

# **RESEARCH ARTICLE**

#### QUALITY OF TRAINING PROGRAM COMPETENCIES ANDMETHODOLOGIESOF SELECTED TECHNICALVOCATIONAL INSTITUTIONSAND THEIR INFLUENCE ONJOB PLACEMENT

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Manuscript Info

#### **Abstract**

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The rigorous assessment of the training program conducted by Education, Skills, Development, Technical and Authority(TESDA)accredited technical vocational institutions in various industry sectors is crucial for evaluating its impact on beneficiaries' job placements and entrepreneurship opportunities. To enhance effectiveness, the training implementer should establish a robust monitoring system and forge industry partnerships to improve training facilities and materials in line with industry demands. Thus, the primary objective of this study was to assess the effectiveness of program competencies and methodologies in 5 accredited technical vocational institutions in Marawi City, Lanaodel Sur, specifically regarding their impact on job placement between 2019 and 2021. The study employed a descriptive-correlational design, and purposive sampling was utilized in selectingthe 167 trainees from the TESDAaccredited technical vocational institutions in Marawi City. The findings indicated that there was no significant association between the training methodologies and the quality of program competencies. Similarly, no significant relationship was observed between the quality of training program competencies and job placement. However, a negative correlation was identified between the quality of skills and job placement. Additionally, there was a significant correlation between the quality of training methodologies and job placement. Through multiple regression analysis, it was determined that competencies specifically attitudes and methodologies specifically facilitating learning sessions, utilizing electronic media, maintaining traiing facilities and supervising work-based learning had a significant influence on the trainees' job placement. Hence, to enhance job placement prospects, the trainers have to focus on cultivating positive attitude and fostering a correct mindset to enhance trainees' chances of gainful job placement. Targeted training sessions and exercises should be implemented to help trainees develop and enhance their abilities in these areas.

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Introduction:-

In the study of TESDA on the Employment of TVET Graduates (SETG), trainees' employment increased to 78.57% in 2021 compared to 70.51% in 2020 despite the pandemic (TESDA, 2022). The TVET Statistics Annual Report

**Corresponding Author:- Bainare B. Pontino** Address:- Capitol University, Cagayan de Oro City, Philippines. revealed that the Training for Work Scholarship Program showed the top rank outputs with 53,943 (49%) completers for the ongoing allocations in 2020 and 152,222 (52%) graduates for 2021, where the sectors of agriculture, tourism (hotel and restaurant), forestry and fishery, and metals and engineering that had the dominating enrollees and trainees based on the scholarship program outputs (TVET Statistics Annual Report, 2021).

Viewed from that context, UNESCO (2010) articulated that the Philippine TVET system involves mid-skill level and non-formal technical vocational education and training. It provides formal and non-formal training to its recipients, which include secondary graduates, tertiary undergraduates, and graduates, as well as unemployed individuals or drop-outs who are actively looking for work and former overseas workers to gain additional competencies or a change in career paths. Its training delivery modes cover school-based, center-based, and community-based programs yielding livelihood and self-employment prospects and enterprise-based programs such as internship programs. Necessarily, Budhrani (2018) highlighted that TESDA provides a training approach by instituting competency-based curriculum (CBC) standards, training regulations (TR), valuation, and certification procedures in assessing the standard curriculum implementation of TVET programs throughout the country.

Consequently, in Section 21 of RA 7796, otherwise known as the TESDA Act of 1994, TESDA is mandated to formulate a Comprehensive Development Plan for the middle-level workforce for appropriation, enhancement, and employment of skilled workers for job opportunities, entrepreneurial and competency development in various sectors for commercial and societal growth. Accordingly, TESDA Circular No. 3 series 2018 stressed that TWSP is geared towards strengthening the time-bounded, inclusive, and continuous country's economic growth programs by providing qualifications essential in the industry sectors and chief employment providers.

However, the Philippine Tourism Human Capital Development Plan (PTHCDP) for 2021 to 2025 highlighted that seasonality and instabilities in the employment demand, particularly in the tourism industry (especially at the entry-level), do not offer enduring and continuous opportunities to those who want to be working in this area. The phenomenon can be labeled as temporary, casual, and deficient with specialized ideals, which results in increased employee turnover and converts their significant impediments to the hiring of eminent tourism professionals. In addressing the challenges in employment, three crucial parts necessitate the social investment program interference: (1) the advancement of the critical skills (pre-employment); (2) the competency enhancement of prevailing tourism experts as well as retooling and skill development; and (3) the entrepreneurial abilities enhancement. Necessarily, most of the efforts relative to human capital improvement should focus on a customer-oriented approach (DOT, 2021).

In today's arena, Philippine lawmaker Rep. Alfred Vargas proposed refocusing the TESDA's skills training programs to be congruent with the job generation targets of the present administration. Unfortunately, skills mismatch remains a predicament in the country, highlighting the need to be consistent with the desires of critical sectors crucial to economic recoveries, like trade, farming, and tourism, with the degree of abilities and development of workers. These sectors are relevant to the ongoing government's aim in dealing with the joblessness and underemployment difficulties triggered by the plague and stimulating the economy (Cervantes, 2022).

On the other hand, in the study conducted by TESDA on the Employability of TVET Graduates in 2017, it was found that most of the completers from all the training delivery methods assumed that the training provided them with the abilities anticipated for them to acquire. Meanwhile, it is germane to consider that there was a low number of completers who reflected that joining the training did not aid them in developing their abilities. Most completers were generally contented with the training they availed from TESDA.

Based on the facts mentioned above, the training program assessment, which TESDA-accredited schools will conduct the trainees in various industry sectors, must be scrupulously undertaken to determine its significance to the lives of beneficiaries, either in job placements or entrepreneurship. With this, the training implementer must institute a regular monitoring scheme or assessment mechanism to effectively and efficiently institute the training programsregarding the needed competencies forindustry sectors. Furthermore, the training implementer must also link with the industry to improve training facilities, learning materials, and other training requirements to cope with the trends in the industry.

Therefore, this course of study aimed to assess the quality of TESDA's training program and methodologies based on their competency-based curriculum on trainee job placement opportunities conducted by TESDA-accredited schools in Marawi City.

# Methodology:-

The study employed the descriptive-correlational research design. A descriptive-correlational design combined with regression analysis assisted the researcher in quantifying the two variables relevant to the research questions and then statistically determining whether the two variables were related. This study was conducted at Marawi City, Lanaodel Sur, specifically in the TESDA-accredited technical vocational institutions of the said location. Purposive sampling was used to select the 5 TESDA technical vocational institutions accredited in Marawi. Then, a random sample size based on Raosoft's formula with a confidence level of 90% and a margin error of 10% was used as the study's respondents. One hundred sixty-seven (167) sample size was taken from the total population of three hundred twenty-three (323) trainees at TESDA's training institution.

The use of survey questionnaires as a tool in gathering the data helped the researcher directly answer the problems of the study leading to the analysis of the data gathered. Descriptive and inferential statistics were considered in the analysis and presentation of gathered data such as frequency and percentage distribution, mean and standard deviation, ANOVA, Pearson Product Moment Correlation, and Multiple Regression Analysis.

## **Results And Discussion:-**

This section presents the gathered data and analysis of findings based on the results of the statistical tool used.

## **Quality of Training Program Competencies**

Table 1 displays the respondents' responses on their assessment of the quality of the training program competencies comprehended by the trainees of the skills training program. The topmost parameter among the quality of the training program competencies is the aspect of knowledge which had3.30 total arithmetic mean and a qualitative description of "very high competency." The effort of the trainees in various accredited TESDA schools in Marawi City regarding knowledge is manifested through the effective implementation of the qualification. In addition, the institution's apparent goal is to provide the trainees with quality training on developing communication skills, occupational health and safety procedures, customer services, and the like—relevance of safety and security in the workplace.

Further, skills ranked second among the quality of the training program competencies. It had a total arithmetic mean of 3.32 and had a "very high competency" as its qualitative description. Most trainees have consistently acquired the relevant skills to render quality services and the collaborative capabilities essential to pursue their future careers.

| Domains  | Mean         | SD         | Interpretation              |  |
|--|--------------|------------|-----------------------------|--|
| Knowledge                                      | 3.30         | .64        | Very High Competency        |  |
| Skills   | 3.28         | .54        | Very High Competency        |  |
| Attitude                                       | 3.26         | .55        | Very High Competency        |  |
| Total Measure                                  | 3.28         | .42        | Very High Competency        |  |
| Legend: 1.0-1.75 - Strongly Disagree (Very Low | (Competency) | 1 76-2 5 - | - Disagree (Low Competency) |  |

Legend:1.0-1.75 - Strongly Disagree (Very Low Competency)1.76-2.5 - Disagree (Low Competency)2.51-3.25 - Agree (High Competency)3.26-4.0 - Strongly Agree (Very High

Competency)

Attitude ranked last among all quality of the training program competencies. It has a total arithmetic mean of 3.28 and a qualitative description of "very high competency." This result disclosed that the trainers in the training institution have a high predisposition towards raising the trainees' awareness regarding career professionalism, human relations, and other related positive work attitudes.

The results provided comprehensive implications for the quality of the training program competencies assessed by the trainees. The high competency level in knowledge indicated that accredited TESDA's Technical vocational institution in Marawi City effectively deliver training programs that equip trainees with the necessary theoretical understanding and conceptual knowledge. The emphasis on developing communication skills, occupational health

and safety procedures, customer services, and other relevant knowledge areas demonstrates the institution's commitment to providing trainees with the essential competencies required in their future careers. To maintain this success, the institutions should prioritize the continuous review and update of their curriculum and provide comprehensive and up-to-date instructional materials.

Similarly, the high competency level in skills highlighted the effectiveness of the training programs in equipping trainees with practical skills relevant to their industries. The collaborative capabilities mentioned suggest that trainees are acquiring technical skills and developing teamwork and interpersonal skills necessary for success in the workplace. To further enhance skill development, training institutions should focus on providing hands-on experiences, practical exercises, and industry immersion opportunities. By establishing strong partnerships with industries, the institutions can ensure that the skills taught align with the current industry demands.

Although attitude ranked last among the competencies, the high competency level indicated that the trainers have successfully instilled positive work attitudes and professionalism in the trainees. The training programs emphasize the importance of career professionalism, human relations, and other positive attitudes. To strengthen this aspect, the institutions should continue reinforcing positive work attitudes through activities, workshops, and mentoring programs focusing on character development, professionalism, teamwork, and practical communication skills. Trainers should serve as role models, exemplifying the desired attitudes and behaviors.

Abdullah et al. (2022) aimed to determine the importance of employability skills among experienced and novice trainers in the TVET training program. They found out that communication skills, teamwork skills, self-discipline skills, and interpersonal skills are equally perceived to have a high importance level by both experienced trainers. This finding calls for planning a specific curriculum that can be integrated into the TVET trainer training curriculum. It is necessary to transform educational institutes into lifelong education centers to facilitate this employability skills formation among the graduates. In embedding employability skills into the curriculum, teaching, learning, and assessment processes, steps must be taken to ensure a constructive alignment between them. The desired employability skills should be made explicit through the learning outcomes of the modules that lead to high academic standards, leadership, industry-defined work readiness, and advanced and continuing education.

#### **Quality of the Training Methodologies**

Table 2 presents the responses of the respondents on their assessment of the quality of the training methodologies. Among the competencies of Training Methodologies, Planning training sessions had the qualitative description of "highly effective" with a total arithmetic mean of 3.27. This methodology has been fully observed by the trainers, which is a positive indicator that trainers have advancements in planning training sessions in implementing the training activities.

| Training Methodologies                              | Mean | SD  | Interpretation     |
|---|------|-----|--------------------|
| Planning training sessions                          | 3.27 | .57 | Highly Effective   |
| Facilitating learning sessions                      | 3.23 | .63 | Slightly Effective |
| Utilizing electronic media in facilitating training | 3.12 | .70 | Slightly Effective |
| Supervising work-based learning                     | 3.22 | .69 | Slightly Effective |
| Maintaining training facilities                     | 3.20 | .67 | Slightly Effective |
| Overall Measure                                     | 3.21 | .51 | Slightly Effective |

Table 2:- Summary of Respondent's Responses to Their Assessment of the Quality of the Training Methodologies.

Legend: 1.0-1.75 – Strongly Disagree (Highly Ineffective) 1.76-2.5 – Disagree (Slightly Ineffective) 2.51-3.25 – Agree (Slightly Effective)3.26-4.0 – Strongly Agree Highly Effective)

However, facilitating learning sessions, supervising work-based learning, maintaining training facilities, and utilizing electronic media in facilitating training had qualitative descriptions of " slightly effective" with total arithmetic means of 3.23, 3.22, 3.20, and 3.12. This result showed that the trainers succeeded in implementing these training methodologies as much as training regulations are concerned in each training qualification.

TESDA, as the Technical Education and Skills Development Authority in the Philippines, has policies and guidelines to ensure the effective implementation of training methodologies. These policies emphasize the importance of proper planning, facilitation, supervision, and maintenance of training facilities to provide quality

training experiences. TESDA aims to promote competency-based education and training that aligns with industry standards and addresses the needs of the workforce.

The Philippine Qualification Framework (PQF) provides a comprehensive framework for organizing qualifications in the Philippines, including those related to training methodologies. The POF ensures that qualifications are aligned with industry requirements and encompass the necessary skills, knowledge, and competencies for specific occupations. The practical implementation of training methodologies, as reflected in the assessment results, demonstrates trainers' adherence to the standards set by the POF.

These policies and provisions established by TESDA and the PQF guide the trainers in their practice, ensuring that training methodologies are implemented effectively and in accordance with industry standards and competencybased education principles.

#### **Assessment on Job Placement**

Table 3 displays the respondents' responses on their job placement assessmentregarding job opportunities, the time it took the trainee to find a job, and job relevance.

Among the three aspects of job placement, the time it took the trainee to find a job and job relevance had a tie in their total arithmetic mean of 3.15 with the qualitative description of "slightly effective." The trainees satisfactorily attain these two parameters through the training programs implanted by the various training institutions.

| Job Placement  | Mean            | SD           | Interpretation     |
|--|-----------------|--------------|--------------------|
| Job Opportunities  | 3.11            | .70          | Slightly Effective |
| Time it Took a Trainee to Find a Job                     | 3.15            | .71          | Slightly Effective |
| Job Relevance  | 3.15            | .68          | Slightly Effective |
| Overall Measure  | 3.14            | .63          | Slightly Effective |
| Legend:1.0-1.75 – Strongly Disagree (Highly Ineffective) | 1.76-2.5 – Disa | gree (Slight | tly Ineffective)   |

Table 3:- Summary of Respondent's Responses to Their Assessment of Job Placement.

2.51-3.25 – Agree (Slightly Effective)

3.26-4.0 – Strongly Agree (Highly Effective)

However, job opportunities are qualitatively described as "slightly effective," with a total arithmetic mean of 3.11. This result exposed that the training reasonably contributes to trainees indulging in job opportunities in the industry equipped with the required competencies to perform their distinct job functions.

According to Porto (2019), employability skills are established set of skills, knowledge, and attributes required to participate in employment and maintain a job. Employability skills are generic skills that can be employed in all categories of jobs and positions. Meanwhile, the essential employability skills necessitated by employers include communication, problem-solving, and interpersonal skills. These skills can be measured by 21st-century skills, which embrace creativity, teamwork, and information, media, and technology literacy skills.

This idea implied that the trainers should practicably adhere to the training plan in developing the competencies of the trainees as much as the labor market is concerned.

#### **Relationship between the Quality of Program Competencies and Job Placement**

Table 4 presents the relationship between the quality of training program competencies and job placement. The results indicated no significant relationships between training program competencies (knowledge, skills, attitude) and job placement outcomes, including job opportunities, the time it took a trainee to find a job, job relevance, and overall job placement. The correlation coefficients (R-values) for all these relationships were close to zero, and the p-values were greater than 0.05, indicating that the associations were not statistically significant.

As seen in the overall measure, the r-value was -.014, and the p-value of .856 indicated no significant relationship between the training program competencies and job placement. Therefore, the study failed to reject the null hypothesis.

These findings have implications for understanding the direct relationship between training program competencies and job placement outcomes. The lack of significant relationship suggests that factors other than training program competencies may be more influential in determining job placement success.

|  | Trainin | Training Program Competencies |                |         |         |                |           |         |                |         |         |                |
|--|---------|-------------------------------|----------------|---------|---------|----------------|-----------|---------|----------------|---------|---------|----------------|
| Knowledge                                |         |                               |                | Skills  |         |                | Attitudes |         |                | Overall |         |                |
| Job<br>Placement                         | R-value | p-value                       | interpretation | R-value | p-value | Interpretation | R-value   | p-value | interpretation | R-value | p-value | interpretation |
| Job<br>Opportunities                     | 115     | .138                          | NS             | 037     | .636    | NS             | .099      | .203    | NS             | 015     | .844    | NS             |
| Time it took<br>trainee to find<br>a job | 037     | .639                          | NS             | 042     | .592    | NS             | .115      | .140    | NS             | .015    | .846    | NS             |
| Job                                      | 051     | .509                          | NS             | 113     | .145    | NS             | .061      | .431    | NS             | 037     | .636    | NS             |
| Relevance                                |         |                               |                |         |         |                |           |         |                |         |         |                |
| Overall                                  | 073     | .349                          | NS             | 069     | .375    | NS             | .097      | .215    | NS             | 014     | .856    | NS             |

Table 4:- Relationship between the Quality of Training Program Competencies and Job Placement.

Note: NS-Not Significant (p-value > .05)

It is important to note that job placement outcomes can be influenced by various factors beyond training program competencies. Factors such as economic conditions, job market demand, networking, personal motivation, and individual circumstances may play significant roles in securing employment. Additionally, the study's methodology, sample size, or specific context may have influenced the observed results.

These findings emphasized the need to consider a holistic approach when addressing job placement outcomes. While training program competencies are undoubtedly important, efforts should also focus on enhancing other factors that contribute to successful job placement. This may involve providing career guidance, developing job search skills, fostering industry connections, and considering the broader socio-economic environment.

The work of Torres and Villalobos (2018) examined the relationship between vocational training programs, skill development, and job placement outcomes in Colombia. The findings highlight the importance of acquiring relevant skills that match the demands of the labor market for successful job placement.

#### Relationship between the Quality of Training Methodologies and Job Placement

Table 5 shows the relationship between the quality of training methodologies and job placement. The results indicated significant positive relationships between the quality of training methodologies and job placement across all dimensions: job opportunities, time it took a trainee to find a job, job relevance, and overall job placement. These relationships' correlation coefficients (R-values) were moderately high, and the p-values were less than 0.01, indicating strong statistical significance.

Specifically, the quality of planning training sessions, facilitating learning sessions, utilizing electronic media in facilitating learning, supervising work-based learning, and maintaining training facilities, all showed significant positive correlations with job placement outcomes.

|--|

| Job Placement     |                |               |         |  |  |  |  |
|-------------------|----------------|---------------|---------|--|--|--|--|
| Job Opportunities | Length of time | Job Relevance | Overall |  |  |  |  |

| Training<br>Methodologies                                 | R-value | p-value | Interpretation |
|---|---------|---------|----------------|---------|---------|----------------|---------|---------|----------------|---------|---------|----------------|
| Planning training sessions                                | .380**  | .000    | S              | .374**  | .000    | S              | .498**  | .000    | S              | .445**  | .000    | S              |
| Facilitating learning sessions                            | .623**  | .000    | S              | .611**  | .000    | S              | .678**  | .000    | S              | .679**  | .000    | S              |
| Utilizing electronic<br>media in facilitating<br>learning | .580**  | .000    | S              | .560**  | .000    | S              | .637**  | .000    | S              | .631**  | .000    | S              |
| Supervising work-<br>based learning                       | .609**  | .000    | S              | .605**  | .000    | S              | .621**  | .000    | S              | .651**  | .000    | S              |
| Maintaining training facilities                           | .693**  | .000    | S              | .685**  | .000    | S              | .722**  | .000    | S              | .745**  | .000    | S              |
| Overall .   | 650**   | .000    | S              | .685**  | .000    | S              | .707**  | .000    | S              | .708**  | .000    | S              |

Note: S-Significant (\*\*p<.01(two-tailed))

These results suggested that when training methodologies are effectively implemented and of high quality, they can positively impact job placement success.

As can be seen in the overall measure, the r-value was .708, and the p-value of .000 indicated a highly significant positive relationship between the training methodologies and job placement. Therefore, the null hypothesis was rejected.

A comprehensive and structured approach to planning training sessions is crucial for aligning the program objectives with the skills and competencies sought by employers. Training providers can enhance trainees' preparedness for the job market by emphasizing detailed planning. Similarly, effective facilitation techniques, including active learning strategies and interactive discussions, contribute to a more engaging and impactful learning experience for trainees, increasing their chances of securing employment.

The use of electronic media in facilitating learning is also shown to have a positive impact on job placement outcomes. Integrating technology, such as e-learning platforms and multimedia tools, enhances trainees' access to information and interactive learning experiences and prepares them for the digital demands of the workforce.

Supervision during work-based learning is crucial in trainees' skill development and workplace readiness. Adequate supervision improves job placement outcomes, including regular monitoring, feedback, and support. Training providers should prioritize the training and development of supervisors to ensure they possess the necessary skills to guide and mentor trainees effectively.

Lastly, the maintenance of training facilities has a significant positive correlation with job placement. Wellmaintained facilities create a conducive learning environment and reflect the importance of training quality. By investing in up-to-date equipment, tools, and resources, training providers can simulate real work settings and enhance trainees' practical skills, improving their employability.

These results suggested that a comprehensive approach to training methodologies is essential in enhancing job placement outcomes for vocational trainees. By focusing on effective planning, facilitation, technology integration, supervision, and facility maintenance, training providers can better align their programs with industry requirements and equip trainees with the necessary skills and competencies for successful job placement.

The research work of Han and Shin (2019) examined the relationship between teaching methods and job placement outcomes in vocational education and training programs in South Korea. The findings emphasize the importance of

incorporating diverse teaching methods, including hands-on training and industry-relevant simulations, to enhance job placement opportunities for trainees.

# Quality of Training Program and Competencies and Methodologies Predict Job Placement

Table 6 presents the ordinal logistic regression analysis of predicting job placement on the quality of training program competencies. Ordinal logistic regression analysis was used since the assumption of linearity between the quality of the training program and job placement was not met based on the correlation result.

**Table 6:-** Ordinal Logistic Regression Analysis of Predicting the Trainees' Job Placement on Quality of Training

 Program Competencies.

| Variables          | Unstandardized<br>Coefficient | 1     | Wald    | p-value | Remarks         |  |
|--------------------|-------------------------------|-------|---------|---------|-----------------|--|
|                    | Estimate                      | S. E. |         |         |                 |  |
| Threshold          |                               |       |         |         |                 |  |
| [job placement=NE] | -3.864                        | 1.092 | 12.522  | .000    | Significant     |  |
| [job placement=LE] | -2.642                        | 1.058 | 6.234   | .013    | Significant     |  |
| [job placement=E]  | -1.666                        | 1.046 | 2.538   | .111    | Not significant |  |
| Knowledge          | 799                           | .488  | 2.676   | .102    | Not significant |  |
| Skills             | 885                           | .534  | 2.750   | .097    | Not significant |  |
| Attitude           | 1.419                         | .494  | 8.266** | .004    | Significant     |  |

Note: McFadden  $R^2 = 0.033$ 

Model Fitting Information: Chi-square=10.869, p=.012

The coefficients in the analysis provided information about the relationship between each predictor variable and the outcome variable (job placement). The Wald statistic and p-values indicated the significance of each coefficient.

For the knowledge variable, the unstandardized coefficient was -.799 with a standard error of .488. The Wald statistic was 2.676, and the p-value was .102. These results suggested that knowledge is not a significant predictor of job placement. Similarly, for the skills variable, the unstandardized coefficient was -.885 with a standard error of .534. The Wald statistic was 2.750, and the p-value was .097. These findings indicated that Skills also do not significantly predict job placement.

In contrast, the attitude variable showed more promising results. The unstandardized coefficient was 1.419 with a standard error of .494. The Wald statistic was 8.266, and the p-value was .004. These results indicated that Attitude had a significant impact on predicting job placement.

Implications of these results suggested that, among the three competencies assessed (knowledge, skills, and attitude), attitude plays a crucial role in predicting job placement. While knowledge and skills are not found to be significant predictors, trainees' attitude toward their training and job prospects significantly influence their likelihood of securing employment.

These findings highlighted the importance of cultivating positive attitude among trainees during their training programs. Fostering a mindset that is optimistic, motivated, and adaptable can enhance trainees' chances of successful job placement. Training programs should focus not only on imparting knowledge and developing technical skills but also on instilling a positive attitude toward learning, growth, and professional development.

Educators and trainers can incorporate strategies to nurture positive attitudes, such as providing mentorship, promoting a supportive learning environment, and emphasizing the value of a positive mindset. By doing so, training programs can better prepare trainees for successful job placement outcomes.

In summary, the ordinal logistic regression analysis suggested that while Knowledge and Skills do not significantly predict job placement, trainees' attitude has a significant impact. These results underscored the importance of fostering positive attitudes during training programs and highlighted the need to prioritize the development of optimistic, motivated mindsets among trainees.

Thus, the McFadden  $R^2$  value was 0.033, suggesting that the model explains only 3.3% of the variation in job placement. The model fitting information shows a chi-square value of 10.869 with a p-value of .012, indicating that the model is a statistically significant fit. The estimated ordinal logistic regression equation based on the results is as follows:

$$\text{Logit}\big(P(Y \leq j)\big) = \alpha_i - \sum \beta_i X_i$$

Here, j is the level of an ordered category with J levels (Job placement) and i corresponds to an independent variable (Training Competencies)

For j = 1 refers to job placement as "not effective",  $Logit(P(Y \le 1)) = -3.864 - 1.419 * (Attitude)$ For j = 2 refers to job placement as "less effective",  $Logit(P(Y \le 2)) = -2.642 - 1.419 * (Attitude)$ 

For j = 3 refers to job placement as "effective",  $Logit(P(Y \le 3)) = -1.666 - 1.419 * (Attitude)$ 

Table 7 presents the results of a multiple regression analysis aiming to predict trainees' job placement based on training methodologies. The table displays the unstandardized coefficients (B) and the standard error (S. E.), t-values, and p-values for each predictor variable.

The analysis revealed that facilitating learning sessions, utilizing electronic media in facilitating training, maintaining training facilities, and supervising work-based learning had significant effects on trainees' job placement.

Facilitating learning sessions and utilizing electronic media in training both have significant positive effects on job placement. Effective facilitation techniques that promote active learning, engagement, and interaction contribute to better skill development and preparedness for the workplace.

Additionally, incorporating electronic media in training can enhance trainees' digital literacy and familiarity with technology, which are increasingly valued by employers. Maintaining training facilities has a significant positive impact on job placement. Well-maintained facilities create a conducive learning environment and demonstrate the commitment of training providers to quality education. Trainees who receive training in well-equipped and up-to-date facilities are better prepared to meet the demands of the industry and secure employment opportunities.

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|----------------------|-------------------------------|------------|-----------|---------------|-------------|---------------------|
| Variables            | Unstandardized<br>Coefficient |            | ß         | t-value       | p-value     | Remarks             |
|                      | В                             | S. E.      | •         |               | _           |                     |
| (Constant)           | 1.042                         | .267       |           | 3.900         | .000        | Significant         |
| Planning trainin     | 007                           | .109       | 005       | 062           | .950        |                     |
| sessions             |                               |            |           |               |             | Not significant     |
| Facilitating learnin | 1.262                         | .373       | 1.315     | 3.385***      | .001        |                     |
| sessions             |                               |            |           |               |             | Significant         |
| Utilizing electroni  | -1.037                        | .358       | -1.060    | -2.899**      | .004        |                     |
| media in facilitatin |                               |            |           |               |             | Significant         |
| training             |                               |            |           |               |             | _                   |
| Maintaining trainin  | .754                          | .176       | .766      | 4.284***      | .000        | Significant         |
| facilities           |                               |            |           |               |             |                     |
| Supervising work-    | 309                           | .154       | 289       | -2.008        | .046        | Significant         |
| based learning       |                               |            |           |               |             |                     |
| Note: Adjusted $R^2$ | = .591 ***                    | p<.001. ** | p<.01 *p< | <.05 ANOVA fo | r Regressio | n: F=49.000, p<.001 |

Table 7:- Multiple Regression Analysis of Predicting the Trainees' Job Placement on Quality of Training Methodologies.

The variable "supervising work-based learning" showed a significant negative coefficient, indicating that a higher level of supervising work-based learning is associated with lower job placement outcomes. This result may seem counterintuitive, as one would expect effective supervision to positively impact trainees' learning and subsequent job placement. However, it is important to interpret this finding cautiously. It could suggest that an excessive level of supervision or micromanagement during work-based learning might hinder trainees' ability to develop independence and problem-solving skills. It is possible that a balanced approach to supervision, where trainees have the opportunity to take ownership of their learning and apply their skills autonomously, is more conducive to successful job placement.

Moreover, the  $r^2$  or coefficient of multiple determination was 0.591 indicating that 59.1% of the differences in the job placement are explained by the predictor variables. However, 40.9% was attributed to the variables not included in the study. The effect of these variables was significant at the 0.01 level (p<.01). Based on the analysis, the model for trainer's job placement is as follows:

 $\hat{Y} = 1.042 + 1.262X_1 - 1.037X_2 + .754X_3 - .309X_4$ 

Where:

 $\hat{Y}$  = jobplacement  $X_1$  = facilitatinglearningsession  $X_2$  = utilizingelectronicmedia  $X_3$  = maintainingtrainingfacilities  $X_4$  = supervisingwork – basedlearning

The research work of Matos and Silva (2020) examined the predictors of job placement for graduates of vocational education and training programs in Portugal. It identified several factors, such as skills match, work experience, and networking, significantly contributing to successful job placement outcomes. In addition, Li, Yang, and Dai (2017) investigate the factors influencing job placement outcomes for vocational training graduates in China. It explores various factors, including personal attributes, training program characteristics, and labor market factors to understand their influence on job placement success.

Technical and Vocational Education and Training (TVET) significantly prepares individuals for employment. It has had a distinct role in enhancing youth and adults' knowledge, skills, and competencies toward an improved quality of life (Maclean, 2006). Considering the role of TVET, it elevates the productivity and income of the poor, enhances employability for the unemployed, and facilitates the transfer to new occupations for those currently employed globally (Orbeta&Esguerra, 2016; UNESCO, 2016).

Moreover, the effectiveness of a training program offered by any training institution can be measured through the competencies attained by the trainees and the knowledge and skills they acquired, which can be optimally applied in the work setting. Furthermore, the trainees' competencies can be assessed by the relevant feedback of the employers on the trainee's performance in the work condition (Plantilla, 2017).

# **Conclusion:-**

The study concluded no significant differences in the trainees' assessment of program competencies based on various demographic variables. However, there was a notable exception concerning the trainees' attitude, which varied depending on the specific program completed. This finding highlighted the importance of program design and content in shaping trainees' attitude and suggested the need for targeted interventions and program improvements. Furthermore, the findings demonstrated that training program competencies did not correlate significantly with job placement outcomes. Other factors, such as networking, personal characteristics, and economic conditions, maybe more influential in determining job placement success.

On the other hand, the quality of training methodologies was found to have significant positive relationships with job placement outcomes. Effective planning, facilitation, technology integration, supervision, and facility maintenance were all associated with better job placement outcomes. These findings emphasized the need for comprehensive training programs that balance theoretical knowledge and practical skills, foster positive attitude,

provide engaging learning experiences, utilize technology effectively, and maintain high-quality facilities. By focusing on these aspects, training providers can enhance trainees' employability and increase their chances of securing meaningful employment.

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