

# TESDA-Industry Core Competencies and Employment Rate of Graduates

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**Abstract:** This study investigated the relationship of TESDA Industry Core Competencies with the employment rates of graduates from the Diploma in Hotel and Restaurant Technology program at Samar National School of Arts and Trade (SNSAT), Taft, Eastern Samar. Utilizing a quantitative correlational research design, data were collected from 48 graduates between 2022 and 2024 through survey questionnaires assessing the competencies learned, industry-required skills, and employment status.

Findings revealed that graduates reported a very high mastery of TESDA core competencies, particularly in areas such as food and beverage service, bartending, cookery, event management, and housekeeping. Industry demands prioritized core competencies (52%) over basic (27%) and common competencies (21%), indicating strong alignment with TESDA's curriculum. The average employment rate was 62%, with variability across the years studied. Correlation analysis showed a statistically significant moderate positive relationship between TESDA core competencies and industry-required competencies, confirming the relevance of TESDA training to employer needs. However, no significant relationship was found between core competencies and graduates' employment status or nature of employment, suggesting that factors beyond skill mastery influence job placement.

The study concludes that TESDA's technical education effectively equips graduates with industry-relevant skills, enhancing employability. Nonetheless, to improve employment outcomes, additional support mechanisms such as career guidance, job placement assistance, and stronger industry partnerships are recommended. Continuous curriculum updates and sustained training quality are essential to maintaining the program's effectiveness in meeting evolving hospitality industry demands.

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## I. INTRODUCTION

### ➤ Background of the Study

In today's competitive job market, competency in relevant skills is a crucial determinant of employability, particularly in specialized fields such as hotel and restaurant technology. The Technical Education and Skills Development Authority (TESDA) plays a pivotal role in equipping students with the necessary skills to excel in these industries. A study indicates that the proficiency of skills acquired through TESDA programs plays a pivotal role in preparing students for real-world job environments. Hospitality graduates need to demonstrate operational abilities in areas such as Front Office Management, Food and Beverage Service, and Culinary Skills. The ability to exhibit these competencies directly correlates with higher employability rates and enhanced career opportunities in the often-competitive hospitality market (Espelita Jr. & Maravilla Jr., 2019).

The Technical Education and Skills Development Authority (TESDA) plays a pivotal role in shaping the skills landscape of the Philippines through its implementation of the Technical Vocational Education and Training (TVET) programs. Established under Republic Act No. 7796 in 1994, TESDA aims to mobilize various sectors, including government, industry, and educational institutions, to enhance the skills of the nation's workforce (*Brief History of TESDA*, 2024). As a result, TESDA develops competency standards for middle-level skilled workers that align with industry demands, thereby ensuring that training programs meet the skills required by the job market (*National Technical Education and Skills Development Plan (NTESDP)*, 2024).

TESDA's Industry Core Competencies are industry-determined specifications that outline the knowledge, skills, and values necessary for effective work performance in specific sectors. These competencies serve as a foundation for training regulations (TRs) that guide the design of curricula,

assessment, and certification for learners in various technical-vocational fields (*Training Regulations – Tesda, 2024*).

By aligning educational outcomes with the needs of industries, TESDA's initiatives are aimed at improving graduates' employability, with the ultimate goal of addressing skills gaps and enhancing the quality of the labor force (*Gov't signs policies to strengthen TVET, address skills gap – Tesda, 2024*).

The article from Samar Chronicles (2024) highlights that employment rates for TESDA graduates serve as an important indicator of the success of its programs. Recent findings show that around 80% of TESDA graduates secure jobs soon after finishing their training. This high rate of employment is largely attributed to the agency's strong collaborations with different sectors, such as businesses and local government entities.

However, despite these promising employment statistics, many graduates face challenges related to job quality, including low wages and underemployment (Adeva, 2023). The correlation between TESDA's Industry Core Competencies and the employment rates of graduates warrants critical examination. Research into how well these competencies is translated into actual job opportunities and how effectively graduates adapt their skills to meet market demands is essential. There is also a growing focus on enhancing training relevance and efficacy to ensure that graduates not only secure jobs but also earn a living wage that reflects the skills and training they have received (Pontino, Bainare, & Tan, 2023).

According to the *National Technical Education and Skills Development Plan (NTESDP)* (2024), the hospitality industry is currently facing a skills gap, which poses challenges for employers striving to maintain service quality. Research points out that many prospective employees lack essential soft skills such as leadership, critical thinking, and customer interaction abilities. By aligning TESDA's curricula with the evolving demands of the industry, skills training can be tailored to produce graduates who can fill these gaps effectively. This adjustment is crucial for enhancing both the employability of graduates and the overall service quality within the industry.

In light of these factors, this study sought to determine TESDA's Industry Core Competencies and the employment rate of TESDA graduates in Eastern Samar. By assessing the alignment between trained competencies and real-world job requirements, this research aimed to provide insights that can inform policy adjustments, optimize training programs, and ultimately enhance the employability of Philippine graduates in the evolving job market.

#### ➤ *Statement of the Problem*

This study aimed to investigate the TESDA- industry core competencies and employment rate of graduates in TESDA Samar National School of Arts and Trade in Taft, Eastern Samar.

• *Specifically, this Study Sought to Answer the Following Questions.*

- ✓ What are the TESDA Core competencies learned by the graduates?
- ✓ What are the competencies required by the industry?
- ✓ What is the rate of employment rate of the TESDA Graduates?
- ✓ Is there a significant relationship between TESDA- Industry core competencies and employment rate of graduates?

#### ➤ *Significance of the Study*

This study holds substantial significance for multiple stakeholders involved in technical education.

#### • *Students and Graduates*

By identifying the competencies that directly correlate with higher employment rates, the research can empower current and prospective students to make informed decisions about their education and training. Furthermore, the findings can provide graduates with insight into the skills and experiences that enhance their marketability, equipping them to navigate the job market more successfully and improve their economic circumstances.

#### • *TESDA Instructors*

This study's findings can help TESDA instructors improve their teaching. By understanding which skills lead to better job opportunities, instructors can update their methods and knowledge of industry standards. Ongoing professional development keeps them current with technology and market trends, improving the education they provide to students.

#### • *Enhancement of Training Programs*

This research can help improve TVET programs by guiding educational institutions in designing curricula that meet industry standards. By identifying the skills that affect employability, training providers can create focused programs that prepare graduates for the workforce. This alignment reduces underemployment and increases job satisfaction for graduates.

#### • *Policy Development and Improvement*

This study serves as an essential reference for policymakers in evaluating the effectiveness of TESDA's current training regulations and identifying areas for improvement. By analyzing the relationship between industry core competencies and employment rates, the findings can guide the formulation of relevant policies that better align educational outcomes with market needs.

#### • *Hospitality Sector*

Lastly, the research will contribute to a better understanding of how TESDA competencies correlates with employment opportunities in the hospitality sector. This knowledge can help stakeholders implement targeted training initiatives that respond to the evolving needs of the industry, thereby ensuring a workforce that is competitive and well-prepared to meet future challenges.

- *Scope and Delimitation*

This study investigated the employment rates of recent TESDA graduates within the last three years (2022, 2023 and 2024) from TESDA- Samar National School of Arts and Trades (SNSAT)'s technical vocational program in Taft, Eastern Samar.

The study assessed the specific competencies learned by the graduates from TESDA's training regulations that are relevant to tourism industry. Also, the employment status of graduates was evaluated, including their nature of employment. The study explored the relationship between the competencies acquired during training and the employment rates of graduates, aiming to identify which competencies are most beneficial in securing employment.

This study focused on the Diploma in Hotel and Restaurant Technology program at SNSAT, specifically examining its tourism-related specializations: Food and Beverage NC II, Food and Beverage NC III, Cookery NC II, Housekeeping NC II, Bartending NC II, and Events Management NC III. While SNSAT offers other technical and vocational programs, this research was limited to this specific Diploma program and its associated tourism-related competencies.

- *Definition of Terms*

To have a better understanding of the study, the following terms were defined:

- *Employment Rate*

A percentage that reflects the number of graduates who secure employment within a specific time frame after completion of their training, typically assessed within one to five years post-graduation. This metric is critical for evaluating the effectiveness of TESDA's training programs.

- *Graduates*

Individuals who have successfully completed a program of study offered by TESDA institutions, such as Samar National School of Arts and Trades (SNSAT) and earned either a certificate or diploma in their respective fields. They represent the primary target group for assessing employment outcomes.

- *Industry Core Competencies*

A set of specialized skills, knowledge, and attributes that industry stakeholders recognize as essential for effective job performance in specific fields. These competencies are outlined in TESDA's training regulations.

- *TESDA*

It is recognized as a government agency, which indicates its official status and role in public administration. Being a government agency means it operates under the laws and regulations established by the Philippine government, specifically focused on enhancing the country's educational and vocational training framework (TESDA, 2023).

## II. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter discusses related literature and studies in the TESDA- industry core competencies and employment rate of graduates. Reviewed were books, magazines, journals, master's thesis, and internet sources.

- *Related Literature*

Research consistently highlights the success of TESDA in delivering vocational education and training (TVET) that meets industry demands. For instance, a study reported that 8 out of 10 TVET graduates secured employment, reflecting an 84.72% employment rate among those assessed in 2022. Such findings suggest that TESDA's approach to competency-based training is effective in providing graduates with the skills necessary for the job market. Additionally, a substantial percentage of employers have expressed satisfaction with the performance of TESDA graduates, indicating that the training aligns well with workplace requirements (TESDA, 2023)

Multiple surveys conducted by TESDA indicate high levels of job satisfaction among graduates. For example, around 93% of respondents reported being either very satisfied or satisfied with their training. This satisfaction correlates with their perceived usefulness of skills acquired, where approximately 52% found the competencies learned were instrumental in their employment. The correlation between job readiness and satisfaction underscores the effectiveness of TESDA's competency-based paradigms and suggests that graduates are likely to perform positively once they enter the workforce (Pascual, 2024)

Additionally, Cataraja and Cataraja (2022) cited the alignment of TESDA's training programs with industry requirements is crucial for enhancing employability. Industry stakeholders have emphasized the importance of collaboration between educational institutions and businesses to address the skills gap. For instance, TESDA's partnerships with various industries promote the development of training regulations (TRs) that match market demands, facilitating better preparedness among graduates. This engagement not only helps in curriculum development but also strengthens the job-matching process, ensuring that TVET graduates possess the necessary skills sought by employers.

The broader socio-economic impacts of TESDA's training programs are significant. By improving the skills of the workforce, TESDA contributes to economic growth and job creation in various sectors. The National Technical Education and Skills Development Plan (NTESDP) outlines strategies focused on enhancing the quality of TVET to meet the challenges posed by rapid technological advancements and the Fourth Industrial Revolution (Sumaya & Cruz, 2023). This commitment to continual improvement in vocational training is viewed as a pathway to reducing poverty, enhancing employability, and fostering social equity in the labor market (Budhrani, D'Amico, & Espiritu, 2018).

Despite these successes, challenges remain. Reports indicate that a considerable portion of graduates faces

underemployment, often obtaining jobs that do not fully utilize their skills. For instance, many TVET graduates earn below the minimum wage, which raises concerns about the return on investment in vocational education (EDCOM2, 2023). Additionally, there is a pressing need to enhance public perception of technical vocations to combat the stigma associated with TVET pathways. Future studies should explore the factors contributing to underemployment and investigate strategies to strengthen public acceptance of vocational training (Deogracias et al., 2021).

Graduates of the Technical Education and Skills Development Authority (TESDA) programs acquire a range of core competencies essential for their employability and effectiveness in the workforce. These competencies include problem-solving, teamwork, and effective communication, which are foundational to technical skills and are increasingly demanded by employers in a globalized economy (Isaeva et al., 2024). Additionally, the emphasis on core employability skills, such as adaptability and initiative, further enhances their readiness for the competitive job market, as evidenced by studies indicating that vocational students are increasingly meeting industry standards (Sutrisna & Rozak, 2023). Overall, the integration of these competencies prepares graduates to navigate the complexities of modern employment landscapes effectively.

The competencies required by the TESDA industry encompass a diverse range of skills essential for adapting to technological advancements and industry demands. Key competencies include task skills, task management skills, contingency management skills, job role environment skills, and transfer skills, which are crucial for effective performance in various roles within the industry (Trinika, Suryadi & Slamet, 2024). The evolving landscape of Industry 4.0 further emphasizes the need for competencies related to digital transformation, leadership, and strategic implications of technology (Judijanto et al., 2024).

The relationship between TESDA-industry core competencies and the employment rate of graduates appears to be complex and multifaceted. While some studies indicate that there is no significant association between the quality of training program competencies and job placement, a notable correlation exists between effective training methodologies and job placement outcomes (Pontino & Tan, 2023). Furthermore, the alignment of graduates' employability skills with employer needs is critical, as evidenced by research showing that a mismatch can lead to higher unemployment rates among vocational graduates (Sutrisna & Rozak, 2023).

#### ➤ *Related Studies*

Various studies on the field of TESDA- industry core competencies and employment rate of graduates have been conducted which help the core of the development of the present study. They are the following:

Research indicates that graduates from vocational training programs, such as those offered by TESDA, often enjoy better employment prospects compared to their peers from traditional academic backgrounds. A study by

Villanueva (2021) found that TESDA graduates in HRT reported higher rates of employment and job satisfaction, attributing their success to the hands-on training and real-world experience provided during their studies.

Pereyras. (2021) presented a study on “*Job Proficiency and Employability Metrics of Graduates in One ASEAN TESDA School*” highlights the significance of vocational training, such as that provided by PSAT, in effectively preparing graduates for employment by equipping them with relevant skills and qualifications. A substantial percentage of graduates find jobs shortly after completing their programs, showcasing the training's effectiveness. However, many face challenges in the job market, particularly a lack of opportunities related to their field of study, which underscores the need for ongoing program improvements and stronger industry partnerships. Essential skills like communication, problem-solving, and entrepreneurial abilities are critical for job performance, suggesting that programs should focus on enhancing these competencies. Graduates value the opportunity to apply their acquired knowledge and skills in their jobs, though low income remains a common source of dissatisfaction. Additionally, graduates often pursue employment outside their direct specialization, highlighting the importance of adaptability in today's job market. Positive feedback from employers regarding graduates' competencies further emphasizes the necessity of aligning training with industry needs. Finally, there is a clear demand for enhanced training programs and exposure to higher-level job environments, such as five-star hotels, to better prepare graduates for diverse employment opportunities.

Both studies emphasize the importance of vocational education and training in equipping graduates with the necessary skills and competencies for employment. They highlight how training programs prepare students for real-world job demands.

Another study developed by Edralin and Pastrana (2023) “*Technical and vocational education and training in the Philippines: In retrospect and its future directions*” indicate that Technical Vocational Education and Training (TVET) in the Philippines commenced with its introduction into the education system in 1927. Over the years, TVET has achieved significant milestones, including establishing a clear direction for its development and implementing relevant standards. These strategic initiatives have positively impacted the employment of TVET graduates, enhancing the quality of their skills required by the industry and providing a more defined policy framework for the implementation of TVET in the country. However, challenges persist, such as the subpar quality of graduates, low employment rates, and ineffective structural and policy execution, often attributed to insufficient coordination among TVET stakeholders. To address these issues, we recommend aligning the curriculum development of TVET with the current Philippine Development Plan 2022-2028 and industry needs, particularly the demands of Industry 4.0, to reinforce TVET in the Philippines and ensure its future direction is consistent with Sustainable Development Goal #4.

Edralin and Pastrana highlight the employment outcomes of TVET graduates and the challenges they face, such as low employment rates and poor graduate quality. The present study likely examines similar factors, specifically how well graduates meet industry core competencies and their subsequent employment rates.

Bainare et al. (2023) “Quality of training program competencies and methodologies of selected technical vocational institutions and their influence on job placement. International journal of advanced research” Findings revealed that there were no significant relationships between training methodologies and the quality of program competencies, nor between the quality of training program competencies and job placement. Additionally, a negative correlation was found between the quality of skills and job placement. However, a significant correlation was identified between the quality of training methodologies and job placement. Through multiple regression analysis, it was revealed that specific competencies, particularly attitudes, and methodologies—such as facilitating learning sessions, using electronic media, maintaining training facilities, and supervising work-based learning—had a significant impact on trainees' job placement. To improve job placement prospects, it is recommended that trainers focus on fostering a positive attitude and the right mindset in trainees. Implementing targeted training sessions and exercises will help trainees develop and enhance their abilities in these areas.

Both studies emphasize the importance of competencies in enhancing employability. The findings of the first study regarding specific competencies, such as attitudes and methodologies, align with TESDA's goal of equipping individuals with the skills and competencies necessary for successful employment in various industries.

Yi and Park's (2024) study on “The effect of core competencies of university students on employment and first year salary level based on school activity log” competencies in leadership and teamwork, globalization, and autonomous implementation were key factors in obtaining employment. In contrast, competencies related to skill improvement, job exploration, and organizational commitment did not demonstrate statistically significant effects on employment status. To assess the impact of these competencies on the initial salary levels of graduates, ANOVA analysis was utilized. The findings indicated that competencies in globalization, job exploration, and autonomous implementation positively affected annual salary levels. Notably, it was found that students who completed either a single major or a convergent major had job exploration competency significantly influencing their annual salary levels. Overall, these findings suggest that universities should prioritize the enhancement of specific competencies, particularly in leadership, teamwork, globalization, and autonomous implementation, to better equip students for the job market and improve their salary potential after graduation.

Both studies emphasize the importance of specific competencies in securing employment. The findings

regarding leadership, teamwork, globalization, and autonomous implementation as significant factors in employment are particularly relevant to TESDA's focus on developing industry-relevant skills that meet employer demands. Additionally, Yi and Park's study's findings regarding the impact of competencies on employment status and initial salary levels align closely with current study's objectives. By understanding which competencies positively influence employment outcomes and salary, TESDA can refine its training programs to enhance graduates' employability and earning potential, thus ensuring that their training aligns with the needs of the job market.

Furthermore, the role of trainers and educators in integrating employability skills into the curriculum is paramount. A study by Tadle et al. emphasizes the need for quality training programs that align with industry standards, suggesting that effective curriculum development can significantly improve the employability of TESDA graduates (Tadle et al., 2021). This is echoed by findings from the research conducted by Mvunabandi et al., which demonstrates that targeted training in employability skills can lead to better employment outcomes for young individuals (Mvunabandi et al., 2023). The competency of trainers in delivering these skills is crucial, as evidenced by the research conducted by the authors of reference (Abdullah, Salleh, Sulaiman, & Kamarrudin, 2022), which indicates that experienced trainers are better equipped to integrate employability skills into vocational training programs.

#### ➤ *Theoretical Framework*

This study was supported by theories that significantly strengthen the TESDA's Industry Core Competencies and their impact on the employment outcomes of graduates. Theories are: Human Capital Theory, Competency-based training, Social Capital Theory, and Employability Skills Framework.

Ng, Song, and Lievens (2023) found that Human Capital Theory posits that individual can increase their productivity and earning potential through education and training, ultimately enhancing their employability. In the context of TESDA, this theory applies directly as vocational training programs are designed to equip students with specific skills and competencies needed in the labor market. The theory suggests that investments in education, such as those made by TESDA graduates, yield dividends not only for the individuals but also for employers and the economy at large. This relationship is critical to the study, as it informs the assessment of how the skills acquired through TESDA's programs affect graduates' job performance and career advancement.

Competency-based training (CBT) is an approach to education and training centered around acquiring and demonstrating specific skills and competencies that are essential for a particular role. This model emphasizes practical, hands-on learning, ensuring that participants must show mastery of a skill before progressing to the next module. In CBT, learners must demonstrate the required knowledge

and skills (competency) before moving to the next level. CBT is also known as outcome-based training or skills-based training, as it is tied to a specific outcome or skill acquisition (Selandi, 2024).

Further, this study is anchored in Employability Skills framework. As discussed by *Personal Workplace Success SkillsWorlded.org* (2021), Employability Skills Framework details skills essential to all workforce and educational sectors. The framework was developed through the Support for States Employability Standards in Career and Technical Education and Adult Education project, a part of the OCTE at the U.S. Department of Education. The framework covers communication, critical and creative thinking, digital literacy, emotional intelligence, navigating and using information, self-management, and teamwork and collaboration. This

framework serves as a vital tool for educators and administrators to guide the integration of employability skills into their curricula. By emphasizing these competencies, educational institutions can better prepare students to meet the demands of the labor market, thus improving their job prospects. Moreover, Employability skills are recognized as a cornerstone of workforce readiness, leading to successful careers. The framework provides a common language for discussing skills among educators and employers, promoting a seamless transition from education to employment. Hence, this framework is related to the present study for this mode is designed to enhance individual employability by identifying and promoting essential skills required in the workforce.

➤ *Conceptual Framework*

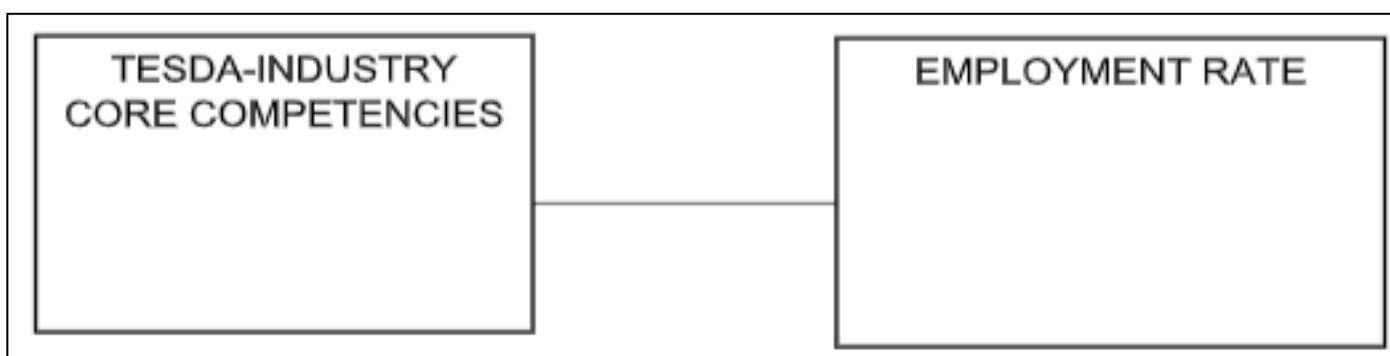


Fig 1 The Research Paradigm of the Study

This figure illustrates the relationship between TESDA core competencies and the employment rate of TESDA graduates. The independent variables represent the competencies developed through TESDA’s training programs directly influence skills demanded by the hospitality industry. This alignment between TESDA and competencies required by the industry is important for ensuring that graduates possess the relevant technical abilities required by the employers. This suggests that the degree to which TESDA graduates master these core competencies impacts their employment outcomes, specifically their employment rate (dependent variable). The stronger the alignment between the competencies acquired by graduates, the higher the likelihood that graduates will secure employment.

Furthermore, this paradigm guides the study’s investigation into how TESDA’s training effectiveness relates to industry expectations and graduate’s employability, aiming to identify the extent of correlation among these key variables.

**III. METHODOLOGY**

This chapter presents the research design, the locale of the study, the respondents of the study, the research instruments, the validation of the research instruments, the data gathering procedure, measurement of variables and data analysis.

➤ *Research Design*

This study employed a quantitative correlational method to systematically gather and analyze data. Skreekumar (2024) defined correlational research as a type of non-experimental research that analyzes the relationship between two or more variables without any manipulation. It can reveal positive, negative, or no correlation between variables, and the strength of the correlation is measured using a correlation coefficient. Correlational research is useful in understanding economic behaviors, analyzing the relationship between economic indicators, examining the association between market variables, and studying consumer behavior patterns.

➤ *Locale of the Study*

This study was conducted in the Province of Eastern Samar, focusing specifically on the graduates of TESDA (Technical Education and Skills Development Authority) from SNSAT (Samar National School of Arts and Trade) who completed the Diploma of Hotel and Restaurant Technology. This locality has witnessed the establishment of a vibrant tourism industry that has been operational for more than five years, showcasing its consistent growth and relevance to the local economy. The tourism industry in this region, with its rich cultural heritage and natural resources, has become a critical employer for graduates seeking to establish their careers. The strategic importance of this sector is reflected in its ability to provide various job opportunities, from hospitality management to tour guiding, thus addressing the local demand for skilled professionals.

➤ *Respondents of the Study*

The respondents for this study included 48 graduates from SNSAT who completed their programs within the last three years 2022, 2023 and 2024. The researcher employed purposive convenience sampling to select the respondents. While SNSAT offers a variety of technical and vocational

programs, this study primarily investigated a selected program which is Diploma in Hotel and Restaurant Technology which assessed the specific competencies identified in TESDA's training regulations that are relevant to hospitality and tourism sector. The distribution of TESDA graduate respondents is shown in Table 1.

Table 1 Distribution of the Respondents of the Study

Graduate Respondents	Number of Respondents
Year 2022	17
Year 2023	14
Year 2024	17
Total	48

Table 1 presents the distribution of participants in this study. A total of 48 participants will be included.

➤ *Sampling Design*

This study utilized purposive sampling, a non-probability sampling technique where participants are selected based on their accessibility and willingness to participate. This method was suitable for the study due to the limited time frame and need for quick data collection from the TESDA graduates.

A total of 48 TESDA Graduates were identified as suitable respondents for the study.

➤ *Research Instruments*

The researcher utilized survey questionnaires to gather data from TESDA graduates, employing a modified instrument based on the competencies outlined in the Training Regulations of the Technical Education and Skills Development Authority (TESDA). This questionnaire was structured into three main parts to comprehensively assess the study variables. Part I focused on the core competencies acquired by TESDA graduates. It comprises six components with a total of 37 items designed to measure graduates' mastery of TESDA core competencies, reflecting the high levels of skills acquisition reported in the study findings. Part II aimed to identify the competencies required by the industry. This section was divided into three components: Basic competencies, Core competencies, and Common competencies. Part III gathered data related to the employment outcomes of TESDA graduates, including their year of graduation, current employment status, nature of employment, and overall employment rate.

➤ *Data Gathering Procedure*

The researcher sought permission from the School Administrator through a formal written request. Following approval, the researcher both personally administered the survey and distributed the questionnaires and use Google Forms or similar platforms to distribute questionnaires to TESDA graduates via emails and social media groups. The approved written request accompanied the questionnaires to ensure transparency and compliance. Additionally, the researcher obtained the necessary permissions from restaurant owners and management to conduct the survey within their establishments. Ample time was provided to the respondents to promote the validity and reliability of their answers. After collecting the data, the completed questionnaires were retrieved.

Once the data had been gathered, it was organized and tabulated for analysis. The tabulated data was then submitted to a statistician for thorough analysis, and implications for each table were drawn to interpret the findings effectively.

➤ *Measurement of Variables*

The descriptive statistics such as frequency counts, and weighted mean, were utilized to analyze and interpret the data gathered.

- To determine core competencies learned by TESDA graduates, the following mean values and quantitative descriptions were used:

Rating Scale	Description
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

- To identify the competencies required by the industry and to determine the employment rate of TESDA graduates, frequency counts, weighted mean and percentage were used.

➤ *Data Analysis*

The study utilized descriptive statistics to summarize the data of graduates, employment rates and core competencies. This included calculating percentages, means, and standard deviations for easy interpretation. Additionally,

to statistically assess the relationship between specific competencies and employment rates, correlation coefficients Pearsons r were calculated. This helped quantify the strength of the relationship between the competencies provided in training and the graduates' success in finding employment.

➤ *TESDA Core Competencies Learned by the Graduates*  
 This section answered the first question regarding the Technical Education and Skills Development Authority (TESDA) core competencies learned by the graduates. The data is derived from a survey conducted among respondents. This is presented in table 2.

**IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter presents the answers to the research questions consulted in this study based on the data gathered.

Table 2 TESDA Core Competencies Learned by the Graduates

<b>FOOD AND BEVERAGES NCII</b>	<b>Mean</b>	<b>Description</b>	<b>Interpretation</b>
Prepare the dining room/restaurant area for service	4.8	Strongly Agree	Very High
Welcome guests and take food and beverage orders	4.6	Strongly Agree	Very High
Promote food and beverage products	4.62	Strongly Agree	Very High
Provide food and beverage services to guests	4.51	Strongly Agree	Very High
Provide room service	4.5	Strongly Agree	Very High
Receive and handle guest concerns	4.5	Strongly Agree	Very High
<b>Bartending NC II</b>	<b>Mean</b>	<b>Description</b>	<b>Interpretation</b>
Clean bar areas	4.7	Strongly Agree	Very High
Operate bar	4.6	Strongly Agree	Very High
Prepare and mix cocktails and non-alcoholic concoctions	4.6	Strongly Agree	Very High
Provide basic wine service	4.4	Strongly Agree	Very High
Prepare espresso	4.62	Strongly Agree	Very High
Texture milk	4.53	Strongly Agree	Very High
Prepare and serve beverages	4.64	Strongly Agree	Very High
<b>Cookery NCII</b>	<b>Mean</b>	<b>Description</b>	<b>Interpretation</b>
Clean and maintain kitchen premises	4.62	Strongly Agree	Very High
Prepare stocks, sauces and soups	4.3	Strongly Agree	Very High
Prepare appetizers	4.6	Strongly Agree	Very High
Prepare salads and dressing	4.4	Strongly Agree	Very High
Prepare sandwiches, meat dishes, egg dishes, starch dishes, seafood dishes, and desserts	4.68	Strongly Agree	Very High
Prepare food	4.6	Strongly Agree	Very High
<b>Food and beverages NC III</b>	<b>Mean</b>	<b>Description</b>	<b>Interpretation</b>
Direct and lead service team in the dining area/restaurant.	4.6	Strongly Agree	Very High
Promote and prepare extensive range of food and beverages products for table side service requirements	4.4	Strongly Agree	Very High
Organize functions related to food and beverage service at a hotel or restaurant	4.5	Strongly Agree	Very High
Process financial sale transactions	4.44	Strongly Agree	Very High
Monitor and maintain stocks	4.47	Strongly Agree	Very High
<b>Events and Management NC III</b>	<b>Mean</b>	<b>Description</b>	<b>Interpretation</b>
Plan and develop event proposal or bid	4.72	Strongly Agree	Very High
Develop an event concept and event program	4.3	Strongly Agree	Very High
Select event venue and site	4.6	Strongly Agree	Very High
Develop and update event industry knowledge	4.32	Strongly Agree	Very High
Provide an on-site event management service	4.51	Strongly Agree	Very High
Manage contractors for in door events	4.4	Strongly Agree	Very High
Develop and update knowledge on protocol	4.5	Strongly Agree	Very High
<b>Housekeeping NCII</b>	<b>Mean</b>	<b>Description</b>	<b>Interpretation</b>
Provide Housekeeping to the guests	4.68	Strongly Agree	Very High
Clean and prepare rooms for incoming guests	4.6	Strongly Agree	Very High
Provide valet/butler service	3.91	Strongly Agree	Very High
Laundry linen and guest clothes	4.45	Strongly Agree	Very High
Clean public areas, facilities and equipment	4.7	Strongly Agree	Very High
Deal with/handle intoxicated guests	4.2	Strongly Agree	Very High
<b>Total</b>	<b>4.52</b>	<b>Strongly Agree</b>	<b>Very High</b>

Mean Value	Quantitative Description	Interpretation
4.20-5.00	Strongly Agree	Very High
3.40-4.19	Agree	High
2.60-3.39	Neutral	Neutral
1.80-2.59	Disagree	Low
1.00-1.79	Strongly Disagree	Very Low

Table 2 shows All TESDA core competencies across various specializations scored very high mean ratings (above 4.3 out of 5), indicating strong agreement among graduates that these competencies were learned effectively. The highest mean ratings (above 4.7) were seen in tasks like preparing the dining room, cleaning bar areas, planning event proposals, and housekeeping services. Even the lowest score, "Provide valet/butler service" (3.91), still falls within the "Strongly Agree" and "Very High" interpretation, showing overall positive outcomes. This consistency in high scores across different competencies and specializations suggests a well-rounded and effective skills development in TESDA programs.

This suggests that TESDA graduates feel well-prepared for their professional roles, with only minor variations pointing to areas where curriculum enhancements could further strengthen competencies. Overall, the findings affirm that TESDA’s technical education approach successfully fosters relevant skills, thereby enhancing graduates’ employability and readiness to meet industry demands.

➤ *Competencies Required by the Industry*

This section answered the second question of competencies required by the industry. This is presented in table 3.

Table 3 Competency Required by the Industry

TESDA Competency	Frequency	%
1. Basic Competency	13	27%
2. Core competency	25	52%
3. Common Competency	10	21%
Total	48	100

This table reveals important insights into the competencies required by the industry. Core competencies constitute the majority with 52% frequency, indicating it is the most demanded competency by the industry. Basic competencies follow with 27%, representing foundational skills necessary for job performance. Common competencies make up the comprises 21%, showing general skills that are also important but less emphasized compared to core competencies.

functions-over basic and common competencies. This implies training and education programs should focus heavily on developing these core skills to meet industry demands effectively. Meanwhile, basic and common competencies remain important as foundational and supplementary skills that support overall job performance.

➤ *Employment Rate of the TESDA Graduates*

This section presents the employment rate of the TESDA Graduates.

Table 4 Employment Rate of TESDA Graduates Under the Program of Diploma in Hotel and Restaurant Technology

Year Graduated	TESDA Graduates	Employment Status			
		Employed f	%	Not Employed f	%
2022	17	12	71%	5	29%
2023	14	8	57%	6	43%
2024	17	10	59%	7	41%
TOTAL	48	30	62%	18	38%

Table 4 shows that an average of 62% of TESDA graduates from the Diploma in Hotel and Restaurant Technology program are employed within the years 2022 to 2024. The total number of TESDA graduates over the three

years was 48, with 30 employed (62%) and 18 unemployed (38%). The highest employment rate was in 2022 at 71%, while 2023 and 2024 showed slightly lower rates, 57% and 59% respectively. Despite this dip, more than half of the

graduates remain employed, indicating reasonable success in job placement post-graduation.

Therefore, this data suggests that TESDA’s Diploma in Hotel and Restaurant Technology program is effective in equipping graduates with essential industry skills, as evidenced by the very high self-reported competency ratings. These competencies align well with the demands of the hospitality sector, which should ideally enhance graduates’ employability prospects.

However, the employment rate, while positive overall at 62%, shows variability across years, with a notable drop after 2022. This could reflect shifting labor market

conditions, economic factors, or other barriers to employment that TESDA and stakeholders might investigate further. The data highlights a generally positive outcome for TESDA graduates, but also points to potential areas for support in career placement services or industry partnerships to sustain and improve employment rates.

➤ *Relationship Between TESDA-Industry Core Competencies and Employment Rate of Graduates*

This section answered the fourth question regarding the significant relationship between TESDA-industry Core Competencies and employment rate of graduates. This is presented in Table 5.

Table 5 Employment Rate of TESDA Graduates Under the Program of Diploma in Hotel and Restaurant Technology

Variable 1	Variable 2	Coefficient Correlation	Interpretation	p-Value	Interpretation
TESDA Core Competencies	Year Graduated	.210	Low Correlation	.152	Not Significant
	Required Competencies of the industry	.419	Moderate Correlation	.003	Statistically Significant
	Employment Status	.014	Negative Correlation	.926	Not significant
	Nature of Employment	.054	No Correlation	.715	Not significant

This table reveals Coefficient: 0.210 suggests a low positive correlation on TESDA core competencies and year graduated. The p-value of 0.152 indicates this relationship is not statistically significant, meaning the year a graduate completed the program does not strongly relate to their core competencies. The coefficient of 0.419 on TESDA core competencies and required competencies of the industry shows a moderate positive correlation, and the p-value of 0.003 indicates this correlation is statistically significant. This suggests that TESDA graduates’ core competencies align moderately well with the competencies required by the industry. TESDA core competencies and employment status obtained correlation coefficient near zero 0.014 and very high p-value 0.926 indicate no meaningful or significant relationship between core competencies and whether graduates are employed. The TESDA core competencies and nature of employment obtained with a very low coefficient 0.054 and non-significant p-value 0.715, there is no evidence of a relationship between core competencies and the type or nature of employment graduates have.

Therefore, this suggest that TESDA graduates’ core competencies do not vary meaningfully with the year they graduated, implying consistency in training quality over time. Also, there is a significant moderate positive relationship between graduates’ competencies and the competencies required by the industry, suggesting the program prepares students with relevant skills. However, these competencies do not significantly influence employment status or the nature of employment, indicating other factors likely affect job placement and job type. This may suggest the need to explore additional variables influencing employment outcomes or to strengthen job placement support.

**V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presented the summary of findings, the conclusion, and the recommendation of the study.

➤ *Summary of Findings*

This study aimed to investigate the TESDA- industry core competencies and employment rate of graduates in TESDA Samar National School of Arts and Trade in Taft, Eastern Samar.

• *Specifically, this Study Sought to Answer the Following Questions:*

- ✓ What are the TESDA Core competencies learned by the graduates?
- ✓ What are the competencies required by the industry?
- ✓ What is the rate of employment rate of the TESDA Graduates?
- ✓ Is there a significant relationship between TESDA-Industry core competencies and employment rate of graduates?

This study included the TESDA graduates from school year 2022,2023 and 2024 under the program of Diploma in Hotel and Restaurant Technology in TESDA SNSAT (Samar National School of Arts and Trade in Taft, Eastern Samar).

The survey questionnaire was used to determine the TESDA Core competencies learned by the graduates, competencies required by the industry, and the employment rate of the TESDA graduates.

After the accomplished questionnaire were received, the data were analyzed to determine the relationships between variables. Specifically, frequency counts, standard deviations, means, and Pearson’s r were used to assess the

relationship between TESDA-Industry core competencies and employment rate of graduates.

From data analysis made, the following were the significant findings of the study.

#### ➤ Findings

The findings of the study herein presented are based on the problems stated:

- TESDA graduates from various specializations in the Diploma in Hotel and Restaurant Technology program report very high mastery of core competencies, with mean ratings consistently above 4.3 on a 5-point scale. Tasks such as preparing dining areas, cleaning bar spaces, planning event proposals, and housekeeping services received the highest ratings (above 4.7), indicating strong skills acquisition. Even the lowest-rated competency, providing valet/butler service, still scored within the “Strongly Agree” and “Very High” range. This demonstrates that graduates feel well-prepared for their professional roles and that TESDA’s training programs effectively develop relevant technical skills.
- Analysis of industry requirements reveals that core competencies constitute the majority (52%) of the skills demanded by employers, followed by basic competencies (27%) and common competencies (21%). This highlights the industry’s emphasis on essential job-specific skills over foundational or general skills. The findings suggest that TESDA’s focus on core competencies aligns well with industry expectations, though foundational and supplementary skills remain important.
- Between 2022 and 2024, an average of 62% of TESDA graduates from the program were employed. The highest employment rate was recorded in 2022 at 71%, with a slight decline to 57% and 59% in 2023 and 2024 respectively. While the overall employment rate is positive, the variability suggests external economic, or labor market factors may influence job placement outcomes. The data indicates that TESDA’s technical education enhances employability but also underscores the need for sustained support in career services.
- Correlation analysis shows a statistically significant moderate positive relationship (correlation coefficient = 0.419,  $p = 0.003$ ) between TESDA core competencies and competencies required by the industry, affirming that TESDA graduates acquire skills relevant to employer needs. However, the relationship between TESDA core competencies and graduates’ employment status (correlation coefficient = 0.014,  $p = 0.926$ ) and nature of employment (correlation coefficient = 0.054,  $p = 0.715$ ) is not statistically significant. Furthermore, the year of graduation does not significantly correlate with competency levels, indicating consistent training quality over time.
- Thus, TESDA’s Diploma in Hotel and Restaurant Technology program is effective in developing relevant

technical skills aligned with industry demands, contributing positively to graduates’ employability. Nevertheless, employment outcomes appear to be influenced by factors beyond competency mastery, suggesting a need to investigate additional variables affecting job placement and to enhance career support services.

#### ➤ Conclusions

- TESDA graduates from the Diploma in Hotel and Restaurant Technology program demonstrate a very high level of mastery in core competencies, indicating that the training program effectively equips students with essential technical skills required in the hospitality industry.
- The industry’s demand prioritizes TESDA core competencies over basic and common competencies, which reflects a strong alignment between TESDA’s curriculum and the practical skills sought by employers.
- The employment rate of TESDA graduates is generally positive, with an average of 62% employed between 2022 and 2024. However, fluctuations in employment rates across years suggest external factors influence job placement beyond graduates’ competency levels.
- There is a significant positive correlation between TESDA core competencies, and the competencies required by the industry, confirming the relevance and effectiveness of TESDA’s skills development in meeting labor market needs.
- No significant relationship exists between TESDA core competencies and graduates’ employment status or the nature of their employment, implying that while skills are critical, other factors such as economic conditions, networking, or job market dynamics may impact employment outcomes.
- The consistency of competency levels across graduation years suggests sustained quality in TESDA’s training programs over time.
- Overall, TESDA’s technical education program successfully prepares graduates with the competencies demanded by the hospitality industry, but additional support mechanisms may be necessary to improve employment rates and job matching for graduates.

#### ➤ Recommendation

- TESDA and partner institutions should strengthen career guidance, job placement assistance and networking opportunities for graduates.
- Continuously review and update the Diploma in Hotel and Restaurant Technology curriculum to ensure it remains closely aligned with evolving industry demands, especially focusing on core competencies which are highly valued by employers.
- While core competencies are prioritized, basic and common competencies also play a role in employability. TESDA should incorporate targeted training to further develop these supplementary skills, enhancing graduates’ overall readiness and adaptability in diverse work environments.

- Conduct periodic studies on employment trends and external factors affecting TESDA graduates' job placement to design interventions that address barriers beyond skills development.
- TESDA should strengthen collaboration with hospitality industry partners to facilitate internships, apprenticeships, and on-the-job training opportunities.
- Maintain the high standard of training quality across all years and specializations, as evidenced by consistent competency levels among graduates. Implement ongoing faculty development programs and quality assurance mechanisms to sustain effectiveness.

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