Efficacy Of Technical-Vocational Education And

 Training Delivery Among Hotel And Restaurant

Management Students Of Sulu Amidst The

Covid-19 Pandemic

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| ABSTRACTThe primary purpose of this study was to assess how well Sulu College of Technology, Inc.'s hotel and restaurant management students were receiving technical-vocational education and training during the academic year 2021–2022. It used a descriptive-correlational study design. Through the use of frequency counts, a simple percentage distribution, and a purposive sampling technique, a total of 100 participants were selected. The selection process took place at the Jolo, Sulu-based Sulu College of Technology, Inc.'s hospitality management department. Despite the difficulties provided by the COVID-19 epidemic, the findings showed a highly effective execution of technical-vocational education and training in the areas of culinary arts, hospitality management, and occupational health and safety. The efficiency of Technical-Vocational Education and Training (TVET) during the COVID-19 pandemic was strongly positively correlated with how well it was delivered, according to the study. This association was specifically noted in the areas of housekeeping, occupational health and safety, and baking and cookery. The demographic traits of the respondents, such as gender, age, year of birth, and parental educational attainment, do not significantly affect the delivery of Technical Vocational Education and Training (TVET) to students majoring in hotel and restaurant management at Sulu College of Technology, Inc. in the context of the COVID-19 pandemic. It is advised that Sulu College of Technology, Inc.'s administrators continue providing technical-vocational education and training (TVET) in an efficient manner and take into account expanding its supplemental training programs beyond baking and cooking, housekeeping, and occupational health and safety. Vocational-technical educators should be the target audience for these programs. To meet the demands of the current market, it is also important to purchase more training facilities and equipment. Additionally, it is advised that student researchers in the field of educational administration conduct comparable investigations to evaluate the execution of various vocational-technical programs and courses in a variety of settings. Keywords: COVID-19 Pandemic, Technical-Vocational Education and Training (TVET) Delivery, Hotel and Restaurant Management (HRM)  |

**INTRODUCTION**

The programs for vocational education and training (VET) may contribute significantly to the effort to contain the COVID-19 pandemic. According to Hoftijzer et al.'s (2020) "Education for Global Development," the present phase, also known as the "coping" phase, is a transitional time period that is characterized by the gradual reopening of businesses and institutions. This stage is frequently referred to as the "coping" stage. Additionally, it is anticipated that the recovery's next stage will result in significant changes to the labor market and educational system. These are the occasions when significant contributions can be made.

Additionally, one of the educational sectors affected by the school closures brought on by the COVID-19 epidemic, which has touched roughly 1.2 billion children worldwide, is the Technical-Vocational Education and Training (TVET) system.

The ability to continue work-based learning is beneficial for some students and programs in the Technical-Vocational Education and Training (TVET) sector. It is possible to put preventive measures in place under specific circumstances so that students can successfully complete their practical training.

Moreover, the world is currently dealing with a pandemic-scale disaster that is unprecedented in scope. Early in 2020, the COVID-19 pandemic began, and it had a significant and far-reaching influence on a sizable population. Human lives are still being lost as a result of the problem under discussion throughout the world. Given the significant number of deaths that have been confirmed, one could argue that this catastrophe has the potential to rank among the most significant events of the twenty-first century. As a result, numerous nations closed a sizable section of their educational institutions. According to a recent article in the Scholarly Technical Education Publication Series (STEPS) (Volume 4, 2020), the closures have affected about 89% of students in 188 different countries.

Global systems of education and training have started to take action in response to the situation. Given the situation, it is critical to understand that Technical-Vocational Education and Training (TVET), a crucial component of education spanning secondary, postsecondary, and tertiary levels that includes work-based learning, continuing education, and professional development (UNESCO, 2020, March 29), cannot remain blind to the ongoing global crisis.

The degree of responsiveness displayed by institutions reflects their skill, the preparedness of their staff and systems, and the adequacy of resources suited to emergency situations within certain economic, social, and cultural frameworks.

Through recent changes, the TVET sector has seen its growth accelerate and shown promise for raising worker competitiveness and reducing poverty. However, the present pandemic issue has heightened a serious worry about the scarcity of essential resources. The K-12 basic education program, which extended the previous 10-year program by adding one year of kindergarten and two years of senior high school, as well as the 2012 implementation of the Philippine Qualifications Framework (PQF) have had a significant impact on technical-vocational education and training (TVET). The senior high school curriculum now includes a technical-vocational and livelihood (TVL) course as a result of the K–12 reform's implementation. Students have the chance to obtain a National Certificate through this program for courses that adhere to TESDA's training requirements. This incidence has been acknowledged as noteworthy in the context of the K–12 transformation.

The number of Filipinos enrolled in Technical-Vocational Education and Training (TVET) rose dramatically between 2000 and 2016. More specifically, from 574,017 to 2,270 000, there was a considerable increase in the number of students enrolling in TVET. The rapid growth of TVET programs in the nation is responsible for this phenomenon. Between 2010 and 2016, there was a significant increase in the proportion of students who successfully finished their technical and vocational education and training (TVET) coursework, with the graduation rate going from 83% to 95% (WENR, 2018). 2,151,236 students in the Philippines completed Technical-Vocational Education and Training (TVET) programs in 2016, according to the Philippine TVET Statistics (TESDA, 2018). With 2,269,667 students, this figure shows the graduation rate.

The Philippines offers four different types of TVET: school-based, center-based, community-based, and enterprise-based, according to the 2018 TESDA Technical-Vocational Education and Training (TVET) Program [EB/OL]. Technical-Vocational Education and Training (TVET) institutions can be classified as either public or private depending on where they receive their funding. Technical and vocational education and training (TVET) courses can be broken down into three distinct categories based on their length: short-term courses, which typically last less than three months; mid-term courses, which usually last between three and nine months; and long-term courses, which usually last between one and three years.

In Philippine educational institutions, a range of short-, intermediate-, and long-term programs are offered. Most of these programs are long-term, with the other programs being either short-term or intermediate-term. One-year, two-year, and three-year programs, which serve as unique classifications for various educational opportunities, are offered by TVET institutes. Various educational institutions provide certificate and diploma programs for long-term school-based Technical-Vocational Education and Training (TVET), depending on their specific orientations. More than 90% of institutions providing technical-vocational education and training (TVET) are privately owned. According to the School-Based Program of the Technical Education and Skills Development Authority (TESDA) [EB/OL], there are 57 Technical-Vocational Education and Training (TVET) institutes associated with the Technical Education and Skills Development Authority (TESDA) as of 2018. These institutions provide training in a variety of subjects, including 31 in business, 19 in agriculture, and 7 in fisheries.

A number of diploma and bachelor's degree programs run by colleges and universities, like Sulu College of Technology, Inc., are also looking into the implementation of ladderized training as a way to offer technical-vocational education and training (TVET) alongside academic instruction to students at different stages of their educational journey. In a four-year bachelor's degree program with ladderized instruction, the first year is mostly dedicated to vocational training. Students have the chance to take part in TESDA assessments, allowing them to graduate from this academic year with a national certificate. In the following three years, students will complete a program that combines academic instruction with Technical-Vocational Education and Training (TVET), graduating with both a bachelor's degree and a diploma.

Given the aforementioned setting, the goal of this study was to assess the effectiveness of Technical-Vocational Education and Training (TVET) among students enrolled in the Sulu College of Technology, Inc. program for hotel and restaurant management.

**STATEMENT OF THE PROBLEM**

This study aimed to determine the efficacy of Technical-Vocational Education and Training Delivery among the Hotel and Restaurant Management students of Sulu College of Technology, Inc. amidst pandemic during the School Year 2021-2022. Specifically, it sought to answer the following queries upon its very completion:

1. What is the demographic profile of the HRM student-respondents at Sulu College of Technology, Inc. in terms of: Gender, Age, Year Level, and Parent’s Educational Attainment?
2. What is the extent of efficacy of Technical-Vocational Education and Training (TVET) Delivery Among HRM Students of Sulu College of Technology, Inc. Amidst the COVID 19 Pandemic in the context of: Baking and Cookery, Housekeeping, and Occupational Health and Safety?
3. Is there a significant difference in the extent of the Efficacy of Technical-Vocational Education and Training (TVET) delivery among HRM students of Sulu College Technology, Inc. amidst the COVID 19 Pandemic when data are grouped according to their demographic profile in terms of: Gender, Age, Year level, and Parent’s educational attainment?
4. Is there a significant correlation among the sub-categories subsumed under efficacy of Technical-Vocational Education and Training (TVET) delivery among HRM students of Sulu College of Technology, Inc. amidst the COVID 19 Pandemic in terms of baking and cookery, housekeeping, and occupational health and safety?

**OBJECTIVES OF THE STUDY**

To be able to assess the efficacy of Technical-Vocational Education and Training (TVET) delivery among HRM students of Sulu College of Technology, Inc. amidst the COVID 19 Pandemic, this research will endeavor to achieve the following objectives:

 1. To determine the demographic profile of the HRM student-respondents at Sulu College of Technology, Inc. in terms of Gender, Age, Year Level; and Parent’s Educational Attainment;

2. To determine the extent of efficacy of Technical-Vocational Education and Training (TVET) Delivery Among HRM Students of Sulu College of Technology, Inc. amidst the COVID 19 Pandemic in the context of Baking and Cookery, Housekeeping, and Occupational Health and Safety;

3. To determine whether there is a significant difference in the extent of the Efficacy of Technical-Vocational Education and Training (TVET) delivery among HRM students of Sulu College Technology, Inc. amidst the COVID 19 Pandemic when data are grouped according to gender, age, year level, and parent’s educational attainment; and

4. To determine whether there is a significant correlation among the sub-categories subsumed under the efficacy of Technical-Vocational Education and Training (TVET) delivery among HRM students of Sulu College of Technology, Inc. amidst the COVID 19 Pandemic in terms of baking and cookery, housekeeping, and occupational health and safety.

**CONCEPTUAL FRAMEWORK**

Figure 1 shows the conceptual framework of the study. It shows the relationship between the classified Independent Variables which is student-respondents’ demographic profile such as gender, age, year level, and parent’s educational attainment. On the other hand, the Dependent Variables constitute the extent of efficacy of Technical-Vocational Education and Training (TVET) delivery among HRM students of Sulu College of Technology, Inc. amidst the COVID 19 Pandemic in terms of baking and cookery, housekeeping, and occupational health and safety.

 **Independent Variables Dependent Variables**

DEMOGRAPHIC PROFILE OF THE RESPONDENTS

* Age
* Gender
* Year level
* Parent’s educational attainment

EXTENT OF EFFICACY OF TECHNICAL-VOCATIONAL EDUCATION AND TRAINING TVET DELIVERY

* Baking and Cookery
* Housekeeping
* Occupational Health and Safety

 **Figure 1 – Conceptual Model of the Study**

**SIGNIFICANCE OF THE STUDY**

The result of this study will serve significant insights to each of the following entities:

1. Provide the **school management** of Sulu College of Technology, Inc. and other TVIs in the province of Sulu with reliable feedback on what they might contribute towards the improvement of the skills training delivery in their school, particularly support for teachers/trainers, in the enhancement of students’ mastery and learning competencies in TVET.
2. Provide **teachers/TVET trainers** with reliable feedback on the extent of the efficacy of Technical-Vocational Education and Training (TVET) delivery among the Hotel and Restaurant Management (HRM) students. It may serve as basis for improvement through: a.) Exposure to seminars and trainings in TVET (e.g. Trainer’s Methodology Level 1 (TM1); b.) Teaching strategies and techniques in terms of TVET training delivery and assessment.
3. Enlighten the role of the **community constituents and the parents**, that is, to what extent they could contribute towards the improvement of teaching and training delivery of TVET in the schools and the community;
4. Help shed light on the part of the **policymakers and/or the curriculum designers** for the inclusion of teachers in the different developmental activities that harness their knowledge on technical-vocational education and its effective delivery;
5. **Students.** Considering that they are recipients and direct beneficiaries of this study, the outcome would serve as an enhancement in their mastery and learning competencies in technical-vocational education;
6. **Researcher/Future Researcher.** They will gain awareness on the extent of the problems and difficulties of the TVET students/learners and the challenges on the part of the teachers/trainers toward mastering and learning competencies in Technical-Vocational Education and Training, and serves as avenue if they make researches similar in nature; and
7. Contribute to the fountain of knowledge of Technical and Vocational Education and Training.

**HYPOTHESES OF THE STUDY**

In its attempt to seek the needed information to answer the research problems, this study will be guided by the following hypotheses:

1. There is no significant difference in the extent of the Efficacy of Technical-Vocational Education and Training (TVET) delivery among HRM students of Sulu College Technology, Inc. amidst the COVID 19 Pandemic when data are grouped according to gender, age, year level, and parent’s educational attainment.
2. There is no significant correlation among the sub-categories subsumed under the efficacy of Technical-Vocational Education and Training (TVET) delivery among HRM students of Sulu College of Technology, Inc. amidst the COVID 19 Pandemic in terms of baking and cookery, housekeeping, and occupational health and safety.

**RESEARCH METHODOLOGY**

Research methodology is a blueprint that guides the researcher from the very inception of the scientific investigation until its very completion (Harris, 1979).

 Hence, this chapter centers its brief discussion on the following aspects: research design, research locale, respondents of the study, sampling design, research instrument, data gathering procedure, validity and reliability and statistical treatment of data.

**Research Design**

To determine the comprehensive layout for the data collection in this study, a descriptive-exploratory research design through a quantitative research method will be used in determining the extent of efficacy of Technical-Vocational Education and Training delivery among Hotel and Restaurant Management students of Sulu College of Technology, Inc. amidst the Covid 19 Pandemic

As aptly defined by Venson (2004): Descriptive research design interprets and reveals condition that exist and explanatorily supplies the needed knowledge and experiences that will aid in setting a more detailed study.

**Research Locale**

The study will be conducted at Sulu College of Technology, Inc. - specifically at the Hospitality Management Department during the School Year 2020-2021.

 Sulu College of Technology, Inc. is a private Higher Education Institution under supervision of the Commission on Higher Education (CHED), situated in the municipality of Jolo, province of Sulu.

**Research Respondent**

The respondents of this study are one hundred (100) Hotel and Restaurant Management (HRM) students at Sulu College of Technology, enrolled during the School Year 2021-2022.

**Distribution of Samples According to Year Level**

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| **Hotel and Restaurant Management Students’ Year Level** | **Number of Student-Respondents** |
| First Year | 25 |
| Second Year | 25 |
| Third Year | 25 |
| Fourth Year | 25 |
| **TOTAL** | **100** |

**Sampling Design**

The sampling design used in this particular study will be a non-probability sampling method through the Purposive Sampling technique wherein the researcher will choose the actual student-respondents of the study among the HRM students of Sulu College of Technology, Inc.

**Research Instrument**

With profound understanding of the research title, the researcher utilized a standardized questionnaire adapted with slight modifications from Promulgated TESDA Training Regulations (for Bread and Pastry Production, Cookery, Housekeeping and Occupational Health and Safety) that will provide answers to the statement of the problems of this research. It was centered on the Efficacy of Technical-Vocational Education and Training delivery among Hotel and Restaurant Management students of Sulu College of Technology, Inc. amidst the Covid 19 Pandemic.

The aforesaid instrument is composed of two parts, wherein the first part of the questionnaire deals with the demographic profile of student-respondents which are gender, age, year level, and parent’s educational attainment. While the second part of the questionnaire deals with the extent of Efficacy of Technical-Vocational Education and Training delivery among Hotel and Restaurant Management students of Sulu College of Technology, Inc. amidst the COVID 19 Pandemic.

Moreover, the questionnaire contains 30 item statements classified into three sub-categories which are Baking and Cookery, Housekeeping, and Occupational Health and Safety gauged using the 5 point Likert Scale: 5 for Very Effective (VE), 4 Effective (E), 3 for Moderately Effective (ME), 2 for Less Effective (LE), and 1 for Not Effective at all (NE).

**Statistical Treatment of Data**

In generating the primary empirical data for this study, the following statistical tools were employed;

**1. Frequency and Percentage.** The frequency and percentage are the statistical tools used to determine the profile of the students as to gender, age, year level, and parent’s educational attainment.

**2. Weighted Mean and Standard Deviation.** The weighted mean and standard deviation used to determine the extent of Efficacy of Technical-Vocational Education and Training delivery among Hotel and Restaurant Management students of Sulu College of Technology, Inc. amidst the COVID 19 Pandemic in terms of Baking and Cookery, Housekeeping, and Occupational Health and Safety.

**3. T-test and One-way Analysis of Variance (ANOVA).** T-test for independent variable was employed to determine the significant differences in the extent of Efficacy of Technical-Vocational Education and Training delivery among Hotel and Restaurant Management students of Sulu College of Technology, Inc. amidst the COVID 19 Pandemic when data are grouped according gender; and One-way Analysis of Variance (ANOVA)was employed to determine the significant differences in the extent of Efficacy of Technical-Vocational Education and Training delivery among Hotel and Restaurant Management students of Sulu College of Technology, Inc. amidst the COVID 19 Pandemic when data are grouped according to age, year level, and parent’s educational attainment.

**4. Pearson Product-Moment Correlation.** Pearson product-moment correlation was used to determine the significant correlation among the sub-categories subsumed under the extent Efficacy of Technical-Vocational Education and Training delivery among Hotel and Restaurant Management students of Sulu College of Technology, Inc. amidst the COVID 19 Pandemic in terms baking and cookery, housekeeping, and occupational health and safety.

**SUMMARY OF THE RESULT AND DISCUSSION**

This chapter presents the summary of findings, conclusions and recommendations based on the data collected that were properly tabulated, computed and analyzed for this study.

**Summary of Findings**

This study determined the extent of efficacy of TVET among HRM students of Sulu College of Technology Inc. amidst the Covid 19 pandemic in the context of baking and cookery, housekeeping, and occupational health and safety, the demographic profile of the respondents in terms of gender, age, year level, and parent’s educational attainment, the significant difference in the extent of the efficacy of TVET among HRM students of Sulu College of Technology Inc. amidst the Covid 19 pandemic when data are grouped according to their demographic profile, and the significant correlation among the sub-categories subsumed under efficacy of TVET among HRM students of Sulu College of Technology Inc. amidst the Covid 19 pandemics in terms of baking and cookery, housekeeping, and occupational health and safety.

 The following are the findings of the study:

* 1. **On demographic profile of teacher-respondents**;

**1.1 On Gender:**

Out of 100 student-respondents, 74 (74.0%) are female and only 26 (26.0%) are male. Hence, almost three-fourth or great majority of the HRM student-respondents at Sulu College of Technology, Inc. involved in this study are female.

**1.2 On Age:**

Out of 100 student-respondents, 45 (45.0%) are 23 years old & above, 27 (27.0%) are 21-22 years old, 14 (14.0%) are 19-20 old, and 14 (14.0%) are 17-18 years old & below. Hence, almost one-half or greater majority of the total HRM student-respondents at Sulu College of Technology, Inc. involved in this study is within 23 years old & above of age bracket.

**1.3 On Year Level:**

Out of 100 student-respondents, 25 (25.0%) are first year, 25 (25.0%) are second year, 25 (25.0%) are third year, and 25 (25.0%) are fourth year. Hence, student-respondents are equally distributed in terms of year level.

**1.4 On Parent’s Educational Attainment**:

Out of 100 student-respondents, 60 (60.0%) of them whose parents are with College Level of education. Hence, more than half or majority of student-respondents involved in this study whose parents have College level of education.

* 1. **On the extent of Efficacy of Technical-Vocational Education and Training (TVET) delivery among HRM students of Sulu College Technology, Inc. amidst the COVID 19 Pandemic:**

**2.1** **In terms of Baking and Cookery**:

Student-respondents rated this category as “Very Effective”.

**2.2** **In terms of Housekeeping:**

Student-respondents rated this category as “Very Effective”.

**2.3 In terms of Occupational Health and Safety**

Student-respondents rated this category as “Very Effective”.

**3) On differences in extent of Efficacy of Technical-Vocational Education and Training (TVET) delivery of Sulu College Technology, Inc. amidst the COVID 19 Pandemic**

**3.1 In terms of Gender:**

 THERE IS significant difference in the extent of Efficacy of Technical-Vocational Education and Training (TVET) delivery of Sulu College Technology, Inc. amidst the COVID 19 Pandemic when data are classified according to gender.

**3.2 In terms of Age:**

 NO significant difference in the extent of Efficacy of Technical-Vocational Education and Training (TVET) delivery of Sulu College Technology, Inc. amidst the COVID 19 Pandemic when data are classified according to age.

**3.3 In terms of Year Level:**

 THERE IS significant difference in the extent of Efficacy of Technical-Vocational Education and Training (TVET) delivery of Sulu College Technology, Inc. amidst the COVID 19 Pandemic when data are classified according to year level. Fourth Year level students have better ways of perceiving the extent of Efficacy of Technical-Vocational Education and Training (TVET) delivery of Sulu College Technology, Inc. amidst the COVID 19 Pandemic in terms of Baking & Cookery, Housekeeping, and Occupational Health & Safety.

**3.4 In terms of Parent’s Educational Attainment;**

THERE IS significant difference in the extent of Efficacy of Technical-Vocational Education and Training (TVET) delivery of Sulu College Technology, Inc. amidst the COVID 19 Pandemic when data are classified according to parent’s educational attainment. Students come from parents with High School level of education have better ways of perceiving the extent of Efficacy of Technical-Vocational Education and Training (TVET) delivery of Sulu College Technology, Inc. amidst the COVID 19 Pandemic in terms of Baking & Cookery only.

**4. On Correlation among the extent of teaching efficacy on modular approach**

Generally**,** THERE IS a very high correlation among the sub-categories subsumed under the efficacy of Technical-Vocational Education and Training (TVET) delivery among HRM students of Sulu College of Technology, Inc. amidst the COVID 19 Pandemic in terms of baking and cookery, housekeeping, and occupational health and safety.

**CONCLUSION**

The results of this study show that out of 100 respondents, nearly three-fourths, or the great majority, are female, between the ages of 23 and older, evenly distributed in terms of year level, and the majority of their parents have college degrees. In terms of baking and cooking, housekeeping, and workplace health and safety, Sulu College of Technology, Inc. has successfully integrated Technical-Vocational Education and Training (TVET) delivery in the midst of the COVID-19 epidemic. Age is the only factor that significantly affects how HRM student-respondents perceive the scope of Technical-Vocational Education and Training (TVET) delivery at Sulu College of Technology, Inc. in the context of baking and cooking, housekeeping, and occupational health and safety during the COVID-19 pandemic. Other significant influences include gender, year level, and parents’ educational attainment. Delivery of Technical-Vocational Education and Training (TVET) includes subcategories such as baking and cuisine, housekeeping, and occupational health and safety. The ESD principle of Pavlova (2009), which states, among other things, that increasing awareness of and making efforts to refocus TVET on sustainability are a high priority, is generally supported by this study. International organizations, governments, TVET groups, and individuals must intensify their efforts in order to reorient TVET on sustainability. TVET can benefit from adopting it in order to drive it in an appropriate and unambiguous direction, much like Strategic Sustainable Development (SSD) offers a meaningful concept of sustainability.

**Recommendations**

 This study recommends the following:

1) Administrators of Sulu College of Technology, Inc. should continue effective implementation of Technical-Vocational Education and Training (TVET) and may strengthen its other training programs aside from baking and cookery, housekeeping, and occupational health and safety.

3) More trainings be conducted to Vocational-Technical instructors and acquisition of more training facilities and equipment to address the present market demands.

2) Moreover, student-researchers in the field of educational administration are encouraged to conduct study parallel to this one but to include assessment of the delivery of other vocational-technical programs/courses in some other settings.

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