

# **Licensed Graduate Professional Counselor Tracer Study: CBT Graduates in the Workforce in Philippines**

By

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## **Abstract**

This study investigates the employment experiences and skill utilization of graduates from Competency-Based Training (CBT) programs administered by the Technical Education and Skills Development Authority (TESDA) at Leon Ganson Polytechnic College (LGPC) in Maya, Balasan, Iloilo. Despite TESDA's efforts to enhance the quality of its CBT programs, previous studies indicate a gap between the competencies acquired by graduates and the demands of the job market. This tracer study specifically examines the employment status, industry sectors, and relevance of skills acquired through CBT programs among graduates from seven National Certificate qualifications. Utilizing a descriptive survey design, data were gathered from 233 graduates across the last three batches of each qualification through online Google Forms and hand-over questionnaires. Findings reveal a diverse employment landscape, with varying levels of job-relatedness and skill utilization among different programs. Graduates from culinary programs like Cookery and Bread and Pastry Production reported high relevance and consistent application of their training skills in the tourism sector, while other programs, such as Dressmaking and Organic Agriculture Production, exhibited lower levels of confidence in skill application. The results underscore the necessity for ongoing improvements in TESDA's CBT programs to better align training with industry requirements and enhance graduate employability. This study contributes to the understanding of the effectiveness of TESDA's programs and offers insights for potential curriculum enhancements to support the workforce integration of technical education graduates.

**Keywords:** *TESDA, Graduate Tracer Study, LGPC, Qualifications, CBT Programs, skill utilization, Employment, industry sectors*

## 1.1 Introduction

The Technical Education and Skills Development Authority (TESDA) plays a crucial role in equipping Filipinos with relevant skills for employment through Competency-Based Training (CBT) programs. According to TESDA, these programs aim to provide graduates with the necessary competencies to be successful in their chosen fields. Leon Ganson Polytechnic College (LGPC) in Maya, Balasan, Iloilo, one of the TESDA Administered School (TAS) in Region VI, offers various CBT programs, catering to the diverse needs of the workforce. Evaluating the effectiveness of these programs in preparing graduates for the job market is essential.

According to a study by the Asian Institute of Management, the government's technical, vocational education, and training (TVET) falls short in meeting the demands of the local IT-BPM industry, citing the "limited effectiveness" in giving students the proper skills to make it in the business (Price & Caboverde, 2021). The study noted that companies did not necessarily look for graduates of TESDA, "in part because they feel that the training does not impact the quality of applicants."

However, TESDA has made efforts to improve the quality of its CBT programs. In 2020, TESDA launched a new competency-based curriculum (CBC) that is aligned with the National Competency Standards (NCS). The CBC is designed to ensure that graduates have the skills and knowledge that are needed by employers.

Despite these efforts, there is still room for improvement in the effectiveness of TESDA's CBT programs. The study by the Asian Institute of Management found that TESDA could improve the relevance of its programs to the needs of the job market. TESDA could also improve the quality of its training facilities and equipment.

In addition to the study by the Asian Institute of Management, there have been other studies that have evaluated the effectiveness of TESDA's CBT programs. A study by the Philippine Institute for Development Studies found that TESDA graduates were more likely to be employed than non-TESDA graduates (PIDES, 2019). However, the study also found that TESDA graduates were more likely to be underemployed.

Overall, the effectiveness of TESDA's CBT programs varies. Some programs are more effective than others. TESDA has made efforts to improve the quality of its programs, but there is still room for improvement.

## 1.2 Objectives of the Study

While CBT programs equip graduates with skills, it's important to understand how these skills translate into employment experiences and utilization in the workplace. This tracer study investigates the following:

- i. What are the employment experiences of CBT graduates from TESDA LGPC?
- ii. To what extent are the skills acquired through the CBT programs utilized in their current jobs?

Specifically, this study aims to:

- i. Examine the employment status of CBT graduates from TESDA LGPC.
- ii. Explore the types of employment and specific industry secured by CBT graduates.
- iii. Assess the job relatedness of their training qualification to their current job.
- iv. Assess the level of utilization of skills acquired through the CBT programs in their current jobs.

### 1.3 Scope and Delimitations

This study focused on evaluating the last three batches from each of seven National Certificate (NC) I and II qualifications offered at Leon Ganson Polytechnic College. These qualifications and respective batches are as follows:

- **Bread and Pastry Production NC II:** Bornales (Nov 11, 2021 - Dec 18, 2021), Aligan (Sep 26, 2022 - Oct 15, 2022), Amoloria (Sep 15, 2021 - Oct 8, 2022)
- **Cookery NC II:** Alava (Oct 18, 2023 - Feb 7, 2024), Alayon (Nov 8, 2022 - Dec 28, 2022), Alisa (Nov 22, 2023 - Feb 5, 2024)
- **Dressmaking NC II:** Aguadera (Jul 10, 2023 - Sep 6, 2023), Cabacang (Sep 16, 2022 - Oct 29, 2022), Altimio (Jul 3, 2023 - Aug 18, 2023)
- **Driving NC II:** Abieras (Oct 6, 2023 - Oct 26, 2023), Acoriba (Oct 18, 2023 - Nov 9, 2023), Adolacion (Nov 10, 2023 - Dec 1, 2023)
- **Electrical Installation and Maintenance NC II:** Abierto (Oct 13, 2023 - Nov 20, 2023), Baclason (Jan 28, 2022 - Mar 8, 2022), Amal (Jul 7, 2022 - Aug 8, 2022)
- **Organic Agriculture Production NC II:** Baloya (Aug 31, 2021 - Oct 2, 2021), Abeson (Nov 14, 2022 - Dec 16, 2022), Acibar (Aug 1, 2022 - Sep 2, 2022)
- **Shielded Metal Arc Welding NC I:** Alcala (Sep 26, 2022), Alegoro (Nov 9, 2022 - Dec 17, 2022), Alvior (Jul 7, 2022 - Aug 18, 2022)

This study is conducted from May 2024 to July 2024 through Google Forms and Hand-over questionnaire through the partner agencies of the institution such as Public Employment Service Office (PESO) AND Local Government Unit (LGU).

### 2.1 Methodology of the Study

#### *Research Design*

This study employed a descriptive survey design to gather data from CBT graduates of TESDA LGPC. A survey questionnaire was the primary tool for data collection.

#### *Sampling*

The study population comprised all Competency-Based Training (CBT) graduates from the last three batches of eight TESDA qualifications offered by LGPC: Bread and Pastry Production NC II, Cookery NC II, Dressmaking NC II, Driving NC II, Electrical Installation and Maintenance NC II, Organic Agriculture Production NC II, Shielded Metal Arc Welding NC I, and Tile Setting NC II. A complete list of these graduates was obtained from the school's Registrar Office.

A convenience sampling of 233 graduates was selected from a total population of 525 graduates. While this method facilitates efficient data collection, it is essential to acknowledge its limitations. Convenience sampling may introduce biases and limit the generalizability of findings to the entire graduate population. (Creswell, 2014). Although a census of the entire population would have been ideal, the sample size of 233 is considered statistically significant for drawing meaningful conclusions about the target population.

#### *Instruments*

A structured survey questionnaire was developed in Google Forms to gather 178 data and 55 hand-over surveys through the partner agency PESO and LGU of the institution to reach the target samples. It was divided into three parts: demographic profile, employment status, and skills utilization of graduates. The survey was distributed electronically through the trainer's group chat of the batches and online survey platforms.

### Data Analysis Plan

Quantitative data from the questionnaires was analyzed using descriptive statistics. Frequency, Percentage, and Mean were used to identify the number of responses and average of skills utilization that represents the data.

### 4.1 Results and Discussions

A total of 233 graduates completed the survey, representing a response rate of 44% from the total population of 525 enrollees across the seven qualifications. Although this response rate exceeds the sample size requirement based on Slovin's formula, we continue to seek maximum participation to ensure comprehensive representation. Tracing graduates, particularly those from Community-Based Trainings, poses significant challenges. Nonetheless, the collected data offers valuable insights into the employment outcomes and skill utilization of the respondents.

Table 1: Age Range of the CBT Graduates

Age Range	N
20 and below	4
21 to 30	91
31 to 40	94
41 to 50	27
51 and above	17
TOTAL	233

Figure 1: Age Range of the CBT Graduates

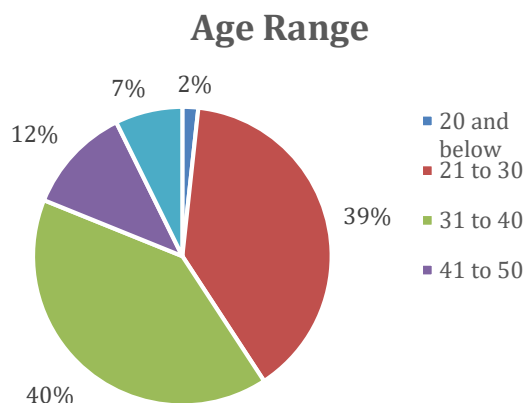


Figure 1 and Table 1 reveals the majority of graduates fall within the 21 to 40 age group. Specifically, 91 respondents (39%) are aged between 21 to 30, while 94 respondents (40%) are between 31 to 40 years old. These two groups together represent 80% of the total respondents, indicating that the majority of TESDA CBT program graduates are in the early and mid-stages of their careers. A smaller portion of respondents, 27 (12%), are aged 41 to 50, while 17 (7%) are aged 51 and above. Only a minimal number of respondents, 4 (2%), are aged 20 and below, likely recent graduates.

This age distribution aligns with studies highlighting that vocational and technical education is often sought by individuals in their 20s and 30s, a critical period for skills development and workforce entry. For instance, the study by Ra et al. (2015) on TVET (Technical and Vocational Education and Training) graduates in the Philippines found that most TVET participants fall in the 21 to 40 age brackets, as they seek to upskill or re-skill to meet labor

market demands. The older age groups, while fewer in number, reflect the ongoing need for re-training or upskilling in later career stages, consistent with findings in lifelong learning research (Billett, 2010).

Table 2: Sex of the CBT Graduates

Sex	N
Female	140
Male	93
TOTAL	233

Figure 2: Sex of the CBT Graduates

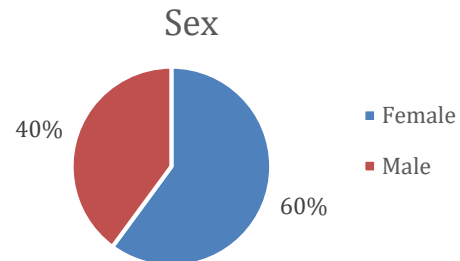


Table 2 and figure 2 shows 140 respondents (60%) are female, while 93 respondents (40%) are male. This indicates a higher female participation rate in the CBT programs compared to males. These findings suggest that the TESDA CBT programs are accessible to a diverse group of individuals, though more women are enrolling compared to men. This is consistent with literature that highlights the increasing participation of women in technical and vocational education, especially in non-traditional fields, as noted by studies like that of Lopez-Acevedo and Tan (2010), which emphasize the role of vocational training in empowering women in the workforce.

Figure 3: Qualifications of the CBT Graduates

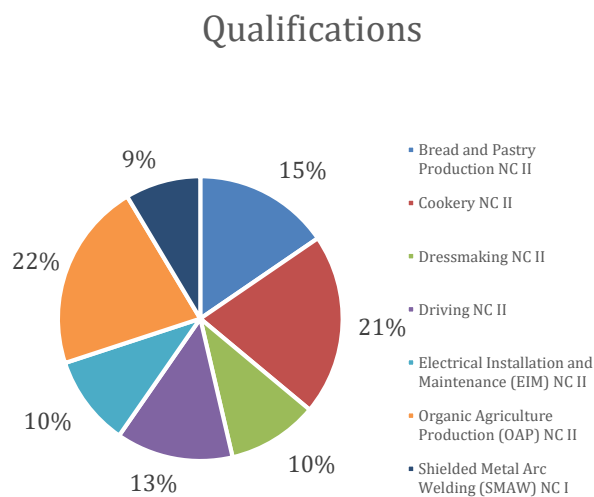


Table 3: Qualifications of the CBT Graduates

Qualifications	N
Bread and Pastry Production NC II	36
Cookery NC II	48
Dressmaking NC II	24
Driving NC II	31
Electrical Installation and Maintenance (EIM) NC II	24
Organic Agriculture Production (OAP) NC II	50
Shielded Metal Arc Welding (SMAW) NC I	20
TOTAL	233

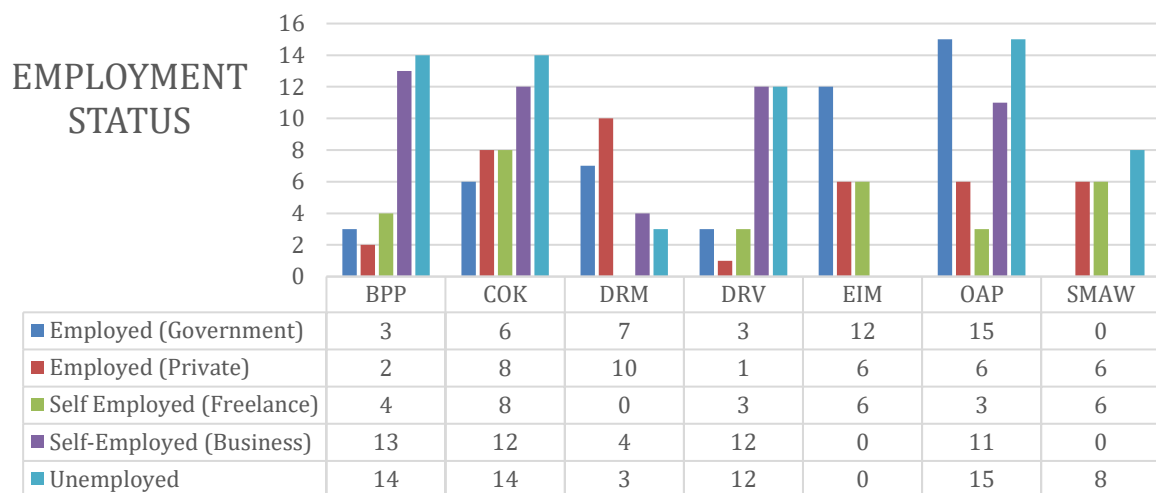
Table 3 and figure 3 shows that the Cookery NC II program had the highest representation, with 48 graduates (approximately 20.6% of total respondents), followed closely by Organic Agriculture Production (OAP) NC II with 50 graduates (21.5%). The Bread and Pastry

Production NC II program also had a significant presence, accounting for 36 graduates (15.4%). Other notable qualifications included Driving NC II with 31 graduates (13.3%) and Electrical Installation and Maintenance (EIM) NC II with 24 graduates (10.3%). The Dressmaking NC II program represented 24 graduates (10.3%), while the Shielded Metal Arc Welding (SMAW) NC I had the least participation, with only 20 graduates (8.6%). Furthermore, among the graduates, 17 (about 7.3%) were aged 51 and above.

The findings highlight the diverse qualifications pursued by graduates, emphasizing a strong interest in culinary and agricultural training, which aligns with current trends indicating the increasing demand for skills in food preparation and sustainable agriculture (Iloilo Science and Technology University, 2022). Studies suggest that vocational training programs significantly enhance employability, particularly in sectors like hospitality and agriculture, where hands-on skills are paramount (Pacheco & Marra, 2019).

### EMPLOYMENT STATUS

Figure 4: Employment Status of the CBT Graduates



Legend: BPP: Bread and Pastry Production, COK: Cookery, DRM: Dressmaking, DRV: Driving, EIM: Electrical Installation and Maintenance, OAP: Organic Agriculture Production, SMAW: Shielded Metal Arc Welding

Figure 4 reveals distinct employment trends among graduates based on their qualifications. For the Bread and Pastry Production (BPP) program, 8.33% (3) are employed in government, 5.56% (2) in private sectors, while 11.11% (4) are self-employed as freelancers and 36.11% (13) are self-employed in business. A significant 38.89% (14) are unemployed. In Cookery (COK), 12.50% (6) are in government roles, 16.67% (8) in private employment, with 16.67% (8) self-employed as freelancers and 25.00% (12) in business, while 29.17% (14) are unemployed. Graduates of Dressmaking (DRM) show 29.17% (7) employed in government, 41.67% (10) in private sectors, with no freelancers, and 16.67% (4) in business, while 12.50% (3) are unemployed. In Driving (DRV), 9.68% (3) are in government jobs, 3.23% (1) in private, with 9.68% (3) freelancing and 38.71% (12) in business, with 38.71% (12) unemployed. The Electrical Installation and Maintenance (EIM) program has 50% (12) employed in government roles, 25% (6) in private sectors, no freelancers, and no business owners, with a 0% unemployment rate. For Organic Agriculture Production (OAP), 30% (15) are employed in government, 12% (6) in private jobs, with 6% (3) freelancing and 22% (11) in business, while 30% (15) are unemployed. Lastly, Shielded Metal Arc Welding (SMAW) shows no government employment, 10% (6) in private sectors, 30% (6) freelancing, and no business owners, while 40% (8) are unemployed. This data underscores the varying employability and

self-employment trends across different qualifications, highlighting the need for targeted interventions in the educational and training processes to enhance job prospects for graduates (Kahan, 2006; TESDA, 2019).

Figure 5: Unemployment Time of the CBT Graduates

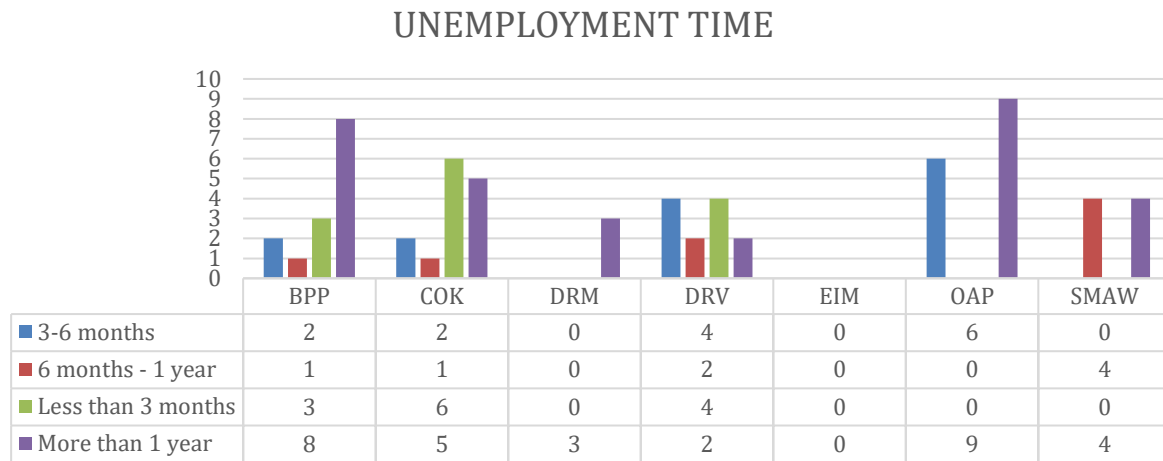


Figure 5 shows the distribution of unemployment duration across various qualifications reveals notable differences. For Bread and Pastry Production (BPP), the largest group (57.1%) experienced unemployment lasting more than 1 year, followed by 3-6 months (14.3%). In Cookery (COK), most respondents (35.7%) also reported being unemployed for over a year, while 42.9% were unemployed for less than 3 months. Dressmaking (DRM) participants largely fell into the over 1-year category (100%). In the Driving program (DRV), unemployment periods were evenly distributed across less than 3 months (33.3%), 3-6 months (33.3%), and more than 1 year (16.7%). In Electrical Installation and Maintenance (EIM), no data were recorded for this qualification. Organic Agriculture Production (OAP) showed the highest rate of long-term unemployment, with 60% reporting unemployment exceeding a year. Finally, for Shielded Metal Arc Welding (SMAW), 26.7% faced over a year of unemployment, while 40% experienced short-term unemployment (3-6 months). These patterns reflect the varying job market challenges per skill area, with longer unemployment durations more prevalent in technical skills such as SMAW and DRM.

In line with existing literature on employment outcomes for TVET graduates, it is observed that hands-on technical skills often face longer absorption times into the workforce, particularly in the context of job-matching constraints (Magpantay, 2017). TESDA's CBT programs may require continued support to better align with industry demands and minimize unemployment durations (TESDA, 2022).

#### *Types of Industry*

The distribution of respondents from various industry sectors for the TESDA programs reveals significant trends in employment across the different courses offered. Specifically:

#### *Bread and Pastry Production NC II*

Table 4: Types of Industry secured by the BPP Graduates

Industry Sector	N
Agriculture and Fishery Sector	1
Education and Training Sector	4
Garments sector	4
Others	2
Tourism Sector	11
TOTAL	22

Out of 22 employed and self-employed respondents, the Tourism Sector had the highest representation at 50% (11 respondents), followed by the Education and Training Sector and Garments Sector at 18.2% each (4 respondents), while Others made up 9.1% (2 respondents). This indicates a strong alignment of BPP graduates with the hospitality industry, which is consistent with findings by Manalo (2018) that highlight the increasing demand for skilled pastry chefs in the tourism sector.

### Cookery NC II

Table 5: Types of Industry secured by the COK Graduates

Industry Sector	N
Agriculture and Fishery Sector	8
Education and Training Sector	2
Others	4
Tourism	20
TOTAL	34

In the Cookery program, a total of 34 respondents were surveyed. The Tourism Sector had the highest representation, with 58.8% (20 respondents), highlighting the strong alignment between cookery training and employment in the hospitality and tourism industries. The Agriculture and Fishery Sector accounted for 23.5% (8 respondents), showing some flexibility in culinary skills application in non-hospitality fields. The Others category represented 11.8% (4 respondents), while the Education and Training Sector had 5.9% (2 respondents). The significant presence in the tourism industry aligns with Cruz (2020), who noted the growing demand for skilled culinary professionals within the tourism sector.

Figure 6: Types of Industry secured by the BPP Graduates

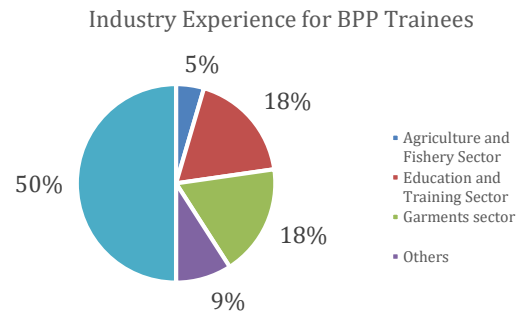
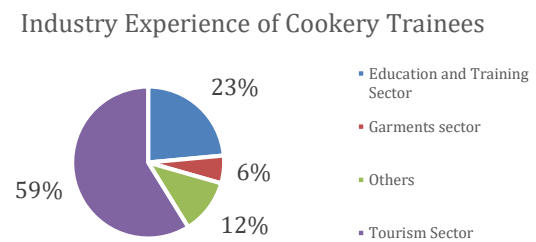


Figure 7: Types of Industry secured by the COK Graduates

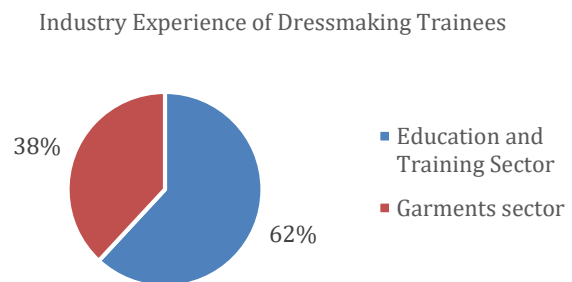


*Dressmaking NC II*

Table 6: Types of Industry secured by the DRM Graduates

Industry Sector	N
Education and Training Sector	13
Garments sector	8
TOTAL	21

Figure 8: Types of Industry secured by the DRM Graduates



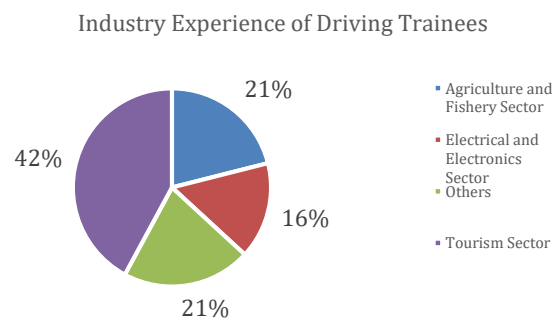
Among the 21 employed and self-employed respondents from the Dressmaking program, the Education and Training Sector was the largest employer at 61.9% (13 respondents), followed by the Garments Sector at 38.1% (8 respondents). This concentration in education indicates a trend where dressmaking graduates often pursue teaching or training roles, a finding supported by Dela Cruz (2019), which emphasizes the importance of educational opportunities for technical graduates.

*Driving NC II*

Table 7: Types of Industry secured by the DRV Graduates

Industry Sector	N
Agriculture and Fishery Sector	4
Electrical and Electronics Sector	3
Others	4
Tourism Sector	8
TOTAL	21

Figure 9: Types of Industry secured by the DRV Graduates



The Driving program, comprising 21 employed and self-employed respondents, showed that the Tourism Sector accounted for 38.1% (8 respondents), followed by the Agriculture and Fishery Sector at 19% (4 respondents). The Electrical and Electronics Sector had 14.3% (3 respondents) and Others made up 19% (4 respondents). The strong presence in the tourism sector underscores the necessity of drivers in facilitating transport for tourists, corroborating studies by Santos (2021) on employment trends in the tourism industry.

*Electrical Installation and Maintenance NC II*

Table 8: Types of Industry secured by the EIM Graduates

Industry Sector	N
Electrical and Electronics Sector	18
Others	6
TOTAL	24

The EIM program attracted 24 employed and self-employed respondents, with the Electrical and Electronics Sector employing 75% (18 respondents), while Others represented 25% (6 respondents). This significant employment in the electrical sector reflects the high demand for electrical technicians and installers, supported by the data presented by Reyes (2020), which indicated growth in the electrical industry.

*Organic Agriculture Production NC II*

Table 9: Types of Industry secured by the OAP Graduates

Industry Sector	N
Agriculture and Fishery Sector	24
Others	9
Tourism Sector	2
TOTAL	35

The OAP program recorded 35 employed and self-employed respondents, predominantly employed in the Agriculture and Fishery Sector at 68% (24 respondents), followed by Others at 26% (9 respondents) and the Tourism Sector at 6% (2 respondents). This finding highlights the effectiveness of organic agriculture training in meeting the growing demand for sustainable agricultural practices, as discussed by Jayson (2019).

*Shielded Metal Arc Welding NC I*

Table 10: Types of Industry secured by the SMAW Graduates

Industry Sector	N
Construction Sector	3
Metals and Engineering Sector	9
TOTAL	12

Figure 10: Types of Industry secured by the EIM Graduates

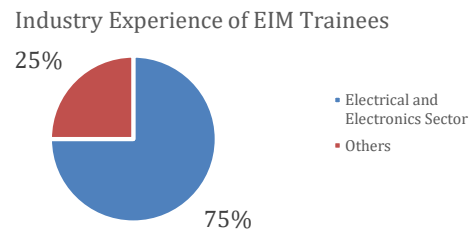


Figure 11: Types of Industry secured by the OAP Graduates

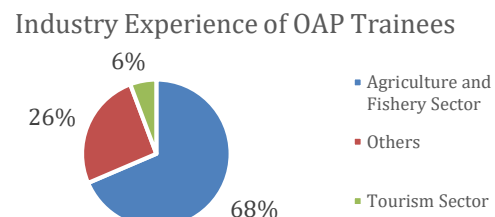
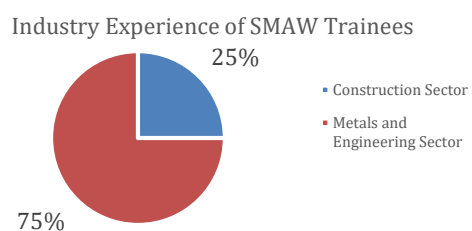


Figure 12: Types of Industry secured by the SMAW Graduates



For the SMAW program, there were a total of 32 employed and self-employed respondents. The Metals and Engineering Sector has 28.1% (9 respondents), while the Construction Sector accounted for 9.4% (3 respondents). This distribution indicates a significant focus on employment opportunities within the Metals and Engineering Sector, which aligns with the increasing demand for skilled welders in manufacturing and construction industries. According to the Philippine Statistics Authority (2021), the growth in construction activities has been a major driver of employment in the welding field, as skilled labor is crucial for various construction projects. The remaining 62.5% (20 respondents) fell into the "Others" category, which may include roles in local government units (LGUs), transport services, and other industries, suggesting that SMAW graduates are versatile and can adapt their skills to multiple job settings.

#### *Level of Job-relatedness to the training qualification of the employed CBT Graduates*

*Table 11: Level of Job-relatedness to the training qualification of the employed CBT Graduates*

<b>Qualification</b>	<b>Mean</b>	<b>Standard Deviation</b>
Bread and Pastry Production NC II	7.2	1.8
Cookery NC II	7.7	1.4
Dressmaking NC II	8	0
Driving NC II	6.4	0.5
Electrical Installation and Maintenance (EIM) NC II	8	1.7
Organic Agriculture Production (OAP) NC II	8.1	1.3
Shielded Metal Arc Welding (SMAW) NC I	9	0

*Legend: Extremely relevant 8.21 – 10.00, Highly relevant 6.41 – 8.20, Moderately relevant 4.61 – 6.40, Minimally relevant 2.81 – 4.60, Irrelevant: 1.00 – 2.80*

Based on table above on the type of industry and rated manually by the researcher on the relevance of the training to their current work, the researcher derived a distribution table on the level of job-relatedness to the training qualification of employed CBT graduates. Bread and Pastry Production NC II had a mean score of 7.2 (SD = 1.8), and Cookery NC II scored 7.7 (SD = 1.4), both categorized as highly relevant (6.41 – 8.20), reflecting the strong connection between culinary training and employment in the hospitality sector. Dressmaking NC II and Electrical Installation and Maintenance (EIM) NC II had mean scores of 8.0 (SD = 0 and 1.7, respectively), with Organic Agriculture Production (OAP) NC II slightly higher at 8.1 (SD = 1.3), all indicating extremely relevant (8.21 – 10.00) job-relatedness, suggesting these programs meet the specific skill needs of their respective industries. Driving NC II had a lower score of 6.4 (SD = 0.5), categorized as moderately relevant, indicating variability in the job relevance for driving graduates. The highest job relevance was seen in Shielded Metal Arc Welding (SMAW) NC I, with a perfect score of 9.0 (SD = 0), reflecting an extremely relevant rating and high demand for welding skills in the industry. Overall, the results indicate that most TESDA graduates find their training highly relevant to their employment, particularly in fields like welding, dressmaking, and agriculture.

*Skills Utilization of the employed CBT Graduates*

Table 7: Skills Utilization of the CBT Graduates

Skills Utilization from Training	Average Score	Equivalent
I find myself using the skills I learned in training to _____ solve problems at work / <b>Napapatunayan kong nagagamit ko ang mga natutunan ko sa training para lutasin ang mga problema sa trabaho.</b>	4.22	Always
I feel confident applying the new knowledge and techniques I gained from training in my daily tasks / <b>Pakiramdam ko komportable akong ilapat ang bagong kaalaman at teknik na nakuha ko sa training sa aking pang-araw-araw na gawain.</b>	4.33	Always
I have had opportunities to put the skills learned in training into practice in my current role / <b>Nagagamit ko na ang mga skills na natutuhan ko sa training sa aking kasalukuyang trabaho.</b>	4.46	Always
The training provided me with the skills necessary to _____ perform my job duties more effectively / <b>Nagbigay sa akin ang training ng mga kasanayan na kailangan para mas mahusay kong magawa ang aking mga responsibilidad.</b>	4.19	Often
I believe the training content is directly relevant to the skills required for my position / <b>Naniniwala ako na direktang naaangkop ang nilalaman ng training sa mga kasanayang kinakailangan para sa aking posisyon.</b>	4.22	Always
I would recommend this training to others in similar roles because it equips them with valuable skills that can be / <b>Ire-recommend ko ang training na ito sa iba na may similar na roles dahil pinapangarap nito sila ng mga importanteng kasanayan na maaaring magamit.</b>	4.39	Always
Since the training, I have actively sought out opportunities to utilize the skills I learned / <b>Simula noong training, aktibo akong naghanap ng mga oportunidad para magamit ang mga natutunan kong skills.</b>	4.48	Always
My supervisor(s) have encouraged me to apply the skills I learned in training to my work / <b>Hinikayat ako ng aking mga supervisor na gamitin ang mga skills na natutunan ko sa training sa aking trabaho.</b>	4.30	Always
I feel the training provided me with adequate resources and support to effectively utilize the new skills / <b>Nararamdaman kong binigyan ako ng training ng sapat na resources at suporta para epektibong magamit ang mga bagong skills.</b>	4.44	Always
Overall, the skills I learned in training have had a significant impact on my ability to perform my job well / <b>Sa kabuuan, ang mga skills na natutunan ko sa training ay may malaking epekto sa aking kakayahang maayos na gawin ang aking trabaho.</b>	4.41	Always

Legend: 5.00 - 4.21 = Always, 4.20 - 3.41 = Often, 3.40 - 2.61 = Sometimes, 2.60 - 1.81 = Rarely, 1.80 - 1.00 = Never

Table 7 presents a consistently high level of application and confidence in using the training they received. Respondents indicated that they always use the skills learned in training to solve problems at work, with an average score of 4.22. They also feel confident in applying new

knowledge and techniques in their daily tasks, with a score of 4.33. The highest score, 4.48, was for actively seeking opportunities to use their skills post-training, demonstrating a strong motivation to apply what they learned.

Supervisors were also seen as encouraging this application of skills, scoring 4.30, while respondents felt that the training provided sufficient resources and support for skill utilization (4.44). In terms of relevance, respondents rated the training content as always relevant to the skills required for their positions (4.22), and they would always recommend the training to others in similar roles (4.39). Importantly, respondents felt that the training had a significant impact on their job performance (4.41), highlighting the overall effectiveness of the programs in enhancing job-related skills. These findings suggest that TESDA's training programs provide practical, directly applicable skills that benefit both employees and their employers.

Table 8: Skills Utilization of the CBT Graduates on each Qualifications

Skills utilization from training	Bread and Pastry NC II	Cookery NC II	Dressmaking NC II	Driv ing NC II	Electrical Installation and Maintenance NC II	Organic Agriculture Production NC II	Shielded Metal Arc Welding NC II
<i>I find myself using the skills I learned in training to _____ solve problems at _____ work / <b>Napapatunayan kong nagagamit ko ang mga natutunan ko sa training para lutasin ang mga problema sa trabaho.</b></i>	4.41	4.71	3.14	4.05	5.00	3.80	4.25
<i>I feel confident applying the new knowledge and techniques I gained from training in my daily tasks / <b>Pakiramdam ko komportable akong ilapat ang bagong kaalaman at teknik na nakuha ko sa training sa aking pang-araw-araw na gawain.</b></i>	4.82	4.76	3.76	4.16	5.00	3.51	4.50
<i>I have had opportunities to put the skills learned in training into practice in my current role / <b>Nagagamit ko na ang mga skills na natutuhan ko sa training sa aking kasalukuyang trabaho.</b></i>	4.32	4.88	3.76	4.11	4.75	4.54	4.50
<i>The training provided me with the skills necessary to _____ perform my job _____ duties _____ more</i>	4.82	4.76	3.14	3.95	5.00	3.40	4.25

<i>effectively / Nagbigay sa akin ang training ng mga kasanayan na kailangan para mas mahusay kong magawa ang aking mga responsibilidad.</i>							
<i>I believe the training content is directly relevant to the skills required for my position / Naniniwala ako na direktang naaangkop ang nilalaman ng training sa mga kasanayang kinakailangan para sa aking posisyon.</i>	4.27	4.94	3.14	4.11	4.75	3.80	4.25
<i>I would recommend this training to others in similar roles because it equips them with valuable skills that can be / Ire-recommend ko ang training na ito sa iba na may similar na roles dahil pinapangarap nito sila ng mga importanteng kasanayan na maaaring magamit.</i>	4.27	4.82	5.00	4.11	5.00	3.46	4.25
<i>Since the training, I have actively sought out opportunities to utilize the skills I learned / Simula noong training, aktibo akong naghanap ng mga oportunidad para magamit ang mga natutunan kong skills.</i>	4.73	4.76	5.00	3.68	5.00	3.63	5.00
<i>My supervisor(s) have encouraged me to apply the skills I learned in training to my work / Hinikayat ako ng aking mga supervisor na gamitin ang mga skills na natutunan ko sa training sa aking trabaho.</i>	4.09	4.52	5.00	3.79	4.75	3.69	4.50
<i>I feel the training provided me with adequate resources and support to effectively utilize the new skills /</i>	4.32	4.94	5.00	3.84	5.00	3.69	4.25

<i>Nararamdaman kong binigyan ako ng training ng sapat na resources at suporta para epektibong magamit ang mga bagong skills.</i>							
<i>Overall, the skills I learned in training have had a significant impact on my ability to perform my job well / Sa kabuuan, ang mga skills na natutunan ko sa training ay may malaking epekto sa aking kakayahang maayos na gawin ang aking trabaho.</i>	4.77	4.94	3.76	4.00	5.00	3.69	5.00
Mean	4.48	4.80	4.07	3.98	4.93	3.72	4.48
Equivalent	Always	Always	Often	Often	Always	Often	Always

Legend: 5.00 - 4.21 = Always, 4.20 - 3.41 = Often, 3.40 - 2.61 = Sometimes, 2.60 - 1.81 = Rarely, 1.80 - 1.00 = Never

In the Bread and Pastry NC II program, graduates scored an average of 4.48, indicating that they "always" utilize the skills learned in training. Respondents felt comfortable applying their new knowledge and techniques in daily tasks (4.82), and they confirmed that the training provided essential skills for their responsibilities (4.82). Furthermore, they believe the training content is directly relevant to their job skills (4.27) and are likely to recommend the program to others (4.27). The high score of 4.73 in seeking opportunities to apply their skills shows a proactive approach to utilizing their training.

In the Cookery NC II program, graduates reported an average score of 4.80, indicating they "always" utilize the skills learned in training. They expressed confidence in applying new knowledge and techniques in their daily tasks, scoring 4.76, and affirmed that they have ample opportunities to practice these skills in their current roles (4.88). The training was perceived as providing essential skills for job responsibilities (4.76), and the content was deemed directly relevant to their positions (4.94). Graduates also recommended the training to others, scoring 4.82, and actively sought opportunities to utilize their skills, achieving a score of 4.76. Overall, they felt well-supported in applying their training, with a score of 4.94, reflecting a strong impact on their job performance (4.94).

Graduates from the Dressmaking NC II program had a lower average score of 4.07, indicating they "often" utilize their training. The comfort level in applying new knowledge was rated 3.76, suggesting some hesitancy in daily applications. Additionally, the relevance of the training content to job skills scored low at 3.14. Despite these challenges, graduates expressed a strong willingness to recommend the program, scoring 5.00 on this criterion. Notably, graduates reported actively seeking opportunities to apply their skills, scoring 5.00, which suggests motivation despite lower scores in other areas.

The Driving NC II program scored an average of 3.98, indicating that graduates "often" use their training. They reported lower scores in comfort applying their new skills (4.16) and in receiving encouragement from supervisors (3.79). However, they felt that the training provided

necessary skills for their responsibilities (5.00) and believed the content was relevant to their roles (4.11). This highlights an area where the program can improve to enhance confidence and supervisor support.

For the Electrical Installation and Maintenance NC II program, graduates had a high average score of 4.93, indicating they "always" apply their training. They scored 5.00 for the necessity of skills gained for their responsibilities and for the relevance of the training content. Graduates felt supported by supervisors (4.75) and actively sought opportunities to utilize their skills (5.00). Their high recommendation score (5.00) indicates strong belief in the program's effectiveness.

In the Organic Agriculture Production (OAP) NC II program had a lower average score of 3.72, indicating that graduates "often" utilize their training. They expressed some hesitation in applying new techniques in their daily work, scoring 3.51. While they acknowledged opportunities to use their training (4.54), they felt less confident about the training's relevance to their job roles, which scored 3.80. Their willingness to recommend the training to others was moderate, with a score of 3.46. The support from supervisors was also less pronounced (3.69), indicating an area for improvement. Overall, graduates scored 3.69 on the impact of their training on job performance, highlighting a need for enhancements in the curriculum to better align with real-world applications.

Finally, graduates from the Shielded Metal Arc Welding NC II program scored an average of 4.48, indicating they "always" utilize their training. They expressed confidence in applying their skills (4.50) and felt the training provided adequate resources and support (4.25). Graduates reported a significant impact of their training on job performance, scoring 5.00 in that area.

Overall, the results of the tracer study indicate that while graduates from several programs feel confident in utilizing their training, there are areas for improvement, particularly in programs like Dressmaking and Organic Agriculture Production. Fostering greater comfort and relevance in training content could enhance the effectiveness of TESDA's CBT programs. These findings align with existing literature, which highlights the importance of practical application and support in vocational training programs for successful employment outcomes (Kirkpatrick & Kirkpatrick, 2006; Blanchard & Thacker, 2013).

## **5.1 Conclusions**

The LGPC Tracer Study on CBT Graduates in the Workforce has revealed several key insights into the employment outcomes and skill utilization of graduates from LGPC's Community-Based Training programs.

The tracer study revealed that the majority of CBT graduates from TESDA LGPC are in the early to mid-stages of their careers, primarily aged between 21 and 40 years. While a significant number are employed, there remains a considerable proportion of graduates facing unemployment, particularly within specific programs like Bread and Pastry Production and Organic Agriculture Production.

The findings indicate a higher participation rate of women in CBT programs, reflecting broader trends in vocational education. The most popular qualifications among graduates were Cookery NC II and Organic Agriculture Production NC II, aligning with industry demands for culinary and agricultural skills.

The results demonstrate a high level of job-relatedness for most training qualifications, particularly in culinary and technical fields such as welding. Graduates consistently report that

the skills acquired through their training are relevant to their current employment, with many indicating they actively utilize these skills in their daily tasks.

The tourism and hospitality sectors emerged as the primary employers for graduates from various programs, particularly those in Cookery and Bread and Pastry Production. Conversely, qualifications in areas like Dressmaking and SMAW revealed varied employability, underscoring the necessity for targeted support and interventions in these fields. Graduates perceive their training as highly relevant to their current jobs, with skills acquired deemed applicable to their work responsibilities.

While many graduates expressed confidence in applying their training, programs such as Dressmaking and Organic Agriculture Production showed lower scores in comfort and relevance, indicating areas for improvement in curriculum design and support mechanisms to enhance graduates' employability.

### **6.1 Recommendations**

For Program Improvement:

1. TESDA LGPC should establish comprehensive career support services to aid graduates in job placement and career development, particularly targeting those facing unemployment. This could include workshops, job fairs, and partnerships with local industries.
2. Regularly review and update the training curriculum to ensure alignment with current industry trends and demands. Engaging industry stakeholders in this process will help improve the relevance and applicability of training programs. Offer workshops on entrepreneurship and business management to support graduates interested in self-employment opportunities.
3. Foster stronger collaborations with key industries, especially in sectors with high employment rates for graduates, such as tourism and hospitality. This can help create internship opportunities and job placements, facilitating smoother transitions into the workforce.
4. Investigate the challenges faced by graduates of lower-performing programs, such as Dressmaking and Organic Agriculture Production. Implement targeted interventions, such as mentorship programs or specialized training, to improve skill application and employability.

For Future Research:

1. Conduct longitudinal studies to track graduates' career trajectories over time, identify factors influencing their employment outcomes, and assess the long-term impact of CBT programs.
2. Employ qualitative methods, such as in-depth interviews and focus groups, to gain a deeper understanding of graduates' experiences, challenges, and aspirations.
3. Aim for a larger sample size to improve the statistical significance of your findings and increase the generalizability of your results.
4. Collaborate with external experts or organizations to validate your research findings and ensure their credibility.

By addressing these recommendations, TESDA can enhance the effectiveness of its CBT programs and improve employment outcomes for its graduates, ultimately contributing to a more skilled and adaptable workforce that meets the needs of the industry.

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