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Phenomenologizing Work Readiness of Tech-Voc Graduates a Basis for the Development of Career Guidance Intervention Program

Marinel J. Asia

Philippine Normal University

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**Phenomenologizing Work Readiness of Tech-Voc Graduates
A Basis for the Development of Career Guidance Intervention Program**

A Thesis

Presented to

the College of Graduate Studies and Teacher Education Research

Philippine Normal University

Taft Avenue, Manila

In Partial Fulfillment of the Requirements for the Degree of

Master of Arts in Education

with Specialization in Guidance and Counseling

MARINEL J. ASIA

APRIL, 2017



Philippine Normal University
National Center for Teacher Education

APPROVAL SHEET

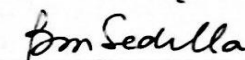
This thesis entitled **"PHENOMENOLOGIZING WORK READINESS OF TECH-VOC GRADUATES: A BASIS FOR THE DEVELOPMENT OF CAREER GUIDANCE INTERVENTION PROGRAM"** prepared and submitted by **MARINEL J. ASIA** in partial fulfillment of the requirements for the degree of Master of Arts in Education with specialization in Guidance and Counseling, is hereby recommended for approval and acceptance.


MARYFE M. ROXAS, Ph.D.
Adviser

Approved in partial fulfillment of the requirements for the degree Master of Arts in Education with specialization in Guidance and Counseling by the Oral Examination Committee.

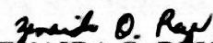

ADONIS P. DAVID, Ph.D.
Chairperson


EVELYN C. BAGAPORO, Ph.D.
Member


BETTINA PHILOMENA M. SEDILLA, Ph.D.
Member

Accepted in partial fulfillment of the requirements for the degree Master of Arts in Education with specialization in Guidance and Counseling.

18 March 2017
Date


ZENAIDA Q. REYES, Ph.D.
Dean
College of Graduate Studies and
Teacher Education Research

ABSTRACT

Name : Marinel J. Asia

Title : Phenomenologizing Work
Readiness of Tech-Voc Graduates A Basis for the
Development of Career Guidance Intervention Program

Key Concepts : Work readiness, Foundational cognitive skill, Non-cognitive
skills, values

Degree : Master of Arts in Education

Specialization : Guidance and Counseling

Adviser : Maryfe M. Roxas, Ph.D

The world of work is continuously becoming competitive and it is important for graduates to have the appropriate skills and behaviour as they enter the workplace so that they will not only survive but also grow in their career. Besides, employers now a day are more interested in graduates or job seekers who know more than specific knowledge in their vocation but also creative and critical thinking, interpersonal and have leadership skills. All these set of skills and behaviour pertain to work readiness, which is now used by the employers as basis of hiring graduates.

This present study, aim to explore the lived experiences of the “tech-voc” graduates (batch 28, 29, 30) from MFI Foundation Inc. and identify the characteristics of work readiness through the lens of the respondents. Phenomenology inquiry was used and

utilized instruments such as: robotfoto and focus group discussion with doodling activity to explore individual experiences. Based on the findings, the following were revealed in the in the study through FGD with doodling exercise: competitive and can apply technical knowledge; can learn independently; shows openness to learn; ability to adapt and perform various roles; being limitless and find other ways to complete the tasks; knows the value of time; being responsible and work dedicated; can lead and interact effectively; ability to think maturely and professionally; being values-centered and has tolerance for frustrating situation. In this essence, the researcher proposed a career guidance intervention program that encompasses knowledge, skills and values to better prepare the students to enter the industry world.

Dedication

I humbly offer my work to our Almighty God, who has been the source of my strength and wisdom. He made it possible for me to get through all the hardships I encountered while writing this paper.

God, You are the best!

I also dedicate my work to my dear and very supportive parents—my nanay and papa who always believe that I can do this.

This is it! nanay and papa.

Mari ❤️

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A year had passed when I started writing my thesis. I have been through a lot of struggles and I thought I would never reach this page at all. Truly, this work is a fruit of labour. It has a big impact on me, not only on the career aspect but also on a personal level, because I learned a lot while working on it. I am excited that I am almost at the finishing touch of my thesis. Now, I have reached this page to write my thank you notes to our God and to all the people who helped me get through this far.

Above everyone else, I say thank you to our Almighty God. I almost give up, but He made it possible. God, You never failed me. Thank you so much for all the blessings, knowledge and wisdom. I raised all the glory to you.

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CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The world of work is continuously becoming competitive and it is not enough for graduates to know basic literacy and numeracy, because the labour market demands for “job ready” workers who have not only acquired formal education and training but also know the application of those skills in the workplace (Smith, 2015).

Various researchers attempted to define work readiness but with the use of different terminologies such as graduate employability, workforce preparedness and job readiness makes it difficult to have a common understanding and definition of what work readiness really means (Caballero, et.al 2011; Mashigo, 2014). Work readiness, according to Caballero, Walker et.al (2011) is the extent to which graduates possess the attributes needed for them to be successful in the workplace and at the same time indicative of graduates’ potential for long term job and career advancement. Daniels and Brooker (2014) defined work readiness as preparedness to do the job upon graduation. Another researcher defined work readiness as the attainment of knowledge, skills and commercial understanding which allows new graduates to make valuable contributions to the company (Mason, Williams, & Crammer, 2006). Similar to this, the Society for Human Resource Management (2015) mentioned in their research that a set of skills, attributes and knowledge possessed by a graduate applicant could make them effective in the workplace. Thus, graduates or any jobseekers may secure an employment if they

possess attributes that render them work ready because no matter how good their academic grades and degree class, definitely they will be competing with numerous graduates who are equally well-qualified in academics too.

The inconsistency in terms used for work readiness as mentioned earlier may explain the discrepancy of attributes that characterizes work readiness (Stewart & Knowles, 1999; Caballero et.al 2011). The factors that contribute to work readiness are foundational cognitive skills or the field specific-knowledge acquired by the students in their educational programme; and the generic or non-cognitive skills which pertains to the logical and analytical reasoning skills, problem-solving skills and communication skills (Bridgestock, 2009; Mashigo, 2014). These set of work readiness skills, according to Wagner (2006), can be modified, but there will be similar elements in all sets. To add, Finch and Peacock (2015) mentioned in their qualitative study that, education alone is no longer sufficient and new graduates should possess specific resources like intellectual, personality, meta-skill and job-specific skills. Further, ACT (2013) refers the “work-ready” individual as someone who possesses a combination of knowledge and skills needed to be minimally qualified for a specific job. Meanwhile, the people who lack basic work readiness skills may be challenged in looking for a job or keeping a job (Mayhew, 2015); and, developing these work readiness skills or employability skills need in the workforce believed to be a concern of educators and employers (Williams, 2015).

In the United States, one prime focus to meet the workforce demands is to ensure that every American has undergone at least one year of post-secondary training or higher education and this could be addressed through Career and Technical

Education (CTE) where young people be provided with academic, technical and employability skills needed in today's workforce. In like manner, Morris and Powell (2013) believed that delivering TVET at the secondary level could be a way to respond to global demands and it will be a complementary mix of academic, technical and vocational and training. In the Philippines, Technical Vocational Education and Training (TVET) have emerged and increases tremendously for both public and private institution each year. It comprises of formal, non-formal and informal learning for the world of work. Young people like men and women have equal opportunity to learn knowledge and skills from basic to advance levels across a wide range of institutional and work settings (United Nations Educational, Scientific and Cultural Organization, 2016)). However, the success of TVET cannot be measured plainly by its numerous technical-vocational schools, rather with the students it deployed after completing the TVET program (Syjuco, The Philippine Technical Vocational Education and Training, 2006).

By and large, time changes and the needs of the employers gradually change too. The characteristics and work attributes possessed by "generation z", or the young individuals who were born between 1994 and 2010 may not fit with what the workforce needs, yet they show strong perspectives and many opportunities in them if their needs, work style, attributes are handle and groom properly (Schwabel, 2014).Moreover, according to Caballero & Walker, 2010; Hager& Holland, 2002 there is a developing view in literature about the skills that contribute to work readiness and should not be limited to generic skills and field specific knowledge but also include personal or intrapersonal skills. In essence, this would be an insightful way of exploring other skills

that contribute to the work readiness of the graduates which have not received much attention but worth exploring because of the changing nature of work. Knowing and understanding the characteristics that comprise work readiness of the tech-voc graduates would facilitate a successful transition from school to work, employability and improvement in the curriculum and guidance services.

Conceptual Framework

While the traditional education may provide learning and knowledge to graduates, Career and Technical Education (CTE) or Technical Vocational Education and Training (TVET) believed to play an important role in shaping the work readiness skills and ability of the students (Hall, 2010) and prepares them for specific trades, crafts, technician and career such as engineering, accountancy, architecture and the likes (Bjenks, 2016). The skills identified by various researchers for what work readiness is and the factors that makes an individual work ready may guide employers and educators.

Work readiness, as defined by researchers is the extent to which an individual possess foundational cognitive skills and sets of non-cognitive or soft skills that prepare them for success in the work environment (Hall, 2010; Camp, 2011; Walker 2012; Van den Eede, Danneels & Van de Voorde, 2015). Foundational cognitive skills pertain to the ability to read, work on mathematical problems and other field-specific knowledge and skills relevant to the educational programme prepared the student for (Barrie,

2004). Non-cognitive or soft skills on the other hand refer to the personal characteristics and behavioural attributes rather than to technical knowledge (Mamun, 2012).

Caballero and her colleagues (2011) explored work readiness and were able to find out that personal characteristics is said to be a factor to individuals' work readiness as it refer to the self-awareness, self-direction, flexibility and adaptability. Together with these findings were the other factors of work readiness like work competence which focused on the individual's strengths, ability to cope with multiple demands and overall work-related competence. The second factor is relating to social intelligence which is about developing relationships with people, communication skills and conflict management. The third factor is about organizational acumen which refers to the awareness of workplace protocols and ability of the individual to see feedback constructively. (Caballero, Walker, & Fuller-Tyszkiewicz, 2011). In like manner, Mashigo (2014) cited on her exploratory study that emotional intelligence and psychological capital contributed to individual's work readiness and should be given importance as well because the ability to manage emotions will surely result to harmonious social interactions.

As mentioned earlier, the employers demand is changing and so the main argument of this study is to know other characteristics or contributors of work readiness aside from foundational cognitive skills (hard skills) and non-cognitive skills (soft skills) mentioned and discovered by researches. Through the lens of the tech-voc graduates, the findings would reveal a new insight of work readiness.

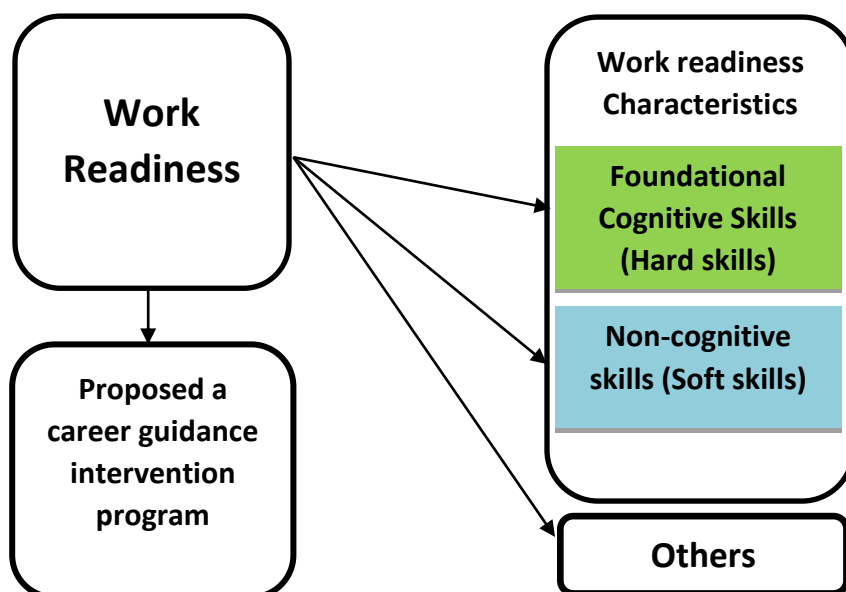


Figure 1 Conceptual Framework

Figure 1 displays the conceptual framework for this study, wherein work readiness is characterized by foundational cognitive skills (hard skills), and non-cognitive skills (soft skills). Using qualitative approach and instrument such as focus group discussion with doodling exercise, other characteristics of work readiness possessed by tech-voc graduates, will be revealed. Also, the findings of the study will be utilized and be the basis in proposing a career guidance intervention program.

Statement of Purpose

The purpose of this qualitative study is to describe the lived-experiences of the participants. Phenomenology inquiry was employed to explore and make meaning to the lived experiences from the lens of the tech-voc graduates.

Specifically this study aimed to answer the following:

1. What characterizes the work readiness of tech-voc graduates?
2. What career guidance intervention program can be proposed to tech-voc students?

Significance of the Study

This study utilized Phenomenological approach to better understand and describe the meaning of the lived experiences of the tech-voc graduates. The findings of this study will rebound to the benefit of the society specifically in the research industry, school, counselors, researchers and student.

School (Curriculum Developer)

Celis (2013) mentioned in her study that one of the factors that define the success of the institution is through the employability of its graduates. At present, employers are now looking for graduates who have more than just good marks instead, work-ready and can be an asset to the company. As for this study, it better serves and benefit the school specifically the curriculum developer to put emphasis in the development of programs and activities which enhances work readiness skills.

Researchers

Since there are a few researches related to work readiness of tech-voc graduates especially to local literatures, this present study may serve as basis of other researchers wanting to explore work readiness and make technical vocational

graduates as their respondents. Besides most of the definitions and sets of skills mentioned in other researches are from the views of higher education graduates. The findings of this study can be used for future research such as doing a comparative study of work readiness of tech-voc graduates and senior high school students. Also, this study can give a new paradigm for work readiness or possibly agree to other research findings regarding the sets of work readiness skills.

School Counselors

School counsellors are vital members of the education group. They assist the students in all aspect such as academic, personal, social development, career development, and ensuring that students will develop utmost potentials and become well-adjusted adults of tomorrow (American School Counselor Association, 2017). The findings of the study may assist the counselors with their career pathing and planning to students especially in the Philippines, where only a few know what technical vocational is and majority of the students are eyeing for a degree class thinking they could easily find a job with their diploma at hand. The counselors may use the findings of the study in opening or widening the selection of career path of our dear students by introducing technical vocational education to them as one of the options to their career as it would also give equal opportunity like any other degree classes. In like manner, the findings of the study may be useful to school counselor perhaps in career counseling, as it provides meaning of work readiness and other skills sought after by employers from the testimonies of the tech-voc student graduates.

Students

Students may have less idea about what employers look for to a job candidate. As such, this study benefits student readers in a way that it allows them to understand the meaning of work readiness through the experiences of the tech-voc graduates. Correspondingly, the study may serve as an eye opener to them that the employers are not solely after the degree class of a job candidate but more of the work readiness skills they possess, such that they need to study harder and pay attention to the lessons and other activities provided by their teachers as it shapes their ability and eventually essential in their future career. Lastly, the student readers may get more information on what skills to improve on and skills to develop to be more attractive in the eyes of the employer.

Scope and Delimitation

The study is descriptive in nature as it utilized phenomenological inquiry to make meaning to the lived experiences of the tech-voc graduates from MFI Foundation. The researcher invited a total of 11 graduates from batch 28, 29 and 30 to participate in the focus group discussion and doodle exercise. The focus of the study is to know the characteristics of work readiness possess by tech-voc graduates through their lived experiences. The findings may also give new meaning to work readiness and reveals new contributor in becoming work-ready. In like manner, the researcher intended to propose a career guidance intervention program based from the findings of the study. The career guidance intervention program aim to strengthen the work readiness skills

they possess and ensure that the tech-voc students are all ready to enter the workforce. Further, the proposed intervention program will include activities complemented with discussion to ensure acquisition of learning.

However, this study delimits the findings from getting the percentage of employed tech-voc graduates, as well as knowing the most employable courses in TVET as it is solely more of describing the lived experiences of the tech-voc graduates. The results of this research cannot be used to make statements about wider community due to limited number of participants. Furthermore, since it used focus group discussion, exploring complex belief of some participants was not possible.

Nevertheless, this study believed to contribute in the field of guidance and counselling in terms of the proposed career guidance intervention program. Similarly, since there are only limited local readings and research about “tech-voc”, this study will surely add input in local literature about work readiness. Additionally, the good practices of the school when it comes to its training can be a basis of other tech-voc school to ensure the employability of the students.

Definition of Terms

Career and Technical Education (CTE) – almost identical with TVET; range of learning experiences related to the world of work.

Dendrogram- a tree diagram that shows similarities among group of entities (Drout, 2012)

Generation z- the label for young individuals who were born between 1994 and 2010 (Schwabel, 2014).

Nangangahoy- Filipino word, operationally define as disassembling and collecting usable parts from a defective system or equipment and transfer it to another system

Robotfoto- a Dutch term which refers to the preliminary sketch of the respondents (cited by De Guzman et.al, 2009)

Siksik, liqliq, umaapaw- Filipino term, operationally used by the respondents in the study to describe extensive training they had at MFI

Technical Capability- application of knowledge and skills needed to perform specific job or tasks (Doyle, 2016)

Operational Definition: the application of everything you learned in school either at home, personal application or at work. Thus, it is more of knowing how to do it competently and can even measure up to the skills and knowledge of engineering graduates.

Tech-voc graduates- operationally used as the abbreviation of technical vocational graduates

Work Attributes – operationally defined as the character developed by the respondents through school activities and trainings. These refer to being dependent, readiness to accept responsibility, persistent, independent learner and assertiveness.

Work readiness– tech-voc graduates characterizes work readiness as the combination of skills, work attributes and values.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The prime purpose of this study is to describe and explore the lived experiences of technical vocational graduates from MFI Foundation in attempt to identify the characteristics of work readiness. To fully understand the essence of the study, a review of related literature is presented. This section is divided into parts: the first part will discuss work readiness and how it is defined and explored by other relevant researches. This chapter will also focus on the factors involved or possessed by a work ready individual. Further, in trying to connect the construct to tech-voc graduates, related researches about Technical Vocational Education and Training (TVET) used as intervention for graduates/ individual become work-ready is also presented in this chapter.

Implement TVET to increase employability

To sustain high economic growth in South Asia, TVET and higher education were given priorities to meet the greatest challenge which is creating productive and competitive employment to a large number of young entrants in the labour market because the competitiveness and ability to move up by a country starts with innovation, knowledge and skills not from cheap labour which tends to be short-lived (Asian Development Bank, 2014). International Labour Organization (ILO) also believed that skills development is an essential element and could be a way of improving the

employability and important tool for poverty reduction. Along with this, ILO has developed a body of knowledge which focuses in giving training to rural communities, upgrading informal apprenticeship and meeting the needs of Africa to improve skills and employability (International Labour Organization, 2015).

The Malaysian government is on its way towards transforming and becoming a developed nation as they focus on the labour market reform which advocates technical and vocational education and training (TVET) and lifelong learning as a mean of raising the overall quality of workforce. Esa & Rahman (2014) conducted a study about the readiness and identifying the core factors of success in real life working situation of TVET graduates. The results showed that TVET students need to improve on their soft skills as employers were more favorable to graduates with employability skills. It was also suggested that strengthening the links with the industry could lead to the development of TVET in each skills sector.

The government of Armenia recognizes the importance of Vocational Education and Training too. Over the last decade, the government developed a VET strategy and continuously updating the action plan. A tracer study in Kotayk and Ararat marzes (region of Armenia) was conducted to assess the relevance of VET offerings and outcomes in the regions. The findings of the research showed slightly more than one third of the VET graduates 35.9% considered self-employed and in general, graduates from rural areas are more successful in finding jobs than in urban areas (European Training Foundation & Caucasus Research Resource Centers , 2012)

Botswana Training Authority (BOTA) conducted a tracer study about the employment outcomes of vocational training graduates in Botswana. The findings of the study showed that 50.45 % among the respondents were employed and majority of the graduates were employed fulltime. However, there were 56% among the respondents who were unemployed under area of specialization. Such that, this could be a pointer to skill mismatch in the vocational sector (Bolaane, Chuma, Toteng, & Molwane, 2010).

Gambia government developed vocational and skills training programmes as strategies to promote and meet the requirements of the country's socio-economic development activities. A tracer study was conducted to determine the outcomes of TVET training. The results revealed that 44.6% of graduate respondents landed on the job related to which they were trained and 20.2% landed on the job which were not related to their training. The study also revealed that 45.9% of respondents could not find job because the jobs are not suited for them are not available and 21.1% of the unemployed have difficulty in finding a secured jobs due to lack of qualifications (Educational Research Network for West and Central Africa , 2013).

In his research, Khan (2009) proposes the vocationalization of the Pakistani secondary schools. According to Khan (2009), secondary education in Pakistan needs major reform in order to reduce the large dropout ratios which plague Pakistani education. Only a third of Pakistani students enrolled at the primary level make it beyond Class V while another two thirds drop out after Class VII. Khan argued that if one or more career based occupational skill programs are offered at the upper secondary level (Class 8-10) as supplements to general education, dropouts can be

reduced and productivity can be increased in the work environment. Khan (2009) further argued that International data show that nations with a large proportion of students enrolled in upper-secondary vocational programmes have significantly higher rates of school attendance and completion at the higher upper-secondary [Bishop and Mane (2005) as cited by Khan (2009)]. Khan further elaborated that it was also observed in the USA that those who devoted about one-sixth of their time in high school to occupation- specific vocational courses earned at least 12 percent extra one year after graduating and about 8 percent extra seven years later. In the USA, 90 percent of students attending a comprehensive high school would take at least one occupation specific course, with many taking more than one. This occupational profile in US schools has remained stable since the 1980s (Khan S. , 2009).

According to Khan (2009), Pakistan has some 3,125 technical and vocational institutions with a total enrolment of 256,000. The private sector dominates (70 percent of the institutions and 57 percent of enrolment), while 62 percent (or 160,000) of the students and teachers are male. The number of teacher which is 14,914 is equally divided among private and public institutions (Pakistan Education Statistics, 2007-08 as cited by Khan, 2009). However, the number undergoing formal training in Pakistan is very low at about 1.0 percent of the 10-16 age group (11-17 for OECD). This needs to be compared with an average of 25-60 percent for OECD countries [UNESCO (2007)] and 10-20 percent for the fast developing Asia Pacific region.

In Malaysia, an assessment of employability skills of technical and vocational students was conducted and it found out that majority of them were at the moderate level in terms of the employability skills (Bakar, 2013).

Meanwhile, in Africa a reform in their current environment from which adaptation of TVET system is being considered to support industrialization, economic growth and poverty eradication. However, high quality of skills training is required and incorporation of competency-based, use of modern information and communication technologies are needed for it to be successful (Afeti, 2012).

In the same way, India seems to show greater consideration of vocationalization since they are considered to be one of the largest sources of technical manpower yet, general education is given more emphasis and less for technical vocational which leaves them having more educated people remain unemployed (Goel, n.d).

United States has a different views regarding technical education. As a matter of fact, Career and Technical Education (CTE) is being implemented to provide their young individuals with academic, technical, employability skills and knowledge so that whichever field they pursue neither post-secondary, higher education nor career field they are prepared for it (American Institute for Research, 2013). Correspondingly, Australian research indicated that workplace engagement or vocational and educational training (VET) programmes offers a range of benefit for young individuals especially when placed in the work environment. It shows that soft skills are mostly developed and refine career options and pathways (Oxenbridge, 2012). Furthermore, in a recent survey of TVET graduates' employers conducted by Samoa-Australia where 216 employers

were interviewed and asked to provide assessment to TVET graduates. It found out that the generic skills were commonly rated as poor and this includes communication, computing, customer service, management and office administration. As such it was recommended that inclusion of training and sufficient work and practical exercises be given to students (Samoa Qualifications Authority, 2015).

Technical Vocational Education and Training (TVET) in the Philippines has started after the turn of the last century when the government noticed the needs of the youth to acquire employable skills especially if they decide to quit school early (Peano, de Dios, Atchoarena, & Ursula, 2008). As referred by United Nations Educational, Scientific and Cultural Organization (UNESCO) TVET involves general education, study of related science and technology and acquisition of practical skills, proper attitudes and knowledge relating to occupations from different sectors of social life and economic and can be at the secondary, post-secondary level (Esa & Rahman, 2014).

With the aim to provide training and prepare students become work ready and employable, in 1994 it was legally mandated in the Philippines under R.A 7796 by the Technical Education and Skills Development Authority (TESDA) (Syjuco, The Philippine Technical Vocational Education and Training (TVET) System, 2005). TVET in the country has grown tremendously with more than 4,000 institutions and more than 60% of which are privately owned. Public TVET are usually provided by TESDA Technology institutes located nationwide, state-owned universities, colleges or local colleges offering non-degree programmes (UNESCO-UNEVOC, 2010). However, the success of the TVET program according to Syjuco cannot be measured by its numerous schools

that happened to increase tremendously for public and private sectors rather; it is more of the students it deployed after completing the program.

In a research conducted by Rayan (2015), The Montfort Brothers of St. Gabriel in the Philippines have established two TVET schools: the Montfort Technical Institute (MTI), Inc. in Aklan and the Montfort Academy (MA) Inc. in Romblon. Both schools tender subject-based and competency-based curricula. According to Rayan (2015), these are the first and the only male religious congregations in the Dioceses of Kalibo, Aklan and Romblon. They have been actively involved in TVET, not only in the Philippines but also in Asian countries: Thailand (1900), India (1903), Singapore (1936), Malaysia (1959), and the Philippines (2000). They help the poor and the less privileged particularly those who are left out from the main stream of education and other opportunities, to determine that they are full members of the society, (Montfort Education Charter (MEC), 2010 as cited by Rayan, 2015). As a result, TVET has become a tool for upholding social protection for the excluded members of the society and as a channel for economic development.

According to a study on the Montfortian TVET Schools in Asia: Charism and Performance (Rayan, B.A, 2013 as cited by Rayan, 2015), some findings revealed that as a whole, Montfortian TVET Schools in Asia were perceived as “very good” in the level of charism. Rayan (2015) found out in his study that the graduates of both the schools, MTI and MA have highest percentage of wage or salary employment, 87.1% and 80.0%, respectively, while smaller percentage of graduates are self-employed. The graduates have limited access to loan or capital for entrepreneurial activities. TVET

attainment among the Montfortian graduates appears to have positive influence on wage or salary employment in private sector. TVET trained Montfortian workforce is much more likely to be in wage employment and much less likely to be in unpaid work or self-employment.

Moreover, the Province of Romblon also does not have many financial institutions and business opportunities for auto industry and computer maintenance services. As to workforce readiness, the overall mean in terms of knowledge is 3.6; skills, 3.8; and attitude, 3.7 which means that the graduates of both schools are highly ready to work in their respective fields of specialization. The graduates are most of the time ready as to their knowledge, skills and attitudes. The MTI curriculum included the 200 hours of On-the-Job Training which might have contributed to the high level of readiness of its graduates.

On the other hand, although On-the-Job Training is not included as parts of the curriculum at MA, its graduates are highly ready in the workforce. Rayan (2015) reiterated that per observation, the faculty members in both schools are committed and talented. There are significant differences existed in the income of graduates in terms of Geographical- match and Skills-match while there is none. According to Rayan (2015), this may be due to the fact that those graduates who are employed in better industries within the province were receiving higher income and those who were employed outside of the province were receiving income higher than those in the province. The income of the graduates of Montfortian TVET schools, working within the province of origin

significantly vary compare to the income of the graduates, working outside the province of origin.

Rayan (2015) findings on his research also revealed that there is significant relationship in average monthly income of the graduates with Geographical-match when categorized as to the place of work within the province and outside of the province. This is due to the fact that the minimum wages for graduates working outside of the province, especially in the cities and national capital regions were higher than in the provinces. There is a positive correlation existed between the employment status of graduates and workforce readiness in terms of knowledge and skills, respectively, while no correlation existed in terms of attitude. Perhaps, in hiring them, the employers' primary focus is on the knowledge and skills of the graduates.

Nowadays employers in many economies are seeking workers who possess behavioural skills such as teamwork, diligence, creativity, and entrepreneurship. In addition workers need personal attributes, like work ethics and problem- solving skills. It emphasizes that focusing only on technical and vocational skills in TVET will not guarantee employability for graduates. TVET systems will have to ensure that behavioural skills valued by employers are in place (World Bank, 2010 as cited by Rayan, 2015). According to ICEF (2013), The Philippines boomed with its economic growth for 2013 hit 7%, which is better than predicted. With prosperity came the demand for education quality, Filipinos wanted their children to have access to good schools, as well as opportunities in vocational and higher education that will lead them toward employment when they graduate.

Graduate employment was a concern at a time when unemployment rates were rising in the Philippines despite the economic growth. Higher education institutions (HEIs) and the Philippines government did what they can to create solutions to the unemployment problem. Two examples include the reformation on transforming agri-colleges into state universities to provide more opportunities to disadvantaged students; and the quality control by the Commission on Higher Education (CHED) shutting down programmes that were not complying with the standard. The Department of Labor and Employment (DOLE) did its part by launching a 'My First Job' facilitation programme which provided skills training to the tune of US \$5.6 million. Funding for the programme was provided by the Asian Development Bank (ADB) and the Canadian International Development Agency (CIDA) in the hopes that it would help the Filipino youth find jobs at a much faster rate and would more foreign investors to put up business in the country.

In response to the youth unemployment rate and the desire for students to learn employable skills, TESDA has been actively promoting its schools and learning centres as the more practical option to high school students. TESDA supported a number of TVET centres across the Philippines, all of which would train students in vocations that were essential to the country's growing economy. Examples of the programs that were offered were the following: The Auto Mechanic Training and the Carpentry training courses. Apart from TESDA, a private hospitality management school called Enderun Colleges was growing in popularity and it expanded the number of courses it offered. It was called "Boutique College." Enderun has partnered with a

number of schools and colleges in Europe, the US and other parts of Asia to send its students on a semester abroad.

Locally, in 2011, TESDA conducted an impact evaluation to measure the external efficiency of the TVET delivery. Based on the records, it showed that the overall employment rate of TVET graduates has increased by 5.8 % points from 55.1% in 2008 and climbed up to 60.9% and high percentage of the employed TVET graduates landed in the jobs related to their training. By training mode, the highest employment rate was from the enterprise-based graduates at 83.1% and the lowest came from community-based programs at 56.4%. With the employability as the external measure of TVET, it can be noted that employment is a function of many factors. As for the recommendations, quality assurance of the mechanism in TVET training delivery should be strengthened and sustain.

Further, graduates' employability has been one of the major concerns by most schools like Lyceum of the Philippines. Celis, Festijo et.al (2013) conducted a study about the employability of the graduates from Hotel and Restaurant Management course which resulted also in identifying the school related factors to job placement.

Secretary of Labor and Employment Baldoz (2014) stated the importance of both technical and soft skills. She even challenged the young individuals to develop their life skills to jumpstart their career. Moreover, a change in the Philippine Basic Education system is also seen to address and prepare the young individuals becomes work ready. According to Sec. Luistro of Department of Education (2012) technical vocational education is now integrated in the basic education and one of the major strands of K-12

and this should be strengthened as it prepares, equips high school graduates with employable skills. Looking back at the 2011 impact evaluation of the technical vocational education and training (TVET) program of TESDA, among the 755, 242 TVET graduates 60.9% of them at the time of survey was employed.

Work Readiness and its Factors

Defining work readiness remains vague as different terminologies are used such as employment readiness, career readiness, employability, workforce readiness and job readiness as well as lack of consensus in literature (Mashigo, 2014). But overall it is define as the extent to which an individual possess the attributes and set of skills that prepare them for success in the workplace and makes them minimally qualified as this is look upon by recruiters during the selection process of a particular job (Hall 2010, Camp, 2011; Walker, 2011).

A “work -ready” individual has the foundational skills needed to be at least qualified for a specific profession that is decided through a job analysis or occupational profile (Clark, 2013). In like manner, Van den Eede, Danneels, and Van de Voorde (2015) added that work readiness is also about the individual’s knowledge of the job market and his or her occupational skills that are suitable for the role when entering the job market. The knowledge on the job market may include knowing the sorts of jobs that are out there and what they imply, the kind of companies and company cultures that exist, the self-knowledge and knowing what one would like to do or be good at, and

knowing how to apply to a job properly (Van den Eede, Danneels, & Van de Voorde, 2015).

The work readiness of an individual can be measured through their foundational or soft skills, their occupational or hard skills and their knowledge of the job market. The more these three are 'present' in an individual, the more 'work ready' they are (Van den Eede, Danneels, & Van de Voorde, 2015). Some researchers use the term "career readiness" or "job readiness" to equate with "work readiness". Career readiness or job readiness is a person's ability to effectively navigate pathways to connect his or her education to employment to achieve a fulfilling, financially-secure, and successful career (Council C.R.P., 2014). Career readiness in a dynamic global economy requires flexibility and commitment to lifelong learning along with the mastery of the key knowledge, and skills and dispositions that vary from one career to another which changes over time as a person progresses and develop continually (Council C.R.P., 2014).

Career readiness consists of the following three elements: level of preparation of students in core academic communication and math skills, which will allow students to excel at the workplace or in routine daily activities, liability skills such as critical thinking and responsibility which are essential in any career area, and technical and job-specific skills related to a specific career pathway that offer life-sustaining wages and opportunities for advancement (Stone, 2012)

According to Bandaranaike (2015) being work-ready is important and employers look more on this especially social skills and personality rather than the degree of

qualification of an applicant. Various researches stated that a work ready individual must possess foundational cognitive skills which pertains to generic skills like reading information, can do mathematics and non-cognitive skills or soft skills which also includes personal characteristics and behavioural attributes (Nilsson, 2010; Caballero, Walker, Fuller-Tyszkiewicz, 2011; ACT, 2013). Thus, graduates or applicants are expected to possess repertoire of technical skills and soft skills to get and keep the job they want.

Some of the soft skills viewed by employers and graduates are analytical skills, computer and technology skills, interpersonal skills, communication skills, leadership skills, self-management and emotional intelligence (Shumilova, 2011). It can be said that an absence of either your technical skills or may be soft skills being undervalued will get you nowhere. For instance, communication skills is important like in the way an applicant communicate to his employer may get him to land a job yet, it is mostly the most lacking skills to some applicants (Wibrow, 2011).

Moreover, in a recent phenomenological study by Williams (2015) it found out that communication is the most important soft skills for both employers and students, however, it is the most lacking soft skill too. Additionally, it has been noticed that some new entrants or applicants are poorly prepared and requires company investment to make them workforce ready. They need to improve with their communication skills, learn how to value teamwork, solve problems and acquire knowledge that is broad and deep (Rateau, 2011).

Summary of review of literature

In summary, TVET has been recognized to be the resolution for the unemployment issue not only in the Philippines but across other countries. However, some studies reviewed reveal that in other countries not all implementers of TVET can successfully have a work- ready individual. Fortunately, in the Philippines, particularly in Romblon, one of the pioneer advocates of TVET became successful in deploying workforce ready individuals, although there are some attributes and skills needed to be developed to TVET graduates. This is due to the fact that now a day, employers no longer looks for the technical abilities alone of an applicant. As stated by Caballero, work readiness has been used by employers for hiring graduates.

Work readiness is defined as individual's know-how of the job market where his or her occupational skills will fit and be applied accordingly. A work-ready individual possesses foundational or soft skill, occupational or hard skill and their knowledge of the job market; and the more they have all these set of skills the more they are seen as work ready. Moreover, different terms may be used to connote work readiness like career readiness, job readiness and employability, nonetheless, it entails the ability of an individual to successfully undertake the task assigned to him or her with all the skills he or she possess. Some of the work readiness skills mentioned in the reviewed studies and literature includes a mixture of behaviors and skills. Meanwhile, making the individual work ready is said to be a collaborative effort of the government, the individual, the employers and the school.

Notably, work readiness factors commonly mentioned in the reviewed studies are technical skills and soft skills, although the term may vary from one research to the other. However, there are limited literature found for TVET in the Philippines and no specific factors of work readiness have identified based on the local literatures. With that, the research gap identified by the researcher is to identify the characteristics of work readiness for tech-voc graduates then propose a career guidance intervention program to strengthen these.

CHAPTER 3

METHODS

This chapter discusses the methods of data gathering including the steps undertaken to gather data, instruments and modes of analyzing the data. Similarly, some ethical standards were considered and discussed in this section.

Research Design

This study used a qualitative research design. Corbin and Strauss (Khan S. N., 2014) stated that doing qualitative research means to step beyond the known and enter into the world of the participants and see it from their perspectives. Phenomenology, a qualitative research design was employed to understand the lived experiences of technical vocational graduates or “tech-voc” graduates and their journey in becoming work ready. Husserl regards phenomenology as the science of pure phenomena (Calimag & de Guzman, 2010) and defining the essence of lived experiences from the perspective of the participants themselves (de Castro & de Guzman, 2012).

Research Locale

The locus of this study was a school pioneer in the field of technical vocational education in the Philippines. The MFI Foundation Inc., is recognized by three (3) government agencies such as TESDA, CHED and DepEd in providing technical vocational education and training (TVET). Technical Education and Skills Development

Authority (TESDA) allowed the school to offer various Technical Vocational Education and Training (TVET) such as Electrical Technology, Electronics Technology, Instrumentation and Control Technology, Tool and Die Technology, Information Technology, Network Administration, Industrial Mechatronics, Automotive and Motorcycle, and Systems Developer and these are part of the Industrial Technician Program (ITP) of the school. Moreover, the school is also accredited by Commission on Higher Education (CHED) and allowed to offer Bachelor in Technical Teacher Education and recently permitted by Department of Education (DepEd) to offer Technical Vocational Livelihood (TVL) track to Senior High School levels. Hence, for this study, 11 graduates with different specialization from batches 28, 29 and 30 of the Industrial Technician Program (ITP) participated since there is no graduate yet for the bachelors and senior high school programs.

Sampling Scheme and Selection of Participants

Graduates from batch 28, 29 and 30 were given an invitation to participate in this study via email. However, it appeared that some email addresses of the graduates were no longer working as the invitation failed in delivery and bounced back to the researcher. Phone calls and text messaging were also tried but still no one replied and the numbers were unattended which appeared that the directory of the school's Placement Department is not updated. Fortunately, one of the former counselees of the researcher from batch 29 came to be online in Facebook Messenger and offered to help in disseminating the invitation to her batch mates and other batch she knows of. At this

point, Snowball Sampling technique was applied as it is appropriate to use when it is difficult for the researchers to locate the members of the population and the existing respondents recruit future participant among their friends or acquaintances (Crossman, 2016).

Participants of the Study

Since focus group discussion (See page 36, for the FGD Questions) is one of the instruments used in this study, homogeneity of the participants was considered so that focus group participants would be comfortable in expressing their views as they all share similar backgrounds and experiences. Further, the recommended group size for focus group discussion is six to eight participants (Moretti, et al., 2011). For this study, there were 11 participants who participated in the focus group discussion and doodling exercise; four (4) of them were girls and seven (7) were boys who respectively represented different technology and batch. Among the 11 participants, four (4) came from Electrical Technology; one (1) from Electronics Technology; three (3) from Instrumentation and Control Technology; two (2) from Tool and Die ; and one (1) from Industrial Mechatronics Technology. In general, the ages of the participants range from 19-23 years old. Other information of the participants were shown in the *robotfoto* (Dutch term for composite sketch) (De Guzman, 2009).

Research Instruments

To ensure that the data and information to be gathered are rich enough to understand and get the essence of the experiences of the participants, experts-validated instruments like *robotfoto* and focus group discussion with doodling was used.

Robotfoto

The first part is the *robotfoto* (Dutch term) refers to the composite sketch or the demographic data of the participants (de Guzman, et al., 2013). This tool asked and provided information such as age, gender, name of employer, position and employment status, batch number and short interview question such as: When is your first formal job? How long does it take for you to get a job? Why? Is our present position/ work in the company relevant to your completed course? What difficulties have you experienced during your job hunting?

Name: _____	Age/ Gender: _____
Batch / Course: _____	Year Graduated: _____
Present Company: _____	Type of company _____
Position : _____ Status in the company: _____	
When is your first formal job? Please indicate if it is before graduation or after graduation or if you were absorbed by your OJT company. _____	
How long does it take for you to get a job? Why? _____	
Does your present position/ work in the company relevant to your completed course? _____	
What difficulties have you experienced during your job hunting? _____	

-----Thank you for participating-----	

Figure 2. Questionnaire used for profiling the respondents

Figure 2 displayed personal information of the participants. The data collected in this form were used for profiling the participants and employed as the *robotfoto*. The table 1 below displays the demographic profile of the participants for this study.

Table 1: Robotfoto, Composite Sketch of the participants

Code/ No.	Batch/ Graduated	Year	Course	Gender	Current Position	Employment Status	Absorbed in OJT
P1	Batch 29/	2014	Electrical Technology	F	Design Technician	Regular	No
P2	Batch 30/	2015	Tool & Die Technology	M	Technician	Regular	Yes
P3	Batch 30/	2015	Mechatronics technology	F	Technician	Regular	Yes
P4	Batch 29/	2014	Electronics Technology	F	Technical Support	Regular	No
P5	Batch 29/	2014	Electrical Technology	M	Building Technician	Regular	No
P6	Batch 28/	2013	Instrumentation & Control Technology	M	Automation Specialist	Regular	Yes
P7	Batch 28/	2013	Instrumentation & Control Technology	M	Automation Specialist	Regular	Yes
P8	Batch 28/	2013	Instrumentation & Control Technology	F	Jr. Sales	Regular	No
P9	Batch 29/	2014	Electrical Technology	M	Service Support Engineer	Regular	No
P10	Batch 29/	2014	Tool & Die Technology	M	CAD Operator	Regular	Yes
P11	Batch 29/	2014	Electrical Technology	M	Service Engineer	Regular	Yes

As depicted in Table 1, characteristics of the participants were elaborated. Each of them was given a code like P1, P2, P3 etc., which stands for participant 1, participant 2, and participant 3 and so on and so forth for ease of recalling and tagging their responses. The table also displayed the course and their current position in their respective companies. More importantly, it conveyed that all respondents from batch 28, 29 and 30 are presently working in their respective specialization as regular employee.

Focus Group Discussion with Doodling

In trying to explore the experiences of tech-voc graduates the researcher combined the effectiveness of both tools focus group discussion with doodling.

Focus Group Discussion (FGD) is a qualitative tool used to obtain in-depth information from a group of people (Gerritsen, 2011). Oftentimes, social science researchers rely on using FGD as it is helpful to collect data from multiple individuals where perceptions, opinions, beliefs, attitudes or viewpoints of the participants are discussed (Onwuegbuzie, Dickinson, Leech, & Zoran, 2009). Moreover, one distinctive feature of FGD compared to other tools like individual interview is the combination of interviewing, group interaction and it allows the researcher to observe the participant (D'Amato, 2008). However, one of the limitations of the group interview according to Flores & Alonso, 1995; Gibbs, 1997 is on the part of the researcher where difficulty in identifying the individual message during session. Hence, to enable each participants to express their own thoughts and to know the significant changes occurred to them that may lead to identifying the characteristics of work readiness skills each of them were

asked to draw representations of themselves such as before and after they completed the technical-vocational program. After which, each participants were given the time to express their ideas about their drawing. According to Pereña (2014) doodling can unleash the hidden symbolic power of the mind.

In like manner, under study adopted the methods used by Pereña (2014) where FGD with doodling was used in her Phenomenological study to gauge the emotional dimension of faculty life. Similarly, doodling was used by de Guzman et.al (2008) in trying to capture the essence of the concept of “clinical instructors through the lens of the students. Moreover, Siagto-Wakat (2016) explored the use of doodling to surface the experiences in the psychological phenomenon of language anxiety in an English classroom.

For this study, the discussion was comprised of *introductory questions* or the warm up questions that tap about the general issues to be discussed and set the moods of the participants and the *exploratory questions* or the in-depth questions that allow the participants to express their opinions, at the same time hear the views of others which give them the chance to refine their own views (Hennink, 2013). It is mostly comprised of open-ended questions and used non-judgmental language, short and easy to understand by the participants.

The central questions used in this study that led to the in-depth discussion of the focus topic are as follows:

1. What qualities or skills did you learn from MFI that are advantageous in your present job?

2. What makes you work ready compared to graduates from other Voc-Tech Schools?

Table 2. FGD Guide Questions

FGD Questions Introductory Questions 1. What is your present job? Is it align to your specialization? If not, what area of specialization is that? 2. Is this your dream course and school? 3. How long after graduation were you able to find a job? Exploratory Questions 1. How do you think MFI helped you in changing your life? 2. What can you say about the academic preparation you had at MFI? 3. What qualities or skills did you learn from MFI that are advantageous in your present job? 4. How did MFI help you in becoming work-ready? 5. How did your being “MFier” help you in getting the job? <i>Please refer to the Appendices for the complete set of FGD questions</i>
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Preparation for Focus Group Discussion

Prior to the collection of data, the researcher secured a permission and approval of the school director through writing to be able to conduct the FGD at MFI Guidance Office. The objective of the study was also explained to get the full support of the institute. Likewise, respondents were given consent form where the agreement to

participate in the study was stated. Materials needed for the doodling exercise such as crayons, bond paper and pencil with eraser were prepared. Similarly, snacks were prepared and ordered earlier for the convenience of the activity.

Data Gathering Procedure

The researcher utilized robotfoto and focus group discussion with doodling in gathering data. FGD, according to Ritchie et.al (2013) is a powerful research tool that can be used to tackle sensitive issues and it reveals “truer” sense of public opinion. It is important that the focus group participants feel comfortable to the FGD facilitator as well as to its co-participants. As such, before the FGD proper, the researcher introduced herself and the two (2) co-facilitators who would help in recording and note-taking of the verbalizations of the participants. After which, the graduates were given a questionnaire for *robotfoto*, to get the demographic data of the participants (Co & Tan, 2014). It was facilitated to establish the baseline characteristics of the technical vocational graduates under study. It catered the general information of the participants like age, gender, course and other work related information.

Moreover, the purpose of the study was reiterated to the group and other important matter included on the *Consent to Participate Letter* which was sent to the participants ahead of time via email. The participants were also informed that the FGD session will be video and voice recorded for ease of transcribing the verbatim. In the same way, introductory questions like: What is your present job? Is it aligned to your specialization? If not, what area of specialization is that? Is this your dream course and

school? How long after graduation were you able to find a job? These were asked prior to the exploratory questions during the FGD session which seemed to be helpful as it set the mood of the participants and established rapport with the researcher.

After setting the mood and establishing rapport with the participants, the doodling activity was introduced. Each participant had one set of drawing materials that includes a bond paper, set of crayons and pencil with eraser. The researcher asked them to draw a representation of themselves before and after they completed the tech-voc program. Each of them was also given the chance to explain their drawings. Please refer to the Appendix for the doodling activity. The doodling exercise was immediately followed by exploratory questions from the researcher. Since they all know one another and feel comfortable with each other, sharing of experiences did not come as difficult for them. The entire FGD session lasted for almost four (4) hours.

Mode of Analysis

Information collected from the *robotfoto* were analyzed and presented as the demographic profile of the participants. Doodles illustrated by each participant were also examined through its similarities, differences and repetition. Moreover, video and voice recorded responses of the FGD were transcribed verbatim. The transcriptions were carefully read and re-read in order to get the general sense and phenomenal referents that define the participants' viewpoint of the phenomenon (Shosha, 2012). Cutting and sorting techniques of significant statements were employed and then clustered according to similarity using *dendrogram* or tree design (Calimag & de Guzman, 2010)

to simplify the cool analysis and warm analyses of the field texts. All these data analyses, process and techniques, surfaced major themes which served as the core of the study.

Validity and Reliability

Validity and reliability are two most important parts of a study because the accuracy and credibility of the information rely on them. However, determining the validity and reliability of a qualitative inquiry differs from quantitative study. In most cases according to Simon (2011), reliability in quantitative study refers to the ability to replicate the results of the study, while in qualitative, replication is not expected rather the term consistency or dependability is used. Meanwhile, rigor or trustworthiness is the common term to see for qualitative inquiry instead of validity; though, qualitative researches are frequently criticized for poor justification and lacking in scientific rigor (Noble & Smith, 2015). On the other hand, Creswell and Miller (2000) stated that the qualitative researcher uses lens, which serves as a viewpoint for establishing validity of the study. One of which is the lens of the researcher himself; then the second lens that serves to establish validity is the participants and the third lens is the reviewers not affiliated with the study.

For this study, the researcher used one of the proposed approaches by Silverman (2009) in enhancing the reliability of process and results such as constant comparison of the context with peers were done (Silverman, 2009). The researcher also sought the help of 3 qualitative study experts to ensure that the tools and processes

used in this study were appropriate. Hence, the researcher provided them with the data needed such as the *dendrogram* findings and verbatim responses of the participants to ensure that they critique all important aspects of the study to be reviewed.

Ethical Consideration

To make this research professional and ethical, the researcher clearly informed the respondents about the purpose of the study. The respondents were also given “Consent Form to Participate in Research form” prior to the Focus Group Discussion session and were sent via email then a copy was handed to them during the session. The respondents were informed of the following before and during the FGD session, were informed of the following:

- 1.1 The participation in this study is voluntary and no remuneration is involved except for the free meals after the FGD activity. Needless to say, your participation is a great help and may contribute to changes and development of career guidance intervention that would benefit future students of the institute.
- 1.2 Your participation will involve *Focus Group Discussion (FGD)* with doodling activity with other graduates from different technology of batches (28, 29, 30) wherein sharing of ideas and experiences with MFI and at work will be the focused topic.

1.3 The *Focus Group Discussion* is on June 18, 2016 (5:00pm-8:00 pm) at the MFI Guidance Office, Room 210- Main Building of the Institute. It is a closed-door, fully air -conditioned room and big enough to accommodate participants. It is also secured and away from any distractions or noise, such that sharing and discussions will unlikely be interrupted unless the facilitator instructed you to do so.

1.4 There are no known risks associated with this research. You will be informed about the activity before it begins and you will be assisted by a FGD facilitator. There are no right or wrong answers for the focus group discussion. Also, responses will be audio or video recorded and documented by one of the assigned FGD facilitator.

1.5 This research will be presented as a partial fulfillment of the graduate study in Guidance and Counseling and a copy of this research will be given to MFI Foundation Inc. Rest assured that your identity will not be revealed in any publication resulting from this study. All data will be kept confidential and stored in the Guidance Office and will be shredded and disposed of after 5 years

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presents the findings from the focus group discussion with doodling exercise. Alongside is the discussion of the research findings.

Findings

For this phenomenological study, the researcher adopted de Guzman's approach of cool and warm analysis wherein meaningful units were obtain from raw data, condensed meaning were developed which leads to themes.

The table on the next page displayed the development of the themes wherein, meaningful units were interpreted based on the significant statements of the participants, until themes were formed. There were 11 themes that emerged from the discussion which was labeled as the characteristics of work readiness and these were: competitive and can apply technical knowledge, can learn independently (can work under minimum supervision, openness to learn, ability to adapt and perform various roles, being limitless and find other ways to complete the tasks, knows the value of time, being responsible and work-dedicated, can lead and interact effectively, ability to think maturely and professionally, tolerance of frustrating situation and being values centered; which was categorized into major components such as foundational cognitive skill (hard skill), non-cognitive skills (soft skills) and values. Please refer to the Appendix for the complete dendrogram

Table 3. Chart of FGD with Doodling exercise

Interpretation of Condensed Meaning Unit	Theme	Categories
- Competent to train engineer going to Japan - Applied knowledge for personal use and home like fixing computer - ngayon mam marunong na ko magkahoy-kahoy, troubleshoot na ako na lng mismo gumagawa. - na-apply naman mga tinuro sa amin like benchwork	Competitive and can apply technical knowledge	Foundational Cognitive Skills (Hard Skills)
- Learning by themselves - Freedom to explore, strategize and use trial and error method	Can learn independently	Non-cognitive skills (Soft skills)
- Has the will to learn the course - Open to learn new task	Openness to learn	
- Can be at different trades like autocad and computer software - Can easily adapt to work schedule due to school hourse is patterned to work hours	Ability to adapt and perform various roles	
- Getting other useful materials from a defective system - Being limitless and find other ways to complete the task	Being limitless and find other ways to complete the task	
- Using checklist in organizing daily tasks - Plan and prioritize due to limited resources	Knows the value of time	
- Conscious about the time and work demands - Willing to extend working hours to fulfil the task	Being responsible and work dedicated	
- Knows how to communicate with the client - Being sensitive to the opinions and feelings of others	Can lead and interact effectively with others	
- Knows the limitation and mindful of the action towards instructor - Separate personal life from work - Realize what she wants in life	Ability to think maturely and professionally	
- Has positive outlook in life - Staying stronger to win the battle - Waited for the right time to lead	Tolerance of frustrating situation	
- Able to stand what she believe is right - Respect to one another	Being values-centered	Values

There were many reasons shared by the participants on why they chose technical vocational course despite the fact that they have no idea about it. In fact most of them regarded it as not their dream course and school, yet they still enrolled for it. Two of them reasoned out it were due to the scholarship that the school offered such that they have to let go of their dream course and pursued technical vocational course instead. One of them shared, *“Hindi ko dream course ito, kasi gusto ko talaga social work, so happened na kailangan ng scholarship pero okay naman”*. Agreeably, another respondent shared, *“Hindi ko dream course. Hindi ko alam ito dati. Ang course ko kasi dati sa Adamson I.T., financial lang din”*. Aside from the financial support or the scholarship grant, the influence of the significant people in their lives like parents and friends made them choose “tech-voc” course. Some said the school and course were referred by the school principal’s son while the other one was by a roommate. On the same note, parents are influential and most of the times have the final say on what course to take in college. As expressed by one student, *“Di ko din dream course. Di ko nga to alam. Actually, kaya lang ako napunta dito, choice ng father ko. Nagwowork sya sa Valle Verde, so ayun dahil sa family”*. Nevertheless, whatever reasons they have, the school was able to bring changes in their lives.

The school played an important role in the lives of the participants in such a way that the participants see the school as an *agent of change* despite most of them said earlier it was not their dream school. Transformation occurred to each of them, like from being useless they became useful or from knowing nothing to learning something. They noticed changes within themselves as they used to describe themselves as “blank”,

“undecided”, “start from zero” and now they claimed, *“Dito sa MFI natuto mag-jeep, tumawid ng kalsada. MFI naglabas sa comfort zone ko. Dito ako nag-level yung dating blanko lang na ako, di lang basta na-fill, na form din”*. Another respondent agreed that the training at MFI was good and can build a person especially those undecided as regards their careers. As expressed, *“Pagdating sa college ang galing ni MFI kasi parang nag-start sa zero lahat. Tapos nagka-chance ulit ako mag-umpisa ulit. Ang galing ng training nila. Natuto talaga ko kahit hindi ko nman talaga gusto yung course ko wala kong idea sa course ko. kaya nya magbuild ng isang tao na di pa sure sa gagawin nya sa buhay”*. Harmoniously, they claimed to see clear direction or path to their goals. Some said, *“nabago ni MFI yung buhay ko kasi unti-unti nakita yung direksyon na kung saan tatahak”*, other say, *“ngayon nakikita na yung path kung paano aabutin yung goal”*.

They also view MFI *like a family to them* where, a mother who keeps reminding them about the right thing to do. One of the participant expressed, *“Para kang may nanay mayat-maya sistahin ka bawal yung gnyan, bawal ganito, ganito ka dapat”*. Another participant justified it like a supportive brother. As the student recalled, *“pero noong college kasi, andyan yung tutok na kuya yung di ka bine-baby, yung pinu-push ka.”* Along with this treatment is the development of attitude. In fact, they claimed that *“MFI’s trademark is attitude”*, as they give credits to the guidance services they experienced in school for which to some participants who experienced studying from other university, inevitably they compared the treatment they got from what they experienced at MFI. As stated, *“trademark ni MFI attitude talaga. Dito kasi may guidance”*. Moreover, the influence of the people comprising the institute had an impact

to the character development of the respondents. Majority of them stated that the teachers and staffs are approachable and friendly like *“sa baba cheerful mga tao doon. Sa registrar nakakatuwa kilala pa pati apelyido mo. Sa ibang university sasabihin lang sayo, o magbayad ka ng 500 meron tayong entrance fee...”*. Additionally, one of them specifically stated the values he learned at school, *“attitude towards work na nanggaling naman po sya sa sipag na magturo at mag-explain sa amin ng mga teachers”*. They say teachers are respectful and even call them with *ma’am* or *sir* or by their names during classes which they adapted at their workplace.

Furthermore, the MFI is regarded as innovator, builder and generous provider of knowledge and skills. One of them recalled his reasons for enrolling at MFI even if he passed from other schools, was the training and practical application of the theories as evidenced by this statement, *“Dream course? Oo, noong highschool kumuha ako ng electrical at electronics, gusto ko combined yung dalawa. So instrumentation ang lumabas. Dream school ko din sya. Pumasa ko sa ateneo at UP mechanical engineering kaso, gusto din ng kuya ko dito ko mag-aral gusto ko din kase practical kaysa theoretical”*, such that they see it as great advantage that the materials and equipment were available for them to work on. One of them shared, *“kahit di ka pa graduate alam mo na yung work na gingawa mo. Sa ibang university kase sasabihin sayo: o ganito yan, tignan mo na lang sa internet paano gumagana yan. dito, sa instru nandyan yung mga gamit”*. Another respondent agreed that the availability of the materials to work on during their school days made it easier for them to adjust at work due to familiarity of its function. Likewise, the school was generous in providing

knowledge, skills and training to them. They described it as *“siksik, liglig at umaapaw”*, *“sobra-sobra talaga ang tinuturo”*, which helped them greatly to easily adjust to work environment. As one student expressed, *“kumbaga pagpasok mo totoy ka pa lang paglabas mo, fully grown na. Tinarained ng MFI pra maging ready”*.

To sum it all, the respondents experienced and witnessed the different roles and functions of the school like being an agent of change, a family to them, innovator, a character builder, a values teacher, and a generous provider of knowledge and skills which eventually, aid them to become work ready.

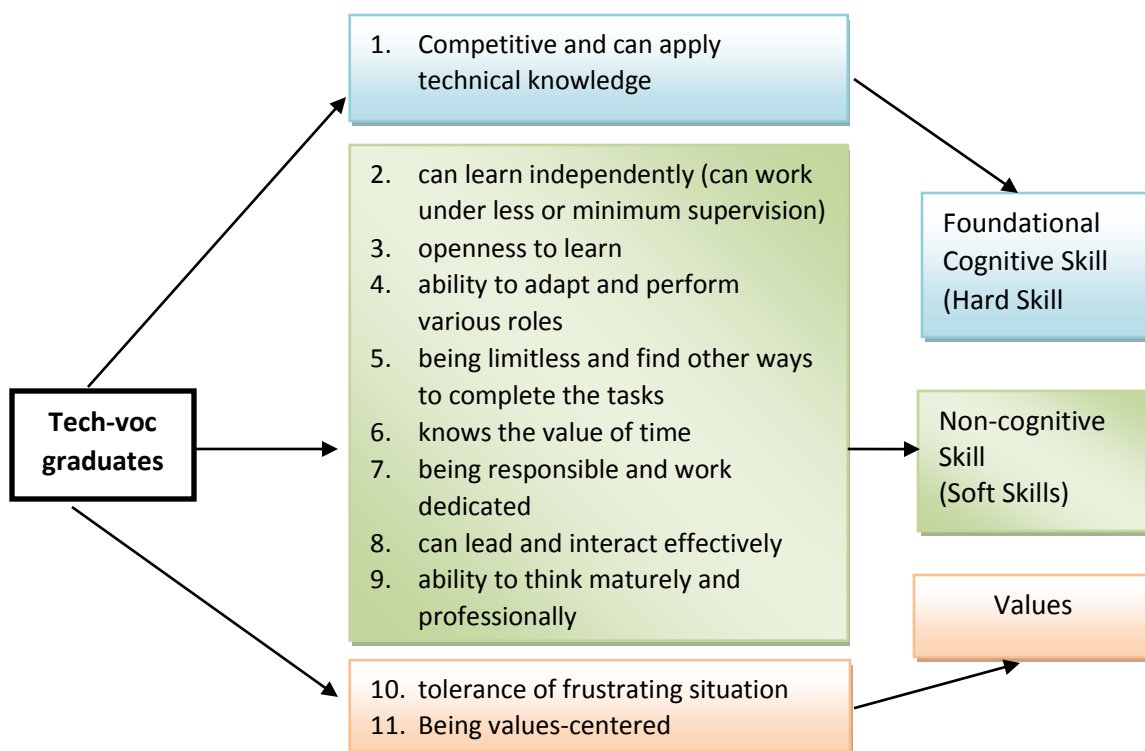


Figure 3. Characteristics of Work Readiness for Tech-voc graduates

Figure 3 displayed the findings of the FGD with doodling exercise which revealed 11 characteristics of work readiness of the tech-voc graduates and was categorized as foundational cognitive skill (hard skill), non-cognitive skills (soft skills) and values.

11 Characteristics of Work Readiness

From the verbalizations of the 11 tech-voc graduates, characteristics of work readiness emerged and these are: competitive and can apply technical knowledge; can learn independently (can work under less or minimum supervision); openness to learn; ability to adapt and perform various roles; being limitless and find other ways to complete the tasks; knows the value of time; being responsible and work dedicated; can lead and interact effectively; ability to think maturely and professionally; tolerance of frustrating situation; and being values-centered.

Competitive and can apply technical knowledge

For this study, technical capability is described by the participants as their ability to apply the knowledge they acquired in school. For example, they can now work on defective equipment at home like on a fluorescent light for which they can now properly check on the starter or the electrical wiring of the light. Similarly, they can now fix their own computer, which before they tended to dispose right away but now they would try to troubleshoot it until it gets fixed. Also to their advantage, they now understand technical specification of the gadgets they wish to buy at the mall. As expressed by one

of them, *“yung sa mga mall, yung sa mga specs, parang nakakarelate na ko kapag nagtatanong. Bibili ko halimbawa ng certain na products, ay naiintindihan ko na”*.

Moreover, they see the academic preparation given to them as more than enough. For instance, the fundamentals of the course were taught to them from diagram interpretation to Autocad designing which were all applied during OJT and even at work. It was also mentioned earlier that the school was generous in providing knowledge and skills like in the Autocad class of the electrical respondents, in harmony they said they were taught more than the basic of the Autocad subject and troubleshooting of software which they now see as one of their advantage for they applied it not only to work but for their personal convenience. One of them shared, *“madami ko natutunan software troubleshoots. Honestly, pinagkakitaan ko pa nga yun sa lugar namen e... yung may mga classmates ka nung HS nag-AUTOCAD nahihirapan sila tapos ikaw, medyo kikita ka kasi sympre magpapaturo sila sayo. sympre patay!*

On the same note, they demonstrated technical know-how by confidently suggesting technical resolution to technical problems they encountered at work. As one respondent recalled, he was able to apply the knowledge and skills he had in HVAC subject (Heating, Ventilation and Air Conditioning) where he suggested and insisted to rehab the air condition units of the building to prevent it from failing; as such, his manager was grateful to have him as part of the team since he and his engineer partner were able to resolve one of the issues that the company has been encountering since last year. The following expressions gave evidence to this, *“knowledge at skills sa HVAC. Kasi di ba nga building technician. Di naman sa pagmamayabang noong*

pumasok ako doon, maraming problem sa company. Sabi ng manager ko thankful sila sa akin, sa amin ng engineer ko. Kasi halos yung isang taon na nilang problema, nalessen namen. yung sa controls at panels. Ako yung nag-insist na i-rehab kasi yung company 16 yrs. na so ayun, kapag di namaintain yun mgdo-down ng mgdo-down yun, hanggang di mo na magamit at papalitan na. Tapos ayun, parang maraming nagamit si company na skills na nakuha ko kay MFI, then marami din ako nagamit para matulong ko sa company...particularly on building wiring installation, refrigeration and maintaining motor control, autocad which is nagamit ko sa first work ko”.

More importantly, their technical facility allows them to work competently to anyone at work like engineers or tenured employees. As a matter of fact their technical know-how has been noticed and recognized by their respective companies. For example, their work performance was recognized by their managers such that some of them were asked to train engineers before sending them off to Japan and the other one could be the candidate to compete for the technical convention in Japan. In some ways, their technical knowledge was also demonstrated by how they approach technical concern at work. For one thing, an engineer would check google for technical concern, while the respondents would recall the learning and application they had in school which end up to be more accurate and caused to earn the trust of the company. As evidenced by the following statements:

Kase yung co-workers ko ngayon more on engineering. So sila more on theory and google. E ako kahit hindi ko muna igoogole or balikan yung inaral ko kapag ginawa mo na kase mas madali mo na lang mabalikan yung inaral mo. Yung

lahat ng tinatanong ako about certain projects, ang una kong nirerecall e yung mga ginawa kong past projects sa school at dito sa company...

...kinausap kami ng supervisor namen tapos ni-rank nya kami. tapos sinabi din nyan na ikaw nakikita na ilalaban sa techcon (technical convention in Japan), ako naman di na lang ako nagsasalita may masasabi ka ba? nakangiti lang ako parang yung sarili kong boss hindi nakikita ginagawa ko pero yung above doon ang nakikita. sinabi nya ikaw mas mataas ka pa sa engineer (grade nataasan ko pa daw yung engineer).

Overall, the technical know-how acquired by the respondents is best described by their verbalizations of their ability to apply the knowledge either for their personal convenience or at home. They also revealed that they were able to apply it during OJT and at work. It also shows that the respondents were competitive enough to work with tenured employees and their technical knowledge can somewhat measure up with the engineers based on the commendation got by the respondents from their superiors.

Can learn independently

Moreover, through school activities and training, the respondents learned to be accountable for whatever projects or responsibility handed to them regardless if they were supervised or not. As one stated, *“kahit walang nagbabantay na teacher okay lang, di kami matututo kung di kami ng-undergo ng trial and error process. Tsaka project din talaga namen yun, kaya kumbaga di na namen naisip yun kase it’s our job to*

work out yung project". Evidently, they became independent learners in that they can work even without supervision. As described by them, at MFI, they have the freedom to explore, strategize and do trial and error method on their own. Although they say that teachers prioritized short-course students for they paid the tuition fees compared to them who were all scholars, they still see and agreed that, *"hindi kami spoon-fed sa lahat ng information"* which led them to learn independently in such a way that they researched and studied their own project and were only assisted during practical hands-on. Their teachers trusted them to the extent that they were given something to work on like fix and explore a television on their own which eventually got fixed. As expressed, *"sa umalis na instructor na head ng electronics, ayun po, talk sya ng talk tapos iniwan na nya kami. Halimbawa po Saturday kami na bahala. Iniwan sa amin. Kase andun po yung tiwala na hindi namen masisira yung tv, nagagawa naman po yung pinapagawa nya"*. Also, they learned to stand on their own. Some of them stated, *"natuto kami mg-stand alone, independent, hindi yung rely ka ng rely"*. Besides, at MFI they regard the teachers as the *"last option"* to ask about the project for they can utilize other resources like internet and would only go to teachers when things get tougher. Congruently, one shared her successful experience as a beginner in the company where flash drive was the only tool she could use to familiarize herself with the ins and outs of the job.

Overall, from the verbalizations of the participants, their ability to learn independently was described as: learning by themselves, competencies were enhanced because according to them the instructors gave them the freedom to explore, strategize

and try the “trial and error” method where they can work on a project under minimum supervision of their instructors.

Openness to learn

Another characteristic of work readiness that emerged from the group discussion of the selected tech-voc graduates is demonstrated through their openness to learn such that they tried all other possible ways to complete the work. For example, in school, they opened themselves to a different kind of learning strategy like working with groups, doing hands-on training and doing research instead of purely discussion from teacher, which they find helpful as they learn more from their discussion. Equally, one respondent had to take down notes all information provided by the teacher in order to learn how to assemble and disassemble the computer for she regarded herself like a “*buto*”, novice in troubleshooting computer but it all paid off when the skill is applied at work. Further, some of the participants shared the advantage of being open to learn new things like taking other position at work or performing a different role. One of them shared, “...*tinitignan din yung eagerness, sa akin po nakita yun nadecline yung pagiging technician. Pero nakita nila kailangang-kailangan ng batang ito ng trabaho, kaya kahit sales grab ko*”. In like manner, one of them expressed, “*pumapasok ako sa cleaner room kahit wala akong kaalam-alam sa machine tinuturuan ako magtrouble, set-up magpasok ng machine sa linya...*”.

From their sharings, openness to learn is described as having the will to learn new things or the course, being open to various strategies of learning like group

discussion, doing research and learning from their classmates. It is also demonstrated through eagerness to learn new task at work by taking a different position.

Ability to adapt and perform various roles

One particular description as described by one of the participant is the ability to adapt to work schedule which was supported by the group through their head nods. As expressed, *“di ko alam yung term, pero involve sa time...konti na lang yung adjustment naten sa oras kase 9 hours nga tayo sa school”*. Similar to this, one of them recalled the experience he had in school that aid him in becoming flexible at his current work. As stated, *“sobrang dami ng tinuturo sa atin dito, nadalian na tayo pagdating natin sa company kaya parang naging flexible na tayo o kaya sobrang lahat ng basic binigay na sa amin”*. The same experience was shared by another participant like *“autocad namen e pinuwersa kami tapos biglang malumanay. Parang pag lumabas ka, ang dami mong trabaho na pwedeng mapuntahan”*. More of this experience was recalled by another respondent where various roles was assigned to her but did not bother at all. She expressed, *“naging flexible po ako. Yung work ng accounting kaya ko pong gawin at the same time yung repair na dinadala sa shop at yung repair na pinu-pull out ng technician. Since in-house technician ako, lahat yun hawak ko...lahat ng products nahahawakan ko, tapos nagrereport din ako mam kung kumikita ba yung shop, communication kay Panasonic kung lahat ba ng work e properly coordinated”*.

To sum, the ability to adapt and perform various roles is characterized by the ease of adjusting to work schedule, becoming flexible and can perform various roles and tasks.

Being limitless and find other ways to complete the task

From the group sharing, another characteristic of being work ready was formulated and this is being limitless and finds other ways to complete the task. This is described by their verbalizations like ability to maximize the resources at hand. One of them refers to their teacher as the last option as they tried to maximize available resources in school before making inquiries to their teacher. As verbalized, *“actually mam, last option namen ang mga teacher, kase may internet na tinatawag e. nakaka-access naman po kami sa wifi ng school. may mga laptop naman po kami na nagagamit para sa research”*. This statement was agreed by another participant and explained the needs to be limitless in learning especially during the time that MFI instructors were unable to attend the class. As expressed, *“yung tipong kung wala ng magagawa yung iba, wag mo limitahan ang sarili mo. Doon sa MFI di naman sinasadya na hindi ma-accommodate yung mga students sa schedule parang ikaw na yung bahala mag-innovate ng paraan mo”*. Same thing goes to the experience of other participants where they learned to become resourceful and find other ways to complete the task.

According to them not everything they need would be quickly provided to them by the school. As such, they look for other ways to get things done like *“nangangahoy”*. They say it’s the practice of the previous batches where they pull out usable parts of

defective system and then transfer it to other so that they can still work and finish the project. As a result, the expense of the school was cut-off. As shared by one of them, *“kasi hindi naman lahat ng gusto naman bibilhin ng MFI. For example kailangan ko ng resistor, e sympre mam kahit malapit lang sa Megamall yung Alexan para bilhan sympre hindi agad papayag si MFI so yung tinry na ways ng mga previous batches, ganun ginagawa naman kung ano yung tingin naman na functional pa.*

In general, this particular characteristic of work readiness as described by the participants was demonstrated by maximizing the resources at hand, being limitless and find other ways to complete the task like “nangangahoy” where they pull out useful material from a defective system and transfer it to another one to make it functioning.

Knows the value of time

This characteristic of work readiness is best described by the participants as someone who knows how to plan and prioritize due to limited resources. As told by one of them, *“dapat may time management”* since there were many of them who would use the tools like screw driver and so they have to manage their time working on that particular tool. One respondent added, *“sabi din ni sir ako din naman mahihirapan in the end at nakakahiya naman kung mandadamay pako ng ibang tao na sasalo sa gagawin ko e hindi naman maganda yun na nagpapasa ka ng gawain mo”*. Hence, planning and prioritizing can best manage the time particularly when loaded with task. As evidence, the following statements, *“Basta mam dapat may time management. Natutunan ko po yan kay MFI. Kase mam limited yung tools yung resources kase hindi lang naman kami*

yung gagamit kaya dapat planado yung gagawin mo. Sasabihin sayo o 5 minuto gagamitin yung screw driver, kaya lahat ng ginagawa ko planado". Another participant shared the same experience where time is being valued and planning and organizing is the best practice she can do. She expressed, *"yung mga trabaho sa amin marami inaaral, pinapaaral iba-iba at di mo alam kung paano tatapusin yung iba. kaya yung panahon na iba-iba yung product na pinapaaral gumawa ako ng checklist sa Onenote para ma-manage yung time at ng di masayang oras kakaisip kung ano gagawin*". In harmony to this, one of them added, *"siguro napractice na din yung ganung ugali nung nag-aaral lalo na sa MFI, since maraming school projects may time at may date kung kalian dapat matatapos at nadala na din sa trabaho*".

Overall, learning the value of time is demonstrated by the participants through their ability to plan and prioritize because of the limited resources in school; it is also being practiced at work since they get used to it in school; and ability to use checklist in organizing the daily tasks at hand.

Being responsible and work dedicated

As mentioned earlier, with the influenced of their teachers, they learned to be dedicated to their work whereas, quality matters. One of them recalled, *"dati, high school iniisip ko na magkaroon ng trabaho, after ng MFI iniisip ko na magkaroon ng quality na trabaho na ibibigay yung best mo kasi hindi dahil gusto mo kumita ng pera kundi gusto mo maging maayos ang trabaho mo*". On the same note, their dedication to work was demonstrated with their willingness to extend working hours or take extra

effort just to meet the deadlines or do the work. One of them said, *“matyagang gawin yung pinapagawa marami kase kaming reports. Kahit kase nasa sasakayan, nagco-computer ako just to meet the deadline, willing to extend sa oras”*. Congruently, one respondent added *“wala akong tinatanggihan na deadline”*, instead willingly accept responsibility even at times it calls to travel via public transport or without company service. As one student expressed, *“may meeting pa ko sa client ko, may deadline pa ko bukas...halimbawa kahit pumunta ko ng Bataan, gora lang kahit mag-commute ako”*.

Aside from that, they accept responsibility without complaints, regardless if it is a bigger or not relevant to their course. For example, during OJT, some were given bigger task like a big project in Enchanted Kingdom which ended well, while some were given a task that were unrelated to their course like sweeping and mopping the floor. As one respondent stated, *“kapag sinabi magwalis ka, mag-mop ka di kami tumatanggi. hindi naman kami namimili ng trabaho”*. Accordingly, one respondent added, they were taught to persevere and work harder at MFI especially during their workshop class. As recalled, *“itinuro ng MFI, workshop doon pagpapawisan tayo, sa iba magtest ka lang, dito hindi. Kailangan pagsikapan lahat ng bagay at sa paraan na kaya mong gawin”*.

Overall, this characteristic of work readiness emerged from the description of the participants like being conscious of the work demands, readily accept responsibility, the willingness to make extra effort to complete the task and learn the value of hardwork and persistence.

Can lead and effectively interact with others

This characteristic of work readiness is described by the participants as someone who is approachable and can interact well with others. One of the participant jokingly recalled that at class, there will always be a “bida-bida” student who will took charge of the class whenever the teacher is not around. As expressed, “*sa grupo meron talagang nagsstand-out na leader*”, and it usually happened whenever the lessons were unclear to them. Apart from the leadership skill, the respondents also developed working with others effectively. One respondent proudly expressed that MFI taught *more than theories*, like, “*paano humarap sa tao, paano maging tao, paano makisama*”. For example, the ability to manage people in the production was developed during the stage arts activity in school, though it was not technical, it was useful especially at work. For instance, during client meeting, the participant knows how to effectively communicate with the client and persuade through technical expertise.

One thing more, they learned to consider the feelings and opinions of others. For one thing, in explaining the technicalities of a product to a client, they patiently and tirelessly explain it to them because they regarded the client as “*dapat ma-please mo sila*”, such that they learned to adjust for the client. As what one of them told, “*pag-iimprovise*”, in order to satisfy the needs of the client, they learned to adjust and become open-minded to give way to the needs of the client. As evidence by the following expressions, “*sa client kase dapat ma-please mo sila. Dapat Pulido yung explanation mo sa kanila. Kase kapag nakahanap sila ng butas, lagot ka na, kaya minsan paulit-ulit yung explanation mo sa kanila kahit naiinis na yung client*”. On the same light, another

respondent emphasized the importance of being “open-minded” in understanding the needs of the client. As the student verbalized, *“kapag may client kase na di ma-satisfy, wag mo na ipilit. Sasabihin mo na lang o sige sir, lets meet half-way. Dapat open-minded ka din. Kase andun ka na sa meeting, kaya dapat gawin mo na ang lahat ng magagawa mo at sympre client sya e, alam mo yung wag naten pag-usapan yung di naten mapagkakasunduan, pag-usapan naten yung mapagkakasunduan naten”*.

Tactfulness and sensitivity to the opinions of others was also noticed in the respondents. They are mindful of what other people would feel and think. One of them shared, a tenured employee asked him to do a task. Though he knew the best way to complete it, he still followed the instructions given to him because he did not want to be labelled as arrogant, like *“kapag pinangunahan mo, tingin sayo mayabang”*. Interestingly, he came up with the best way to communicate his new ways or methods without being offensive to others. As the student verbalized, *“Marami ng mas matatagal sa yo. Kaya kung ano yung tinuro, yun yung gagawin mo. Kapag pinangunahan mo sila, tingin sayo mayabang. Para di sila ma-offend gagawin ko yung ginagawa nila pa di sila ma-offend. Ang ginagawa ko gumagawa ako yung sinabi nila tapos gagawin ko din akin. Sabihin ko ay sir okay na po yung pinapagawa nyo. Humility na din na tinary ko po yung sa inyo tapos tinary ko din yung naiisip ko, tapos ayun positive naman din. hindi nila naisip na nagyayabang ako. Nasabi nila ayos ang style ko, tnry dn nila”*.

By and large, the participants demonstrated this particular character through effectively relating with others, leading other people, giving high regards and being

sensitive to their opinions. Likewise, communicate effectively with different types of people.

Ability to think maturely and professionally

More importantly, the group discussion's verbalizations revealed that participants can think maturely and professionally. For one, proper self-presentation, physical appearance was given importance despite of being a "technician", which was agreed by all through their head nods. As stated by one of them, *"hindi porket technician ka e hindi ka na pwedeng mag-corporate attire. Kasi hindi naman agad tinitignan ng company kung magaling ka e, tinitignan nila kung paano mo dadalhin ang sarili mo at kung paano ka magiging confident sa harap ng boss mo"*. Further, they know their limitation and mindful of their actions towards their instructors. As most of them said that teachers were not strict and *"super approachable at friendly"* still, they can distinguish the student-teacher relationship. One participant said, *"estudyante ka, estudyante, alam mo dapat yung boundary mo"* depicted professionalism and respect to the authority.

They also learned how to handle frustration like separating personal life from work in a sense that they seriously undertake given tasks and tried their best to work without being bothered by any personal issues. One of them admitted she unlikely would disclose personal concern to her officemates. As expressed, *"hiniwalay ko na lang yung personal dilemma. Nawalan ako ng pakialam sa kanila. Umabot kase sa point na sinisigawan ako. Kapag yung engineer ang may nakakalimutan hindi ganun ang treatment..."*. In like manner, maturity comes in by finding other ways to handle

frustration. One respondent added the use of a notebook as an outlet to relieve frustration and anger at work especially when no one is available to listen. As she verbalized, “...*nafrustrate lang ako kasi naabuso sya. kailangan mong pumasok ng sabado...kapag sila nagdadahilan e. feeling ko lang kasi di ba kapag mfier pwede kahit ano. Feeling ko lang naabuso. yun yung mga challenges, tapos di mo alam kung sino pagsasabihan mo ng ganun kasi yung ka-work mo hindi mo alam kung sino yung it-trust mo kasi mismong boss mo ginaganun ka e ano pa kaya yung mga ka-work mo. kaya ginagawa ko na lang sinusulat ko na lang sa isang notebook.*”

Additionally, from the verbalizations of the respondents it appeared that they became mature with their thoughts as they can now decide on their own; at the same time know what they want in life. Likewise, they can now see a clearer path to get to the goal unlike before they would say, “*di alam paano pupunta sa goals, promdi ako pangarap lang meron ako*” or “*mayroon ng mga path, hindi lang alam ano ang kahihinatnan*” by which at the end of the course it turned to be “*nakikita na ang path kung paano aabutin yung goal*” and “*blessing ang magkaroon ng education sa MFI, ngayon unti-unti nang nakikita ibang bagay sa mundo*”.

In general, the participants described this characteristic by knowing their limitation and being mindful of their action towards their instructor, the can separate personal and work life, proper self-presentation, and healthy way of handling frustration.

Tolerance of the frustrating situation

Based on the verbalizations of the participants they have the ability to tolerate frustrating situations. One of the participant recalled the seminar they had in school *“kapag may mga trouble sa company, yung mga Talk on values (TOV), ineenumerate sa amin ni Sir Pons ang mga klase ng tao sa company parang doon pa lang inexpect na namin sila. kaya noong maka-encounter ng ganung klaseng tao sa company di na kami na-shock. though andyan yung takot, pumasok yung parang ayaw mo na, pero dahil sa mga advise ng mga mentors, mga speakers ng seminars naalala mo lang yun, na kung iisipin mo hindi mo naabsorb yung bagay na yun nung time na yun, pero looking back naliliwanagan ka ngayon”* . One participant agreed to this statement and expressed, *“Yung talk ni sir Pons na if you want to beat a bulldozer, you need to be a bulldozer too. kasi yun yung mga na-encounter mo sa trabaho paano mo ihahandle yung mga ganun. Imbis na tulungan ka mag-grow ido-down ka pa which is na-overcome ko naman kasi napaalis ko sya. kasi nung nalaman nya na Meralco at alam nya na naangatan mo na sya, kasi may mga taong ganun talaga e. ganun ko sya hinandle, kailangan lang tapatin mo yung ganun para hindi ikaw yung mapwersa”*.

Additionally, one became persistent at work through the help and assistance of the counselor and teacher. As stated, *“...siguro kase natuto ako maging matyaga. Pero yung mga una, nagawa ko naman magtiis kase may mga advice mula sa counselor at teacher”*.

Moreover, one of them demonstrated a positive belief that there is a perfect timing or chance for them to grow and lead a group like what one of the respondents

did. As he expressed, *“magtiis muna ako, kase alam ko naman darating yung para sa akin”*, which eventually happened and felt all the hard work was paid off.

Overall, their ability to tolerate frustrating situation was mostly influenced by their experience in school and described as: positive outlook in life, ability to survive troubles at work, staying stronger in the middle of frustrations, and keeping a positive belief that there is a right time.

Being values-centered

One important theme that surfaced from the musings and verbalizations of the participants during the FGD is being values-centered like respecting other people, able to stand with what is right, does not tolerate profanity and other dishonest act and giving high regards to co-workers.

Most of them believed that one of the trademarks that MFI has is the values. As verbalized, *“andun yung nangingibabaw yung values na pinapahalagahan ng MFI. Nakikita ko kase sa mga co-workers ko na hindi galing ng MFI hindi ganun yung paggalang nila”*. Majority of the respondents give high regard towards their co-workers by using “po at opo” or addressing their co-workers with “mam or sir” which they adapted from their teachers who were also respectful and even call them ma’am or sir. One them said, *“actually po magagalang mga teachers namen. As in kapag nag-explain may sir or mam sila”*.

Moreover, they do not tolerate profanity and other dishonest acts such as cheating. One of them said, *“kase ako mam, sobrang honest ko sa company,*

napapahamak ko yung ibang technician mam. Napagsabihan na nga ako na dapat daw tulong kami”, however, the respondent firmly believe to what is right. As mentioned, *“may prinsipyo ako na kapag mali, mali mam*”, and would definitely tell the truth regardless if they get mad.

Interestingly, participants’ values are strong enough not to be persuaded easily by negative people around them. One of them stated in dismay that at work, people were cursing and would conversed with green jokes. As expressed, *“kase mam green jokes, nagmumurahan e hindi ako sanay sa ganun. Hindi ganun sa MFI e*”. One respondent agreed and stated that in school they were guided well so as not to be easily influence by negative people. As verbalized, *“actually na-implant sa akin yung value... kung paano ka di mahahawa sa kultura ng iba. kung paano di ka mahatak basta-basta parang ganun*”. For one, at work they say, *“uso pala ang third party*”, although dismayed with what is happening around them, they just ignored it and mind their own work.

On the other hand, there are some responses that did not fall under the major themes like the unfair treatment they got from their employers, not given the chance by their co-workers, negative people around them and importance of credentials and degree at work. One of them recalled the unfair treatment she got from the HR personnel of their company when she reported her daily workloads and conflicting schedules. As she stated, *“wala kang degree mam e. technician ka lang e. awts! sakit nun. parang di nila tinitignan yung output mo, tinitignan nila yung degree mo, yung papel mo which is wala pa ko nun*”.

Similarly, another participant reacted and agreed to this sharing. According to him, technical vocational graduates are sometimes left behind and are not given the chance to move up with his career. With that, he decided to study higher education so that the skills acquired at MFI will be supported by his engineering degree. As told, *“minsan po nadadala ng credentials yung opportunity sa planta, sayang naman po nabigyan na kami ng skills, nahahadlangan lang kami dahil sa papel papel”*. Moreover, a different experience shared by the other respondent was being pulled down because he was becoming a threat to their career. As shared, *“kapag baguhan ka at nalaman na baguhan, may mga tao kasi na kapag nalaman na may knowledge ka at maangatan mo sila, parang sa maikling panahon, ido-down ka nila”*. Another participant agreed to this statement whereas, it became difficult for him to speak out his opinion as he was not given the chance by his co-workers. All these frustrating experiences they had together with the different reasons they had in choosing tech-voc course are not part of the major themes but believed to be worth-mentioning in the study.

Synthesis

The verbalizations together with the explanation from the doodling activity of the participants revealed important themes for this study. Evidently transformations occurred and surfaced themes known as the 11 characteristics of work readiness. These are as follows: can learn independently; openness to learn; ability to adapt and perform various roles at work; being limitless and find other ways to complete the task; knows the value of time; being responsible and work dedicated; can lead and interact

effectively with others; ability to think maturely and professionally; being values-centered and tolerance of frustrating situations.

Furthermore, these acquired knowledge, character and values that characterized work readiness evidently support the collected information on the robotfoto, where it shows that all participants are working in their area of specialization. Meanwhile, other verbalizations and responses of the participants that did not fall under to any categories were still taken into consideration and thought to be worth-mentioning and may be consider for future research. These are as follows: unfair treatment they got from their employers, not given the chance by their co-workers, negative people around them and importance of credentials and degree at work.

Discussion

The purpose of the current study was to explore the experience of tech-voc graduates in school and during their OJT through FGD with doodling activity. The findings of the study resorted to answer the research purpose.

1. What characterizes the work readiness of tech-voc graduates?

The findings of this study yielded 11 charactersitics of work readiness that collectively described the lived experiences of the selected tech-voc graduates. It encompassed a range of attributes and characteristics such as: can learn independently; openness to learn; ability to adapt and perform various roles; being limitless and find other ways to complete the task; knows the value of time; being

responsible and work dedicated; can lead and interact effectively with others; and ability to think maturely and professionally. Additional characteristics relevant to the tech-voc graduates experience were identified that includes values-centered and tolerance of frustrating situations.

Although, the collective verbalizations and experiences of the participants may not completely represent the overall population of the technical vocational graduates, *moderatum generalizations* (de Guzman & Fabian, 2008) can be derived to indicate that the graduates have acquired some important employable skills. In harmony with this, the acquisition of skills, knowledge and values mirrored the effectiveness of academic preparation and facilities through employability of its graduates in their respective fields (Celis, Festijo, & Cueto, 2013).

11 Characteristics of Work Readiness for tech-voc graduates

For this study, technical competency denotes the ability of the graduates to apply the technical knowledge they have learned in their respective specialization. This particular skill is commonly termed by others as technical skill, hard skill or functional skills which mean the application of knowledge and skills needed to perform specific job or tasks (Doyle, 2016; Nilsson, 2012; Sturgess, 2012). In the same way, the verbalizations and musings evidently indicated the effectiveness of the training they got from the school. Some of them stated that they can work on any defective appliances they have at home such as, fixing fluorescent light, working on a defective computer or

maybe understanding the technical specification of the gadgets which they never knew prior to studying at MFI.

Another thing that they are proud of is the application of the knowledge at work. Most of them shared they were not challenged that much at work since most of the basic and foundations they need at work were taught in school through hands-on training or practical examinations. For them the academic preparation given by the school is enough to be work-ready. As a matter of fact, some of the participants verbalized “tindi ng training at siksik”, “sobra-sobra yung binigay na knowledge sa student”, “siksik, liglig at umaapaw ang ituturo sayo”. Moreover, it was a big help for the respondents to be deployed in their respective specialization during their “on-the-job training” as they adjusted easily when they applied for formal work.

On-the-job training is describe to be an essential mechanics of the Higher Education as it allows the students to demonstrate specific skills that are related to their field of specialization and solve real-life scenarios and real work situations (Bernardo, Landicho, & Laguador, 2014). Further, Alipour (2009) study showed that on-the-job training allows the student to be more productive, improves job performance and work quality. One of the them shared, *“kase pag-interview pa lang sa akin since kilala ko na yung mga component, naisip nila hindi na magiging mahirap sa akin ang turuan ako tapos nakapag-hands-on na ko gawa ng mga workshops sa school. Nakapag-OJT na ko 1 and 2...”*. In addition, they can competently undertake technical responsibilities given to them by their superiors. Proudly, they said they do better in technical than some engineers at their workplace. For instance, one of them became the trainer of the

engineers at their work right before they send them off to Japan. Moreover, they can perform the same task as what engineers do. As expressed, *“ako lang yung design technician pero pare-pareho kami ng ginagawa. Umabot pa nga sa punto na andami kong load tapos yung engineer wala syang workload, wala syang costing tapos ako andami ko, may meeting pa ko sa client”*. Given with these capabilities, the researcher believes that the respondents may be expected to fulfil their task at work with ease. Complemented with positive work attributes they would definitely reach that far and climbed up the ladder in the organization sooner.

Attributes are sometimes difficult to prove that you have these compare to technical skills because these fall under the category of soft skills, that needless to measure yet have an effect on a workers performance (Strauss, 2016). According to researches (Bora, 2012; Divya, 2016) fundamentally, soft skills pertain to personalities, attributes and qualities such as communication, problem-solving, decision-making, time management skills and self-motivation. Humburg, der Velden and Verhagen (2013) mentioned in their report that employers looked after with individuals that possess not only professional expertise but also with interpersonal skills like communication skills, teamwork et cetera.

The findings of this study are consistent with the literature found by the researcher wherein the participants themselves see the importance of these attributes at their work. Through the training and activities provided by the school to them, they developed attributes that are helpful at work. As stated by one of them, at MFI *“di lang basta na-fill, na form din”*, which pertains to the attributes and values learned from the

school. From their constant musings and verbalizations, it showed that they learned to be independent, showed openness to learn new things and become hard working and persistent. They also developed leadership qualities and can work effectively with groups. Another important attribute they formed is that they became sensitive to the feelings and needs of the people around them; and adapt quickly to changing environment.

It is important to note that apart from the characteristics of work readiness mentioned from the reviewed literatures and studies, the findings revealed other characteristics like values-centered and tolerance of frustrating situations to be important for the tech-voc graduates.

Values oftentimes pertain to the code of conduct that includes morals which serve as our guiding principle and provide sense of direction in our lives. According to Bednarek-Gilland (2016) sometimes it also includes judgment and evaluation of other people's action. From the insights of some writers and researchers (Bray, 2011; Loretto, 2016; Reddy, 2014) believed that employers do not only sought after an employee with technical skills, but also a mix of ethics or values to get the job offer. With equal importance to skills, the values like strong work ethics, integrity, honesty, perseverance, positive attitude et cetera must be taken into consideration (Dilenschneider, 2013; Hansen, 2008). In like manner, Business Council of Australia (2016) came out with their work readiness guide that includes values for it believed to be of equal importance to employers together with skills and behaviour.

In this study, findings resulted to formation of the core values acquired by the participants instilled through some activities and seminars by their mentors, teachers and counsellors in school. For one they are honest and firmed to what they believed to be right and wrong. They refrain to speak in profanity at work as well as resist in doing dishonest act. More of these, they also developed strong faith that their time to grow will come. They become patient and can tolerate frustrating situations. More importantly, they learn to respect other people and values time so much.

2. What career guidance intervention program can be proposed to tech-voc students?

To continuously support the students' growth and meet the demands of the industry partners a career guidance intervention program is proposed. The findings of this study showed a range of attributes and competencies known as the 11 Characteristics of Work Readiness for Tech-Voc graduates. Equally, the proposed career guidance intervention program is based on the findings of the study and was categorized according to: foundational cognitive skill (hard skill), non-cognitive skills (soft skills) and values.

In designing the career guidance intervention program, the researcher considered the generation these learners belong to which happened to be either a millennial or "generation z" learners. This generation learners prefer a less formal learning environment instead perform better when teachers interact and connect the lessons to real life (Novotney, 2014). According to Price (2009) sitting and listening to a

“talking head” is not engaging enough for these learners and so, active and experiential learning will work for them (Price, 2009). In like manner, engaging the students in activities will not only reduce boredom but more of increasing the quality of student learning (Fink, 2013). To note, majority of the participants have shared they enjoyed doing the “trial and error” strategy and learned to work things on their own. As such, the designed intervention program includes activities that engage the students with actual learning like workshops and immersion in the company. Alumni mentoring activity is also part of the intervention program for it promotes leadership development, personal growth, assist in the career transition and help in the application to “real-life” (Priest & Donley, 2014).

Table 4 on the next page displayed the summary of themes and its categories and how it was utilized in the development of the guidance intervention. Each proposed activities intend to strengthen the revealed characteristics of work readiness by tech-voc graduates. The proposed activities and strategies included in the guidance intervention expected to address and strengthen multiple characteristics of work readiness. For instance, sharing of experiences from alumni of the school will surely leave inspiration to the students and will likely give clear picture of what happens in the world of work and the best way to handle difficulties at work. More of these will be discussed in the succeeding page of the study.

Table 4. Utilized themes in the development of the intervention

Categories	Themes	Proposed Activity
- Non-cognitive skills (soft skills) - Values	- Openness to learn - Being responsible and work-dedicated - Ability to think maturely and professionally - Being values-centered	Alumni Mentoring (through seminar/ forum)
Non-cognitive skills (soft skills)	- Can lead and interact effectively - Ability to think maturely and professionally	Smart selling yourself to the employer (workshop)
Non-cognitive skills (soft skills)	- Can learn independently - Ability to adapt and perform various roles - Being responsible and work-dedicated - Can lead and interact effectively	Born to lead (through leadership training)
- Foundational cognitive skill (hard skill) - Non-cognitive skills (soft skills)	- Competitive and can apply technical knowledge - Openness to learn - Ability to adapt and perform various roles - Ability to think maturely and professionally	Job Shadowing
- Foundational cognitive skill (hard skill) - Non-cognitive skills (soft skills)	- Competitive and can apply technical knowledge - Openness to learn - Being responsible and work-dedicated - Knows the value of time	OJT Shadowing
- Foundational cognitive skill (hard skill) - Non-cognitive skills (soft skills) - Values	- Competitive and can apply technical knowledge - Can learn independently - Being limitless and find other ways to complete the task - Being responsible and work-dedicated - Knows the value of time - Can lead and interact effectively - Tolerance of frustrating situation	Student-Tryout Business
- Foundational cognitive skill (hard skill) - Non-cognitive skills (soft skills) - Values	All listed characteristics of work readiness	Group/ Individual Chat

Foundational Cognitive Skill (Hard Skill)

Based on the findings of the focus group discussion, technical facility was demonstrated by the participants by being competitive and can apply the technical knowledge. From their musings, they developed this skill through practical test; by allowing them to explore and do trial and error strategies to projects given by their teachers.

In connection to this, the proposed career intervention program included activities that give the students the chance to observe, explore and experience the learning on their own. One of the proposed activities that expect to strengthen the technical facility of the students is the “Job Shadowing”, where the students get to visit partnered companies related to the course or specialization they belong to. Moreover, the students get to interview technical staffs of the company who are in partnership with the school to provide technical inputs and assist the students while in the company premises.

Non-cognitive skill (Soft skills)

Soft skills refer to the attributes that are harder to ascertain from a resume. In this study, the themes or characteristics that fall under the category of non-cognitive skills or best known as soft skills are the following: can learn independently; openness to learn; ability to adapt and perform various roles; being limitless and find other ways to complete the task; knows the value of time; being responsible and work dedicated; can lead and interact effectively with others; and ability to think maturely and professionally.

Much for these attributes, the proposed career intervention program that will enhance these soft skills involve activities that are experiential or with the use of a role model. One of the interesting activities that aim to hone the soft skills of the students is the “Student Tryout Business”. In this activity, the student will be able to showcase not only the technical side they possess but more of the work attitudes especially in the event that they will have to deal with the different types of client. *Please refer to the Proposed Career Guidance Intervention Program Matrix for the full details.*

Values

One important theme that emerged in this study was being respectful to others and honest at work; tolerance of frustrating situation which were categorized as values. As mentioned from the previous chapter, employers do not simply look after the technical skill of an individual but more of the attributes. It is gladdening to note that tech-voc possessed values and characterized them for being work-ready.

In light of this, values should be given more attention and reinforced to students to ensure the acquisition. One of the unique parts of the proposed career guidance intervention is the group or individual chat with the students. It is where the counselor assist the students every after activity to ensure all confusion of the students are answered. Please refer to the matrix of this study for the full details of the intervention.

Proposed Career Guidance Intervention Title: Strengthening the Work Readiness of the New Entrants of the Workforce

Program Rationale

Work readiness, as cited by some researchers (Camp, 2011; Hall, 2010; Walker, 2012) is the extent to which graduates possess combination of attributes and skills that prepare them for success in the workplace and makes them minimally qualified as this is look upon by recruiters during the selection process of a particular job. According to Bandaranaike (2015) being work-ready is important and employers look more on this, as it is the new selection criterion use by most employers when looking for job candidates more than the degree of qualification of an applicant (Caballero, 2010).

A work-ready individual must possess foundational cognitive skills which pertains to generic skills like reading information, can do mathematics and non-cognitive skills or soft skills which also includes personal characteristics and behavioural attributes (ACT, 2013; Caballero, 2011; Nilsson, 2010). Thus, graduates or applicants are expected to possess a repertoire of technical skills and soft skills to get and keep the job they want. Some of the soft skills viewed by employers and graduates are analytical skills, computer and technology skills, interpersonal skills, communication skills, leadership skills, self-management and emotional intelligence (Shumilova, 2011). It can be said that an absence of either your technical skills or may be soft skills being undervalued will get you nowhere. However, conscious effort of the government, industry, and the

school is needed in helping individual or new entrants of the workforce become work ready.

For the current study, work readiness is characterized by the tech-voc graduates as: can learn independently; openness to learn; ability to adapt and perform various roles; being limitless and find other ways to complete the task; knows the value of time; being responsible and work dedicated; can lead and interact effectively; being values-centered; has tolerance of the frustrating situations and competent and can apply technical knowledge.

Specifically, the proposed career guidance intervention program aimed to:

1. Strengthen the work readiness skills possess by the tech-voc students.
2. Prepare and assist the students to become work-ready.

Intervention Description

The career guidance intervention program is entitled “Strengthening the Work Readiness of the New Entrants of the Workforce”. The intervention program is drawn from the concept of experiential learning theory where it defines learning as the process and knowledge is created through the transformation of experience (Kolb, 2015). It comprises of workshop-seminar activity, an actual experience at the industry field and group chat with the counselor. On the next page is the activity matrix for the intervention program that provides information about the activities enclosed in the intervention.

OBJECTIVE	ACTIVITY TITLE	STRATEGY	MATERIALS	TIME FRAME	PEOPLE INVOLVED	EXPECTED OUTCOME
To share the success stories of the alumni graduates; provide career guidance and mentoring to the students	Alumni Mentoring	Seminar	Microphone Laptop	Halfday (4 hours)	3 great alumni speakers Counsellors Teachers All first year students	-The student will be able to know more about the world of work. -Increase the network of professional contacts -Be inspired and work dedicated.
To teach the students on how to create an impressive resume and give tips on about self-presentation during job interview	Smart selling of yourself to the employer	Workshop	Laptop Paper Pen	Halfday (4 hours)	HR manager (resource speaker) Counselor Teacher All first year students	-The student will be able to create an attractive resume. -To know the best way to present oneself and pass the job interview.
To be able to manage and interact to different types of people.	Born to lead	Leadership training	Laptop	1 day training (8 hours)	Resource speaker Counselor All first year students	-To learn the effective way of managing and interacting with people. -The student

						will be able to learn how to handle difficult situation.
To know issues or concern arouse from the given activity	Group chat	Group / individual chat	Counselor's notes Pen	Maximum of 30 minutes each student	Counselor All first year students	-The student will be assisted and given more information about the topic discussed by the resource speaker.
To learn and experience being in the actual field of work.	Job Shadow	Job Shadowing	Pen Notebook	1 day (8 hours)	Counselor Technal staff/ trainer of the company All first year students	-To become adaptive and open to changing environment -To recognize the job details and positions.
To provide career guidance and additional information to the students.	Group chat	Group chat Individual chat	Pen Counselor's notes	Maximum of 30 minutes each student	Counselor All first year students	-The students will be assisted and be able to raise their concern on a particular topic.

To become aware of the issues and other concerns of OJT students in the fieldwork.	OJT Shadowing	Plenary Sharing	Pen Paper Counselor's notes	1 hour for each technology/ course	Counselor Technical teacher OJT students 2 nd year students	-To be mentally, physically and emotionally prepared for the world of work.
To address the issue of the shadowee (2 nd year students).	Group chat	Group chat Individual chat	Pen Paper Counselor's notes	Maximum of 30 minutes per group/ student	Counselor 2 nd year students	-To be able to know how and adjust to OJT issues.
To apply the technical knowledge and showcase work behaviors by putting up their own business.	Student-Tryout Business	Youth encounter	Technical equipment/ materials Pen Notebook	1 week (8 hours in a day)	Counselor Technical teacher 2 nd year students	-To be able to run his/ her business for five days smoothly and handle all possible concerns with ease.
To assist the student during the business tryout.	Group Chat Individual Chat	Group Chat Individual Chat	Pen Counselor's notes	1 week (8 hours in a day)	Counselor 2 nd year students	-To become guided in handling difficulties that may arise during the activity.

Seminar-Workshop

The seminar-workshop intends to strengthen the following characteristics of work readiness: openness to learn, being responsible and work-dedicated, can lead and interact effectively and ability to think maturely and professionally.

The seminar-workshop is a 2-day activity intended for all first year level to be held at the school's assembly hall and to be facilitated by an effective resource speaker and other invited alumni of the school. The first half hour during day 1 of the seminar-workshop will be more of sharing the success stories and mentoring of the school's alumni to give more inspiration to the students and work harder for their success. Alumni mentoring will actually give the students the opportunity to talk and create network of contacts, ask specific questions about the company and learn more about the workplace, provides encouragement and career guidance coming from the professionals who were once a student like them (Pfeifer, 2002).

The second-half of day 1 will be spent on workshop about creating an impressive resume and mock interview. The HR manager of the school can be the resource speaker for this activity to give more inputs about job application from writing an impressive resume up to the self-presentation during interview. This activity expects the students to learn how to confidently project or present themselves professionally.

The second day of the Seminar-Workshop will discuss the effective way of leading a group through fun group activities. The students are expected to become confident, communicate effectively with others, becomes more responsible and flexible and other positive attributes that will be discussed by the facilitator.

Job Shadow

Job shadowing expects to strengthen the students' technical knowledge so they can be more competitive in their respective fields. Additionally, through job shadowing the students will be able to open themselves to changes and other learning; be able to observe and adapt in the work environment; and see the importance of time at work.

In cooperation with the partnered companies, the student will have an opportunity to visit a professional work environment and at the same time get to interview personnel of the company. Job shadow activity can help the student gain insights about their chosen field and be able to recognize potential job positions. Also, this activity could better prepare the students with their mental, emotional and physical state.

Job shadow is being implemented in other country like Africa to better prepare their students for work. Junior Achievement of Africa made use of this strategy where they allow three 45-minute classroom sessions and the job shadow visit, which usually is four to five hours in length at the work environment (JA Africa, 2017).

OJT Shadowing

OJT Shadowing intends to strengthen the following characteristics of work readiness: the technical knowledge of the students, help them become open to learning, be more responsible and work-dedicated and increase tolerance for frustrating situations.

OJT Shadowing is an activity that allows the incoming OJT students to hear the issues and concerns at the OJT field through listening or shadowing during OJT

monitoring. This is an activity where the OJT student discusses all the issues like technical knowledge and behavioural concerns. The shadowee (incoming 2nd year students) are expected to become aware of the possible concerns that they might encounter at the OJT field and will likely give them more inputs about the technicalities of their future work as technicians. Also, this activity believed to prepare the students emotionally, physically and mentally ready for work as they hear the real-life experience of the OJT students such as the funny moments, the difficulties they encounter and how they handled it.

Student-Tryout Business

This is a five-day business tryout for the students which the researcher adopted from the program of National Collaborative on Workforce and Disability (NCWD) where they engage students in work experiences. According to the National Collaborative on Workforce and Disability (NCWD) even short-term work experiences can be valuable and may lead young people to develop skills, awareness and career options (National Collaborative on Workforce and Disability, 2011). The students are expected to gain more positive attributes with the 5 days business tryout like being flexible, resourceful, patient, professionals in handling client concerns and showcase technical competency.

Group Chat/ Individual Chat

Group and individual chat for this intervention program is the extra services given by the counselor in order to give clarity, additional information to inquiries of the

students about career and work experiences that are related to the activities provided. A quality career guidance counselor is very important for today's learner to become successful with their future career. (UNESCO-UNEVOC International Centre, 2017). As such, the counselor is expected to assist the students in becoming work ready and strengthening the possessed work readiness skills, knowledge and values.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the study by presenting the important findings. The conclusions were drawn from the outcomes and implications of the research. Moreover, recommendations are based on the summary. The conclusions of the study are also presented.

Summary of Findings

This study was conducted for the purpose of knowing the characteristics of work readiness for the selected technical-vocational graduates. A phenomenological approach was employed and through focus group discussion with doodling activity, data were collected. The participants for this study were comprised of graduates from different technology like Electrical, Electronics, Instrumentation, Tool and Die and Mechatronics of batch 28, 29 and 30. The Focus Group Discussion was conducted last June 18, 2016 at the MFI Guidance Office.

Research Purpose

1. What characterizes work readiness for tech-voc graduates?

Through constant verbalizations of the participants during FGD and as supported by the doodling exercise it was evident that learning and transformation occurred in the

lives of the tech-voc graduates. As referred by the participants, the school played an essential role to these changes. Most respondents regarded the school as agent of change; they see it like a family, innovator and builder of character, generous in providing knowledge, skills and training and lastly, “attitude” as its trademark. Given this support from the school, the tech-voc graduates acquired 11 important learnings that characterized work readiness.

One of these is their ability to learn independently through activities and trainings of the school where they explore and strategize on the the project assigned to them. They also learn to open themselves to different opportunities that comes their way as well as openness to learn from one another. So much of these, they became flexible and has the ability to adapt and perform various roles at work. Further, they learned to maximize the available resources at hand and do not limit themselves in finding ways to complete the task. Another important attribute that they acquired is they know how to plan and prioritize things as they know the value of time.

Moreover, activities of the school enabled them to lead and interact effectively with people. Their verbalizations also denote their ability to think maturely and professionally. More importantly, they are values-centered such that they give high regard to the people around them, sensitive to their opinions and feelings, can resist to wrong-doings and give much importance to honest deeds. They also prove that they have tolerance to frustrating situations wherein they remain strong and persevere

despite the discouragement that they get from negative people. Lastly, they are competitive and they can apply the technical knowledge they have learned.

2. What career guidance intervention program can be proposed for tech-voc students??

From the findings of the study, a career guidance intervention program entitled “Strengthening the Work Readiness of the New Entrants of the Workforce” is proposed. The intervention program is drawn from the concept of experiential learning theory where it defines learning as the process and knowledge is created through the transformation of experience (Kolb, 2014). The career guidance intervention program utilized the themes that emerged in the discussion such as: competitive and can apply technical knowledge, can learn independently, openness to learn, ability to adapt and perform various roles, being limitless and find other ways to complete the task, knows the value of time, being responsible and work-dedicated, can lead and interact effectively, ability to think maturely and professionally, being values centered and can tolerate frustrating situations.

It comprises of seminar-workshop like alumni mentoring and leadership training will be given to students to strengthen the attributes discussed in the previous chapter. An actual work experience is also included in this intervention like job shadow and OJT shadowing which will allow the students to be mentally, emotionally and physical prepared for work. Group and individual chat will also be part of this intervention program to ensure that students will be guided accordingly.

Conclusion

The findings of the study indicate that technical vocational graduates can be work ready provided that the training school will give an intensive training so that they will learn the necessary skills and attribute that can make them work ready.

In like manner, the findings yielded the characteristics of work readiness for the tech-voc graduates such as: competitive and can apply technical knowledge; can learn independently; openness to learn; ability to adapt and perform various roles; being limitless and find other ways to complete the tasks; knows the value of time; being responsible and work dedicated; can lead and interact effectively; ability to think maturely and professionally; being values-centered and tolerance of frustrating situation. Further, these revealed themes were categorized as foundational cognitive skill (hard skill), non-cognitive skills (soft skills) and values.

Moreover, the knowledge, skills and values possess by the tech-voc graduates characterized them as work-ready; such that these characteristics should be enhanced and strengthened for continuous success in the world of work. Additionally, the proposed career guidance intervention program was drawn from the themes that emerged in the focus group discussion. The proposed career guidance intervention program included activities like alumni mentoring, job shadowing, OJT shadowing, student business tryout and group/ individual chat with the counselor. Much of these activities will allow the students to experience learning on their own which said to be more effective to millennial learners.

Recommendations

Work readiness is now used by employers for hiring graduates. A work-ready individual possessed foundational cognitive and non-cognitive skills. However, from the perspective of tech-voc graduates, another important characteristic emerged which is the values and the tolerance for frustrating situations. Additionally, the findings of the study gave meaning to work readiness by revealing the characteristics of work-ready individuals.

In the light of the above, the researcher would like to make some recommendations, which, if taken consideration, might bring positive changes to the current approach. For career counsellors, the findings of this study gave meaning to work readiness from the lens of the tech-voc graduates, as such, embarking on a more active and experiential learning to strengthen the work readiness skills possessed by the tech-voc students. The proposed career guidance intervention program could be of best help to strengthen the possessed work readiness of the students. Additionally, values should be given equal importance like the cognitive skills and non-cognitive skills as it emerged in the findings for this study to be another characteristic of work readiness from the view of the tech-voc graduates.

Moreover, the proposed career guidance intervention program is designed to strengthen the knowledge, skills and values possessed by the students and at the same time promotes awareness to other work attributes needed more emphasis. The career

intervention adopted the experiential approaches in learning to ensure that learning will take place.

For further validation of the findings, further research is recommended and may use employers' perspective. Likewise, the scope of the study can be expanded to senior high school graduates. Another opportunity of this study is the verbalizations of the respondents which were not part of the themes but were worth mentioning and can be considered for future study.

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APPENDICES

CERTIFICATION

This is to certify that I have validated the Aide Memoire for the study on

**"Phenomenologizing Work Readiness of Tech-Voc Graduates: A Basis for the
Development of Career Guidance Program"**

This certification is issued to Ms. Marinel J. Asia on the 8th day of February 2017
for whatever legal purpose it may serve her.

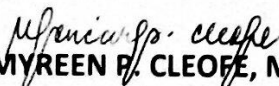

MS. ANGELE D. BAUTISTA, M.S., RGC

CERTIFICATION

This is to certify that I have validated the Aide Memoire for the study on

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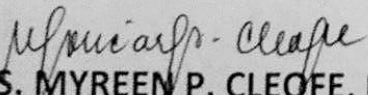

MS. MYREEN P. CLEOFÉ, M.A., MEd, RGC, RPsy, RPm

CERTIFICATION

This is to certify that I have checked and reviewed the Findings of the study

**“Phenomenologizing Work Readiness of Tech-Voc Graduates: A Basis
for the Development of Career Guidance Program”**

This certification is issued to Ms. Marinel J. Asia on the 13th day of February 2017
for whatever legal purpose it may serve her.


MS. MYREEN P. CLEOFE, M.A., MEd., RGC RPsy, RPm



Philippine Normal University
The National Center for Teacher Education
Faculty of Arts and Languages

2 Feb 2017

CERTIFICATION

This is to certify that I have read and edited in its entirety the paper of

Marinel J. Asia on "Phenomenologizing Work Readiness of Tech-Voc Graduates: Basis
for the Development of Guidance Intervention"

A handwritten signature in black ink, appearing to read "C. Raymundo", is written over a horizontal line.

Prof. Ma Concepcion Y. Raymundo

Name and Signature of Editor



Philippine Normal University
College of Graduate Studies and Teacher Education Research
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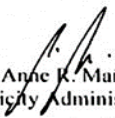


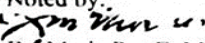
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Consent Form for Participation in a Research Study (for graduate student)
Phenomenologizing Work Readiness of Tech-Voc Graduates
A Basis for the Development of Guidance Intervention

This study utilized phenomenology approach to better understand and describe the meaning of the lived experiences of the tech-voc graduates. The findings of this study will rebound to the benefit of the society specifically in the research industry, school, counselors, researchers and student.

You are invited to participate in a research study to be conducted by **Ms. Marinel J. Asia, Values Formator from the MFI Foundation Inc.** The purpose of this qualitative study is to describe the experiences of the respondents. Phenomenology approach was employed to explore and make meaning to the lived experiences of the tech-voc graduates of MFI Foundation.

Specifically this study aimed to: (1) Know the meaning of work readiness based on the experiences of the tech-voc graduates; (2) To propose a career guidance intervention based on the findings of the study.

Your participation will involve *Focus Group Discussion (FGD)* with doodling activity with other graduates from different technology of (28, 29, 30) wherein sharing of ideas and experiences with MFI and at work will be the focused topic. This will be on June 18, 2016 (5:00-8:00 pm) at the MFI Guidance Office, Room 210, Main Building of the institute.

There are no known risks associated with this research. You will be informed about the activity before it begins and will be assisted by FGD facilitator. There are no right or wrong answers for the focus group discussion. Also, responses will be video and voice recorded and documented by one of the assigned FGD facilitator.

This study could be beneficial to you in an altruistic way as you contribute your knowledge about the focused topic and share your experiences. Also, the time you will give in participating, will surely help the institute (MFI Foundation Inc.) in giving meaning to work readiness for the technical vocational graduates and possibly identify the future needs of the students to succeed in their career. In return to your kindness and time spent in participating, you will be provided with meals.

This research will be presented as a partial fulfilment of the graduate study in Guidance and Counseling and a copy of this research will be given to MFI Foundation Inc. Needless to say, your identity will not be revealed in any publication resulting from this study. All data will be stored in the Guidance Office and will be shred and disposed after 5 years.

If you have any questions or concerns about this study or your right as a research participant, please contact Ms. Asia thru the following channels: **office hotline: 632-0756 / mobile no. 0942-491-8930 / 0905-302-7502**/ email address: marinelasia02@yahoo.com / guidance_staff01@mfi.org.ph

I have explained the research to the participant and answered all of his/ her questions. I believe that he/ she understands the information described in this document and freely consents to participate.

Marinel J. Asia
Researcher's name and Signature

Date:_____

Consent

I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.

Participant's Name and Signature:_____ Date:_____

Technology:_____Batch No._____ Year Graduated:_____

A copy of this consent form should be given to you.

Focus Group Discussion Attendance

June 18, 2016 - 5pm

MFI Foundation Inc. - Values Formation/ Guidance Department

NAME	COURSE	BATCH	SIGNATURE
1. Hazel Pella	Mechatronics	30	Hazel
2. Joshua John Monroy	TOOL & DIE	30	Joshua
3. Mary Wette Bland	ELECTRONICS	30	Mary
4. Joven Sabiniano	ELECTRICAL	29	Joven
5. Jethro Villalobos	ELECTRICAL	29	Jethro
6. Harvic P. Delgado	ELECTRICAL	29	Harvic
7. Earl John Guzum	Instrumentation	28	Earl
8. RAY ALEX BLANCO	TOOL & DIE	29	Ray
9. LAGUI, GLENIE P.	ELECTRICAL	19	Glenie
10. OREN, PAUL EDUARDO	ELECTRICAL	29	Paul
11. ESTONAUT, AIRENE	INSTRUMENTATION	28	Airene
12. BELMONT, JONAS	INSTRUMENTATION	28	Jonas
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Name: _____ Age/ Gender: _____

Batch / Course: _____ Year Graduated: _____

Present Company: _____ Type of company _____

Position : _____ Status in the company: _____

When is your first formal job? Please indicate if it is before graduation or after graduation or if you were absorbed by your OJT company. _____

How long does it take for you to get a job? Why? _____

Does your present position/ work in the company relevant to your completed course? _____

What difficulties have you experienced during your job hunting? _____

-----Thank you for participating-----

Name: _____ Age/ Gender: _____

Batch / Course: _____ Year Graduated: _____

Present Company: _____ Type of company _____

Position : _____ Status in the company: _____

When is your first formal job? Please indicate if it is before graduation or after graduation or if you were absorbed by your OJT company. _____

How long does it take for you to get a job? Why? _____

Does your present position/ work in the company relevant to your completed course? _____

What difficulties have you experienced during your job hunting? _____

-----Thank you for participating-----

FGD Guide Questions

Introductory Questions

1. What is your present job? Is it align to your specialization? If not, what area of specialization is that?
2. Is this your dream course and school?
3. How long after graduation were you able to find a job?

Exploratory Questions

1. How do you think MFI helped you in changing your life?
2. What can you say about the academic preparation you had at MFI?
3. What qualities or skills did you learn from MFI that are advantageous in your present job?
4. How did MFI help you in becoming work-ready? (as is, the question may not be easily understood so you can follow it up with clarifying questions that are not repetitious with the previous ones)
5. How did your being “MFler” help you in getting the job? (You can do away with this. Allow your respondents to state it: Or was there a time that you see it as advantageous or disadvantage?)
6. How did your technology (? Please clarifying the term technology) help you advance from the job you have right now?
7. What are the difficulties or challenges you encounter at work? How did you handle these difficulties? (If time or duration has no significance in your study you may delete this anymore: you had at work during the first six months?)
8. How did you adjust with your first work? Were there frustrations? Tell me about them.
9. How did you cope with these frustrations?
10. Are there skills or competencies that you think should MFI have taught you but did not?
11. What makes you work ready compared to graduates from other Voc-Tech Schools?
12. Are there feedbacks, positive and negative, that you get from your employer/s? Please tell about these.
13. What are your victories as an MFI graduate?

Dendrogram of FGD with Doodling Exercise

Meaning Unit	Condensed Meaning	Interpretation Condensed Meaning	Themes	Categories
P4: actually mam, last option namen ang mga teacher, kase may internet na tinatawag e. nakaka-access naman po kami sa wifi ng school. may mga laptop naman po kami na nagagamit para sa research	last option namen ang mga teacher, kase may internet na tinatawag e. nakaka-access naman po kami sa wifi ng school	Maximize the resources at hand	Can learn independently	Non-cognitive skills (Soft Skills)
P4: Priority ng mga instructors' yung mga short courses. Ang mentality namen mgkaka-klase, sila ngbabayad, tayo mga scholars. Pero dahil naman dun mam natuto kami. Prang hindi kami spoon-fed sa lahat ng information na dapat naming malaman sa lahat ng subjects.	hindi kami spoon-fed sa lahat ng information na dapat naming malaman sa lahat ng subjects	Learning by themselves		

P4: Sa umalis na instructor na head. Ayun po, talk sya ng talk tapos iniwan n nya kami. Halimbawa po sat v. kami na bahala. Iniwan sa amin. Kase andun po yung tiwala na hindi namen masisira yung tv. Nagagawa nman po yung pinapagawa nya.	talk sya ng talk tapos iniwan n nya kami... Kase andun po yung tiwala na hindi namen masisira yung tv. Nagagawa nman po yung pinapagawa nya.	Enhancing competencies of the students by allowing them to do it on their own		
P1: Kahit walang nagbabantay na teacher okay lang. kapag may tanong kami, nasa taas lang mga teacher. Tsaka okay lang nmna din siguro kase di kami matututo kung di kami ngundergo ng trial and error process. Tsaka project din talaga namen un, kaya kumbaga di na namen naisip yun kse it's our job to work out yung project.	P1: Kahit walang nagbabantay na teacher okay lang. Tsaka okay lang nmna din siguro kase di kami matututo kung di kami ngundergo ng trial and error process.	Freedom to explore, strategize and use trial and error method		
P4: the time na hawakan ko yung unit, parang on the spot mam. Kase talagang halos lahat ng ginagawa ko mam first time ko lang nahawakan. Yung ginagawa ng boss ko eto ang flashdrive, basahin mo bahala ka na dyan. Parang ako binigyan nya na ako ng resources, ako ng bahala kung paano ko gagamitin yung	binigyan nya na ako ng resources, ako ng bahala kung paano ko gagamitin yung binigay nya	Ability to grasp new learning even without help from others		

binigay nya.				
P4: Tulad ng kina Glenie may make up class din po kami pero may iba pa din pong tinuturuan yung teacher namen. Ang mangyayari dun gagawin namen ung systems na project namen. Kung sina Glenie po nasa baba kami po kase nasa taas. So konting sigaw lang kung may problema, andyan na agad si teacher. Pero ang nakakatuwa nga doon mam e, natuto kami mgstand alone ng wala sila.	Pero ang nakakatuwa nga doon mam e, natuto kami mgstand alone ng wala sila	Can work with projects with minimal supervision		
P5: sa PTC siguro my capabilities on doing projects na di na kailangan bantayan.	capabilities on doing projects na di na kailangan bantayan	Can work alone		
P4:sa amin siguro mam, kaya mong mag-stand alone, independent hindi yung rely ka ng rely. Pwede naman magtanong, pero magbasa muna bago magtanong. May initiative responsible at hindi petics o puro celfone ang alam.	mag-stand alone, independent hindi yung rely ka ng rely. Pwede naman magtanong, pero magbasa muna bago magtanong	find other ways to learn the work		

P1: Although, hindi naman maitatanggi na sa mga instructors, hindi naman sa hindi kami ang priority, pero naiiwanan kami ng instructors na gumawa ng ganitong special project dahil magututro muna sila sa short course. Pero kahit ganun, may natutunan kami. Kami yung nag-research, kami yung nag-study. Inalalayan na lang kami. tapos kapag testing, or practical hands-on.	naiiwanan kami ng instructors na gumawa ng ganitong special project dahil magututro muna sila sa short course. Pero kahit ganun, may natutunan kami. Kami yung nag-research, kami yung nag-study.	Doing the role of the student (research and study)	Openness to learn	
P4: Halimbawa po, sa power electronics yung kay mam GS, si mam GS mam hindi marunong mag-explain. Ang nangyayari po tuloy sa amin, nagagawa namen pro di nmen ma-explain yung functions. So ang nangyayari mam, andun si Arthur, sya po yung parang naging student teacher. Sya po yung laging nag-iinitiate, nagtuturo sa amin.	andun si Arthur, sya po yung parang naging student teacher. Sya po yung laging nag-iinitiate, nagtuturo sa amin.	Openness to learn from classmates		
P1: ...tinitignan din yung	nadecline yung	Openness to be in		

eagerness, sa akin po nakita yun nadecline yung pagiging technician. Pero nakita nila kailangang-kailangan ng batang ito ng trabaho, kaya kahit sales grab ko.	pagiging technician... kaya kahit sales grab ko.	new position		
P8: Before, takot kase ko talaga humawak ng computer. Kasi feeling ko lahat ng hahawakan kong computer masisira. Tapos yung kay Sir Angel, natuto talaga ako mag-assemble at disassemble kasi lahat tinatake-down notes ko tla. Kasi parang nga akong buto talaga na wala talagang alam noon. tapos, ngayon nagagamit ko sya sa company	Before, takot kase ko talaga humawak ng computer... tapos yung kay Sir Angel, natuto talaga ako mag-assemble at disassemble kasi lahat tinatake-down notes ko tla.	Has the will to learn the course		
P2: pumapasok ako sa cleaner room kahit wala akong kaalam-alam sa machine tinuturuan ako magtrouble, set-up magpasok ng machine sa linya so parang sinabi nya sa akin sa una kong supervisor ansipag ko daw, mabilis matuto alam nya na di align yung course ko sa	pumapasok ako sa cleaner room kahit wala akong kaalam-alam sa machine tinuturuan ako magtrouble, set-up magpasok ng machine sa linya	Open to learn new task		

ginagawa ko pero nakita nya yung adaptability. mabilis maka-adapt sa environment at sa trabaho na binibigay sa akin.				
P4: naging flexible po ako. Yung work ng accounting kaya ko pong gawin at the same time yung repair na dinadala sa shop at yung repair na pinu-pull out ng technician. Since in-house technician ako, lahat yun hawak ko...lahat ng products nahahawakan ko, tapos nagrereport din ako mam kung kumikita ba yung shop, communication kay Panasonic kung lahat ba ng work e properly coordinated	naging flexible po ako. Yung work ng accounting kaya ko pong gawin at the same time yung repair na dinadala sa shop at yung repair na pinu-pull out ng technician.	Can perform various role	Ability to adapt and perform various roles	
P6: di ko alam yung term, pero involve sa time. alam naten yung time sa MFI 8am-5pm. Sinasabi naten dati para tayong high school, pero one time may nagsabi na employee, di raw tayo high school kundi parang employees kasi after naten mag-graduate konti na lang yung	konti na lang yung adjustment naten sa oras kase 9 hours nga tayo sa school	Can easily adapt to work schedule due to the school hours is patterned to the work hours.		

adjustment naten sa oras kase 9 hours nga tayo sa school.				
P4: may time na unang pasok ko sa work 2 days lang akong natrain, tapos natuwa sa akin yung boss ko kase nagawa ko yung work ng reliever. Though may palya, antuwa sa akin kase nahandle ko yung work.	2 days lang akong natrain, tapos natuwa sa akin yung boss ko kase nagawa ko yung work ng reliever	Learn new task within short period of time		
P2: Parang sinabi nila kanina sobrang dami ng tinuturo sa atin dito, nadalian na tayo pagdating natin sa company kaya parang naging flexible na tayo o kaya sobrang lahat ng basic binigay na sa amin. Halimbawa, sa course namin binigay na lahat sa amin kaya pagdating sa trabaho, mabilis mo na matutunan.	sobrang dami ng tinuturo sa atin dito, nadalian na tayo pagdating natin sa company kaya parang naging flexible na tayo o kaya sobrang lahat ng basic binigay na sa amin	Can easily adjust because everything is taught in school		
P5: Medyo maganda autocad namen e pinuwersa kami tapos	autocad namen e pinuwersa kami	Can be at different trades like autocad		

biglang malumanay. Parang pag lumabas ka, ang dami mong trabaho na pwedeng mapuntahan. Electrical ka pero pwede ka mapunta sa Autocad, electrical ka pwede ka mapunta sa computer software service. Sobra-sobra yung binigay na knowledge sa student.	tapos biglang malumanay. Parang pag lumabas ka, ang dami mong trabaho na pwedeng mapuntahan	and computer software		
P4: for example kase sa Japan, kapag sira na ang unit na ito dispose na agad. Sa atin kase, kung kayang gawin, gagawin pa naten yung unit. Solder-solder, short-short. Parang naging wais, resourceful. Kung saan ka nakakatipid, bubuhayin mo lang yung unit. Andyan naman yung schematic diagram susundan mo lang sya.	Parang naging wais, resourceful. Kung saan ka nakakatipid, bubuhayin mo lang yung unit.	Trying all possible ways to repair any defective equipment	Being limitless and find other ways to complete the task	
P4: kasi hindi naman lahat ng gusto namen bibilhin ng MFI. For example kailangan ko ng resistor, e sympre mam kahit malapit lang sa Megamall yung Alexan para bilhan sympre hindi agad papaya si MFI so yung tinry na ways ng	tinry na ways ng mga previous batches, ganun ginagawa namen kung ano yung tingin namen na functional pa	Getting other materials from a defective system		

mga previous batches, ganun ginagawa naman kung ano yung tingin naman na functional pa “nangangahoy” mam.	“nangangahoy” mam.			
P1: yung tipong kung wala ng magagawa yung iba, wag mo limitahan ang sarili mo. Doon sa MFI di naman sinasadya na hindi ma-accommodate yung mga students sa schedule parang ikaw na yung bahala mag-innovate ng paraan mo.	kung wala ng magagawa yung iba, wag mo limitahan ang sarili mo... parang ikaw na yung bahala mag-innovate ng paraan mo.	Being limitless and find other ways to learn		
P4: basta mam dapat may time management. Natutunan ko po yan kay MFI. Kase mam limited yung tools yung resources kase hindi lang naman kami yung gagamit kaya dapat planado yung gagawin mo. Sasabihin sayo o 5 minuto gagamitin yung screw driver, kaya lahat ng ginagawa ko planado.	basta mam dapat may time management. Natutunan ko po yan kay MFI. Kase mam limited yung tools yung resources kase hindi lang naman kami yung gagamit kaya dapat planado yung gagawin mo.	Plan and prioritize due to limited resources	Knows the value of time	

P9: Yung resiliency feeling ko sa stage arts di man technical aspect pero laking tulong sap ag-grow yung activity nay un e. kase po the task is to produce a good production in 20 minutes tapos ang mga cast mo yung iba pasaway. Basta daming challenges tapos kailangan mo din mag-adapt sa rules at sa mga kasama mo sa production.	To produce a good production in 20 minutes	Managing people and time to comply with the time provided		
P8: Yung mga trabaho sa amin marami inaaral, pinapaaral iba-iba at di mo alam kung paano tatapusin yung iba. kaya yung panahon na iba-iba yung product na pinapaaral gumawa ako ng checklist sa Onenote para ma-manage yung time at ng di masayang oras kakaisip kung ano gagawin.	gumawa ako ng checklist sa Onenote para ma-manage yung time at ng di masayang oras kakaisip kung ano gagawin	Using checklist in organizing daily tasks		
P5: Siguro napractice na din yung ganung ugali nung nag-aaral lalo na sa MFI, since maraming school projects may time at may date kung kailan dapat matatapos at nadala na din sa trabaho.	maraming school projects may time at may date kung kailan dapat matatapos at nadala na din sa trabaho	Practice time management due to school projects		

P5: can finish project on time, can handle critical projects din like wiring, troubleshooting mam.	finish project on time, can handle critical projects	Conscious about the time and work demands	Being responsible and work dedicated	
P1: Halimbawa nagkaproblem sa design, since maaga ako nagawan ko ng paraan na baguhin o iresend. Tapos, before wala akong tinatanggihan na deadline. Halimbawa may deadline tapos magssite pa ko...tapos ayun mam, sabi yung performance ko mas mataas pa sa engineer. Tapos yung mga project na hinahawakan ko nawo-workout naman.	wala akong tinatanggihan na deadline	Readily undertake all given tasks at hand like on-site works despite numbers of projects and deadlines ahead		
P8: matyagang gawin yung pinapagawa marami kase kaming reports. Kahit kase nasa sasakayan, nagco-computer ako just to meet the deadline, willing to extend sa oras.	Kahit kase nasa sasakayan, nagco-computer ako just to meet the deadline, willing to extend sa oras.	Willing to extend hours to fulfil the task		

P7: noong nag-oojt pa lang ako na-assign ako mam to handle project na po, first ko po noon ay sa Enchanted Kingdom na controls ng roller skater and flying fiesta.	assign ako mam to handle project na po, first ko po noon ay sa Enchanted Kingdom	Given a bigger responsibility at work as an OJT		
P9: Siguro ako, naniniwala ako innovator talaga yung MFI. Technical tsaka personal development. Technical na once na na-deploy ka sa isang company although natatakot ka bilang OJT bigla na lang lalabas sayo yung natutunan mo. Magugulat ka na lang na maayos mo yung pinapagawa sayo.	once na na-deploy ka sa isang company although natatakot ka bilang OJT bigla na lang lalabas sayo yung natutunan mo.	Able to finish the assigned task		
P7:Dito, sa instru nandyan yung mga gamit. tinuruan paano maging masipag, mapamaraan at higit sa lahat magkaroon ng takot sa Diyos sa lahat ng ginagawa mo. Nabago ng MFI buhay ko kase dati, HS iniisip ko na magkaroon ng trabaho after ng MFI iniisip ko na magkaroon ng quality na trabaho na ibibigay yung best mo kasi hindi dahil gusto mo kumita ng pera kundi gusto mo maging maayos ang trabaho mo. Mahalin mo muna	workshop doon pagpapawisan tayo, sa iba magtest ka lang, dito hindi. Kailangan pagsikapan lahat ng bagay at sa paraan na kaya mong gawin at sympre dapat mahal mo talaga yung gingawa mo.	Engaging the students to activity where they can learn the value of hard work and persistence		

yung trabaho mo bago mo isipin kung ano ang gusto mong bigay sayo ng tabaho mo, tapos ayun, itinuro ng MFI. workshop doon pagpapawisan tayo, sa iba magtest ka lang, dito hindi. Kailangan pagsikapan lahat ng bagay at sa paraan na kaya mong gawin at sympre dapat mahal mo talaga yung gingawa mo.				
P3: na hindi kami tumatanggi sa work. Kapag sinabi magwalis ka, mag-mop ka di kami tumatanggi. hindi naman kami namimili ng trabaho kasi part namen un e.	hindi kami tumatanggi sa work.	Readily accepts all the tasks assigned to them		
P1: ako lang yung design technician pero pare-pareho kami ng ginagawa. Umabot pa nga sa punto na andami kong load tapos yung engineer wala syang workload, wala syang costing tapos ako andami ko, may meeting pa ko sa client ko, may deadline pa ko bukas. tapos ang treatment sa akin nung ipinarating ko sa kanila ang sabi sa akin, wala kang degree mam e. technician ka lang e... P1: ... halimbawa kahit pumunta ko ng	Umabot pa nga sa punto na andami kong load tapos yung engineer wala syang workload, wala syang costing tapos ako andami ko, may meeting pa ko sa client ko, may deadline pa ko bukas...kahit pumunta ko ng Bataan, gora lang kahit mag-commute	Do whatever it takes to keep the goal of the company		

Bataan, gora lang kahit mag-commute ako. Nung minsan sa Zambales naman.	ako			
P7: Nabago ng MFI buhay ko kase dati, HS iniisip ko na magkaroon ng trabaho after ng MFI iniisip ko na magkaroon ng quality na trabaho na ibibigay yung best mo kasi hindi dahil gusto mo kumita ng pera kundi gusto mo maging maayos ang trabaho mo. Mahalin mo muna yung trabaho mo bago mo isipin kung ano ang gusto mong bigay sayo ng trabaho mo,	Mahalin mo muna yung trabaho mo bago mo isipin kung ano ang gusto mong bigay sayo ng trabaho mo,	see the purpose of all the hardship he had during his days at MFI.		
P9: napaka-resilient, madaling turuan at hindi papatay-patay.	madaling turuan at hindi papatay-patay	Proactive at work	Can lead and interact effectively with others	
P1: nabuhay ni MFI yung buhay ko in a way na di ko ineexpect. natutunan ko dito yung lahat ng kailangan ko sa trabaho. tinanim nya sa utak ko na ano, more than theories. actually na-implant sa akin yung value whe? hehe hindi lang halata. Parang yung lalabas ako sa comfort zone ko. lalakas	paano humarap sa tao, paano maging tao. paano makisama	Effectively relate to others		

yung loob ko. looking back, yung paano humarap sa tao, paano maging tao. paano makisama.				
P9: Basta daming challenges tapos kailangan mo din mag-adapt sa rules at sa mga kasama mo sa production.	mag-adapt sa rules at sa mga kasama mo sa production.	Ability to cope with other production member		
P4: approachable din nman ako at may respeto sa lahat ng tao dun. Ako nga lang daw yung technician na may po at opo sa kanila	may respeto sa lahat ng tao dun	High regard to other people		
P1: Meron nga doon nahihirapan sila i-approach pero ako naapproach ko.	nahihirapan sila i-approach pero ako naapproach ko	Can approach anyone		
P1: e ako kase, after ako sa sasabihin ko. Focus ako kung paano ko gagawin yung spiel ko, paano ko sila ma-attract, kung ano yung una kong babanggitin para ma-tease sila (laugh)/ kaya sa client, nagiging magandang feedback din. Kapag may problema sa akin na sila lumalapit...achievement sa akin yun kase natuto ako mag-	achievement sa akin yun kase natuto ako mag-express ng maayos sa technical presentation	Attract clients with her technical communication skills		

express ng maayos sa technical presentation				
P7: Marunong makipag-usap sa client. Nag-oojt pa lang ako, na-assign na ko to handle project. First ko po noon ay sa Enchanted Kingdom na controls ng roller skater and flying fiesta.	Marunong makipag-usap sa client. Nag-oojt pa lang ako, na-assign na ko to handle project.	Knows how to communicate with the client		
P2: Marami ng mas matatagal sa yo. Kaya kung ano yung tinuro, yun yung gagawin mo. Kapag pinangunahan mo sila, tingin sayo mayabang. Para di sila ma-offend gagawin ko yung ginagawa nila pa di sila ma-offend. Ang ginagawa ko gumagawa ako yung sinabi nila tapos gagawin ko din akin. sabihin ko ay sir okay na po yung pinapagawa nyo. humility na din na tinary ko po yung sa inyo tapos tinary ko din yung naiisip ko. tapos ayun positive naman din. hindi nila naisip na nagyayabang ako. nasabi nila ayos ang style ko, tnry dn nla.	Ang ginagawa ko gumagawa ako yung sinabi nila tapos gagawin ko din akin. sabihin ko ay sir okay na po yung pinapagawa nyo. humility na din na tinary ko po yung sa inyo tapos tinary ko din yung naiisip ko. tapos ayun positive naman din. hindi nila naisip na nagyayabang ako	Being sensitive to the opinion and feelings of others		

P4: sa client kase dapat ma-please mo sila. Dapat Pulido yung explanation mo sa kanila. Kase kapag nakahanap sila ng butas, lagot ka na. kaya minsan paulit-ulit yung explanation mo sa kanila kahit naiinis na yung client.	sa client kase dapat ma-please mo sila	Taking consideration of the feelings and opinions of the client		
P1: Pag-iimprovise, kapag may client kase na di masatisfy, wag mo na ipilit. Sasabihin mo na lang o sige sir, lets meet half-way. Dapat open-minded ka din. Kase andun ka na sa meeting, kaya dapat gawin mo na ang lahat ng magagawa mo at sympre client sya e, alam mo yung wag naten pag-usapan yung di naten mapagkakasunduan, pag-usapan naten yung mapagkakasunduan naten.	wag naten pag-usapan yung di naten mapagkakasunduan, pag-usapan naten yung mapagkakasunduan naten	sensitive to the needs of the client		
P11: yung pressure sa instructor mejo less kasi hindi sila terror super approachable po at friendly. Though may times na estudyante ka, estudyante ka, alam mo dapat yung boundary mo.	estudyante ka, estudyante ka, alam mo dapat yung boundary mo	Knows the limitation and mindful of the action towards instructors	Ability to think maturely and professionally	

P1: hiniwalay ko na lang yung personal dilemma. Nawalan ako ng pakialam sa kanila. Umabot kase sa point na sinisigawan ako. Kapag yung engineer ang may nakakalimutan hindi ganun ang treatment...	hiniwalay ko na lang yung personal dilemma	Separates personal dilemma at work		
P4: kase ako kaya ko naman iseparate yung personal sa work, kase hindi naman ako nag-oopen sa kasamahan ko.	iseparate yung personal sa work	separate personal life from work		
P9: ...simpleng pananamit tinuturo sayo ng MFI hindi porket technician ka e hindi ka na pwedeng mag-corporate attire. Kasi hindi naman agad tinitignan ng company kung magaling ka e, tinitignan nila kung paano mo dadalhin ang sarili mo at kung paano ka magiging confident sa harap ng boss mo.	tinitignan nila kung paano mo dadalhin ang sarili mo at kung paano ka magiging confident sa harap ng boss mo	Proper self-presentation		
P3: ...naffrustrate lang ako kasi naabuso sya. kailangan mong pumasok ng sabado kasi gaganito kami, which is pagsila mam pwedeng hind. pag kami nagdahilan parang gusto mong sabihin sir pwede bang umuwi sa amin? kapag sila nagdadahilan e.	...naffrustrate lang ako kasi naabuso sya ...kaya ginagawa ko na lang sinusulat ko na lang sa isang notebook	Healthy ways to handle frustrations		

feeling ko lang kasi di ba kapag mfier pwede kahit ano. feeling ko lang naabuso. yun yung mga challenges, tapos di mo alam kung sino pagsasabihan mo ng ganun kasi yung ka-work mo hindi mo alam kung sino yung it-trust mo kasi mismong boss mo ginaganun ka e ano pa kaya yung mga ka-work mo. kaya ginagawa ko na lang sinusulat ko na lang sa isang notebook.				
P2: nakita ko yung trademark natin dito e yung attitude nabuil-up. Galing din kasi ako sa ibang university. Para kang may nanay mayat-maya sistahin ka bawal yung gnyan, bawal ganito, ganito ka dapat. Bini-build up tayo dito di naten alam na mas nag-grow pa tayo kung saan company tayo nadeploy, nagugulat sila ay ang galing nito. Malaking tulong na mas nagiging mature. kumbaga pagpasok mo totoy ka pa lang paglabas mo, fully grown na.	Malaking tulong na mas nagiging mature. kumbaga pagpasok mo totoy ka pa lang paglabas mo, fully grown na.	see the importance of the rules and restrictions set by the school		
P3: Bago mag-MFI sumusunod lang kasi ako sa parents ko. Eto gawin mo, eto bag mo, eto shoes mo. After MFI: naiisip ko gusto	Bago mag-MFI sumusunod lang kasi ako sa parents ko... naiisip ko gusto ko.	realized what she wants in life		

ko. Gusto ko nito, natuto na ko. Alam ko na yung course ko. Alam ko na yung gusto kong work.	Gusto ko nito, natuto na ko. Alam ko na yung course ko. Alam ko na yung gusto kong work.			
P10: Undecided din kasi ko. Di ko alam kung tama decision at pupuntahan pero dahil na din sa mga kaibigan, ayun isa sila sa mga nag-guide. After ngMFI, nagtra-trabaho na, kumikita ng pera... kung ano man ako ngayon. Pangarap ko na maikot buong mundo, travel, nakaka-pagdrive na din ngyon.	Undecided din kasi ko. Di ko alam kung tama decision at pupuntahan pero dahil na din sa mga kaibigan, ayun isa sila sa mga nag-guide	Used to be undecided and now knows what he wants		
P4: kase ako mam, sobrang honest ko sa company, napapahamak ko yung ibang technician mam. Napagsabihan na nga ako na dapat daw tulong kami kaso lang mam, may prinsipyo ako na kapag mali, mali mam. For example sa Department of something something nagkaroon ng problema doon mam, kase isa ako sa contributor para maging client namen un. Nahuli ko kase yung isang technician na may maling ginagawa...mali kase	may prinsipyo ako na kapag mali, mali mam.	Able to stand with what is right	Being values-centered	Values

talaga mam pag-ganun kase wala talaga akong cooperation. Kapag mali, mali sa akin sasabihin ko talaga.				
P4: Hirap ako sa mga lalaki mam kase iba sa real world mam. Kase mam green jokes, nagmumurahan e hindi ako sanay sa ganun. Hindi ganun sa mfi e...hayaan ko na lang for as long as wala akong inaapakan sa office. Kaya ako trabaho lang ng trabaho. Doon ko lang din nalaman uso pa lang ang third party, kaya nakakainis mam. Kung kami nga hindi buo ang family tapos sila sinisira nila family nila.	mam green jokes, nagmumurahan e hindi ako sanay sa ganun. Hindi ganun sa mfi e...hayaan ko na lang for as long as wala akong inaapakan sa office.	Does not tolerate profanity and other dishonest acts		
P8: andun yung nangingibabaw yung values na pinapahalagahan ng MFI. Nakikita ko kase sa mga co-workers ko na hindi galling ng MFI hindi ganun yung paggalang nila. Hindi mo makikita yung paggalang nila sa authority at co-workers nila.	paggalang nila sa authority at co-workers nila	Shows high regard to co-workers		

P7: trademark ni MFI attitude talaga. Dito kasi may guidance, sa baba cheerful mga tao doon. Sa registrar nakakatuwa kilala pa pati apelyido mo. Sa ibang university sasabihin lang sayo, o magbayad ka ng 500 peron tayong entrance fee... As in kapag nag-explain may sir or mam sila or kilalakami through names at talagang pinagsusumikapan kaming turuan.	As in kapag nag-explain may sir or mam sila or kilalakami through names	Respecting one another		
P8: pumasok ako sa MFI may goals na talaga. Magka-business, maging successful. Pero di alam paano ppunta sa goals. Promdi, pangarap lang meron ako. After ng MFI... andun pa din yung goal, ngayon nakikita na yung path kung paano aabutin yung goal. lumaki na yung path, marami nag nakikitang opportunities na habang nag-aaral nakuha ko.	Promdi, pangarap lang meron ako. After ng MFI... andun pa din yung goal, ngayon nakikita na yung path kung paano aabutin yung goal	Has seen the path to reach her goals	Being resilient	
P11: Before mag- MFI, meron ng mga path pero di alam ano ang kahihinatnan. Di masabi ano ang nandun. AfterFI ayun, may checklist na education	unti-unti nag nakikita ibang bagay sa mundo. hindi lang dati yung pinag-	Has clearer view of the path to his future		

magagamit para matupad ang dreams. Blessing ni God yun ang magkaroon ng education sa MFI. Ngayon, unti-unti nag nakikita ibang bagay sa mundo. hindi lang dati yung pinag-aralan ko.	aralan ko			
P5: Before: Nagwo-wonder, paano bubuuin ang sarili. After mag-MFI, half sya buo na. kasi may naaccomplish, may bago ng natutunan, nakikita na mo na future. Unlike noong HS, blank ka pa although may pangarap di mo nman alam paano sisimulan.	half sya buo na. kasi may naaccomplish, may bago ng natutunan	Partly complete and see the path to his future		
P9: dati parang natutulog, nangangarap, nakahiga After ng MFI, may muscles, may skills na din may hawak na diploma, may utak na din ako, may laman na. mas malaki. Today: mas malaki na yung cloud. eto ko ngayon, nagddrive, RME na din, nakakatulong sa family. di pa alam nagyayari. may bagyong madadaan pero makakuha pa din yung treasures' chest. makukuha pa din yung pangarap na diploma	di pa alam nagyayari. may bagyong madadaan pero makakuha pa din yung treasures' chest. makukuha pa din yung pangarap na diploma	Has positive outlook in life		
P1: kapag may mga trouble sa		Able to Survive		

company, yung mga Talk on values (TOV), ineenumerate sa amin ni Sir Pons ang mga klase ng tao sa company parang doon pa lang inexpect na namin sila. kaya noong maka-encounter ng ganung klaseng tao sa company di na kami na-shock. though andyan yung takot, pumasok yung parang ayaw mo na, pero dahil sa mga advise ng mga mentors, mga speakers ng seminars naalala mo lang yun, na kung iisipin mo hindi mo naabsorb yung bagay na yun nung time na yun, pero looking back naliliwanagan ka ngayon.	kapag may mga trouble sa comp...pero dahil sa mga advise ng mga mentors, mga speakers ng seminars naalala mo lang yun, na kung iisipin mo hindi mo naabsorb yung bagay na yun nung time na yun, pero looking back naliliwanagan ka ngayon	troubles at work		
P5: kapag baguhan ka at nalaman na baguhan, may mga tao kasi na kapag nalamn na may knowledge ka at maangatan mo sila, parang sa maikling panahon, ido-down ka nila. Tapos ayun nagamit ko yung sinasabi ni Glenie sa mga talks. Yung talk ni sir Pons na if you want to beat a bulldozer, you need to be a bulldozer too. kasi yun yung mga na-encounter mo sa trabaho paano mo ihahandle	if you want to beat a bulldozer, you need to be a bulldozer too.	Staying stronger in the middle of diffucties (You need to “be a bulldozer to beat a bulldozer)		

yung mga ganun. imbis na tulungan ka mag-grow ido-down ka pa which is na-overcome ko naman kasi napaalis ko sya. kasi nung nalaman nya na Meralco at alam nya na naangatan mo na sya, kasi may mga taong ganun talaga e. ganun ko sya hinandle, kailangan lang tapatin mo yung ganun para hindi ikaw yung mapwersa.				
P1: nasabi ni Alex kanina yung technician at engineer sa team kasi namen, ako lang yung design technician pero pare-pareho kami ng ginagawa. Umabot pa nga sa punto na andami kong load tapos yung engineer wala syang workload, wala syang costing tapos ako andami ko, may meeting pa ko sa client ko, may deadline pa ko bukas. tapos ang treatment sa akin nung ipinarating ko sa kanila ang sabi sa akin, wala kang degree mam e. technician ka lang e. awts! sakit nun. parang di nila tinitignan yung output mo, tinitignan nila yung degree mo, yung papel mo which is wala pa	wala kang degree mam e. technician ka lang e. awts! sakit nun. parang di nila tinitignan yung output mo, tinitignan nila yung degree mo, yung papel mo which is wala pa ko nun	Persevere despite discouragement		

ko nun. tapos sympre nakakafrustrate kasi eto treatment sayo...				
P1: ...siguro kase natuto ako maging matyaga. Pero yung mga una, nagawa ko naman magtiis kase may mga advice mula sa counselor at teacher. Pinapayuhan ako ni Sir Nilo na tyaga lang kase iba talaga yung may experience ka, kaya ayun mam, nagtyaga naman.	siguro kase natuto ako maging matyaga. Pero yung mga una, nagawa ko naman magtiis kase may mga advice mula sa counselor at teacher.	Become persistent		
P8: Kasi yung MFler matyaga sya. Sa work namen kasi kapag ibang school, isang araw lang sya di na papasok. Mas gusto nila MFler baka meron pa daw OJT dyan kasi talagang nagttyaga sa trabaho. kung hindi nila alam, talagang andun yung motivation sa work.	kung hindi nila alam, talagang andun yung motivation sa work	shows willingness to work and never surrender to any given tasks		
P7: Mahalin mo muna yung trabaho mo bago mo isipin kung ano ang gusto mong bigay sayo ng trabaho mo, tapos ayun, itinuro ng MFI. workshop doon pagpapawisan tayo, sa iba magtest ka lang, dito hindi. Kailangan pagsikapan lahat ng	workshop doon pagpapawisan tayo, sa iba magtest ka lang, dito hindi. Kailangan pagsikapan lahat ng bagay at sa paraan na kaya mong gawin	Persevere in everything you do		

bagay at sa paraan na kaya mong gawin at sympre dapat mahal mo talaga yung gingawa mo	at sympre dapat mahal mo talaga yung gingawa mo			
P9: nasanay kasi ako sa MFI yung entire 3 yrs ko ako yung nag-iisip kung paano magmomobilize, kung paano tatakbo yung isang project. sa company na pinagtrabahuhan ko, support ka parang gusto mo magbigay ng idea pero di mo maipasok kasi ayaw mo lumabas na nagmamagaling ka. parang alam ko na gagana to ayaw mo lang akong bigyan ng chance. dumating sa point na maganda yung work mo pero gusto mo i-give up. tapos ayun, magtitiis muna ko kasi alam ko naman na darating yung para sa akin. e tapos ayun dumating nga buti nahintay ako. ayun, yun yung frustrations ko kasi parang may idea ka pero di ka pinagkakatiwalaan.	magtitiis muna ko kasi alam ko naman na darating yung para sa akin. e tapos ayun dumating nga buti nahintay ako.	Waited for his turn to take the lead		
P1: siguro isa pang naituro sa akin ng MFI yung values. Naging	siguro isa pang naituro sa akin ng	Become patient		

malaking tulong sa akin yung values kase di ko naman kilalang pasensyosa ang sarili ko. Parang yung MFI days ko, nagtanim sila sa akin na na-appreciate ko lang nung nagwo-work na ko.	MFI yung values. Naging malaking tulong sa akin yung values kase di ko naman kilalang pasensyosa ang sarili ko			
P4: sa client kase dapat ma-please mo sila. Dapat Pulido yung explanation mo sa kanila. Kase kapag nakahanap sila ng butas, lagot ka na. kaya minsan paulit-ulit yung explanation mo sa kanila kahit naiinis na yung client. Naka-encounter na ko ng client na nagalit buti over the phone lang. so ako nagpasensya at kinuha ang email address nya para doon ko sasagutin mga tanong nya at i-highlight ko yung mga references ng Panasonic para makuntento sya mam.	Naka-encounter na ko ng client na nagalit buti over the phone lang. so ako nagpasensya	Repeat explanation to the client without getting annoyed		
P2: after ng MFI, na-learn ko na yung course na pinasok. Working na ko ngayon sa Toshiba, na-apply naman mga tinuro sa amin	Working na ko ngayon sa Toshiba, na-apply naman mga tinuro sa amin like	Applied benchwork	Competitive and can apply technical knowledge	Foundational Cognitive Skill (Hard Skill)

like benchwork.	benchwork.			
P1: Elecon kasi yung trabaho ko nga e sa design, yung costing and estimate. So yung mga ginagamit namen e yung mga contactors, overload basta sa MFI kase meron syang mga gamit... dito din kay MFI yung Autocad, nagagamit ko sya sa technical presentation sa client	Elecon kasi yung trabaho ko nga e sa design, yung costing and estimate. So yung mga ginagamit namen e yung mga contactors, overload basta sa MFI kase meron	Applied learnings from ELECON, Autocad at work		
P8: Before, takot kase ko talaga humawak ng computer. Kasi feeling ko lahat ng hahawakan kong computer masisira. Tapos yung kay Sir Angel, natuto talaga ako mag-assemble at diassmeble kasi lahat tinatake-down notes ko tlaga. Kasi parang nga akong buto talaga na wala talagang alam noon. tapos, ngayon nagagamit ko sya sa company	natuto talaga ako mag-assemble at diassmeble	Learned to disassemble and assemble computer and applied it at work		
P5: knowledge at skills sa HVAC. Kasi di ba nga building technician. Di naman sa pagmamayabang noong pumasok ako doon, maraming problem sa company. Sabi ng	ako yung nag-insist na i-rehab kasi yung company 16 yrs. na so ayun, kapag di namaintain yun mgdo-down ng	Ability to resolve technical issues of the company		

manager ko thankful sila sa akin, sa amin ng engineer ko. Kasi halos yung isang taon na nilang problema, nalessen namen. yung sa controls at panels. ako yung nag-insist na i-rehab kasi yung company 16 yrs. na so ayun, kapag di namaintain yun mgdo-down ng mgdo-down un. hanggang di mo na magamit at papalitan na. tapos syun, parang maraming nagamit si company na skills na nakuha ko kay MFI, then marami din ako nagamit para matulong ko sa company. ayun masaya sila. pero honestly, sinabi din yun talaga ng managers at supervisors ko na nung dumating kami ng engineer ko halos 1 1/2 years na din kami pagdating sa equipment hindi namen pinapabayaang mgdown. kasi kapag ngdown ang equipment masakit sa ulo. dapat preventive maintenance ka lalo na sa aircon, lalo na sa corporate dapay pagpsok nila ng building ramdam na nila ang lamig kasi hindi sila nakakapagtrabaho ng masyado kapag mainit... particularly on building wiring	mgdo-down un. hanggang di mo na magamit at papalitan na. tapos syun, parang maraming nagamit si company na skills na nakuha ko kay MFI, then marami din ako nagamit para matulong ko sa company.			
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installation, refrigeration and maintaining motor control, autocad which is nagamit ko sa first work ko.				
P4: yung sa mga mall, yung sa mga specs, parang nakakarelate na ko kapag nagtatanong. Bbili ko halimbawa ng certain na products, ay naintindihan ko... sa bahay na lang mam, parang before kapag nasira yung computer namen mam, sge bili na lang tayo ng bagong computer. E ngayon mam marunong na ko magkahoy-kahoy, troubleshoot na ako na lng mismo gumagawa.	ngayon mam marunong na ko magkahoy-kahoy, troubleshoot na ako na lng mismo gumagawa	Applied learnings for personal use and at home like fixing computers		
P1: Kaya nung estudyante pa lang ang naging application ko sa mga tinuturo sa MFi na, theory na-apply ko sya sa bahay...ako na yung pinagkukumpuni ng electric fan at madalas yung ilaw kahit magpapalit lang. Yung ibang ilaw namen, ay lahat pala ng ilaw namen yung fluorescent tapos may mga starters. Kaya nung nagkukumpuni na, ako na yun, keribles ko naman.	ako na yung pinagkukumpuni ng electric fan at madalas yung ilaw kahit magpapalit lang. Yung ibang ilaw namen, ay lahat pala ng ilaw namen yung fluorescent tapos may mga starters. Kaya nung nagkukumpuni na, ako na yun, keribles	Applied learnings at home like fixing electric fan, lights etc.		

	ko naman			
P5: honestly, pinagkakitaan ko pa nga yun sa lugar namen e. yung may mga classmates ka nung HS nag-AUTOCAD nahihirapan sila tapos ikaw, medyo kikita ka kasi sympre magpapaturo sila sayo. sympre patay! Parang paglumabas ka, andami mong trabaho na pwedeng mapuntahan.	pinagkakitaan ko pa nga yun sa lugar namen e. yung may mga classmates ka nung HS nag-AUTOCAD nahihirapan sila tapos ikaw, medyo kikita ka kasi sympre magpapaturo sila sayo.	Applied and earned because of his skills in Autocad		
P2: sa work ko nakita yung sobrang tindi ng training nga sa amin at siki-sik. Parang mas matindi pa yung ginagawa namen dito sa MFI parang sisiw lang to sa ginagawa namen. Niready kani ni MFI para pagdating sa future work mo alam mo na yung plano mo, alam mo na yung paraan.	sa work ko nakita yung sobrang tindi ng training nga sa amin at siki-sik.	“tindi ng training at siksik”		
P5: ...mataas expectations. Hindi porket electrical ka, pang-electrical lang talaga. Parang pag lumabas ka, ang dami mong trabaho na pwedeng mapuntahan. Electrical ka pero pwede ka mapunta sa Autocad,	Electrical ka pero pwede ka mapunta sa Autocad, electrical ka pwede ka mapunta sa computer software service. Sobra-sobra	“sobra-sobra” yung binigay na knowledge sa student		

electrical ka pwede ka mapunta sa computer software service. Sobra-sobra yung binigay na knowledge sa student.	yung binigay na knowledge sa student			
P9: Dagdag ko lang, di ko malilimutan yung Autocad sa aming mga electrical kasi dapat ituturo lang yung basic diagram, pero ang ipu-push sayo 3D, pag-render yung pang-architect na trabaho. Parang sik-sik, lig-lig at umaapaw yung ituturo sayo. Kaya yung sinasabi ni Harvie (referring to his co-FGD participant) na graduate ka ng electrical bakit ka mag-aautocad, totoo yun mam. Parang tinuruan kami basic instrumentation, electronics, information technology. Parang scholar ka na, tapos ganun pa yung biyayang matatanggap mo sobra-sobra talaga tinuturo ng MFI.	Dagdag ko lang, di ko malilimutan yung Autocad sa aming mga electrical kasi dapat ituturo lang yung basic diagram, pero ang ipu-push sayo 3D, pag-render yung pang-architect na trabaho.	“siksik, liglig at umaapaw” ang ituturo sayo		
P4: component familiarity, reading schematic diagram. Kase mam ditto lang pala sa Pilipinas nagrerepair ng mga component level. Example copier, Xerox machine.	component familiarity, reading schematic diagram.	Hands-on training like reading schematic diagram, working on copier etc.		

P11: yung hands-on kase-Autocad. Malaking tulong yung autocad na un kahit nahirapan kami doon ng bonggang-bongga. Tsaka yung sa aircon yung HVAC isa sa pinaka hands on na subject HVAC 1 and 2.	yung hands-on kase-Autocad	“bonggang-bongga” hrap ng autocad-malaking tulong		
P1: Si sir Nilo kase yung mga lumang copper tube pinapapractice nya smen i-bend. Nagamit ko yun sa OJT1 ko 2beses lang ako nag- field, nakapag bend ako ng mga copper tube kase andun lang naman ung tools ng MFI. Tapos yung Elecon, both theories and application kase yung sa elecon, hinimay himay yung components at wires.	lumang copper tube pinapapractice nya smen i-bend.	Hands-on training in ELECON class		
P10: kase pag-interview pa lang sa akin since kilala ko na yung mga component, naisip nila na hindi na magging mahirap sa akin ang turuan ako tapos nakapa-hands on na ko gawa ng mga workshops sa school. Nakapag OJT na ko 1 and 2. OJT1 ko aircon and servicing	since kilala ko na yung mga component, naisip nila na hindi na magging mahirap sa akin ang turuan	Knowledge in technical terms		

company. Yung ojt 2 ko sa pagawaan ng HDD which is yung Toshiba. May hands on din dun kase pagawaan nman yung ng makina.				
P1: For example may project po sa may electrical side. Ang irrehab yung building sympre kelangan yung electrical side. E sa bwiw tinuruan kami mag compute ng wires at conduits. Inapply namen yun, alam ko kung gaano kahirap mgbend ng pipes, rsc at tsaka pvc so alam ko din kung paano ung magiging takbo ng labor cost which is hindi alam ng mga engineering kase alam nila theory kase hindi nman sila nakapag-actual e. mahirap magbend mam. Lalo na yung rsc, tumalon na ko't lahat-lahat hindi ko pa din magawa e (laugh).	bwiw tinuruan kami mag compute ng wires at conduits. Inapply namen yun, alam ko kung gaano kahirap mgbend ng pipes, rsc at tsaka pvc so alam ko din kung paano ung magiging takbo ng labor cost	Knowledge in computing wires and conduits		

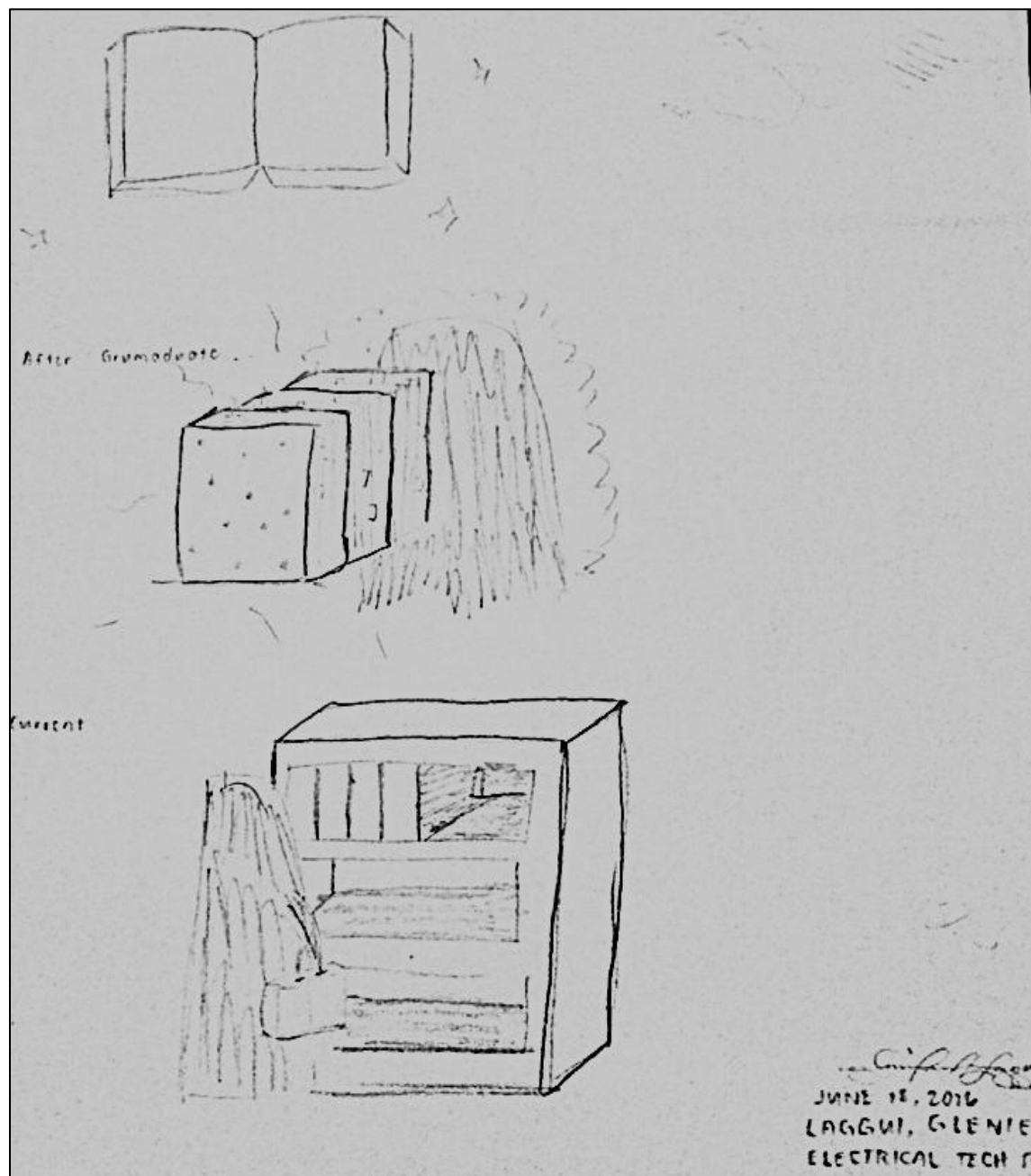
P7: Halos lahat po ng fundamentals e naibigay po ng course ko na instrumentation simula autocad designing, pag-iinterpret ng diagram, actual na paggamit ng plc instruments such as sensors and actuators po.	fundamentals e naibigay po ng course ko na instrumentation	Learned almost all the fundamentals of the course like autocad designing, diagram interpretation and actual use of actuators		
P9: technical skills itinuro ng hands-on, literal na hands-on lalo na sa field ko na na-apply ko sa trabaho ko.	technical skills itinuro ng hands-on	Hands on training		
P6: Noong HS sobrang laki ng competition sa klase namen. Naiinsecure ako bakit sila sobrang galing. Pagdating sa college ang galing ni MFI kasi parang nag-start sa zero lahat. Tapos nagka-chance ulit ako mag-umpisa ulit. Ang galing ng training nila. Natuto talaga ko kahit hindi ko nman talaga gusto yung course ko wala kong idea sa course ko. kaya nya magbuild ng isang tao na di pa sure sa gagawin nya sa buhay. kaya enough sa akin yung academic preparation ko dito.	Ang galing ng training nila. Natuto talaga ko kahit hindi ko nman talaga gusto yung course ko wala kong idea sa course ko. kaya nya magbuild ng isang tao na di pa sure sa gagawin nya sa buhay.	Learned a lot about his course		

P10: Before MFI, unsharpened pencil ako. Hindi magamit. Di nga alam kung may bibili pa ba. After ng MFI, tasado na lapis. Pwede nang sumabak. Ngayon, nsa company nahasa yung skills nakakapag-drawing na yung lapis... Share ko lang, pumili ng magtra-training sa Japan dati. Sa tingin ko, ako yung nagtuturo sa kanya, ganito yung level ng skills namen (demonstrated the levels thru hand gestures) pero sya yung magtrtraining sa Japan (refers to the engineer he trains for Japan)	Ngayon, nsa company nahasa yung skills nakakapag-drawing na yung lapis... Share ko lang, pumili ng magtra-training sa Japan dati. Sa tingin ko, ako yung nagtuturo sa kanya, ganito yung level ng skills namen (demonstrated the levels thru hand gestures)	Competent to train engineer going to Japan		
P1: kase yung co-workers ko ngayon more on engineering. So sila more on theory and google. E ako kahit hindi ko muna igoogole or balikan yung inaral ko kapag ginawa mon a kase mas madali mon a lang mabalikan yung inaral mo. Yung lahat ng tinatanong ako a bout certain projects, ang una kong nirerecall e yung mga ginawa kong past projects sa school at dito sa company...nasabi ni Alex kanina yung technician at engineer sa	ako lang yung design technician pero parepareho kami ng ginagawa. Umabot pa nga sa punto na andami kong load tapos yung engineer wala syang workload, wala syang costing tapos ako andami ko	Can do the works of the engineer		

team kasi namen, ako lang yung design technician pero pare-pareho kami ng ginagawa. Umabot pa nga sa punto na andami kong load tapos yung engineer wala syang workload, wala syang costing tapos ako andami ko, may meeting pa ko sa client ko, may deadline pa ko bukas.				
P7: ...sa field nman, kahit di ka pa graduate alam mo na yung work na gingawa mo. sa ibang university kase sasabihin sayo: o ganito yan, tignan mo na lang sa internet paano gumagana yan. Dito, sa instru nandyan yung mga gamit.	kahit di ka pa graduate alam mo na yung work na gingawa mo... sa instru nandyan yung mga gamit.	With full knowledge of the work even before graduation		
P2: Halimbawa, sa course namin binigay na lahat sa amin kaya pagdating sa trabaho, mabilis mo na matutunan.	sa course namin binigay na lahat sa amin kaya pagdating sa trabaho, mabilis mo na matutunan	Well-adjusted at work since basic works were taught in school		
P3:kasi one time andun yung manager namen kausap yung maam ko kasi yung maam ko ayaw nya isali sa expert technician level contest, tapos bigla nyang nabanggit pangalan	kinausap kami ng supervisor namen tapos ni-rank nya kami. tapos sinabi din nyan na ikaw nakikita na ilalaban	Eyed to compete technically in Japan by her manager		

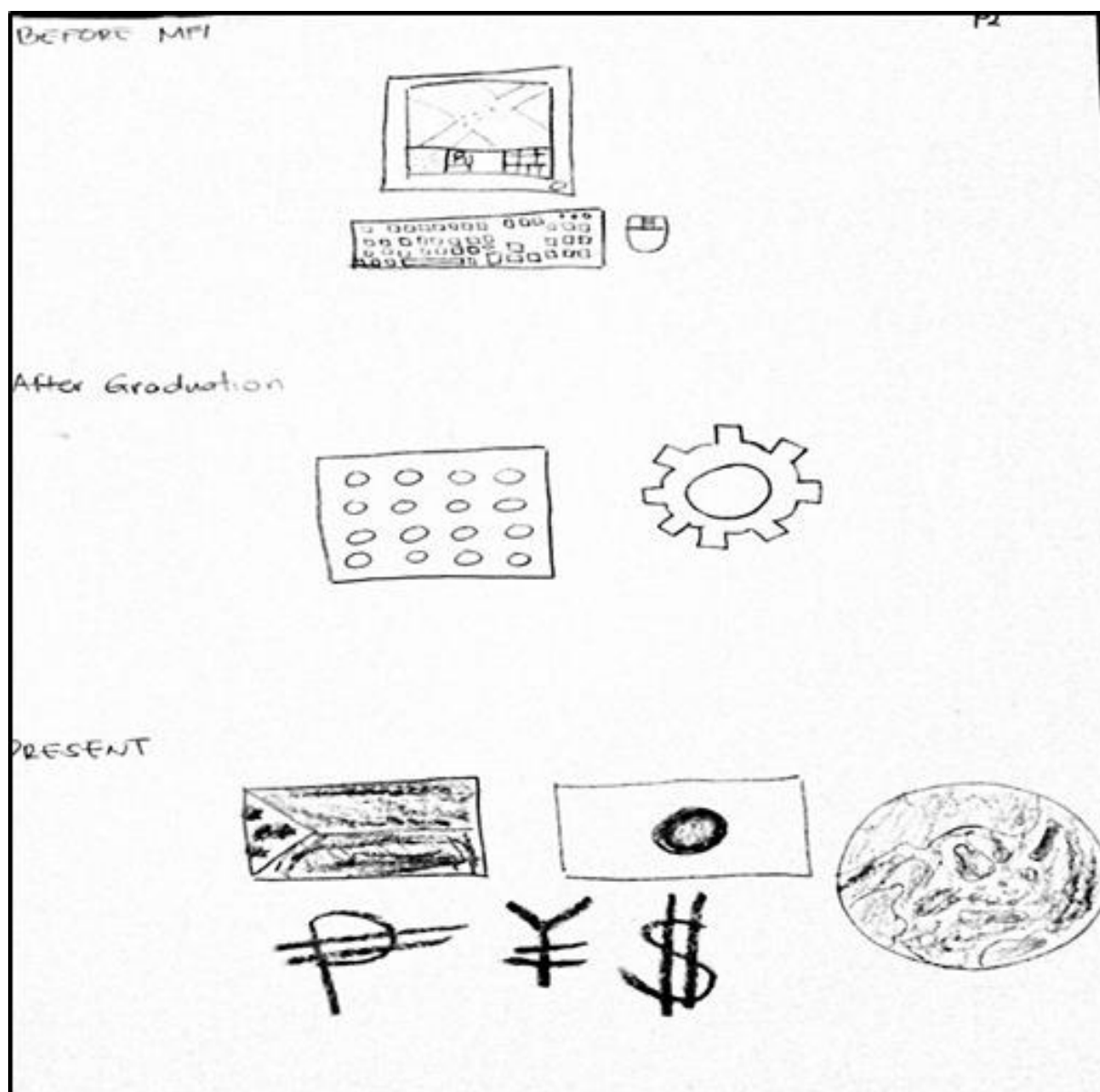
ko. sabi nya ayan si Hazel isasali ko yan sa techcon. nagulat ako kasi sabi nya wag ka tatawa-tawa seryoso ako. kaso nga lang kulang pa ko sa taon. sabi nya nakikita ko yang si hazel masipag yan, ganito yan, ganyan. ako nagulat at ganado noong araw na yun. hala trabaho-trabaho. tapos laetely nun, kinausap kami ng supervisor namen tapos ni-rank nya kami. tapos sinabi din nyan na ikaw nakikita na ilalaban sa tech-con, ako naman di na lang ako nagsasalita may masasabi ka ba? nakangiti lang ako parang yung sarili kong boss hindi nakikita ginagawa ko pero yung above doon ang nakakakita. sinabi nya ikaw mas mataas ka pa sa engineer (grade nataasan ko pa daw yung engineer).	sa tech-con			
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Doodle by Participant no. 1



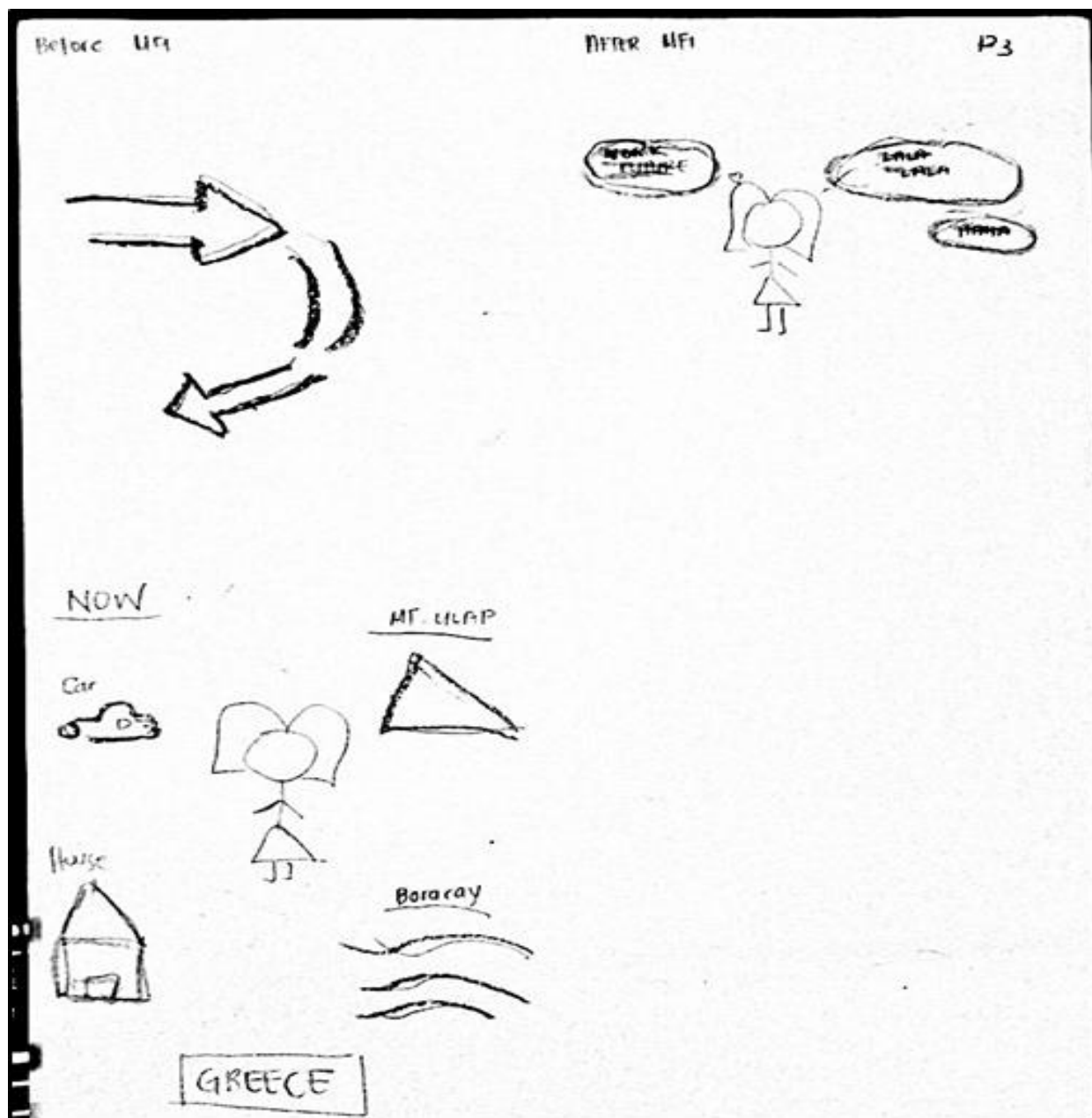
“Libro...Nang andito na ko sa MFI nagstart ako as blank. Hinayaan ang sarili na dito mabuo kung sino yung ako. After mag-MFI, nalagyan ng laman lahat ng pages...”

Doodle by Participant no. 2



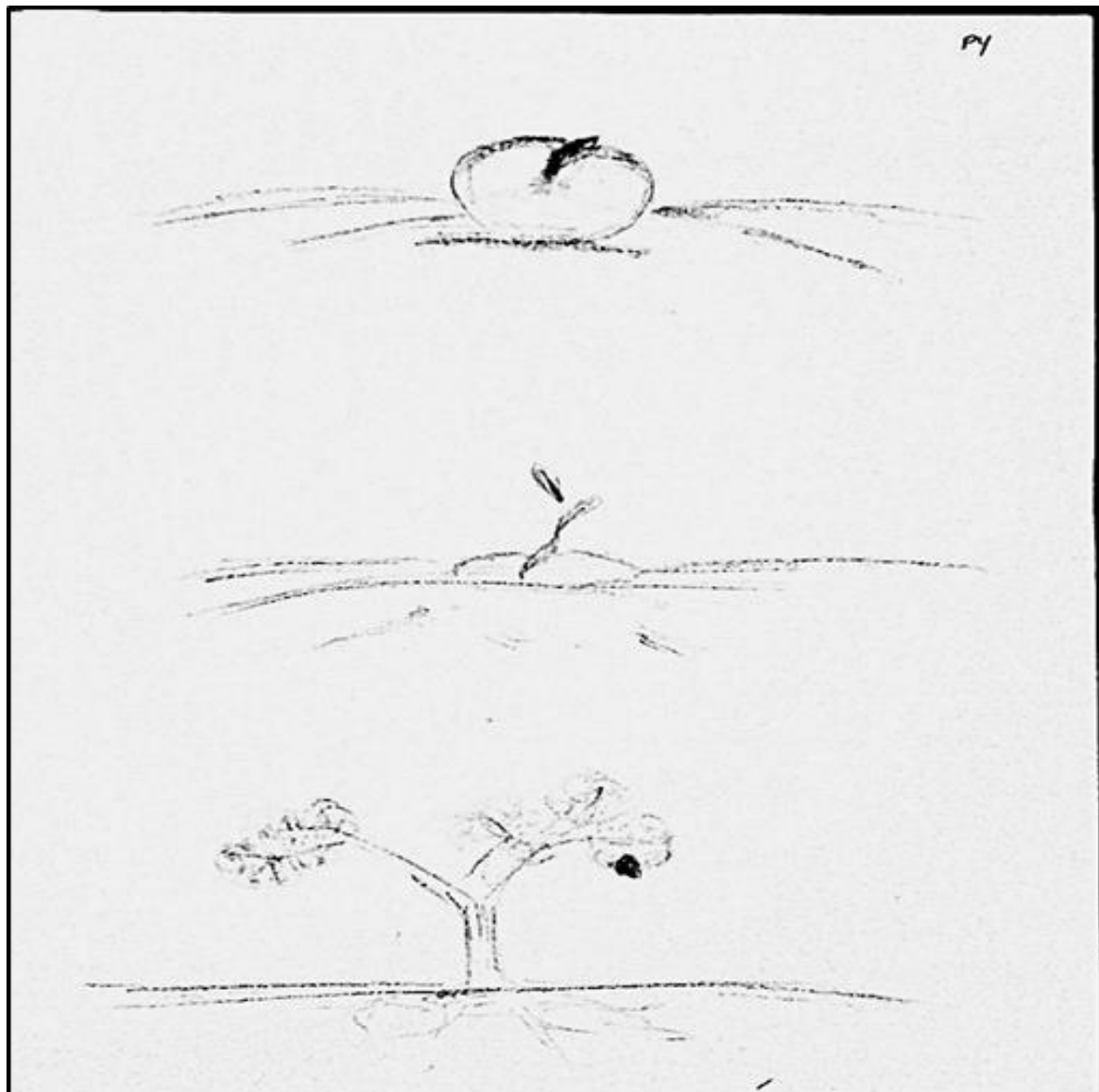
"Computer. Kasi unang course ko talaga IT ang gusto pero dahil walang scholarship doon, binalewala na lang yung pangarap na IT. After ng MFI, nalearn ng yung course na pinasok..."

Doodle by Participant no. 3



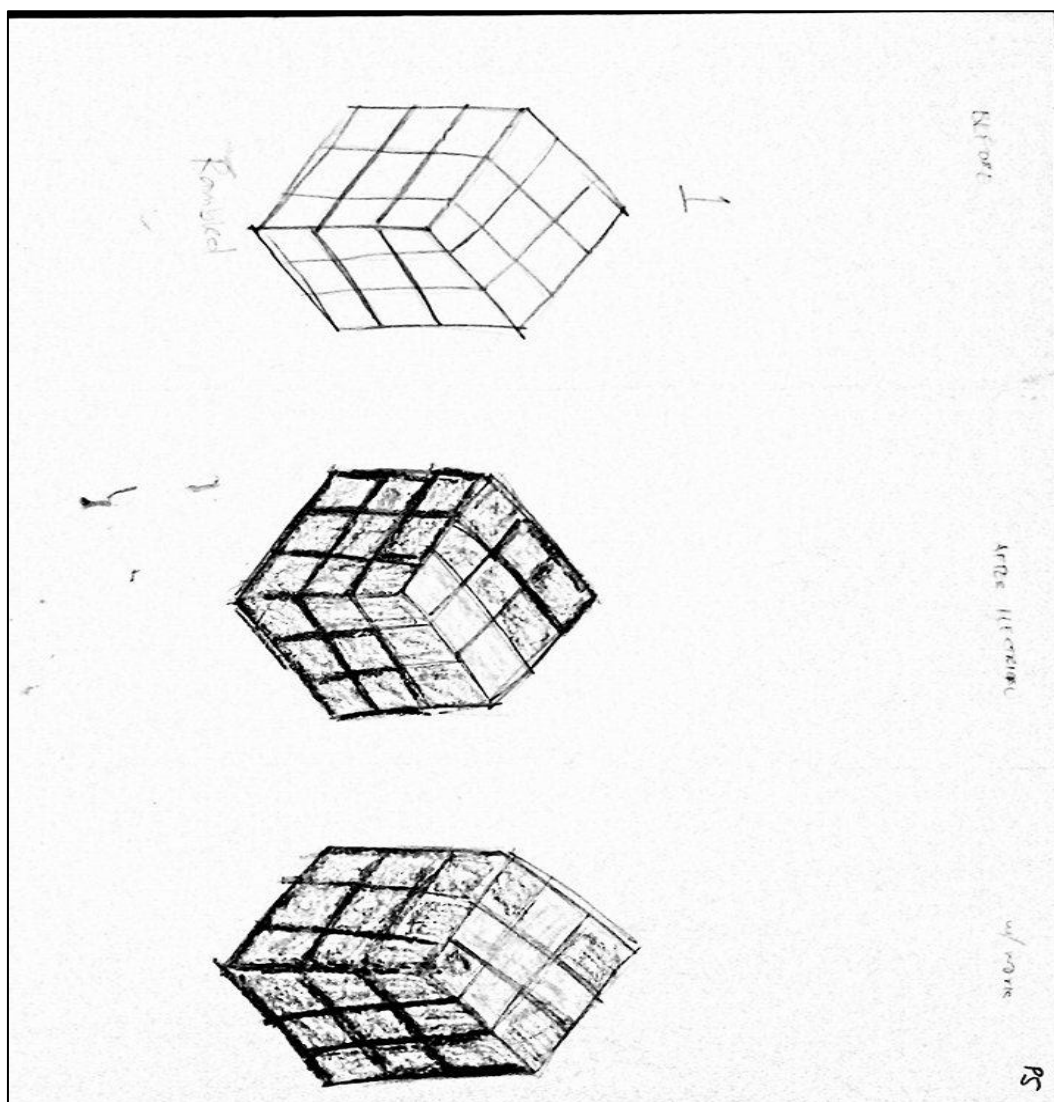
"Arrow. Bago mag-MFI sumusunod lang kasi ako sa parents ko. Eto gawin mo, eto bag mo, eto shoes mo. After mag-MFI naiisip ko na gusto ko. Gusto ko nito, natuto na ko..."

Doodle by Participant no. 4



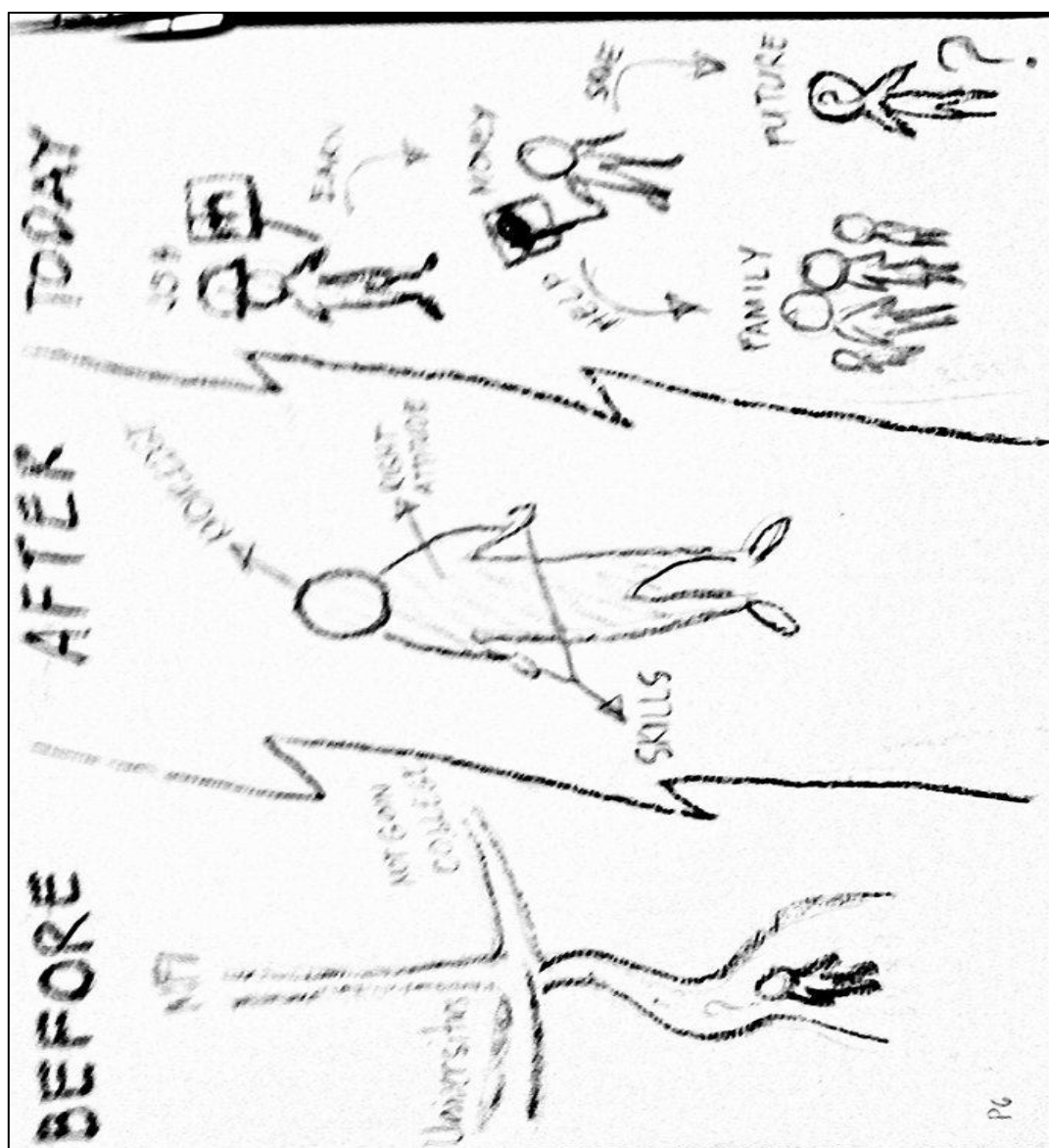
“Buto...nang mapunta sa MFI doon nag-grow. Yung sunlight at tubig un yung knowledge na binibigay ng MFI”.

Doodle by Participant no. 5



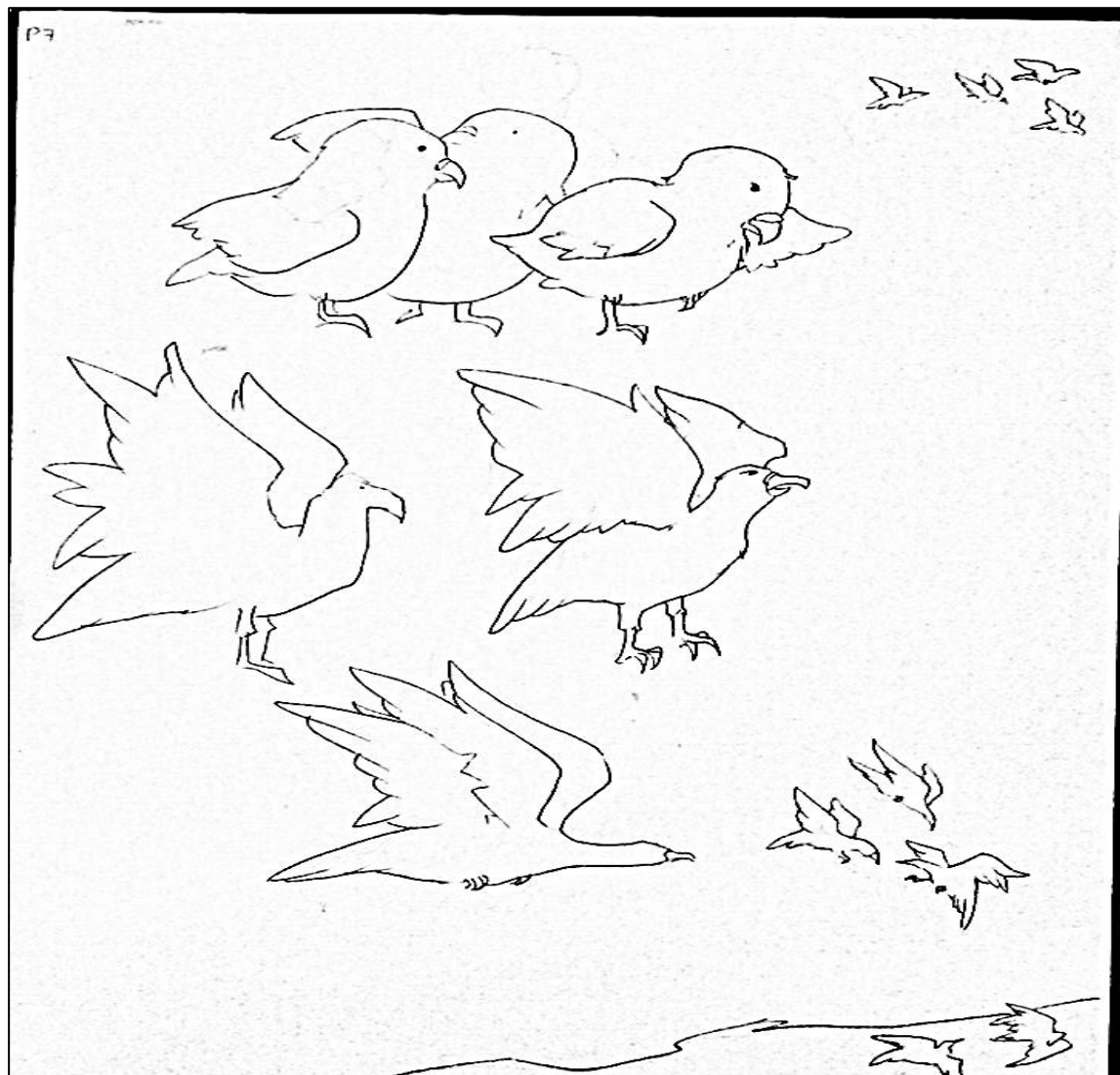
"Rubik cube. Before, nagwo-wonder, paano bubuuin ang sarili. After mag-MFI, half sya buo na. kasi may naaccomplish, may bago ng natutunan, nakikita mo na future."

Doodle by Participant no. 6



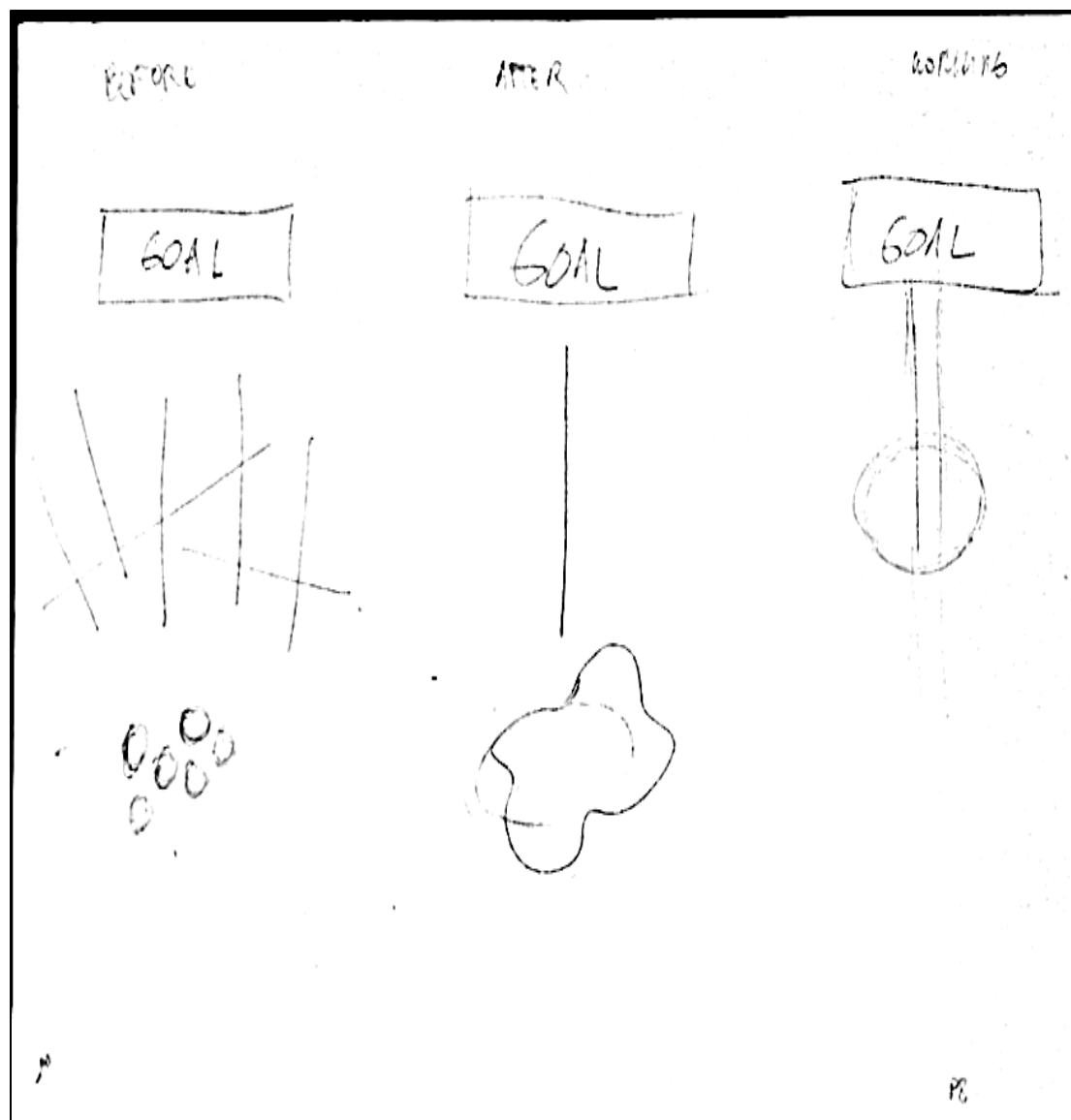
"Before MFI parang nasa junction. Di ko alam ano itatake na course. After ng MFI, nag-gain ng knowledge, skills, at right attitude..."

Doodle by Participant no. 7



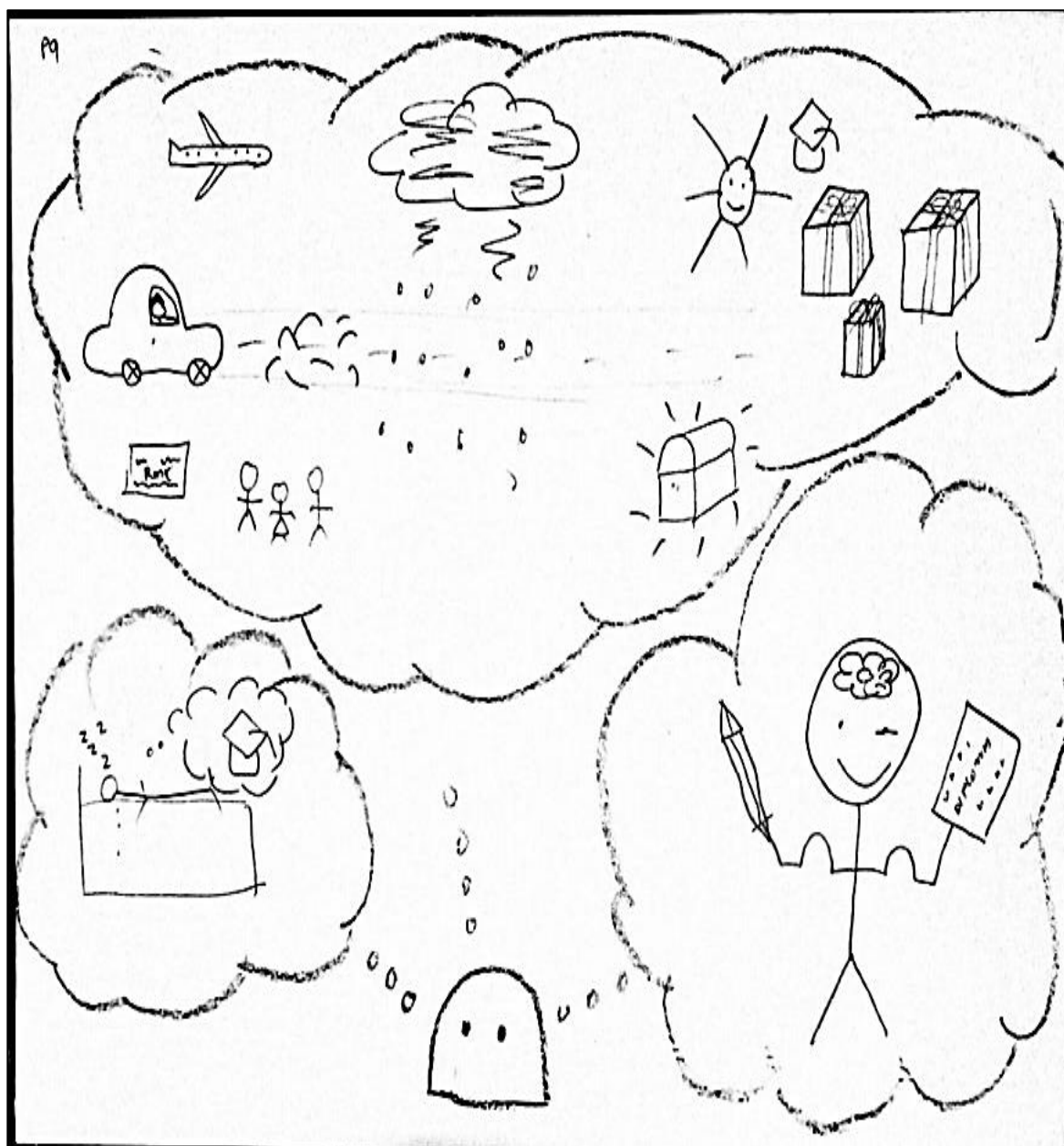
"Bibe. Before, tingin sa sarili useless di mararating mga gustong marating unless mag-aral ka. Kailangan mag-college ka or tech-voc...after mag-MFI, nagkaroon ng wings. nagagamit ko na para makapunta sa mga bagay na gusto mong marating.."

Doodle by Participant no. 8



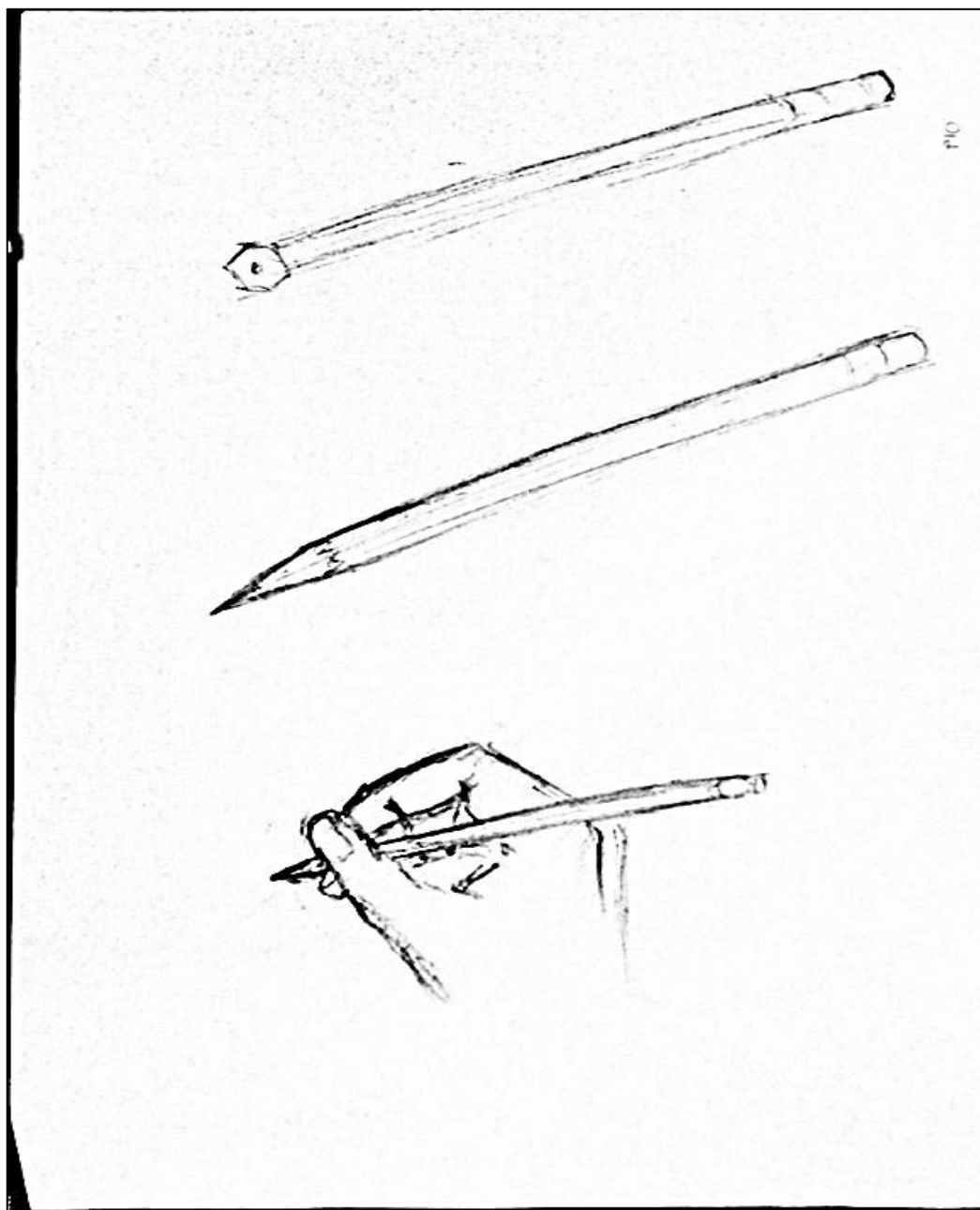
"Circle. Pumasok ako sa MFI may goals talaga. Magka-business, maging successful. Pero di alam paano ppunta sa goals. Promdi, pangarap lang meron ako. After mag-MFI, yung maliit na bagay-lumalaki na sya ngayon, andun pa din yung goal, ngayon nakikita na yung path kung paano aabutin yung goal"

Doodle by Participant no. 9



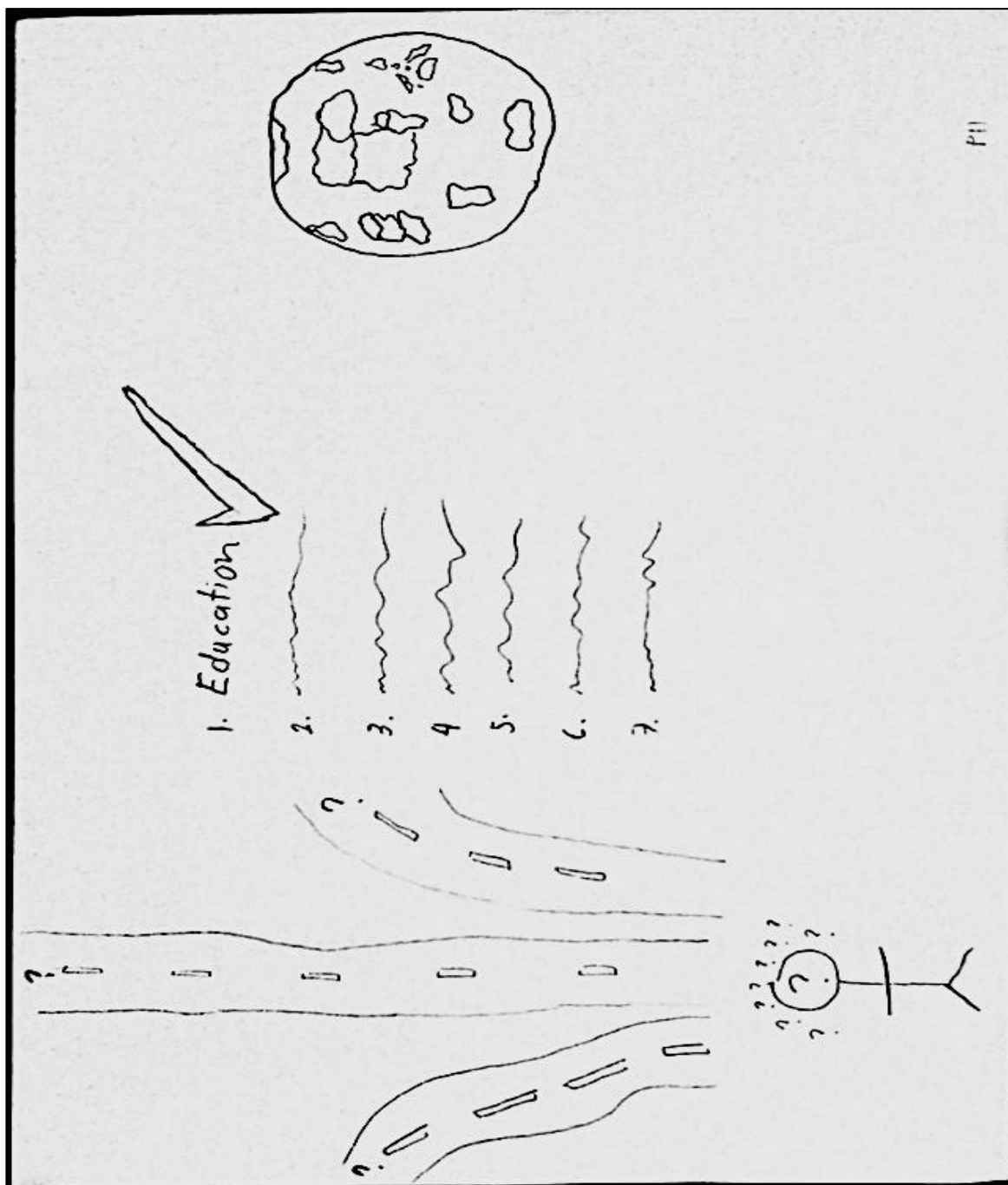
"Emoji. Dati parang natutulog, nangangarap, nakahiga. After ng MFI, may muscles, may skills na din may hawak na diploma, may utak na din ako, may laman na mas malaki..."

Doodle by Participant no. 10



“Before isang unsharpened pencil. Hindi magamit. Di nga alam kung may bibili pa ba. After mag-MFI, tasado na lapis. Pwede nang sumabak.

Doodle by Participant no. 11



"Meron ng mga path pero di alam ano ang kahihinatnan. Blessing ni God yun ang magkaroon ng education sa MFI..."



Marinel J. Asia

Address: 320 Villa Sta Ana San Miguel, Pasig City

Phone: 0942.491.8930

Skills

Communication:

- Proficient in English and Filipino language.

Technical:

- Highly adept in computer applications especially MS Operating Systems and Office Applications.
- Can troubleshoot basic computer problems.
- Knowledgeable in Adobe Photoshop.

Counseling Skills:

- Active listener
- Shows genuine concern to my counselee
- Familiar to different counseling techniques

HR related skills:

- Above-par interviewing skills.
- Can efficiently administer and interpret different Psychological tests.

Education

Master of Education with Specialization in Guidance & Counseling
Philippine Normal University
2009-Present

BS Psychology

Far Eastern University
2001-2005

Professional Background

Education Associate (Guidance Counselor), 2013-Present
MFI Foundation Inc.

- Perform the duties of a Guidance Counselor such as: plans, implements and supervises the activities geared towards the holistic formation of students.
- Provides human formation activities to students through individual and group chat or counseling, talk on values, seminars, retreats, recollections, and other activities directed towards direct instruction of values to the students.
- Coordinates and/or facilitates counseling to parents, dialogues with teachers, learning assistance, get-togethers, out-reach programs, sports activities, and home visits to address the needs of the students. Improves and develops modules to facilitate learning of students.
- Assists in planning, implementing and evaluating the Recruitment Program by administering and checking entrance exams, conducting career orientation, interviews, home visits, and parents interview to improve the quality of incoming students.
- Conducts on-site visits to students undergoing on-the-job training to facilitate the students' acquisition of positive work habit. Prepares check requests and handles finances for students' out-of-town seminars and retreats.

HR Officer, 2010-2013
Puyat Steel Corporation

- Handles the overall operations in Human Resource Department which includes talent sourcing and acquisition, administration of compensation & benefit; assisting in timekeeping & payroll, facilitates training and organizational development.
- Ensure relevant HR policies, standards and company procedures are developed, maintained, reviewed, updated and strictly implemented to protect company's interest.
- Carryout performance evaluation and coordinate with department heads to facilitate job assessment.
- Handles all employees related concern to ensure productivity at work.

• Can efficiently handles all employees concern and issues. • Can effectively motivate and lead people.	
Other Skills: • Creative • Disciplined • Organized • Fast-learner • Self-motivated and self starter • People-oriented • Can handle pressure with ease • Friendly and approachable • Respectful and obedient to company policies and regulations.	Customer Service Representative, 2006-2010 Sitel Phils. Inc. • Providing quick response and resolution to all non-technical questions. • Handle customer inquiries and complaints with tact and ease. • Successfully route the call to the correct department. • Consistently meet and/or exceed supervisor expectations and performance benchmarks (customer satisfaction, average handling time, quality of the call) • Demonstrate outstanding problem solving and active listening skills-able to diffuse difficult customer situations. • Take in charge of the team as may be assigned from time to time. PT Associate Consultant /Psychometrician Prosearch Incorporated, 2005-2006 • Facilitates Psychological testing procedures on a day-to-day basis. Administers scores and interprets Psychological Tests to applicants / employees referred by client companies as well as the Temporary Staffing and Regular Recruitment sections. • Conducts behavioral interviews (SBO) principle with applicants/ employees referred by client companies after test completion to validate both favorable and unfavorable scores. • Attends to the inquiries and responds to special instructions and request of clients. • Monitors all endorsed applicants/examinees, position, level, corresponding service rate, dates of exam and submission of reports. Likewise, takes note of interviewer and the writer responsible for the report.
<u>Interests and Activities</u> • Likes Photography • Likes reading books and listening to music. • Enjoys working with group of people.	• Overall in-charge for the weekly inventory of Psychological Tests materials. • Performs other tasks as may be assigned from time to time.