



EMPLOYMENT READINESS AMONG SENIOR HIGH SCHOOL GRADUATING STUDENTS IN MONKAYO: AN ASSESSMENT

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ABSTRACT

In the full swing of implementing K to 12 program in the country, the education is highly challenged from basic to higher level of lifelong learners. This study tried to capture one of the significant goalmouth of K to 12 program which is the employability of Senior High School Graduates who will opt to gain employment rather than proceeding to higher education or taking the four-year degree. This study is anchored in the concept of Employability by Little (2001) emphasizing the need to distinguish the factors relevant to the job and preparation of work and supported by Yorke and Knight (2004) that employability is influenced by students' self-efficacy, self-theories and personal qualities. Using quantitative non-experimental descriptive comparative research design utilizing evaluative technique, the study aimed to determine the employment readiness of all graduating senior high school students in terms of personal, social, communication and technical skills. There were 393 Senior High School students from both public and private schools in Monkayo. The results show that social skills has the highest mean, followed by personal skill and technical skill with very high level of employment readiness, while the communications skills dropped to only high level. When grouped according to sex and track, all the p values in the given variables were more than 0.05 level of significance which means that there is no significant difference in the employment readiness of students across all domains when analyzed according to sex and track. The results of this study placed a very significant role on decision making body, the policy makers, faculty and the stakeholders.

KEYWORDS: *Employment readiness, quantitative-research design, K to 12 Program, MonCAST, Philippines*

INTRODUCTION

In 2012, the K TO 12 Program in the Philippines has been signed and enacted by the government pertaining to the basic education program which was known as Republic Act No. 10533 series of 2012. It was pointed out by the Department of Education that the said reform in the educational system is an effective cure to the deteriorating quality of education in the country. The new program covers Kindergarten plus 12 years of basic education. Under this program a student will be required to undergo kindergarten, six years of elementary, four years in junior high school and two years of Senior High School. The additional two years in senior high school was targeted to prepare students for tertiary education, middle level skills development, entrepreneurship, and goal employment (Acosta, 2016).

In Asia, the Philippines is the last country in Asia, and one of only 3 countries (Angola and Djibouti) worldwide, with a 10-year pre-university cycle. Keeping track for global competition, the country

resembles with quality in education. In line in achieving good quality of education is the outcome such as employability and entrepreneurship. The labor force has the latest survey on employability in the Philippines, in 2017 there is 6.6 percent of unemployment rate from the 5.7 percent in 2016. Among the unemployed persons in January 2017, 69.6 percent were males. Of the total unemployed, the age group 15 to 24 years comprised 44.1 percent, while the age group 25 to 34, 29.6 percent. By educational attainment, 16.5 percent of the unemployed were college graduates, 14.6 percent were college undergraduates, and 31.1 percent were high school graduates. The increase in 2016 to 2017 and the percentage of high school graduates who were unemployed is an empirical evidence that the implementation of the K to 12 program by the Department of Education needs to be assessed.



METHODOLOGY

This study uses quantitative non –experimental descriptive comparative research design utilizing evaluative technique to determine the level of readiness for employment of all graduating Senior High School students in both public and private schools in Monkayo. This design is appropriate because the intention is to determine the level of employment readiness of senior high school graduating students.

Comparisons were made in terms of sex and track.

This descriptive survey dealt with the quantitative data about the said phenomenon. The quantitative aspect is an appropriate schedule for gathering the data designed for the target respondents to answer the questions. The process of gathering the data will be based through the use of questionnaires.

RESULTS

Table 1. Demographic profile of the respondents in terms of Sex and Track

Profile	Frequency	Percentage
Sex		
Female	236	60.1
Male	157	39.9
Total	393	100
Track		
Academic	215	54.7
TVL	178	45.3
Total	393	100

Table 2. Level of Readiness of Senior High School graduating students Personal, Social, Communication, and Technical Skills.

	N	Minimum	Maximum	Mean	Std. Deviation
Personal Skills	393	2.29	4.00	3.4584	.38009
Social Skills	393	2.43	4.00	3.4700	.35370
Communication Skills	393	2.00	4.00	3.2214	.39961
Technical Skills	393	1.70	4.00	3.2626	.51725

Table 3. Significance level in the employment readiness of the Grade 12 students according to Sex.

SEX	f	Sig	T	Df	Sig (2-tailed)	Mean Difference	
Personal Skills	Equal variances assumed	1.581	.209	-1.230	391	.219	-.04812
Social Skills	Equal Variances assumed	.017	.896	-.951	391	.342	-.04594
Communication Skills	Equal Variances assumed	4.200	.041	-.783	391	.434	-.03226
	Equal variances not assumed			-.766	308.	.444	-.03226
Technical Skills	Equal Variance assumed	.030	.863	.114	391	.909	.00607



Table 4. Significance level of employment readiness among Grade 12 students in terms of Track.
Levene's Test for Equality of Variances **t-test for Equality of Means**

TRACK		f	Sig	T	Df	Sig. (2- tailed)	Mean Difference
Personal Skills	Equal						
	Variances assumed	2.775	.097	-.081	391	.935	-.00314
Social Skills	Equal						
	variances assumed	.142	.706	1.807	391	.072	.08563
Communication Skill	Equal						
	variances assumed	.017	.895	1.432	391	.153	.05792
Technical Skills	Equal						
	variances assumed	1.635	.202	-1.802	391	.072	-.09366

DISCUSSION AND CONCLUSION

According to (Andrew, 2010), there should be proper assessment methods to be able to measure employment readiness which supports the need to develop a specific measure of work readiness that will allow more effective decision practices and potentially predict long term job capacity and performance.

In the current study, after careful analysis of the data of 393 respondents in both public and private schools who are about to take steps to employment, it resulted that the highest mean among the skills is *Social skills* of 3.4584, followed by *Personal skills* with the mean of 3.4700, *Technical skills* of 3.2626 and *Communication skills* 3.2214. It is evident that indicating the overall skills are in the within range of high and very high or perceived or concluded to be at adequately prepared for employability. However, a very significant observation, at some critical point, on the results that at the minimum range were as follows, *Personal skills* 2.29, *Social skills* 2.43, *Communication skills* 2.00, and *Technical skills* 1.70 it is therefore plausible to conclude that notwithstanding with the status of mean as high and very high level of their employment readiness of the respondents, it indicates that among the response of the respondents it is evident that at this within the level of low and respondent very low level of employment readiness. Hence, it is very essential to focus on this ponderous side of being ready to be gainfully employed after high school graduation.

Additionally, in the test of significance level of employment readiness of the Senior High School graduating students when grouped according to track, even if the results that all values where at higher than the 0.05 level of significance and is technically concluded that there is no significant difference, it is

also observed and taking into consideration that at .072 result which will be considered practically significant , at social skills and technical skills, it is innocuous to conclude that in this skills should be placed with greater prominence.

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