SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 6 | June 2025 - Peer Reviewed Journal

FROM GRADUATION TO OCCUPATION: A STUDY ON JOB SATISFACTIONAND EMPLOYMENT EXPERIENCES OF TVL-HE SENIOR HIGH SCHOOL GRADUATES WITH NC II CERTIFICATION

Jannivette A. Mamuyac[1], Jakielou R. Amarillo[2], Evangeline H. Castro Phd[3]

Article DOI: https://doi.org/10.36713/epra22286
DOI No: 10.36713/epra22286

ABSTRACT

This study intends to evaluate the employability, job satisfaction, and employment experiences of TVL-Home Economics (HE) graduates with NC II certification from Solano High School. Graduates of the TVL track, especially those specializing in Home Economics (HE) and possessing National Certificate II (NC II) credentials, are expected to be well-prepared for the workforce. The assessment seeks to provide data for better workforce preparation and matching the curriculum with employer needs. Though more thorough studies on TVL employability exist, research deficiency results from the lack of specific information on how the economic environment of Solano, employer requirements, and the quality of TVL-HE training affect the employment prospects of these graduates. The main goal of the research is to examine the demographic profile and job status. The main goal of the study is to examine the demographic profile, employment status, job satisfaction elements, employment concerns, job alignment with NC II certification, and job security of these graduates. Data were compiled from a self-administered survey form and examined using both thematic and descriptive approaches. According to a study, TVL-HE graduates from Solano High School with NC II certification are mostly young, female, and recent completers; 37.5% of them pursue additional study and have a high 25% unemployment rate. Although some graduates land employment, the travel sector is not very strong. Job satisfaction is high; scores in professional development, job activities, and interpersonal relationships are great. Lack of additional certificates, underemployment, and a need for better career advice and curriculum alignment are drawbacks, though. While TVL-Home Economics graduates from Solano High School with NC II certification show strong interpersonal skills and high job satisfaction, the findings of this study point to a difference between their training and the local labor market demands, shown by a significant unemployment rate of 25% and prevalent underemployment. By addressing these gaps, graduates' employability might increase, and they might be more prepared to satisfy employers, thus enhancing the local workforce.

KEYWORDS: *TVL-Home Economics (HE), NC II certification, Employability, Job satisfaction, Underemployment*

INTRODUCTION

Graduates of the Technical-Vocational-Livelihood (TVL) track, particularly those specializing in Home Economics (HE) and holding National Certificate II (NC II) credentials, are expected to be well-prepared for the workforce. These credentials certify their competencies and, theoretically, increase their employability. Solano High School, as one of the institutions offering the TVL-HE program, aims to produce work-ready graduates capable of contributing meaningfully to both local and national labor markets. However, questions remain regarding the true employability of these graduates and the factors influencing their job opportunities and career trajectories, issues that warrant thorough investigation.

In recent years, the demand for skilled workers in the service, hospitality, and food industries, sectors closely aligned with TVL-HE competencies, has steadily increased. Government initiatives, including TESDA certification programs and partnerships with the private sector, have been implemented to improve the employability of TVL graduates (Sanchez, 2023). Moreover, globalization and digitalization have heightened the need for continuous upskilling to sustain competitiveness in an evolving job market. Despite this, concerns persist about whether NC II certification alone guarantees long-term job security and career advancement (Sanchez, 2023). Some studies indicate that even with NC II certification, TVL graduates may only be moderately prepared for the workforce (Sanchez, 2023), and research has revealed a weak correlation between employability, competitiveness, and skills acquired through work immersion programs (Icban, 2019).

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 6 | June 2025 - Peer Reviewed Journal

For clarity, this study defines employability as the graduate's capacity to get and sustain employment pertinent to their training; job stability as the constancy in the reliability of their employment arrangements; and job alignment as the extent to which a graduate's job corresponds with their field of study or certification.

Despite holding NC II certification, many TVL-HE graduates continue to face challenges in obtaining stable employment. Factors contributing to these challenges include a saturated job market, employer preferences for candidates with higher educational qualifications and more experience (Cruz, 2023), and a perceived mismatch between the skills acquired and the actual demands of industries. Additionally, economic downturns and the rise of automation threaten to displace traditional TVL-related jobs, demanding greater adaptability from graduates (Masong & Barillo, 2022). Employers, however, highly value job-relevant skills, as TVL graduates are often able to contribute immediately with minimal additional training (Cruz, 2023).

The findings of this study will provide valuable insights for multiple stakeholders. For the Department of Education (DepEd), the research will offer an evaluation of the TVL-HE curriculum's effectiveness in equipping students with industry-aligned skills, thereby facilitating smoother transitions from education to employment. Skills development agencies such as TESDA can use the data to refine their certification programs, ensuring they meet current industry standards and improve graduates' competitiveness. Colleges of Teacher Education (CTEs) may leverage the results to enhance their training of future technical-vocational instructors. Furthermore, this study aligns with Sustainable Development Goal 8 (Decent Work and Economic Growth) by identifying factors that support successful workforce entry for TVL graduates. It also contributes to Gender and Development (GAD) initiatives by uncovering potential gender-specific barriers within TVL employment fields, promoting more equitable opportunities.

This research aims to provide a comprehensive analysis of the employment experiences of TVL-HE graduates from Solano High School who hold NC II certification. A major output will be specific, data-driven recommendations for improving the TVL-HE curriculum to better align with industry needs and for enhancing skills training to address identified gaps. The study will also inform strategies to strengthen partnerships between schools and industries, creating more effective pathways for job placement. Additionally, the findings will contribute to policy recommendations designed to enhance the overall employability of TVL graduates, with particular focus on factors that influence job acquisition. These outputs will be disseminated to educational institutions, policymakers, and other relevant stakeholders to reinforce TVL programs and improve employment outcomes for future graduates.

Although several broader studies have explored the employability of TVL graduates, research specifically addressing the experiences of NC II-certified TVL-HE graduates from Solano High School remains limited. The gap lies in understanding how local economic conditions, employer expectations in the Solano area, and the quality of Solano High School's TVL-HE training collectively affect the job prospects of these graduates. Existing literature points to ongoing challenges in aligning graduate competencies with labor market demands. This study seeks to fill that gap by providing a localized analysis of employment trends, challenges, and opportunities within Solano and its surrounding regions. Through addressing these issues, the research aims to deliver data-driven solutions that improve the transition of TVL-HE graduates from education to employment and inform curriculum development and program enhancement at the local level.

Objectives of the study

This study aimed to assess the job satisfaction and employment experiences of TVL-HE (Technical-Vocational-Livelihood – Home Economics) Senior High School graduates with NC II Certification from Solano High School.

1. The study aims to identify the demographic profile of respondents in the tourism industry, including their age, sex, year of graduation, and year of employment, and analyze to determine their current occupational status and current status.
2. What is the level of job satisfaction among currently employed respondents across compensation and benefits, work environment, interpersonal relationships, recognition, career advancement, job security, and work-life balance?
3. Explore the employment-related challenges encountered by the respondents and the coping mechanisms they employed in navigating these experiences.
4. What is the employment status of TVL-HE Senior High School graduates with NC II certification from Solano High School in terms of being employed, unemployed, or self-employed?
5. How well do their jobs align with their NC II certification?
6. What employment arrangements, such as permanent, contractual, on-call, or freelance, do TVL-HE graduates encounter, and how do these arrangements affect their overall job stability?

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 6 | June 2025 - Peer Reviewed Journal

METHODOLOGY

Research Design

This study employed a descriptive research design with a qualitative orientation to determine the employability status of TVL-HE Senior High School graduates from Solano High School who obtained NC II certification during School Years 2021–2022, 2022–2023, and 2023–2024. The descriptive design was used to describe and interpret the current employment conditions, job satisfaction, and job-related experiences of graduates. The research design allowed for a focused analysis of the variables affecting graduate employability, based solely on survey responses.

Research Environment

This study was conducted at Solano High School, a public secondary institution in Nueva Vizcaya that offers the Technical-Vocational-Livelihood (TVL) track, specifically under the Home Economics (HE) strand. The school provides competency-based training programs in Food and Beverage Services, Cookery, and Bread and Pastry Production, all of which are aligned with the standards and assessment requirements of the Technical Education and Skills Development Authority (TESDA).

Research Instrument

The researcher developed a validated survey questionnaire as the primary data collection tool for this study. The instrument consisted of two main parts and was subjected to evaluation by a panel of experts to ensure its validity and reliability.

Data were gathered using a self-administered survey questionnaire deployed via Google Forms. The instrument was designed to collect data on respondents' demographic profiles, dimensions of job satisfaction (e.g., compensation, work environment, recognition, and work-life balance), and the employment challenges they encountered, including the coping mechanisms they applied.

Hypothesis of the Study

There is no significant relationship between the demographic characteristics, educational background, and external factors of TVL-HE Senior High School graduates with NC II certification and their employability status in terms of employment status, job alignment, and job stability.

RESULTS AND DISCUSSION

This section delineates the study's conclusions in accordance with the established goals. It offers tables accompanied by relevant explanations to effectively elucidate and analyze the study's findings and implications.

Demographic Profile

Table 1. Demographic profile of the respondents when grouped according to *Age*

		Frequency (f)	Percent (%)
Age	18–19	5	31.25
	20–21	6	37.50
	22–23	1	6.25
	24 and above	4	25.00
	Total	**16**	**100**

In Table 1, the age distribution of the 16 respondents reveals that the majority are within the 20-21 age bracket, which accounts for 37.50% of the total sample. This is followed by those aged 18-19, which comprises 31.25%, and those 24 and above, which represent 25.00%. Only 6.25% of respondents fall within the 22-23 age bracket, which therefore makes it the least represented group.

These findings suggest that most respondents have a relatively young demographic profile. The high concentration of participants in the 18-21 range may reflect the respondents' stage in early professional development or educational involvement, which could influence their perspectives on job satisfaction, supervision, and recognition. The presence of a quarter of respondents aged 24 and above adds a modest degree of age diversity, which may enrich the range of workplace experiences captured in the study.

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 6 | June 2025 - Peer Reviewed Journal

Table 2. Demographic profile of the respondents when grouped according to *Sex*

		Frequency (f)	Percent (%)
Sex	Female	11	68.75
	Male	5	31.25
	Total	**16**	**100.00**

Table 2 illustrates that the demographic profile of the 16 respondents reveals a primarily female composition, with 68.75% identifying as female and 31.25% as male. This skewed distribution indicates that female respondents represent more than two-thirds of the total, which may have possibly affected the study's conclusions on job satisfaction, recognition, and workplace dynamics. The representation of both sexes, however imbalanced, allows a comparison of perspectives between male and female respondents, but cautiously owing to the small number of male participants.

Table 3. Demographic profile of the respondents when grouped according to *Graduation Year*

		Frequency (f)	Percent (%)
Academic Year	2021–2022	2	12.50
	2022–2023	5	31.25
	2023–2024	9	56.25
	Total	**16**	**100.00**

Table 3 reveals that the majority of respondents (56.25%) are from the 2023-2024 cohort. This is followed by 31.25% from 2022-2023, with just 12.50% from the 2021-2022 school year.

According to this distribution, the majority of responders are either currently enrolled or have completed their last academic year. This represents more current experiences with job satisfaction, workplace relationships, and professional advancement. The increased representation from the 2023-2024 group may enhance the data with current viewpoints, even with the lower percentage from older cohorts, and provide a comparative historical backdrop. This blend of academic years helps to represent emerging patterns and changes throughout time in the workplace or academic environment.

Table 4. Demographic profile of the respondents when grouped according to *Occupation*

		Frequency (f)	Percent (%)
Occupation Type	Employed		
	Within tourism industry	1	6.25
	In other industries	4	25.00
	Self-employed		6.25
	Within tourism industry	0	0
	In other industries	1	6.25
	Pursuing Education	6	37.50
	Unemployed	4	25.00
	Total	**16**	**100.00**

The occupational variation of the 16 respondents in Table 4 delivers information into the post-graduation trajectories of TVL-HE Senior High School graduates with NC II certification from Solano High School. A substantial percentage (37.50%) is now engaged in further

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 6 | June 2025 - Peer Reviewed Journal

education. This outcome reflects that many graduates may see the TVL-HE strand and NC II certification not as a final objective but as a precursor to further academic endeavors, technical training, or other career opportunities.

A total of 31.25% of respondents are officially employed, including 25.00% in non-tourism businesses and 6.25% in the tourist sector. This suggests that while some graduates have entered the market, the link between tourism-oriented training and real employment seems constrained. Significantly, just one responder is engaged in the tourist industry, signaling either a deficiency of local employment prospects in that domain or a dissonance between the NC II capabilities and market requirements.

The unemployment rate among respondents stands at 25.00%, a considerable proportion that warrants attention. It raises questions about the sufficiency of career readiness, industry connections, or job placement support provided to graduates. Additionally, 6.25% reported being self-employed in non-tourism industries, which also mirrors a small but relevant entrepreneurial response to employment challenges.

The findings suggest that the transition from graduation to work is not simple. Some graduates get employment or go on to study further, while others stay jobless or work in fields that do not connect to their TVL-HE training. These results show how important it is to improve career counseling, job placement, and support systems for TVL-HE alumni after they graduate to help them get jobs.

Globalization and digitization have changed the requirements for what makes someone employable in all fields. Because of this, Technical-Vocational-Livelihood (TVL) graduates have to do more. It is becoming harder to get a job these days, and having only a National Certificate II (NC II) isn't always enough. The NC II shows that a graduate has finished a program that taught them particular skills, but it does not mean that they will have a stable employment, be able to progress professionally, or be able to adjust to changes in the work market (Sanchez, 2023).

This fact makes us doubt the long-term viability and usefulness of the existing technical-vocational curriculum. The idea that getting a certification means you can get a job right away is called into question by the fact that many TVL graduates still have trouble finding steady work or end up in positions that have nothing to do with their field of study. Sanchez (2023) says that those who have an NC II certification may only be somewhat ready for the demands of the real world, particularly when compared to seasoned professionals or candidates with a wider range of abilities.

People have also questioned how well work immersion programs work to prepare people for jobs by simulating real employment environments. Icban (2019) found that there was only a weak link between employability and the skills that were expected to be gained via immersion experiences. This means that these programs may not be able to connect what students learn in school with what they need to do in the real world. Many businesses still value job experience, flexibility, and soft skills, which are not necessarily fully developed in the present framework of TVL programs.

In light of these findings, it becomes increasingly evident that for TVL graduates to thrive in today's labor market, a more integrative approach is needed, one that not only ensures technical competency but also prioritizes continuous learning, industry alignment, entrepreneurial skills, and communication fluency. Without addressing these systemic gaps, the NC II credential risks becoming a nominal qualification rather than a true passport to gainful and sustainable employment.

Table 5. Demographic profile of the respondents who are employed only when grouped according to *Employment Year*

		Frequency (f)	Percent (%)
Employment Year	**2021–2022**	1	16.67
	2023	2	33.33
	2024	3	50.00
	Total (Employed only)	6	100.00

The data reveal that among the employed TVL-HE Senior High School graduates with NC II certification from Solano High School, a significant number (50%) began their employment journey in 2024. This indicates that the majority are either recent graduates or were

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 6 | June 2025 - Peer Reviewed Journal

able to secure employment within a short period after graduation, reflecting a relatively timely transition from school to work. Meanwhile, 33.33% reported entering the workforce in 2023, and only 16.67% started as early as 2021-2022.

This distribution shows that more recent graduates are getting jobs, which might be because there is more demand in their field, their skills are more relevant, or job placement systems are becoming better. But the small number of people who began before 2023 might mean that earlier alumni had to wait longer for jobs or that there were other things at play, including going back to school or not having many job possibilities in their area during the pandemic years.

The results show how important it is to keep matching TVL-HE program outputs with the demands of the job market and to make employment linkage programs stronger so that graduates may find work more quickly or even more quickly.

Table 6. Demographic profile of the respondents when grouped according to *Other Certificates Received after Graduation*

		Frequency (f)	Percent (%)
Certification Category	No Additional Certification (N/A, None)	4	57.14%
	SMAW NC II and Cookery NC II	1	14.29%
	NC II Certificate, Basic Training, OJT	1	14.29%
	Total	**6**	**100.00%**

The findings indicate that a majority of graduates (57.14%) did not get any further formal certificates beyond their first TVL NC II diploma. This dependence on the primary certification may indicate restricted access to or knowledge of further credentialing alternatives, thus hindering their competitiveness in a changing labor market and adversely affecting their work satisfaction and career progression. One respondent noted possessing a résumé as an ancillary credential; however, this was omitted from the certification tally since a résumé is not a formal qualification but rather a job application document. This underscores that while some graduates are assembling job search materials, official acknowledgment via supplementary credentials is still rather uncommon.

A substantial percentage of graduates (42.86%) sought further certifications, including SMAW NC II, Cookery NC II, and other combinations of fundamental training certificates and practical training credentials. These supplementary certifications illustrate the proactive measures some graduates undertake to broaden their skill sets and connect more closely with industry demands, perhaps enhancing their career experiences and overall job satisfaction. These results underscore the essential need of ongoing skills development and certification after secondary education. Enhancing access to these possibilities may assist TVL-HE graduates in managing their transition from graduation to secure and rewarding work, therefore addressing critical elements of their career paths examined in this research.

Job Satisfaction for Employed or Working Respondents

Table 7. Level of Job Satisfaction in terms of the Aspects of *Work and Workplace*

Statement	Mean	QD
1. I like the people I work with.	3.38	Very Satisfied
2. I like doing the things I do at work.	3.38	Very Satisfied
3. I have just enough duties and responsibilities based on my job roles.	3.00	Satisfied
4. I have the opportunity to take part in trainings, webinars, meetings, and outreach activities.	3.31	Very Satisfied
5. I receive the information, tools, and resources I need to do my job effectively.	3.19	Satisfied
6. I know what is expected of me at work	3.19	Satisfied
7. I am allowed/encouraged to make decisions to solve problems for my customers.	3.25	Satisfied
8. I know how to measure the quality of my work.	3.19	Satisfied

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 6 | June 2025 - Peer Reviewed Journal

9. The people I work with cooperate as a team.	3.25	Satisfied
10. I have a safe workplace.	3.19	Satisfied
11. I would consider leaving my job for another in a different industry.	2.75	Satisfied
12. I would consider leaving my job for another with better pay.	3.00	Satisfied
13. I would consider leaving my job for another with greater opportunities for advancement.	3.25	Satisfied
14. All employees have an equal opportunity to further their education.	3.19	Satisfied
15. I feel my job has value to the community.	3.31	Very Satisfied
16. There are other job skills I would like to learn.	3.31	Very Satisfied
17. I would like to be cross-trained in another work industry.	3.31	Very Satisfied
Overall Mean	**3.20**	**Satisfied**

Legend: 3.26 – 4.00 Very Satisfied, 2.51 – 3.25 Satisfied, 1.76 – 2.50 Dissatisfied, 1.00 – 1.75 Very Dissatisfied; QD = Qualitative Description

The table above displays the overall mean score of 3.20, indicating that respondents were mostly satisfied with their employment. This suggests that, on average, TVL-HE graduates with NC II certification maintained a favorable view of their job experiences. The average scores for all 17 statements range from 2.75 to 3.38, aligning with the qualitative descriptors of Satisfied and Very Satisfied.

Participants indicate the greatest degree of satisfaction (M = 3.38) about their interpersonal interactions at work and their involvement in job-related activities. These results indicate that they appreciate their colleagues' company and get satisfaction from their regular duties. A substantial level of satisfaction (M = 3.31) is indicated about possibilities for engagement in professional development activities, including trainings, webinars, seminars, and outreach initiatives. Other questions with identical mean scores (M = 3.31) suggest that respondents prioritize the chance to contribute significantly to the community, exhibit a desire to acquire new job skills, and show interest in cross-training across different sectors, underscoring a progressive and growth-oriented mentality.

Some areas are marked as Satisfied, with average scores between 3.00 and 3.25. This includes having enough duties that fit job roles, getting the right tools and resources, understanding what is expected at work, and being encouraged to make decisions on their own. Additionally, teamwork, safety at work, and feelings about fairness in learning opportunities also got good scores. This shows that while most people feel happy in their jobs, there are still ways to improve, especially when it comes to making sure everyone has equal access to resources and chances to grow.

Interestingly, when asked about leaving for better pay (average score of 3.00), switching to another industry (average score of 2.75), or seeking better chances for promotion (average score of 3.25), the responses also show a level of satisfaction. This means people feel content but are still open to finding better opportunities elsewhere. They seem aware of options outside their current jobs and are realistically looking at their situations.

Table 8. Level of Job Satisfaction in terms of the Aspects of *Supervisor and Management*

Statement	Mean	QD
18. My company/employing entity has the right people and skills to do its work.	3.25	Satisfied
19. My company/employing entity practices high standards and ethics.	3.19	Satisfied
20. My supervisor is quite competent in doing his/her job.	3.38	Very Satisfied
21. My supervisor shows interest in my feelings and acknowledges my concerns.	3.25	Satisfied
22. My supervisor treats me with dignity and respect.	3.25	Satisfied
23. My agency consistently demonstrates support for a diverse workforce.	3.19	Satisfied
24. My supervisor holds me and my co-workers accountable for performance.	3.13	Satisfied

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 6 | June 2025 - Peer Reviewed Journal

25. I can rely on my supervisor.	3.06	Satisfied
26. I often feel that I do not know what is going on with the organization.	3.19	Satisfied
27. I feel I can go to management if my supervisor does not listen.	3.13	Satisfied
28. There are services we need to offer that we currently do not.	2.94	Satisfied
Overall Mean	**3.18**	**Satisfied**

Legend: 3.26 – 4.00 Very Satisfied, 2.51 – 3.25 Satisfied, 1.76 – 2.50 Dissatisfied, 1.00 – 1.75 Very Dissatisfied; QD = Qualitative Description

The average score of 3.18 shows that most people are happy with their supervisors and the management in their workplaces. This means that workers feel satisfied with their supervisors' skills, ethical behavior, and support they receive from management.

The highest score comes from the statement, “My supervisor is quite competent in doing his or her job,” which has an average score of 3.38. This score is in the Very Satisfied range, meaning that employees think highly of their supervisors, especially in how they lead and perform their jobs.

Many other statements received scores that fall in the Satisfied range, between 3.06 and 3.25. For example, workers feel that the organization has the right people and skills (with a score of 3.25), follows high standards and ethics (3.19), and supports a diverse workforce (3.19). Employees also feel satisfied with how their supervisors treat them, specifically regarding dignity, respect, and concern for their well-being (3.25). Overall, these results suggest a workplace where respect and professionalism are important.

Statements on communication and accountability in the workplace also get Satisfied ratings. Respondents say they are somewhat sure that they can rely on their supervisors (M = 3.06), that they know what's going on in the company (M = 3.19), and that there are ways to escalate things if they do not get the help, they need from their superiors (M = 3.13). These show that even while there are processes in place for assistance and communication, there may be times when they are not open and responsive.

The statement "There are services we need to offer that we currently do not" got the lowest average score in this area (M = 2.94). This score still puts the organization in the "Satisfied" category, but it shows that they are aware of service gaps that might make it harder for them to completely satisfy the demands of their clients or reach their operational objectives. This might mean that there is a need for strategic planning or resource allocation.

Table 9. Level of Job Satisfaction in terms of the Aspects of *Benefits and Rewards*

Statement	Mean	QD
29. I feel I am being paid a fair amount for the work I do.	3.00	Satisfied
30. I am not satisfied with the benefits I receive.	2.63	Satisfied
31. I would like to work more/less hours.	3.00	Satisfied
32. I would like to see a social committee for lunches and special days (e.g., slipper days, tiara days).	3.38	Very Satisfied
33. There are few rewards for those who work here.	2.94	Satisfied
Overall Mean	**2.99**	**Satisfied**

Legend: 3.26 – 4.00 Very Satisfied, 2.51 – 3.25 Satisfied, 1.76 – 2.50 Dissatisfied, 1.00 – 1.75 Very Dissatisfied; QD = Qualitative Description

Table 9 shows an overall mean of 2.99, which means that respondents expressed a moderate level of satisfaction concerning their compensation, benefits, and workplace recognition. This suggests that while many respondents were generally content with these aspects, there remains room for improvement to enhance their overall job satisfaction in these areas.

The highest-rated item (M = 3.38) pertains to the desire for social engagement through a workplace committee that organizes special occasions such as lunches or themed days. This ***Very Satisfied*** rating reflects a strong interest in fostering a more vibrant and connected

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 6 | June 2025 - Peer Reviewed Journal

work culture through informal recognition and morale-boosting activities. It underscores employees' appreciation for non-monetary forms of engagement and the value they place on workplace camaraderie.

Both pay and labor hours statements get a mean score of 3.00, categorizing them inside the Satisfied range. Respondents often see their compensation as adequate and indicate a willingness to modify their work hours to accommodate personal or professional requirements. These replies indicate a fundamental level of happiness, however, they also reveal the potential for more flexibility and customized remuneration structures.

The two remarks, "I am not satisfied with the benefits I receive" (M = 2.63) and "There are few rewards for those who work here" (M = 2.94), are categorized as happy, but with lower mean scores. These comments reflect underlying worries over the sufficiency of employee perks and the apparent lack of formal recognition or incentive mechanisms. The comparatively lower ratings in these domains indicate a need for firms to reevaluate their benefits packages and recognition programs to more effectively align with employee expectations and motivation.

Table 8. Level of Job Satisfaction in terms of the Aspects of *Recognition*

Statement	Mean	QD
34. I do not feel that the work I do is appreciated.	2.44	Dissatisfied
35. My performance evaluation provides me with meaningful information about my performance.	3.19	Satisfied
36. I would appreciate management recognition on my anniversary.	3.19	Satisfied
37. I would like to see employee recognition and appreciation by management and fellow employees.	3.31	Very Satisfied
Overall Mean	**3.03**	**Satisfied**

Legend: 3.26 – 4.00 Very Satisfied, 2.51 – 3.25 Satisfied, 1.76 – 2.50 Dissatisfied, 1.00 – 1.75 Very Dissatisfied; QD = Qualitative Description

The data on recognition reveal a generally positive perception among respondents, with an overall mean of 3.03, indicating a *Satisfied* level. Specifically, respondents expressed dissatisfaction (mean = 2.44) with the statement, "I do not feel that the work I do is appreciated," highlighting a perceived gap in day-to-day appreciation of their efforts.

Conversely, they showed satisfaction with formal recognition practices. Respondents agreed that their performance evaluations provide meaningful feedback (mean = 3.19) and expressed appreciation for management recognizing milestones such as anniversaries (mean = 3.19).

Notably, respondents were *Very Satisfied* (mean = 3.31) with the idea of recognition and appreciation from both management and fellow employees, underscoring the value placed on a culture of mutual acknowledgment.

These results suggest that while formal recognition mechanisms are effective, there remains room for improvement in everyday expressions of appreciation to enhance overall employee morale and motivation.

CONCLUSION AND RECOMMENDATIONS

Despite having NC II credentials, the research finds that TVL senior high school graduates encounter a complex interaction of internal and external hurdles that impair their immediate employment. Even while the certification provides a formal credential, it does not guarantee employment access or job preparedness, particularly in a competitive labor market where experience, soft skills, and industry-specific competencies are valued highly.

Furthermore, these graduates confront profound social, psychological, and economic difficulties in addition to technical and intellectual ones. Their coping strategies, which include seeking advice from family members and engaging in informal business, demonstrate resilience and young agency while also pointing to structural flaws in the transition support systems that are presently provided by job agencies and educational institutions.

This reinforces how important it is for a post-graduation support system that is integrated, sensitive to the community, and fosters learners' holistic development while coordinating training with job realities.

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 6 | June 2025 - Peer Reviewed Journal

1. For Schools and SHS Implementers

- Strengthen Work Immersion Programs and Industry LinkagesPartner with local industries to provide more immersive, hands-on training aligned with actual workplace demands
- Ensure that work immersion experiences offer meaningful exposure to real tasks, not just observational learning
- Institutionalize Post-Graduation Career Tracking and Support
  Establish alumni career hubs or tracking systems that offer job referrals, mentoring, and re-skilling programs
- Monitor graduates' employment outcomes and use the data to refine curriculum content and delivery

2. For Local Government Units and Community Stakeholders

- Establish Youth Employment Resource Centers These centers can offer localized job matching, entrepreneurship training, and mobile career clinics, especially in rural and geographically isolated areas
- Provide Transportation and Employment Subsidies for Marginalized Youth Address logistical constraints through transportation vouchers, seed capital for micro-enterprises, or access to cooperative-based employment models
- Engage Families and Communities in Career Development
  Launch parent-youth forums that discuss employment pathways and build social support around decision-making, particularly for young mothers or those facing family-based barriers.

3. For Policymakers and TESDA

- Reassess the Scope and Labor Value of NC II Certification Collaborate with industries to ensure that certification standards evolve with labor market needs. Include refresher training options and stackable credentials to enhance employability
- Recognize Informal Work and Entrepreneurial Experience as Valid Employment Pathways
- Create formal documentation systems (e.g., skills passports, digital portfolios) where informal labor and micro-entrepreneurship can be validated and acknowledged as part of work readiness.

REFERENCES

1. *Icban 2019. Program Implementation And Competence Of Students Of Technical Vocational And Livelihood (TVL) Track https://e-journal.president.ac.id/presunivojs/index.php/IJFBP/article/view/4306?utm_source*
2. *Mariano, R. P., & Tantoco, L. F. (2023). Assessment of Employability Skills of Technical-Vocational Education and Training (TVET) Graduates: Basis for an Enhancement Program. International Journal of Multidisciplinary: Applied Business and Education Research, 4(5), 1734–1747. https://babmrjournal.org/index.php/ijmaber/article/view/858?utm_source*
3. *Masong, R. M., & Barillo, E. J. (2022). Employability of Technical Vocational Livelihood Senior High School Student Graduates: A Case Study. Journal of Multidisciplinary Studies, 11(2). https://www.researchgate.net/publication/378254659_Employability_of_Technical_Vocational_Livelihood_Senior_High_School_Student_Graduates_A_Case_Study?utm_source=*
4. *Alex Sanchez (2023). Employability of Grade 12 Technical Vocational Livelihood (TVL) Graduates from Schools in Highly Industrialized Districts of Laguna, Psychology and Education: A Multidisciplinary Journal, 12(10): 1142-1147 https://scimatic.org/show_manuscript/1911*
5. *Icban, A. S. (2019) – Fit or Misfit: Employability of the Technical Vocational Livelihood Students through their Work Immersion. https://www.academia.edu/106143709/Employability_of_Grade_12_Technical_Vocational_Livelihood_TVL_Graduates_from_Schools_in_Highly_Industrialized_Districts_of_Laguna?utm_source*
6. *Razote, E. B. (2024). Student's Engagement, Work Immersion, and Challenges in Technical Vocational and Livelihood Program in Food and Beverages. International Journal of Research Publications, 150(1), 968–987. https://ijrp.org/paper-detail/6679?utm_source*
7. *Maireva, C., Muza, C., & Beans, H. (2021). Employability of Accounting TVET Graduates: A Case of One Polytechnic College in Zimbabwe. East African Journal of Education and Social Sciences, 2(2), 97–107. https://eajess.ac.tz/2021/05/05/employability-of-accounting-tvet-graduates-a-case-of-one-polytechnic-college-in-zimbabwe/?utm_source*
8. *Arban, J. C., Enad, F., & Pabalan, A. (2024). The Senior High School Technical-Vocational-Livelihood Track: Implementation and Challenges. Psychology and Education: A Multidisciplinary Journal, 26(1), 6–12. https://philarchive.org/rec/ARBTSH?utm_source*
9. *Dela Cruz, R. A. (2023). Employability of Senior High School Technical-Vocational and Livelihood Graduates: Basis for Human Resource Management Enhancement Program. East Asian Journal of Multidisciplinary Research, 2(9), 3877–3892. https://doi.org/10.55927/eajmr.v2i9.5885*

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 6 | June 2025 - Peer Reviewed Journal

10. *Sanchez, A. (2023). Employability of Grade 12 Technical Vocational Livelihood (TVL) Graduates From Schools in Highly Industrialized Districts of Laguna https://europub.co.uk/articles/employability-of-grade-12-technical-vocational-livelihood-tvl-graduates-from-schools-in-highly-industrialized-districts-of-laguna-A-729060?utm_source*