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TÍTULO: La empleabilidad y las oportunidades de los graduados del Programa de Modelado de la Escuela Secundaria Superior Técnica Nacional Opol, Mindanao, Filipinas, 9000.

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RESUMEN: Este trabajo de investigación tuvo como objetivo evaluar la empleabilidad y las oportunidades de los graduados de la Escuela Técnica Secundaria Nacional Opol (ONSTS) del Programa de Modelado de la Escuela Secundaria Superior. El método descriptivo de investigación se utilizó en la realización de este estudio. Los hallazgos de la investigación indicaron que los graduados de ONSTS poseen las habilidades y competencias necesarias para tener éxito en este mundo competitivo. Igualmente, vital es que ONSTS debe expandir sus relaciones académicas a diferentes industrias para que los graduados puedan obtener un mejor trabajo y buenas oportunidades de trabajo.

PALABRAS CLAVES: Protección judicial, asistencia jurídica, derechos humanos, normas internacionales, constitución.

TITLE: The employability and opportunities of the graduates of the Modeling Program of the Opol National Technical High School, Mindanao, Philippines, 9000.

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ABSTRACT: This research paper aimed to assess the employability and opportunities of Opol National Secondary Technical School (ONSTS) graduates of the Senior High School Modeling Program. Descriptive method of research was used in the conduct of this study. The research findings indicated that ONSTS graduates possess the skills and competencies necessary to succeed in this competitive world. Equally vital is that ONSTS should expand its academic relations to varying industries so that the graduates are ensured to land a better job and good working opportunities.

KEY WORDS: Judicial protection, legal assistance, human rights, international standards, constitution.

INTRODUCTION.

The basic education in the Philippines consists of six years of primary and four years of secondary education, a total of 10 years. Graduates who have completed the current 10-year basic education cycle are too young to legally join in the labor market and they have not mastered the necessary competencies. In order to enhance the quality of education, the Philippines is pursuing the K to 12 program which will expand the country's basic education cycle to a globally comparable 12 years. It is also expected to facilitate a smooth transition from education to the labor market.

Prior to the implementation of the K to 12 Program in the year 2016, the Department of Education has implemented SHS Modeling to identify the fine-tuned SHS program in selected Technical Vocational High Schools in the Philippines.

The K to 12 program covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School (SHS), as shown in figure 1, 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 (www.gov.ph/k-12/).

Senior High School (SHS) will be offered in public schools and there will be a voucher program in place for public junior high school completers, as well as Enhanced Secondary Curriculum (ESC) beneficiaries of private high schools should they choose to take Senior High School (SHS) in private institutions. This means that the burden of expenses for the additional two years need not be completely shouldered by the parents. With this, Opol National Secondary Technical School is one of the selected Senior High School to have the modeling program in Region X.

The implementation program of Opol National Secondary Technical School is being done by presenting their report cards as admission to Senior High School Grade 11. These were the first batch to fully undergo the modeling program.

To facilitate the transition from the existing 10-year basic education to 12 years, hence this modeling implementation, public schools is being done in phases starting SY 2012–2013. Grade 1 entrants in SY 2012–2013 were the first batch to fully undergo the program, and current 1st year Junior High School students (or Grade 7) were the first to undergo the enhanced secondary education program.

To facilitate the transition from the existing 10-year basic education to 12 years, DepEd is also implementing the SHS and SHS Modeling. The purpose of this study is to trace the graduates of Senior High School of Opol National Secondary Technical School in order to ascertain their employability with regards to Cookery NCII and Electrical Installation and Maintenance NCII as their fields of specialization or qualification (Kvet & Matiasko, 2018; Bakhyt et al, 2018; Chan, 2018; Iravani et al, 2015; Ardakani et al, 2015; García-Santillán et al., 2018).

DEVELOPMENT.

Methodology.

In this study, the descriptive research specifically the survey method was employed. Descriptive research involves collecting data in order to test hypothesis or answer questions concerning the current status of the subject.

The study was conducted at Opol National Secondary Technical School, Taboc, Opol, Misamis Oriental situated as the first municipality going to the eastern part of Misamis Oriental. In this study the respondents were the graduates in Senior High School Modeling Program last school year 2013-2014 at Opol National Secondary Technical School and the establishments where the students are working. There were 50 of them as respondents of the study. The researcher got the total number of Senior High School graduates from the registrar's record section.

Four sets of questionnaires were used in the study. The first set of data gathering was the data sheet on the graduate's profile such as: sex, age, civil status, course graduated and current status. It also elicited information about company profile in terms of job description, and competencies. The second set of data gathering was on graduates' achievements while they are in the workplace complementing the Opol national Secondary Technical School's vision, mission, goals and objectives. The third set will ask information on the level of student's job satisfaction while the fourth set will ask on company's students' performance towards their assigned task.

To validate the questionnaire, this was shown to the Senior High School teachers and principal of Opol National Secondary technical School. The questionnaire was retrieved ensuring that it was acceptable to the respondents' point of view. Research adapted questionnaire was used in the study. The tracer survey questionnaire was modified by the researcher from the study of Macud (2015)

After critiquing the suggestion into the draft, it was subjected to another critiquing by an expert especially along the time of research. Percentage and frequencies were used to determine the distribution of responses in each category out of the total number of responses. The survey questionnaire was floated to the respondents and was retrieved one day after. As part of the data gathering, Social Networking Sites (SNS) was also utilized in order to gather the employability of the graduates of ONSTS.

Results and discussion.

Problem Number 1.

What is the profile of the graduates in terms of sex, civil status, qualification passed, academic rating, facilities/equipment, curriculum, teachers and instructional materials?

Table 1.1 Distribution of respondents by Sex.

Sex	f	(%)
Male	31	62
Female	19	38
Total	50	100

Sex. Table 1.1 shows the distribution of respondents according to sex. The data indicate that there are more male respondents than the female counterparts as revealed in the frequency count of 31 for males and 19 for females.

Table 1.2 Distribution of respondents by Civil Status.

Civil Status	f	(%)
Married	2	4
Single	48	96
Total	50	100

Civil Status. Table 1.2 shows also that there are more single respondents as revealed in the frequency count of 48 or 96 percent and 2 or 4 percent for married respondents.

Table 1.3. Distribution of respondents by Qualification Taken and Qualification Passed.

Qualification	Competent	
	f	%
Electrical Installation and Maintenance NCII	30	97
Cookery NCII	18	95
Total	48	96

Qualification taken and Passed. Table 1.3 shows the distribution of respondents according to qualification passed. The data indicates that there are more Electrical and Installation Maintenance passers than the female counterparts as revealed in the frequency count of 29 for Electrical Installation and Maintenance NCII and 19 for Cookery NCII. Furthermore, there is 1 or 2 percent from Electrical Installation and Maintenance and 1 or 2 percent from Cookery NCII who are rated not competent for not meeting the minimum competencies.

Table 1.4. Distribution of Respondents by Academic Rating.

Academic Rating	f	(%)
90 Above Advanced	2	4
85-89 Proficiency	16	32
80-84 Approaching Proficiency	28	56
75-79 Developing	4	8
74 Below Below Beginning	0	0

Academic Rating. Table 1.4 shows the academic rating of the 50 respondents. Most of the students belong to the approaching proficiency (80-84) academic rating with a percentage of 56 percent out of 50 respondents, only two (2) respondents belong to the 90 above academic rating which has the lowest frequency of 4 percent or 2 respectively.

It can be gleaned from the above-mentioned table that 32 percent of the respondents have an academic rating of 85-89 (proficiency), and 8 percent or 75-79 (developing) academic rating. This implies that more than half of the students of Senior High School Modeling Program of Opol National Secondary Technical School were in an average level.

Table 1.5 Recommended list of Facilities, Equipment and Tools in Cookery NCII.

Cookery NCII Items	Required Quantity	Available	Gap
Office Equipment:			
First Aid Cabinet	3 Unit	1	2
TV	1 Unit	0	1
Video Player	2 Unit	1	1
Emergency Light	1 Unit	0	1
Computer with Internet Connection	3 Unit	1	2
Fax Machine	1 Unit	0	1
LCD	2 Unit	0	2
Laboratory Equipment:			
Fire Extinguisher	2 Unit	1	1
Emergency Light	1 Unit	0	1
Exhaust Hood	3 Unit	2	1
Dishwashing Machine (Optional)	1 Unit	0	1
Braising Pan – Medium	8 Unit	0	8
Meat Slicer –Small	1 Unit	0	1
Preparation Table w/ sink and shelves (45X28”)	8 Unit	6	2
Working Table (Fabricated)	2 Unit	4	2
Condiment Cabinet	2 Unit	1	1
Stainless Rack (5 shelves)	2 Unit	1	1
Mop Squeezer	2 pcs.	0	2
Liquid Soap Dispenser	8 pcs.	0	8
Paper Towel Dispenser	4 pcs.	0	4
Tools:			
Boning Knife	8 pcs.	5	3
Oyster Knife	4 pcs.	0	4
Cleaver Knife	2 pcs.	0	2
Tenderizer (small, medium)	8 pcs.	0	8
Skimmer fine	8 pcs.	0	8
Wire Skimmer Small	8 pcs.	0	8
Skimmers Spider	8 pcs.	0	8
Zester	8 pcs.	0	8
Measuring Urn	4 pcs.	0	4
Ice Cream Scoop	2 pcs.	1	1
Cheese Cloth	10 pcs.	0	10
Serving Spoon	24 pcs.	0	24
Pepper and Salt Mill	4 sets	1	3
Weighing Scale 5 kg.	2 Units	1	1
Weighing Scale 1000 grams	4 Units	0	4
Apple Corer	8 pcs.	0	8
Wire Whisk (small)	8 pcs.	6	2
Wire Whisk (medium)	8 pcs.	0	8
Kitchen Scissors	8 pcs.	4	4
Soup Ladle 3 oz.	8 pcs.	0	8
Soup Ladle 6 oz.	8 pcs.	0	8
Soup Ladle 8 oz.	3 pcs.	0	3
Soup Ladle 12 oz.	2 pcs.	0	2
Kitchen Spoon	8 pcs.	6	2
Kitchen Spoon Slotted	8 pcs.	0	8
Kitchen Fork	8 pcs.	6	2
Carving Fork	3 pcs.	0	3
Pocket/Pin Thermometer	3 pcs.	1	2

Stock Pot Large	2 pcs.	1	1
Frying Pan (small)	12 pcs.	3	9
Frying Pan (Medium)	8 pcs.	3	5
Fish Poacher (medium)	1 pc.	0	1
Casserole (small)	12 pcs.	3	9
Casserole (medium)	4 pcs.	3	1
Wok (small)	4 pcs.	0	4
Double Boiler (medium)	1 pc.	0	1
Paellara	8 pcs.	0	8
Glass Rack	12 pcs.	0	12
Soup Cup Rack	12 pcs.	0	12
Plate Rack	12 pcs.	0	12
Baking Tray (small)	8 pcs.	6	2
Roasting Pan	4 pcs.	1	3

The table 1.5 shows that most of the tools and equipment needed in Cookery NCII are not available. This affects the performance of the students in meeting the competencies required in the qualification. Inadequacy of tools were met through the effort and resourcefulness of the trainer by bringing some of the tools available in their respective homes. Students also were able to use their own tools if they have.

Table 1.6. Recommended List of Facilities, Equipment and Tools in Electrical Installation and Maintenance NCII.

Electrical Installation and Maintenance NCII Items	Required Quantity	Available	Gap
EQUIPMENT:			
Portable Grinder	5 Units	1	4
Power Saw	1 Unit	0	1
Fire Alarm System	5 Units	0	5
Pipe-in Music Paging	5 Units	0	5
Security Equipment	5 Units	0	5
CCTV	5 Units	0	5
MATV Master	5 Units	0	5
Car Park Ramp Detector	5 Units	0	5
Mega-Ohmmeter	5 Units	1	4
Clamp Ammeter	5 Units	1	4
Megger	5 Units	3	2
Earth Resistance Tester	5 Units	1	4
Labeling Machine	5 Units	1	4
Industrial Fan	5 Units	4	1
TOOLS:			
Spirit Level	5 pcs.	4	1
Pipe Cutter	5 pcs.	2	3
Plumb Bob	5 pcs.	0	5
Pipe Reamer	5 pcs.	2	3
Pipe Threader	5 pcs.	2	3
Jack Hammer Set	5 pcs.	0	5

Wire Splicer	25 pcs.	2	23
Wire Stripper	25 pcs.	5	20
Electrician Knife	25 pcs.	5	20
Tools Holster	25 pcs.	20	5
Claw Hammer	5 pcs.	0	5
Prick Punch	5 pcs.	0	5
Heat Gun 1200 watts	5 pcs.	3	2

The training facilities and equipment are identified as requirement in conducting training because of its impact on trainees accurately perform according to job requirement for Electrical Installation and Maintenance NCII qualification.

Table 1.7 K to 12 Strengthened Technical Vocational Education Program Curriculum Tech-Vocational Track and Opol National Secondary Technical School Senior High School Modeling Program Curriculum.

K to 12 STVEP Curriculum	ONSTS Curriculum	
Grade 11 - 1 st Semester	Grade 11 – 1 st Semester	
Core Subjects	Core Subjects	Descriptive Title
Oral Communication in Context Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino General Mathematics Personal Development/Pansariling Kaunlaran Physical Education	Applied English 1 Filipino 1 Mathematics Science 1 Philosophy 1 Social Science 1 Physical Education 1	Study and Thinking Skills Kuminakasyon sa Akademikong Filipino Fundamentals of Mathematics Life Science 1 Logic and Critical Thinking Philippine History Physical Fitness
Applied Track	Major	Qualification Offered Cookery NCII EIM NCII
English for Academic and Professional Purposes Filipino sa Pansariling Larangan (Tech-Voc)		
Specialized Subjects		
Qualification Offered (Cookery NCII and EIM NCII)		
Grade 11 - 2 nd semester	Grade 11 – 2 nd Semester	
Reading and Writing Skills	Core Subjects	Descriptive Title
	Applied English 2 Filipino 2	Writing Across Discipline Pagbasa at Pagsulat Tungo sa Iba't Ibang Disiplina
Pagbasa at Pagsusuri sa Iba't Ibang Teksto Tungo sa Pananaliksik	General Mathematics 2	Contemporary Mathematics
21 st Century Literature from the Philippines and the World	Science 2	Life Science 2
Understanding Culture Society and Politics	Philosophy 2	Ethics
Statistics and Probability	Social Science 2	Rizal's Life Works and Writings
Physical Education and Health	Physical Education 2	Rhythmic Activities and Dance

Applied Track Practical Research 1 Specialized Subjects	Major	Qualification Offered Cookery NCII EIM NCII
Qualification Offered (Cookery NCII and EIM NCII)		
Grade 12 – 1st Semester	Grade 12 – 1st Semester	
Core Subjects	Core Subjects	Descriptive Title
	English 3	Philippine Literature
	Filipino 3	Retorika
Earth and Life Science		
Introduction to Philosophy of the Human Person	Applied English 3	Speech and Oral Communication
Contemporary Philippine Arts from the Regions	Mathematics 3	Elementary Statistics
Media Information Literacy	Social Science 3	World History
Physical Education and Health	Physics 3	General Physics
Applied Track	Physical Education	Individual and Dual Sports
Practical Research 2	Major	Qualification Offered Cookery NCII EIM NCII
Specialized Subjects		
Qualification Offered (Cookery NCII and EIM NCII)		
Grade 12 - 2nd Semester	Grade 12 – 2nd Semester	
Core Subjects	Major	Supervised Industry Immersion (Qualification Offered)
Physical Science		<ul style="list-style-type: none"> • Cookery NCII • EIM NCII
Physical Education and Health		
Applied Track		
Empowerment Technologies (for Tech-Voc)		
Entrepreneurship		
Specialized Subjects (Cookery NCII and EIM NCII)		
Qualification Offered - WORK IMMERSION		

Table 1.7 shows the core subjects, applied track and specialized subjects to be offered under STVEP curriculum. For specialized subject, academe industry partnership is a requirement to be at par with globalization

It also shows the Senior High School Modeling Program Curriculum of Opol National Secondary Technical School. It is composed of core subjects that develops their critical thinking skills, effective communication, problem solving, understanding one's emotion and interpersonal skills.

For the major subjects, the Philippine Qualification Framework (PQF) is a requirement to be at part with ASEAN globalization.

Table 1.8 Teachers' Profile Teaching Senior High School Modeling Program of Opol National Secondary Technical School and its Teaching Method Applied.

Degree Earned	f	%
Doctoral Degree	1	11
Masters' Degree	7	78
Bachelor's Degree	1	11
Total	9	100

Table 1.8 shows the teachers' profile handling the Senior High School program. The data indicate that there are more masters' degree teachers handled Senior High School, one (1) doctoral degree and one (1) none at all.

Teaching methodologies applied by the teachers are problem solving, project based, modular approach and cooperative learning. The teachers are encouraging to consider cooperative strategy so that gathering of information from the group can be developed, and that prioritized ideas according to topics are being discussed.

Modular approach is a self-paced learning mode. It allows students to learn at their pace, whether slow or fast, and increase attention for the individual learner.

Project Method is best for competency-based education curriculum because this is widely used during institutional and national assessment. Students are assessed by the assessor through list of competencies under observations and oral questioning. Manipulation of skills were demonstrated by the students. While problem solving assess the competence of the students during and after the training. Purita (2008).

Table 1.9 Distribution of Electrical Installation and Maintenance NCII, Cookery NCII and Core Subjects Instructional Materials.

Areas	Required	Available	Gap
Cookery NCII	19	14	5
Electrical Installation and Maintenance NCII	31	5	26
Core Subjects	50	15	35

Table 1.9 shows the distribution of Electrical Installation and Maintenance NCII instructional materials that were available out of 31 students. Also, the table indicates that all of the subjects under Electrical Installation and Maintenance NCII has provided only 5. It also shows the distribution of Cookery NCII instructional materials that only 14 were available out of 19 students. Also, the table indicates that all of the subjects under Cookery NCII has provided only 14. Furthermore, it shows the distribution of core subject instructional materials that only 15 were available out of 50 students. Also, the table indicates that all of the academic subjects has provided only 15 instructional materials.

These imply that there were insufficient instructional materials used by the Senior High School Modeling Program which affects substantial support during the performance of competencies.

Problem Number 2.

What are the acquired skills of the graduates in terms of communication skills, listening skills, human relation skills, management skills, computer skills, problem solving skills and calculation skills?

Table 1 Distribution of respondents according to the acquired skills in Cookery NCII and Electrical Installation and Maintenance NCII.

Skills	Cookery NC II		Electrical Installation and Maintenance NCII	
	f	%	f	%
Communication Skills	7	37	10	32
Listening Skills	9	47	17	55
Human Relation Skills	9	47	15	48
Management Skills	2	11	3	10
Computer Skills	3	16	6	19
Problem Solving Skills	1	5	11	35
Calculation Skills	2	11	10	32

Table 1 shows the graduates acquired skills found most useful in the workplace. It is surprising to note from the above table that the graduates acquired listening skills and human relation skills with an average of 47 percent, while communication skills 37 percent. Exposure to the job in the workplace, graduates

have poor skills to problem solving with 5 percent as revealed in table 1 while computer skills 16 percent and management skills and calculation skills got 11 percent among the seven acquired skills found to be useful during employment in Cookery NCII. It also shows that listening skills frequency is 55 percent, followed by human relation skills with 48 percent, problem solving skills 35 percent, while communication skills and calculation skills respectively. Finally, other data indicate that management and computer skills rated 10 percent, and 19 percent in Electrical Installation and Maintenance skills NCII.

Problem Number 3.

Where are the graduates of Opol National Secondary Technical School presently employed?

Table 3.1 Distribution of Cookery NCII Graduates According to Industry Employment.

Industry	f	%
Hotel	2	10
Food Chain	2	10
Bakeshop	0	0
Restaurants	0	0
Coffee Shop	0	0
Manufacturing Company	1	6
Total	5	26

The data indicates that only five (5) or twenty six percent (26%) Senior High School Modeling Program Cookery NCII graduates got employed out of nineteen (19). This validates the importance of a technology student with the greatest probability of finding a job. Given this description based on empirical data gathered the college curriculum should hopefully developed a curriculum which would target competent graduate to perform certain task needed in the workplace.

Table 3.2 Distribution of Electrical Installation and Maintenance NCII Graduates According to Industry Employment.

Industry	F	%
Company/Corporation	4	13
Food Industry	2	6
Manufacturing Industry	0	0
Power Industry	7	22
Housing Company	0	0
Total	13	41

The data indicates that only forty one percent (41%) or 13 Senior High School Modeling Program Electrical Installation and Maintenance NCII graduates got employed out of thirty one (31). Largely, the employment distribution went to power industry, followed by corporation or company, food industry respectively.

Problem Number 4.

What is the job satisfaction of the Senior High School Graduates of Opol National Secondary Technical School?

Table 4.1: Distribution of Respondents in terms of Graduates' Job Satisfaction of Cookery NCII and Electrical Installation and Maintenance NCII on the Present Job.

Job Satisfaction	Cookery NCII		Electrical Installation and Maintenance NCII	
	f	%	f	%
Very Satisfied	0	0	3	23
Satisfied	1	20	8	62
Unsatisfied	4	80	2	15
Total	5	100	13	100

Table 4.1 shows that eighty percent (80%) or 4 of the Senior High School Modeling Program Cookery NCII graduates were unsatisfied on their present job. Twenty percent (20%) or 1 was satisfied and none of them got very satisfied. Job satisfaction of Electrical Installation NCII shows that twenty three percent

(23%) or 3 are very satisfied with their present job, fifteen percent (15%) or 2 were unsatisfied with their present job, while sixty two percent (62%) or 8 were satisfied of their stay in the industry. This implies that graduates are still looking for a better job for a brighter future in fact some of the graduates are pursuing college to earn bachelors' degree.

CONCLUSIONS.

Senior High School Modeling Program graduates of Opol National Secondary Technical School has been employed related to the skills training as prepared by the program. This employment revealed that the qualification (Cookery NCII and Electrical Installation and Maintenance NCII) offered have helped the graduates to land a job under the strategy of Technical Vocational Education which is "Seek, train and find a job".

However, the unemployed graduates revealed some contributing factors such as, lack of interest in looking for a job, lack of self-confidence, others are still applying for a job, family concerned, health related reason, and pursue further study in college education, while underemployed graduates seemed to be not confident to perform the job maybe because of conditions of limited support, supervision towards individual responsibility on the application of knowledge and skills that are practical and operational in focus with a set of variables of certain competencies design to perform the job both local and abroad.

Recommendations.

Based on the findings and conclusions, the following recommendations are offered:

1. Teachers. Teachers and trainers of Technical Vocational Education Training Programs (TVET), continuing technical education and training is highly encouraged to continually affect change or learning as an expert in what they teach and how they teach competencies for ASEAN competitiveness.
2. Department of Education. The curriculum is highly recommended to be revised where instructional technology comes in instructional planning for practicality, appropriateness in relation to the learners'

interest suitable for the competencies to develop and matching the goal of globalization. Monitor and evaluate the implementation of the curriculum, procure equipment and materials needed for competency-based training and assessment towards development of competencies needed for internationalization.

3. Future researchers. It is recommended that the future researchers will conduct a comparative study of the Opol National Secondary Technical School Senior High School Modeling Program against the curriculum of K to 12 approved last October 2015, following its career path in terms of graduates' competence in the performance of work standards in the workplace.

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