



# EMPLOYABILITY SKILLS AND ELEMENTS OF CONTEXTUAL PERFORMANCE AMONG GRADUATES OF TECHNICAL- VOCATIONAL-LIVELIHOOD TRACK

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## **Employability Skills and Elements of Contextual Performance Among Graduates of Technical-Vocational-Livelihood Track**

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### **Abstract**

This study was conducted in the academic year 2021-2022 to examine the employability skills and components of contextual performance among graduates of the Technical Vocational Livelihood (TVL) track in selected schools in Zamboanga City. The research used a descriptive quantitative approach involving 90 senior high school students. The results revealed that TVL graduates rated their employability skills, including fundamental skills, personal management skills, and problem-solving skills, as highly agreeable. Furthermore, most of the TVL graduates demonstrated a high level of performance in the elements of contextual performance. Employers acknowledged that the graduates possessed the necessary basic skills, particularly in Information Technology, such as average ICT skills and interpersonal skills required for the workforce. Notably, the level of employability skills in terms of teamwork differed between TVL graduates with major tracks in ICT-Computer System Servicing and ICT Technical Drafting. Additionally, the level of employability skills varied between rural and urban schools for TVL graduates. The major track pursued by TVL graduates influenced their contextual performance. The study recommends that TVL students consider their chosen strands as a pathway for further education or employment in their desired careers. The School should strengthen the integration of employability skills in the curriculum and should emphasize the inclusion of employability skills, such as communication, teamwork, problem-solving, and adaptability, in the curriculum of Technical Vocational Livelihood (TVL) tracks. This integration will better prepare graduates for the demands of the job market and enhance their employability.

**Keywords:** *Contextual performance; Employability skills; TVL Graduates*

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## **Introduction**

Employability skills are essential for success in various types of employment and encompass factors such as work availability, individual work capacity, entrepreneurship knowledge, creativity and innovation, interpersonal skills, critical thinking, and willingness to learn, according to Rothwell and Arnold (2007).

In the Philippines, the implementation of the Enhanced Basic Education Program, also known as Republic Act No. 10533 Series 2012, aims to enhance the quality of high school graduates. Acosta and Acosta (2016) emphasize the importance of fostering competitiveness among graduates in the world of commerce, as this contributes to national development. The program is designed to enhance the employability of Filipino students.

Pascual (2019) defines contextual performance as activities that contribute to the effectiveness and success of individuals, teams, and organizations but are not specific to tasks or goals. In today's competitive world, academic achievement alone is insufficient for graduates to secure employment. Employers seek graduates with relevant and in-demand skills (Ali et al. 2014).

The employability of graduates is considered a measure of an academic institution's effectiveness (AARJMD 2013). The quality of graduates depends on the quality of instruction and facilities provided, as these factors ensure graduates are equipped with the required knowledge, skills, and values to top in their fields. Yusop and Muht (2012) describe employability skills as essential life skills crucial in any work environment. Employers look for graduates with diverse visible and specialized skills who can work independently and collaboratively, demonstrate creativity, and generate innovative ideas. Positive attitude, self-motivation, effective time management, and a proactive and enthusiastic approach are highly valued in the workplace.

The researcher observed that many senior high school graduates pursue higher education, while others feel unprepared for the workforce due to perceived inadequate skills. Some graduates work in unrelated fields, while others remain unemployed. These observations inspired the researcher to conduct a study on the contextual performance of Technical Vocational and Livelihood (TVL) track graduates in relation to their employability skills to provide input for policy, curriculum enhancement, and implementation.

## **Literature Review**

In the United Kingdom, the goal of career and technical education (CTE) is to give students practical technical training so they are ready for the changing job market of the twenty-first century, as cited by Curry (2017). Employability skills are essential for students' professional development, even while technical skills and subject-specific knowledge are valuable to employers. Core transferable skills, including communication, conflict resolution, and professional etiquette, are essential for almost every employment. These talents are known as employability skills.

Abas (2017) noted that the contextual performance of employees was moderately connected with collaboration abilities, notably the capacity to collaborate. This shows that graduates who are proficient in employability skills may have a competitive advantage in their chosen fields of employment.

Only one in three Filipino college graduates is considered "employable," according to a report by Aspiring Minds, meaning that over 65% of graduates in the nation lack the qualifications for the positions they apply for. 60,000 recent graduates from more

than 80 colleges around the country were evaluated for their language, cognitive, behavioral, and functional skills. It was discovered that more than half of the employable applicants attended colleges that weren't among the top 50 in the Philippines. The survey claims that many local firms struggle to identify employable graduates from lower-tier colleges (DepEd thru Philippine Star 2017).

**Contextual Performance.** Employees engage in contextual performance after they willingly assist their colleagues, exert additional energy to finish tasks, dedicate additional time to meet deadlines, and exhibit behaviors such as putting in extra effort, maintaining enthusiasm, collaborating with others, adhering to rules and regulations, and following or protecting the organization (Motowidlo and Schmit 1999 as cited by Befort and Hattrup).

According to Koopmans et al. (2011), contextual performance belongs to discretionary extra-role behavior, where employees voluntarily engage in activities that benefit the organization and its members. This behavior goes beyond job descriptions and includes actions such as coaching, mentoring, sharing knowledge, providing support to colleagues, and strengthening social networks within the organization. Employees who exhibit contextual performance actively build relationships, enhance communication and collaboration, and contribute extra effort and time to tasks or projects beyond their immediate responsibilities. These discretionary behaviors foster a positive work environment, facilitate the development of colleagues, and contribute to the organization's overall effectiveness.

The study of Kappagoda (2018) suggests that self-efficacy, or an employee's confidence in their capacity to complete duties successfully, has a significant and positive relationship with both task performance and contextual performance. This implies that workers with higher levels of self-efficacy are more likely to perform well in their assigned tasks and engage in behaviors that go beyond their formal job responsibilities. Furthermore, the study also found a positive relationship between contextual performance and self-efficacy. This means that employees who trust their capabilities are more likely to engage on roles other than those immediately relevant to their jobs. These behaviors could include activities such as helping colleagues, sharing knowledge, or going above and beyond to support the overall functioning of the organization.

## **Research Questions**

This study aimed to determine the employability skills and elements of contextual performance among graduates of the Technical, Vocational, and Livelihood track in selected schools in Zamboanga City during academic year 2021 – 2022.

Specifically, it sought answers to the following questions:

1. What is the level of employability skills of the Technical, Vocational and Livelihood graduates in terms of:
  - 1.1 fundamental skills
  - 1.2 personal management skills
  - 1.3 teamwork
  - 1.4 problem-solving skills
2. What is the level of elements of contextual performance of the Technical, Vocational, and Livelihood graduates in terms of:
  - 2.1 volunteering for additional work
  - 2.2 following organizational rules and procedures
  - 2.3 assisting and cooperating with co-workers

3. Is there a significant relationship between the level of employability skills of the Technical, Vocational and Livelihood graduates and their elements of contextual performance?
4. Is there a significant difference on the level of employability skills of the Technical, Vocational and Livelihood graduates when data are categorized according to strands and school typology?
5. Is there a significant difference in the elements of contextual performance of the Technical, Vocational, and Livelihood graduates when data are categorized according to strands and school typology?

### **Scope and Limitation**

The researchers have established limitations to define the scope of this study. It specifically focuses on assessing the employability skills and elements of contextual performance among Technical, Vocational, and Livelihood (TVL) graduates in the academic year 2021-2022. The study aims to evaluate employability skills, including fundamental skills, personal management skills, teamwork, and problem-solving skills, as well as contextual performance elements such as volunteering for additional work, following organizational rules and procedures, and assisting and cooperating with co-workers. The study also considers the respondents' profiles in terms of gender, strands, and school typology.

The study is confined to three selected senior high schools in the Zamboanga City division, namely Ayala National High School, Sinunuc National High School, and Baliwasan Stand-alone Senior High School, identified as Schools A, B, and C, respectively. The research will be conducted within the school year 2021-2022.

### **Method**

#### **Research Design**

The study employed a descriptive-correlational research design utilizing a survey questionnaire. It aimed to determine the employability skills and their influence on the elements of contextual performance among graduates of the Technical, Vocational, and Livelihood (TVL) track in selected schools within the Zamboanga City Division. Descriptive research was utilized to describe and interpret the present conditions or characteristics of the research subject.

#### **Research Participants**

The study included graduates from three senior high schools in the school year 2021-2022. A total of 90 graduates, with 30 from each school, were selected as respondents through purposive sampling. The selection was based on the accessibility of internet services at their homes, as it was challenging to find other targets during the pandemic. Convenience sampling was employed to choose respondents who were easily reached.

#### **Research Instrument**

A survey questionnaire was developed by the researcher, consisting of two parts. To warrant validity and reliability, the tool was evaluated by a panel of specialists. Part I focused on the employability skills of TVL graduates, including fundamental skills, personal management skills, teamwork, and problem-solving skills. Each indicator had seven statements with four response options: 4 – highly agree, 3 – agree, 2 – moderately

agree, and 1 – disagree, interpreted as highly practiced. Part II assessed the elements of contextual performance among TVL graduates, including volunteering for additional work, following organizational rules and procedures, and assisting and cooperating with co-workers. Each indicator had seven statements with the same response options.

### Data Gathering Procedure

Permission was obtained from the school principal to conduct the study, and a proposal was submitted to the Division Office to gather data from the three Senior High Schools in the Ayala and Baliwasan District, Zamboanga City. Upon approval, the research instrument was distributed to the teachers in person or through online platforms such as Google Link, Facebook Messenger, or G-mail. The researcher obtained access through the TVL coordinator. All data were collected, analyzed, and interpreted.

In compliance with the Research Ethics Protocol, informed consent was obtained from the survey respondents. They were made cognizant of the study's purpose, agreed to participate, had the freedom to disclose or withhold information, could withdraw from the study at any time, had the right to be informed of the study's results, and were guaranteed of privacy and anonymity.

### Data Analysis

The data were treated with appropriate statistical tools for analysis. Weighted Mean was used to determine the level of employability skills of the Technical, Vocational, and Livelihood graduates in terms of fundamental skills, personal management skills, teamwork, and problem-solving skills and to determine the level of elements of contextual performance of the Technical, Vocational, and Livelihood graduates in terms of volunteering for additional work, following organizational rules, procedures and assisting and cooperating with co-workers. Linear Regression Analysis (Pearson -r) was utilized to explore the relationship between the level of employability skills of the Technical, Vocational, and Livelihood graduates and their elements of contextual performance. One-Way ANOVA and Correlated Sample T-test were also employed to measure the significant difference in the level of employability skills and the elements of contextual performance of the Technical, Vocational, and Livelihood graduates when categorized according to strands school typology.

## Results and Discussions

***Employability of TVL Graduates.*** The tables below present the employability level of the TVL graduates in terms of fundamental skills, personal management skills, teamwork and problem-solving.

**Table 1: Level of Employability Skills of the Technical, Vocational and Livelihood Graduates in terms of Fundamental Skills**

Statement	Mean	Verbal Description
1. Follows oral directions effectively.	3.73	Highly Practiced
2. Follows written directions effectively.	3.72	Highly Practiced
3. Creates tables effectively.	3.54	Highly Practiced
4. Finds relevant information when needed.	3.48	Highly Practiced
5. Uses technology on specific job.	3.57	Highly Practiced
6. Organizes information into data base.	3.57	Highly Practiced

7. Uses skills in modern ICT tools.	3.58	Highly Practiced
<b>Overall Mean</b>	<b>3.60</b>	<b>Highly Practiced</b>

Legend: 3.26 -4.00- Highly Practiced, 2.51 – 3.25 –Practiced, 1.76 – 2.50 – Less Practiced , 1.00 – 1.75 – Not Practiced

Table 1 illustrates that the respondents consistently rated the indicators within the range of 4.00-3.48 on the rating scale, indicating a high level of agreement and interpretation as highly practiced. The highest-rated indicator, Indicator 1, "Follows oral directions effectively," received a mean rating of 3.73, indicating a strong agreement and interpretation as highly practiced. This suggests that the graduates demonstrated a high level of proficiency in following directions from their superiors during their work immersion. On the other hand, Indicator 4, "Finds relevant information when needed," received the lowest rating with a mean of 3.48, still representing a high level of agreement and interpretation as highly practiced. This implies that the graduates also displayed competence in finding necessary information as required by their supervisors. It can be inferred that the respondents developed their skills in utilizing information and communication technology (ICT) to meet the demands of their tasks.

Overall, the indicators for fundamental skills in employability received a high level of agreement from the respondents, with an overall mean rating of 3.60, indicating highly practiced skills. This suggests that the respondents have effectively applied the fundamental employability skills relevant to their major, as evidenced by their NC II certification obtained during their TVL training in senior high school. The graduates demonstrated their ability to follow oral and written directions, create tables, find relevant information, utilize technology, organize information, and utilize modern ICT tools. It is worth noting that technology-related jobs continue to be among the highest paying in the Philippines, resulting in an increased demand for skilled professionals in the computer and tech-related industries.

This finding aligns with Kearns' (2001) assertion that employability skills are essential across various job types.

**Table 2: Level of Employability Skills of the Technical, Vocational and Livelihood Graduates in terms of Personal Management Skills**

<b>Statement</b>	<b>Mean</b>	<b>Verbal Description</b>
1. Works independently.	3.50	Highly Practiced
2. Provides alternative plans.	3.46	Highly Practiced
3. Manages time.	3.53	Highly Practiced
4. Adjusts easily with given task.	3.48	Highly Practiced
5. Learns independently in the acquisition of new knowledge.	3.48	Highly Practiced
6. Recognizes the needs to undertake lifelong learning.	3.49	Highly Practiced
7. Accepts comments positively	3.56	Highly Practiced
<b>Overall Mean</b>	<b>3.50</b>	<b>Highly Practiced</b>

Legend: 3.26 -4.00- Highly Practiced, 2.51 – 3.25 –Practiced, 1.76 – 2.50 – Less Practiced, 1.00 – 1.75 – Not Practiced

As indicated in Table 2, the respondents consistently rated the indicators for personal management skills within the range of 4.00-3.46 on the rating scale, indicating a high level of agreement and interpretation as highly practiced. The highest-rated indicator, Indicator 7, "Accepts comments positively," received a mean rating of 3.56, suggesting a strong agreement and interpretation as highly practiced. This implies that



the graduates have demonstrated a high level of proficiency in accepting comments given by their supervisors during their work immersion. Conversely, Indicator 2, "Provides alternative plans," received the lowest rating with a mean of 3.46, still demonstrating a high level of agreement and interpretation as highly practiced. This suggests that the graduates possess the ability to develop alternative plans even without explicit direction from others, as they were trained and practiced during their work immersion.

Overall, the indicators for personal management skills in employability received a high level of agreement from the respondents, with an overall mean rating of 3.50, indicating highly practiced skills. This entails that the respondents have effectively applied personal management employability skills relevant to their major, as evidenced by their NC II certification obtained during their TVL training in senior high school. The graduates have demonstrated the ability to work independently, provide alternative plans, manage their time, adapt easily to given tasks, learn independently to acquire new knowledge, recognize the need for lifelong learning, and accept comments positively. TVL graduates from the Zamboanga City Division have acquired employability skills in their chosen field.

This finding is supported by Gregson & Bettis (2006), who argue that employability skills encompass attributes of workers beyond technical competence that afford them valuable assets to employers. Employability skills have various categories, including basic academic skills, higher-order thinking skills, and personal qualities with more specific skill sets. These skills are sought after by employers at all levels of positions and are crucial for finding work and succeeding at the office. They also provide foundations for lifetime learning, which is necessary for graduates to secure employment. The importance of employability skills in the workplace is widely acknowledged.

**Table 3: Level of Employability Skills of the Technical, Vocational and Livelihood Graduates in terms of Teamwork**

<b>Statement</b>	<b>Mean</b>	<b>Verbal Description</b>
1. Works comfortably with group setting.	3.64	Highly Practiced
2. Fits easily into group setting.	3.57	Highly Practiced
3. Informs good result.	3.58	Highly Practiced
4. Provides peers with good working environment.	3.63	Highly Practiced
5. Works well with peers.	3.60	Highly Practiced
6. Works effectively as an individual and a group.	3.58	Highly Practiced
7. Assists peers readily.	3.66	Highly Practiced
<b>Overall Mean</b>	<b>3.61</b>	<b>Highly Practiced</b>

*Legend: 3.26 -4.00- Highly Practiced, 2.51 – 3.25 –Practiced, 1.76 – 2.50 – Less Practiced, 1.00 – 1.75 – Not Practiced*

As indicated in Table 3, the respondents consistently rated the indicators for teamwork skills within the range of 4.00-3.57 on the rating scale, signifying a high level of agreement and interpretation as highly practiced. The highest-rated indicator, Indicator 7, "Assists peers readily," received a mean rating of 3.66, indicating a strong agreement and interpretation as highly practiced. This suggests that the respondents have highly developed their teamwork skills in providing assistance and support to their peers during their work immersion. Conversely, Indicator 2, "Fits easily into a group

setting," received the lowest rating with a mean of 3.57, also depicted as highly agree range and explained as highly practiced. This infers that the respondents possess the ability to adapt and work well in various group settings, showcasing their flexibility and compatibility with others.

Overall, the indicators for teamwork skills in terms of employability received a high level of agreement from the respondents, with an general mean rating of 3.61. This indicates that the respondents have highly practiced the teamwork skills relevant to their major, as evidenced by their NC II certification obtained during their TVL training in senior high school. Technical, Vocational, and Livelihood track graduates from the Zamboanga City Division have acquired employability skills in their chosen field. They have developed personal management skills that they can apply in their jobs. This implies that TVL graduates have extensively practiced their ability to work effectively in group settings, easily fit into different group dynamics, provide positive outcomes, create a conducive working environment for their peers, collaborate well with others, perform effectively both individually and as part of a team, and readily assist their peers when needed.

This finding is supported by Hashim (2015), who highlights the importance of teamwork as a crucial soft skill for securing employment. Some technical institutions have incorporated and integrated the development of soft skills, including teamwork, into their curriculum. Students are required to actively practice these skills through subject-related activities or specific exercises both inside and outside the classroom. The goal of this study is to determine how often students in technical institutions use teamwork skills for technical employability. These abilities include self-adaptability and flexibility, planning and decision-making, interpersonal interactions, and communication.

**Table 4: Level of Employability Skills of the Technical, Vocational and Livelihood Graduates in terms of Problem-Solving Skills**

<b>Statement</b>	<b>Mean</b>	<b>Verbal Description</b>
1. Knows the details of the job.	3.48	Highly Practiced
2. Knows how to deal with challenges.	3.46	Highly Practiced
3. Analyzes all the facts.	3.44	Highly Practiced
4. Enjoys solving new problems.	3.42	Highly Practiced
5. Thinks objectively and logically.	3.41	Highly Practiced
6. Focuses on immediate problems.	3.39	Highly Practiced
7. Solves problems quickly.	3.34	Highly Practiced
<b>Overall Mean</b>	<b>3.42</b>	<b>Highly Practiced</b>

*Legend: 3.26 -4.00- Highly Practiced, 2.51 – 3.25 –Practiced, 1.76 – 2.50 – Less Practiced, 1.00 – 1.75 – Not Practiced*

As depicted in Table 4, the respondents consistently rated the indicators for problem-solving skills within the range of 4.00-3.34 on the rating scale, indicating a high level of agreement and interpretation as highly practiced. The highest-rated indicator, Indicator 1, "Knows the details of the job," received a mean rating of 3.48, signifying a strong agreement and interpretation as highly practiced. This suggests that the respondents have highly developed their problem-solving skills in terms of understanding the intricacies of their assigned tasks at work. They exhibit critical thinking strategies in determining the nature of their job responsibilities. Conversely, Indicator 7, "Solves problems quickly," received the lowest rating with a mean of 3.34, also described as highly agree and interpreted as highly practiced. This signifies that

the respondents have effectively followed appropriate steps in a systematic manner to solve problems in a timely manner.

Overall, the indicators for problem-solving skills in terms of employability received a high level of agreement from the respondents, with an overall mean rating of 3.42. This implies that the respondents have highly practiced the problem-solving employability skills relevant to their major, as evidenced by their NC II certification obtained during their TVL training in senior high school. Technical, Vocational, and Livelihood graduates possess a comprehensive understanding of job details and are equipped with critical thinking abilities to analyze and enjoy the process of problem-solving. They are well-prepared to tackle challenges and apply their problem-solving skills in their respective fields of work.

This finding is supported by Brewer (2013), who emphasizes that employers expect graduates to possess strong problem-solving skills. Employers are more inclined to hire individuals who can take personal responsibility for meeting targets, identify opportunities for improvement, conduct research, implement change, and demonstrate determination in solving problems.

**Table 5: Summary Table on the Level of Employability Skills of the Technical, Vocational and Livelihood Graduates**

<b>Level of Employability Skills</b>	<b>Mean</b>	<b>Verbal Description</b>
A. Fundamental Skills	3.60	Highly Practiced
B. Personal Management Skills	3.50	Highly Practiced
C. Team Work	3.61	Highly Practiced
D. Problem Solving Skills	3.42	Highly Practiced
<b>Grand Mean</b>	<b>3.53</b>	<b>Highly Practiced</b>

*Legend: 3.26 -4.00- Highly Practiced, 2.51 – 3.25 –Practiced, 1.76 – 2.50 – Less Practiced, 1.00 – 1.75 – Not Practiced*

Table 5 summarizes the level of employability skills of respondents. All of the employability skills are rated in the rating scale range of 3.42- 3.61, expressed as highly agree extent and interpreted to mean highly practiced. This indicates that the respondents have highly practiced these skills.

**Elements of Contextual Performance of the TVL Graduates.** The succeeding tables present the level of elements of contextual performance of the TVL graduates in terms of volunteering for additional work, following organizational rules and procedures, and assisting and cooperating with co-workers.

**Table 6: Level of Elements of Contextual Performance of the Technical, Vocational and Livelihood Graduates in terms of Volunteering for Additional Work**

<b>Statement</b>	<b>Mean</b>	<b>Verbal Description</b>
1. Creates a new plan on managerial approach.	3.46	Highly Performed
2. Mentors to enhance one's skills	3.52	Highly Performed
3. Manages online ads for regular events	3.43	Highly Performed
4. Conducts events on environmental protection	3.52	Highly Performed
5. Forms a team for efficient solution	3.46	Highly Performed
6. Acts as a leader	3.42	Highly Performed

7. Participates charitable activities	3.51	Highly Performed
<b>Overall Mean</b>	<b>3.48</b>	<b>Highly Performed</b>

Legend: 3.26 -4.00- Highly Peformed, 2.51 – 3.25 –Performed 1.76 – 2.50 – Less Performed 1.00 – 1.75 – Not Performed

As specified in the table, all the indicators were rated by the respondents within the range of 4.00-3.42 on the rating scale, signifying a high level of agreement and interpretation as highly performed. The highest-rated indicators, Indicators 2 and 3, "Mentors to enhance one's skills" and "Conducts events on environmental protection," received a mean rating of 3.52, described as highly agree extent and interpreted as highly performed. This suggests that the graduates excel in mentoring their peers to enhance their skills and organizing events focused on environmental protection. They have been trained to fulfill these roles effectively. Conversely, Indicator 6, "Acts as a leader," received the lowest rating with a mean of 3.42, also described as a highly agree range and interpreted as highly performed. This suggests that the graduates also demonstrate strong leadership qualities. They have practiced mentoring their peers and taking on leadership responsibilities to meet the needs of the workplace.

In terms of volunteering for additional work, the indicators received a high level of agreement from the respondents, with an overall mean rating of 3.48, described as highly agree range and interpreted as highly performed. This entails that the respondents have shown a high level of performance in volunteering for additional work as part of their contextual performance in the workplace. This implies that Technical, Vocational, and Livelihood graduates possess the ability to create new plans using a managerial approach, mentor others to enhance their skills, manage online advertisements for regular events, organize events focused on environmental protection, form effective teams to find solutions, act as leaders, and actively participate in charitable activities. These graduates have the capability to take on voluntary or additional work.

This finding is supported by Tymon (2013), who highlighted the necessary employability skills in Malaysia, Japan, Singapore, and Hong Kong for new engineers. Employers in these nations have been found.

**Table 7: Level of Elements of Contextual Performance of the Technical, Vocational and Livelihood Graduates in terms of Following Organizational Rules and Procedures**

<b>Statement</b>	<b>Mean</b>	<b>Verbal Description</b>
1. Follows the Golden Rule (Do not do unto what you don't want others to do unto you)	3.64	Highly Performed
2. Obeys rules and procedures	3.57	Highly Performed
3. Keeps confidentiality in the workplace	3.57	Highly Performed
4. Anticipates awareness in any situation	3.62	Highly Performed
5. Observes work ethics	3.62	Highly Performed
6. Observes dress code at work	3.58	Highly Performed
7. Observes punctuality at work	3.60	Highly Performed
<b>Overall Mean</b>	<b>3.60</b>	<b>Highly Performed</b>

Legend: 3.26 -4.00- Highly Peformed, 2.51 – 3.25 –Performed 1.76 – 2.50 – Less Performed 1.00 – 1.75 – Not Performed

Table 7 proves the elements of contextual performance regarding the adherence to organizational rules and procedures. The respondents rated all the indicators within the range of 4.00-3.57 on the rating scale, describing them as highly agree and

interpreting this to mean that they are highly performed. Among these indicators, Indicators 4 and 5, "Anticipates awareness in any situation" and "Observes work ethics," received the highest mean rating of 3.62. This indicates that the graduates excel in anticipating future situations and adhering to proper work ethics. They demonstrate a proactive approach and maintain ethical standards in the workplace. On the other hand, Indicators 2 and 3, "Obeys rules and procedures" and "Keeps confidentiality in the workplace," received the lowest mean rating of 3.57, still described as highly agree. This suggests that the graduates consistently obey rules and procedures and are diligent in maintaining confidentiality. They exhibit both moral integrity and self-regulation in their behavior.

Overall, the indicators for following organizational rules and procedures received a highly agree rating, with an overall mean of 3.60. This indicates that the respondents consistently perform well in adhering to organizational rules and regulations, which is a crucial element of their contextual performance as TVL graduates in the workplace. They exemplify the principles of the Golden Rule, obey rules and procedures, maintain confidentiality, anticipate situations, uphold work ethics, observe dress code and punctuality, and follow the guidelines set by the organization. Their commitment to abiding by these standards showcases their full potential and dedication to their work.

This finding aligns with the study conducted by Zdeněk (2008), which emphasizes the importance of organizational policies and procedures in outlining rules and courses of action to address problems. These policies and procedures help employees understand the organization's values and views on specific issues.

**Table 8: Level of Elements of Contextual Performance of the Technical, Vocational and Livelihood Graduates in terms of Assisting and Cooperating with Co-Workers**

<b>Statement</b>	<b>Mean</b>	<b>Verbal Description</b>
1. Fosters a friendly environment	3.60	Highly Performed
2. Acknowledges for a job well done	3.59	Highly Performed
3. Maintains good relationship with peers	3.58	Highly Performed
4. Acknowledges favor done	3.56	Highly Performed
5. Listens to peers	3.56	Highly Performed
6. Helps peers	3.64	Highly Performed
7. Develops teamwork	3.57	Highly Performed
<b>Overall Mean</b>	<b>3.58</b>	<b>Highly Performed</b>

*Legend: 3.26 -4.00- Highly Peformed, 2.51 – 3.25 –Performed 1.76 – 2.50 – Less Performed 1.00 – 1.75 – Not Performed*

Table 8 presents the elements of contextual performance related to assisting and cooperating with co-workers. The respondents rated all the indicators within the range of 4.00-3.56 on the rating scale, describing them as highly agree and interpreting this to mean that they are highly performed. Among these indicators, Indicator 6, "Help peers," garnered the highest mean rating of 3.64. This indicates that the graduates excel in providing assistance to their peers, friends, and other workers. They demonstrate a positive outlook and a willingness to extend help to others. They maintain a positive attitude towards work and possess an open-minded approach to what is essential in the workplace. On the other hand, Indicators 4, "Acknowledges favor done," and Indicator 5, "Listens to peers," received the lowest mean rating of 3.56, still labeled as highly agree. This means that the respondents also perform highly in acknowledging favors

done for them by their peers and actively listening to their peers' input. They show gratitude and a readiness to help others.

Overall, the indicators for assisting and cooperating with co-workers received a highly agree rating, with an overall mean of 3.58. This implies that the respondents consistently demonstrate a high level of assistance and cooperation with their peers, which is a crucial element of their contextual performance as TVL graduates in the workplace. They foster a friendly environment, acknowledge job well done, maintain good relationships with their peers, listen to their peers, provide help when needed, and value teamwork. The graduates are capable of assisting and cooperating with their co-workers when given the opportunity to work with them.

Trenberth (2009) emphasizes the importance of leadership within the organization in promoting successful collaboration among co-workers. The leadership must prioritize collaboration as a key value of the enterprise. Employees should witness the leadership working together as a team to achieve goals. Additionally, the leadership should recognize and publicize successful team.

**Table 9: Summary table on the Level of Elements of Contextual Performance of the Technical Vocational and Livelihood Graduates**

<b>Level of Elements of Contextual Performance</b>	<b>Mean</b>	<b>Verbal Description</b>
A. Volunteering for Additional Work	3.48	Highly Performed
B. Following Organizational Rules and Procedures	3.60	Highly Performed
C. Assisting And Cooperating with Co-Workers	3.58	Highly Performed
<b>Grand Mean</b>	<b>3.55</b>	<b>Highly Performed</b>

*Legend: 3.26 -4.00- Highly Performed, 2.51 – 3.25 –Performed 1.76 – 2.50 – Less Performed 1.00 – 1.75 – Not Performed*

Table 11 summarizes the elements of contextual performance of respondents. As shown all of the elements of contextual performance are rated in the rating scale range of 4.00-3.48, labeled as highly agree range and interpreted to mean as highly performed. The element “following organizational rules and regulations are rated as the highest with a mean of 3.60. The other two elements were rated 3.58 and 3.48, respectively. All elements are rated highly agree range and interpreted to mean as highly performed. It signifies that the respondents have highly demonstrated in following organizational rules and regulations, volunteering for additional work assisting and cooperating with co-workers in the workplace.

The TVL graduates can work well with others, they have the sense of volunteerism and accepted additional work assign to them, they are good followers of rules and regulations set by the organization, and they are good in assisting their co-workers and they cooperated well in the field of work.

**Testing the Relationship between employability skills and elements of contextual performance of the TVL Graduates.** Table 10 displays the results of the Linear Regression Analysis, examining the connection between the level of employability skills of TVL graduates and their elements of contextual performance. The analysis revealed an R-value of 0.875 and a p-value of 0.000, which is below the significance level of  $\alpha=0.05$ , indicating a significant relationship between the two variables. As a result, there is a considerable correlation between TVL graduates' contextual performance components and their degree of employability abilities.

**Table 10: The Level of Employability Skills of the Technical, Vocational and Livelihood Graduates and their Elements of Contextual Performance**

Variables		R-value	P-value	Interpretation
The level of employability skills	Elements of contextual performance	0.875	0.000*	Significant

\*Significant at @ = 0.05

The findings suggest a positive correlation between the level of employability skills and the elements of contextual performance among TVL graduates. Higher levels of employability skills, including fundamental skills, personal management skills, teamwork skills, and problem-solving skills, are associated with better performance in terms of volunteering for additional work, following organizational rules and procedures, and assisting and cooperating with co-workers.

The study also highlights that TVL graduates have had opportunities to practice their employability skills during work immersion activities, which they can then apply in their chosen field. Additionally, the graduates demonstrate a willingness to engage in voluntary work, accept additional assignments, adhere to rules and regulations, and collaborate effectively with their colleagues. These results emphasize the importance of developing employability skills in TVL graduates and how these skills positively impact their contextual performance in the workplace.

This outcome is backed by Ferej et al. (2013), which emphasized the role of technical and vocational education and training (TVET) in preparing individuals for employment. They state that TVET provides the necessary skills and competencies for the job market, making individuals employable and contributing to their involvement in lifelong learning, responsible citizenship, and sustainable development.

**Testing the difference in the employability skills of the TVL Graduates when data are grouped into profiles.** Table 11 displays the results of a One-Way ANOVA examining the level of employability skills of TVL graduates when categorized by strands. The analysis discloses that there is no significant difference in Fundamental Skills, Personal Management Skills, and Problem-Solving Skills, as indicated by the F-values of 0.659, 0.253, and 0.193, respectively, and the corresponding p-values of 0.520, 0.777, and 0.825. Therefore, the hypothesis is accepted, suggesting that regardless of the specific strand they completed in senior high school, the graduates possess high levels of fundamental, personal management, and problem-solving skills.

**Table 11: The Level of Employability Skills of the Technical, Vocational, and Livelihood Graduates When Data are Categorized According to Strands**

Employability skills	Mean	F-value	p-value	Interpretation
Fundamental Skills	3.5987	0.659	0.520	Not significant
Personal Management Skills	3.4988	0.253	0.777	Not significant
Team Work	3.6081	4.062	0.021	Significant
Problem Solving Skills	3.4207	0.193	0.825	Not significant

\*Significant at @ = 0.05

Nevertheless, there is a significant difference in the level of employability skills related to teamwork, as evidenced by an F-value of 4.062 and a p-value of 0.021, which is below the significance level of 0.05. This indicates that the graduates' level of employability skills in teamwork varies significantly depending on their strand

categorization. This suggests that the graduates have performed well during their work immersion activities, particularly in collaborating with their team members and engaging in collaborative tasks.

This implies that there is a notable difference in the fundamental skills of TVL graduates majoring in ICT-Computer System Servicing compared to those majoring in ICT-Technical Drafting, resulting in significant differences in their employability skills related to teamwork. The major track within a specific TVL strand significantly impacts the level of employability skills among the graduates.

These results are consistent with Kintu and Kitange's (2019) research on the employability of TVET graduates in Uganda. The study indicates that employers generally agree that graduates possess basic skills, especially those who completed Information Technology, demonstrating average ICT skills and interpersonal skills necessary for work. Nonetheless, graduates with automotive and electrical skills exhibit average skills in decision-making, reasoning, self-esteem, sociability, integrity/honesty, and money, materials, and facilities management. To enhance the employability of graduates, TVET institutions should strive to enhance these perceived aspects and implant the essential employability skills during their training.

**Table 12: The Level of Employability Skills of the Technical, Vocational and Livelihood Graduates When Categorized According to School Typology**

Employability skills	Mean		F-value	p-value	Interpretation
	Urban	Rural			
Fundamental Skills	3.5741	3.6455	0.118	0.733	Not significant
Personal Management Skills	3.4822	3.5303	3.583	0.062	Not significant
Team Work	3.6127	3.5994	6.093	0.016	Significant
Problem-Solving Skills	3.4625	3.3410	0.464	0.498	Not significant

\*Significant at  $\alpha = 0.05$

Table 12 portrays the outcomes of an Independent Sample T-test analyzing the level of employability skills of TVL graduates categorized by typology. The analysis discloses that there is no significant difference in Fundamental Skills, Personal Management Skills, and Problem-Solving Skills, as indicated by the t-values of 0.118, 0.3.583, and 0.464, respectively, and the corresponding p-values of 0.733, 0.062, and 0.498. These p-values are greater than the significance level of  $\alpha=0.05$ , indicating no significant difference. Therefore, the hypothesis is accepted, suggesting that regardless of the school they come from, the graduates possess high levels of fundamental, personal management, and problem-solving skills.

Conversely, there is a significant difference in the level of employability skills related to teamwork, as evidenced by an F-value of 6.093 and a p-value of 0.016, below the significance level of  $\alpha=0.05$ . This indicates a significant difference in the level of employability skills among TVL graduates when categorized by typology, specifically in relation to teamwork. This suggests that the graduates have performed well during their work immersion activities, particularly in collaborating with their team members and engaging in team-oriented tasks. This implies that school typology, as an independent variable, does not affect the dependent variable, the level of employability skills of TVL graduates. However, when it comes to teamwork, there is a difference between graduates from rural schools and graduates from urban schools in terms of their level of employability skills.



This is supported by Audu, Kamin, and Saud (2013), who emphasized that Technical Vocational Education (TVE) institutions graduate students annually. As the number of TVE graduates increases, the unemployment rate among youths also rises, particularly in developing countries. Therefore, it is crucial for TVL graduates to acquire employability skills to secure meaningful employment and adapt to the demands of the 21st-century workforce. The authors highlighted that graduates from urban areas tend to possess skills in IT, automotive, electrical, and entrepreneurship, while those from rural areas are more engaged in agriculture and business activities.

**Testing the difference in the level of elements of contextual performance of the TVL Graduates when data are grouped into profiles.** Table 13 exhibits the results of a One-Way ANOVA examining the significant difference in the elements of contextual performance among Technical, Vocational, and Livelihood (TVL) graduates categorized by strands. The analysis reveals no significant difference in the elements of Volunteering for Additional Work and Assisting and Cooperating with Co-Workers, as indicated by the F-values of 0.208 and 2.249, and the corresponding p-values of 0.812 and 0.112. These p-values are greater than the significance level of  $\alpha=0.05$ , indicating no significant difference. Therefore, it can be concluded that the TVL graduates have a high level of contextual performance in terms of Volunteering for Additional Work and Assisting and Cooperating with Co-Workers.

**Table 13: The Elements of Contextual Performance of the Technical, Vocational and Livelihood Graduates When Data are Categorized According to Strands**

Contextual Performance	Mean	F-value	p-value	Interpretation
Volunteering for Additional Work	3.4760	0.208	0.812	Not significant
Following Organizational Rules and Procedures	3.6000	3.769	0.027	Significant
Assisting and Cooperating with Co-Workers	3.5841	2.249	0.112	Significant

\*Significant at  $\alpha = 0.05$

However, there is a significant difference in the element of Following Organizational Rules and Procedures, as evidenced by an F-value of 3.769 and a p-value of 0.027, below the significance level of  $\alpha=0.05$ . This indicates a significant difference in the contextual performance of TVL graduates in terms of Following Organizational Rules and Procedures when categorized by strands.

This suggests that the graduates exhibit a high level of contextual performance in this aspect. This implies that the contextual performance element of Volunteering for Additional Work, specifically in terms of Following Organizational Rules and Procedures, differs between TVL graduates majoring in ICT-Computer System Servicing and those majoring in ICT-Technical Drafting. Consequently, their contextual performance in terms of Volunteering for Additional Work significantly differs. In other words, the major track within a specific TVL strand affects the contextual performance of TVL graduates.

**Table 14: The Elements of Contextual Performance of the Technical, Vocational and Livelihood Graduates When Data are Categorized According to School Typology**

Contextual Performance	Mean		F-value	p-value	Interpretation
	Urban	Rural			
Volunteering for Additional Work	3.4531	3.5197	0.040	0.843	Not significant

Following Organizational Rules and Procedures	3.5786	3.6406	0.014	0.907	Not significant
Assisting And Cooperating with Co-Workers	3.5617	3.6268	0.144	0.706	Not Significant

\*Significant at  $\alpha = 0.05$

Table 14 displays the results of an Independent Sample T-test examining the significant difference in the elements of contextual performance among Technical, Vocational, and Livelihood (TVL) graduates categorized by school typology. The analysis reveals that there is no significant difference in the elements of Volunteering for Additional Work, Following Organizational Rules and Procedures, and Assisting and Cooperating with Co-Workers, as indicated by the t-values of 0.040, 0.014, and 0.144, and the corresponding p-values of 0.843, 0.907, and 0.706. These p-values are greater than the significance level of  $\alpha=0.05$ , indicating that there is no significant difference. Therefore, it can be resolved that the elements of contextual performance among TVL graduates do not vary significantly based on school typology. This means that regardless of whether they graduated from urban or rural schools, the graduates exhibit a high level of contextual performance.

This implies that school typology, as an independent variable, does not affect the dependent variable, the elements of contextual performance among TVL graduates. Graduates from rural and urban schools demonstrate similar levels of performance in terms of Volunteering for Additional Work, Following Organizational Rules and Procedures, and Assisting and Cooperating with Co-Workers when categorized by school typology.

### Conclusion and Recommendations

This study examined the employability skills and components of contextual performance among graduates of the Technical Vocational Livelihood (TVL) track in selected schools in Zamboanga City. In light of the findings, it is concluded that the Technical, Vocational, and Livelihood (TVL) graduates exhibited high employability skills, including fundamental skills, personal management skills, teamwork, and problem-solving skills. In addition, they demonstrated a strong performance in the elements of contextual performance, such as volunteering for additional work, following organizational rules and procedures, and assisting and cooperating with co-workers in their workplace. There was a significant relationship between the level of employability skills and the elements of contextual performance among the TVL graduates. Specifically, there was a significant difference in the level of employability skills related to teamwork when categorized by strands and school typology. Furthermore, a significant difference was found in the elements of contextual performance, particularly in terms of following organizational rules, when categorized by strands. However, no significant difference was observed in the elements of contextual performance when categorized by school typology.

To ensure the employment success of TVL graduates, it is recommended that Department of Education officials establish a monitoring mechanism to track their employment status. Furthermore, TVL students can leverage their chosen strands as a pathway for further education or employment opportunities. The school must strengthen the incorporation of employability skills in the curriculum and should emphasize the inclusion of employability skills, such as communication, teamwork, problem-solving, and adaptability, in the curriculum of Technical Vocational Livelihood

(TVL) tracks. This integration will better prepare graduates for the demands of the job market and enhance their employability.

### **Dissemination and Advocacy Plan**

The dissemination and advocacy plan for the study on "Employability Skills and Elements of Contextual Performance Among Graduates of Technical Vocational Livelihood Track" aims to effectively share the study's findings and advocate for the integration of employability skills and contextual performance elements in technical vocational programs. This will be done by identifying the target audience, creating a concise summary of the study, developing tailored communication materials, utilizing multiple dissemination channels, engaging with stakeholders through meetings and discussions, and collaborating with supervisors or managers of the different agencies, institutions, or company and educators, engaging with employers, monitoring and evaluating the impact of the dissemination efforts, and ultimately increasing awareness and understanding of the significance of employability skills and contextual performance in technical vocational programs.

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### Financial Report

This estimates the funds utilized in the actual conduct of this research work. The breakdown of cost per research task.

<b>A. Supplies and Materials</b>					
<b>ITEMS</b>	<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL AMOUNT</b>
1	1	Reams	A4 size s20 Bond Paper	200.00	200.00
2	1	Set	Cannon Computer Ink	1000.00	1000.00
3			Binding Expenses		500.00
4			Internet loads		2000.00
5			Snacks for parents		4,000.00
6			Fare		2,000.00
7			Miscellaneous		1,000.00
			Total		<b>10,700.00</b>
8			5% Contingency Fund		535.00
			Grand Total		<b>11,235.00</b>

## Appendix A

### Employability Skills and Elements of Contextual Performance Among Graduates of Technical, Vocational and Livelihood Track

#### EMPLOYABILITY SKILLS A SURVEY QUESTIONNAIRE

#### Part I. PROFILE

Name: \_\_\_\_\_  
(optional)

- Strands:**
- ☐ ICT
    - ☐ Computer System Servicing (NC II)
    - ☐ Technical Drafting (NC II)
  - ☐ Industrial Arts
    - ☐ Automotive Servicing (NC II)
    - ☐ Electrical Installation and Maintenance (NC II)
    - ☐ Electronics Product Assembly and Servicing (NC II)
  - ☐ Home Economics
    - ☐ Bread and Pastry Production (NC II)
    - ☐ Caregiving (NC II)
    - ☐ Cookery (NC II)
    - ☐ Dressmaking (NC II)
    - ☐ Front Office Services (NC II)
    - ☐ Tailoring (NC II)
  - ☐ Agri – Fishery Arts
    - ☐ Food Processing (NC II)

**School typology:**

- ☐ Rural
- ☐ Urban

#### II - THE EMPLOYABILITY SKILLS AMONG GRADUATES OF TECHNICAL VOCATIONAL LIVELIHOOD TRACKS

Directions: The items below pertain to employability skills of graduates of Senior High School. Please read each item carefully, for your response please put a check mark (/) on the appropriate column of the item, be guided by the following descriptions:  
4-Highly agree 3- Agree 2- Moderately agree 1-Disagree

<b>A. Fundamental Skills</b>				
1. Follows oral directions effectively.				
2. Follows written directions effectively.				
3. Creates tables effectively.				
4. Finds relevant information when needed.				

5. Uses technology on specific job.				
6. Organizes information into data base.				
7. Uses skills in modern ICT tools.				
<b>B. Personal management skills</b>				
8. Works independently.				
9. Provides alternative plans.				
10. Manages time.				
11. Adjusts easily with given task.				
12. Learns independently in the acquisition of new knowledge.				
13. Recognizes the needs to undertake lifelong learning.				
14. Accepts comments positively				
<b>C. Team work skills</b>				
15. Works comfortably with group setting.				
16. Fits easily into group setting.				
17. Informs good result.				
18. Provides peers with good working environment.				
19. Works well with peers.				
20. Works effectively as an individual and a group.				
21. Assists peers readily.				
<b>D. Problem-solving skills</b>				
22. Knows the details of the job.				
23. Knows how to deal with challenges.				
24. Analyzes all the facts.				
25. Enjoys solving new problems.				
26. Thinks objectively and logically.				
27. Focuses on immediate problems.				
28. Solves problems quickly.				

### III. Elements of Contextual Performance

Directions: Please put a check (/) on the column of each number approximating your observations and experiences. The following numbers have their corresponding descriptions: 4- Highly agree 3- Agree 2- Moderately agree 1-Disagree

<b>1. Volunteering for additional work</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Creates a new plan on managerial approach.				
2. Mentors to enhance one's skills				
3. Manages online ads for regular events				
4. Conducts events on environmental protection				
5. Forms a team for efficient solution				
6. Acts as a leader				
7. Participates charitable activities				
<b>2. Following organizational rules and procedures</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
8. Follows the Golden Rule (Do not do unto what you don't want others to do unto you)				
9. Obeys rule s and procedures				
10. Keeps confidentiality in the workplace				

11. Anticipates awareness in any situation				
12. Observes work ethics				
13. Observes dress code at work				
14. Observes punctuality at work				
<b>3. Assisting and cooperating with co-workers</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
15. Fosters a friendly environment				
16. Acknowledges for a job well done				
17. Maintains good relationship with peers				
18. Acknowledges favor done				
19. Listens to peers				
20. Helps peers				
21. Develops teamwork				



## Appendix B

### Informed Consent



Department of Education  
Region IX, Zamboanga Peninsula  
Division of City Schools  
**SINUNUC NATIONAL HIGH SCHOOL**  
Sinunuc, Zamboanga City

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August 22, 2023

Dear Respondents,

Greetings!

I am currently writing my basic Research study with the title. **“Employability Skills and Elements of Contextual Performance Among Graduates of Technical Vocational Livelihood Track”**. You are invited to take part in this research. It is my hope that this study will benefit you as a student. The objective of this study is to determine the employability skills and elements of contextual performance among graduates of the Technical, Vocational, and Livelihood track in selected schools in Zamboanga City. There are no identified risks from participating in this research. There are no costs and no monetary compensation to you for your participation in this study.

Your participation in this research is completely voluntary and you may refuse to participate without consequence. Responses to the survey will only be reported in aggregated form to protect your identity. The collected data will be treated with utmost confidentiality.

Sincerely yours,

**EMMA B. RAZOTE**

Researcher

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#### CONSENT:

By signing this consent form, I confirm that I have read and understood the information and have had the opportunity to ask question/s. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this study.

---

Respondent's Signature over Printed Name