companies and establishments for the work Immersion Program of the graduating students. Forge a

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		Memorandum of Agreement where vital responsibilities protection and benefits are of students stipulated.
Laboratory equipment, tools, supplies and materials and instructional materials used in teaching TVL-Industrial Arts	To provide the students with the necessary tools and equipment to learn and demonstrate practical skills.	Procurement by the school of the necessary resources based on the training regulations or competency standards promulgated by TESDA. Alumni and stakeholders' partnership.

Conclusion

More mature male applicants with ages ranging from 22-24 were said to be work-ready. Graduates of the TVL- Industrial Arts in the Division of Mabalacat City easily landed their jobs because of their technical skills, personal attitude, organizational awareness, and social skills. Employers found their employees efficient and reliable in performing their work. The demographic profile of the TVL track graduates was a critical factor in measuring their work readiness. The two groups of respondents both agreed that the employee's work readiness was well manifested in their technical skills, personal attitude, organizational awareness, and social skills. The proposed intervention plan could help improve the work readiness of the TVL track graduates.

Recommendations

Based on the findings of the study, the following are recommendations offered: 1.) Graduates of the TVL tracks should continuously upgrade their personal and professional well-being to become more employable. 2.) Teachers teaching the TVL Track – Industrial Arts should consider enhancing their lesson plans by adding more activities related to work readiness, such as technical skills, social skills, personal attitude, and organizational awareness. 3.) The school offering the TVL track should establish linkages with the industry to identify particular skills requirements that can be taught in the school and to forge partnerships with them in relation to the students' Immersion Program. 4.) The school should look into the demographic characteristics of their students as a basis for developing a more effective learning delivery system where they could be productive. 5.) The school may consider conducting a Tracer Study to determine the employment status of its graduates. Monitoring and feedback mechanisms on the work performance of their graduates must be enhanced to sustain positive feedback from employers. Rewards or incentives in the form of simple recognition are recommended to boost the morale of high-performing graduates further and serve as motivators or role models for the graduating students. 6.) The proposed intervention plan to improve the work readiness of TVL track graduates is recommended for consideration by the schools offering the TVL track. 7.) Further related study is recommended to future researchers at this moment to support or validate the findings of this research.

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Appendix A

SURVEY QUESTIONNAIRE

Part 1: Personal Profile

Name (Optional) : _____
Gender : _____
Age : _____
Number of years of working experience : _____
Number of trainings attended : _____

This tool is designed to help you assess your level of work readiness. Information from this self-assessment can be used as pan of a plan of work to improve your preparation for work.

Directions:

Please honestly evaluate yourself using the following parameters in the table below by choosing the applicable rating for each item using the following:

I – Needs Improvement;
2 – Developing;
3 – Proficient; and
4 – Exemplary.

Read each item carefully before answering. Evaluate yourself how prepared you are in the following situations.

Parameters	**Rating**				
	4	3	2	1	Score Item
A. Personal Attitude					
1. Arrives on time for work.					
2. Works well with superiors and co-workers					
3.View's self positively					
4.Understands own strengths and weaknesses					
5. Performs task with high motivation					
6. Accepts criticisms and suggestions					
7. Works in different tasks when asked					
8. Works beyond schedule when needed					
9. Focuses on the work assigned					
10. Gives service-oriented performance					
11. Shows self confidence					
12. Dresses appropriately based on the work					
13. Deals with customers with respect					

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14. Likes to learn new things					
15. Adapts and flexible to new situations					
Total:					
B. Technical Skills					
1. Possesses hands-on experience the work					
2. Exposes one's self to different kinds of job					
3. Soles and addresses routine problems in the work-place					
4. Follows occupational safety and health procedures.					
5. Applies skills in different situations					
6. Exhibits basic skills in the field of specialization aligned in Industrial Arts component. (Exhibiting basic skills in the specialization like table setting, cooking, washing the dishes, identifying appropriate utensils to use, tour guiding, massage therapy, dressmaking, etc.)					
7. Uses appropriate equipment, tools, dress code and tools for the specific task.					
8. Uses knowledge and information to solve workplace problems					
9. Applies knowledge in the workplace					
10. Acquires technical skills in the work immersion					
11. Understands easily abstract ideas.					
12. Writes an application letter and resume properly					
13. Understands the kind of work easily					

Appendix D (*continued*)

Parameters	**Ratings**				
	4	3	2	1	Score Item
14. Starts a work when ask to do with ease					
15. Copes with multiple tasks					
Total:					
C. Social Skills					
1. Expresses ideas and answers questions during interview with confidence					
2. Deals with customers patiently					
3. Adapts to the culture of the customers					
4. Listens and responds to customers with respect					
5. Relates positively with coworkers					
6. Manages new social situations in the work place					

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7. Learns from older employee					
8. Takes responsibility for decisions and actions					
9. Respect authorities					
10. Welcomes new opportunities					
11. Shares ideas to others					
12. Works in group					
13. Approaches people openly					
14. Communicates ideas without being aggressive					
15. Applies service-oriented approach					
Total					
D. Organizational Awareness					
1. Knows and understands the policies, standards and procedures in the work place					
2. Understands the different processes in the service industry.					
3. Integrates beliefs and values of the service industry into the personal culture.					
4. Accepts feedbacks from the authorities.					
5. Follows SOPS of the company.					
6. Integrates personal objectives with organizational goals.					
7. Maintains professional growth and development.					
8. Exposes one's self to the goals of the company or industry.					
9. Knows and follows the dress code.					
10. Aims for Quality service in working.					
11. Experience's exposure to different industries					

Appendix D (*continued*)

Parameters	Ratings				
	4	3	2	1	Score Item
12. Understands work expectations and duties.					
13. Complies with set standards and policies.					
14. Demonstrates understanding of workplace culture.					
15. Helps in the improvement of the company.					
Total					