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The administration of technical education skills development authority (TESDA) programs in the first district of Albay

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Abstract

In today's competitive labor market, academic excellence alone is no longer sufficient for employability. Job applicants are expected to demonstrate both technical competencies and soft skills to thrive in increasingly complex workplaces. Education must therefore extend beyond grades and transcripts, equipping students with practical, transferable skills that foster confidence and independence. The Philippine Constitution underscores this priority, mandating the State to advance education, science, and technology as drivers of social progress and human development. Complementary legislation, such as the Tulong Trabaho Act (RA 11203) and the Ladderized Education Act (RA 10647), strengthens technical-vocational education and training (TVET), aligning workforce skills with industry demands while providing flexible pathways for career progression. These initiatives highlight the government's role in bridging academic learning with employable skills, ensuring that graduates become productive members of society rather than passive dependents.

The Technical Education and Skills Development Authority (TESDA), established under RA 7796, has played a pivotal role in expanding access to technical education and skills development, particularly for marginalized sectors. Its programs have enhanced workforce competitiveness and contributed to poverty reduction, though challenges remain in resource adequacy, industry engagement, and responsiveness to evolving labor demands. Globalization and technological change further intensify the need for reskilling and upskilling, as routine tasks are increasingly automated and specialized skills become indispensable. Addressing these challenges requires a dynamic, integrated system of formal and informal learning that prepares graduates not only for entry-level employment but also for lifelong adaptability. By fostering both technical expertise and soft skills, Philippine education can ensure that students transition confidently into the workforce and contribute meaningfully to national development.

Keywords: Employable Skills; Technical-Vocational Education (TVET); Workforce Competitiveness

1. Introduction

In today's competitive labor market, academic excellence alone is insufficient for employability. Job applicants are expected to demonstrate both technical competencies and soft skills to meet the demands of a rapidly evolving workplace. Education is successful when graduates transition into professional roles, either practicing their field of study or pursuing opportunities that enable them to contribute productively to society. Without employable skills, students often lack confidence and direction after graduation, underscoring the responsibility of the government and its agencies to support their development. The 1987 Philippine Constitution emphasizes the State's priority in advancing education, science, and technology, while Republic Act No. 11203 or the Tulong Trabaho Act strengthens workforce competitiveness through free access to Technical-Vocational Education and Training (TVET). Globalization and industrialization further intensify the need for reskilling and upskilling, as routine tasks are increasingly automated and specialized skills become essential. Policies such as the Ladderized Education Act of 2014 (RA 10647) and the TESDA Act of 1994 (RA 7796) provide flexible pathways for career progression and integrated technical education

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systems. TESDA has played a pivotal role in expanding access to training, particularly for marginalized sectors, though challenges remain in resources, industry engagement, and responsiveness to labor demands. The establishment of the Philippine Qualifications Framework and the K to 12 program further align education with 21st-century skills, emphasizing creativity, innovation, communication, and collaboration. Despite increasing enrollment in TVET, mismatches between graduate competencies and industry needs persist, highlighting the importance of TESDA's four training modalities—school-based, center-based, enterprise-based, and community-based—in bridging skills gaps and ensuring workforce readiness.

2. Methods

This study employed the descriptive-survey method to examine the administration of Technical Education and Skills Development Authority (TESDA) programs in the First District of Albay. Descriptive research was chosen because it provides information about prevailing conditions and allows for interpretation of trends and relationships (Vizcarra, 2003; Sanchez, 1998). A survey design was utilized to collect data from a defined group of respondents using a researcher-made questionnaire. The instrument measured training modalities, the level of program administration across curriculum, training design, tools and equipment, assessment, and linkages, and identified challenges encountered. Respondents rated indicators using a five-point Likert scale. Data were analyzed using descriptive statistics, including frequency counts, percentages, and weighted means, to determine the level of administration and challenges faced in TESDA program implementation.

3. Materials

The study drew upon both primary and secondary sources of data. Primary data were obtained from sixty-eight (68) trainers of TESDA programs in the First District of Albay. Respondents were distributed across institutions such as San Francisco Institute of Science and Technology (25), Sto. Domingo Extension Campus (10), Carolyna A Institute of Technology (3), Lanting Casaul College (3), CCDI (3), MTC Academy (3), TESDA Provincial Training Center in Malilipot (5), Hotel Fina (2), Casa Eugenia (2), Mid City Inn (2), Tabaco City Livelihood Training Center (5), and the Municipal Social Welfare and Development Office (5). Total enumeration was employed to ensure comprehensive coverage of trainers.

Secondary sources included published and unpublished theses, dissertations, journals, books, memoranda, magazines, and online resources relevant to technical and vocational education. The main research instrument was a researcher-made questionnaire developed with guidance from the Thesis Adviser. It consisted of three parts: (1) identification of training modalities, (2) assessment of TESDA program administration across curriculum, training design, tools and equipment, assessment, and linkages, and (3) identification of challenges encountered. The instrument underwent validation by both internal and external experts, who recommended revisions such as clarifying training modalities, aligning indicators with training regulations, and removing outdated items. These refinements ensured the instrument's reliability and appropriateness for data collection.

4. Discussion

The study underscores the critical role of TESDA programs in enhancing technical-vocational education in the First District of Albay. Findings revealed that training institutions offered diverse modalities, including school-based, center-based, enterprise-based, and community-based programs, reflecting TESDA's mandate to provide accessible and flexible training opportunities. Respondents rated the administration of TESDA programs across curriculum, training design, tools and equipment, assessment, and linkages, with results indicating varying levels of effectiveness. Curriculum and training design were generally rated high, suggesting alignment with training regulations and responsiveness to learner needs. However, challenges were evident in areas such as tools and equipment, where resource limitations hindered effective delivery.

The identification of challenges highlighted systemic issues, including inadequate facilities, insufficient training materials, and limited industry collaboration. These constraints affected the ability of institutions to fully implement TESDA programs and meet workforce demands. Despite these challenges, trainers acknowledged the value of TESDA programs in equipping learners with employable skills and fostering community development. The study emphasizes the need for continuous support from TESDA and local stakeholders to address resource gaps and strengthen industry linkages. Moreover, the validation process of the research instrument demonstrated the importance of aligning indicators with training regulations to ensure accurate assessment. Overall, the discussion highlights that while TESDA

programs contribute significantly to workforce readiness, sustainability requires addressing challenges in resources, collaboration, and program delivery.

5. Results

The results revealed that TESDA programs in the First District of Albay were implemented across multiple training modalities, with school-based and center-based programs being the most prominent. Respondents rated curriculum and training design as highly administered, indicating strong adherence to TESDA training regulations. Tools and equipment, however, received moderate ratings, reflecting limitations in resources and facilities. Assessment processes were generally rated high, suggesting effective evaluation mechanisms, while linkages and collaboration were rated moderate, pointing to the need for stronger partnerships with industry and community stakeholders.

Challenges encountered included inadequate facilities, lack of updated equipment, insufficient training staff, and limited industry engagement. These issues were consistently reported across institutions, highlighting systemic barriers to effective program delivery. Despite these challenges, respondents affirmed the positive impact of TESDA programs in improving technical skills and employability among learners. Frequency counts and weighted means confirmed significant variations in program administration across institutions, with larger training centers demonstrating stronger implementation compared to smaller ones. Overall, the results indicate that TESDA programs are valuable in promoting workforce development but require enhanced resource allocation and industry collaboration to maximize their effectiveness.

6. Conclusion

This study examined the administration of TESDA programs in the First District of Albay, highlighting both strengths and challenges in technical-vocational education delivery. Findings revealed that curriculum and training design were generally rated highly, reflecting adherence to TESDA training regulations and responsiveness to learner needs. Assessment processes were also effective, ensuring that trainees were evaluated systematically. However, limitations in tools, equipment, and industry linkages hindered the full realization of program objectives. These challenges underscore the need for stronger resource allocation, updated facilities, and enhanced collaboration with industry partners to ensure that training remains relevant and aligned with workforce demands.

The study affirms the vital role of TESDA in equipping learners with employable skills and promoting community development. By offering diverse training modalities—school-based, center-based, enterprise-based, and community-based—TESDA provides flexible opportunities for skill acquisition across different contexts. Yet, sustainability requires continuous improvement, particularly in addressing systemic barriers such as resource shortages and stakeholder resistance. Strengthening partnerships between TESDA, local government units, and private industry will be crucial in bridging skills gaps and ensuring that graduates are workforce ready. Overall, the study concludes that TESDA programs contribute significantly to workforce competitiveness and poverty reduction, but their long-term impact depends on sustained support, innovation, and responsiveness to the evolving demands of the labor market.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest should be disclosed.

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