Educational pathways and employment outcomes of TVL–Home Economics graduates: A tracer study

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Abstract

Aim: This study traced the educational pathways and employment outcomes of Technical-Vocational Livelihood–Home Economics TVL-HE senior high school graduates of Mangan National High School from School Year 2018 to 2022. Specifically, it described the graduates' demographic profile, examined their college educational pathways, determined their employment status, and identified support systems that facilitated employment opportunities after graduation.

Methodology: The study employed a descriptive research design using an adapted Graduate Tracer Survey and a review of official school records. A total of 138 graduates participated through convenience sampling. Data were collected through structured questionnaires administered online. Descriptive statistics, including frequency counts and percentages, were used to analyze the demographic characteristics, college pathways, and employment experiences of the graduates using IBM SPSS.

Results: Findings revealed that more than half of the graduates (53.62%) completed combined Home Economics specializations, while others specialized in Housekeeping, Bread and Pastry Production, Food and Beverage Services, and related fields. Nearly half of the graduates (44.39%) graduated with honors. Despite the employment-oriented objective of the TVL–HE curriculum, many graduates pursued college programs unrelated to their strand, including Teacher Education, Agriculture, and Engineering. Employment outcomes indicated notable challenges, as 55.80% of the graduates were unemployed and 68.84% had no work experience after senior high school. Among those employed, most obtained jobs within one to six months. Nevertheless, more than 90% of respondents reported that the TVL program helped improve their skills, increased job opportunities, and prepared them for real-life work environments.

Conclusion: The study concludes that the TVL–Home Economics program contributes to the development of practical skills, academic achievement, and career awareness among graduates. However, gaps remain in employment alignment and the transition from school to the labor market. Strengthening career guidance, improving facilities and hands-on training, and establishing stronger partnerships with industries may enhance the employability and workforce readiness of TVL-HE senior high school graduates.

Keywords: *TVL–Home Economics, tracer study, employment outcomes, senior high school graduates, technical-vocational education*

INTRODUCTION

A graduate tracer study serves as a fundamental institutional mechanism for the systematic evaluation of alumni employment outcomes, academic persistence, and professional development. These assessments are critical for gauging institutional efficacy and ensuring the continuing relevance of pedagogical frameworks within a labor market defined by rapid technological shifts and intensified competitiveness. Such research facilitates the alignment of curricula with evolving workforce requirements, ensuring that educational outputs meet industry standards. Within the local context, tracer studies inform policy development, quality assurance, and accreditation protocols by providing empirical evidence of graduate employability and skills utilization. In the Philippines, where employment

status remains a pivotal national concern, the longitudinal tracking of graduates is essential for evaluating the broader impact of educational investments (Melchor et al., 2025).

The restructuring of the Philippine basic education system through the K-12 curriculum introduced distinct senior high school (SHS) tracks, including the Academic, Arts and Design, Sports, and Technical-Vocational-Livelihood (TVL) tracks. Each track is designed with specialized coursework to bridge the gap between secondary education and higher learning or immediate employment (Roble, 2021; Cabile, 2024). The TVL track, specifically the Home Economics (HE) strand, is a core educational component focused on equipping students with technical competencies and value-based training. This strand aims to cultivate practical skills, a robust work ethic, and specialized knowledge requisite for service-oriented industries and personal development. However, the successful implementation of this program necessitates overcoming significant systemic challenges, including the attainment of teacher and student competency standards, the acquisition of adequate funding, and the maintenance of rigorous safety protocols (Anca, 2024).

At Mangan National High School, students within the TVL-HE strand are required to demonstrate proficiency in specialized domains such as Housekeeping Services, Food and Beverage Services, Bread and Pastry Production, and Attraction Theme Parks Operation. According to Department of Education guidelines (DepEd, 2017), the implementation of these specialized programs is intended to facilitate the acquisition of industry-relevant skills under professional supervision, contextualize theoretical principles through real-world application, and fortify technical knowledge. Furthermore, these programs aim to enhance communicative and interpersonal proficiency while fostering professional work habits and an appreciation for labor. These objectives collectively ensure that graduates are prepared for the multifaceted demands of the modern workforce.

Despite these established objectives, a significant research gap exists regarding the post-graduation trajectories of alumni from Mangan National High School. Since the inception of the Senior High School program in 2016, the institution has lacked a comprehensive, systematic tracking mechanism to document the transitions of its graduates. Consequently, there is an urgent need to examine the career pathways and employment outcomes of TVL-HE graduates whether they have transitioned into tertiary education, entered the labor market, or pursued entrepreneurial ventures. This study seeks to address this void by documenting alumni progress and providing data-driven insights to inform strategic institutional planning. Ultimately, the findings will serve as a basis for targeted interventions designed to optimize the career readiness and professional success of future TVL-HE senior high school graduates.
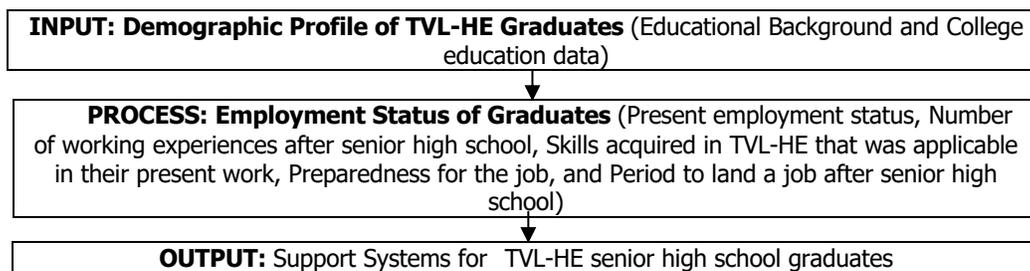
Theoretical Framework

This study anchors to the Human Capital Theory, as formalized by Gary Becker (1964), posits that education and training are not merely consumption but deliberate investments that enhance an individual's "stock" of productive knowledge and skills (Kessler & Lülfesmann, 2006; Weiss, 2015). Becker's seminal work distinguishes between general human capital, which provides portable skills applicable across various firms, and specific human capital, which increases productivity only within a particular organization (Kessler & Lülfesmann, 2006; Weiss, 2015).

In this study, this theory provides a robust analytical framework to evaluate how the technical-vocational-livelihood (TVL) curriculum functions as a form of capital investment. It helps the study by establishing a direct theoretical link between the specialized skills acquired in Home Economics such as culinary arts or hospitality and the graduates' subsequent "returns" in the labor market, measured through employment rates, salary levels, and job stability (Gao et al., 2010; Marginson, 2019). By applying this lens, the tracer study can move beyond simple descriptive statistics to analyze whether the "educational pathways" provided by the TVL track successfully equip students with the high-value, marketable skills required to improve their marginal productivity and, consequently, their employability (Abing & Conchada, 2025; Marginson, 2019).

Conceptual Framework

Based on Human Capital Theory and the Input–Process–Output (IPO) model, the study conceptualized the research framework in which the inputs consist of the demographic profile of TVL–HE graduates, the process refers to the employment status of graduates from school year 2018–2022, and the output pertains to the support systems that facilitate employment opportunities for the graduates.

INPUT: Demographic Profile of TVL-HE Graduates (Educational Background and College education data)

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PROCESS: Employment Status of Graduates (Present employment status, Number of working experiences after senior high school, Skills acquired in TVL-HE that was applicable in their present work, Preparedness for the job, and Period to land a job after senior high school)

↓

OUTPUT: Support Systems for TVL-HE senior high school graduates

Statement of the Problem

Technical-Vocational Livelihood (TVL) education in the Philippine senior high school curriculum aims to equip learners with practical skills and competencies that prepare them for employment, entrepreneurship, or further education. The Home Economics strand under the TVL track provides students with specialized training in areas such as housekeeping, food and beverage services, bread and pastry production, and other service-oriented fields. These programs are intended to improve graduates' employability and enable them to transition successfully into the labor market or pursue further academic studies.

Despite the objectives of the TVL program, many schools face challenges in determining whether their graduates achieve these intended outcomes. Educational institutions often lack systematic mechanisms for tracking graduates' educational pathways, employment status, and career progression after completing senior high school. Without reliable data on graduates' post-school experiences, it becomes difficult for schools to evaluate the effectiveness of their programs and identify areas that require improvement.

Mangan National High School is among the institutions that have limited information regarding the post-graduation experiences of its Technical-Vocational Livelihood–Home Economics (TVL-HE) senior high school graduates. Since the implementation of the senior high school program, the school has not conducted a comprehensive tracer study to determine whether its graduates pursue higher education, obtain employment, or encounter challenges in transitioning to the workforce. As a result, there is insufficient evidence to assess the effectiveness of the TVL–HE program in preparing students for real-life work environments.

Given this situation, it is necessary to conduct a tracer study to examine the educational pathways and employment outcomes of TVL-HE senior high school graduates of Mangan National High School. Understanding the graduates' demographic characteristics, educational pursuits, employment status, and the support systems that assist them in securing employment will provide valuable insights for improving the implementation of the TVL program and enhancing the employability of future graduates.

Research Objectives

General Objective

To trace the educational pathways and employment outcomes of Technical-Vocational Livelihood–Home Economics (TVL–HE) graduates of Mangan National High School from School Year 2018 to 2022.

Specific Objectives

This study specifically aims:

1. To describe the demographic profile of TVL-HE senior high school graduates in terms of educational background and college education data.
2. To determine the employment status of TVL-HE senior high school graduates after completing senior high school.
3. To examine the skills acquired from the TVL–HE strand that are applicable to graduates' present work.
4. To identify the support systems that help graduates obtain employment after graduation.

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Research Questions

This study sought to answer the following questions:
1. What is the demographic profile of TVL-HE senior high school graduates of Mangan National High School in terms of:
   a. educational background
   b. college education data?
2. What is the employment status of TVL-HE senior high school graduates from School Year 2018–2022 in terms of:
   a. present employment status
   b. number of work experiences after senior high school
   c. contribution of the senior high school strand to workplace success
   d. skills acquired in TVL-HE senior high school graduates that are applicable in their present work
   e. preparedness for employment
   f. length of time required to obtain a job after graduation?
3. What support systems help TVL-HE senior high school graduates find employment after completing senior high school?

METHODS

Research Design

The selection of a descriptive research design for this study is strategically aligned with its primary goal of systematically documenting the "what," "where," and "how" of TVL-HE senior high school graduates transitions from Mangan National High School. This design was used, as it describes the present status, or condition, and measures the demographic profile, employment status of TVL-HE senior high school graduates of Mangan National High School from school year 2018-2022 in the District of Banga, Aklan. This evidence is crucial for evaluating the alignment between the TVL–HE program's intended competencies and the actual demands of the labor market, ultimately offering a data-driven narrative that can inform future institutional policies and curriculum enhancements.

Population and Sampling

The study employed a non-probability convenience sampling technique, yielding a final sample of 138 TVL-HE senior high school graduates from Mangan National High School, spanning the cohorts from 2018 to 2022. This approach was necessitated by the practical availability and willingness of alumni to participate, particularly given the challenges of tracking graduates across multiple years. According to official registrar records, the total population of TVL-HE senior high school graduates during this period was approximately 265, representing a response rate of approximately 52%. These graduates possessed specialized competencies in bread and pastry production, food and beverage services, housekeeping, and attraction and theme park operations. Data were systematically gathered through a structured survey instrument, which was disseminated digitally and physically using the contact information archived in the institution's official databases.

Instruments

The study used two research instruments: a questionnaire and a review of official school records of TVL-HE senior high school graduates. The questionnaire was adapted from the Commission on Higher Education's Graduate Tracer Survey (GTS), with certain variables revised or omitted to suit TVL-HE senior high school graduates. It is a standardized research instrument mandated for use by Higher Education Institutions in the Philippines to track the career trajectories of their alumni. It is designed to collect comprehensive data on graduates' personal profiles, educational attainment, employment status, and their retrospective evaluation of the curriculum's relevance to the labor market. Its structure followed the study's research problems and was composed of two main parts.

Data Collection

Formal authorization for the study was secured through the Office of the Schools Division Superintendent of the Division of Aklan, ensuring adherence to ethical and administrative protocols. The research instrument was adapted from the Commission on Higher Education's (CHED) Graduate Tracer Survey (GTS), a standardized tool widely utilized in the Philippine context for longitudinal tracking of alumni. To align with the specific objectives of the TVL–Home Economics strand, the instrument underwent a process of contextual modification, involving the strategic

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revision, omission, or addition of items. While the foundational GTS is recognized for its established reliability in national graduate tracking, the modified instrument's content validity was further fortified through an expert validation process prior to its administration.

Data collection was executed through a dual-mode dissemination strategy, utilizing both digital platforms and physical distribution to maximize reach within the established sampling frame. The fieldwork commenced in October 2022 and concluded in April 2023, providing a comprehensive window for data acquisition.

Treatment of Data

Quantitative data were processed and analyzed using the IBM Statistical Package for the Social Sciences (SPSS). To address the study's descriptive objectives, frequency distribution and percentage analysis were employed as the primary univariate statistical tools. These measures were utilized to summarize the demographic profile and employment status of the TVL-HE senior high school graduates, providing a clear numerical representation of the sample's characteristics. By calculating frequencies, the researcher was able to identify the absolute number of occurrences within specific categories, while the application of percentages facilitated a standardized comparison across variables, regardless of the sample size. This descriptive approach is fundamental to tracer studies, as it allows for the identification of dominant trends and patterns in the graduates' post-schooling transitions.

Ethical Considerations

The researcher observed ethical standards throughout the conduct of the study to ensure fairness and integrity in the research process. Respondents were informed of the purpose of the study and the procedures for answering the survey through calls, emails, or messaging platforms. A Google Form was also created to improve accessibility and increase response rates. Participation was voluntary, and respondents were fully informed of the research procedures and potential benefits. They were given the opportunity to ask questions prior to participation and were assured that their identities would remain confidential and that all information collected would be used solely for the purposes of the study.

RESULTS and DISCUSSION

This section presents and discusses the findings of the study based on the collected data from the TVL–HE graduates.

Demographic Profile of Technical Vocational Livelihood (TVL-HE) Senior High School Graduates

Table 1. Educational Background of Technical Vocational Livelihood (TVL-HE) senior high school graduates

Educational Background	f=138	%
Technical Vocational Livelihood specialization completed in senior high school		
Housekeeping	34	24.64
Food and Beverage Services	9	6.52
Bread and Pastry Production	13	9.42
Attraction Theme Park	7	5.07
Cookery	1	0.72
Combined (HE-HS, FBS, BPP, ATP)	74	53.62
School year graduated		
2021-2022	44	31.88
2020-2021	25	18.12
2019-2020	30	21.74
2018-2019	22	15.94
2017-2018	17	12.32
Honors and awards received		
With high honors	6	4.35
With honors	62	44.39
Best in industrial immersion	1	0.72

An analysis of the educational backgrounds of the 138 TVL-HE senior high school graduates reveals a predominant trend toward multidisciplinary competency, with a majority (53.62%) completing combined specializations. Among those with singular concentrations, Housekeeping emerged as the most prevalent (24.64%), followed by Bread and Pastry Production (9.42%), Food and Beverage Services (6.52%), Attraction and Theme Park Operations (5.07%), and Cookery (0.72%). The sample is characterized by a strong representation of recent cohorts, particularly from the 2021–2022 academic year (31.88%), providing contemporary insights into the program's outcomes. Furthermore, the data indicates high levels of academic efficacy, with nearly half of the participants graduating with honors (44.39%) or high honors (4.35%).

These findings suggest that the TVL–HE curriculum at Mangan National High School fosters a versatile skill set alongside rigorous academic performance. This aligns with the broader objectives of the Philippine K-12 framework; as noted by Sarmiento and Orale (2016), the senior high school curriculum—similar to models in Japan and the United States—functions as the terminal stage of basic education designed to facilitate a "multi-exit" strategy. By equipping students with both theoretical knowledge and industry-specific competencies, the program aims to prepare graduates for the diverse pathways of higher education, immediate workforce entry, or entrepreneurial ventures.

Table 2. College Education Data of Technical Vocational Livelihood (TVL-HE senior high school graduates)

College Education Data	f=138	%
Course taken in college*		
Teacher Education	**13**	**9.42**
Bachelor of Tech-Voc Teacher Education major in Food Service Management	1	0.72
Bachelor in Secondary Education (major in English, and Social Studies)	6	4.35
Bachelor of Science in Education (major in Mathematics, Science, and Social Studies)	6	4.35
Agricultural Sciences	**9**	**6.52**
Bachelor of Science in Agriculture (major in Agri. Extension, etc.)	7	5.07
Bachelor of Science in Economics	2	1.45
Medical and Health Services	**1**	**0.72**
Bachelor of Science in Nursing	1	0.72
Engineering and Technology	**8**	**5.79**
Bachelor of Science in Civil Engineering	3	2.17
Bachelor of Science in Aeronautic Engineering	1	0.72
Bachelor of Science in Marine Technology	1	0.72
Bachelor of Science in Information Technology and Information, Communication Technology	3	2.17
Technical and Vocational	**8**	**5.79**
Bachelor of Science in Food Technology	5	3.62
Bachelor of Science in Hotel and Restaurant Management, BS Home Technology	2	1.45
Bachelor of Science in Entrepreneurship	1	0.72
Law Enforcement	**9**	**6.52**
Bachelor of Science in Criminology	9	6.52
Office Management	**1**	**0.72**
Bachelor of Science in Office Management	1	0.72
Arts and Culture		
Bachelor of Arts (major in English, etc.)	4	2.90
Applied Mathematics		
Bachelor of Science in Applied Mathematics	1	0.72
Help from the senior high school strand to the student in choosing a college course*		
Help become independent	6	4.34
Contribute to improve the knowledge, skills, and interest of students in the vocational programs	22	15.94
Help narrow down students' potential college and career options	62	44.93
Exposing student to the chosen field of study in preparation for college	35	25.36

Suggestions, recommendations to improve the Technical Vocational Livelihood program*

Provide additional TVL laboratory equipment, tools, facilities and materials	71	51.45
More hours for hands-on and class in TVL	32	23.19
Additional teachers specialized in TVL	4	2.89
Additional rooms for TVL classes	2	1.45
More time for immersion	2	1.45
Utilize technology for TVL classroom and laboratory instructions	7	5.07

The longitudinal transition data for TVL-HE senior high school graduates indicates a notable shift toward academic diversification rather than direct vertical articulation within the vocational field. Although the curriculum is designed to foster specialized technical skills, a significant proportion of the cohort opted for baccalaureate programs in Teacher Education (9.42%), Agricultural Sciences (6.52%), and Law Enforcement (6.52%). Conversely, only a marginal fraction (5.79%) pursued higher education directly aligned with their senior high school specializations, such as Food Technology or Hotel and Restaurant Management. These findings suggest that the TVL–HE strand often serves as a foundational stepping stone for broader academic pursuits rather than a terminal vocational track. As noted by Orbeta et al. (2018), such enrollment patterns are largely driven by internal motivational factors, where student interest and perceived long-term career relevance dictate the selection of a post-secondary pathway over historical strand alignment.

Furthermore, the perceived utility of the TVL–HE strand appears to be primarily exploratory and preparatory. The largest segment of the population (44.93%) identified the program's value in narrowing down complex career and college options, while 25.36% emphasized its role in academic readiness for tertiary education. This suggests that the "understanding of strands" (Orbeta et al., 2018) functions as a critical decision-making filter for students. To enhance the program's efficacy, graduates highlighted significant gaps in institutional infrastructure, with a majority (51.45%) advocating for the augmentation of laboratory equipment and facilities. Additionally, the call for increased instructional hours dedicated to hands-on training (23.19%) suggests a need for a more intensive experiential learning model to bridge the gap between classroom theory and industry-standard practice.

Table 3. Employment status of TVL-HE senior high school graduates of Mangan National High School from school year 2018-2022

Employment Status	f=138	%
Present employment status		
Regular/Permanent	6	4.35
Temporary	8	5.80
Casual	23	16.67
Contractual	20	14.49
Self-employed	4	2.80
Unemployed	77	55.80
Number of working experiences after senior high school		
Three	2	1.45
Two	3	2.17
One	38	27.54
No working experience	95	68.84
Skills acquired in Technical Vocational Livelihood – Home Economics that were applicable in their present work		
Learn to be patient at work	1	0.72
Learn technical and vocational skills	2	1.45
Learn to value work and money	1	0.72
No response	134	97.11
Preparedness for the job		
Prepared (with competency certificate)	32	23.19

Unprepared (married and have children)	5	3.62
Unprepared (still studying)	3	2.17
None	98	71.01
Period to land a job		
2 years to less than 3 years	2	1.45
1 year to less than 2 years	3	2.17
7 years to 11 months	8	5.80
1 to 6 months	36	26.09
Less than one month	2	1.45
No response	87	63.04

The employment profile of the TVL-HE senior high school graduates from the 2018–2022 cohorts reveals a significant labor market entry challenge, with a majority (55.80%) identifying as unemployed. Among those who have successfully transitioned into the workforce, the prevailing employment structure is characterized by job precarity; the majority of positions are classified as casual (16.67%) or contractual (14.49%), while a marginal fraction (4.35%) has attained regular or permanent status. This lack of job security is compounded by a notable deficit in professional experience, as 68.84% of the respondents reported no post-secondary work history. These metrics suggest a substantial "transition gap" between the completion of senior high school and the acquisition of stable employment in the service sector.

Regarding the timeline of job acquisition, 26.09% of those employed secured placement within a one-to-six-month window post-graduation, though the high non-response rate (63.04%) for this metric indicates a potential sensitivity or ambiguity in early career trajectories. These findings contrast with the study by Bahian et al. (2020) regarding graduates of Eastern Visayas State University, which identified a more stable employment landscape dominated by regular or permanent government positions. The disparity between these findings suggests that while TVL-HE senior high school graduates possess valuable technical competencies, their ability to secure permanent employment may be constrained by local economic conditions, the "temporary" nature of entry-level service roles, or a preference for further education. Consequently, while the practical skills gained in the TVL–HE strand are highly regarded by the graduates, they do not currently guarantee immediate or stable labor market integration.

Support systems for TVL-HE graduates to help them find employment after their students graduated in senior high school

Table 4. Support for TVL-HE senior high school graduates

Support for TVL-HE senior high school graduates	F	%
Help prepare in the real life situation	129	93.48
Improve skills and knowledge in the chosen field	129	93.48
Better equipped to work	129	93.48
More chances of landing a job	129	93.48
More job opportunities	134	97.10
Become passionate, and dedicated to work	126	91.30

The empirical evidence indicates that the support systems provided to TVL-HE senior high school graduates function as highly effective catalysts for their transition into the labor market. A significant majority of respondents (exceeding 90%) reported that these institutional and external interventions facilitated workplace simulation, enhanced technical proficiency, and bolstered overall employability. The most prominent outcome identified was the expansion of professional opportunities, with 97.10% of the cohort acknowledging that these supports improved their job prospects. Beyond technical readiness, the data suggests a qualitative impact on professional identity, as graduates reported elevated levels of work-related passion and dedication. This indicates that support mechanisms not only refine functional skills but also cultivate the affective attributes—such as motivation and professional attitude—essential for long-term career success.

These observations align with the research of Reusia et al. (2020), whose findings emphasized a high correlation between relevant educational experiences and graduate employability. Their study underscored that when the "content and pedagogy" of a program are closely aligned with industry standards, the resulting "stock" of human capital becomes highly applicable to the contemporary workplace. By fostering both technical competencies and a

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robust professional disposition, the TVL–HE program at Mangan National High School mirrors these successful models, though the data also points to a need for continuous pedagogical refinement to maintain this high level of relevance. This synergy between institutional support and learner motivation is critical for bridging the gap between basic education and the specific demands of the hospitality and service industries.

Conclusions

In conclusion, this study underscores a significant dichotomy in the outcomes of the TVL–Home Economics program at Mangan National High School: while the curriculum successfully fosters academic excellence and a versatile "stock" of human capital through combined specializations, it faces a substantial misalignment in post-secondary transition. The data illustrates that high academic achievement, and the acquisition of practical competencies do not automatically translate into vertical career progression or immediate labor market integration. Instead, a "horizontal shift" is prevalent, where graduates leverage their senior high school education as a general foundation for unrelated tertiary programs rather than as a direct entry point into the hospitality and service industries.

Furthermore, the high prevalence of unemployment and the scarcity of professional experience among graduates suggest that pedagogical readiness alone is insufficient to guarantee economic productivity. The transition from the classroom to the workforce is currently hindered by systemic barriers, including limited local job opportunities and an apparent gap in the "school-to-work" pipeline. Consequently, while the TVL–HE programs functions effectively as a tool for career awareness and personal development, its role as a terminal vocational track is currently underutilized. To enhance graduate outcomes, institutional efforts must move beyond classroom instruction toward strategic industry integration and infrastructure development, ensuring that the specialized skills acquired by students are effectively harnessed by the labor market.

Recommendations

Based on the empirical findings of this tracer study, several strategic interventions are recommended to optimize the transition of TVL-HE senior high school graduates into their respective career paths. First, Mangan National High School may implement an enhanced career guidance and counseling framework designed to mitigate the disconnect between vocational training and tertiary academic choices. By fostering a clearer understanding of vertical articulation, direct progression from high school specialization to related college degrees, the institution can help students align their internal motivations with viable labor market trajectories. Second, to bridge the identified competency gap, there is a critical need for infrastructure augmentation. This includes the procurement of industry-standard laboratory equipment and the expansion of instructional hours dedicated to experiential learning, ensuring that graduates possess the "hands-on" proficiency required by the global hospitality and service sectors.

Furthermore, the study highlights the necessity of strategic industry-school partnerships. By formalizing linkages with local enterprises for internships and integrated job-placement programs, the school can create a more seamless "school-to-work" pipeline, addressing the high rates of unemployment and lack of professional experience among recent cohorts. Finally, the establishment of a longitudinal graduate tracking system is imperative. Such a mechanism will provide the "real-time" data necessary to ensure that the TVL–HE curriculum remains responsive to the evolving demands of the labor market, thereby maintaining the institutional relevance of the program in a post-pandemic economy.

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