

**TVL track offerings' current conditions as predictors
of skills development and employability**

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ABSTRACT

The effectiveness of Technical-Vocational and Livelihood (TVL) track offerings serves as a key determinant of students' skills acquisition and transition from classroom learning to career opportunities. Assessing the current conditions of TVL programs in secondary schools of Cebu Province and the Division of Danao City during Academic Year 2025–2026, the study involved 332 TLE and TVL teachers selected through purposive sampling. Data were collected using a validated questionnaire that gathered information on teacher demographics and their perceptions of essential program components, including learning facilities, industry linkages, teacher training, stakeholder participation, student skills development, and employability. Descriptive statistics were used to examine the adequacy of program components, while Pearson correlation analyzed the relationships among variables. Findings revealed that the TVL teaching workforce was predominantly experienced, with most teachers holding National Certificates (NC II) and pursuing graduate studies. Respondents generally perceived the program components as adequate; however, facility maintenance and the strength of industry linkages recorded the lowest mean scores. Correlation analysis demonstrated a strong positive relationship between the condition of TVL offerings and student skills development ($r = .703$, $p < .001$) and a significant positive relationship between skills development and employability ($r = .584$, $p < .001$). Based on these findings, a structured action plan is proposed, focusing on facility upgrading, formalized industry partnerships, continuous teacher training, and enhanced career preparation strategies to strengthen program quality, foster learner competencies, and ensure sustainable employability outcomes.

Keywords: Career readiness, employability, skills development, Technical-Vocational-Livelihood (TVL), teacher training.

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INTRODUCTION

Technical-Vocational-Livelihood (TVL) graduates must be prepared for a dynamic and interconnected job market by coordinating skill development with local and global demands. Moreover, alignment with global standards and industry trends expands opportunities for

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graduates beyond local borders, contributing to the country's competitiveness in the global workforce (Ferrer, et al. 2020). As UNESCO (2020) emphasized, equipping learners with transferable and future-oriented skills fosters mobility, adaptability, and resilience in an increasingly globalized economy.

Integrating local and global labor market insights into skills development frameworks helps mitigate the risk of skill obsolescence and underemployment. The fast pace of technological change requires continuous curriculum updates and collaboration between educational institutions, industry partners, and government agencies to ensure that programs remain responsive to evolving demands (Geraldizo & Dabasol, 2021; DepEd, 2025). According to World Bank (2021), bridging the gap between education and employment entails developing competency-based training that balances foundational skills with emerging technical proficiencies. This approach promotes lifelong learning and innovation, enabling graduates to thrive amid shifting economic scenarios. Thus, the alignment of track offerings with both local priorities and international benchmarks is indispensable for nurturing a skilled, versatile workforce capable of contributing to sustainable development goals.

Technical-Vocational and Livelihood (TVL) education plays a vital role in equipping students with practical skills that enhance their employability and entrepreneurial capabilities (Ferrer, et.al., 2020). It addresses the growing need for a skilled workforce that can adapt to the demands of a rapidly changing global economy (Geraldizo & Dabasol, 2021). The integration of programs in secondary schools provides learners with opportunities to develop competencies aligned with industry standards, thereby contributing to economic growth and poverty reduction (TESDA, 2024). This aligns directly with Sustainable Development Goal 14 (SDG 14), which emphasizes the promotion of sustainable economic growth, productive employment, and decent work for all (United Nations, 2020). By evaluating the offerings in Cebu Province and Danao City Division, this study aims to ensure that educational programs are relevant, effective, and responsive to both local and global labor market needs (Masong & Barillo, 2022).

Education fosters social inclusion by providing marginalized and out-of-school youth with pathways toward skills development and livelihood opportunities. In the context of Cebu Province and Danao City Division, where agriculture, maritime, and technical trades are significant, assessing the quality and scope of programs is essential to maximize their impact on community development and youth empowerment. Evaluating these offerings will help identify strengths and gaps, guiding policymakers, educators, and stakeholders in enhancing curriculum design, instructional delivery, and resource allocation to better serve the learners and the community (United Nations, 2023; DepEd, 2024).

Internationally, despite the recognized importance of education, several studies reveal persistent challenges in aligning curricula with evolving industry requirements. According to Smith and Nguyen (2022), many countries struggle to update their technical-vocational programs to keep pace with technological advancements and labor market shifts, resulting in graduates with skills mismatched to employer needs. Additionally, Johnson et al. (2023) found that while programs are expanding globally, there is often inadequate monitoring and evaluation mechanisms to assess program effectiveness and learner outcomes, which undermines continuous improvement efforts.

International research highlights disparities in access to quality education, particularly in rural and underserved regions. Lee and Martinez (2021) emphasized that limited infrastructure, insufficiently trained teachers, and lack of industry partnerships hamper the delivery of relevant programs in many developing countries. These gaps point to the need for comprehensive evaluation frameworks that consider contextual factors and promote sustainable collaboration between educational institutions and industries to enhance offerings worldwide.

In the Philippines, the government has made significant investments in expanding programs under the K-12 curriculum to address unemployment and underemployment among youth. However, recent studies indicate challenges in program implementation and quality assurance. Reyes and Dela Cruz (2023) reported that many public secondary schools face shortages of qualified teachers, outdated equipment, and limited access to industry-based training, which affect the relevance and effectiveness of education. Likewise, Santos and Villanueva (2024) found that while TESDA accreditation helps standardize programs, disparities remain in program quality and learner competencies across regions.

Philippine research points to the need for localized studies that evaluate offerings in specific divisions to inform targeted interventions. Garcia and Lopez (2022) stressed that regional assessments are crucial to understanding unique socio-economic contexts and tailoring programs accordingly. This gap underscores the importance of conducting focused evaluations in divisions like Cebu Province and Danao City to ensure that education meets both national standards and local community needs.

At the local level, the relevance of programs hinges on their capacity to address the specific economic sectors predominant in the community, such as agriculture, manufacturing, and maritime industries in Danao City and Cebu Province Division. Tailoring curricula and training to meet these local industry needs enhances graduates' immediate employability and supports regional economic development.

Danao City and Cebu Province Division hosts several secondary schools offering tracks accredited by TESDA, including courses in computer systems servicing, welding, and dressmaking (TESDA, 2025). However, there is limited empirical data evaluating the quality, relevance, and outcomes of these offerings. Preliminary reports suggest challenges such as insufficient modern equipment, limited teacher training in emerging technologies, and weak linkages with local industries, which may affect the employability of graduates (Perez & Santos, 2024).

Local stakeholders have identified the need to strengthen the alignment of programs with the divisions' economic profile, particularly in agriculture and maritime sectors, to maximize community impact. Villanueva and Ramos (2025) highlighted that without systematic evaluation and stakeholder engagement, programs risk becoming disconnected from labor market demands and fail to provide meaningful livelihood opportunities for youth. Addressing these gaps through comprehensive evaluation will support evidence-based improvements in education in Cebu Province and Danao City Division.

Conducting this research is necessary to provide empirical evidence that will inform the enhancement of programs in Cebu Province and Danao City Division, ensuring their alignment with both local economic realities and global workforce standards. Despite existing efforts and investments, preliminary assessments indicate persistent gaps in equipment, teacher training, and industry collaboration that could undermine the effectiveness of skills development initiatives. Without systematic evaluation, policymakers and educators lack the critical insights needed to address these challenges strategically, risking the continued mismatch between graduate competencies and labor market needs.

This study will offer data-driven recommendations to support curriculum improvements, targeted resource allocation, and strengthened stakeholder partnerships, ultimately empowering students with relevant skills that foster employability and sustainable livelihood opportunities in an evolving economic landscape.

Statement of the problem

This study evaluated the technical vocational and livelihood offerings in Cebu Province and Danao City Division during the academic year 2025–2026 as basis for a proposed action plan. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of age and sex, rank position, years of teaching experience, NC II holder status, and highest educational attainment?
2. What is the level of agreement of the respondents regarding the current condition of technical vocational and livelihood education in terms of learning facilities, linkages, teachers' training, and stakeholders' participation, as well as student skills development and employability?
3. Is there a significant relationship between the current condition of TVL Track offerings and skills development, and between skills development and employability?
4. Based on the findings of the study, what action plan can be proposed?

METHODOLOGY

Research design

This study employed a descriptive-quantitative research design to systematically assess the current state of Technical-Vocational and Livelihood (TVL) offerings in Cebu Province and the Danao City Division during the academic year 2025–2026. The descriptive aspect focused on gathering detailed information about the demographic profile of the respondents and the existing condition of TVL education across various factors, including learning facilities, linkages, teachers' training, student skills development, employability, and stakeholder participation. The evaluative component analyzed these factors to determine their effectiveness and to identify areas that required improvement.

Respondents and locale of the study

This study was conducted in the Cebu Province Division and Danao City Division, which feature a mix of urban and rural schools serving a diverse student population. The teacher population includes educators ranging from Teacher 1 to Master Teacher, with varying experience levels and TVL specialization, supported by continuous professional development. The substantial student body includes many junior and senior high school learners who choose the TVL track for practical skills. Learning resources vary but generally include workshops and laboratories for strands like computer systems servicing, welding, and dressmaking, though challenges remain in updating equipment and materials. The respondents consisted of all 332 TLE (junior high) and TVL (senior high) teachers from public secondary and integrated schools within these divisions during the 2025–2026 academic year, selected through purposive sampling to ensure a comprehensive evaluation of TVL offerings.

Research instrument

This study used a validated questionnaire adapted from Alabar et al. (2025), divided into two parts. Part I gathered respondents' demographic profiles (e.g., age, rank, teaching experience, NC II status). Part II employed a five-point Likert scale to assess six key factors affecting TVL education: Learning Facilities, Linkages, Teachers' Training, Stakeholder's Participation, Student Skills Development, and Employability. This structured instrument

enabled quantitative analysis of perceptions across multiple dimensions, providing a holistic evaluation of TVL program conditions from the teachers' perspective.

Data analyses procedure

The data gathering procedure involved three stages: Preliminary (securing official permission, coordinating with school administrators, and orienting respondents), Actual (distributing validated questionnaires physically or electronically to all 332 TLE/TVL teachers using purposive sampling, with follow-ups and strict confidentiality), and Post-Data Gathering (reviewing, coding, and analyzing data using descriptive statistics—frequency, percentage, mean, and standard deviation—for demographic profiles and perceptions, and inferential statistics—Pearson's r —to test relationships among factors). All analyses were processed using SPSS or equivalent software to ensure accuracy, forming an evidence-based foundation for conclusions and recommendations.

RESULTS AND DISCUSSION

Demographic profile of the respondents

Table 1
Age and Sex

	Female		Male		Total	
Age Bracket	f	%	f	%	f	%
above 50 years	40	12.05	9	2.71	49	14.76
41-50 years	85	25.6	16	4.82	101	30.42
36-40 years	51	15.36	10	3.01	61	18.37
31-35 years	66	19.88	25	7.53	91	27.41
26-30 years	26	7.83	3	0.9	29	8.73
20-25 years	1	0.3	0	0	1	0.3
Total	269	81.02	63	3.16	332	100.00

The demographic results revealed that most TVL teacher-respondents (30.42%) were aged 41–50, followed by those 30–35 (27.41%) and 36–40 (18.37%), with very few (0.30%) in the 20–25 bracket. Females dominated (81.02%) compared to males (18.98%). These findings indicate a mature, experienced, predominantly female workforce, implying strong instructional competence but raising concerns about workforce sustainability due to few young entrants and gender imbalance. This aligns with Francisco (2020), who noted a majority female, mid-aged teaching force; Sebastian et al. (2022), who highlighted female dominance in public elementary teaching; and Caig (2022), who observed a slight female majority among TVL/TLE educators facing delivery challenges.

Table 2
Rank Position

Rank Position	f	%
Master Teacher	2	0.60
Teacher 3	78	23.49
Teacher 2	36	10.84

Teacher 1	216	65.06
Total	332	100.00

The rank distribution showed that the majority of respondents were Teacher I (65.06%), followed by Teacher III (23.49%), Teacher II (10.84%), and only 0.60% were Master Teachers, indicating a highly skewed concentration toward entry-level positions. This suggests limited promotion opportunities, few instructional leaders, and a need for strengthened career progression pathways for TVL teachers. These findings align with Asio & Jimenez (2020), who noted Teacher I dominance due to post-pandemic recruitment; Francisco (2020), who found novice teachers outnumbering higher ranks in public secondary schools; and DepEd (2022), which reported a national pyramid structure with over half a million Teacher I personnel compared to only 11,218 Master Teachers.

Table 3
Years in Teaching Experience

Years in Teaching Experience	f	%
7 years and above	272	81.93
4-6 years	39	11.75
1-3 years	21	6.33
Total	332	100.00

The teaching experience data revealed that the vast majority of respondents (81.93%) had been teaching for 7 to 10 years, followed by 4–6 years (11.75%) and 1–3 years (6.33%), indicating a stable, seasoned workforce with mastery in instructional delivery and curriculum implementation. The small proportion of early-career teachers suggests limited recent entry into the profession, highlighting the need for recruitment initiatives and mentoring systems to ensure workforce continuity and balance experienced educators with new teachers. These findings align with Declaro-Ruedas (2022), who found that most TVL teachers in joint delivery programs had 6–10 years of experience supporting effective implementation, and Asio & Jimenez (2020), who reported that teachers with 7+ years dominated post-COVID settings and showed higher adaptive teaching competencies.

Table 4
National Certificate (NC) II Holder

National Certificate (NC) II Holder	f	Rank
Computer Systems Servicing	147	1
Electrical Installation and Maintenance	84	2
Housekeeping	50	3
Front Office Services	47	4
Caregiving	30	5
Dressmaking	26	6
Food and Beverage Services	25	7
None	22	8

Note: Multiple Responses

The NC II certification data, allowing multiple responses, showed that Computer Systems Servicing ranked highest, followed by Electrical Installation and Maintenance (Rank 2) and Housekeeping (Rank 3), with mid-range frequencies for Front Office Services and Food and Beverage Services, and lower frequencies for Caregiving, Dressmaking, and a last rank for

“None” (22 respondents). This indicates most TLE teachers possess at least one NC II certification, with strong concentration in ICT and electrical fields, reflecting alignment with high-demand strands, though the presence of uncertified teachers suggests gaps in meeting TESDA standards. These findings align with Orbeta & Esguerra (2016), who noted NC II as the predominant qualification with ICT certifications emerging as high-volume awards; ADB (2022), who reported that TVET trainers predominantly held technical NC IIs while service-oriented certifications showed lower prevalence; and TESDA (2025), which reported Computer Systems Servicing NC II led at 28% of issuances, followed by Electrical Installation at 19%, with 8% of educators uncertified.

Table 6
Highest Educational Attainment

Highest Educational Attainment	f	%
Doctoral Degree holder	2	0.60
Doctoral Degree Units	2	0.60
Master’s Degree holder	57	17.17
Master’s Degree units	170	51.20
Bachelor’s Graduate	101	30.42
Total	332	100.00

The educational attainment data showed that the largest proportion of respondents had master’s degree units (51.20%), followed by bachelor’s degree holders (30.42%), those with completed master’s degrees (17.17%), and only a small fraction with doctoral-level education (1.20% combined). This indicates a strong inclination toward graduate-level studies, suggesting that most TVL teachers are academically engaged and committed to professional growth, though limited doctoral holders point to minimal advanced leadership and research expertise. These findings align with Manigbas (2024), who found that 51.11% of senior high school teachers held master’s units correlating with higher competencies, and Brown (2017), who reported that over 60% of joint delivery vocational teachers possessed master’s qualifications or units, while doctoral holders remained rare at under 1%.

Current condition of Technical-Vocational-Livelihood Education

Table 6
Learning Facilities

Statements	Mean	SD	VD
The school provides adequate and up-to-date learning facilities for TLE and TVE programs according to the prescribed facilities of TESDA	3.66	1.09	Agree
The learning spaces in the school are conducive to hands-on learning experiences.	3.75	1.03	Agree
The school provided adequate materials, tools, and equipment necessary for the acquisition of competencies.	3.71	0.91	Agree
The learning spaces are well-maintained and organized to facilitate effective hands-on learning experiences.	3.58	1.02	Agree
The availability of modern equipment in the learning facilities adequately supports practical skill development.	3.64	1.08	Agree

Average	3.67	1.03	Agree
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Legend: 1.00-1.79=Strong Disagree; 1.80-2.59=Disagree; 2.60-3.39=Neutral; 3.40-4.19=Agree; 4.20-5.00=Strongly Agree

The results on learning facilities showed an overall mean of 3.67 (SD = 1.03), indicating general agreement on adequacy, with the highest-rated indicator being the conduciveness of learning spaces for hands-on learning and the lowest being maintenance and organization of learning spaces (still within the “Agree” range). This suggests that TVL schools generally meet minimum standards for effective skills training, but variability across institutions highlights issues in maintenance, modernization, and resource uniformity. These findings align with Ramos (2021), who found TVL facilities generally adequate but with lower maintenance and organization scores, and Buenafe (2025), who reported conducive learning spaces and adequate tools in joint delivery programs, though maintenance issues persisted and affected uniform competency achievement.

Table 7
Linkages

Statements	Mean	SD	VD
The school has established strong partnerships with industry organizations related to the strand.	3.59	1.06	Agree
Students have access to internship or work immersion opportunities through school linkages related to the strand.	3.74	1.06	Agree
The school has established a good and active partnership with parents for the welfare of their children.	3.84	0.93	Agree
The school actively partners with the community, including its officials.	3.64	1.03	Agree
The partnerships with industry organizations have directly contributed to enhancing students' practical skills and knowledge in the strand.	3.68	1.12	Agree
The internship or work immersion opportunities provided through school linkages offer valuable real-world experiences for students.	3.79	1.03	Agree
Average	3.71	1.04	Agree

Legend: 1.00-1.79=Strong Disagree; 1.80-2.59=Disagree; 2.60-3.39=Neutral; 3.40-4.19=Agree; 4.20-5.00=Strongly Agree

The results on school linkages showed that respondents generally agreed on their effectiveness, with the highest mean for school partnerships with parents (indicating strong parental involvement) and high ratings for access to internship/work immersion opportunities, while the lowest mean was for partnerships with industry organizations (still within the “Agree” category). This suggests functional linkages with parents and communities providing meaningful work immersion, but varying levels of industry collaboration across schools and strands. These findings align with Suarez (2023), who found hybrid collaborative TVL models in Cebu succeeded via university-industry partnerships; Hebron-Ariston (2024), who reported that school-industry work immersion linkages directly improved employability though weaker formal industry ties limited skill validation; and Jaca and Javines (2022), who noted high satisfaction with parental partnerships but moderate industry collaboration requiring strengthening.

Table 8
Teachers' Training

Statements	Mean	SD	VD
Teachers receive regular and relevant training to enhance their TLE and Tech-Voc teaching skills (Enhancement Training, Retooling, NC I, NC II, NC III, NC IV, and TM I).	3.54	1.04	Agree
Professional development opportunities are provided for teachers to stay updated on industry trends and practices.	3.69	1.04	Agree
The enhancement training and professional development programs adequately address the specific needs of teachers in TLE and Tech-Voc teaching.	3.67	0.98	Agree
The industry trends and practices covered in the professional development programs are relevant and useful for improving teaching skills.	3.70	1.00	Agree
Average	3.65	1.01	Agree

Legend: 1.00-1.79=Strong Disagree; 1.80-2.59=Disagree; 2.60-3.39=Neutral; 3.40-4.19=Agree; 4.20-5.00=Strongly Agree

The results on teachers' training showed that respondents generally agreed on its adequacy and relevance, with the highest mean for the relevance of industry trends and practices covered in professional development programs, followed closely by the provision of opportunities to stay updated, while the lowest mean was for the regularity and overall enhancement training received. This indicates that training programs are generally useful and aligned with industry trends, but inconsistencies in frequency or accessibility exist across strands and schools. The findings imply that continuous professional development is critical, and improving training regularity and accessibility would likely enhance student skills development and employability outcomes.

Table 9
Stakeholder's Participation

Statements	Mean	SD	VD
Parents/Guardians are actively engaged in supporting their children's TLE and TVE education.	3.67	0.97	Agree
Industry partners actively participate in curriculum development and program enhancement.	3.71	1.04	Agree
The collaboration with local community officials, NGOs, Parents/Guardians, and Industry Partners has positively impacted the overall learning environment and opportunities for TLE and TVE Students.	3.75	1.01	Agree
Average	3.71	1.01	Agree

Legend: 1.00-1.79=Strong Disagree; 1.80-2.59=Disagree; 2.60-3.39=Neutral; 3.40-4.19=Agree; 4.20-5.00=Strongly Agree

The results on stakeholder participation showed that respondents generally agreed on its active involvement, with the highest mean for collaboration among community officials, NGOs, parents, and industry partners, followed by industry partners' participation in curriculum development, while parental engagement received a slightly lower but still "Agree"

rating. This suggests generally strong stakeholder participation creating a supportive learning ecosystem, with industry involvement indicating efforts to align instruction with labor market needs. These findings align with Suarez (2023), who found hybrid TVL models thrived via active university-industry-community participation yielding 100% graduate employment; Hebron-Ariston (2024), who highlighted industry partners and barangay officials as key stakeholders in boosting graduate career readiness; and Gonzales et al. (2024), who found strong stakeholder consensus on TVL effectiveness through collaborative roles of teachers, administrators, parents, and industry.

Table 10
Student Skills Development

Statements	Mean	SD	VD
Students are provided with practical skills that are relevant to the needs of the industry.	3.61	1.07	Agree
The curriculum includes hands-on training and real-world application of skills.	3.7	1.08	Agree
Students have acquired national Certificates before completion of the strand.	3.74	0.99	Agree
The hands-on training provided in the curriculum effectively prepares students for practical applications in the industry.	3.6	0.97	Agree
The acquisition of national certificates by students before completion of the strand demonstrates the competency and readiness for the workforce.	3.68	1.06	Agree
Average	3.67	1.03	Agree

Legend: 1.00-1.79=Strong Disagree; 1.80-2.59=Disagree; 2.60-3.39=Neutral; 3.40-4.19=Agree; 4.20-5.00=Strongly Agree

The results on student skills development showed that respondents generally agreed on program effectiveness, with the highest mean for acquisition of national certificates prior to strand completion, followed by hands-on training and real-world application, while the lowest mean (still within “Agree”) was for the effectiveness of hands-on training in preparing students for industry applications. This indicates positive perceptions of certification outcomes and technical competence, though variability suggests inconsistent translation of skills training into industry-level preparedness across schools and strands. These findings align with Ramos (2021), who found high satisfaction with hands-on training but moderately lower industry preparation; Alabar (2025), who reported students acquired industry-relevant skills through practical training and NCs; and Gonzales et al. (2024), who confirmed TVL's significant contribution to skills and career readiness, though consistent industry translation required refinement.

Table 11
Employability

Statements	Mean	SD	VD
The school programs effectively prepare students for the job market.	3.59	1.06	Agree
Graduates from TLE and TVE programs have high employability rates.	3.80	1.03	Agree

The high employability rates of graduates from TLE and TVE programs reflect the effectiveness of the school's preparation for the workforce.	3.68	0.97	Agree
The alumni achievements in the industry serve as evidence of the high employability rates of graduates from TLE-TVE Strands.	3.65	0.96	Agree
Average	3.68	1.00	Agree

Legend: 1.00-1.79=Strong Disagree; 1.80-2.59=Disagree; 2.60-3.39=Neutral; 3.40-4.19=Agree; 4.20-5.00=Strongly Agree

The results on employability showed that respondents generally agreed, with the highest mean for employability rates of graduates (indicating strong confidence in job placement), followed by perceived effectiveness of school preparation for the workforce, while the lowest mean (still within “Agree”) was for the effectiveness of school programs in preparing students for the job market. This suggests that TVL graduates are perceived as employable and capable of meeting labor market requirements, though variability indicates outcomes may differ across strands, schools, or local labor conditions. These findings align with Generalao et al. (2025), who found TVET completion yielded mixed but generally positive employment effects with 83% employability; Alinea et al. (2024), who reported highly favorable TVL employability attributed to competent instruction and NC II attainment; and TESDA (2025), which documented an 83.34% employment rate for 2023 TVET graduates, up from 79%, underscoring skills training's role in sustainable livelihoods.

Test of relationship between current condition of TVL track offerings and skills development

Table 12
Current Condition of TVL Track Offerings and Skills Development

	r	P-value	Decision	Interpretation
Relationship between the current condition of TVL track offerings and skills development	0.703***	<.001	Reject the null hypothesis	Significant Relationship

The results revealed a strong, positive, and statistically significant relationship between the current condition of TVL track offerings and skills development ($r = 0.703$, $p < .001$), leading to rejection of the null hypothesis. This indicates that improvements in the quality and availability of TVL offerings are associated with higher levels of learner skills development, underscoring the importance of strengthening TVL programs to support skill acquisition. These findings align with recent literature: Ong’injo et al. (2025) emphasized that well-implemented TVET programs with strong resources positively impact competency outcomes; Bouckaert (2023) reported that improvements in curriculum quality directly contribute to higher practical skill acquisition; and Savaengkan and Chaijaroen (2025) noted that workplace-aligned, hands-on training is critical for promoting effective skills development among vocational learners.

Test of relationship between skills development and employability

Table13
Skills Development and Employability

	r	p-value	Decision	Remarks
Relationship between skills development and employability	0.584***	<.001	Reject the null hypothesis	Significant Relationship

The findings revealed a positive, statistically significant relationship between skills development and employability ($r = 0.584$, $p < .001$), indicating a moderate to strong association where higher levels of skills development correspond to greater employability. This leads to rejection of the null hypothesis and implies that skills development plays an important role in enhancing workforce readiness, highlighting the value of strengthening skill-based training. These findings align with recent studies: Jackson et al. (2023) emphasized that graduates with practical, industry-aligned competencies demonstrate higher employability rates; Mustajab and Irawan (2023) reported that hands-on learning and certification positively influence labor market outcomes; and Abdullah et al. (2022) noted that structured skills training and practical experience are key predictors of employment success among TVET learners.

Findings

The study's findings, structured according to the specific problems, are as follows: The majority of the 332 teacher-respondents were female (81.02%) and belonged to the 41–50 age bracket (30.42%). Most held the rank of Teacher I (65.06%) and had 7–10 years of teaching experience (81.93%). In terms of technical qualifications, the most common National Certificate (NC) II held was in Computer Systems Servicing (32.23%), followed by Electrical Installation and Maintenance (21.99%); however, 6.63% reported having no NC II certification. Academically, over half (51.20%) had earned master's degree units, while 30.42% were bachelor's degree graduates.

Respondents generally agreed (with mean scores between 3.58 and 3.84) on the adequacy of all assessed factors. Regarding the current condition of TVL education, the highest agreement was for stakeholder participation ($M=3.71$), particularly collaboration with community officials and NGOs. The lowest agreement within this domain was for the maintenance and organization of learning spaces ($M=3.58$). For student skills development, the highest agreement was on students acquiring national certificates before strand completion ($M=3.74$). Concerning employability, respondents most strongly agreed that graduates have high employability rates ($M=3.80$).

A strong, positive, and statistically significant relationship was found between the current condition of TVL track offerings and skills development ($r = 0.703$, $p < .001$). Similarly, a moderate-to-strong, positive, and significant relationship was established between skills development and employability ($r = 0.584$, $p < .001$). Both null hypotheses were rejected.

CONCLUSION

The study concludes that the TVL track offerings in Cebu Province and Danao City Division are generally perceived as adequate and effective by the teaching workforce. The programs are supported by experienced teachers, functional facilities, established linkages, and stakeholder involvement, which collectively contribute to satisfactory student skills development and positive employability outcomes. Critically, the study empirically validates

that the quality of TVL program conditions significantly influences the level of skills development among students, and that this skills development is a key determinant of their subsequent employability. Therefore, enhancing the overall condition and implementation of the TVL track is fundamental to improving graduate competencies and their success in the labor market.

In light of the study's findings and conclusions, it is recommended that the proposed Action Plan be adopted and implemented by the Department of Education divisions of Cebu Province and Danao City. This strategic plan is designed to systematically address the identified areas of concern specifically, the need for improved facility maintenance, stronger industry partnerships, more regular and relevant teacher training, and enhanced job market preparation strategies. Implementing this action plan will provide a structured pathway for stakeholders to consolidate the strengths and remediate the weaknesses of the current TVL offerings, thereby ensuring continuous improvement in program quality, relevance, and, ultimately, in the skills development and employability of TVL graduates. For future research, studies can focus on the long-term career outcomes of TVL graduates, the impact of emerging technologies on teaching and learning, the effectiveness of professional development programs for teachers, the role of community and industry partnerships, and the success of work immersion and internship programs. These directions can guide improvements in TVL education and better prepare students for real-world employment and entrepreneurship.

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