

Career Readiness of the NCII Caregiving Graduates

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Abstract- The trend in today's industry including health sector focuses on the specific skills employees because of the high demand on home care worker. As the aging population increases there will be more potential patients needing care which means the demand for caregivers will continue to increase. TESDA-TVL programs facilitates with the competency development of the trainees to perform better on the job giving them the skills they need to do their job effectively. It also help them identify their strengths and weakness so they can focus on improving areas where they need more training or experience. The study assessed the NC II caregiving graduates profile in terms of their demographics, and employment status. The level of career readiness and their problems encountered along employment. Differences and relationship the career readiness of NCII caregiving graduates across their profile variables, also proposed a career development program to enhance the readiness of the NCII caregiving graduates. A descriptive quantitative method was used, with seventy five (75) respondents purposively selected graduates of the year 2021-2022 of a TESDA-accredited training schools of Pangasinan. The NCII caregiving graduates are young adults, female, married; while when comes to their employment status, nearly all are employed local not related to skills, residential, minimum wage earner, found job 5 months after graduation and stays to short period of time. It is recognized that NCII caregiving graduates are "With High Career Readiness" except for confidentiality and critical thinking and use of technology "With Career Readiness", hence, they graduated competent, skilled and qualified. Likewise, they sometimes encountered problems along employment. Furthermore, the ANOVA results on significant difference, profile variables are mostly shown that there is no significant differences between the career readiness of NCII caregiving graduates across their profile variables, except for sex for leadership capacity, and length of finding job after graduation for confidentiality and

critical thinking and professional ethics. As well, Pearson-r on Value on significant relationship, profile variables dominantly revealed no significant, except for sex on leadership capacity. Hence, based on the findings a career development program is prosed to enhance the career readiness of NCII caregiving graduates. Based on results, the researcher recommended that a more comprehensive campaign to increase the number of trainees, as well additional school to provide trainings and scholarship grants particularly for the less fortunate young generation. For the enhancement on the career readiness of the NCII caregiving graduates, the researcher recommends that a continuous assessment and evaluation of the implementation of the training regulations. Furthermore, training institutions, to continuously appraise, examine and if possible, implement the proposed career development program to enhance the readiness of the NC II caregiving graduates. Lastly, future researchers are advised to conduct related studies with wider perspective to explore and to help further enhance the career readiness of NCII caregiving graduates through their skills and competence development.

Indexed Terms- Career, Readiness, Caregiving, Graduates

I. INTRODUCTION

Skills training help build capability by providing trainees or employees with the knowledge with the and attributes necessary to fulfill the specific requirements of their job positions. It can also be used to re-educate and retrain employees to new technology, processes or systems. Likewise, skills training programs for new graduates who are just getting started in the workplace is beneficial for jobs that require applicants to have experience. Continually, skills development can reduce unemployment and underemployment, increase productivity and improve standard of living

by developing and updating peoples skills for economic sense (TESDA Philippines, 2010)

In the United States Employment and Training Administration Department of Labor administers job training and worker dislocation programs, federal grants to states for public employment service programs, and unemployment insurance benefits, which services are primarily provided through state and local workforce development systems. Thus, Lerman (2013) study on the employability skills learned in United States youth education and training program shown that non-academic skills and occupational skills are important for success in the labor market and becoming increasingly well-documented. Though policymakers focus almost entirely on academic skills and educational attainment to prepare students for careers. Hence, a program of interventions to help people build and improve non-academic and vocational skills are potential strategies identified.

Furthermore, the skills vocational education in the United States defined by the 1990 Perkins Act as organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree, while vocational education is provided at both the secondary and postsecondary levels. The purpose of vocational education are classified into three types, specific labor market preparation that teaches student the skills needed to enter a particular occupational field, which are grouped into occupational program areas: agriculture, business and office, marketing and distribution, health, occupational home economics , trade and industry(including construction, mechanics and repairs, and precision production), and, technical and communications

Study of Miler (2019) explores the perception of career readiness skills development in relation to their engagement with career resources and programming in College Senior at James Madison University explained that Americans value education because they believe it will provide economic benefit

to those that participate in the system. The majority of newly created jobs in the United States of America (U.S.) are likely to require a college degree (Matter, Burrus, Camara, O'Connor, Hansen, Gambrell, Casillas, &Bobek, 2014). This fact suggests that in order for students to be prepared to enter the world of work they must possess the competencies and skills needed to be successful. Hence, the researcher concluded that Universities are no longer expected to place students in jobs or simply provide them with information to read but universities are expected to connect students to multiple experiences and to teach them how to manage their career through practical applications such as learning about their personality, developing interviewing skills and creating job documents. All aspects of the university have an obligation to ensure that all students have equal access to opportunities and experiences that will assist them in skill development and career attainment. These experiences may look differently in each major, it is still an important issue to ensure that academic colleges and student affair offices are paying attention to which students may be lacking engagement, access or inclusion to the services and resources offered.

Moreover, education prepares students to acquire knowledge and skills that help them to become successful member of society. As mentioned by Hall (2010), work readiness is often understood as the ability to obtain employment that provides wages sufficient to support a small family and that offers the ability to advance in the occupation. One main component often linked with work readiness discussions centers on the ability of students to be able to carry out responsibilities as citizens, family members, and workers with the skills learned through the educational process.

Hall (2010) study conducted in many states, including Georgia, have adopted work readiness credentialing processes that attempt to validate that students and other citizens possess work-ready skills required by employers. These skills include soft skills (people skills needed for everyday life) and hard skills (technical or administrative procedures related to an organization's core business) that are transferable across industries and are considered valuable for any occupation at any level of education.

Applied education Skills defines career readiness as the process of preparing students of any age with the essential skills they need to find, acquire, maintain, and grow within a job. It is critical in schools because it prepares students for life after school as they begin their careers, equipping them with the skills necessary to navigate the workforce. Likewise, career readiness skills, or what they refer to as transferable or employability skills, provide students with a competitive edge during interviews and internships for current and future careers and can differentiate a good employee from a great one. These critical skills, not often made a priority in schools, give students the edge they need to land jobs.

Furthermore, good quality education for all is an agreed goal and an essential prerequisite for further skills development. Establishing solid bridges between vocational education, training and skills development, and the world of work makes it more likely that workers will learn the right skills, namely those required by the evolving demands of labor markets, enterprises and workplaces in different economic sectors and industries. Broad and continued access to training and skills development opens up the opportunities for and benefits of both initial and lifelong learning to all.

In the Philippines, Technical Education and Skills Development Authority (TESDA) is a government agency tasked to manage and supervise technical education and skills development in the Philippines. Hence, TESDA's mission is to provide direction, policies, programs and standards towards quality technical education and skills development. Every Filipino family's dream is for their children to get good education, find a decent job and improve their quality of life. Moreover, it is a fact that the Philippines is a large and complex economy with variety of labor market challenges. A large percentage of the population is informally employed, and employers report skills deficits while high rates of unemployment amongst post-secondary graduates. Issues regarding the appropriate recognition, certification and utilization of skills have emerged as barriers as the country's economic structure transition. For the past years, the government has increased its focus on the need to develop skills, particularly vocational skills to address with

country's existing issues with respect to the provision of public employment services. Continually, the government has invested in the training for Work Scholarship Programs, which funds grants for young unemployed people with little or no formal education to pursue vocational through a training provider at the local levels.

Furthermore, the Caregiving NC II Qualification consists of competencies that a person must achieve to provide care and support to infants/toddlers, care and support to children, foster social, intellectual, creative and emotional development of children, foster the physical development of children, provide care and support to elderly, provide care and support to people with special needs, maintain healthy and safe environment, respond to emergency, clean living room, dining room, bedrooms, toilet and bathroom, wash and iron clothes, linen, fabric, prepare hot and cold meals (TESDA, Training Regulations Caregiving NC II)

As such, De Guzman, et.al. (2021) on the work readiness of Technical Vocational Livelihood-Home Economic graduates on the extent level of employment readiness of TVL-HE graduates as perceived by the graduates along communication skills, conceptual skills, numeracy skills, and maturity to handle a job. The researchers found that the TVL-HE graduates have expressed very high readiness and high competence in the workplace which implies that they are equipped to an industry which is related to the strand they took. The significant difference between the level of TVL-HE graduates' readiness is not significant and competence is significant. Thus, the respondents' competence is a factor to their TVL-HE program and to the foodservice industry.

Likewise, TESDA-TVL programs facilitates with the competency development of the trainees to perform better on the job giving them the skills they need to do their job effectively. It also help them identify their strengths and weakness so they can focus on improving areas where they need more training or experience. Nevertheless, this annotation is supported with a testimony from a NC II caregiving graduate in which the testimonial stated that it is highly recommend that if a person plan of migrating or working overseas to enroll in trainings or short term

learning such as TESDA-NCII caregiving and to continuously go on further studying to improve skills, and with that the salary is very satisfactory (M.J. , Caregiving NCII Graduate, 2008)

Additionally, one of the trend in today's industry including health sector focuses on the specific skills employees because of the high demand on home care worker. As the aging population increases including the so called Baby Boomer generation, there will be more potential patients needing care which means the demand for caregivers will continue to increase. Aside with increased infections and deaths in nursing homes due to COVID-19, patients are looking for alternatives to inpatient care to prevent additional exposure.

For this reason, the researcher aim to assess the career readiness of the NC II caregiving graduates.

II. METHODOLOGY

The researcher used a descriptive quantitative method of research. Descriptive study is valuable in providing facts where scientific judgments may be based. It involves collecting data concerning the problems of the subject of the study. Further, it also describes with emphasis what actually exist such as current conditions, practices, situations or any phenomena (Polit and Beck 2004). This is the most appropriate in this study because it presents the fact about the career readiness of NC II caregiving graduates in terms of their skills in confidentiality and critical thinking, teamwork/collaboration, professionalism/work ethics, oral/written communications, career management, global/intellectual fluency, leadership capabilities, and, technology.

As for the number of respondents involved, the researcher used a total population sampling approach. Total population sampling is a type of purposive sampling technique that involves examining the entire population. Thus, the respondents are the 75 graduates of the NC II caregiving graduates of the year 2021-2022 of a TESDA- accredited training school in Eastern Pangasinan.

The questionnaire was used as the main tool to elicit information and was formulated from the ideas obtained by the researchers from the literature and studies which serve as well as the basis of formulating the problem. Furthermore, the questionnaire was validated by Institute of Graduate and Advance Studies Dean, and Professors handling the Research subjects. Their suggestion and recommendation were incorporated to further improve the questionnaire

The data collected were tabulated into a contingency table and treated with proper statistical measures.

For problem numbers 1 and 2, frequency and percentage will be used to determine the profile of the NC II Caregiving graduates in terms of demographic: age, sex, civil status; employment status: type of employment, employment place, monthly earned income from employment, length of finding job after graduation, and, length of staying to first job. The formula is as follows:

$$P (\%) = \frac{F}{N} \times 100$$

Where; P= percentage equivalent each bracket
f= number of respondents in each bracket
n= total number of respondents

- a. For problem number 2, weighted mean will used on the career readiness of NC II caregiving graduates in terms of confidentiality and critical thinking, teamwork/collaboration, professionalism/work ethics, oral/written communications, career management, global/intercultural fluency, leadership capabilities, and, technology. Also with problem 3 on the problems encountered by the NCII caregiving along employment. The formula is as follows:

$$WM = \frac{\sum fX}{N}$$

Where; WM= average of each category
f= number of respondents in each bracket
X= point value classification
n= total number of respondents

A five point Likert Scale was used in the analysis.

Point Value	Mean	Descriptive	Descriptive
Classification	Range	Equivalent	Interpretation
5	4.50-5.00	Strongly Agree	With High career Readiness
4	3.50-4.49	Agree	With Career Readiness
3	2.50-3.49	Neutral	With Moderate Career Readiness
2	1.50-2.49	Disagree	With Average Career Readiness
1	1.00-	Strongly	Not Ready

1.49 Disagree with the Career

For problem number 4, on the significant difference between the career readiness of NC II caregiving graduates across profile variables, t-test and One-Way ANOVA will be used. The formula for computing the t-test and ANOVA were as follows:

$$t = \frac{d\sqrt{n}}{S_d}, df = n - 1$$

Where; d= mean of the differences
n= number of sample
S_d= standard deviation of the differences

For One-way Analysis of Variance (ANOVA):

Source of Variations	SS	Df	MS	Fc
Between Columns	$SS_b = \frac{\sum_{i=1}^k T_i^2}{n} - \frac{T^2}{nk}$	df _b = k-1	$MSS_b = \frac{SS_b}{df_b}$	$F_c = \frac{MSS_b}{MSS_w}$
Within Columns	SS _w = SS _t - SS _b	df _w = df _t - df _b	$MSS_w = \frac{SS_w}{df_w}$	
Total	$SS_t = \sum_{i=1}^k \sum_{j=1}^n x_{ij}^2 - \frac{T^2}{nk}$	df _t = n-1		

Where; F_c= computed significance value
MSS_b= mean square between columns
MSS_w = mean square within columns
SS_b= sum of squares between columns
SS_w= sum of squares within columns
SS_t= total sum of squares
df_b= degrees of freedom between columns
df_w= degrees of freedom within columns
df_t= total degrees of freedom
k= number of columns
n= sample population

career readiness of NC II caregiving graduates across their profile variables . The formula is as follows:

$$r = \frac{n\sum XY - \sum X \sum Y}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Where; $\sum XY$ = sum of the products of X and Y
 $\sum X^2$ = sum of the squared values of X
 $\sum Y^2$ = sum of the squared values of Y
 $\sum X$ = sum of the values of X
 $\sum Y$ = sum of the values of Y

For problem number 5, the Pearson-r formula was used on the significant relationship between the

Lastly, problem 6 was answered with a proposed career development program to enhance the NC II caregiving graduates.

III. RESULTS AND DISCUSSIONS

• Respondents' Profile

Table 1 and 2 presents the profile of the respondents according to their demographics in terms of their age, sex, and, civil status, and their employment status in terms of their type of employment, employment

place, monthly earned income from employment, length of finding job after graduation and, length of staying to first job including the corresponding number of respondents (f) and percentage equivalent (%) of each profile bracket.

Table 1 Profile of the NCII Caregiving Graduates Along Demographic n-75

Category		Frequency (f)	Percentage (%)
Age	18 – 24 years old	33	43.4
	25 – 34 years old	33	43.4
	35 – 44 years old	8	11.8
	45 – and above	1	1.3
Total		75	100
Sex	Male	13	17.1
	Female	62	89.9
Total		75	100
Civil Status	Married	55	75
	Single	10	25
Total		75	100

Age. As observed in the table, the respondents were conquered by 43.4% 18-24 and 25-34 years old. This was followed by 8 or 11.8% 35-44 years old, and only 1.3% 45-and above years old. This finding shows that majority of the NCII caregiving graduates are young adults. This indicates that they are only beginning to prepare themselves to become more mature and effective. According to Advocates of Youth (2023), young adults understand relativism which mean the truth can differ based on cultural and historical context as such their level of thinking is influenced by various factors, ranging from social inequality to cultures of individualism. Hence, young adults move into adult roles, may learn a trade, work and pursue higher education; fully understand abstract concepts and be aware of consequences and personal limitations. Identify career goals and prepare to achieve them.

Sex. It could be seen in table that majority, 62 (89.9%) are females. This implies that most of NCII caregiving graduates are female. This finding was supported by the Mutschler (2023) of Family Caregiving Alliance as stated in their article, women provide the majority of informal care to spouses, parents, parents-in-laws, friend and neighbors, and they play many roles while caregiving- hands-on health provider, care manager, friend, companion, surrogate decision-maker and advocate. Likewise, TESDA records show that a total of 7,813 Filipinos have acquired their Caregiving NC II from January 1 to November 18 2021. 6,381 of them are female and 1,432 are male (TESDA, 2021).

Civil Status. The table also shows that the respondents were dominated by 55 or 75% who were married and the minorities were the ten or 25% who were single.

Table 2 Profile of the NCII Caregiving Graduates Along Employment Status n-75

	Category	Frequency (f)	Percentage (%)
Type of Employment			
	Local related Skill	23	30.3
	Local not related to Skill	34	46.1
	Abroad related to Skill	16	21.1
	Abroad not related to Skill	2	2.5
Total		75	100
Employment Place			
	Hospital	12	15.8
	Home Care	23	30.3
	Residential	40	53.9
Total		76	100
Monthly Earned Income from Employment			
	Above 15,901	23	30.3
	P14,924 - 15901 (P533-570/day)	8	10.5
	P11,700 - 11760 (P420-450/day)	6	7.9
	P11,200 – 9,114 (325-400/day)	14	18.4
	Below 9113	24	32.9
Total		75	100
Length of Finding Job after Graduation			
	0 -5 months	41	55.3
	6 -11 months	18	23.7
	12 – 24 months	16	21.1
Total		75	100
Length of Staying to first Job			
	0 – 11 months	51	68.4
	12 – 23 months	11	14.5
	24 – 35 months	5	6.6
	36 – 47 months	1	1.3
	More than 48 months	7	9.2
Total		76	100

- Type of Employment. Furthermore, it is observed in table 2 that 34 or 46.1% are employed local not related to skills; followed by 23 or 30.3% local related skills and abroad related skill with 16 or 21.1%, while the least of NCII caregiving graduates are employed abroad not related to skill with two or 2.5%. Hence, findings shown that NCII caregiving graduates are locally employed

but not related to their skills. Opposing to the statement of TESDA Director General Secretary Isidro Lapena, that once NC holder from TESDA, future becomes limitless. They become passport to various opportunities and it's just up to the graduate to choose the path they take (TESDA, 2021).

- **Employment Place.** It is notable that most of graduates are employed in residential with 40 or 53. 9%; 23 or 30.3% in a homecare while 12 or 15.8% in hospitals. This findings was supported by the statement of TESDA (2012), that TESDA graduates that have acquired NC can apply to local companies, and/or to Philippine Overseas Employment Administration (POEA) accredited manpower agencies that deploy skilled workers abroad. Likewise, caregiving NCII qualification consists of competencies that a person must achieve to provide care and support to infants/toddlers, provide care and support to children, foster social, intellectual, creative and emotional development of children, foster the physical development of children, provide care and support to elderly, provide care and support to people with special needs maintain healthy and safe environment, responds to emergency, clean living room, dining room, bedrooms, toilet and bathroom, wash and iron clothes, linen, fabric, prepare hot and cold meals, hence, wherever their employment place they have the skills and competencies (TESDA Caregiving Training Course, Appendix D)
- **Monthly Earned Income from Employment.** Continually, with respect to their monthly earned income from employment it is noted that 24 or 32% earned below 9113, followed by 23 (30.3%) above 15, 901. It was stipulated by the Department of Labor and Employment, National Wages and Productivity Commission (2022) that in Region 1 (Ilocos Region) the current daily minimum wages rates for cities and first class municipalities monthly minimum wages of Php 4,5000.00 with amount increase of Php 500.00 and monthly minimum wage rate of Php 5,000.00. Hence, NC II scholars graduates received minimum monthly wage rate.
- **Length of Finding Job after Graduation.** Majority of the caregiving graduates found job after

graduation 0-5 months with a frequency of 41 or a percentage of 68.4 percent, seconded by graduates who found job 6- 11 months with 18 or 23.7%, while 16 or 21.1% who started job a year or more. Hence, NC II graduates are employed and are equipped with the skills and competencies needed. This findings is supported by the tracer study of Duaman (2021) on Employability of TESDA Scholars Graduate concluded that employability of the TESDA scholars graduates along the identified variables are all available as perceived.

- **Length of Staying to first Job.** Also, it can be gleaned on table 2 that NC II caregiving graduates stayed on their first job for less than a year (0-11 months) with 51 or 68.4%, followed by graduates who stayed for 12-23 months with 11% or 14.5 person and only 7 or 9.2% stayed for more than 48 months. Thus, caregiving graduates settled on their first job only for a short period of time. I the study of TESDA on Skills Needs Anticipation: Workplace Skills and Satisfaction Survey (IT-BPM Sector) showed that majority of the employees who left their jobs departed due to resignation. Moreover, half of the respondents have claimed that there is fast turnover in their sites, and the top reason identified is the relatively low wage compared with other companies, and lack of career prospect.
- **Part II. Career Readiness of NC II Caregiving Graduates**

The career readiness of NCII caregiving graduates was discussed on the succeeding table 3 to 7 which are measured in terms of confidentiality and critical thinking, teamwork, collaboration, professionalism/work ethics, oral/written communications, career management, global/intercultural fluency , leadership capabilities, and, technology.

Table 3 Career Readiness of NCII Caregiving Graduates in terms of Confidentiality and Critical Thinking and Teamwork/Collaboration n-75

Indicator	WM	DE	I
a. Confidentiality and Critical Thinking			
I will...			
1. Exercise sound reasoning to analyze issues	4.20	A	WCR
2. Carefully analyze before making decisions to overcome problems	4.60	SA	WHCR
3. Obtain, interpret and use facts to intervene with situations	4.25	A	WCR
4. Keep patients records privately and use only the information if necessary	4.59	SA	WHCR
5. Not disclosed information without the consent of patient	4.44	A	WCR
AWM	4.42	A	WCR
b. Teamwork/Collaboration			
I will...			
1. Build collaborative relationship with co-workers, patients and family	4.59	SA	WHCR
2. Recognize others for their hard work for patient welfare	4.55	SA	WHCR
3. Willing to share resources, knowledge and expertise with others	4.57	SA	WHCR
4. Complement the collective strength of others towards patient well-being	4.44	A	WCR
5. Recognize others better idea and open for suggestions	4.53	SA	WHCR
AWM	4.54	SA	WHCR

Legend

Numerical Scale	Descriptive Equivalent (DE)	Interpretation (I)
4.50 – 5.00	Strongly Agree (AS)	With High Career Readiness (WHCR)
3.50 – 4.49	Agree (A)	With Career Readiness (WCR)
2.50 – 3.49	Neutral (N)	With Moderate Career Readiness (WMCR)
1.50- 2.49	Disagreed (DA)	With Average Career Readiness (WACR)
1.00- 1.49	Strongly Disagreed (SDA)	Not Ready with the Career(NRWC)

As such table 3 showed the career readiness of NC II caregiving graduate in terms of confidentiality and critical thinking and teamwork/collaborative. It is observe that when respect to confidentiality and critical thinking, respondents provide an overall rating of 4.42 (always) with an interpretation of with career readiness. Furthermore, indicator “carefully analyze before making decisions to overcome problems” rated highest with a marking of 4.60, backed with “ keep patients records privately and use only the information if necessary” with 4.59 both

signifies as “Strongly Agree” interpreted as “With High Career Readiness”, which means they are cognizant with patients right to privacy.

Continually with respect to teamwork/collaboration, respondents are “With High Career Readiness” with an average weighted mean of 4.54 or Strongly Agree; and, almost all indicators are intensely provided a high grades, except for “complement the collective strength of others towards patient well-being” with lowest rating of 4.44 or “Agree”. However, this

showed that NC II caregiving graduates understands that collaboration will help create a good working environment to achieve common goal.

In summary, table 3 implies that respondents expressed readiness when it comes to professional secrecy to protect client as well as they are observant that privacy establishes boundaries to limit who has access to confidential information and who has the professional permission to access and share it, as part of work collaboration/teamwork. Furthermore, findings was strengthened by Tegegne,et.al.(2022) cross-sectional study on health professionals' knowledge and attitude towards patient confidentiality and associated factors in resource-limited setting which revealed that health professionals have a limited attitude towards patient confidentiality but have relatively good knowledge, hence providing a continuing medical ethics training package for health workers before joining the hospital and in between the working time is recommended to enhance health professionals' knowledge and attitude.

Also, as specified in the TESDA Training Regulation for Caregiving NC II part of the basic competencies are to participate in workplace communication, work team environment, practice career professionalism and practice occupational health and safety procedure.

Correspondingly, table 4 displayed the career readiness of NC II caregiving graduates in terms of professionalism/work ethics, as observed respondents are observant with their professionalism/work ethics as they offered an average weighted mean of 4.48 or "Strongly Agree" with and interpretation of "With High Career Readiness". Significantly, "Keep patient privacy" scored highest with 4.77 and "Report on duty on time" with 4.71 equally described as "Strongly Agree or With High Career Readiness" while, "Act responsibly with the interest of the larger community in mind" with 4.39 or "Agree". This findings indicates that NC II Graduates are perceptive with the importance of career professionalism. This was supported by the TESDA unit descriptor of unit competency practice career professionalism which aims to develop knowledge, skills and attitudes in promoting career growth and advancement.

Table 4 Career Readiness of NCII Caregiving Graduates in terms of Professionalism/Work Ethics And Oral/Written Communication N-75

Indicator	WM	DE	I
c. Professionalism/ Work Ethics			
I will ...			
1. Understand the impact of verbal/non-verbal communication on professional work image	4.45	A	WCR
2. Work productively with others with integrity and ethical behavior	4.56	SA	WHCR
3. Report on duty on time	4.71	SA	WHCR
4. Keep patient privacy	4.77	SA	WHCR
5. Act responsibly with the interest of the larger community in mind	4.39	A	WCR
AWM	4.58	SA	WHCR
d. Oral/Written Communications			
I will..			
1. Communicate thoughts and ideas clearly and effectively in oral or written forms to persons inside and outside of the work environment	4.49	A	WCR
2. Express ideas to others accurately and write legibly to avoid misunderstanding	4.56	SA	WHCR

3. Can write/edit memos, letters and complex technical reports clearly and effectively	4.44	A	WCR
4. Able to request a specific assessment or treatment for patient	4.37	A	WCR
5. Record accurately and currently so patients can receive the best possible care	4.65	SA	WHCR
AWM	4.50	SA	WHCR

Legend

Numerical Scale	Descriptive Equivalent (DE)	Interpretation (I)
4.50 – 5.00	Strongly Agree (AS)	With High Career Readiness (WHCR)
3.50 – 4.49	Agree (A)	With Career Readiness (WCR)
2.50 – 3.49	Neutral (N)	With Moderate Career Readiness (WMCR)
1.50- 2.49	Disagreed (DA)	With Average Career Readiness (WACR)
1.00- 1.49	Strongly Disagreed (SDA)	Not Ready with the Career(NRWC)

Moreover, NC II caregiving graduates strongly agree that they are career ready in terms of oral/written communication as they indicated an average weighted mean of 4.50 interpreted as “With High Career Readiness”. Nevertheless indicators “Record accurately and currently so patients can receive the best possible care” and “Express ideas to others accurately and write legibly to avoid misunderstanding” marked as “Strongly Agree”, for this reason, respondents are highly observant with the importance of conveying workplace information, participate in workplace meeting and discussions as well as to complete relevant work related documents. As indicated in the TESDA training regulations for caregiving NCII one of the basic competency is to participate in workplace communication, wherein the trainee must develop the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

Respectively, it is recorded in the succeeding table 5 the career readiness of NC II caregiving graduates in terms of career management and global/intercultural fluency. It is confirmed that respondent NC II graduates are “With High Career Readiness” in terms to career management as they provided an average weighted mean of 4.61 or “Strongly Agree”; as such

indicator “Set goals to stay focus and improve career” rated highest with 4.65, followed by “Continuously attends training to enhance my skills” with 4.62, also all indicators are interpreted as “With High Career Readiness”.

Equally in terms to global/international fluency with 4.56 (Strongly Agree), indicator “Value, respect and learn from various cultures, races ages, gender, sexual orientations and religions” highest with 4.69, and “Interact respectfully with patient and understand individual’s differences” with 4.68, all indicators was described as “With High Career Readiness” except indicator “Manage patient across geographical and cultural boundaries” with 4.41 interpreted as “With High Readiness”. This concluded that NC II caregiver graduates are highly ready and very equipped with career management and global/intercultural fluency. Hence, the purpose of the TESDA Training Regulations for Caregiving NC II was actualized. Moreover, TESDA graduates have acquired NC can apply to local companies, and/or to Philippine Overseas Employment Administration (POEA) accredited manpower agencies that deploy skilled workers abroad.

Table 5 Career Readiness of NCII Caregiving Graduates in terms of Career Management And Global/Intercultural Fluency n-75

Indicator	WM	DE	I
e. Career Management I will...			
1. Continuously attends training to enhance my skills	4.62	SA	WHCR
2. Read to stay updated with the trends of work for professional growth	4.57	SA	WHCR
3. Find ways to explore job options and pursue opportunities	4.59	SA	WHCR
4. Keep myself motivated and productive by always performing challenging activities	4.59	SA	WHCR
5. Set goals to stay focus and improve career	4.65	SA	WHCR
AWM	4.61	SA	WHCR
f. Global/Intercultural Fluency I will...			
1. Value, respect and learn from various cultures, races ages, gender, sexual orientations and religions	4.69	SA	WHCR
2. Demonstrate openness, and sensitivity in caring diverse patients	4.49	SA	WCR
3. Interact respectfully with patient and understand individual's differences	4.68	SA	WHCR
4. Build a strong relationship with patients and family	4.52	SA	WHCR
5. Manage patient across geographical and cultural boundaries	4.41	A	WHCR
AWM	4.56	SA	WHCR

Legend

Numerical Scale	Descriptive Equivalent (DE)	Interpretation (I)
4.50 – 5.00	Strongly Agree (AS)	With High Career Readiness (WHCR)
3.50 – 4.49	Agree (A)	With Career Readiness (WCR)
2.50 – 3.49	Neutral (N)	With Moderate Career Readiness (WMCR)
1.50- 2.49	Disagreed (DA)	With Average Career Readiness (WACR)
1.00- 1.49	Strongly Disagreed (SDA)	Not Ready with the Career(NRWC)

On the other hand, table 6 on the next page displayed the career readiness of NC II caregiving graduates in terms of leadership capabilities and use of technology. When it comes to their leadership capabilities, respondents are one in saying that they are “With High Career Readiness” as they generally scored 4.54 or Strongly Agree, and as well as with all

indicators except “ Understand that creative thinking is more of quality than a skills and can still be develop overtime” with 4.40 or “Agree” interpreted as “With Career Readiness”.

Table 6 Career Readiness of NCII Caregiving Graduates in terms Leadership Capabilities And Use of Technology
n-75

Indicator	WM	DE	I
g. Leadership Capabilities I will...			
1. Preserve truthfulness, fairness and set positive example to patient	4.67	SA	WHCR
2. Understand that creative thinking is more of quality than a skills and can still be develop overtime	4.40	A	WCR
3. Recognize that relationship-building is the most important skills in caring for patients and makes communicating tasks, responsibilities and goals more effective	4.53	SA	WHCR
4. Be a dependable and reliable in keeping promises and trust in my tasks and duties	4.55	SA	WHCR
5. Improve my problem-solving skills for my day-to-day patient decision-making	4.53	SA	WHCR
AWM	4.54	SA	WHCR
h. Use of Technology I will..			
1. Control the use of existing digital technologies ethically and efficiently to complete my task and accomplish my goal	4.39	A	WCR
2. Demonstrate effective adaptability to new and emerging technologies	4.37	A	WCR
3. Communicate and refer patient online or through telehealth	4.16	A	WCR
4. Use digital devices to access information about patient health	4.16	A	WCR
5. Create and edit online documents	4.15	A	WCR
AWM	4.25	A	WCR

Legend

Numerical Scale	Descriptive Equivalent (DE)	Interpretation (I)
4.50 – 5.00	Strongly Agree (AS)	With High Career Readiness (WHCR)
3.50 – 4.49	Agree (A)	With Career Readiness (WCR)
2.50 – 3.49	Neutral (N)	With Moderate Career Readiness (WMCR)
1.50- 2.49	Disagreed (DA)	With Average Career Readiness (WACR)
1.00- 1.49	Strongly Disagreed (SDA)	Not Ready with the Career (NRWC)

Contrary when it comes to respondents readiness in term of use of technology, respondents are “With Career Readiness” as they provided an average weighted mean of 4.25 (Agree). It is likewise notable

that all indicators are rated as “With Career Readiness”. Hence, NCII Caregiving graduates are fairly familiar with the use of technology. As specified in the TESDA training regulations NC II,

maintaining high standard of patient's care which is an important competence to develop, such as identifying and use of communication strategies and techniques to achieve patient service outcome. Technology affects communication by making it easier, quicker, and more efficient.

Table 7 presents the summary of career readiness of NCII caregiving graduates with their average weighted mean, descriptive equivalent, and interpretation in descending order.

It is recognized that NCII caregiving graduates are "With High Career Readiness", except for indicators "Confidentiality and Critical Thinking" and "Use of Technology" rate as "With Career Readiness". Hence, they are competent, skilled and qualified with the NC II Caregiving skills. As cited the

Technical Education and Skills Development Authority (TESDA), lead agency in TVET in the Philippines, is mandated to provide relevant, accessible, high quality and efficient technical education and skills development in support of the development of Filipino mid-level manpower responsive to and in accordance with the Philippine development goals and priorities as embodied in Section 2 of the TESDA Act of 1994. In pursuit of its mandate, TESDA enables the Filipino skilled workforce to be more employable, productive and flexible to the changing requirements of industry and the labor market, both domestically and overseas. With employable TVET qualifications, individuals are empowered, become self-reliant and capable of supporting themselves and their family.

Table 7 Summary of Career Readiness of NCII Caregiving Graduates n=75

Indicator	AWM	DE	I
Confidentiality and Critical Thinking	4.42	A	WCR
Teamwork/Collaboration	4.54	SA	WHCR
Professionalism/ Work Ethic	4.58	SA	WHCR
Oral/Written Communication	4.50	SA	WHCR
Career Management	4.61	SA	WHCR
Global/Intercultural Fluency	4.56	SA	WHCR
Leadership Capabilities	4.54	SA	WHCR
Use of Technology	4.25	A	WCR
Overall Average Weighted Mean	4.50	SA	WHCR

Legend

Numerical Scale	Descriptive Equivalent (DE)	Interpretation (I)
4.50 – 5.00	Strongly Agree (AS)	With High Career Readiness (WHCR)
3.50 – 4.49	Agree (A)	With Career Readiness (WCR)
2.50 – 3.49	Neutral (N)	With Moderate Career Readiness (WMCR)
1.50- 2.49	Disagreed (DA)	With Average Career Readiness (WACR)
1.00- 1.49	Strongly Disagreed (SDA)	Not Ready with the Career(NRWC)

Part III. Problems Encountered by NCII Caregiving along Employment

Table 8 presents the problem encountered by the NC II caregiving along employment. Problems can arise at any workplace, as such, respondents agreed that they sometime encountered problem as they provided and average weighted mean of 3.17. Continually, they graded indicators "Employers are looking for many qualifications" with

3.97, and, 3.45 to “Low salary” both with a descriptive equivalent of “Often or Encountered”. In the study of Duaman (2021) on the Employability of TESDA Scholars Graduates: A Tracer Study found that there are problems encountered by the respondents along employment, hence, it was recommended that it must be given attention by the Training Institutions.

Table 8 Problems Encountered by NCII Caregiving along Employment n-75

Indicator	WM	DE	I
Employers are looking for many qualifications	3.97	O	E
Lack of job in the area	3.28	S	SE
Mismatch between the employers’ need and workforce skills	3.23	S	SE
Discriminatory in hiring practices	3.20	S	SE
Low salary	3.45	O	E
Poor work life balance	3.20	S	SE
Long-distance of work	3.31	S	SE
Lack of self-confidence	2.76	S	SE
Lack of experience qualification/underqualified	3.00	S	SE
Lack of interest to the job	2.34	R	RNE
Average Weighted Mean	3.17	S	SE

Legend

Numerical Scale	Descriptive Equivalent (DE)	Interpretation (I)
4.50 – 5.00	Always (A)	Highly Encountered (HE)
3.50 – 4.49	Often (O)	Encountered E
2.50 – 3.49	Sometimes (S)	Sometimes Encountered (SE)
1.50- 2.49	Rarely (R)	Rarely Not Encountered (RNE)
1.00- 1.49	Never (N)	Not Encountered (NE).

Part IV. ANOVA showing the Result of Significant difference between the career readiness of NCII caregiving graduates across their profile variables

Table 9-16 presents the ANOVA results on the significant differences between the career readiness of NCII caregiving graduates across their profile variables demographic: age, sex, civil; and employment status: type of employment, employment place, monthly earned income from employment, length of finding job after graduation, and, length of staying to first job..

Table 9 on the next page, showed no significant values on the career readiness confidentiality and critical thinking .114; teamwork collaboration .643; professionalism/work ethics .635; oral/written communication .392; career .563; global/intercultural fluency .395; leadership capabilities .186; and technology .363 across profile age. This implies that age has no implication to the NC II graduates level of career readiness.

Table 9 ANOVA Results on the Significant Difference between the Career Readiness of NCII Caregiving Graduates across Age

Source of Variables	Sum of Squares	Df	Mean Squares	F-Value	Significance
Confidentiality and Critical Thinking					
Between Groups		3		2.057	.114
Within Groups	1.195	71	.398		
Total	13.746	74	.194		
Teamwork Collaboration					
Between Groups	.404	3	.135	.560	.643
Within Groups	17.049	71	.240		
Total	17.453	74			
Professionalism/Work Ethics					
Between Groups	.325	3	.108	.572	.635
Within Groups	13.432	71	.189		
Total	13.757	74			
Oral/Written Communication					
Between Groups	.677	3	.226	1.013	.392
Within Groups	15.831	71	.223		
Total	16.509	74			
Career Management					
Between Groups	.385	3	.128	.686	.563
Within Groups	13.292	71	.187		
Total	13.678	74			
Global/Intercultural Fluency					
Between Groups	.624	3	.208	1.007	.395
Within Groups	14.656	71	.206		
Total	15.280	74			
Leadership Capabilities					
Between Groups	.873	3	.291	1.643	.187
Within Groups	12.580	71	.177		
Total	13.453	74			
Technology					
Between Groups	.927	3	.309	1.080	.363
Within Groups	20.319	71	.286		
Total	21.246	74			

Legend:

*= denotes significance

Likewise, as indicated in the National Technical Education and Skills Development Plan 2011-2016, the management of the Philippine Education and Training System is tri-focalized, the basic education focuses on the delivery of foundational competencies to prepare persons for higher learning, middle level

education managed by the TESDA focuses on post-secondary technical-vocational and training for middle-level learners, as defined in RA 7796 those who have acquired practical skills and knowledge through formal and non-formal and non-formal education and training equivalent to at least a secondary education; or skilled workers who have become highly competent in their trade or craft as attested by industry

Continually, table 10 showed no significant values on the career readiness confidentiality and critical thinking .575; teamwork collaboration .125; professionalism/work ethics .069; oral/written communication .066; career .563; global/intercultural fluency .118; and technology .093; except for leadership capabilities which revealed significance across profile sex. This implies that sex mostly has no implication to the NC II graduates level of career readiness except for leadership capabilities. As cited by Yaqoub (2018) study on the effects of gender on leadership. Leadership differences between men and women play a significant role in running the affairs of an organization. The society perceives men as better leaders than women in various aspects despite the notable similarities in the execution of assigned

duties. Essentially, both men and women have the capacity to implement change as well as lead the subordinates in organization to achieve the established goals and objectives. The existing gender disparities have insignificant contribution to leadership and cannot be used to weigh the ability of an individual to deliver the desired outcomes in an enterprise. The underrepresentation of women population in leadership is not as a result of low confidence or inability of women to lead; but is due to the stereotypical attachments that women cannot produce effective leaders. Notably, to achieve a balanced gender leadership, people should change overall perception of women in leadership and treat both genders equally.

Table 10 ANOVA Results on the Significant Difference between the Career Readiness of NCII Caregiving Graduates across Sex

Source of Variables	Sum of Squares	Df	Mean Squares	F-Value	Significance
Confidentiality and Critical Thinking					
Between Groups	.065	1	.065	.318	.575
Within Groups	14.876	73	.204		
Total	14.941	74			
Teamwork Collaboration					
Between Groups	.556	1	.556	2.403	.125
Within Groups	16.897	73	.231		
Total	17.453	74			
Professionalism/Work Ethics					
Between Groups	.614	1	.614	3.411	.069
Within Groups	13.143	73	.180		
Total	13.757	74			
Oral/Written Communication					
Between Groups	.751	1	.751	3.481	.066
Within Groups	15.757	74	.216		
Total	16.509	74			
Career Management					
Between Groups	.453	1	.453	2.498	.118
Within Groups	13.225	73	.181		
Total	13.678	74			
Global/Intercultural Fluency					
Between Groups	.516	1	.516	2.550	.115
Within Groups	14.764	73	.202		
Total	13.678	74			
Leadership Capabilities					

Between Groups	.874	1	.874	5.072	.027*
Within Groups	12.579	73	.172		
Total	13.453	74			
Technology					
Between Groups	.809	1	.809	2.890	.093
Within Groups	20.437	73	.280		
Total	21.246	74			

Legend:

*= denotes significance

Furthermore, table 11 on the next page, showed no significant values on the career readiness confidentiality and critical thinking .066; teamwork collaboration .594; professionalism/work ethics .286;

oral/written communication .286; career management .669; global/intercultural fluency .404; leadership capabilities .629; and technology .746 across profile civil status. This implies that civil status has no repercussion to the NC II graduates level of career readiness.

Table 11 ANOVA Results on the Significant Difference between the Career Readiness of NCII Caregiving Graduates across Civil Status

Source of Variables	Sum of Squares	Df	Mean Squares	F-Value	Significance
Confidentiality and Critical Thinking					
Between Groups	.679	1	.679	3.476	.066
Within Groups	14.262	73	.195		
Total	14.941	74			
Teamwork Collaboration					
Between Groups	.068	1	.068	.287	.594
Within Groups	17.385	73	.238		
Total	17.453	74			
Professionalism/Work Ethics					
Between Groups	.214	1	1.156	1.156	.286
Within Groups	13.542	73			
Total	13.757	74			
Oral/Written Communication					
Between Groups	.000	1	.000	.000	.989
Within Groups	16.509	73			
Total	16.509	74			
Career Management					
Between Groups	.034	1	.184	.184	.669
Within Groups	13.643	73			
Total	13.678	74			
Global/Intercultural Fluency					
Between Groups	.146	1	.705	.705	.404
Within Groups	15.134	73			
Total	15.280	74			
Leadership Capabilities					
Between Groups	.043	1	.236	.236	.629

Within Groups	13.409	73			
Total	13.453	74			
Technology					
Between Groups	0.31	1	.106	.106	.746
Within Groups	21.215	73			
Total	21.246	74			

Legend:

*= denotes significance

This findings was supported by the study of Amuda, B.G, et.al,(2016) on the marital status and age as predictor of academic performance of students of College of education in the North-Eastern Nigeria which revealed that age and marital status did not significantly differ with academic performance of Nigeria Certificate in Education students in Colleges of Education in the North-Eastern States, Nigeria.

Furthermore, table 12 on the next page, showed no significant values on the career readiness confidentiality and critical thinking .246; teamwork collaboration .533; professionalism/work ethics .312; oral/written communication .106; career management .406; global/intercultural fluency .374; leadership capabilities .103; and technology .414 across profile type of employment. This implies that type of

employment has no impact to the NC II graduates level of career readiness. Hence, whatever the of employment respondents are obliged the performed their task as employees. The goal of TESDA are to develop the Filipino workforce with "world-class competence and positive work values" and to provide quality technical-educational and skills development through its direction, policies, and programs. Due to difficult working conditions in the Philippines, Filipinos always demonstrate a high tolerance for pressure situations and are used to giving their best while working various shifts in remote locations under high-stress situations. Additionally, Filipinos are responsible, dependable and hardworking due to the culturally-rooted trait of filial obligation such as taking care of the sick family members, sending money to help pay for education of family members and miscellaneous family needs (Gallimore, 2023).

Table 12 ANOVA Results on the Significant Difference between the Career Readiness of NCII Caregiving Graduates across Type of Employment

Source of Variables	Sum of Squares	Df	Mean Squares	F-Value	Significance
Confidentiality and Critical Thinking					
Between Groups	.841	3	.280	1.412	.246
Within Groups	14.100	71	.199		
Total	14.941	74			
Teamwork Collaboration					
Between Groups	.527	3	.176	.738	.533
Within Groups	16.925	71	.238		
Total	17.453	74			
Professionalism/Work Ethics					
Between Groups	.669	3	.223	1.211	.312
Within Groups	13.087	71	.184		
Total	13.757	74			
Oral/Written Communication					

Between Groups	1.352	3	.451	2.112	.106
Within Groups	15.156	71	.213		
Total	16.509	74			
Career Management					
Between Groups	.545	3	.182	2.112	.406
Within Groups	13.133	71	.185		
Total	13.678	74			
Global/Intercultural Fluency					
Between Groups	.652	3	.217	.982	.374
Within Groups	14.628	71	.206		
Total	15.280	74			
Leadership Capabilities					
Between Groups	1.115	3	.372	1.055	.103
Within Groups	12.338	71	.174		
Total	13.453	74			
Technology					
Between Groups	.832	3	.277	.965	.414
Within Groups	20.414	71	.288		
Total	21.246	74			

Legend:

*= denotes significance

Table 13 on the next page, showed no significant values on the career readiness confidentiality and critical thinking .342; teamwork collaboration .328; professionalism/work ethics .626; oral/written communication .352; career management .724; global/intercultural fluency .386; leadership

capabilities .250; and technology .475 across employment place. This implies that employment place has no implication to the NC II graduates level of career readiness. As such, TESDA aims to help individuals in developing their skills thorough rigorous training program that will boost chances of employability locally and international markets.

Table 13 ANOVA Results on the Significant Difference between the Career Readiness of NCII Caregiving Graduates across Employment Place

Source of Variables	Sum of Squares	Df	Mean Squares	F-Value	Significance
Confidentiality and Critical Thinking					
Between Groups	.439	2	.220	1.090	.342
Within Groups	14.502	72	.201		
Total	14.941	74			
Teamwork Collaboration					
Between Groups	.532	2	.266	1.132	.328
Within Groups	16.921	72	.235		
Total	17.453	74			
Professionalism/Work Ethics					
Between Groups	.503	2	.251	1.366	.262
Within Groups	13.254	72	.184		

Total	13.757	74			
Oral/Written Communication					
Between Groups	.470	2	.235	1.055	.354
Within Groups	16.039	72	.223		
Total	16.509	74			
Career Management					
Between Groups	.122	2	.061	.325	.724
Within Groups	13.555	72	.188		
Total	13.678	74			
Global/Intercultural Fluency					
Between Groups	.399	2	.199	.964	.386
Within Groups	14.881	72	.207		
Total	15.280	74			
Leadership Capabilities					
Between Groups	.509	2	.254	1.414	.250
Within Groups	12.944	72	.180		
Total	13.453	74			
Technology					
Between Groups	.435	2	.217	.752	.475
Within Groups	20.811	72	.289		
Total	21.246	74			

Legend:

*= denotes significance

As stated in the TESDA vision, TESDA is the leading partner in the development of Filipino Workforce with world class competence and positive work values; and based on the globalization in world of work wider employment opportunity, demand for quality and competitive and flexible workers. Hence, TESDA NCII graduates are trained with the skills and competencies required to work locally and internationally.

Table 14, disclosed no significant values on the career readiness confidentiality and critical thinking .319; teamwork collaboration .366; professionalism/work ethics .632; oral/written communication .307; career management .609; global/intercultural fluency .564; leadership capabilities .538; and technology .501 across monthly earned income from employment.

The findings indicates that work is more important than money for respondents. In a caregiver job interview and ask, “what matter most, the money or the work?”, replayed that the work has always mattered more than the money,. Making enough to support self and family is important, however, having job that is fulfilling, work that will help their skills and drives them to keep doing best is definitely much more important (job-applications blog, 2023). As such, Filipinos are known to have s strong family ties. Children are not expected to leave their parent’s house until they get marries, even after then, married couples opt to stay with or close to spouse’s parents. The value most Filipinos put into caring for one’s family can also be seen as one of the reasons why Filipino health workers such caregivers provide their patients and clients with a high level of care.

Table 14 ANOVA Result on the Significant Difference between the Career Readiness of NCII Caregiving Graduates across Monthly Earned Income from Employment

Source of Variables	Sum of Squares	Df	Mean Squares	F-Value	Significance
Confidentiality and Critical Thinking					
Between Groups	.958	4	.240	1.199	.319
Within Groups	13.983	70	.200		
Total	14.941	74			
Teamwork Collaboration					
Between Groups	1.084	4	.271	1.159	.366
Within Groups	16.368	70	.234		
Total	17.453	74			
Professionalism/Work Ethics					
Between Groups	.489	4	.122	.645	.632
Within Groups	13.268	70	.190		
Total	13.757	74			
Oral/Written Communication					
Between Groups	1.083	4	.271	1.229	.307
Within Groups	15.426	70	.220		
Total	16.509	74			
Career Management					
Between Groups	.510	4	.128	.678	.609
Within Groups	13.167	70	.188		
Total	13.678	74			
Global/Intercultural Fluency					
Between Groups	.625	4	.156	.746	.564
Within Groups	14.655	70	.209		
Total	15.280	74			
Leadership Capabilities					
Between Groups	.579	4	.145	.787	.538
Within Groups	12.874	70	.184		
Total	13.453	74			
Technology					
Between Groups	.980	4	.245	.846	.501
Within Groups	20.266	70	.290		
Total	21.246	74			

Legend:

*= denotes significance

Moreover, table 15 on the next page, showed no significant values on the career readiness teamwork collaboration .261; oral/written communication .317; career management .186; global/intercultural fluency

.122; leadership capabilities and technology .093; except for confidentiality and critical thinking .039; and, professionalism and work ethics .027 which revealed significance across profile length of findings Job after graduation.

Table 15 ANOVA Results on the Significant Difference between the Career Readiness of NCII Caregiving Graduates across Length of Findings Job after Graduation

Source of Variables	Sum of Squares	Df	Mean Squares	F-Value	Significance
Confidentiality and Critical Thinking					
Between Groups	1.284	2	.642	3.385	.039*
Within Groups	13.657	72	.190		
Total	14.941	74			
Teamwork Collaboration					
Between Groups	.639	2	.319	1.368	.261
Within Groups	16.814	72	.234		
Total	17.453	74			
Professionalism/Work Ethics					
Between Groups	1.310	2	.655	3.788	.027*
Within Groups	12.447	72	.173		
Total	13.757	74			
Oral/Written Communication					
Between Groups	.882	2	.441	2.031	.139
Within Groups	15.627	72	.217		
Total	16.506	74			
Career Management					
Between Groups	.624	2	.312	1.720	.186
Within Groups	13.054	72	.181		
Total	13.678	74			
Global/Intercultural Fluency					
Between Groups	.868	2	.434	2.169	.122
Within Groups	14.412	72	.200		
Total	15.280	74			
Leadership Capabilities					
Between Groups	.423	2	.211	1.168	.317
Within Groups	13.030	72	.181		
Total	13.453	74			
Technology					
Between Groups	1.403	2	.701	2.545	.086
Within Groups	19.843	72	.276		
Total	21.246	74			

Legend

*= denotes significance

These findings indicates that as newly NCII graduates, they as somewhat hesitant to work independently, making decision towards work and to commit self in doing the best job possible. Lawrence (2023), stated in her book “Engage the Fox: A Business Fable about Thinking Critically and

Motivating your Team, defines critical thinking as the ability to solve problems effectively by systematically gathering information about an issue, generating further ideas involving a variety of perspectives, evaluating the information using logic, and making sure everyone involved is on board. As well as work ethics, as state, a good work ethic can take you a long way in your career, improving your

performance and your relationships with your team, and resulting in growth opportunities and promotions.

Furthermore, part of the training regulations of NCII caregiving basic competencies are to participate in the work place, work in a team environment, practice career professionalism and practice occupational health and safety procedure.

Table 16, exposed no significant values on the career readiness confidentiality and critical thinking .332; teamwork collaboration .600; professionalism/work ethics .670; oral/written communication .637; career management .578; global/intercultural fluency .704;

leadership capabilities .600; and technology .941 across length of staying to first job. This findings showed that development of skills and competence acquired by the graduates of NCII is not quantify by the years of stay in the job, but by exploring other career option. According to Venable (2021) searching job is stressful, and challenging; and to build workplace competence, one should move closer to career and employment goals such as exploring career option by pursuing and levelling at which one want to work. Employment is not just getting hired but thinking the role competence play in maintain employment and advancing career.

Table 16 ANOVA Results on the Significant Difference between the Career Readiness of NCII Caregiving Graduates across Length of Staying to First Job

Source of Variables	Sum of Squares	Df	Mean Squares	F-Value	Significance
Confidentiality and Critical Thinking					
Between Groups	.936	4	.234	1.169	.332
Within Groups	14.005	70	.200		
Total	14.941	74			
Teamwork Collaboration					
Between Groups	.663	4	.166	.692	.600
Within Groups	16.789	70	.240		
Total	17.453	74			
Professionalism/Work Ethics					
Between Groups	.449	4	.112	.591	.670
Within Groups	13.308	70	.190		
Total	13.757	74			
Oral/Written Communication					
Between Groups	.580	4	.145	.638	.637
Within Groups	15.929	70	.228		
Total	16.509	74			
Career Management					
Between Groups	.544	4	.136	.724	.578
Within Groups	13.134	70	.188		
Total	13.678	74			
Global/Intercultural Fluency					
Between Groups	.461	4	.155	.544	.704
Within Groups	14.819	70	.212		
Total	15.280	74			

Leadership Capabilities					
Between Groups	.512	4	.128	.692	.600
Within Groups	12.941	70	.185		
Total	13.453	74			
Technology					
Between Groups	.232	4	.058	.193	.941
Within Groups	21.014	70	.300		
Total	21.246	74			

Legend:

*= denotes differences at the level of 0.05 level of significance

Part V. Pearson-r Value on Significant relationship between the career readiness of NC II caregiving graduates across their profile variables

Table 17 on the next page presents the significant relationship between the career readiness of NCII caregiving graduates across their profile variables. . It is observed that almost all profiles showed no relationship, except for sex which of the computed r-value of .225, significance of .027 at 0.05 level. Therefore the hypothesis stating there is significant relationship is accepted , except for the profile sex.

As cited by Yaqoub (2018) study on the effects of gender on leadership. Leadership differences between men and women play a significant role in running the

affairs of an organization. The society perceives men as better leaders than women in various aspects despite the notable similarities in the execution of assigned duties. Essentially, both men and women have the capacity to implement change as well as lead the subordinates in organization to achieve the established goals and objectives. The existing gender disparities have insignificant contribution to leadership and cannot be used to weigh the ability of an individual to deliver the desired outcomes in an enterprise. The underrepresentation of women population in leadership is not as a result of low confidence or inability of women to lead;but is due to the stereotypical attachments that women cannot produce effective leaders. Notably, to achieve a balanced gender leadership, people should change overall perception of women in leadership and treat both genders equally.

Table 17 Pearson-r Value on Significant Relationship between the career Readiness of NCII Caregiving Graduates across their Profile Variables

Profile Variable	Confidentiality and Critical Thinking	Teamwork Collaboration	Professionalism/ Work Ethics	Oral/Written Communication	Career Management	Global/Intercultural Fluency	Leadership Capabilities	Technology
Age								
Pearson	-.003	.109	.004	.117	.135	.137	.124	.026
Correlation Sig.(2-tailed)	.982	.351	.972	.316	.316	.240	.240	.824
N	75	75	75	75	75	75	75	75
Sex								
Pearson	-.066	-.179	-.211	-.213	-.182	-.184	-.255*	-.195
Correlation Sig.(2-tailed)	.575	.125	.069	.066	.118	.115	.027	.093
	75	75	75	75	75	75	75	75

N								
Civil Status								
Pearson	.213	.063	.125	-.002	-.050	.098	.057	.038
Correlation Sig.(2-tailed)	.066	.594	.286	.989	.669	.404	.629	.746
N	75	75	75	75	75	75	75	75
Type of Employment								
Pearson	.002	-.126	-.042	-.053	-.039	.018	-.071	-.103
Correlation Sig.(2-tailed)	.988	.283	.719	.649	.741	.879	.543	.377
N	75	75	75	75	75	75	75	75
Employment Place								
Pearson	-.162	-.030	-.181	-.149	-.065	-.059	-.186	-.137
Correlation Sig.(2-tailed)	.164	.798	.120	.201	.617	.617	.109	.241
N	75	75	75	75	75	75	75	75
Monthly Earned Income from Employment								
Pearson	-.021	-.039	-.062	-.136	-.053	-.144	-.100	-.120
Correlation Sig.(2-tailed)	.861	.741	.596	.246	.650	.218	.392	.302
N	75	75	75	75	75	75	75	75
Length of Finding Job after Graduation								
Pearson	.137	.114	-.025	-.064	.029	.049	.019	.121
Correlation Sig.(2-tailed)	.242	.331	.829	.585	.803	.676	.873	.302
N	75	75	75	75	75	75	75	75
Length of Staying to First Job								
Pearson	-.049	-.064	-.059	-.002	-.002	.040	-.032	.029
Correlation Sig.(2-tailed)	.677	.586	.616	.987	.734	.734	.784	.804
N	75	75	75	75	75	75	75	75

Legend:

**correlation is significant at the level of 0.05 level (2-tailed)

enhance the skills by improving educational programs and strategies for better learning of students.

Part VI. Proposed Development Program to Enhance the Career Readiness of NCII Caregiving Graduates

The proposed development program to enhance the career readiness of NCII caregiving graduates based on their responses. Likewise, the program aims to

Personality development training to enhance the NCII caregiving graduates personality by helping improve their level of confidence, and creating a good and lasting impression on others, hence, it is expected that the NCII caregiving will have a better

behavior in all their interactions, and communication with clients.

In addition, professional development and work ethics program to help strengthen the NCII caregiving graduates confidence for higher job satisfaction, employees performance, productivity and morale.

Lastly, a technological literacy program to help graduates work independently, collaboratively in groups, build effective technological skills, and learn how to communicate, interpret and share information because technological skills will enhance their critical, and analytical attitude and learn to choose the right technological tools based on needs.

“ NCII GRADUATE ...CARING... COMPASIONATE... and... TECNOVISION”

CONCLUSION

The study on the career readiness of the NCII caregiving graduates can be concluded that along demographics most of the respondents are young adults, female, married; while when comes to their employment status, nearly all are employed local not related to skills, residential, minimum wage earner, found job 5 months after graduation and stays to short period of time.

It is recognized that NCII caregiving graduates are “With High Career Readiness” except for confidentiality and critical thinking and use of technology “With Career Readiness”, hence, they graduated competent, skilled and qualified. Likewise, they sometimes encountered problems along employment.

Furthermore, the ANOVA results on significant difference, profile variables are mostly shown that there is no significant differences between the career readiness of NCII caregiving graduates across their profile variables, except for sex for leadership capacity, and length of finding job after graduation for confidentiality and critical thinking and professional ethics. As well, Pearson-r on Value on significant relationship, profile variables dominantly

revealed no significant, except for sex on leadership capacity.

Hence, based on the findings a career development program is prosed to enhance the career readiness of NCII caregiving graduates.

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