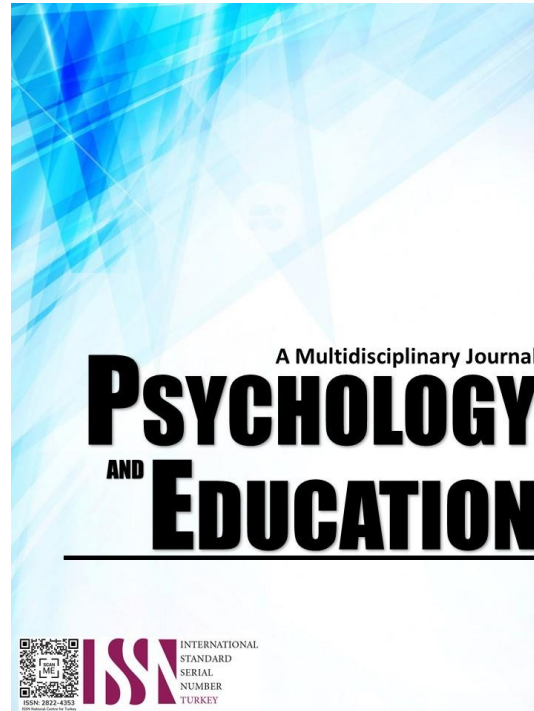


**GRADUATES OF THE K-12 CURRICULUM UNDER
TVL STRANDS IN THE DIVISION
OF MASBATE CITY**



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Graduates of the K-12 Curriculum Under TVL Strands in the Division of Masbate City

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Abstract

The curriculum outcome of the TVL track equips the graduates with job-ready skills that are essential as they join the workforce. This study was conducted to determine the jobs that the graduates landed to, its relevance to the TVL strands, the sufficiency of their remuneration and job fulfillment, and the future opportunities that the graduates from academic year 2017-2018 in the Division of Masbate City look forward to. Two (2) graduates per TVL strand, completing the twenty (20) respondents were purposively chosen. This study revealed that respondents are employed in different types of job. Majority of the respondents' jobs are irrelevant to the TVL strands however, the said irrelevance do not directly affect the status of their job fulfillment. Most of the compensation that they receive are fairly sufficient. All of the respondents claimed that they desire to change their present employment with other sustainable livelihood opportunities.

Keywords: *k-12 graduates, TVL graduates, k-12 job opportunities*

Introduction

The Philippine educational system underwent several amendments over the years adapting the changing needs of the learners. The K-12 Curriculum is designed to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship [Psychological Association of the Philippines (CHED)]. In the year 2011, the implementation of the said curriculum started and the country harvested the first graduates of the senior high school program - academic year: 2017-2018.

K-12 graduates, therefore acquired various skills and attitudes that are flexible and relevant enough to create an innovation that will meet the demands of today's society. Relying on the concept that TVL tracks provides the combination of knowledge, practical and social skills, this will pave a way on self-sufficiency. Technical-Vocational trainings are accessible opportunities for individual sustainability which will mark an economically productive community, and eventually, the country.

According to the Department of Labor and Employment, statistics show that as of April 2018, the unemployment rate rose from 4.0% to 4.9% compared to the previous year. The Philippine Statistics Authority also recorded that unemployed persons aged 15 years old and over reached 4,147 in number. Relatively, 39.9% of which are junior high school graduates while 3.4% are senior high school graduates.

One of the concerns are the rate of unemployment upon completing secondary school. In this regard, DepEd created a Technical Vocational unit in the Bureau of Secondary Education to intensify the TVL track. The said track claimed that acquisition of the skills and training lead to better livelihood. There are various strands offered under TVL tracks namely; Industrial Arts, Agri-fishery Arts, Home Economics and Information-Communication Technology. These strands offer different specializations that will help learners to advance in the field of livelihood projects, immediate job and/or entrepreneurship. The department of education claims that with the TVL track, graduates will be armed with skills if they pursue relative courses and will have better credentials which will aid them to be easily accommodated if they decided on joining the workforce.

In the Division of Masbate City, the TVL strands offered are: Cookery, Wellness Massage, Computer System Services (CSS), Automotive, Fish Food Processing, Horticulture, SMAW, Dressmaking, and Food and Beverage Services (FBS). This study is conducted to provide information on the status of K-12 graduates under Technical-Vocational Livelihood track. The researcher further aims to present the challenges faced by the graduates in the labor market along education-job mismatch, remuneration and job fulfillment.

Research Questions

This study focused on the K-12 graduates under TVL strands in Masbate City Division. In this regard, it answers the following questions:

1. What jobs have the graduates of the TVL track



landed to?

2. Is the job they are currently in service to relevant to their chosen TVL strands?
3. What is the level of satisfaction of the graduates in terms of sufficiency of remuneration and job fulfillment?
4. What other job opportunities that they look forward to?

Literature Review

Daloz (1990), emphasizes the need for educators in all disciplines to align course content and curriculum with the larger context of learners' lives and the global issues that challenge them. These issues include: technological change, nuclear threat, geopolitical shifts, over-population, spiritual longing and environmental degradation. He also asserts that part of education should help learners to empower themselves and to take an active part in improving the world. A hard work is essential to make connections between the everyday details of the learners' lives and the broader world in those details that will make a significant difference. In a technical and vocational setting, dealing with global issues would help to broaden and enhance the learner's experience.

The early prioritization of TVET was criticized on a number of grounds. Some pointed to the vocational school fallacy (Foster, 1965). Based on studies in the Gold Coast in Ghana, Foster questioned the link between the vocationalization of education and the needs of the labor market. He argued that the academic/vocational divide created under colonialism remained intact in the post-independence period, and that academic qualifications were perceived to lead to more and better opportunities in the labor market. There was a misconnection between the needs dictated by labor force planning and the realities of the world of work.

Bank also began to question the cost-effectiveness of vocational education and the rate of return to investments in TVET (Psacharopoulos, 1991; Psacharopoulos and Woodhall, 1985). It was argued that unless the policy environment for TVET was reformed, further investment would be an inefficient use of scarce resources. It was argued that investment in basic education provided a much higher rate of return than did investment in secondary (including vocational) and post-basic education, and this shift in emphasis provided an economic rationale for emphasizing primary education in the Millennium Development Goals as a consequence of these

criticisms funding for TVET dried up, with TVET now accounting for just 8 to 9 percent of World Bank educational spending (Maclean, 2011).

Republic Act (R.A.) 10533, Enhance Basic Education Act, commonly known as K-12 curriculum, commenced its implementation last 2011. This act declares the policy which states that every graduate of basic education shall be empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one's self.

In accordance to R.A. 9155, the Department of Education shall establish, maintain, and support a complete, adequate, and integrated system of basic education relevant to the needs of the people and society. It is one of the main objectives of the department to provide an education that will promote quality education. Quality, therefore, entails meeting the needs of the society and to be able to meet the desired ends, TVL tracks was given a substantial focus. This track will pave the way for an ever brighter future for young Filipinos by equipping them with learning that is not congested and seemingly up to international standards.

Congressional Commission on Education (EDCOM) of 1991 assessed the Philippine Education and found out to that it is irrelevant, and insignificant to the social and individual needs. As a result, the Department of Education listed in the K-12 basic education curriculum framework the needs of national & global community. Cited points are poverty reduction and human development; Strengthening the moral fiber of the Filipino people; Development of a strong sense of nationalism; Development of productive citizens who contribute to the building of a progressive, just, and humane society; Ensuring environmental sustainability; and Global partnership for development.

To better ensure sustainability and poverty reduction, the department increased focus on vocational education. The re-introduction of vocational and technical education in high schools was imposed, which has been designed to give Filipino students practical skills to gain employment after graduation – a key component in tackling the high youth



unemployment rate in the Philippines.

Although traditional applied technical education is still offered, more holistic educational programs emphasizing emotional intelligence and personal development are assuming greater importance (Goleman and Cherniss, 2001; Taylor, Marieneau and Fiddler, 2000; Spence, 1999). Blending or integrating different perspectives of learning can enhance and enrich education in diverse trade and skill areas, such as welding, refrigeration, carpentry, auto body repair, costume design, computer software application, cosmetology and aircraft maintenance.

The changes culminate in new demands on future employees and also find expression in conceptions of vocational education; the vocational school has the responsibility to develop vocational flexibility for coping with the changing demands of the world of work and society (cf. KMK 2000). According to Wilsdorf, in this context not only the content of learning is important, but also the way it is learnt (Wilsdorf 1991). Therefore, the vocational school has not only the responsibility to teach vocational and general learning contents, but also to enable the learner to think and act independently and responsibly considering the demands of the vocational education. The insight that the modern world of work requires the entire personality already found expression in the pedagogy decades ago.

Mupinga (2015) said that we are in a position today to explain that we need two changes of paradigm in order to match the requirements needed for coping in tomorrow's world of work. This world is described by the formula of Industry 4.0. Firstly, we need to abandon the concept that young people have to first proceed with their general development before they should engage in vocational development. These two developmental processes actually occur side by side and not in consecutive order. Consequently, because of following this misconception, the care for early vocational development has so far been neglected and should become emphasized. Secondly, we need to understand that narrow skills will no longer be sufficient for successful performance at the place of work. Instead we have to be in command of broad competences which convey the ability of coping with increasing complexity and rapid advance at the place of work.

According to Jabbari (2015) Education is not merely provision of information from trainer to learner, but the point is that this person requires practical educations for some of its tasks. By considering

industrialization of manufacturing processes, economic development cannot happen without considering the Technical and vocational education and training (TVET). Since the work force in the current period without technical capacities and skills can hardly play its role efficiently. Thus, by taking into account the importance of such educations, the current research is conducted in order to detect the technical and vocational educational courses required by dairy production and edible oil production industries. Keeping in mind that these necessary amendments can also be drawn by changing from the focus on static to dynamic processes.

TESDA Secretary Joel Villanueva said, "Technical vocational education and training (TVET) will play a central role in the new education model that prepares students for tertiary education, middle-skills development, employment and entrepreneurship." Courses include automotive servicing, horticulture, welding, consumer electronics, dressmaking or tailoring, carpentry, food processing and beauty care. With such a strong focus on promoting technical-vocational education, foreign providers who are looking to work in the Philippines might want to consider how they can contribute to this development.

The need for globally competent workers in today's diverse and globally connected workplace cannot be overemphasized. Nowadays, most employers for both large and small organizations consider themselves as international or global companies. These organizations seek employees who can function in a global workplace, that is, employees who possess global competencies. Today's employers want new hires to have technical knowledge related to the job, but that's not nearly as important as good teamwork, decision-making, communication skills, and the ability to plan and prioritize work (Adams, 2014). Therefore, global competencies such as knowledge about the world--its cultures, languages, and how its economic, environmental and social systems work (Jackson, 2010) -- are essential. In addition to innovative and creative skills, employees should be able to use information and communication technologies appropriately to access, manage, integrate, evaluate, and create information (<http://www.p21.org/>). Since technical and vocational education and training (TVET) programs supply employees directly into the workplace, it behooves us to ask how TVET is responding to the needs of global economies.

Naelga and Blane (2017) conducted a study in the division of Misamis Oriental on the efforts made in the preparation for the full implementation of the Senior

high School in the year 2016. Critical to the success of the grade 11 to 12 implementation is the identification of the technical-vocational track from among the four tracks that can be offered for senior high school. They determined the strands from the identified top three specializations; they also partnered with the Public Employment Service office (PESO) to identify the type of industries that could be partners of SHS during student-work immersion.

Sarmiento and Orale (2016) reviewed the literature on the basic education curriculum, specifically the senior high school (SHS) of the Philippines, Japan, and USA. The results of the review show that the SHS curriculum is intended to prepare students to enter into college/university or to work in the industry or be an entrepreneur. The Philippines has a clearer model with at least 4 tracks and at least 10 strands. Japan has two tracks in academics and tech-voc while US basic education varies from state to state. Abarro (2016) studied the factors affecting career track and strand choices of students in the division of Antipolo and Rizal, Philippines. Findings showed that most of the grade 9 students selected career tracks and strands are ABM, and TVL.

Methodology

Research Designs

Qualitative and Quantitative methods were employed in this study. Qualitative research is a type of social science research that collect and works with non-numerical data and that seeks to interpret its meaning. It helps us understand social life through study of targeted population or practice (Crossman, 2018) Quantitative research, on the other hand, focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. (Calderon and Gonzales, 1993) The data gathered was utilized to identify the relevance of the graduates' employment to their taken strands and to determine the level of satisfaction of the respondents in terms of remuneration and job fulfillment.

Participants

Two (2) graduates per strand were purposively chosen to be interviewed. Purposive sampling technique is the deliberate choice of a participant due to the qualities that the participant possesses. The subjects/respondents consist of the K-12 graduates with TVL strands, Academic Year 2017-2018, public secondary schools in the division of Masbate city.

Table 1. *Respondents*

<i>TVL strands</i>	<i>Number of Graduates</i>	<i>Number of Respondents</i>
1. Cookery	16	2
2. SMAW	36	2
3. Automotive Servicing	15	2
4. Computer Servicing	12	1
5. Horticulture	32	4
6. Fish Food Processing	42	2
7. Wellness Massage	4	2
8. Food and Beverage Services		3
9. Dressmaking	9	2
Total	126	20

Research Instruments

The study used a survey/interview questionnaire (Appendix A). The questionnaire was divided into 4 sections. The first section elicited their demographic information, the second part is a checklist which focused on the TVL strand taken under senior high school, the third portion presented their acquired TESDA certification/s and the last section dealt on their present field or career status.

Data Gathering Procedure

The researcher interviewed the graduates. Business and office visitations were done during the process.

Statistical tool

Nonparametric procedures—based on the rank, and measure of central tendency was used for analyzing these data, as are distribution-free methods such as tabulations, frequencies and percentage.

Results

The results of the study on the Graduates of K-12 Curriculum under TVL strands in the Division of Masbate City are tackled in this chapter. The data gathered from the conduct of the interview are presented, analyzed, and interpreted herein. The themes identified along with the data include: (a)

status of the graduates' employment, (b) job relevance to their chosen TVL strand, (c) level of satisfaction with remuneration, (d) job fulfilment, and (e) future job opportunities.

Table 2.A. Status of the Graduates' Employment

Graduates	Current Work
1. Graduate – DM1	Saleslady
2. Graduate – FFP1	Fast food chain – Crew
3. Graduate – H1	Fast food chain – Crew
4. Graduate - SMAW1	Store Bagger
5. Graduate - H2	Therapist, Skin and Nail Technician, Masseuse
6. Graduate - DM2	Saleslady
7. Graduate - AS1	Boy Helper
8. Graduate - AS2	Non-uniformed security guard
9. Graduate – FFP2	Fast Food Chain- crew
10. Graduate - C1	Sales Representative
11. Graduate – C2	Sales lady
12. Graduate – CS2	Sales lady
13. Graduate – H3	Fast food chain crew
14. Graduate – H4	Fast food chain crew
15. Graduate - SMAW2	Welding Shop Helper
16. Graduate - CS1	Encoder
17. Graduate - WM1	Therapist, Masseuse
18. Graduate - WM2	Therapist, Masseuse
19. Graduate - FBS1	Waiter
20. Graduate – FBS2	Bar Attendant

Table 2.A shows that the respondents are employed in various jobs within Masbate City. There is a larger number among the graduates whose work are in line with sales, fast food companies and skin clinics. Twenty five percent (25%) of the respondents are sales attendant in different enterprises, another 25% are crews in fast food chains and 15% are trained therapists, skin and nail technicians in the skin clinics which are in rage nowadays. Noticeably, their occupation are the prevalent establishments that ventures in the city. Most of them stated that these workplaces are the easiest to enterprise to apply and get accepted.

Table 2.B. Present Employment Status of K-12 TVL Graduates

Employment status	F	Percentage
A. Self- Employed	1	5 %
B. Employed		
1. Regular	6	30 %
2. Temporary	10	50 %
3. Contractual	3	15 %
Total	20	100 %

The table shows that among the graduates only one (1) out of twenty (20) respondents pursued self-employment while the others are employed under different classification. Under the Labor code of the Philippines, employees can enjoy the application of their rights depending upon the status of employment. One of them is self-employed however, she was also an employee once but decided to practice her skills on her own terms after acquiring costumers.

“Now, I do home service because I have few clients, I can attend about two (2) to three (3) clients per day and every session costs at most 350 pesos. I have more earnings compared to what I received from my previous job.” (Graduate – WM1)

However, some of them like being employed due to the benefits they will receive from their contribution to various insurance companies.

“There are several deductions from PHILHEALTH, SSS, and PAG-IBIG but it is fine because it'll be mine one day.” (Graduate-FFP2)

Their employment status were anchored on the discretion of their employers. Some opt to see their work performance prior to the regularization of their employment status. On the basis of contractualization, it involves companies giving workers temporary employment that last them less than six months and then terminating their employment thereafter. One of the graduates wanted to stay at her work for a longer period but her contract will only last for six (6) months.



“If only I could stay for more working days, I could have gained more experience for my secretarial abilities and practice more of my computer skills. I will also enjoy my salary more” (Graduate-CS1)

Relevance of their job to the TVL strands

Table 3.A. Job Relevance to TVL Strands

	F	Percentage
A. Not Relevant	14	70 %
B. Highly Relevant	6	30 %
Total	20	100 %

Job matching has one of the most important challenge of productivity. The mismatch is a situation of lack of equilibrium or imbalances between the characteristics of employees, like level or type of education (knowledge), domain (field) or competences (or skills) that does not fit to workplace requirements and responsibilities. (Velciu, M. 2017). The table is an outward indication of how the graduates’ TVL strands played a role in their current employment. There is a prevalent irrelevance in terms of the type of their skills acquired from their strands and their present work.

The researcher recounts the relevance of their present employment to their undergraduate education on table 3.B.

Thirty percent (30%) of the respondents’ present work is highly relevant while 70% of it is not relevant.

Seemingly, their acquired senior high school skills were not utilized nor developed within their present labor market. There were several factors that affect the relevance for the new entrants to the world of work. The researcher asked if the abovementioned respondents whose job is not suitable to their TVL strands sought a job that will maximize their full potential and some of them gave personal answers such as:

“I have worked with the catering services since I have a background with cookery, but it didn’t work for me. I thought I’d help with the menus but they let me lift and

carry heavy objects as well, so I quit.” (Graduate-C1)
 “I’ve been in tailoring before, but I resigned because of the working environment.” (Graduate-DM2)
 “I have a working experience in welding, we were also trained about welding during our senior high school years however, I only receive a meager salary. I decided it is better to be a “boy”, besides it’s the same heavy work.” (Graduate-AS1)

Table 3.B

Graduates	TVL Strands	Current Work
A. Not Relevant		
1. Graduate – DM1	Dressmaking	Saleslady
2. Graduate – FFP1	Fish food Processing	Fast food chain – Crew
3. Graduate – H1	Horticulture	Fast food chain – Crew
4. Graduate-SMAW1	SMAW	Store Bagger
5. Graduate-H2	Horticulture	Therapist, Skin and Nail Technician, Masseuse
6. Graduate-DM2	Tailoring/Dressmaking	Saleslady
7. Graduate-AS1	Automotive Servicing	Boy Helper
8. Graduate-AS2	Automotive Servicing	Non-uniformed security guard
9. Graduate – FFP2	Fish Food Processing	Fast Food Chain-crew
10. Graduate-C1	Cookery	Sales Representative
11. Graduate – C2	Cookery	Sales lady
12. Graduate – CS2	Computer Servicing	Sales lady
13. Graduate – H3	Horticulture	Fast food chain crew
14. Graduate – H4	Horticulture	Fast food chain crew
B. Highly Relevant		
1. Graduate-SMAW2	SMAW	Welding Shop Helper
2. Graduate-CS1	Computer Servicing	Encoder
3. Graduate - WM1	Wellness Massage	Therapist, Masseuse
4. Graduate - WM2	Wellness Massage	Therapist, Masseuse
5. Graduate - FBS1	Food and Beverages	Waiter
6. Graduate – FBS2	Food and Beverages	Bar Attendant

There are jobs that may encourage them to fully engage in their crafts. K-12 ensures that education and workforce function together. Job mismatch comes along due to some inevitable factors. The researcher identified two of its kind: availability. Availability of offered senior high school tracks and availability of job opportunities. The former speaks of the schools that are situated on the rural areas. Most of them is only offering one (1) track and the said track depends



on the prevalent lifestyle of the residents. The graduates then, were left with no choice but to embrace whatever track or strand is available. Questions like, “Why did you choose horticulture as your SHS track?” and the common answer was,

“Aside from GAS, it is only what the school offers. We can’t afford to study in the city, so we grow with what is available.” (Graduate-H1)

The latter is an outward indication of the cyclical unemployment issue – unavailability of job opportunities for their skills. With less consideration of their undergraduate training, they apply for the job that has a larger number of new entrants’ hiring and higher possibility of acceptance.

“They’re hiring a saleslady so I applied for it. I just have to perform in this job even though it’s not table 2.2 what I was trained for.” (Graduate-DM2)
“Whatever job is available, I applied for it.” (Graduate-H2)

Some of them somehow didn’t feel the sense of pride after graduating contrary to the claim of the K-12 curriculum. According to the Department of Education, graduates of the said curriculum will be equipped to join the workforce right away. However, 78.57% of the respondents said that they are in service to their current job because they are just mere high school graduates.

“I did not finish my studies, so I don’t think I can get the job I wanted. Although it’s fine as long as I am employed.” (Graduate-FFP2)

TVL Track senior high students will also have the opportunity to gain actual hands-on experience through school-industry partnerships for technical-vocational courses. The researcher further investigates from the Local Department of Labor and Employment (DOLE) specifically with Local Government Unit - Public Employment Service Office (PESO) in line with the job availability within the city and their basic qualifications. This was done to further recount if the TVL strands who offer technical skills, work immersions and livelihood programs also have doors as their counterpart for the jobs that they should be into after finishing their senior high school program. The data is consolidated from February, 2018 to January, 2019. (Appendix D)

The table depicts that among the job vacancies within Masbate City, only four jobs are open for the application of the high school graduates, these are

Motorcycle mechanic, Facial and/or massage therapist, Sales and/or stock Clerk and fast food chain crew. In the light of the job relevance of the respondents, only three (3) vacancies are in line under TVL track namely automotive servicing and Therapist.

This study is also a manifestation that there is a high percentage of mismatch between the undergraduate training and the available job.

Furthermore, their National certificate for various competencies were generally not utilized in their current employment since most of the jobs are not relevant to their TVL strands.

Level of satisfaction with remuneration

Table 4.A. Sufficiency of Remuneration

	F	Percentage
A. Sufficient	2	10 %
B. Moderately Sufficient	6	30 %
C. Fairly Sufficient	10	50 %
D. Insufficient	2	10 %
Total	20	100 %

In this part of the interview, the question was directed to the sufficiency of the salary, profit, or honorarium that they are receiving on various bases. There is a noticeable difference on the way the graduates personally justify their satisfaction in terms of their salary.

Every respondent shared a light of their individual reality to back up how they give their own definition of sufficient. The researcher themed their satisfaction into basic needs, Family support and obligation, and personal demands. One of the respondents deliberately admitted that what she is receiving is meagerly sufficient.

“Honestly One hundred eighty (180) pesos daily is not enough not only for me, but for my family. If we were to compute my daily expenses, my salary is so small to be called a salary.” (Graduate-DM1)

She also said that her salary goes directly to her mother. Since she receives meager salary, she often



ask for advance payment for the service she will render.

Majority of the respondents describe their salary as “okay lang” (*Just okay*). They further discussed that their monthly salary can be congested on a budget.

“If I were to enjoy my salary it should be enough however, I have to wire money to my parents.” (Graduate-FFP1)

“I have to give way for my older sister who’s studying in college. That’s where most of my salary is allocated to.” (Graduate-C1)

“I already have a child, Ma’am. That’s why my five thousand pesos per month is enough for my baby’s needs.” (Graduate-AS2)

For those who works on the fast food chain, their salary depends on their working hours. They rely more on their hard work and perseverance.

“I receive thirty-eight pesos (Php 38.00). It will be enough if I work for longer hours. I often submit to overtime works so I could increase the amount on my payroll.” (Graduate-FFP2)

“Sometimes I receive more than 3,800 pesos monthly. It meets my needs but I want to continue studying though I’m working. I adjust my duty to get higher compensation so I could enroll in college next semester.” (Graduate-H1)

One of the respondents who answered that her salary is substantially sufficient because she can buy not just their daily must-haves but also their personal necessities. Working in a government agency made her acquire a higher rate as compared to other graduates.

“I receive four thousand (Php 4,000) pesos every 15 days. It’s more than enough for me and I can help my family with it.”(Graduate-CS1)

Generally, the respondents are satisfied with their compensation as long as it meets their daily needs.

Job Fulfilment

In reality, the knowledge, skills, and capacities required by specific jobs can be divergent from the human resources in the given workforce, and these differences are called job mismatch. Specifically, the job mismatch research can be classified into education mismatch, skill mismatch, and subject mismatch. Education mismatch is the level of discrepancy between the educational attainment of an actual

worker and that of the job requirement, which can lead to over education or under-education in that educational attainment is estimated as an objective indicator called academic background. (Si-Jeoung and Sang, 2018)

Table 4.B. Job Fulfilment

	F	Percentage
A. Unfulfilled	1	5 %
B. Barely Fulfilled	6	30 %
C. Moderately Fulfilled	12	60 %
D. Extremely Fulfilled	1	5 %
Total	20	100 %

The said study concluded that education mismatch has a significant role in job satisfaction. Whereas in this study, 60 % of the respondents were fulfilled with their jobs. Their fulfillment however, was based on various factors such as service, salary, and nature of work. Some said that they are satisfied due to the compensation that they are expecting to receive at the end of the month and otherwise. Others were fulfilled with the course of action that transpires in their work environment. And some are satisfied with their work through the manner of serving their clients and the relationship they built within the corners of their workplace.

Future Opportunities

Complacency is not an issue with the respondents. 100% of them eagerly claimed that they allot full consideration relative to the alteration of their present employment.

Table 5.A shows that most of the graduates’ aspired career do not match their TVL strands. While sixty percent (60%) of the graduates claimed their fulfillment, they still envision a job that will lead them to a more sustainable future. Most of the opportunities that the respondents wish to pursue requires them to continue their tertiary education.



Table 5.A. *Future Opportunities*

<i>Name of Graduates</i>	<i>TVL Strands</i>	<i>Aspired Career</i>
1. Graduate – DM1	Dressmaking	Undecided
2. Graduate – FFP1	Fish food Processing	Undecided
3. Graduate – H1	Horticulture	Police Officer
4. Graduate-SMAW1	SMAW	Printing Shop Owner
5. Graduate-H2	Horticulture	Chef
6. Graduate-DM2	Tailoring/Dressmaking	Police Officer
7. Graduate-AS1	Automotive Servicing	Welder
8. Graduate-AS2	Automotive Servicing	Police Officer
9. Graduate – FFP2	Fish Food Processing	Hotel and Restaurant Receptionist
10. Graduate-C1	Cookery	Undecided
11. Graduate – C2	Cookery	Teacher
12. Graduate – CS2	Computer Servicing	Teacher
13. Graduate – H3	Horticulture	Bank Teller
14. Graduate – H4	Horticulture	Accountant
15. Graduate-SMAW2	SMAW	Police Officer
16. Graduate-CS1	Computer Servicing	Bookkeeper
17. Graduate - WM1	Wellness Massage	Teacher
18. Graduate - WM2	Wellness Massage	Bank Teller
19. Graduate - FBS1	Food and Beverages	Baker
20. Graduate – FBS2	Food and Beverages	Restaurant Owner

Table 5.B

<i>Aspired Career</i>	<i>F</i>	<i>Percentage</i>
1. Police Officer	4	20 %
2. Teacher	3	15 %
3. Bank Teller	2	10 %
4. Baker	1	5 %
5. Bookkeeper	1	5 %
6. Accountant	1	5 %
7. Hotel and Restaurant Receptionist	1	5 %
8. Printing shop Owner	1	5 %
9. Restaurant Owner	1	5 %
10. Welder	1	5 %
11. Chef	1	5 %
12. Undecided	3	15 %
Total	20	100 %

Table 5.B manifests that 20% of the respondents' desired future job is to become a police officer, while

15% wanted to become future teachers. Two out of the 20 respondents prefer to create and manage their own business venture. Three (3) out of twenty (20) or 15 % of the respondents stated that while they desire to change their job, they still don't have a clear direction on the path they wish to take. However, they hope to at least receive the minimum wage which is far from what they enjoy in the present moment.

Discussion

The study shows that respondents are under various status of employment rather than inclined to entrepreneurship nor self-employment. Their works are in lined with the in demand business and industry within Masbate City. Moreover, majority of the respondents' jobs are irrelevant to the TVL strands they took on their Senior High School period. Most of the respondents receive fair and moderately sufficient remuneration.

The job fulfillment of the respondents are dependent on their personal point of view on service, and work environment. Mismatch on their education and employment do not directly affect their job satisfaction. While majority claimed job fulfillment, the whole population of the respondents claimed the desire to change their present employment. However, their TVL strands do not serve as a springboard to the careers they aspire to have in the future. The study appeals to address some particular entities that the researcher offers to improve further the graduates' status of employment and to create a work-environment tailor-fitted to their skills and trainings. Labor sectors and some partner agencies of the Department of Education may consider providing more work opportunities to the senior high school graduates who wished to join the workforce. Surveys may be conducted in the field to determine if the contextualized tracks offered in the Senior High School program is parallel to the available jobs in the labor market to avoid the cyclical issue of education-employment mismatch.

The Department of Education may consider catering more TVL strands and other academic tracks in every school that offers a Senior High School program to create a pool of alternatives that the senior entrants may choose from. Employers are encouraged to review their pay. Compensations to be earned by senior high school graduates should be enough to pronounce self-sufficiency and allow external provisions. While job fulfillment is dependent on various factors, the labor sectors should provide a conducive work environment

to help the graduates realize their full potential. Future researchers may carry out in-depth investigations on a larger population of graduates. A graduates-tracer may be further conducted to provide a thorough study on the status of the K-12 graduates under TVL strands and other contextualized tracks offered in the senior high school program.

Conclusion

The respondents under TVL tracks are mostly under various status of employment rather than inclined to entrepreneurship nor self-employment. Majority of the graduates' jobs are not relevant to their chosen TVL strands. 3.50% of the respondents receive fairly sufficient remuneration and 60% are moderately fulfilled with their jobs. Their fulfillment in both aspects are dependent on the graduates' individual reality and personality. 4. Aside from the graduates' current employment, there are several job opportunities that they look forward to namely: Chef, Police officer, Hotel and Restaurant Receptionist, Bookkeeper, Bank teller, and Teacher. This study supports the claim of the Department of Education that graduates of the K-12 curriculum are life and job ready. However, their training during work immersions and technical skills were not fully utilized on their present employment due to the existing challenge of the relevance between job availability and the TVL strands offered within the Division of Masbate City. There is a prevalent mismatch between education and employment.

Furthermore, the theory of sustainable development was not adhered to due to the compensation received by the graduates which was described as either just acceptable, or worse scarce. However, with the concept of human capital theory, it invests mainly on the capability of the individual to acquire and eventually implement their knowledge and skills in a wider scope of reality. Relative to that, the graduates' enthusiasm to learn more even after making money on their own is a manifestation of an ongoing and lifelong learning. They were also appreciative in performing their duties and responsibilities well provided the circumstances of job and education mismatch. They construct their own learning in the environment they are presently into however different it may be from what they practically studied during their senior high school years. K-12 curriculum enables them to acquire social skills that were very functional in facing the world of the labor market, indeed job ready.

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