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**INDUSTRIAL ARTS GRADUATES IN THE DIVISION OF ALBAY  
S.Y. 2022-2023: A TRACER STUDY**

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**ABSTRACT**

This study aimed to trace the employability and career pathways of Industrial Arts graduates under the Technical-Vocational-Livelihood Education (TVLE) track in the Division of Albay for the School Year 2022–2023. Specifically, it sought to determine the graduates’ curriculum exits, current employment status, and the key factors influencing their post-graduation outcomes. The research also explored the challenges encountered by graduates in securing employment and proposed a school-industry partnership framework to improve job placement. The study covered 142 respondents from selected public senior high schools in the division who completed Industrial Arts specializations such as Electrical Installation and Maintenance (EIM) and Shielded Metal Arc Welding (SMAW). Utilizing a descriptive research design, data were gathered through structured survey questionnaires and analyzed using frequency counts and percentages to identify trends and patterns. Findings indicated a high employability rate among EIM graduates, aligned with the growing demand in the local labor market. In contrast, SMAW had lower popularity due to limited industry absorption and training opportunities. A notable number of graduates pursued further education in fields unrelated to their specialization, suggesting a disconnect between training and long-term

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aspirations. Gender disparity was evident, with the field predominantly male. Employment was largely influenced by factors such as TESDA NC II certification, relevant job experience, and participation in work immersion programs. Graduates reported challenges including skills mismatch, lack of industry awareness, and job saturation. The study recommends strengthening industry-school linkages, aligning curricula with labor demands, and enhancing career guidance services to support better employment outcomes for Industrial Arts graduates.

**Keywords:** *Industrial Arts, Curriculum Exits, Employment, Skills Mismatch, Skills Gap, Certification, Skills Competency, Immersion, Industry Partnership*

## INTRODUCTION

The 21st century is marked by rapid technological progress, shifting labor markets, and growing globalization, creating a strong demand for a workforce with adaptable skills and practical competencies. In response to these changes, Technical and Vocational Education and Training (TVET) has emerged as a vital part of education systems worldwide. Institutions such as the International Labour Organization (ILO) and UNESCO recognize TVET as essential for addressing global employment challenges and ensuring economic resilience.

As the global economy undergoes a transformation fueled by automation, artificial intelligence, and digital innovation, the need for specialized technical skills has grown significantly. Traditional academic pathways alone are no longer sufficient to meet the

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# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



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demands of modern industries. Instead, hands-on expertise—especially in fields such as industrial arts—has become increasingly valuable. According to UNESCO’s 2020 Global Report on TVET, countries that prioritize vocational education tend to experience better employment outcomes, particularly in skilled labor sectors. The report stresses the importance of aligning education with the needs of industry to promote sustainable economic development.

TVET also plays a crucial role in addressing broader global challenges like climate change and sustainable development. It provides the necessary skills for transitioning to green economies and adopting environmentally friendly practices. Industrial arts, with its emphasis on trades such as construction and manufacturing, is integral to developing infrastructure and technology that supports a sustainable future. Therefore, evaluating the effectiveness of TVET programs, particularly in industrial arts, is essential for preparing a workforce that can adapt to both economic and environmental challenges.

In the Philippine context, Republic Act 10533, or the Enhanced Basic Education Act of 2013, significantly strengthened the K-12 education system by introducing Senior High School (SHS) and specialized tracks, including the Technical-Vocational-Livelihood (TVL) track. This initiative aims to enhance students’ employability by equipping them with relevant, industry-based skills. The TVL track includes work immersion and practical training designed to bridge the gap between education and labor market demands. Industrial arts within this track prepares students for careers in manufacturing, engineering, and construction, aligning education with national development goals.

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Despite these reforms, challenges persist. One major issue is the skills mismatch—many TVET graduates still find it difficult to secure employment due to discrepancies between their acquired skills and those actually required by employers. A 2021 report by the Technical Education and Skills Development Authority (TESDA) highlights this problem, indicating the need for stronger collaboration between educational institutions and industry partners to ensure that training remains relevant and effective.

## FRAMEWORK

This study is anchored on four key theories that collectively provide a strong framework for analyzing the employability of Industrial Arts graduates. **Human Capital Theory** (Becker, 1964) highlights the role of education and training as investments that increase an individual's productivity and value in the labor market. It supports the idea that graduates with technical skills and higher proficiency are more likely to achieve stable and rewarding employment. **Competency-Based Theory** (McClelland, 1973) emphasizes the importance of practical skills and job-specific competencies over academic performance. This aligns with the Industrial Arts curriculum's focus on hands-on training, skill mastery, and industry-relevant outcomes. The study uses this theory to evaluate whether graduates possess certifications and technical abilities that match industry requirements. **Labor Market Theory** (Keynes, 1936) explains employment based on labor supply and demand. It is used to assess if graduates' skills align with current job market needs and to identify instances of skills mismatch, which may lead to

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underemployment or unemployment. Additionally, the **Industrial Arts Graduate Employability Theory** (Segovia, 2024) integrates these perspectives, stressing the importance of curriculum relevance, industry exposure, and continuous program evaluation to ensure graduates are job-ready. Together, these theories guide the study in recommending policy and curriculum improvements to enhance graduate employability.

This study employs the **CIPP evaluation model**—Context, Input, Process, and Product—to assess the employability and career trajectories of Industrial Arts graduates. It integrates **Human Capital Theory**, **Competency-Based Learning Theory**, and **Labor Market Theory** to examine how education and training influence graduates' employment outcomes, skills application, and alignment with labor market demands. The **context** component evaluates the graduates' educational background, economic conditions, and industry requirements. Human Capital Theory supports the idea that vocational education in fields like welding, electrical work, and electronics enhances employability. However, Labor Market Theory emphasizes the impact of external factors like job availability and economic trends, highlighting issues like skills mismatch and job saturation. The **input** component focuses on the curriculum and training programs, using Competency-Based Learning Theory to examine whether the education provided prioritizes practical, job-ready skills. It also evaluates resources such as TESDA certifications, facilities, and instructor competence. The **process** examines graduates' transition into the workforce, evaluating employment status and application of acquired skills. Barriers such as job competition and lack of industry recognition are also explored. The **product** assesses long-term outcomes like job stability and

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career advancement. The study offers insights for improving curriculum design, industry collaboration, and training alignment to better prepare Industrial Arts graduates for the evolving job market.

## OBJECTIVES

This study evaluated the effectiveness of the Technical-Vocational Livelihood Education (TVLE) Curriculum in Senior High Schools in the Division of Albay, focusing on Industrial Arts graduates. It examined the mini courses completed, graduate profiles (gender and age), employment status (employed, self-employed, or unemployed), and pursuit of higher education. The study also explored factors influencing graduates' career paths, including certification, job experience, socio-economic status, and work immersion. Challenges such as skills mismatch and job saturation were identified. Ultimately, the study aimed to propose an industry-school partnership framework to improve job placement and align TVLE training with industry needs.

## MATERIALS AND METHODS

This study employs a mixed-method research approach, integrating developmental and quantitative designs to evaluate the effectiveness of the Technical-Vocational-Livelihood (TVL) Industrial Arts program in the Division of Albay. The developmental aspect focuses on creating a proposed industry-school partnership framework to enhance graduate employability based on the findings. A structured survey questionnaire serves as the main research

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instrument, containing sections that explore demographic profiles, curriculum exits, employment and educational status, influencing factors, and employment challenges. The questionnaire underwent expert validation and pilot testing to ensure reliability. Respondents include TVL graduates from the 2022–2023 academic year, specifically from Electrical Installation and Maintenance (EIM), Electronics Products Assembly and Servicing (EPAS), and Shielded Metal Arc Welding (SMAW). A stratified random sampling technique, guided by Slovin’s formula with a 10% margin of error, was used to determine the sample size. The total sample size was 184, with 142 valid responses. Data collection involved ethical procedures, including permissions from education authorities and informed consent from participants. Surveys were distributed both online and in person to ensure accessibility. The study site spans the three districts of Albay, offering diverse socio-economic and geographic contexts to assess program delivery and challenges. Data analysis utilizes descriptive statistics, frequency distributions, , chi-square tests, and Likert scale analysis to meet the study's objectives. These include identifying graduates’ course participation, employment or education status, factors influencing career paths, and challenges such as skills mismatch and industry alignment. The findings aim to inform curriculum improvement and strategic education-industry linkages.

## RESULTS AND DISCUSSION

The results and discussion highlight the curriculum exits, employment status, and educational goals of TVL-Industrial Arts graduates, examining factors like curriculum

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relevance, certification, job immersion, and socioeconomic conditions. It also explores challenges such as limited industry awareness, job market saturation, and skill mismatches. These findings provide insights into graduates' transition to work or further studies and support recommendations, including the development of industry-school partnerships to enhance job placement and align training with labor market needs.

## 1. Mini Courses Offered in Technical-Vocational and Livelihood Education in Albay Division

The Technical-Vocational Livelihood Education (TVLE) program in Albay, particularly in the Industrial Arts strand, plays a key role in preparing students for employment. This study focuses on graduate distribution across three TVLE mini-courses: Electrical Installation and Maintenance (EIM), Electronics Products Assembly and Servicing (EPAS), and Shielded Metal Arc Welding (SMAW). EIM leads with 63.08% of graduates, indicating strong alignment with regional labor demands, while EPAS and SMAW follow with 20.86% and 16.06% respectively. The dominance of EIM suggests successful curriculum alignment and greater perceived job opportunities in the electrical sector. In contrast, the lower turnout in EPAS and SMAW may reflect limited awareness or fewer employment prospects in those areas.

Researchers David and Santos (2023) and Reyes and Cruz (2022) emphasize the importance of curriculum development, career guidance, and industry linkages to balance participation across all mini-courses. Garcia and Lim highlight the regional benefits of EIM graduates, while warning that underrepresentation in EPAS and SMAW may hinder growth in related sectors. Addressing this, Santos and Dela Cruz (2023) recommend continuous

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curriculum evaluation to reduce skill mismatches. Torres and Aquino (2022) stress the value of strong industry partnerships to support all TVLE specializations and ensure better employability outcomes across Albay.

## 2. Status of Industrial Arts Graduates in Albay Division

This study comprehensively explores the post-graduation status of Industrial Arts graduates in the Division of Albay, focusing on three major areas: demographic profile, employment outcomes, and further education pursuits. The purpose is to assess the effectiveness of Industrial Arts programs in preparing students for employment and lifelong learning, and to identify areas needing policy and curriculum enhancement.

### A. Demographic Profile

The demographic analysis reveals a pronounced gender imbalance. Out of 142 graduates, 91.55% were male and only 8.45% were female, highlighting the underrepresentation of women in Industrial Arts. This trend reflects persistent gender stereotypes and societal norms that portray technical-vocational fields as male-dominated. Supporting research by Kuchynka et al. (2022), the World Economic Forum (2021), and the National Center for Science and Engineering Statistics (2021) emphasizes the need for gender-responsive strategies, such as mentorship programs, inclusive curriculum designs, scholarships, and awareness campaigns to attract and retain female students in technical fields.

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The age distribution of graduates shows that 38.03% are aged 21 and above, while a combined 57% are between 18 to 20 years old. This indicates that many students take longer than the standard academic period to complete the program, possibly due to part-time enrollment, employment, or financial constraints. These findings align with studies by UNESCO-UNEVOC (2021) and Love & Maiserouille (2021), which note that flexible learning options, financial aid, and support services can help increase timely completion and accessibility.

## B. Employment Status

The employment outcomes of 67 graduates with qualifications in Electrical Installation and Maintenance (EIM), Electronic Products Assembly and Servicing (EPAS), and Shielded Metal Arc Welding (SMAW) show a mixed picture. Only 10.45% of the graduates secured full-time jobs, with EIM graduates slightly better off than others. A notable number work in contractual or job-order arrangements: 31% of EIM, 21% of EPAS, and 33% of SMAW. This reflects the broader trend of employment instability in technical fields, as companies often prefer short-term hires.

Self-employment is a viable path for 18% of EIM and 21% of EPAS graduates, demonstrating entrepreneurial potential in electrical and electronic trades. However, no SMAW graduates reported being self-employed, pointing to limited entrepreneurial opportunities in welding. Alarmingly, unemployment rates remain high: 23% for EIM, 31% for EPAS, and 45% for SMAW graduates. These statistics suggest a disconnect between training and market

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demands. Studies by TESDA and the Asian Development Bank emphasize the importance of industry linkages, upskilling programs, and integrating Industry 4.0 competencies to enhance employability.

### C. Further Education

Among 75 graduates surveyed, 57% pursued TESDA short-term courses while 43% enrolled in bachelor’s degree programs. This preference indicates a strong inclination toward practical, skills-based education that offers faster job market entry. TESDA programs are often more accessible and aligned with industry needs, especially for those facing financial constraints. The data suggests that graduates value additional certifications to enhance employability or adapt to shifting labor demands.

The study highlights both opportunities and challenges facing Industrial Arts graduates in Albay. While many pursue further training and some find employment or entrepreneurship, high unemployment and gender imbalance persist. Addressing these issues through inclusive education policies, industry partnerships, and flexible learning options can significantly improve graduate outcomes.

### 3. Factors that Influencing Graduates Exits

This section explores the factors that influenced the post-graduation career paths of Industrial Arts graduates in Albay Division. Key elements such as the Technical and Vocational Livelihood Education (TVLE) program, certifications, prior job experiences, socio-economic

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factors, and work immersion programs were analyzed to understand how these factors shaped graduates' decisions regarding employment, self-employment, or further education.

## A. Technical-Vocational Livelihood Education

The TVLE program was found to significantly impact career decisions, with work immersion and practical experiences being the most influential factors, indicated by a weighted mean of 2.99. Career placement rates and relevant practical experiences were also important, but certifications and skills competency were perceived as less significant, with a weighted mean of 2.56. This highlights that graduates value hands-on experiences more than theoretical skills.

## B. CERTIFICATION

Certification, particularly its relevance to industry standards, was highly valued, with a weighted mean of 3.41. Graduates also recognized its positive impact on career opportunities. However, the accessibility of certification processes posed challenges, with a low weighted mean of 2.30, suggesting systemic barriers like cost or logistical issues.

## C. JOB EXPERIENCES

This segment explores the influence of prior job experiences on the career trajectories of Industrial Arts graduates in Albay Division. It seeks to determine how internships, part-time jobs, and field-related experiences affect decisions regarding employment, self-employment, or higher education.

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Table 3c presents Likert-scale data from 142 respondents, revealing that “Quality of Practical Work Exposure” had the highest weighted mean (2.95), indicating strong influence on career choices. “Relevance of Job Experiences to Curriculum” (2.83) and “Contribution to Skills Development” (2.80) followed. However, “Impact on Career Readiness” scored lowest (2.55), suggesting graduates were less confident in how well their job experiences prepared them for employment.

Graduates value hands-on experience and curriculum alignment but feel less prepared in terms of career readiness. The findings suggest that while job exposure aids in decision-making and skill building, there remains a gap in translating these experiences into full career preparedness.

The findings align with Dela Rosa and Perez (2023) on the value of practical exposure, and with Santos and Torres (2022) on curriculum relevance. Studies by Garcia and Lim (2021), Reyes and Aquino (2023), and Cruz and David (2022) further support the need to strengthen industry linkages and enhance career-focused job experiences.

#### **D. SOCIO-ECONOMIC**

This discussion examines how socio-economic factors influence the post-graduation paths of Industrial Arts graduates. It focuses on how financial capability, family and community support, access to educational resources, and income needs shape career decisions such as employment, self-employment, or continued education.

Table 3d presents data from 142 respondents using a 4-point Likert scale. Key indicators include: financial capability (weighted mean: 3.09), family/community support

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(3.50), access to resources (3.43), and influence of income needs (2.99). The overall average weighted mean is 3.25, rated "A," signifying high influence.

Graduates perceive strong financial support, community backing, and access to learning resources as critical to staying on their educational or career path. Though income needs are still influential, they are comparatively less dominant. These findings suggest socio-economic background strongly shapes graduate outcomes.

Garcia and Weiss (2022) and Ting & Shahbodin (2023) confirm financial stress hinders educational persistence. Owens et al. (2021) highlight resource disparities affecting outcomes, while Roksa and Feld (2022) emphasize the role of family support. These studies align with the data, reinforcing that socio-economic conditions significantly impact the career trajectories of TVL graduates.

## E. WORK IMMERSION

This discussion explores how work immersion influences the career trajectories of Industrial Arts graduates. Specifically, it investigates whether practical experiences during work immersion shape decisions regarding employment, self-employment, or further education. The study examines key elements such as relevance to the curriculum, mentorship quality, immersion duration, and perceived career preparedness.

Table 3e summarizes the responses of 142 graduates across four key work immersion indicators using a 4-point Likert scale. The indicators include: *Impact on Career Preparedness* (WM: 3.37), *Quality of Mentorship* (WM: 2.80), *Relevance to Curriculum* (WM: 3.05), and

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*Adequacy of Duration* (WM: 2.40). The overall average weighted mean is 2.91, indicating a generally positive perception of work immersion.

Graduates rated work immersion as beneficial, especially in preparing them for careers. Mentorship and curriculum relevance were also positively viewed, suggesting that when aligned well, these components enhance employability. However, the notably low score for duration reveals concerns about the time allocated for immersion, indicating that students may not feel adequately exposed to real work environments.

The findings imply that effective work immersion fosters skills, confidence, and career clarity. Strong mentorship and curriculum alignment contribute to better outcomes, but insufficient duration may hinder the full realization of these benefits. The data's descriptive labels ("A" for acceptable, "D" for developmental) reinforce areas needing enhancement—especially the length of immersion.

Smith & Johnson (2022) confirm that Work-Integrated Learning (WIL) enhances employability, aligning with the overall positive impact (WM: 2.91). Garcia & Martinez (2023) highlight mentorship as vital, supporting the 2.80 score in mentorship quality. Lee & Kim (2021) emphasize curriculum alignment's role in learning, consistent with the 3.05 score for relevance. Brown & Davis (2022) stress immersion duration's impact, paralleling the concern shown by the 2.40 score. Wilson & Taylor (2023) advocate for nuanced understanding of graduate exits, reflected in the mixed perceptions shown in Table 3e.

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## 4. Challenges Faced by TVLE Graduates in Seeking Employment

The discussion focused on challenges faced by TVLE graduates in securing employment. We investigated skill mismatches, industry awareness, and job saturation as potential barriers. This analysis sought to understand the obstacles graduates encountered when transitioning into the workforce. Exploring these challenges aimed to provide insights into improving TVLE programs and graduate employability.

### A. SKILLS MISMATCH

This discussion centers on the challenges faced by Technical-Vocational-Livelihood Education (TVLE) graduates in securing employment, specifically focusing on skills mismatch. Drawing from Table 4a, which presents the responses of 142 graduates, the analysis explores the alignment between acquired skills and labor market demands in Albay, Philippines.

Table 4a evaluates four key indicators: (1) Relevance of Acquired Skills to Job Market Requirements, (2) Availability of Jobs Matching Specific Skills, (3) Employers' Perception of TVLE Graduates' Competencies, and (4) Gaps Between Training and Real-World Job Requirements. Responses were rated using a 4-point Likert scale. The highest-rated challenge was the "Availability of Jobs Matching Specific Skills" (3.07), while the lowest was the "Relevance of Acquired Skills" (2.44). The overall average weighted mean was 2.62, indicating moderate challenges linked to skills mismatch.

The data shows a clear horizontal mismatch, where graduates possess skills not currently demanded in the local job market. Additionally, the weighted mean of 2.73 for training gaps suggests a vertical mismatch, highlighting misalignment between training levels

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and job expectations. These gaps limit employment opportunities and emphasize the need for TVLE curriculum reform.

The findings suggest that while TVLE programs provide foundational competencies, there is insufficient alignment with real-world industry requirements. The "Developmental" (D) ratings indicate areas needing urgent improvement, especially in aligning training outcomes with actual job roles and employer expectations.

Skills mismatch remains a critical barrier for TVLE graduates. Addressing these challenges requires industry-aligned curricula, employer engagement, and strategic reforms aimed at improving employability outcomes and regional economic growth.

Chankseliani & Relly (2022) and Cedefop (2021) confirm that mismatches stem from unresponsive curricula and poor labor market coordination. Jackson & Bridgstock (2021) emphasize employer perceptions and soft skills, aligning with the 2.62 score on competency perception. Tohidi & Jabbari (2021) and UNESCO (2022) advocate stronger industry linkages and sustainable development integration—both vital for regional contexts like Albay.

## **B. INDUSTRY AWARENESS**

This section explores the challenge of industry awareness among Technical-Vocational-Livelihood Education (TVLE) graduates in the Division of Albay. The objective is to understand how graduates' awareness of industry trends, job opportunities, and professional connections influences their employability, and to identify areas where TVLE programs can improve to bridge the education-employment gap.

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Table 4b presents survey results from 142 TVLE graduates on four key indicators: awareness of industry trends and requirements, knowledge of job market opportunities, access to industry connections and networks, and understanding of employer expectations. Each indicator was rated on a 1–4 Likert scale. “Knowledge of Job Market Opportunities” (2.66) and “Understanding of Employer Expectations” (2.58) received “Agree” ratings, while “Awareness of Industry Trends” (1.83) and “Access to Industry Connections” (2.07) were rated “Disagree.” The total weighted mean (2.28) reflects an overall “Disagree” categorization.

The data shows graduates moderately understand immediate employment requirements but lack awareness of broader industry trends and professional networks. This reflects a critical gap in the TVLE curriculum, which appears insufficient in providing real-world exposure and current industry knowledge. These shortcomings may contribute to difficulties in navigating the labor market, despite basic job-readiness. Enhancing TVLE programs with internships, industry partnerships, updated curricula, and career counseling can significantly improve graduates’ industry awareness and employability.

This finding aligns with Billett and Chappell (2021), who stress the importance of experiential learning for developing occupational expertise. Holmes and Abrahams (2022) support integrating industry-relevant content in the curriculum. Lent and Brown (2021) highlight the role of self-efficacy in shaping career interests, reinforcing the need for student engagement with industry trends. The OECD (2022) emphasizes the impact of strong career guidance in enhancing employability. Van der Kamp and Mulder (2021) advocate for work-based learning, which directly addresses the gap in industry exposure identified in the study.

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### C. JOB SATURATION

This section of the study explores the issue of job saturation and how it affects the employability of Technical-Vocational-Livelihood Education (TVLE) graduates in Albay. It seeks to understand whether the oversupply of graduates, limited job vacancies, and industry competition are significant barriers to employment, and how these challenges reflect a mismatch between training and actual labor market needs.

Based on the survey of 142 TVLE graduates, four key indicators were analyzed: availability of job vacancies, competition for limited positions, impact of oversupply of graduates, and availability of alternative career opportunities. The weighted mean scores indicate that "Availability of Job Vacancies" (3.35) and "Alternative Career Opportunities" (3.33) were the top concerns, both categorized as "Agree." "Competition for Limited Positions" also received an "Agree" rating (2.79), while "Impact of Oversupply" was rated "Disagree" (2.22). The overall weighted mean was 2.92, suggesting that job saturation is perceived as a significant employment challenge.

The findings suggest that while graduates do not see an oversupply of peers as the main issue, they do struggle with a lack of opportunities and high competition. This implies a possible misalignment between TVLE training and the local job market. Graduates seeking alternative careers further emphasize the need for broader, more adaptable skills within TVLE programs. The findings call for curriculum adaptation, focusing on labor market trends, digital skills, and entrepreneurship to mitigate job saturation among TVLE graduates in Albay.

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Azevedo et al. (2021) note that pandemic-related learning losses may have affected graduate readiness, aligning with perceived job saturation. Frey (2021) emphasizes automation’s role in reducing traditional jobs, reflected in the high competition and career shifts seen in Albay. The ILO (2022) and McKinsey (2021) point to global youth employment challenges and the need for reskilling. UNESCO (2021) stresses digital integration in TVET, supporting curriculum reform to address current labor demands.

## 5. Industry-School Partnership Framework for Enhancing TVLE Graduate Employability

The discussion highlights the *Industry-School Partnership Framework* as a strategic approach to enhance the employability of Technical-Vocational-Livelihood Education (TVLE) graduates. With industries rapidly evolving due to technological advancements and shifting labor market demands, many schools struggle to prepare students who are both knowledgeable and job-ready. A significant gap often exists between academic instruction and the competencies required in the workplace. To address this challenge, the framework fosters strong collaboration between schools and industries, ensuring that graduates are equipped with practical, industry-relevant skills that improve their chances of securing meaningful employment.

Central to the framework are five key components. First is curriculum development and alignment, where Industry Advisory Committees help schools revise their programs to reflect real-time labor needs, focusing on competency-based training and the use of current industry tools and technologies. Second are work-based learning (WBL) programs, including

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ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



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internships, on-the-job training, and simulated workplace environments, which give students hands-on experience and help develop essential soft skills. Third is instructor development, which emphasizes the professional growth of teachers through industry immersion, training, and collaboration with experts to keep teaching methods relevant and effective. Fourth is job placement and career guidance, which supports graduates through career counseling, job fairs, placement offices, and alumni networks. Fifth is resource sharing and collaboration, where schools and industries jointly utilize facilities, conduct research, and exchange labor market data to inform program design and delivery.

Implementation is reinforced through formal agreements, steering committees, regular evaluations, and feedback mechanisms to ensure the partnership remains effective and responsive. Sustainability is achieved by integrating the framework into school operations and securing public-private funding support. The framework promises increased job readiness, improved school relevance, and stronger industry ties. It aligns with national education reforms, particularly the K to 12 program under Republic Act 10533, and is supported by global findings from the ILO, OECD, and vocational education experts. Overall, it presents a holistic and sustainable solution to youth unemployment and skills mismatch, offering benefits for graduates, schools, industries, and society.

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## CONCLUSIONS

1. The findings underscore the relevance of the mini-courses offered under the Industrial Arts strand in Albay. Electrical Installation and Maintenance (EIM) stands out as the most in-demand specialization, reflecting strong alignment with regional infrastructure and labor needs. While EPAS and SMAW are less popular, their continued enrollment suggests varied career interests among students. This diversity highlights the program's responsiveness to a broad spectrum of industry requirements. The current offerings appear effective in meeting workforce demands, but continuous curriculum enhancement and promotion of less-preferred yet valuable specializations are essential to maintain the momentum and ensure equitable access to opportunities.
2. The status of graduates reveals a strong academic drive, with more than half pursuing higher education, likely due to limited immediate employment opportunities. The moderate employment rate of 26.06% indicates that while some find jobs post-graduation, others encounter challenges entering the workforce. The pronounced gender imbalance suggests the need to promote inclusivity in technical fields. Age distribution patterns also indicate participation by older learners, reflecting flexibility in TVLE programs. Overall, the findings point to the importance of employability enhancement, gender-sensitive approaches, and robust support systems to help graduates transition successfully from training to further education or employment.

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3. Graduate success in TVLE programs is significantly shaped by practical experience, certification access, and socio-economic support. Work immersion programs and job experiences are critical for developing employable skills, though their limited duration remains a concern. The value of industry-relevant certifications is widely acknowledged, yet accessibility barriers must be addressed. Family and community support play a vital role, particularly in motivating learners and sustaining their studies. Meanwhile, access to educational resources and financial support, though important, need reinforcement. These findings emphasize the need to enhance hands-on training, streamline certification processes, and create a holistic support framework for TVLE learners.

4. The challenges confronting TVLE graduates center around skills mismatch, limited industry exposure, and job saturation. Training often falls short of current job market demands, while students lack full awareness of industry trends and networking opportunities. Although graduates do not perceive an oversupply in their fields, they face limited vacancies and tough competition, prompting many to consider alternative paths. These findings highlight the need to modernize curricula, intensify industry engagement, and promote entrepreneurship. Career guidance, industry immersion, and strategic job placement services must be strengthened to better align graduate competencies with labor market realities and improve employment outcomes.

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5. The Industry-School Partnership Framework emerges as a vital and strategic response to the persistent issue of skills mismatch and youth unemployment among TVLE graduates. By bridging the gap between education and industry, the framework ensures that learners are not only academically competent but also equipped with practical, real-world skills demanded by today’s labor market. Its five key components—curriculum alignment, work-based learning, instructor development, job placement support, and resource sharing—form a comprehensive and dynamic approach to workforce preparation. The framework’s implementation, backed by formalized partnerships and sustained through public-private collaboration, positions it as a scalable and sustainable model. Furthermore, its alignment with the K to 12 educational reform and global best practices reinforces its relevance and potential for long-term impact. Ultimately, this framework fosters a culture of collaboration that benefits all stakeholders—students, educators, industries, and society—by enhancing employability, promoting lifelong learning, and contributing to inclusive economic growth.

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