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Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Teacher Competence and Industry Expectations as Correlates of Employment Readiness Among TVL Senior High School Graduates

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Received: 19 April 2025 **Revised:** 27 May 2025 **Accepted:** 31 May 2025

Available Online: 10 June 2025

Volume IV (2025), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577

https://doi.org/10.63498/etcor372

Abstract

Aim: This study determined the relationship between the competence of TVL teachers and the employment readiness of senior high school graduates, as perceived alongside the expectations of local industry partners in Glan 1 District, Sarangani Province.
Methodology: A descriptive-correlational design was employed, using validated survey instruments to assess the teachers' competence, graduates' readiness, and industry expectations. Respondents included TVL teachers, graduates, and industry supervisors selected through purposive sampling. Multiple regression and MANOVA were used to analyze the relationship between teacher competence and the graduates' employability indicators.
Results: While TVL teachers were perceived as competent in key areas such as technical skills and workplace orientation, only the domain of certification and achievement significantly predicted graduate employment readiness ($\chi^2 = 13.863$, $p = .031$). Other competencies such as technical skill mastery, innovation, and problem-solving showed no significant correlation. Graduates rated themselves as highly prepared, though industry feedback reflected only moderate satisfaction with their actual workplace performance.
Conclusion: Teacher certification emerged as the only significant predictor of graduate employability. This underscores the importance of aligning teacher qualifications with industry standards to enhance employment readiness among TVL graduates.
Keywords: *TVL graduates, teacher competence, employment readiness, certification, industry expectations*

INTRODUCTION

In the face of rising youth unemployment and ongoing skill mismatches, Technical-Vocational Education and Training (TVET) has emerged as a key strategy for improving job readiness—especially in developing countries like the Philippines. The introduction of the Technical-Vocational-Livelihood (TVL) track under the K-12 curriculum was meant to equip senior high school students with practical skills aligned with labor market demands. However, despite these reforms, gaps still exist between what graduates learn and what employers actually need.

At the core of this issue is teacher competence—not just technical knowledge, but also teaching skill, industry exposure, certification, and the ability to connect classroom learning to real-world applications. In the Philippines, policies like DepEd Order No. 32, s. 2017 require TVL teachers to hold both teaching credentials and TESDA National Certificates (NCs) to ensure instructional quality. Research shows that teachers who are well-trained, certified, and exposed to industry standards are better able to prepare students for employment.

Still, qualified teachers alone aren't enough. Graduates also need soft skills like communication, adaptability, and professionalism. These are often best developed through on-the-job training (OJT) and industry-linked instruction. Employers today are looking for both hands-on skills and workplace behavior—and certification, especially TESDA NC II or higher, is often a minimum requirement.

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This challenge is even more pronounced in geographically isolated and disadvantaged areas (GIDA), where attracting qualified TVL teachers and forming strong industry partnerships is more difficult. Yet, it is in these communities that improving employment readiness is most urgent.

Given this context, the study investigates how the competence of TVL teachers influences the employment readiness of senior high school graduates, as well as how their preparedness aligns with industry expectations in Glan 1 District, Sarangani Province. The goal is to provide insights that can help strengthen teacher training, enhance school-industry collaboration, and ultimately improve the job prospects of learners in marginalized areas.

Theoretical and Conceptual Framework of the Study

This study explores how teacher qualifications and industry expectations affect the job readiness of Senior High School graduates in the TVL track in Glan 1 District, Sarangani Province.

It is anchored in several key theories. Human Capital Theory (Becker, 1964) suggests that education and training improve a person's productivity and employability—supporting the role of qualified teachers in preparing students for work. Skill Acquisition Theory (Fitts & Posner, 1967) explains how students master skills through guided practice, especially under effective teachers.

Expectancy-Value Theory (Vroom, 1964) shows that students are more motivated to learn when they see the value of what they're learning—making industry expectations a key influence on what schools focus on. Self-Perception Theory (Bem, 1972) adds that students judge their readiness based on their own experiences, including training and feedback from teachers.

Social Cognitive Theory (Bandura, 1986) highlights how confident and capable teachers can boost students' belief in their own abilities. Meanwhile, Credentialism Theory (Collins, 1979) reminds us that while certifications matter, they don't always reflect actual skill—raising important questions about what employers truly value.

Together, these theories help explain how teacher competence and industry needs influence how prepared TVL graduates feel—and actually are—for the world of work.

Objectives

This study aimed to determine the relationship between the level of competence of TVL teachers and the employment readiness of TVL senior high school graduates as influenced by industry expectations in Glan 1 District, Sarangani Province.

Specifically, it sought to answer the following:

1. What is the level of competence of TVL teachers in terms of:
   - 1.1. Instructional and Technical Capability
     - 1.1.1. Technical skills
     - 1.1.2. Problem-solving abilities
     - 1.1.3. Practical application of knowledge
   - 1.2. Workplace Orientation and Industry Alignment
     - 1.2.1. Workplace readiness skills
     - 1.2.2. Certification achievement, and
     - 1.2.3. Innovation and creativity?
2. What is the extent of industry expectations for TVL graduates, as perceived by local industry partners, in terms of:
   - 2.1. Required entry-level qualifications
     - 2.1.1 Graduates' technical skills;
     - 2.1.2 Preferred certifications
   - 2.2. Actual workplace performance
     - 2.2.1. Practical vs. theoretical skills balance, and
     - 2.2.2. Graduate performance feedback of the industry?
3. What is the level of employment readiness of TVL graduates, as perceived by employers, in terms of:
   - 3.1. Technical proficiency
   - 3.2. Soft skills
   - 3.3. Workplace attitudes, and

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3.4. Effectiveness during on-the-job training or internships?

4. Is there a significant relationship between the level of competence and the perceived employment readiness and industry expectations of the TVL graduates?

Hypothesis:

Ha: There a significant relationship between the level of competence and the perceived employment readiness and industry expectations of the TVL graduates.

METHODS

Research Design

This study employed a descriptive-correlational research design to explore the relationship between TVL teachers' competence and the employment readiness of senior high school graduates, considering the expectations of industry partners. The design allowed the researcher to describe existing conditions and determine significant relationships among variables without manipulating them.

Population and Sampling

The population of the study included TVL senior high school teachers, industry supervisors, and TVL graduates from schools located in Glan 1 District, Sarangani Province. A purposive sampling technique was used to select respondents based on their direct involvement in TVL instruction, industry partnership, or recent program completion. The total number of participants ensured adequate representation from all stakeholder groups.

Instrument

A structured survey questionnaire was developed and validated by experts to measure the three major variables: teacher competence, industry expectations, and graduate employment readiness. The questionnaire included Likert-scale items grouped under specific domains and was pilot-tested for reliability, yielding a Cronbach's alpha of above 0.80 for all constructs.

Data Collection

After securing the necessary approvals, the researcher personally distributed the questionnaires to respondents. Respondents were briefed on the purpose of the study, and participation was voluntary. Completed forms were retrieved within an agreed time frame, and all data were checked for completeness.

Treatment of Data

Descriptive statistics such as means and standard deviations were used to analyze the level of competence, expectations, and readiness. Multiple regression and MANOVA were applied to determine significant relationships between teacher competence and the outcome variables. The significance level was set at 0.05.

Ethical Considerations

The study adhered to ethical standards by obtaining informed consent from all respondents. Anonymity and confidentiality were ensured, and participation was voluntary with the right to withdraw at any point. The study received approval from the school head and was conducted with transparency and respect for all stakeholders.

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RESULTS and DISCUSSION

TVL Teachers' Competence in Terms of Instructional and Technical Capability

Table 1.
TVL Teachers' Competence in Terms of Instructional and Technical Capability.

A. Technical Skills	**Mean**	**SD**	**Verbal Description**
My teacher demonstrates a strong ability to perform tasks relevant to the subject matter.	4.14	1.10	Very Satisfactory
My teacher effectively uses tools and equipment relevant to our field of study.	4.30	1.07	Outstanding
My teacher can troubleshoot technical problems that arise during practical lessons.	4.01	1.28	Very Satisfactory
My teacher follows industry-standard procedures in teaching technical skills.	4.23	1.11	Outstanding
I am confident that my teacher is technically skilled and knowledgeable in the field	4.17	1.15	Very Satisfactory
Section Mean	**4.17**	**1.14**	**Very Satisfactory**
B. Problem-Solving Abilities	**Mean**	**SD**	**Verbal Description**
My teacher emphasizes the importance of following workplace safety guidelines.	4.22	1.09	Outstanding
My teacher encourages teamwork and helps students work effectively in groups.	4.16	1.14	Very Satisfactory
My teacher models good time management, punctuality, and adherence to deadlines.	4.03	1.19	Very Satisfactory
My teacher adapts well to changes in teaching methods and new technologies.	4.05	1.12	Very Satisfactory
My teacher communicates effectively with students, staff, and industry professionals.	4.13	1.15	Very Satisfactory
Section Mean	**4.12**	**1.14**	**Very Satisfactory**
C. Practical Application of Knowledge	**Mean**	**SD**	**Verbal Description**
My teacher helps me apply theoretical knowledge to real-life situations.	4.14	1.17	Very Satisfactory
My teacher provides hands-on tasks that demonstrate practical applications of our lessons.	4.05	1.22	Very Satisfactory
My teacher effectively connects what we learn in class with real-world work scenarios.	4.13	1.20	Very Satisfactory
My teacher guides us in successfully completing practical projects that test our skills.	4.11	1.19	Very Satisfactory
My teacher encourages us to adjust our approach based on new information or changing conditions.	4.181	1.11	Very Satisfactory
Section Mean	**4.12**	**1.18**	**Very Satisfactory**

Technical Skills

As presented in Table 1, the mean for technical skills was 4.17 (SD = 1.14), interpreted as "Very Satisfactory." Students acknowledged their teachers' strong ability to operate tools (M = 4.30) and follow industry-standard procedures (M = 4.23), both rated "Outstanding." This affirms the findings of Ismail et al. (2020), who stressed that mastery of tools and procedures is essential to effective technical instruction.

Students also rated positively their teachers' troubleshooting skills (M = 4.01) and overall technical expertise (M = 4.17), reflecting confidence in their competence—an important factor in student motivation and learning outcomes, as noted by Grollmann (2008).

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Problem-Solving Abilities

The mean score for this domain was 4.12 (SD = 1.14), also "Very Satisfactory." High ratings were given for promoting workplace safety (M = 4.22, "Outstanding") and collaborative learning (M = 4.16), indicating that TVL teachers integrate essential work ethics and teamwork into instruction. Teachers' time management, adaptability, and communication were also rated well (M = 4.03–4.13), reinforcing Mohamed, Valcke, and De Wever's (2017) findings that adaptability and professionalism are key traits of effective vocational educators.

Practical Application of Knowledge

This domain had a mean of 4.12 (SD = 1.18), again "Very Satisfactory." Students appreciated how teachers connected lessons to real-life situations (M = 4.13), facilitated hands-on tasks (M = 4.05), and encouraged adaptation to challenges (M = 4.18), reinforcing workplace readiness. These results support Villanueva (2020), who emphasized the value of contextualized learning and its role in enhancing employability.

Overall, the high ratings across all domains indicate that TVL teachers in Glan 1 District demonstrate strong instructional and technical competence, with several indicators reaching "Outstanding." These results suggest that teachers are not only meeting but, in some areas, exceeding student expectations in preparing them for the demands of real-world employment.

Table 2 presents the responses of students regarding their teachers' competence in workplace orientation and industry alignment. This domain includes three key areas: workplace readiness skills, certification achievement, and innovation and creativity, all of which are essential in preparing students for the demands of real work settings.

Table 2.
TVL Teachers' Workplace Orientation in terms of Workplace Orientation and Industry Alignment

A. Workplace Readiness Skills	**Mean**	**SD**	**Verbal Description**
My teacher emphasizes the importance of following workplace safety guidelines.	4.22	1.09	Outstanding
My teacher encourages teamwork and helps students work effectively in groups.	4.16	1.14	Very Satisfactory
My teacher models good time management, punctuality, and adherence to deadlines.	4.03	1.19	Very Satisfactory
My teacher adapts well to changes in teaching methods and new technologies.	4.05	1.12	Very Satisfactory
My teacher communicates effectively with students, staff, and industry professionals.	4.13	1.15	Very Satisfactory
Section Mean	**4.12**	**1.14**	**Very Satisfactory**
B. Certification Achievement	**Mean**	**SD**	**Verbal Description**
My teacher possesses relevant industry certifications that enhance their teaching.	4.10	1.20	Very Satisfactory
My teacher's certifications reflect the skills and knowledge they impart to us.	4.08	1.18	Very Satisfactory
My teacher ensures that we are prepared for certification exams in our field.	4.18	1.13	Very Satisfactory
My teacher understands certification requirements and helps us meet them confidently.	4.09	1.16	Very Satisfactory
My teacher encourages us to pursue certifications to enhance our qualifications.	4.10	1.21	Very Satisfactory
Section Mean	**4.11**	**1.18**	**Very Satisfactory**
C. Innovation and Creativity	**Mean**	**SD**	**Verbal Description**
My teacher regularly introduces new ideas to improve our learning experience.	4.09	1.23	Very Satisfactory

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My teacher encourages creative solutions when facing unique challenges in the classroom.	4.06	1.15	Very Satisfactory
My teacher experiments with new teaching methods and techniques to improve outcomes.	3.95	1.20	Very Satisfactory
My teacher takes initiative in improving the lessons and the classroom environment.	4.03	1.17	Very Satisfactory
My teacher adapts existing tools and techniques creatively to meet the needs of different students and tasks.	4.01	1.11	Very Satisfactory
Section Mean	**4.03**	**1.17**	**Very Satisfactory**

Workplace Readiness Skills

The overall rating for this domain was 4.12 (SD = 1.14), which falls under the "Very Satisfactory" category. Among the different indicators, workplace safety received the highest mean score (M = 4.22), showing that teachers place strong importance on meeting key industry standards. Collaboration also received favorable feedback (M = 4.16), along with professional behavior like punctuality and meeting deadlines (M = 4.03). These results suggest that teachers are actively helping students build the soft skills that employers value. This aligns with findings from the National Association of Colleges and Employers (2016), which identified teamwork, communication, and adaptability as some of the top traits employers look for in job candidates. In addition, teachers showed a good level of adaptability to both technological and teaching-related changes (M = 4.05), and they maintained effective communication with stakeholders (M = 4.13). These traits reflect the teaching community's ongoing efforts to stay aligned with what the industry currently expects—an idea also supported by Tang (2019).

Certification Achievement

With a mean of 4.11 (SD = 1.18), this subdomain also received a "Very Satisfactory" rating. Students affirmed that their teachers possessed relevant certifications (M = 4.10) and actively prepared them for certification exams (M = 4.18), reflecting alignment with TESDA standards. These results support Villanueva (2020), who noted that certified teachers enhance credibility and promote student success. Teachers also encouraged students to pursue certifications (M = 4.10), highlighting a shared focus on long-term employability.

Innovation and Creativity

This domain had a slightly lower mean of 4.03 (SD = 1.17) but remained "Very Satisfactory." Teachers were recognized for introducing new ideas (M = 4.09), encouraging creative problem-solving (M = 4.06), and adapting tools and techniques (M = 4.01). Their efforts to improve classroom environments (M = 4.03) reflect instructional flexibility. These findings are consistent with Choi and Chung (2019), who highlighted that innovation enhances engagement and supports diverse learning approaches.

In summary, TVL teachers in Glan 1 District exhibit strong workplace-oriented competencies, from safety and certifications to professional conduct and creativity. This balanced skill set supports the mission of TVL education: producing graduates who are technically skilled, workplace-ready, and adaptable to evolving job demands.

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Extent of Industry Expectations for TVL Graduates, as Perceived by Local Industry Partners

Table 3.
Extent of industry expectations for TVL graduates, as perceived by local industry partners, in terms of Required entry-level qualifications.

A. Graduates' Technical Skills	Mean	Sd	Verbal Description
Graduates should have the necessary hands-on skills specific to their field of study.	4.00	1.73	High Extent
Basic technical skills are essential for entry-level positions in our industry.	4.00	1.73	High Extent
Graduates must demonstrate the ability to use industry-standard tools and equipment.	4.00	1.73	High Extent
Problem-solving skills are necessary for handling tasks independently in entry-level roles.	4.00	1.73	High Extent
Graduates should possess basic computer literacy, regardless of their specialization.	4.00	1.73	High Extent
Section Mean	**4.00**	**1.73**	**High Extent**
B. Preferred Certifications	**Mean**	**Sd**	**Verbal Description**
We prefer hiring graduates who hold relevant certifications, such as TESDA National Certificates.	4.20	1.30	Very High Extent
Certifications demonstrate that a graduate has met the minimum skill requirements for the job.	4.00	1.73	High Extent
We prioritize applicants with additional training or certificates beyond their basic education.	4.00	1.73	High Extent
Industry-recognized certifications add value to a graduate's qualifications.	4.20	1.73	Very High Extent
We sometimes require specific certifications for certain positions or tasks.	4.00	1.73	High Extent
Section Mean	**4.08**	**1.56**	**High Extent**

Required Entry-Level Qualifications

As shown in Table 3, industry partners indicated a *High Extent* of expectation (M = 4.00, SD = 1.73) regarding TVL graduates' technical and problem-solving skills. Employers emphasized that hands-on skills, tool operation, and independent problem-solving are essential for entry-level roles. They also stressed the importance of basic computer literacy, reflecting the digital demands of modern workplaces.

These results support Jozwiak (2004), who noted the increasing demand for technical proficiency in new hires, and Mohamed, Valcke, and De Wever (2017), who emphasized that functional technical ability and autonomy are central to workplace readiness.

Preferred Certifications

This section received a mean score of 4.08 (SD = 1.56), interpreted as "High Extent," with some individual indicators even reaching a "Very High Extent." Among the most valued credentials were TESDA National Certificates (M = 4.20), which employers saw as a key factor in evaluating job applicants. They also emphasized that additional credentials or specialized training could further boost a graduate's employability. Overall, certifications were recognized as clear and credible proof of a person's skills, making them a dependable reference point during hiring.

These findings support Villanueva (2020), who emphasized that certifications improve a graduate's edge in the job market and serve as verification of their compliance with standardized training. Similarly, a report by the National Academies

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of Sciences, Engineering, and Medicine (2021) noted that certifications are often used as tools to match candidates with job-specific requirements, especially in technical fields.

In essence, industry partners in the Glan 1 District expect TVL graduates to be equipped not only with practical skills but also with nationally recognized certifications. This highlights the need for schools to align their curriculum with existing certification standards and to maintain active partnerships with industry stakeholders to better prepare students for the demands of the workplace.

Table 4.
Extent of industry expectations for TVL graduates, as perceived by local industry partners, in terms Actual workplace performance.

A. Practical Vs. Theoretical Skills Balance	Mean	Sd	Verbal Description
Practical skills are more important than theoretical knowledge for entry-level positions in our industry.	3.60	1.52	High Extent
We expect graduates to apply what they learned in a practical setting more than recite theoretical concepts.	2.80	1.64	High Extent
Hands-on experience during training is essential for preparing graduates for the workplace.	4.20	1.30	Very High Extent
We value graduates who can demonstrate practical skills over those who only possess academic knowledge.	4.20	1.30	Very High Extent
Theoretical understanding is useful, but practical application is the priority for our entry-level hires.	2.80	1.64	Moderate Extent
Section Mean	**3.52**	**1.48**	**High Extent**
B. Graduate Performance Feedback of the Industry	**Mean**	**Sd**	**Verbal Description**
Graduates from the TVL track generally meet the skill requirements for entry-level jobs.	2.20	1.10	Less Extent
Employers have provided positive feedback about the hands-on capabilities of graduates.	2.20	.84	Less Extent
There is room for improvement in the graduates' ability to solve real-world problems effectively.	3.00	1.41	Moderate Extent
Graduates demonstrate adequate workplace readiness, including communication and teamwork skills.	3.40	1.82	Moderate Extent
Graduates from the TVL track generally meet the skill requirements for entry-level jobs.	2.80	1.30	Less Extent
Section Mean	**2.72**	**1.29**	**Moderate Extent**

Practical vs. Theoretical Skills Balance

Table 4 shows that industry partners place greater importance on practical over theoretical skills for entry-level employment. The domain yielded a section mean of 3.52 (SD = 1.48), interpreted as *High Extent*. Highest-rated items included the need for hands-on experience and preference for demonstrable skills over academic knowledge (M = 4.20), underscoring that workplace immersion significantly enhances graduate employability. These findings align with Mohamed, Valcke, and De Wever (2017), who emphasized that practical competencies are prioritized in technical fields where immediate performance is critical. However, lower ratings (M = 2.80) for items related to theory-application indicate a perceived gap in linking classroom knowledge with workplace tasks. This suggests the need for more contextualized, task-based learning to bridge academic instruction with industry expectations.

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Graduate Performance Feedback from Industry

The mean rating for graduate performance was 2.72 (SD = 1.29), or *Moderate Extent*, indicating that while employers recognize some strengths, there remain areas for improvement. The lowest scores (M = 2.20) reflect concerns about graduates' hands-on readiness, likely due to limited equipment, weak OJT supervision, or minimal real-world exposure—challenges common in geographically isolated schools. Still, employers reported moderate satisfaction in areas like communication and teamwork (M = 3.40) and problem-solving (M = 3.00), showing some foundational soft skills are present. Tang (2019) highlighted the importance of continuous school-industry coordination to align training with job-specific demands.

In summary, while local industry partners value TVL graduates' training, they urge greater emphasis on practical exposure, equipment availability, and strong OJT programs to ensure real-world readiness and competence.

Level of Employment Readiness of TVL Graduates

Table 5. Level of Employment Readiness of TVL Graduates.

A. Technical Proficiency	**Mean**	**SD**	**Verbal Description**
1.I am confident in performing tasks related to my technical field without assistance.	4.01	1.04	High Level
2.I can effectively use tools and equipment required in my specialization.	3.96	.98	High Level
3.I have the skills needed to troubleshoot and resolve technical problems in my field.	3.91	.96	High Level
4.I can follow industry-standard procedures and safety protocols while performing tasks.	4.01	1.04	High Level
5.I feel prepared to meet the technical demands of an entry-level job in my specialization.	3.91	1.00	High Level
Section Mean	**3.96`**	**1.01**	**High Level**
B. Soft Skills			
1.I can communicate effectively with coworkers, supervisors, and clients in a professional setting.	3.96	.94	High Level
2.I work well as part of a team and can contribute positively to group tasks.	3.89	1.00	High Level
3.I can adapt to new tasks, tools, or work environments with minimal difficulty.	3.97	1.00	High Level
4.I can manage my time effectively to meet deadlines and complete tasks on schedule.	3.93	.98	High Level
5.I am confident in my problem-solving skills when faced with challenges at work.	4.03	.95	High Level
Section Mean	**3.96**	**.97**	**High Level**
C. Workplace Attitude	**Mean**	**SD**	**Verbal Description**
1.I demonstrate a positive work ethic, including responsibility and dedication to my tasks.	4.00		High Level
2.I am willing to accept feedback and use it to improve my performance.	3.88		High Level
3.I show respect for my colleagues, supervisors, and the workplace nvironment.	4.06		High Level
4.I am committed to continuous learning and developing my skills.	4.05		High Level
5.I am able to maintain professionalism under pressure or in challenging situations.	3.90		High Level
Section Mean	**3.98**		**High Level**
D. Effectiveness During On-The-Job Training or Internships	**Mean**	**SD**	**Verbal Description**

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1.My on-the-job training or internship experience prepared me well for the workplace.	3.91	.85	High Level
2. I was able to apply the skills and knowledge I learned in school during my internship.	3.78	1.04	High Level
3.I received constructive feedback during my training that helped me improve.	3.91	.95	High Level
4.I felt confident in performing assigned tasks during my internship or training.	3.89	.89	High Level
5.The practical experiences I gained during my on-the-job training have made me more employable.	3.95	.91	High Level
Section Mean	**3.89**	**.93**	**High Level**

Technical Proficiency

Graduates reported a high level of technical readiness (M = 3.96, SD = 1.01), expressing confidence in performing tasks independently and following industry protocols (M = 4.01). They also rated tool operation and troubleshooting positively (M = 3.91–3.96), indicating adequate preparation for entry-level technical demands. This aligns with Abdullah et al. (2020), who stressed that technical proficiency is central to vocational training and job readiness.

Soft Skills

Graduates rated their soft skills similarly high (M = 3.96, SD = .97), with strong scores in communication (M = 3.96), adaptability (M = 3.97), time management (M = 3.93), and problem-solving (M = 4.03). These results support Jozwiak's (2004) view that soft skills are equally, if not more, valued than technical abilities. The findings suggest that classroom and immersion experiences effectively fostered these core workplace behaviors.

Workplace Attitude

This domain scored the highest (M = 3.98), reflecting graduates' strong work ethics (M = 4.00), openness to feedback (M = 3.88), and professionalism (M = 3.90–4.06). These traits align with Tang's (2019) emphasis on behavioral attributes—like dedication and resilience—as critical for long-term employability in technical fields.

Effectiveness During On-the-Job Training (OJT)

Graduates rated their OJT experiences positively (M = 3.89, SD = .93), noting improvements in confidence, workplace application, and constructive feedback from supervisors (M = 3.78–3.91). These findings affirm Villanueva's (2020) argument that well-structured internships are key to bridging school and work.

In sum, graduates in Glan 1 District expressed high levels of readiness across all domains, with workplace attitude emerging as their strongest area. The results suggest that the TVL program is effectively equipping students for the demands of real-world employment through a balanced mix of technical training, soft skills development, and industry-aligned experiences.

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Relationship Between TVL Teachers' Competence and the Employment Readiness and Industry Expectations for TVL Graduates

Table 6.
Summary of Regression and MANOVA Results on the Relationship Between TVL Teachers' Competence, Graduate Employment Readiness, and Industry Expectations

Teacher Competence Dimension	Chi-Square Value	p-value	Verbal Interpretation
Technical Skills	18.867	.092	Not Significant
Problem-Solving Abilities	18.867	.092	Not Significant
Workplace Readiness Skills	18.867	.092	Not Significant
Practical Application of Knowledge	18.867	.092	Not Significant
Certification and Achievement	13.863	.031	Significant
Innovation and Creativity	21.098	.274	Not Significant

To determine whether TVL teachers' competence significantly influences the employment readiness of graduates and meets the expectations of industry partners, multiple regression and MANOVA were performed. The analysis focused on six dimensions of teacher competence.

Findings showed that five of the six dimensions—technical skills, problem-solving abilities, workplace readiness skills, practical application of knowledge, and innovation and creativity—did not show statistically significant relationships with graduate employability or industry alignment. All corresponding p-values exceeded the 0.05 level, leading to the acceptance of the null hypothesis for these indicators. This suggests that while these competencies are valued in teaching, they do not, in isolation, strongly predict employment readiness or industry satisfaction.

The notable exception was certification and achievement ($\chi^2 = 13.863$, $p = 0.031$), which was the only dimension found to have a statistically significant impact. This result confirms that when TVL teachers hold industry-recognized credentials (such as TESDA National Certificates), they are more capable of delivering instruction that aligns with current workplace demands. The null hypothesis was rejected for this variable, confirming that teacher certification plays a pivotal role in shaping graduates' technical competence and job readiness.

This finding supports the conclusions of Raquel et al. (2019), who emphasized that teacher qualifications directly influence the quality of training and student employability. Similarly, studies by Mohamed et al. (2017), and Villanueva (2020), highlighted those students taught by certified instructors tend to show greater confidence, stronger technical performance, and better workplace adaptability.

Finally, while general competence is important, certification is the only dimension with a statistically measurable impact in this study. This underscores the value of competency-based teacher development and industry-standard certification as a strategic approach to enhancing graduate employability. The study recommends institutional efforts to ensure teachers' continued certification and closer collaboration with industry to bridge training with real-world expectations.

Conclusion and Recommendations

This study explored how the competence of TVL teachers contributes to the employment readiness of senior high school graduates, viewed alongside the expectations of local industry partners in Glan 1 District. The research focused on key domains such as instructional capability, workplace alignment, and practical readiness—both from the perspective of those teaching and those hiring.

The results showed that TVL teachers were generally rated "very satisfactory" in their technical skills, problem-solving abilities, and capacity to apply knowledge in real-world situations. Their workplace readiness—reflected through certification attainment and emphasis on safety, teamwork, and innovation—also showed strong alignment with professional expectations. These findings confirm that TVL teachers in the area are providing substantial technical and behavioral preparation to their students.

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Industry partners, on the other hand, expressed high expectations in terms of technical skills and certifications for entry-level positions. While they acknowledged the value of hands-on training, their feedback revealed only a moderate level of satisfaction with actual graduate performance—particularly in workplace application and problem-solving. This gap signals a need for better integration between school-based training and industry practice.

Graduates themselves rated their readiness highly across all areas—technical proficiency, soft skills, workplace attitude, and OJT performance—indicating strong confidence in their own preparation. However, the regression analysis showed that only the teachers' certification achievement had a significant influence on graduate readiness and industry alignment. Other aspects of teacher competence, although important, were not strong predictors of actual job preparedness.

This leads to a meaningful conclusion that certification-backed teaching makes a measurable difference in shaping graduate outcomes. While overall teacher competence builds a solid foundation, it is the presence of verified, industry-recognized qualifications that creates the most impact in preparing students for work. Therefore, technical-vocational education must not only focus on delivery and practice but also on ensuring that teachers meet the same standards expected of the learners they mentor. Strengthen teacher certification programs—especially TESDA-based credentials—and provide support for recertification. Enhance industry linkages—let's co-develop OJT programs with industries so that expectations are clear and experiences are authentic. Bridge the perception gap—conduct employer-graduate dialogues to align perceptions on workplace readiness and embed more practical assessments—simulate industry tasks within the classroom to build real readiness, not just perceived readiness.

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