



CAREER TRAJECTORY: A TRACER STUDY OF TVET TOURISM AND DIPLOMA PROGRAM TRACKIN AGUSAN DEL SUR COLLEGE IN BAYUGAN CITY

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ABSTRACT

This study explores the career trajectories of graduates from the Technical Vocational Education and Training (TVET) Tourism Diploma Program at Agusan Del Sur College (ADSCO) in Bayugan City. Through a tracer study approach, it seeks to understand the employment status, job satisfaction, and career advancement of these graduates, providing valuable insights into their experiences in the workforce.

The primary goal of this research is to enhance the employability of future TVET graduates by ensuring that ADSCO's programs remain aligned with the evolving demands of the tourism industry. By objectively analyzing the data collected, this study will generate actionable recommendations for program improvement, addressing the needs of both ADSCO and policy-makers in the education and labor sectors.

Using a combination of quantitative and qualitative methodologies, the study gathered data from 102 respondents through surveys and focus group interviews. The interview data was categorized into major and sub-themes such as challenges, opportunities, skill development, and future outlooks, which were then analyzed through frequency distribution and by finding the mean.

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Key findings from this research will inform ADSCO and TESDA (Technical Education and Skills Development Authority) on how to refine the TVET Tourism Diploma Program to better prepare graduates for the job market. Additionally, it highlights areas for curriculum enhancement, training techniques, and skill assessments. The results can serve as a foundation for continuous improvement in the delivery of TVET programs, ensuring their relevance to industry needs and providing graduates with the tools needed to succeed in their careers.

Key Words: *TVET Graduate Tracer, Diploma Graduate Tracer Study*

Findings

The following are the salient findings of the study.

1. The majority of respondents (86.3%) are young adults aged 20 to 30, most of whom have recently graduated or are still pursuing an education. A smaller group (13.7%) is aged 31-40, indicating a lower proportion of older people, potentially due to selective hiring procedures in the tourism and hospitality industries, which favor younger applicants. The sample is mostly female (66.7%), with males accounting for 33.3%. This aligns with industry trends in the Philippines, where women are more likely to work in the hospitality and tourism sectors. The bulk of respondents (79.4%) are single, with 12.7% married, 6.86% single parents, and 0.98 percent separated. A large percentage of graduates earned relatively modest earnings. The majority (35.29%) had monthly earnings of P5,000.00 to P10,000.00, with 21.57% earning less than P5,000.00.
2. Majority of respondents from the TVET Tourism track were employed (47.1%), followed by a considerable number of unemployed individuals (36.3%). A smaller percentage were self-employed (16.7%).

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3. The study revealed significant challenges and opportunities for TVET tourism graduates. While job mismatch, financial constraints, and personal challenges posed obstacles, networking, practical experiences, and local employment opportunities provided pathways to success. Networking through student organizations, former professors, and classmates played a crucial role in securing job interviews and offers. Additionally, OJT programs helped graduates transition seamlessly into the workforce, with many being offered full-time employment by the companies where they trained. Local employment in restaurants, hotels, and bakeries within Bayugan City was also a viable option for graduates, who took advantage of the growing local economy and new business ventures. Some graduates pursued further education to enhance their qualifications and access better career opportunities, including working abroad. These findings highlight the importance of networking, practical experience, and adaptability in navigating the job market for TVET tourism graduates.
4. TVET Tourism track graduates demonstrated outstanding performance in their OJT in terms of job knowledge, job attitude, and personal relations. They possessed adequate knowledge about their assigned work, understood instructions easily, applied relevant theories, and communicated effectively. Additionally, the graduates exhibited industriousness, reliability, punctuality, a strong interest in learning, and a willingness to work beyond required hours. Furthermore, they demonstrated exceptional interpersonal skills, being friendly, sincere, respectful, and capable of building positive relationships with peers and superiors. These findings highlight the effectiveness of the TVET program in preparing graduates for the workforce and their potential to excel in their chosen careers.
5. General Education/Minor Courses, Core/Major Courses, and extracurricular activities are found to be exceptionally valuable in enhancing the graduates' knowledge, skills, attitudes, critical thinking abilities, and understanding of various subjects. The graduates rated all indicators for these courses as either "Extremely Useful" or "Very

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Useful," highlighting their perceived importance in their professional development. The Core/Major Courses were particularly crucial as they aligned with TESDA's qualifications and assessments, ensuring that graduates acquired the necessary competencies for the tourism industry. Extracurricular activities were also highly valued by the graduates, suggesting their positive impact on their overall educational experience.

Conclusions

Based on the findings of the study, the following conclusions are drawn.

1. It appears that majority of respondents were young adults aged 20-30, indicating a recent graduation or ongoing education. A smaller proportion were aged 31-40, suggesting potential age discrimination in the tourism and hospitality industries. The sample was predominantly female, aligning with industry trends in the Philippines. Most respondents were single, with a smaller percentage married or in other relationship statuses. A large percentage of graduates reported modest earnings, highlighting potential financial challenges.
2. The study suggests that majority of respondents were employed, followed by unemployed individuals. A smaller percentage were self-employed, indicating a preference for traditional employment.
3. TVET Tourism graduates faced challenges such as job mismatch, financial constraints, and personal challenges. Networking, practical experiences, and local employment opportunities were identified as pathways to success. Networking through student organizations, former professors, and classmates played a crucial role in securing job interviews and offers.

OJT programs facilitated a seamless transition into the workforce, with many graduates being offered full-time employment. Local employment in restaurants, hotels, and bakeries provided viable options for graduates. Pursuing further education was another strategy for enhancing qualifications and accessing better career opportunities.

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4. TVET Tourism track graduates demonstrated outstanding performance in their OJT in terms of job knowledge, job attitude, and personal relations. They possessed adequate knowledge, understood instructions, applied theories, and communicated effectively.

Additionally, they exhibited positive work attitudes and interpersonal skills, highlighting the effectiveness of the TVET program in preparing graduates for the workforce.

5. General Education/Minor Courses, Core/Major Courses, and extracurricular activities were deemed exceptionally valuable by the graduates. These courses enhanced their knowledge, skills, attitudes, critical thinking, and understanding of various subjects. The Core/Major Courses aligned with TESDA qualifications, ensuring graduates acquired necessary competencies for the tourism industry. Extracurricular activities contributed positively to the overall educational experience

Recommendations

Based on the conclusions drawn, the following recommendations are offered for consideration.

Agusan Del Sur College Inc. To improve graduate employability, the school's administrators can adopt a strategic approach to networking and career preparation. Hosting networking events, career fairs, and building industry connections will increase graduates' visibility and job opportunities. Tailored workshops and training sessions can address specific challenges, such as overcoming discrimination and limited job prospects, providing targeted support. Encouraging proactive job search strategies, including personalized applications and resilience-building activities, can better prepare graduates for successful job placements.

Institutions of technical vocational education. TVET administrators can cultivate a culture of excellence and continuous improvement by recognizing and rewarding outstanding performance during On-the-Job Training (OJT). A system that acknowledges high achievers and offers incentives or formal recognition can motivate other students and provide graduates with valuable credentials for future employment. Additionally, TVET administrators can promote the sharing of best practices through workshops, seminars, or digital platforms,

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allowing educators and graduates to exchange successful strategies. This collaboration enhances the overall quality of training and improves graduates' employability by incorporating effective educational practices.

Department of Labor and Employment (DOLE). DOLE is encouraged to collaborate with TESDA and local industries to raise awareness about labor market demands and provide financial assistance to graduates facing job search challenges. Wage adjustments and policies promoting regular employment can improve job stability in the tourism sector.

Technical Educations and Skills Development Authority. TESDA can significantly enhance the employability of TVET graduates by implementing comprehensive career counseling and job readiness programs. These should include personalized career guidance, job placement assistance, and resources for continuing education to ensure a smooth transition into the workforce. Strengthening employer engagement through industry partnerships and job fairs will connect graduates with better-paying and more stable job opportunities. Introducing job readiness modules, customized application support, and interview preparation can further align graduates' skills with industry demands. Additionally, incorporating resilience training into the curriculum will equip graduates to navigate challenges and adapt to evolving labor market conditions. TESDA should also provide advanced training programs and seminars aligned with industry standards to promote lifelong learning and skill enhancement, enabling graduates to remain competitive in the workforce.

Trainers and Faculty. To ensure optimal student success and industry readiness, trainers must align curricula with evolving industry needs, prioritizing employability skills such as communication, technology literacy, and entrepreneurial abilities. By integrating Problem-Based Learning and other innovative methodologies, trainers can enhance teaching effectiveness and foster a deeper understanding of real-world challenges.

Faculty and trainers should focus on comprehensive skill development, emphasizing both technical expertise and soft skills like communication, confidence, and problem-solving. Additionally, cultivating flexibility and adaptability in students will empower them to embrace diverse career paths and navigate changing job market conditions. By incorporating real-world

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challenges and adaptive thinking into coursework, educators can equip students with the mindset necessary for lifelong learning and long-term career success.

Students and Trainees of ADSCO. Students should actively engage in networking opportunities, build professional connections during their training, and utilize the support offered by the school, such as career guidance seminars and participation in job fairs like the "World Café of Opportunities." Embracing lifelong learning by pursuing higher education or certifications will further improve their employability.

Tourism of Bayugan City. To address the challenges faced by local TVET graduates, it is recommended that the local government and tourism stakeholders intensify efforts to attract investments and create more job opportunities within the city's tourism sector. Initiatives like public-private partnerships can establish local attractions and facilities, boosting employment and enhancing Bayugan City's appeal to tourists.

INTRODUCTION

Technical Vocational Education and Training (TVET) plays a crucial role in providing individuals with the skills and competencies necessary for sustainable employment. As economies and industries evolve, the demand for skilled workers grows, making TVET a vital component of workforce development. The objective of TVET is to equip learners with practical knowledge and technical expertise relevant to specific industries, thereby enhancing employability and contributing to national economic development. In the context of the tourism industry, TVET programs focus on imparting skills required for various service-oriented roles, which are increasingly in demand due to the sector's rapid growth.

TVET programs address the needs of various socioeconomic groups, offering an alternative educational pathway that leads directly to employment. Through a combination of classroom instruction, hands-on training, and industry partnerships, TVET programs ensure that graduates are job-ready. The integration of national standards and competency-based curricula helps align TVET graduates' skills with labor market demands, which is particularly important in high-demand sectors such as tourism.

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The legal framework supporting TVET in the Philippines includes several key policies that aim to develop a robust technical and vocational education system. The Technical Education and Skills Development Authority (TESDA) was established by Republic Act No. 7796, also known as the TESDA Act of 1994, to oversee and regulate the country's technical education programs. This law mandates TESDA to provide direction, policies, and quality standards for technical-vocational education in both formal and non-formal sectors.

Further legal reinforcement comes from the K-12 Law (RA 10533, 2013), which reforms the basic education curriculum to include TVET tracks and allows students to acquire vocational skills during their secondary education. Additionally, the Tourism Act of 2009 (RA 9593, 2009) highlights the importance of developing a competitive and sustainable tourism industry, which includes the promotion of relevant TVET programs that can provide a skilled workforce for this sector. Despite these legal foundations, gaps remain in understanding the real-world impact of TVET programs, particularly in the tourism industry, which is a critical area of study.

While TVET programs are designed to meet the needs of the labor market, several gaps persist in their implementation. One issue is the mismatch between the skills acquired by TVET graduates and the actual needs of employers. Despite legal mandates like the TESDA Act and the K-12 Law, few studies have examined how effectively TVET programs, especially in tourism, lead to stable employment. Moreover, while tourism is a growing sector with significant demand for skilled labor, there is limited data on the long-term career trajectories of graduates in this field.

This gap is particularly evident in the tourism programs at Agusan Del Sur College, Inc. (ADSCO), where there has been no comprehensive assessment of the employment outcomes and career progression of its graduates since the year 2022. During the year this research was conducted, there were no existing TVET graduate tracer study conducted in Agusan Del Sur in the TVET department and College Department.

Another issue is the limited access to quality TVET Programs. ADSCO TVET, had no current Tourism Diploma courses offered at ADSCO because there were no new slots for scholarship

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on the tourism diploma program granted to the school at the time the research was conducted. TVET institutions often face funding constraints and limited resources for teacher training (WENR, 2018). Citizens from rural area have limited access due to factors such as location, lack of financial capacity, awareness and available opportunities (PIDS, 2021).

This research helped determine if the course curricula is effective and relevant in studying the OJT performance of the graduates and answering the survey on how the graduates perceived their Minor, Majoy and Extracurricular Activities helped shaped them and prepared them for the job.

Agusan Del Sur College, Inc. (ADSCO) in Bayugan City is a prominent educational institution that has played a pivotal role in the development of TVET programs in the region. Established with a commitment to providing quality technical education, ADSCO has earned a reputation for producing competent graduates, particularly in tourism and hospitality management. The institution's tourism diploma program is designed to prepare students for various roles in the tourism industry, from front-line service positions to management-level careers.

ADSCO's strong focus on industry-specific education, combined with its partnerships with local and national employers, makes it an ideal setting for a tracer study. The institution's graduates have contributed significantly to the local Economy, particularly in the tourism sector, which is one of Bayugan City's emerging industries. Despite its success, there has been no formal study evaluating the career outcomes of ADSCO's TVET graduates in tourism, making this research an important contribution to understanding the effectiveness of the institution's programs.

This research examined the career trajectories of graduates from the TVET tourism diploma program at ADSCO. The tracer study provided insights into the employment status and career advancement of these graduates. Additionally, the study identified potential gaps between the skills taught in the program and the demands of the tourism industry.

The findings of this study used to inform both ADSCO and TESDA in their efforts to improve curriculum design, training methods, and skill assessments. Ultimately, this research

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intended to enhance the employability of future TVET graduates and ensured that ADSCO's programs remain relevant to the evolving needs of the tourism sector.

The role of this study is to objectively analyze the data collected from the graduates of the TVET tourism diploma program and interpret the results to provide actionable recommendations for both the institution and policymakers. With a background in education and a strong understanding of the local economic context. In the research titled "Career Trajectory: A Tracer Study of TVET Tourism Diploma Program in Agusan del Sur College in Bayugan City," the researcher played a multifaceted role as both a TVET trainer and the program head of the Hospitality Department at Agusan del Sur College. As a TVET trainer, the researcher leveraged their firsthand experience in educating students within the tourism and hospitality sectors to gain a comprehensive understanding of graduate experiences, career paths, and the challenges encountered in the workforce. The researcher's dual role allowed for a profound connection with the alumni, as the researcher could provide insight into the curriculum's strengths and limitations based on real-world industry demands. This positioned the researcher to accurately assess the effectiveness of the training and identify specific skill gaps encountered by graduates in the professional environment.

The researcher bore the responsibility of using the findings to inform curriculum development and program adjustments. The data gathered offered critical evidence to advocate for adjustments or enhancements in the curriculum, ensuring that the program aligns more closely with the dynamic requirements of the tourism and hospitality industries. This approach underscored the researcher's commitment to continuous program improvement, ultimately enhancing the employability and career growth prospects of future graduates.

Mr. Jason M. Equipado, DBM, the TVET Focal of Agusan del Sur College, played an instrumental role as the initiator of this tracer study. His directive encouraged the researcher to examine graduate outcomes critically and address potential curriculum gaps that had been previously unaddressed. Recognizing the need to align training with industry standards, Mr. Equipado motivated the researcher to investigate how well the existing curriculum prepared

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students for employment and identify any areas requiring curricular revision. His guidance underscored the school's proactive efforts in fostering program responsiveness to industry trends and graduate needs, ensuring that the institution maintained high standards of education and relevance in its offerings.

Through this collaborative effort, Agusan del Sur College demonstrated a commitment to academic excellence and adaptability, utilizing research outcomes to enhance the curriculum and uphold its dedication to producing competent professionals in the tourism and hospitality sectors.

MATERIALS AND METHODS

This study utilized a tracer research methodology, focusing on tracking the paths and experiences of graduates after they have completed their education or training program. As a descriptive study, it aimed to provide a comprehensive overview of graduates' employment status, career trajectories, and the impact of the education or training they received. This methodology was particularly effective for understanding the real-world applicability and outcomes of educational programs.

The primary objective of this tracer study was to gather qualitative data to address specific research inquiries related to the post-graduation outcomes of individuals and included measuring employment rates, types of employment, career progression, and the relevance of the skills and knowledge gained during their education or training in their current roles.

The data for this research was collected through a structured survey distributed to individuals who have completed the TVET (Technical and Vocational Education and Training) program specializing in the tourism and hospitality track, diploma programs. The survey was designed to capture detailed information about various aspects of the graduates' post-education experiences, include (1) Employment Status: Whether the graduates are employed, unemployed, or pursuing further education; (2) Employment Details: Information on job titles, sectors of employment, job stability, and career progression and (3) Opportunities and

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Challenges Faced: Any difficulties or barriers encountered in the job market and (4) The OJT Performance Rating.

The survey used a mix of open and closed-ended questions, allowing for the collection of numerical data and open-ended questions, providing qualitative insights. This approach ensured a comprehensive understanding of the graduates' experiences.

The survey distribution was electronically sent through Google Forms to a representative sample of graduates who have completed the TVET program within the years 2022 to 2024. The Contact information for potential respondents was obtained from the TVET institutions' (T2 MIS) alum databases, Facebook Group, and Messenger. To increase response rates, follow-up reminders were sent to the respondents, and the importance of the research was communicated clearly to the potential participants.

The collected data was analyzed through descriptive statistical methods to summarize and interpret the numerical data and include measures such as frequencies, percentages, and means. Additionally, qualitative responses from open-ended questions used thematic analysis to identify common themes and insights regarding the graduates' experiences and perceptions.

Research Instrument

This research employed a CHED tracer study survey questionnaire to gather data on respondents' profiles, including age, sex, program classification (Single Qualification / Diploma in Hospitality Technology), employment status, nature of occupation, and income/salary of graduates. Additionally, quantitative survey questionnaires were utilized to assess the perceived usefulness of various components of the course curriculum in graduates' professional work.

The researcher designed an interview questionnaire to explore the opportunities and challenges graduates face in their job search. This approach provided a deeper understanding of their experiences, enabling the identification of recurring themes or patterns related to job-seeking challenges.

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The survey questionnaire underwent a thorough validation process, starting with an extensive literature review to identify existing instruments or scales used in previous research to measure similar constructs and experts in the field who are currently connected with ADSCO, whom are the dean of the College of Teacher Education, Pelagia D. Joven Ed. D and dean of the college of Business and Hospitality Management, Jason M. Equipado, DBM. These steps ensured the selection or adaptation of appropriate measures for the study. Constructs or variables intended to be measured were clearly defined to align with the research objectives. Survey and questionnaire items were developed to correspond to these defined constructs, ensuring clarity, conciseness, and the elimination of ambiguity to facilitate respondents' understanding.

The validity of the survey or questionnaire was assessed through qualitative methods, and the instrument was administered to a larger sample. Statistical analyses were conducted to examine internal consistency. The accepted margin of error was 5%, with a confidence level of 95%. The total sample included 102 respondents, comprising 102 Diploma in Hospitality Technology graduates, maintaining a 50% response distribution and a minimum recommended sample size of 93 survey participants.

The researcher modified the CHED Tracer Study on the question on the professional licensure exams passed and included national assessments passed since the respondents' graduation requirements are passing national assessments under the tourism industry. To complement the CHED Tracer Questionnaire with qualitative methods, the researcher employed cognitive interviews. Respondents were asked to verbalize their experiences during the job search such as the challenges and opportunities they encountered.

Table 2

Verbal Interpretations

Scale	Range	Verbal Interpretation
5	4.20 – 5.00	Extremely Useful (EU)
4	3.40 – 4.19	Very Useful (U)

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3	2.60 – 3.39	Moderately Useful (MU)
2	1.80 – 2.59	Somewhat Useful (SU)
1	1.00 – 1.79	Not Useful at All (NUA)

Data Gathering Procedure

The survey was disseminated to the graduates through electronic means (Google Forms). The survey was administered to the graduates, who will be requested to complete it at their discretion.

The first part of the survey questionnaire will entail the CHED Graduate Tracer Survey Questionnaire, including the graduate's profile, program qualification, job placement, and nature of occupation.

The second portion of the data collection instrument is an interview questionnaire composed directly of two major themes, the challenges and opportunities they encountered during the job search.

The third portion was dedicated to assessing the performance of Diploma in Hospitality Technology graduates during their On-the-Job Training (OJT) experience. The data collection tool was created to evaluate the performance of graduates from the Diploma in Hospitality Technology program during their OJT experience. This section used a rating scale to assess various aspects of their job knowledge, performance, teamwork abilities, and overall work ethic.

The researcher also utilized the school's TESDA Training Management Information System (T2MIS) to determine the exact number of students who graduated from 2022-2024. The fourth and final segment of the data-gathering tool focused on evaluating the efficacy of the course curricula in preparing graduates for their professional endeavors. This assessment is crucial for understanding the holistic impact of the educational experience on students' readiness for the workforce. Within this segment, three key aspects are considered: the usefulness of general education and minor courses, the proficiency gained through core

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competencies or major courses, and the value derived from participating in extra-curricular activities.

General education and minor courses play a foundational role in shaping students' intellectual breadth and versatility. While these courses may not directly align with a student's chosen career path, they provide essential skills and knowledge that are applicable across diverse professional contexts. For instance, courses in communication, critical thinking, and cultural studies equip graduates with the ability to effectively convey ideas, analyze complex situations, and navigate diverse cultural landscapes. In their professional work, individuals draw upon these skills to communicate with clients, collaborate with colleagues from diverse backgrounds, and adapt to changing circumstances.

Core competencies or major courses constituted the backbone of a student's expertise in their chosen field. These courses delve deeply into specialized knowledge, theories, and practical skills that are essential for success in a specific profession. For example, engineering students may undergo rigorous training in mathematics, physics, and technical design principles, while business students focus on areas such as finance, marketing, and strategic management. Mastery of these core competencies enables graduates to apply theoretical concepts to real-world problems, innovate solutions, and drive progress within their respective industries.

Beyond academic coursework, participation in extra-curricular activities enriches students' professional development by fostering leadership, teamwork, and adaptability. Activities such as internships, volunteer work, student organizations, and sports offer invaluable opportunities for students to apply classroom learning in real-world settings, cultivate interpersonal skills, and expand their professional networks. Moreover, engagement in extra-curricular activities demonstrates initiative, resilience, and a commitment to personal growth, qualities that employers highly value. In their professional work, graduates who have participated in extra-curricular activities often demonstrate strong leadership abilities, adapt quickly to new challenges, and collaborate effectively with colleagues to achieve organizational objectives.

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By evaluating the extent of the usefulness of the course curricula across these dimensions, educational institutions gained valuable insights into the effectiveness of their programs in preparing graduates for the demands of the professional world. This comprehensive assessment enabled continuous refinement and improvement of curriculum design, ensuring that students receive a well-rounded education that equips them with the knowledge, skills, and attributes needed to succeed in their chosen careers.

Statistical Treatment

Frequency Distribution. This tool was used to treat the profile of the respondents in terms of Age, Sex, and Program Classification (Single Qualification / Diploma in Hospitality Technology). This treatment involves not only summarizing the data but also providing a comprehensive analysis of the second problem statement on the employment statuses, nature of occupation, and income/salary of the graduates.

Thematic Analysis. This qualitative approach allowed for a nuanced exploration of the challenges faced by graduates in their job search, providing a deeper understanding of their experiences, and it was used to read through the responses and identify recurring themes or patterns related to job-seeking challenges.

Mean, median, mode. This approach allowed for a systematic and quantitative assessment of the perceived usefulness of different components of the course curriculum in graduates' professional work. For the research question, "What is the performance rating of graduates during their On-the-Job Training (OJT), basic descriptive statistics such as mean, median, mode, range, and standard deviation of the performance ratings will be used to provide an overview of the central tendency, variability, and distribution of the data.

The researcher utilized quantitative methods such as surveys or questionnaires to gather data from professionals who have completed the courses in question by using descriptive statistics to summarize the responses

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Summary

This study explores the career trajectories of graduates from the Technical Vocational Education and Training (TVET) Tourism Diploma Program at Agusan Del Sur College (ADSCO) in Bayugan City. Through a tracer study approach, it seeks to understand the employment status, job satisfaction, and career advancement of these graduates, providing valuable insights into their experiences in the workforce.

The primary goal of this research is to enhance the employability of future TVET graduates by ensuring that ADSCO's programs remain aligned with the evolving demands of the tourism industry. By objectively analyzing the data collected, this study will generate actionable recommendations for program improvement, addressing the needs of both ADSCO and policy-makers in the education and labor sectors.

Using a combination of quantitative and qualitative methodologies, the study gathered data from 102 respondents through surveys and focus group interviews. The interview data was categorized into major and sub-themes such as challenges, opportunities, skill development, and future outlooks, which were then analyzed through frequency distribution and by finding the mean.

Key findings from this research will inform ADSCO and TESDA (Technical Education and Skills Development Authority) on how to refine the TVET Tourism Diploma Program to better prepare graduates for the job market. Additionally, it highlights areas for curriculum enhancement, training techniques, and skill assessments. The results can serve as a foundation for continuous improvement in the delivery of TVET programs, ensuring their relevance to industry needs and providing graduates with the tools needed to succeed in their careers.

Findings

The following are the salient findings of the study.

6. The majority of respondents (86.3%) are young adults aged 20 to 30, most of whom have recently graduated or are still pursuing an education. A smaller group (13.7%)

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is aged 31-40, indicating a lower proportion of older people, potentially due to selective hiring procedures in the tourism and hospitality industries, which favor younger applicants. The sample is mostly female (66.7%), with males accounting for 33.3%. This aligns with industry trends in the Philippines, where women are more likely to work in the hospitality and tourism sectors. The bulk of respondents (79.4%) are single, with 12.7% married, 6.86% single parents, and 0.98 percent separated. A large percentage of graduates earned relatively modest earnings. The majority (35.29%) had monthly earnings of P5,000.00 to P10,000.00, with 21.57% earning less than P5,000.00.

7. Majority of respondents from the TVET Tourism track were employed (47.1%), followed by a considerable number of unemployed individuals (36.3%). A smaller percentage were self-employed (16.7%).
8. The study revealed significant challenges and opportunities for TVET tourism graduates. While job mismatch, financial constraints, and personal challenges posed obstacles, networking, practical experiences, and local employment opportunities provided pathways to success. Networking through student organizations, former professors, and classmates played a crucial role in securing job interviews and offers. Additionally, OJT programs helped graduates transition seamlessly into the workforce, with many being offered full-time employment by the companies where they trained. Local employment in restaurants, hotels, and bakeries within Bayugan City was also a viable option for graduates, who took advantage of the growing local economy and new business ventures. Some graduates pursued further education to enhance their qualifications and access better career opportunities, including working abroad. These findings highlight the importance of networking, practical experience, and adaptability in navigating the job market for TVET tourism graduates.
9. TVET Tourism track graduates demonstrated outstanding performance in their OJT in terms of job knowledge, job attitude, and personal relations. They possessed

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adequate knowledge about their assigned work, understood instructions easily, applied relevant theories, and communicated effectively. Additionally, the graduates exhibited industriousness, reliability, punctuality, a strong interest in learning, and a willingness to work beyond required hours. Furthermore, they demonstrated exceptional interpersonal skills, being friendly, sincere, respectful, and capable of building positive relationships with peers and superiors. These findings highlight the effectiveness of the TVET program in preparing graduates for the workforce and their potential to excel in their chosen careers.

10. General Education/Minor Courses, Core/Major Courses, and extracurricular activities are found to be exceptionally valuable in enhancing the graduates' knowledge, skills, attitudes, critical thinking abilities, and understanding of various subjects. The graduates rated all indicators for these courses as either "Extremely Useful" or "Very Useful," highlighting their perceived importance in their professional development. The Core/Major Courses were particularly crucial as they aligned with TESDA's qualifications and assessments, ensuring that graduates acquired the necessary competencies for the tourism industry. Extracurricular activities were also highly valued by the graduates, suggesting their positive impact on their overall educational experience.

Conclusions

Based on the findings of the study, the following conclusions are drawn.

6. It appears that majority of respondents were young adults aged 20-30, indicating a recent graduation or ongoing education. A smaller proportion were aged 31-40, suggesting potential age discrimination in the tourism and hospitality industries. The sample was predominantly female, aligning with industry trends in the Philippines. Most respondents were single, with a smaller percentage married or in other relationship statuses. A large percentage of graduates reported modest earnings, highlighting potential financial challenges.

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7. The study suggests that majority of respondents were employed, followed by unemployed individuals. A smaller percentage were self-employed, indicating a preference for traditional employment.
 8. TVET Tourism graduates faced challenges such as job mismatch, financial constraints, and personal challenges. Networking, practical experiences, and local employment opportunities were identified as pathways to success. Networking through student organizations, former professors, and classmates played a crucial role in securing job interviews and offers.

OJT programs facilitated a seamless transition into the workforce, with many graduates being offered full-time employment. Local employment in restaurants, hotels, and bakeries provided viable options for graduates. Pursuing further education was another strategy for enhancing qualifications and accessing better career opportunities.

9. TVET Tourism track graduates demonstrated outstanding performance in their OJT in terms of job knowledge, job attitude, and personal relations. They possessed adequate knowledge, understood instructions, applied theories, and communicated effectively.

Additionally, they exhibited positive work attitudes and interpersonal skills, highlighting the effectiveness of the TVET program in preparing graduates for the workforce.

10. General Education/Minor Courses, Core/Major Courses, and extracurricular activities were deemed exceptionally valuable by the graduates. These courses enhanced their knowledge, skills, attitudes, critical thinking, and understanding of various subjects. The Core/Major Courses aligned with TESDA qualifications, ensuring graduates acquired necessary competencies for the tourism industry. Extracurricular activities contributed positively to the overall educational experience

Recommendations

Based on the conclusions drawn, the following recommendations are offered for consideration.

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Agusan Del Sur College Inc. To improve graduate employability, the school's administrators can adopt a strategic approach to networking and career preparation. Hosting networking events, career fairs, and building industry connections will increase graduates' visibility and job opportunities. Tailored workshops and training sessions can address specific challenges, such as overcoming discrimination and limited job prospects, providing targeted support. Encouraging proactive job search strategies, including personalized applications and resilience-building activities, can better prepare graduates for successful job placements.

Institutions of technical vocational education. TVET administrators can cultivate a culture of excellence and continuous improvement by recognizing and rewarding outstanding performance during On-the-Job Training (OJT). A system that acknowledges high achievers and offers incentives or formal recognition can motivate other students and provide graduates with valuable credentials for future employment. Additionally, TVET administrators can promote the sharing of best practices through workshops, seminars, or digital platforms, allowing educators and graduates to exchange successful strategies. This collaboration enhances the overall quality of training and improves graduates' employability by incorporating effective educational practices.

Department of Labor and Employment (DOLE). DOLE is encouraged to collaborate with TESDA and local industries to raise awareness about labor market demands and provide financial assistance to graduates facing job search challenges. Wage adjustments and policies promoting regular employment can improve job stability in the tourism sector.

Technical Educations and Skills Development Authority. TESDA can significantly enhance the employability of TVET graduates by implementing comprehensive career counseling and job readiness programs. These should include personalized career guidance, job placement assistance, and resources for continuing education to ensure a smooth transition into the workforce. Strengthening employer engagement through industry partnerships and job fairs will connect graduates with better-paying and more stable job opportunities. Introducing job readiness modules, customized application support, and interview preparation can further align graduates' skills with industry demands. Additionally,

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incorporating resilience training into the curriculum will equip graduates to navigate challenges and adapt to evolving labor market conditions. TESDA should also provide advanced training programs and seminars aligned with industry standards to promote lifelong learning and skill enhancement, enabling graduates to remain competitive in the workforce.

Trainers and Faculty. To ensure optimal student success and industry readiness, trainers must align curricula with evolving industry needs, prioritizing employability skills such as communication, technology literacy, and entrepreneurial abilities. By integrating Problem-Based Learning and other innovative methodologies, trainers can enhance teaching effectiveness and foster a deeper understanding of real-world challenges.

Faculty and trainers should focus on comprehensive skill development, emphasizing both technical expertise and soft skills like communication, confidence, and problem-solving. Additionally, cultivating flexibility and adaptability in students will empower them to embrace diverse career paths and navigate changing job market conditions. By incorporating real-world challenges and adaptive thinking into coursework, educators can equip students with the mindset necessary for lifelong learning and long-term career success.

Students and Trainees of ADSCO. Students should actively engage in networking opportunities, build professional connections during their training, and utilize the support offered by the school, such as career guidance seminars and participation in job fairs like the "World Café of Opportunities." Embracing lifelong learning by pursuing higher education or certifications will further improve their employability.

Tourism of Bayugan City. To address the challenges faced by local TVET graduates, it is recommended that the local government and tourism stakeholders intensify efforts to attract investments and create more job opportunities within the city's tourism sector. Initiatives like public-private partnerships can establish local attractions and facilities, boosting employment and enhancing Bayugan City's appeal to tourists.

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue I

August 2025

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



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