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## **ASSESSMENT OF EMPLOYABILITY SKILLS OF TECHNICAL-VOCATIONAL EDUCATION AND TRAINING (TVET) GRADUATES: BASIS FOR AN ENHANCEMENT PROGRAM**

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### **ABSTRACT**

The study aims to determine the employability skills of Technical-Vocational Education and Training Graduates of Valenzuela City Polytechnic College.

This study was carried out to 423 graduates of TVET using convenience sampling and forty-five (45) employers who were selected purposively in the City of Valenzuela. The respondents had completed the TVET program. A survey questionnaire, document analysis and an interview guide were used. Frequency, percentage, and weighted mean were utilized in the statistical analysis and handling of the data.

Among 423 TVET graduates of ValPoly from 2015 to 2019, majority are employed which had an employment rate of 87.94 percent, compared to a rate of 12.06 percent for those who were unemployed. Carpentry obtained the highest employment rate while the bread and pastry production got the lowest employment rate. The year 2019 also has the highest rate while respondents who graduated in 2016 have the lowest employment rate.

Half of the employed graduates acquired a "regular status". Despite the skills mismatch, graduates have managed to seek employment related to their training right after graduation. Communication skills is the most useful skill in the workplace.

ValPoly has provided comprehensive and effective programs and provisions that enhance graduates' employability skills. TVET graduates employed were assessed as highly competent by their employers. Several factors that facilitate the acquisition of employment. A proposed enhancement program for the employability skills of TVET graduates is formulated based on findings of this study to ensure that all graduates will be equipped with skills for employment.

Keywords: *assessment, employability, employability skills, TVET graduates*

### **BACKGROUND**

A key driver toward a sustainable economy is a competent workforce. Occupational Safety and Health Administration (2021) defines a competent worker as one who is appropriately qualified, adequately trained, and has sufficient experience to execute work safely without or with minimal supervision. To be competent, a person must undergo an assessment from his or her employer whether the required work-related skills, also known as employability skills, were performed.

The International Labor Organization (ILO) (2013) states that employability skills as competencies that augment an employee's capability to assure and maintain employment. Most employable persons have comprehensive education and training, including communication, teamwork, information technology, and problem-solving skills. These skills allow people to adjust to workplace changes. Moreover, Mello et al. (2017) also described employability skills are generic or non-technical skills such as productivity, understanding, and personal attributes that help an individual acquire employment and succeed in their career. Legg and Jack (2014) on employability skills of Technical graduates, showed that skills mismatches are manifestations of misalignment between policy and programs which is influenced the stakeholders concerned.

Technical-Vocational Education and Training (TVET) is a system in academe that hones students for employment. It utilizes several forms of education, including formal, non-formal, and informal learning, and is thought to be significant for equality, inclusivity and sustainable development. One of UNESCO's three priority subsectors is TVET, literacy, and higher education. Certainly, it is consistent with the organization's efforts to promote lifelong learning opportunities and quality education accessible for all. (Marope, P.T.M et al., 2015) (UNESCO-UNEVOC.). Graduates from TVET programs are trained in technical-vocational skills, but they are also taught employability skills. These skills will allow them to be more adaptable and flexible in their work and make them successful employees.

TVET in the Philippines was established eighty (80) years ago but now offers post-secondary and non-formal technical vocational education and training. It is managed by Technical Education and Skills Development Authority (TESDA), a regulatory body established under R.A. 7796 in 1994 that sets standards, accredits programs, and manages the system of certifying skills. Also, TESDA created the Unified TVET Program Registration and Accreditation System (UTPRAS) through Board Resolution No. 98, systems that provide a quality management system for program registration, assessment, certification, and the development of Training Regulations (T.R.s) and Competency Assessment Tools (CATs) (UNESCO-UNEVOC, 2019). In practice, many institutions adopt the whole set of TESDA promulgated T.R.s. Trainers may deliver the instruction in their style or preferred methodology and use their learning materials or hand-

outs. Ismail and Mohammed (2015) revealed in their analysis of the TVET curriculum the lack of integration of problem-solving skills, lifelong learning skills, and competencies in specific TVET disciplines such as Electrical, where the curriculum has given attention more to theoretical courses than practical courses.

A study commissioned by the British Council revealed that many developing countries, such as Ghana, Afghanistan, Albania, Bangladesh, Armenia, China, and Vietnam, reported a significant increase in the employment rate of their TVET graduates (Cooper, 2017).

TESDA Women's Center Tracer Study of Graduates from 2014-2016 revealed that most of the graduates were employed following their graduation. More than half of employed graduates worked full-time in the formal sector. The majority of those interviewed worked in the hospitality and food service industries and other service industries and construction. The study also revealed the reason for unemployment, such as peer influence, skills mismatch, personal reasons, and discrimination (Ignacio & Tabu, 2018).

The Employers' Satisfaction Surveys of TESDA in 2014 reviewed by the Asian Development Bank (2021) showed a slight decrease in the employer's degree of satisfaction with employees' work performance who were TVET in two of the theoretical and practical knowledge in doing tasks and work attitudes. The former study guides the researcher to establish an idea of determining how may the employers of the TVET graduates of ValPoly assess their work performance in terms of employability skills. In the advent of Industry 4.0, it is inevitable that TVET institutions should equip students with information technology skills to apply numeracy, design, and technology abilities to prepare and accomplish tasks in the workplace and all aspects of life (Paryono, 2014).

The researcher has developed five (5) employability skills based on the skills mentioned in several studies. These are communication skills, information skills, interpersonal skills, leadership skills and problem-solving since these skills were also given emphasis in training programs offered by the school. Further, an interview was conducted to obtain a broader understanding of the employers about the factors that facilitate employment. The researcher believed that a semi-structured interview to employers delivers richer information.

Improving quality and responsiveness to the labor market requires sufficient data on the employment profile of TVET graduates and assessment from the employers. The acquisition of the necessary information about the employability skills of TVET graduates will aid Valenzuela City Polytechnic College in focusing its efforts and achievements on the pursuit of technological excellence. This will be accomplished by facilitating a seamless transition for graduates from the educational system into the workforce, as well as by creating a better match between the available skills produced by the institution and the demand from the industry.

The study, therefore, aims to determine the assessment of employability skills of TVET graduates. To have a comprehensive understanding about the implications of the study,

employment profile such as employment rate, employment status, length of time acquired first job, relevance of acquired skills to first employment, useful skills and difficulties encountered in search for employment were determined using a tracer study questionnaire, programs and provisions provided by the school will be analyzed, employers were selected to assess the employability skills of TVET graduates employed in their company such as communication skills, information technology skills, interpersonal skills, leadership skills and problem-solving skills, consequently an interview will be conducted to identify factors that facilitate employment. The findings obtained from the study were used as basis of formulation of enhancement program.

## **Statement of the Problem**

The general problem of the study is How may the employability skills of TVET graduates be assessed?

Specifically, the study sought to answer the following problems:

1. How may the employment profile of the TVET graduates in Valenzuela City Polytechnic College from 2015-2019 be described in terms of?
  - 1.
  1. Employment rate
  2. Employment status
  3. Length of time
  4. Relevance of skills
  5. Useful skills, and
  6. Difficulties encountered
2. What are the programs and provisions implemented by ValPoly relevant to the employability of its graduates?
3. How may the employability skills of TVET graduates be assessed in terms of:
  1.
    1. Communication Skills,
    2. Information Technology Skills
    3. Interpersonal Skills,
    4. Leadership Skills,
    5. Problem Solving Skills,
4. What are the factors that facilitate employment?
5. What enhancement program may be proposed for the development of employability skills of TVET graduates?

## Assumptions

The study assumed that the employment profile of graduates of TVET programs showed positive outcomes but mostly encountered skills mismatches as difficulty. The programs and provisions implemented by ValPoly contribute to the improvement of employability skills. In addition, among the employability skills, communication skills are the most useful in the workplace, yet the least performed by TVET graduates. Thus, an enhancement program will be formulated based on the findings of the study to further develop the employability skills of TVET graduates at Valenzuela City Polytechnic College.

## Methods

The researcher employed mixed-methods research both quantitative and qualitative data were utilized concurrently. For quantitative data, the researcher modified and adapted the graduate tracer survey questionnaire from CHED as the primary source of data on employment profile of TVET graduates and another survey to selected employers to quantify their assessment of the employability skills acquired from Valenzuela City Polytechnic College (ValPoly).

Concurrently, the researcher used the qualitative method through document analysis on the programs and provisions provided by ValPoly and a semi-structured interview with the selected employers to assess the employability skills of TVET graduates.

The respondents for this method were 423 TVET Graduates of Valenzuela City Polytechnic College (ValPoly) who graduated from 2015 to 2019. The researcher employed a strategy of convenience sampling for TVET graduates.

While purposive sampling was utilized in selecting the 35 employers. Choosing the appropriate respondents of the study is crucial for its results and findings.

For document analysis, the documents presented in tabular form below were selected to analyze the data and come up with a discussion to reach a conclusion to answer the question “what are the programs and provisions provided by ValPoly”. The documents that were selected were both printed and electronic forms to best understand their services, programs, and interventions in enhancing employability skills.

Frequency counts, percentages, and mean were used to answer specific questions about the employment profile, assessment of employability skills TVET graduates from Valenzuela City Polytechnic College by employers in terms of communication skills, technical skills, leadership skills, problem-solving skills, information technology skills, difficulties encountered by the respondents in search for employment.

Each interview's summary was emailed to the participants to verify its veracity. To determine and describe the data in connection the assessment of employability skills by employers during training, frequency, mean and five-point Likert scale was used.

**Table 1**

The table below shows the distribution of the respondents used in the study.

<b>TVET Qualification</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Total</b>
Automotive Servicing (AT)	6	6	7	11	12	42
Bread and Pastry Production (BPP)	10	8	12	16	25	71
Carpentry (CARP)	2	2	6	11	10	31
Computer System Servicing (CSS)	4	3	5	0	0	12
Dressmaking (DRM)	5	7	8	5	8	33
Electrical Installation Maintenance (EIM)	10	11	14	13	25	73
Electronic Products Assembly and Servicing (EPAS)	8	5	6	9	14	42
Food and Beverages Services (FBS NC II)	8	8	8	11	22	57
Masonry <u>NCII</u>	2	1	2	4	5	14
Refrigeration and Air-conditioning (RAC)	2	2	3	4	5	16
Shielded Metal Arc Welding (SMAW)	5	1	7	9	10	32
<b>Total</b>	<b>62</b>	<b>54</b>	<b>78</b>	<b>93</b>	<b>136</b>	<b>423</b>

**Table 2**

The table below shows the distribution of the employer- respondents in the study.

<b>Respondents</b>	<b>No. of Respondents</b>
Employers who answered the survey questionnaire	35
Employers who were interviewed	15
<b>Total</b>	<b>50</b>

**Table 3**  
Selected Documents for Document analysis

Type of Document	Documents Selected
Board Resolutions	Board Resolution 2015-001 Offering Special Training for Employment Program(STEP)  Accreditation of Competency Assessment Center
Printed Compilation of Documentation	Community Outreach Program 2015-2019
Electronic Images	Institutional Assessment  Industry Immersions  Entrepreneurial Activities
Government Agency Website/ Article	Valenzuela Trabaho
School Memorandum	Social Contract Community Outreach Program "Skills Training"  Research Project  Industry Immersion  Valenzuela Trabaho

**Table 4**  
Frequency and Percentage Distribution of Respondents as to Employment Rate (N=423)

TVET Qualification	N	Employed		Not Employed	
		f	%	f	%
Automotive Servicing (AT)	42	38	90.48	4	9.52
Bread and Pastry Production (BPP)	71	60	84.51	11	15.49
Carpentry (CARP)	31	29	93.55	2	6.45
Computer Software Servicing (CSS)	12	11	91.67	1	8.33
Dressmaking (DRM)	33	29	87.88	4	12.12
Electrical Installation and Maintenance (EIM)	73	62	84.93	11	15.07
Electronics Products Assembling and Servicing (EPAS)	42	39	92.86	3	7.14
Food and Beverages Services (FBS)	57	49	85.96	8	14.04
Masonry (MAS)	14	12	85.71	2	14.29
Refrigeration and Air-conditioning (RAC)	16	14	87.50	2	12.50
Shielded Metal Arc Welding (SMAW)	32	29	90.63	3	9.38
<b>Total</b>	<b>423</b>	<b>372</b>	<b>87.94</b>	<b>51</b>	<b>12.06</b>

Table 4 shows that among the 423 respondents who graduated from 2015 until 2019, 87.94% were employed, and 12.06% were unemployed, right after graduation. Carpentry has the highest employment rate while Bread and Pastry Production obtained the lowest employment rate.

**Table 5**

**Frequency and Percentage Distribution as to Employment**

**Rate of TVET Graduates from 2015-2019 (N=423)**

Year	N	Employed		Not Employed	
		f	%	f	%
2015	62	55	88.71%	7	11.29%
2016	54	46	85.19%	8	14.81%
2017	78	69	88.46%	9	11.54%
2018	93	80	86.02%	13	13.98%
2019	136	122	89.71%	14	10.29%
<b>Total</b>	<b>423</b>	<b>372</b>	<b>87.94%</b>	<b>51</b>	<b>12.06%</b>

As gleaned in Table 5, the year 2019 has the highest rate of employment as well as the least rate of unemployment, while respondents who graduated in 2016 have the lowest rate of employment and the highest rate of unemployment.

**Table 6**

**Frequency and Percentage Distribution of Respondents as to Current Employment Status (N=423)**

TVET Qualification	N	Regular		Contractual		Temporary		Self-employed		Never Employed	
		f	%	f	%	f	%	f	%	f	%
AT	42	32	76.19	4	9.52	2	4.76	3	7.14	1	2.38
BPP	71	34	47.89	19	26.76	7	9.86	11	15.49	0	0
CARP	31	15	48.39	9	29.03	6	19.35	1	3.23	0	0
CSS	12	4	33.33	7	58.33	0	0.00	1	8.33	0	0
DRM	33	10	30.30	11	33.33	8	24.24	4	12.12	0	0
EDM	73	36	49.32	20	27.40	6	8.22	11	15.07	0	0
EPAS	42	20	47.62	13	30.95	4	9.52	4	9.52	1	2.38
FBS	57	23	40.35	17	29.82	9	15.79	7	12.28	1	1.75
MAS	14	4	28.57	5	35.71	4	28.57	1	7.14	0	0
RAC	16	6	37.50	6	37.50	2	12.50	2	12.50	0	0
SMAW	32	9	28.13	14	43.75	6	18.75	3	9.38	0	0
<b>Total</b>	<b>423</b>	<b>193</b>	<b>45.63</b>	<b>125</b>	<b>29.55</b>	<b>54</b>	<b>12.77</b>	<b>48</b>	<b>11.35</b>	<b>3</b>	<b>0.71</b>

Table 6 presents that as to employment status at the time of the study, 45.63% of the graduates are employed as regular employees, 29.55% are contractual, and 12.77% are temporarily employed which includes project-based work, freelancing, or job orders. Further, 11.35% are self-employed, leaving 0.71% who admitted that they have never been employed due to health-related reasons.

**Table 7**

**Frequency and Percentage Distribution of Respondents as to Length of Time in Acquiring First Job (N=423)**

TVET Qualification	N	Less than a month		Less than a year		More than a year		Never Employed	
		f	%	f	%	f	%	f	%
AT	42	23	54.8	12	28.6	6	14.3	1	2.38
BPP	71	33	46.5	31	43.7	5	9.9	0	0.00
CARP	31	17	54.8	14	45.2	0	0.0	0	0.00
CSS	12	7	58.3	5	41.7	0	0.0	0	0.00
DRM	33	17	51.5	15	45.5	2	3.0	0	0.00
EIM	73	48	65.8	23	31.5	1	2.7	0	0.00
EPAS	42	20	47.6	19	45.2	2	4.8	1	2.38
FBS	57	23	40.4	27	47.4	6	10.5	1	1.75
MAS	14	7	50.0	7	50.0	0	0.0	0	0.00
RAC	16	8	50.0	6	37.5	2	12.5	0	0.00
SMAW	32	17	53.1	14	43.8	1	3.1	0	0.00
<b>Total</b>	<b>423</b>	<b>220</b>	<b>52.0</b>	<b>173</b>	<b>40.9</b>	<b>27</b>	<b>6.4</b>	<b>3</b>	<b>0.71</b>

The length of time of acquiring the first employment was also determined. Among the respondents, 50% of graduates employed were hired for less than a month. While 43.28% managed to acquire their first job less in than a year leaving 6.72% were employed more for than a year. Electrical (EIM) qualification obtained the highest percentage to acquire employment “less than a month” or right after graduation and the lowest score of graduates employed “less than a year” there is only 1.61% among the EIM who was employed “more than a year”.

**Table 8**

**Frequency and Percentage Distribution of Respondents  
as to Relevance of Training in the First Employment (N=423)**

TVET Qualification	N	Related		Not Related		Never Employed	
		f	%	f	%	f	%
AT	42	25	59.52	16	38.10	1	2.38
BPP	71	48	67.61	23	32.39	0	0.00
CARP	31	22	70.97	9	29.03	0	0.00
CSS	12	8	66.67	4	33.33	0	0.00
DRM	33	19	57.58	14	42.42	0	0.00
EIM	73	52	71.23	21	28.77	0	0.00
EPAS	42	22	52.38	19	45.24	1	2.38
FBS	57	36	63.16	20	35.09	1	1.75
MAS	14	11	78.57	3	21.43	0	0.00
RAC	16	12	75.00	4	25.00	0	0.00
SMAW	32	25	78.13	7	21.88	0	0.00
<b>Total</b>	<b>423</b>	<b>280</b>	<b>66.19</b>	<b>140</b>	<b>33.10</b>	<b>3</b>	<b>0.71</b>

As can be seen in Table 8, the relevance of employment to training acquired, overall, among 423 graduates, 66.19% said that the training acquired in ValPoly is related to their first acquired job 34.28% of the graduates said that the training acquired is not related to their first job. There were 0.71% of respondents who have not been employed so they could not respond to the question. Masonry (MAS) got the highest number of respondents which is 78.57% were able to acquire their first employment related to training. Electronics (EPAS) obtained the lowest number wherein 52.38% only were able to relate the training in their first employment.

**Table 9**

**Acquired Skills that are Useful in the First Employment (N=420)**

Items	Frequency	Percentage	Rank
Communication skills	319	75.9%	1
Leadership skills	273	65%	2
Problem-solving skills	270	64%	3
Technical skills	222	52.8%	4
Interpersonal Skills	207	49.2%	5
Information technology skills	169	40%	6
Entrepreneurial Skills	94	22.3%	7
Others	57	13.6%	8

Table 9 presents the acquired skills that are useful in the first employment. Communication skills obtained the highest rank with an A percentage of 75.9% as the most useful skills acquired in ValPoly in their first employment.

**Table 10**

**Difficulties Encountered by the Respondents in Search for Employment.**

Items	Frequency	Percentage	Rank
Skills mismatch	158	38%	1
Few Job Vacancies	134	32.3%	2
Inadequate experience	127	30.6%	3
None	120	28.9%	4
Passing the interview	75	18.1%	5
Passing the pre-employment exam	26	6.3%	6
Health Concerns	25	6%	7
Others	6	1.2%	8

In table 10, The respondents identified skill mismatch as the number one difficulty they encountered during their search employment searched is new job vacancies, third is inadequate experience, and fourth is passing the interview. Some of them believed that they have not encountered any difficulties in looking for employment which was ranked as fourth. fifth is passing the interview, sixth is passing the pre-employment exam, seventh is health concerns, and there were very few who stated other reasons.

**Table 11**

**Document Analysis on Programs and Provisions Implemented by ValPoly to enhance Employability Skills**

Objectives	Programs and Provisions	Persons Involved	Time Frame
<ul style="list-style-type: none"> <li>Enhance the mastery of knowledge, technical skills and attitude on the intended competences through hands-on activities and demonstrations.</li> <li>Allow students to gain knowledge on entrepreneurship, Interpersonal and technical skills</li> <li>Nurture their capabilities such as problem solving, communication, leadership and the like in an actual situation.</li> <li>Deliver professional and community service to address the needs of society.</li> <li>Instill the importance of social responsibility by sharing your knowledge and skills that would be beneficial to other people.</li> </ul>	<b>Laboratory Activities</b> <ul style="list-style-type: none"> <li>Actual Demonstration of skills</li> </ul>	TVET Trainers	During the training duration
	<b>Entrepreneurial Activity</b> <ul style="list-style-type: none"> <li>Food stalls</li> <li>Trade fairs</li> </ul>	Committee Chairpersons	1 day
	<b>Community Outreach Program</b> <ul style="list-style-type: none"> <li>Brigada Eskwela</li> <li>Cleaning of Window Type aircon</li> <li>Welding of Windows, Garden grills, and Stairs</li> <li>Repair of Electrical Wirings and outlet</li> <li>Repair of Armchairs and tables</li> <li>Curtain Making</li> </ul>	Area Coordinator Committee Chairperson TVET Trainer	1 week
	<ul style="list-style-type: none"> <li>Skills Training to PDL</li> <li>Adopt-A-School</li> <li>Free Haircut "Bahay Kalinga"</li> <li>Basic Electricity and Electrical Repairs</li> <li>Carpentry and Masonry Works</li> </ul>	Area Coordinator	1 day
<ul style="list-style-type: none"> <li>Strengthen the value of skills and promote healthy competition among students while they demonstrate their capabilities based on their field of specialization.</li> <li>Provide a real-world experience to the trainees.</li> <li>Build a harmonious relationship with industry-partners to support the socio-economic goals which is employment.</li> <li>Evaluate trainee's knowledge, skills and attitude once they completed all the requirements for a specific qualification based on the competency standards which will serve as basis for them to qualify for the National Assessment</li> </ul>	<b>Skills Competition</b> <ul style="list-style-type: none"> <li>Founding Anniversary</li> </ul>	Area Coordinator	1 day
	<b>On-the-Job Training</b> <ul style="list-style-type: none"> <li>Industry partners trains students</li> <li>Out campus student teaching</li> <li>Social Contract</li> </ul>	Job Placement Officer Area Coordinator	280 hours
	<b>Institutional Assessment</b> <ul style="list-style-type: none"> <li>Written Assessment</li> <li>Oral Questioning</li> <li>Demonstration</li> </ul>	Area Coordinator TVET Trainer	1 day

Table 11 presents the programs and provisions such as Laboratory activities, Entrepreneurial activities, Community outreach programs, Skills competitions, On-the-job training, and Institutional assessment were some of the programs provided by the institution. The main

objective of these programs is to provide an opportunity for students to enhance their employability skills to prepare them for bigger commitments in the future. Such skills include but are not limited to communication, information technology, interpersonal, leadership, and problem-solving skills.

**Table 12**  
Summary of the Level of Competence of Employability Skills of TVET Graduates as assessed by Employers

Employability Skills	Weighted Mean	Descriptive Interpretation	Rank
Communication Skills	4.26	Very competent	4
Information Technology Skills	4.26	Very competent	4
Interpersonal Skills	4.45	Very competent	3
Leadership Skills	4.55	Very competent	1
Problem-Solving Skills	4.49	Very competent	2
Average Weighted Mean	4.40	Very competent	

Table 12 shows that the employers assessed the employability skills of TVET graduates employed in their companies as “Very competent” in terms of communication skills, information technology skills, interpersonal skills, leadership skills, and problem-solving skills. The program and provisions provided by the institution have contributed to honing the skills.

**Table 13**  
Factors that Facilitate Job Acquisition

Skills Needed for Employment	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Knowledge in IT</li> <li>• Professionalism</li> <li>• Problem solving skills</li> <li>• Leadership skills</li> <li>• Team Player</li> <li>• Technical Skills</li> </ul>
Work Performance of the TVET Graduates	<ul style="list-style-type: none"> <li>• Equipped with skills</li> <li>• Can work with less supervision</li> <li>• Has work quality</li> <li>• Hard working and efficient</li> <li>• Reliable and honest</li> </ul>
Programs that should be implemented by TVET providers to enhance employability of the graduates	<ul style="list-style-type: none"> <li>• Skills training</li> <li>• Leadership and career development</li> <li>• Communication skills training</li> <li>• Training on work ethics and OHS</li> <li>• Training on Problem solving skills</li> </ul>
Contribution of the industries to strengthen partnership with TVET providers to facilitate both the match of skills, demand, and job acquisition	<ul style="list-style-type: none"> <li>• Provision of Job Opportunities</li> <li>• Open for partnership</li> <li>• Absorb trainees who have excellent performance</li> </ul>

As gleaned in table 13, employers elaborated on several factors that facilitate employment. They have emphasized the adequate skills they require in the companies which includes the five (5) major employability skills provided in the pieces of training of ValPoly, they have also mentioned professionalism and technical skills. Employers have mentioned positive feedback on

the work performance of the TVET graduates. In addition, they are recommending intensive training for every employability skill.

**Table 14**

**Proposed Enhancement Program on Employability skills of TVET Graduates**

Objectives	Program	Resources Estimated Cost	Person In charge	Time Frame	Performance Indicator
<ul style="list-style-type: none"> <li>Designate IT personnel in charge for Training students in terms of use of business management software</li> </ul>	Selection of Person in-charge in IT	none	Human Resource Office	1 day	An IT personnel will be assigned to take charge of the training tools and equipment in IT laboratory focusing on enhancing IT skills for employability.
<ul style="list-style-type: none"> <li>Enhance digital infrastructures such as ICT equipment and boost internet speed to make learning experiences in information communication technology holistic and effective.</li> </ul>	Purchase of digital infrastructures such as ICT equipment and boost internet speed	500,000	Procurement office, IT personnel		Improve learning experiences with communication tools and knowledge of computer technology specifically in management tools
<ul style="list-style-type: none"> <li>Conduct interviews and skills test</li> <li>Identify students who lack such skills</li> </ul>	Pre-employment assessment	5,000	Trainers and Job Placement Officer	1 week	Experts were able to identify students who lack in communication skills and information technology skills, and shall be recommended to attend a training
<ul style="list-style-type: none"> <li>Design a course that gives emphasis on communication skills</li> <li>Prepare instructional materials and resources</li> <li>Develop a rubric for evaluation</li> </ul>	Design and develop a Training course for enhancement communication and information skills	10,000	Trainers and Career Experts	2 weeks	Designed a Training Course through the collaborative efforts of trainers and career experts.
<ul style="list-style-type: none"> <li>Prepare activities to stimulate communication skills</li> <li>Mentor students in critical areas of learning the skills</li> <li>Intensify and offer attractive incentives to students who demonstrate competence in terms of communication skills and information technology skills.</li> </ul>	Training course implementation	5,000	Trainers	1 week	Students must demonstrate and apply communication skills and information technology skills specifically the use of management tools like MSOffice and Google workspace effectively

Table 14 presents a pre-proposed enhancement program for the employability skills of TVET graduates is offered herein based on the findings of this study to ensure that all graduates will be equipped skills focusing on communication skills and information technology skills which obtained the lowest mean among the assessed employability skills in order to acquire and maintain employment.

## CONCLUSION

Based on the findings from the results and discussions, the following conclusions were derived:

1. The majority of the TVET graduates are employed. Half of them have acquired a "regular status" of employment. Despite the skills mismatch prevalent in the labor market, graduates have managed to look for employment related to their training acquired in ValPoly right after graduation. Communication skills are the most useful skill in the workplace.

2. Valenzuela City Polytechnic College has provided comprehensive and effective programs and provisions that enhance graduates' employability skills.
3. Employers are delighted with the performance of the TVET graduates employed in their companies based on their employability skills.
4. There are lots of factors that facilitate the acquisition of employment. Adequate skills are some identified factors needed to be developed to acquire a job in an industry. Soft skills are necessary to acquire a job. Interpersonal relationships, work ethics, and honesty is some of these factors, to name a few.
5. A proposed enhancement program for the employability skills of TVET graduates is formulated based on the key findings of this study to ensure that all graduates will be equipped with the necessary skills to acquire and maintain employment.

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