

**2021**

# Employers' Satisfaction Survey



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Planning Office - Policy Research and Evaluation Division

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## **Chapter 1 Background and Problem**

### **1.1 TESDA's mandates**

Section 2 of Republic Act 7796 or the Technical Education and Skills Development Authority (TESDA) Act of 1994 stipulates TESDA is mandated to “provide relevant, accessible, high quality and efficient technical education and skills development in support of the development of high-quality Filipino middle-level manpower responsive to and in accordance with Philippine development goals and priorities.”<sup>1</sup> Along with this, to promote partnership with public and private institutions in providing technical education and skills development opportunities.

Moreover, TESDA aims to deliver and establish quality technical education and skills development programs that meet global standards and instill moral values that give importance to “work ethic, self-discipline, self-reliance, and nationalism”. Also, to address the fluctuating demands of industries for the middle-level workforce<sup>2</sup>.

To achieve the delivery of a quality TVET program, TESDA involves the industry in every step of the process from the prioritization, development and validation of the program. Likewise, TESDA encourages the engagement of the companies in the delivery of the TVET programs under the Enterprise-Based Training Modality.

### **1.2 Who are the stakeholders in TVET projects**

In general, technical and vocational education and training (TVET) stakeholders include the government, academe, sectoral groups, local and international organizations and other industries. Each plays an important role in the development and implementation of the TVET programs.

### **1.3 Importance of determining the satisfaction of customers**

The level of satisfaction of the stakeholders as well as the industry partners will provide an insight on how well a TVET graduate performs. This can serve as a basis on determining which areas in the training program need improvement so that a higher level of satisfaction will be obtained. Furthermore, knowing how satisfied the stakeholders are can be a measure on how effective the TVET and TESDA policies and strategies are as well as their training programs. The feedback from the stakeholders will serve as reference of the agency in the formulation of policies as well as corresponding programs that would support better delivery of services to its clients.

### **1.4 The Employers Satisfaction Survey**

Employers' Satisfaction Survey (ESS) serves as one of the monitoring and feedback mechanisms to evaluate the quality of TVET programs and support accountability and

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<sup>1</sup> *An Act Creating the Technical Education and Skills Development Authority, Providing for Its Powers, Structure and for Other Purposes, Rep. Act No. 7796, § 2, (August 25, 1994) (Phil.).*

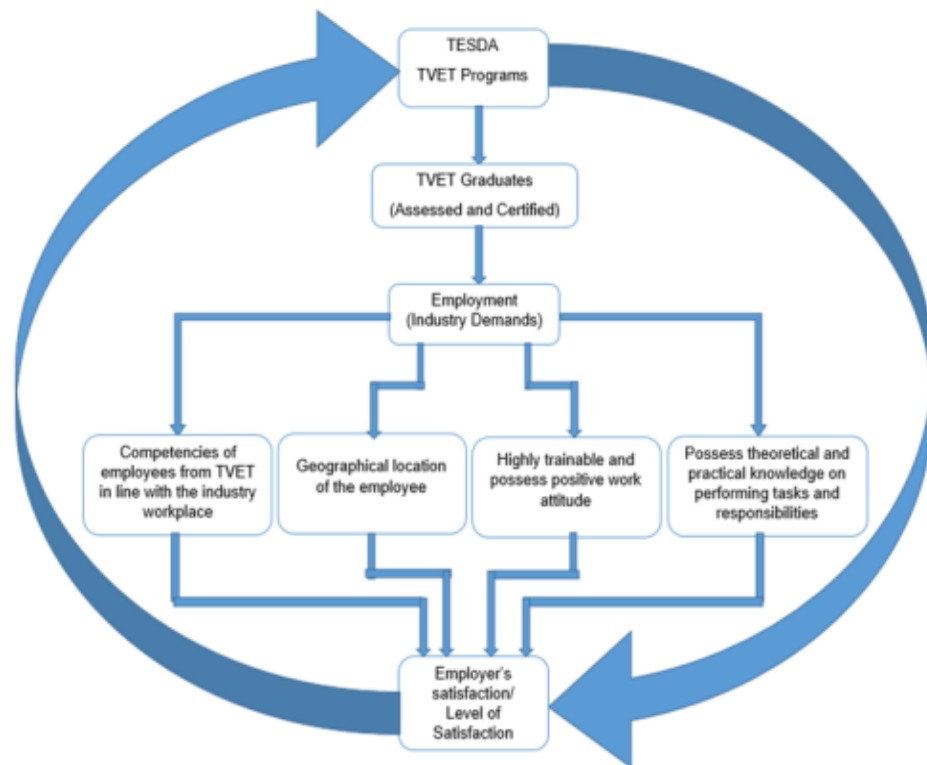
<sup>2</sup> *An Act Creating the Technical Education and Skills Development Authority, Providing for Its Powers, Structure and for Other Purposes, Rep. Act No. 7796, § 3, (August 25, 1994) (Phil.).*

performance of the system by determining the employer's satisfaction with the performance of TVET graduates in the workplace. The survey also functions as a key evaluation tool to measure the effectiveness of TESDA's system. It gives importance to the employers' insight on the competency levels and values of TVET graduates, as they are the primary beneficiaries. ESS also provides the employers' appraisal of the TESDA certification program and their concerns regarding TVET provision, certification, demand and supply of TVET workers, and other TVET-related areas. The feedback of the industry is fundamental in developing well-grounded TVET strategies and appropriate programs that meet the industries' requirements, which will benefit the industry, employers, and workers. The responses also aid in the advancement of technical education and skills development opportunities. Furthermore, the continual assessment of TVET programs and TVET graduates provides updated data on the changing demands of national and global industries.

The ESS seeks to determine the level of satisfaction of the employers on the competencies and performance of TVET graduates in the workplace. Specifically, the objectives are:

1. To provide general information on the industries' profile;
2. To determine the gap between the competencies of employed graduates with the skill requirements of the industry;
3. To identify the areas for improvement in TVET training provision; and
4. To gauge employers' acceptance of the assessment and certification program of TESDA.

## Chapter 2 Theoretical Orientation and Conceptual Framework



Disconfirmation paradigm is a customer satisfaction theory that states how satisfaction depends on the previous standard that was already experienced before a new service appears and how it will measure up to that standard<sup>3</sup>. The outcomes and expectations will then be matched up. Disconfirmation happens if there is a difference between the outcomes and the expectations while Confirmation happens if the expectation is the same as the outcome<sup>4</sup>. In line with this study, the employers will be the “customers” who are experiencing the services of the TVET graduates as they work in the industry. The former’s expectations will affect the level of satisfaction he/she will experience while working with the latter. Since TVET graduates came from the TESDA TVET program with assessment and certification, they will be employed depending on the demands of the industry and will then be subjected to the predetermined determinants of satisfaction that the employers have. Once the employers have assessed the work ethics and attitudes of the TVET graduates, it will then be reflected in the results of the Satisfaction Survey and will serve as a guide in making TVET programs much more effective for both TVET graduates and employers.

### 2.1 Limitations of the Study

The study is focused on knowing the level of satisfaction of the respondents to their respective TVET employees regarding different aspects of work. The results will rely on the

<sup>3</sup> Robert Christie Mill, *A Comprehensive Model of Customer Satisfaction in Hospitality and Tourism: Strategic Implications for Management* (International Business & Economics Research Journal, Volume 1, Number 6)

<sup>4</sup> Atila Yüksel & Fisun Yüksel, *Consumer Satisfaction Theories: A Critical Review* (New York: Nova Science Publishers, 2008) 99

perception of the employer (respondents) as to their actual experience of interaction with the employed TVET graduates in the performance of their jobs, which will focus on the TVET graduates' competence to perform the tasks consistent with the required standards in the workplace. In line with this, it is outside the scope of the study to observe how TVET graduates work and how competent they are in performing their jobs in an actual setting.

In terms of the responses, the results describe only those employers who have participated in the survey, and cannot be generalized due to limitations and challenges in the data collection.

## **Chapter 3 Chapter III: Methodology**

### **3.1 Nature and Design of the Study**

The study utilized quantitative as an approach to research and descriptive research as its design, which will focus on the status of the employers regarding their satisfaction on TVET employees.

A quantitative approach is used in “generating inferences about a process or a phenomenon using quantifiable measurements of the characteristics of various stakeholders involved.”<sup>5</sup> This type of approach also aims to make use of numerical data in order to explain what is observed with the use of a structured tool guide such as surveys and or questionnaires.<sup>6</sup>

Descriptive research is used to “describe, and interpret the current status of individuals, settings, conditions or events.”<sup>7</sup> There are two types of quantitative research design which are often used: observational and survey research. In this particular study, survey research will be utilized. In this type of research, no attempt will be made in trying to manipulate the variables (individuals, conditions, events) since the researchers will simply study the phenomenon as it happens naturally.<sup>8</sup>

### **3.2 Research Respondents (Population and Sampling)**

The study obtained 305 responses from the private and public companies/establishments that were identified by TVET graduates as their employers. These TVET graduates were the randomly selected respondents for the 2018 and 2019 Study on the Employment of TVET graduates. The respondents consist of employers, HR supervisors, and employer's representatives who have direct operational responsibility for employing workers coming from TVET.

In terms of the Sampling Technique, the study applied Probability Sampling to acquire the respondents and responses needed. Probability Sampling is a technique wherein the “samples are selected in a way that all populations are given a nonzero chance of being included in the sample.”<sup>9</sup> This technique will give the whole population a chance to be

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<sup>5</sup> Lourdes M. Portus et al., *Doing Social Science Research: A Guidebook* (Quezon City: Philippine Social Science Council, 2018), 45

<sup>6</sup> Stuart McDonald and Nicola Headlam, *Research Methods Handbook: Introductory guide to research methods for social research* (Center for Local Economic Strategies, n.d.), 9

<sup>7</sup> Mertler, *Quantitative Research Methods* (Sage Publications, 2016), 111

<sup>8</sup> *Ibid*

<sup>9</sup> *Ibid*, 50-51

represented in the study. Moreover, two types of Probability Sampling will be used in the study: Stratified Random Sampling to identify the sample size per region, and Systematic Sampling to select the actual respondents who will participate in the study. Stratified random sampling falls under probability sampling technique, which divides a whole population into different subgroups, and a sample is taken from each stratum.<sup>10</sup> This method will allow the researchers to have a representative sample from each region included in the study. After computing for the sample size per stratum, systematic sampling will be used to choose the actual respondents from a target population by selecting a random starting point and select sample members after a fixed 'sampling interval.'<sup>11</sup> This method is used to identify the skipping pattern in selecting the respondent. For the replacement respondents, Circular Systematic Sampling will be utilized to select the participants from the total population of the subgroup or region. Similarly, a sample is created "by skipping through k units every time until you select members of the entire population."<sup>12</sup> This enables the study to complete the indicated sample size per region and to identify the skipping pattern in selecting the replacement respondent.

A total of 2,567 private and public establishments in 17 regions in the Philippines that are employing TVET graduates were considered as the population of the study. The study follows the formula below to obtain the sample size per region:

$$\text{Sample size} = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p(1-p)}{e^2 N}\right)}$$

↓

$$\text{Stratified Random Sampling} = \frac{\text{Total Sample Size}}{\text{Entire Population}} \times \text{Population of Subgroups}$$

The calculated sample size per region is 335, however using the Stratified Random Sampling formula, the sum of all the sample sizes per region is rounded up to 344. Conversely, in Circular Systematic Sampling, the identified skipping pattern is rounded down. The formula  $K = N/n$  is followed to get the skipping pattern. Then, using a Random Generator to determine the starting point of the participant per region, the skipping number is added until the participants are selected from the entire population. The evaluation of the validity of the responses shows that the response rate is 89% or equivalent to 305 valid sample members.

<sup>10</sup> Hamed Taherdoost, *Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research* (Switzerland: Helvetic Editions LTD, 2016) 21

<sup>11</sup> "Systematic Sampling: Definition, Examples and Types." *QuestionPro*, 12 May 2020, [www.questionpro.com/blog/systematic-sampling/](http://www.questionpro.com/blog/systematic-sampling/).

<sup>12</sup> "Systematic Sampling: Definition, Examples and Types." *QuestionPro*, 12 May 2020, [www.questionpro.com/blog/systematic-sampling/](http://www.questionpro.com/blog/systematic-sampling/).



The Regional and Provincial Offices were requested to provide contact information of the identified employer-respondents from their respective areas.

Search through the social media platforms and web browsers got “hits” and contributed to building the respondents’ contact information.

Three hundred five (305) completed responses were documented. Among the regions, the following obtained the most number of responses: Region 4A(11.1%); Region 12(9.23%); Region 5(8.95) and Region 2(7.5%). On the other hand, the least number of responses (1.6%-4.3%) were from BARMM, Region 8 Region 4B, Caraga, and Region 3.

### **3.3 Data Gathering Method and Instrument**

A structured questionnaire was developed and sent to the target respondents through email and followed up through email and telephone calls.

The respondents were requested to answer an online questionnaire, which was developed using KoboToolbox. KoboToolbox is a free online-source tool that is made for field/mobile data collection. Its primary purpose is for humanitarians to be able to conduct data collection in challenging environments.<sup>13</sup>

The questionnaire is divided into five sections. Each section has a different set of questions depending on the category.

Section 1: Company Representative

Section 2: Company Profile

Section 3: Overall Employers’ Satisfaction Level (5 years of less)

Section 4: Competencies of Workers and Industry Requirements

Section 5: Satisfaction of Employers’ in terms of the Assistance provided by TESDA

### **3.4 Data Procedure**

The research followed a step by step procedure in the data collection.

1. Identified the respondents that will be included in the survey (based from the computation and sampling)
2. Contacted the identified respondents through email or contact number (if email address is unavailable)
3. Send the structured questionnaire to identified respondents wherein they will be asked to rate their satisfaction with identified indicators.
4. Provided respondents time for them to answer the questionnaire.
5. Followed-up. Three follow-up attempts will be made to unresponsive respondents. First follow-up was made two (2) days after sending the initial email invitation. Second attempt will be made through phone call and the last attempt will also be made through phone call.
6. A replacement was facilitated for unresponsive respondents. Gathered data were processed based on the set objectives of the study.

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<sup>13</sup> *Libya: How to use KoBo for UNHCR - led sectors (2016)*

## Chapter 4 Results of the Survey

Based on the defined objectives of this survey and responses, the following results were obtained:

### 4.1 Profile of the Respondents-Employers

The data on the profile of the respondent-employers shows that the majority (53.11%) of the respondents are operating for more than 21 years, where a number of them (38.03%) are operating from more than 30 years. A large percentage of the participating employers are from the private sector (64.92%) that are non-stock, non-profit corporations (22.95%) as presented in Table 2. On the other hand, a number of public sector entities, of national level (16%) and LGUs (13%) had participated.

**Table 1. Distribution of Establishments by Number of Years in Operation**

No. of Years in Operation	Number of Employers	%
1 - 10 years	89	29.18
11 - 20 years	54	17.70
21 - 30 years	46	15.08
More than 30 years	116	38.03
Total	305	100.00

**Table 2. Distribution of Establishments by Type of Organization**

Type of Legal Organization	Number of Establishments	%
A. Government	107	35.08
1. National	50	16.39
2. Local Government Unit	39	12.79
3. GOCC	9	2.95
4. Others	9	2.95
B. Private	198	64.92
1. Single proprietorship	47	15.41
2. Partnership	10	3.28
3. Stock corporation	47	15.41

Type of Legal Organization	Number of Establishments	%
4. Non-stock, non-profit corporation	70	22.95
5. Cooperative	3	0.98
6. Others	21	6.89
Total	305	100.00

Most of the TVET graduates were observed in public administration, education and manufacturing industries. The data also conveys that there are establishments wherein the number of employed with NC or COC are more than the number of TVET graduates, indicating that the existing workers are getting the TESDA certification. This is evident in the following industries: 1) accommodation and food service; 2) transportation and storage; 3) financial and insurance; 4) mining and quarrying; 5) professional, scientific and technical; 6) wholesale and retail trade, repair of motor vehicles and motorcycles; 7) human health and social work; 8) administrative and support service; 9) construction and 10) information and communication.

**Table 3. Distribution of Establishments by Philippine Standard Industrial Classification (PSIC)**

Industrial Classification	No. Employers	%	No. of Employed TVET Graduates	No. of Employed with NC or COC	Total No. of Employees
Accommodations and food service activities	19	6.23	216	1,186	1,402
Administrative and support service activities	7	2.30	289	310	599
Agriculture, forestry and fishing	3	0.98	23	19	42
Construction	6	1.97	309	319	628
Education	115	37.70	3,286	2,072	5,358
Electricity, gas, steam and air conditioning supply	6	1.97	448	328	776
Financial and insurance activities	2	0.66	102	503	605

<b>Industrial Classification</b>	<b>No. Employers</b>	<b>%</b>	<b>No. of Employed TVET Graduates</b>	<b>No. of Employed with NC or COC</b>	<b>Total No. of Employees</b>
Human health and social work activities	11	3.61	182	206	388
Information and communication	1	0.33	3	5	8
Manufacturing	25	8.20	1,112	717	1,829
Mining and quarrying	1	0.33	5	193	198
Other service activities	1	0.33	10	10	20
Printing and reproduction of recorded media	1	0.33	1	0	1
Professional, scientific and technical activities	3	0.98	16	41	57
Public administration and defense; compulsory social security	67	21.97	7,292	1,291	8,583
Real estate activities	2	0.66	22	22	44
Transportation and storage	3	0.98	79	552	631
Water supply; sewerage, waste management and remediation activities	4	1.31	148	96	244
Wholesale and retail trade, repair of motor vehicles and motorcycles	27	8.85	343	367	710

<b>Industrial Classification</b>	<b>No. Employers</b>	<b>%</b>	<b>No. of Employed TVET Graduates</b>	<b>No. of Employed with NC or COC</b>	<b>Total No. of Employees</b>
Wholesale trade except of motor vehicles and motorcycles	1	0.33	247	247	494
<b>Total</b>	<b>305</b>	<b>100.00</b>	<b>14,133</b>	<b>8,484</b>	<b>22,617</b>

In terms of declared asset size/gross income, dominant among the participating private enterprises are in the microenterprise category. The respondents were either under the categories of a micro or small-size enterprise in terms of number of persons employed.

**Table 4. Distribution of Establishments in Terms of Asset Size/Gross Income**

<b>Gross Income</b>	<b>Number of Employers</b>	<b>%</b>
Micro enterprise (less than ₱3,000,000)	62	31.31
Small enterprise (₱3,000,001 - 15,000,000)	48	24.24
Medium enterprise (₱15,000,001 - 100,000,000)	34	17.17
Large enterprise (₱100,000,001 and above)	54	27.28
<b>Total</b>	<b>198</b>	<b>100.00</b>

*\*107 respondents not included in this distribution are from the government agencies*

**Table 5. Distribution of Establishments by Number of Employees**

<b>Number of Employees</b>	<b>Number of Employers</b>	<b>%</b>
Micro enterprise (1 - 9 employees)	66	33.33
Small enterprise (10 - 99 employees)	67	33.83
Medium enterprise (100 - 199 employees)	23	11.62
Large enterprise (200 and above employees)	42	21.21
<b>Total</b>	<b>198</b>	<b>100.00</b>

*\*107 respondents not included in this distribution are from the government agencies*

**Table 6. Distribution of Establishments by Total Number of Workforce, Number of TESDA-certified workers**

<b>Number of Workforce</b>	<b>No. of Employers</b>	<b>Percentage Distribution of Employers</b>	<b>No. of Skilled Workers</b>	<b>No. of TESDA certified workers</b>
Micro enterprise (1 - 9 employees)	66	33.33	1,103	537
Small enterprise (10 - 99 employees)	67	33.83	911	811
Medium enterprise (100 - 199 employees)	23	11.62	504	566
Large enterprise (200 and above employees)	42	21.21	2,695	4,196
<b>Total</b>	<b>198</b>	<b>100.00</b>	<b>14,133</b>	<b>8,484</b>

*\*107 respondents not included in this distribution are from the government agencies*

The data in Table 7A shows that 107 or 35% of the total respondent-employers have indicated that they have registered enterprise-based training. Forty-six percent have learnership programs and 38% are registered under DTS program.

Table 7B provides the list of programs wherein respondent-employers have registered programs under the Enterprise-Based Training Programs. Majority are in the agriculture, tourism and construction sectors.

**Table 7A. Distribution of Establishment which are TESDA-registered enterprise-based training institutions**

<b>EBT Programs</b>	<b>Number of Employers</b>	<b>%</b>
Dual Training System/Dual Training Program	41	38.32
Apprenticeship	17	15.89
Learnership	49	45.79
Total	107	100.00

**Table 7B. List of TESDA-registered Training Courses under enterprise-based training**

No.	Apprenticeship
1	Agricultural Crop Production
2	Aircon Technician
3	Automotive Mechanics
4	Automotive Servicing
5	Bread Pastry
6	Casting Footwear
7	CNC Lathe Machine Operation NC II
8	CNC Lathe Machine Operation NC III
9	Cookery NC II
10	Customer Service
11	Driving
12	Driving On-Job-Training Fabrication
13	Electrician
14	Food And Beverage
15	Food And Beverage Training

16	Housekeeping NC II
17	Knitter
18	Machine Mechanic Linker
19	Making Wiring Harness Assembly
20	Milling Foundry
21	Organic Agriculture Production NC II
22	Rubber Mobile Training Program
23	Shielded Metal Arc Welding (SMAW) NC I
24	Welding
No.	Dual Training System/Dual Training Program
1	Agricultural Crops
2	Agricultural Crops Production NC I
3	Agricultural Crops Production NC III
4	Animal Production (Poultry-Chicken) NC II
5	Automotive Servicing
6	Automotive Servicing NC II
7	Automotive Wiring Harness Assembly NC II
8	Bartending NC II
9	Beverages
10	Bookkeeping NC III
11	Bread and Pastry Production NC II
12	Caregiving NC II
13	Carpentry NC II
14	Computer Systems Servicing NC II
15	Cookery NC II
16	Dressmaking NC II
17	Driving NC II
18	Electrical Installation and Maintenance NC II



19	Electrical Installation Maintenance
20	Electronic Products Assembly
21	Events Management
22	Fertilizer
23	Food & Beverage Services NC II
24	Food And Beverage
25	Health Care Services NC II
26	HEO (Forklift) NC II
27	HEO (Hydraulic Excavator) NC II
28	Hilot (Wellness Massage)
29	Hilot Wellness
30	Housekeeping NC II
31	Masonry NC II
32	Organic Agriculture Production NC II
33	Raise Chicken
34	Security Health
35	Services Massage Therapy
36	Shielded Metal Arc Welding (SMAW) NC II
37	Shielded Metal Arc Welding NC II
38	Tile Setting
39	Trainers Methodology Level 1
40	Trouble Shooting
41	Visual Graphic Design
No.	Learnership
1	Agricultural Crops Production NC I
2	Agroentrepreneurship NC II
3	Animal Production (Poultry-Chicken) NC II
4	Automotive

5	Baking
6	Bartending NC II
7	Bookkeeping NC III
8	Bread Pastry
9	Caregiving
10	Computer Systems Servicing NC II
11	Contact Center Services NC II
12	Cookery NC II
13	Dressmaking
14	Driving NC III
15	Electrical Installation and Maintenance
16	Electrical Installation Maintenance
17	Electronic Products Assembly Servicing
18	Electronics Products Assembly and Servicing NC II
19	English Language Proficiency
20	Events Management
21	Events Management Services
22	Farmers Field School Food Beverage Services Ii
23	Farmers Field School On Production Of High Quality Inbred Rice
24	Front Office
25	Health Care
26	Healthcare
27	Heavy Equipment Operation- Motor Grader NC III
28	HEO (Hydraulic Excavator) NC II
29	HEO Backhoe Loader
30	Housekeeping NC II
31	Housekeeping
32	Japanese Language N5

33	Masonry
34	Organic Agriculture Production
35	Plumbing
36	Produce Concoction Extract
37	Produce Vegetables Fertilizer
38	Production Of High-Quality Inbred Rice
39	PV Systems
40	Raise Organic Chicken
41	Security Services NC II
42	Seed Certification And Farm Mechanization
43	Services Visual Graphics Design
44	Shielded Metal Arc Welding
45	Shielded Metal Arc Welding (SMAW) NC I
46	Shielded Metal Arc Welding (SMAW) NC II
47	Tile Setting
48	Tour Guiding
49	Troubleshooting Procedures Submersible Motors

## **4.2 Employers Level of Satisfaction on the Performance of Employed Graduates vis-a-vis knowledge, skills and attitude**

### **4.2.1 Employers Satisfaction between TESDA Certified and Non-Certified Workers**

TESDA-certified workers obtained very satisfactory results with an average of 4.45 while non-Certified workers obtained an average of 4.18 or satisfactory remarks, which indicates a difference of 0.27. Among the performance indicators, a large difference is observed on the effectiveness in delivery targets/goals.

**Table 8. Comparison of Employers' Overall Satisfaction Level to TVET Graduates who are TESDA-certified and Non TESDA-certified Workers**

Performance Indicator	TESDA-certified worker		Non-TESDA-certified worker		Overall Satisfaction	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
Quality of Work	4.48	Very Satisfied	4.20	Satisfied	4.34	Very Satisfied
Efficiency in accomplishing work related	4.43	Very Satisfied	4.20	Satisfied	4.32	Very Satisfied
Effectiveness in delivering targets/goals	4.44	Very Satisfied	4.15	Satisfied	4.30	Very Satisfied
Overall mean	4.45	Very Satisfied	4.18	Satisfied	4.32	Very Satisfied

Table 9 shows a statistically significant test result ( $P < 0.05$ ), indicating that the null hypothesis must be rejected and the alternative hypothesis must be accepted. There is a significant difference in employers' overall satisfaction favoring the TESDA certified workers' to non-TESDA certified workers'. This could imply that TESDA-certified skilled individuals will be given priority during the hiring process.

**Table 9. Test of Significant Difference on Employers' Satisfaction between TVET Graduates who are TESDA certified and Non-TESDA-certified Workers, by Industry**

Type of Worker	Mean	T-value	P-Value	Decision	Remarks
TESDA-certified worker	4.45	7.06	< 0.0001	Reject Ho	Significant
Non-TESDA certified worker	4.18				

By industry classification, half of the employer-respondents indicated that they were more than satisfied (Table 10). Topping among the industries are from: 1) wholesale trade except of motor vehicles and motorcycles; 2) agriculture, forestry and fishing and 3) financial and insurance. Overall mean of least satisfaction points to 1) real estate; 2) administrative and support service and 3) transportation and storage.

Table 11 show the comparison by industry, of employers' satisfaction level to TVET graduates who are certified or non-certified.

Among the jobs, the respondent-employers required National Certificates on the following: 1) driver, 2) heavy equipment operators, 3) welder; 4) electricians, 5) TVET trainers; 6) bookkeeper, 7) computer technician, and 8) plumber.

**Table 10. Employers' Overall Satisfaction Level, by Industry**

Industry Classification	Mean	Interpretation
Accommodation and food service activities	4.44	Very Satisfied
Administrative and support service activities	3.86	Satisfied
Agriculture, forestry and fishing	4.89	Very Satisfied
Construction	4.06	Satisfied
Education	4.32	Very Satisfied
Electricity, gas, steam and air-conditioning supply	4.28	Very Satisfied
Financial and insurance activities	4.50	Very Satisfied
Human health and social work activities	4.14	Satisfied
Information and communication	4.00	Satisfied
Manufacturing	4.19	Satisfied
Mining and quarrying	4.00	Satisfied
Printing and reproduction of recorded media	4.00	Satisfied
Professional, scientific and technical services	4.22	Very Satisfied
Public administration and defense; compulsory social security	4.24	Very Satisfied
Real estate activities	3.67	Satisfied
Transportation and storage	3.89	Satisfied
Water supply, sewerage, waste management and remediation activities	4.42	Very Satisfied
Wholesale and retail trade; repair of motor vehicles and motorcycles	4.03	Satisfied
Wholesale trade except of motor vehicles and motorcycles	5.00	Very Satisfied
Others	4.50	Very Satisfied
Overall Mean	4.23	Very Satisfied

*Legend: 4.21 - 5.00 - Very Satisfied; 3.41 - 4.20 - Satisfied, 2.61 - 3.40 - Neither Satisfied nor Dissatisfied; 1.81 - 2.60 - Dissatisfied; 1.00 - 1.80 - Very Dissatisfied.*

**Table 11. Comparison of Employers' Overall Satisfaction Level to TVET Graduates who are TESDA-certified and Non TESDA-certified Workers, by Industry**

Industry Classification	TESDA-certified worker		Non-TESDA certified workers	
	Mean	Interpretation	Mean	Interpretation
Accommodation and food service activities	4.61	Very Satisfied	4.26	Very Satisfied
Administrative and support service activities	3.86	Satisfied	3.86	Satisfied
Agriculture, forestry and fishing	4.89	Very Satisfied	4.89	Very Satisfied
Construction	4.06	Satisfied	4.06	Satisfied
Education	4.47	Very Satisfied	4.16	Satisfied
Electricity, gas, steam and air-conditioning supply	4.56	Very Satisfied	4.00	Satisfied
Financial and insurance activities	4.50	Very Satisfied	4.50	Very Satisfied
Human health and social work activities	4.22	Very Satisfied	4.06	Satisfied
Information and communication	4.00	Satisfied	4.00	Satisfied
Manufacturing	4.42	Very Satisfied	3.95	Satisfied
Mining and quarrying	5.00	Very Satisfied	3.00	Neither Satisfied nor Dissatisfied
Printing and reproduction of recorded media	N/A	N/A	4.00	Satisfied
Professional, scientific and technical services	4.56	Very Satisfied	3.89	Satisfied
Public administration and defense; compulsory social security	4.35	Very Satisfied	4.14	Satisfied
Real estate activities	3.67	Satisfied	3.67	Satisfied

Industry Classification	TESDA-certified worker		Non-TESDA certified workers	
	Mean	Interpretation	Mean	Interpretation
Transportation and storage	3.89	Satisfied	3.89	Satisfied
Water supply, sewerage, waste management and remediation activities	4.50	Very Satisfied	4.33	Very Satisfied
Wholesale and retail trade; repair of motor vehicles and motorcycles	4.12	Satisfied	3.94	Satisfied
Wholesale trade except of motor vehicles and motorcycles	5.00	Very Satisfied	5.00	Very Satisfied
Others	5.00	Very Satisfied	4.00	Satisfied
Overall mean	4.40	Very Satisfied	4.08	Satisfied

*Legend: 4.21 - 5.00 - Very Satisfied; 3.41 - 4.20 - Satisfied, 2.61 - 3.40 - Neither Satisfied nor Dissatisfied; 1.81 - 2.60 - Dissatisfied; 1.00 - 1.80 - Very Dissatisfied.*

### 4.3 Employers Rating on the Competencies of Workers

TESDA-certified workers were rated to be excellent across the main categories of workers' competencies (knowledge, skills and attitude). Nonetheless, certified workers need improvement (rated above average) specific to communication (either written or verbal) and general information technology skills. (Table 13).

Under knowledge, the possession of the technical skills and knowledge needed for the job obtained the highest mean rating of 4.37. Though the ability to solve routine and general work-related problems was rated lowest under the knowledge category.

On the skills category, ability to perform the task need for the job was rated highest (4.37). As mentioned earlier, the skills set needed for communication and for general IT skills were rated above average.

On the competencies related to attitude – certified workers do well in practicing occupational safety and health procedures. Though rated excellent, skills on decision making, entrepreneurship and emotional stability were rated lowest under this group.

Conversely employer-respondents rated the non-TESDA certified workers ratings to be above average across the work competencies (Table 12).

**Table 12. Employers Frequency and Mean Rating on the Competencies of Non-TESDA-certified Workers**

Competencies	Frequency (No. of Employers)						Mean (Rating)	Interpretation
	Excellent	Above Average	Average	Below Average	Needs Improvement	N/A		
<b>Knowledge</b>							4.05	Above Average
Awareness on the organizational policies/guidelines in regard to processing internal/external responsibilities and functions	85	131	64	2	1	22	4.05	Above Average



Competencies	Frequency (No. of Employers)						Mean (Rating)	Interpretation
	Excellent	Above Average	Average	Below Average	Needs Improvement	N/A		
Understands occupational safety and health principles	93	119	66	4	1	22	4.06	Above Average
Possesses technical skills and knowledge needed for the job	90	128	59	5	1	22	4.07	Above Average
Has the ability to solve routine and general work-related problems	83	127	67	5	1	22	4.01	Above Average
<b>Skills</b>							4.04	Above Average
Has the ability to perform the task	109	121	52	1	1	21	4.19	Above Average
Produce the required product/services	94	129	55	5	1	21	4.1	Above Average
Communication skills (written and/or verbal) conciseness in receiving and clarifying messages/ information/ instruction; Interpersonal and communication skills; Communication	81	118	78	6	1	21	3.97	Above Average

Competencies	Frequency (No. of Employers)						Mean (Rating)	Interpretation
	Excellent	Above Average	Average	Below Average	Needs Improvement	N/A		
Possesses Computer or General IT skills, as applicable in the work assignment	73	119	76	11	1	25	3.9	Above Average
Has the ability to learn new skills and knowledge on the job; Learning and Innovation; Environmental Literacy	55	133	52	2	1	22	4.14	Above Average
Apply critical thinking and problem-solving techniques; Critical Thinking and Problem Solving; information management	77	125	70	10	1	22	3.95	Above Average
<b>Attitude</b>							4.08	Above Average
Practices occupational safety and health procedures	99	130	52	2	1	21	4.15	Above Average
Demonstrate resourcefulness and initiative in the conduct of the work	98	123	57	5	1	21	4.11	Above Average

Competencies	Frequency (No. of Employers)						Mean (Rating)	Interpretation
	Excellent	Above Average	Average	Below Average	Needs Improvement	N/A		
Demonstrate perseverance and discipline in accordance with the work ethics and company culture	99	133	49	2	1	21	4.16	Above Average
Demonstrate enthusiasm in learning skills or the latest advancement(s) related to the job	91	140	49	3	1	21	4.13	Above Average
Extraversion (sociability and willingness to engage with new people)	94	137	50	3	0	21	4.14	Above Average
Openness to experience (appreciation for novelty and comfort with change)	96	127	56	5	0	21	4.11	Above Average
Decision-making (confidence when exercising authority and committing to a course of action)	79	128	69	6	1	22	3.99	Above Average

Competencies	Frequency (No. of Employers)						Mean (Rating)	Interpretation
	Excellent	Above Average	Average	Below Average	Needs Improvement	N/A		
Conscientiousness (tendency to be organized, responsible and hardworking)	92	129	57	4	2	21	4.1	Above Average
Grit (perseverance in the pursuit of long-term goals)	86	126	65	6	1	21	4.04	Above Average
Emotional stability (predictability and consistency unemotional reactions; the absence of rapid mood change)	73	140	65	4	2	21	4.0	Above Average
Entrepreneurship	83	118	70	10	0	24	3.98	Above Average

Note: 4.21 - 5.00 - Excellent; 3.41 - 4.20 - Above Average, 2.61 - 3.40 - Average; 1.81 - 2.60 - Below Average; 1.00 - 1.80 - Needs Improvement

**Table 13. Employers Frequency and Mean Rating on the Competencies of TESDA-certified Workers**

Competencies	Frequency (No. of Employers)						Mean (Rating)	Interpretation
	Excellent	Above Average	Average	Below Average	Needs Improvement	N/A		
<b>Knowledge</b>							4.34	Excellent
Awareness on the organizational policies/guidelines in regard to processing internal/external responsibilities and functions	128	121	31	1	0	24	4.34	Excellent
Understands occupational safety and health principles	138	108	34	0	1	24	4.36	Excellent
Possesses technical skills and knowledge needed for the job	133	121	26	1	0	24	4.37	Excellent
Has the ability to solve routine and general work-related problems	123	122	34	0	2	24	4.3	Excellent
<b>Skills</b>							4.26	Excellent
Has the ability to perform the task	142	109	26	1	3	24	4.37	Excellent

Competencies	Frequency (No. of Employers)						Mean (Rating)	Interpretation
	Excellent	Above Average	Average	Below Average	Needs Improvement	N/A		
Produce the required product/services	131	110	37	2	1	24	4.31	Excellent
Communication skills (written and/or verbal) conciseness in receiving and clarifying messages/ information/ instruction; Interpersonal and communication skills; Communication	110	116	50	4	1	24	4.17	Above Average
Possesses Computer or General IT skills, as applicable in the work assignment	107	116	50	5	0	27	4.17	Above Average
Has the ability to learn new skills and knowledge on the job; Learning and Innovation; Environmental Literacy	124	118	38	1	0	24	4.3	Excellent
Apply critical thinking and problem-solving techniques; Critical Thinking and Problem-	116	115	44	3	1	25	4.22	Excellent

Competencies	Frequency (No. of Employers)						Mean (Rating)	Interpretation
	Excellent	Above Average	Average	Below Average	Needs Improvement	N/A		
Solving; information management								
<b>Attitude</b>							4.29	Excellent
Practices occupational safety and health procedures	140	107	30	2	2	24	4.36	Excellent
Demonstrate resourcefulness and initiative in the conduct of the work	130	117	31	2	1	24	4.33	Excellent
Demonstrate perseverance and discipline in accordance with the work ethics and company culture	132	113	33	1	2	24	4.32	Excellent
Demonstrate enthusiasm in learning skills or the latest advancement(s) related to the job	127	117	34	2	1	24	4.31	Excellent
Extraversion (sociability and willingness to engage with new people)	125	118	34	3	1	24	4.29	Excellent

Competencies	Frequency (No. of Employers)						Mean (Rating)	Interpretation
	Excellent	Above Average	Average	Below Average	Needs Improvement	N/A		
Openness to experience (appreciation for novelty and comfort with change)	130	116	31	2	1	25	4.33	Excellent
Decision-making (confidence when exercising authority and committing to a course of action)	117	120	39	3	1	25	4.25	Excellent
Conscientiousness (tendency to be organized, responsible and hardworking)	126	116	34	2	3	24	4.28	Excellent
Grit (perseverance in the pursuit of long-term goals)	123	115	38	2	1	26	4.28	Excellent
Emotional stability (predictability and consistency unemotional reactions; the absence of rapid mood change)	113	123	41	2	1	25	4.23	Excellent
Entrepreneurship	112	117	44	4	0	28	4.22	Excellent

Note: 4.21 - 5.00 - Excellent; 3.41 - 4.20 - Above Average, 2.61 - 3.40 - Average; 1.81 - 2.60 - Below Average; 1.00 - 1.80 - Needs Improvement



Cross-tabulation of the correlation on Employers' Satisfaction between a TESDA-certified and Non-TESDA-certified Workers by KSA (Knowledge, Skills, Attitude) implied that all active variables (competencies) reflect a significant remark. Under Knowledge test result, *p-value* is less than the set significance level ( $P < 0.05$ ), showing that the null hypothesis must be rejected and the alternative hypothesis must be accepted - there is a significant difference in employers' satisfaction with TESDA certified workers' Knowledge as compared to non-TESDA certified workers' Knowledge. Statistics-wise, TESDA certified workers' Knowledge mean ( $\mu = 4.34$ ) is higher than the Non-TESDA certified workers ( $\mu = 4.05$ ). The same goes with the test results of Skills and Attitude variables; the deviation in terms of their mean showed that TESDA-certified workers were highly favorable. It also implied that employers preferred or were more satisfied with TESDA-certified workers compared to non-TESDA certified workers in terms of their Knowledge, Skills and Attitude competencies.

**Table 14. Test of Significant Difference on Employers' Satisfaction between a TESDA-certified and Non-TESDA-certified Workers, by KSA**

<b>Knowledge</b>					
Type of Worker	Mean	T-value	P-Value	Decision	Remarks
TESDA-certified worker	4.34	-15.24	< 0.00001	Reject <i>Ho</i>	Significant
Non-TESDA certified worker	4.05				
<b>Skills</b>					
Type of Worker	Mean	T-value	P-Value	Decision	Remarks
TESDA-certified worker	4.26	-3.87	0.0016	Reject <i>Ho</i>	Significant
Non-TESDA certified worker	4.03				
<b>Attitude</b>					
Type of Worker	Mean	T-value	P-Value	Decision	Remarks
TESDA-certified worker	4.29	-8.96	< 0.00001	Reject <i>Ho</i>	Significant
Non-TESDA certified worker	4.07				

#### 4.4 Assistance Provided by TESDA to the Employers

The respondent employers were asked about the assistance being provided by TESDA especially to those with registered programs under EBT. In general, they are satisfied with the programs of TESDA. Among the assistance, the highest rating is observed on the conduct of skills training on existing workers with an average mean of 4.22 (satisfactory) and alignment of the skills program on the skills requirements with an average mean of 4.17 (satisfactory).

**Table 15. Frequency and Mean Satisfaction Level of Employers in Terms of the Assistance provided by TESDA**

Assistance	Frequency (No. of Employers)						Mean (Rating)	Interpretation
	Very Satisfied	Satisfied	Neither Satisfied nor Satisfied	Dissatisfied	Very Dissatisfied	N/A		
Availability of Pool/supply of needed workers	101	130	45	5	0	24	4.16	Satisfied
Conduct of Skills Training/skills upgrading for existing workers	121	114	47	3	1	19	4.22	Satisfied
Conduct of Trainers Training for possible in company trainers	105	124	49	4	1	22	4.16	Satisfied
Fund allocation/ assistance for the	97	111	58	7	4	28	4.05	Satisfied

Assistance	Frequency (No. of Employers)						Mean (Rating)	Interpretation
	Very Satisfied	Satisfied	Neither Satisfied nor Satisfied	Dissatisfied	Very Dissatisfied	N/A		
training of existing workers								
Fund allocation/ assistance for the training of new entrants in the workplace	96	109	58	8	4	30	4.04	Satisfied
Involvement of industry in the development of programs	101	130	43	4	3	24	4.15	Satisfied
Alignment of the programs on the skills requirements of the industry	110	124	41	7	2	21	4.17	Satisfied

Table 16 presents specific recommendations/suggestions of the respondent-employers, scholarship assistance and specific training to the needs of the industry is at the top. Further, it is worth mentioning that comments related to the TESDA training for foreigners is in the list of the respondent-employers.

**Table 16. Suggestion and Recommendations from the Respondents**

No.	Comments and Suggestions
1	Funding assistance for Training / Scholarship
2	Provide Trainings specific to the needs of the industry
3	TESDA partnerships with various Government Agency and Private Institutions in providing Training and Assessment
4	Training / Upgrading for TVL teachers and Tech Voc Trainers
5	Training Qualification Review and Updating
6	Align TVL Track competency to TESDA competency
7	Better Online Transaction and Online Course including submission of Documents to TESDA
8	Create More Jobs
9	Establishment of more TESDA Training Center
10	Increase the pool of Trainers with TM
11	Prompt provision of Toolkits to all TESDA Graduate
12	Provision for more assessment schedule
13	Provision of OJT after Training
14	Emphasize To The Industry Employed Workers Who Are Expert In The Field Of Works But Dont Have Yet NC
15	Additional Manpower
16	Be More Informative To All Your Clients. Keeping All The Clients Informed Of Ahead Always...
17	Excellent TESDA Programs Offered.
18	Keep It Up!
19	Kindly Offer Full Scholarship Trainings For Elementary Graduates Or Elementary Level

No.	Comments and Suggestions
20	More Training qualifications included in PAFSE
21	Proper Coordination And Dissemination Of Trainings And Activities
22	Provide Communication Skills Training
23	Provision for Job Fairs
24	Quick Response/Solutions To Our Problems Encountering Connected To The Qualifications We Offered.
25	TESDA Training for Foreigners
26	Upgrading of Equipment in TESDA Schools

Table 17 conveys the overall rating of the employers in answering the survey. With the rating of 1-5, 5 being the highest, almost half of the respondents of 47.21% accounted for high satisfaction ratings.

**Table 17. Overall Satisfaction Rating**

Rating	Count	%
5	144	47.21
4	143	46.89
3	17	5.57
2	0	0.00
1	1	0.33
Total	305	100.00

## Chapter 5 Conclusion and Recommendation

Based on the results of the study the following conclusions and recommendations were derived:

1. The recognition of the employers and workers to TVET assessment and certification is observed in the report. While the respondent-employers hire TVET graduates, certified workers are also present in their respective companies/industries; and for some industries, the number of certified workers is higher than graduates. This shows the presence of lifelong learning and the significance of recognition of acquired competencies either from formal education, training programs or actual work experience. It is therefore recommended that TESDA to continuously implement and even expand its programs recognizing individuals' acquired competencies. This includes programs on Competency Assessment and Certification for Workers (CACW), micro credentialing, among others.
2. The report disclosed that the majority of the respondents belong to these sectors, which both accounted 33% of the employers, which could be influenced by the capability of the micro and small enterprises to train their own workers could be one of the factors that influence them to hire TVET graduates and even certified individuals. To support these sectors, TESDA has to establish a defined program for the micro and small enterprises to ensure provision for the necessary support for the skills training programs to these sectors.
3. The results of the study show that a total of 35% of respondent-employers responded that they are implementing Enterprise-Based Training (EBT). It can be concluded that the training modality influences the employment of the TVET graduates. TESDA's initiatives to engage employers and implement EBT should be strengthened and expanded. A clear framework that will provide the corresponding strategies to ensure the implementation of the EBT should be

developed so that all concerned offices will work towards one direction/plan in strengthening EBT.

4. Significant difference is observed between the performance of those that are certified and non-certified workers, wherein certified workers were rated excellent and non-certified as above average. This indicates on the quality assessment and certification which validates the acquired competencies of the individual. Further, the alignment of industry requirements somehow reflects in the results of the study, which should be continuously done by the TESDA to ensure the quality of its program.
5. The assistance for the skills training of the existing workers is also recommended as the results disclosed that this is one of the areas suggested by the industries to be provided by TESDA. It is therefore recommended that TESDA will continuously implement those programs for the reskilling and upskilling of existing workers. Further, information dissemination on corresponding funding assistance through the existing scholarship programs of the agency, like the Tulong Trabaho and different programs of TESDA that they can avail should be facilitated to inform this group of the assistance that will help them in enhancing their skills.

## Appendix I: Research Questionnaire/Tool

General Objective: To evaluate the levels of satisfaction of the employers on the competencies and performance of TVET graduates in the workplace

Specific Objectives	Expected Outputs	Question
Provide general information on industry/firm profile	Industry profile where TVET graduates are employed	<ul style="list-style-type: none"> <li>- Respondent's profile               <ul style="list-style-type: none"> <li>- Name</li> <li>- Position/Designation</li> <li>- Sex</li> <li>- Contact information(address, email, phone)</li> </ul> </li> <li>- Company profile               <ul style="list-style-type: none"> <li>- Company name</li> <li>- Contact information (address, email, phone)</li> <li>- Year established</li> <li>- Type of organization/enterprise</li> <li>- Industry classification</li> <li>- Size of company (in terms of gross income)</li> <li>- Total number of employees/workforce</li> <li>- Total number of skilled workers</li> <li>- Total number of skilled workers who are TESDA Certified</li> <li>- Is enterprise a TESDA-registered enterprise-based training institution</li> </ul> </li> </ul>
Determine the level of satisfaction of employers on graduates' job competencies vis-à-vis standards and actual requirements in the workplace	Employers level of satisfaction on the performance of employed graduates in jobs vis-à-vis knowledge, skills and attitudes	<ul style="list-style-type: none"> <li>- Overall level of satisfaction with the work and performance of TVET employees</li> <li>- General employer satisfaction rating of graduates with TESDA or non TESDA certified training               <ul style="list-style-type: none"> <li>- Quality of work</li> <li>- Efficiency in accomplishing work related tasks</li> <li>- Effectiveness in delivering targets/goals</li> </ul> </li> </ul>
	Employers rating on the competencies of workers who are TVET graduates with and without TESDA certification 5 - Excellent	<ul style="list-style-type: none"> <li>- Knowledge               <ul style="list-style-type: none"> <li>- Awareness on the organizational policies/guidelines in regard to</li> </ul> </li> </ul>



Specific Objectives	Expected Outputs	Question
	4 - Above Average 3 - Average 2 - Below average 1 - Needs improvement	processing internal/ external responsibilities and functions – Possesses technical skills and knowledge needed for the job – Has the ability to solve routine and general work-related problems
		– Skills – Has the ability to perform the task – Produce the required product/ services – Communication skills (written and/or verbal) conciseness in receiving and clarifying messages/ information/ instruction; Interpersonal and communication skills – Possesses Computer or General IT skills, as applicable in the work assignment – Has the ability to learn new skills and knowledge on the job; Learning and Innovation; Environmental Literacy – Apply critical thinking and problem-solving techniques; Critical Thinking and Problem Solving; information management
		– Attitude – Practices occupational safety and health procedures – Demonstrate resourcefulness and initiative in the conduct of the work – Demonstrate perseverance and discipline in accordance with the work ethics and company culture – Demonstrate enthusiasm in learning skills or the latest advancement(s) related to the job

Specific Objectives	Expected Outputs	Question
		<ul style="list-style-type: none"> <li>– Extraversion (sociability and willingness to engage with new people)</li> <li>– Openness to experience (appreciation for novelty and comfort with change)</li> <li>– Decision-making (confidence when exercising authority and committing to a course of action)</li> <li>– Conscientiousness (tendency to be organized, responsible and hardworking)</li> <li>– Grit (perseverance in the pursuit of long-term goals)</li> <li>– Emotional stability (predictability and consistency unemotional reactions; the absence of rapid mood change)</li> <li>– Entrepreneurship</li> </ul>
Determine the satisfaction of the employers in terms of the assistance provided by TESDA	Employers satisfaction with TESDA assistance 5 - Very Satisfied 4 - Satisfied 3 - Neither Satisfied nor Satisfied 2 - Dissatisfied 1 - Very Dissatisfied	<ul style="list-style-type: none"> <li>– Availability of Pool/supply of needed workers</li> <li>– Conduct of Skills Training/skills upgrading for existing workers</li> <li>– Conduct of Trainers Training for possible in company trainers</li> <li>– Fund allocation/ assistance for the training of existing workers</li> <li>– Fund allocation/ assistance for the training of new entrants in the workplace</li> <li>– Involvement of industry in the development of programs</li> <li>– Alignment of the programs on the skills requirements of the industry</li> </ul>
Suggestions and recommendations	Recommendations to further improve TESDA programs	– Comments, Suggestions and Recommendations for TESDA
		● Overall survey experience rating (5 – highest; 1 – lowest)

## ANNEX

List of Existing Job/Occupations in the Respondents' Organizations/Enterprises that require TESDA certification

No.	Job / Occupation	No.	Job / Occupation
1	Driver	41	Appliance Technician / Assembler
2	Heavy Operator Equipment	42	Emergency Medical Technician
3	Trainer	43	Engineer
4	Welder	44	Events Coordinator
5	Electrician	45	Farmer
6	TVET Trainer	46	Massage Therapist
7	Bookkeeper	47	Office Staff
8	Teacher	48	Accountant
9	Computer Technician Service	49	Accounting Clerk
10	Plumber	50	Administrative Clerk
11	Automotive Mechanic	51	Administrative Officer
12	Baker	52	Ambulance Driver With Emergency Medical Services
13	Building Wiring Electrician	53	Animator / Artist
14	Carpenter	54	Bartender
15	Mechanic	55	Car Aircon Technician
16	Health Aide/ Nursing Attendant	56	Chiller Operator
17	Lineman	57	Clerk
18	RAC Technician	58	College Professor
19	Security Guard	59	Computer Operator
20	Assessor	60	Customer Service Agent
21	Automotive Electrician	61	Draftsman
22	Caregiver	62	Farmer Entrepreneur

No.	Job / Occupation	No.	Job / Occupation
23	Computer Programmer	63	Foreman
24	Cook	64	Healthcare Service
25	Dressmaker	65	Loan Officer
26	Housekeeping related Jobs	66	Machine Mechanic
27	Mason	67	Manufacturing Staff
28	Communication Equipment Technician	68	Medical Equipment Technician
29	Data Encoder	69	Motor Vehicle Inspector
30	Food and Beverage Service Attendant	70	Operator
31	Front Office Agent	71	Principal
32	Machine Operator	72	Sales Technician
33	Maintenance Staff	73	Scaffolder
34	Pharmacy Assistant	74	Tool Keeper
35	Pipe Fitter	75	Tractor Operator
36	Processing Officer	76	Utility Worker
37	Senior High School Teachers	77	Warehouse Staff
38	Swine Raiser/Farmer	78	Waterworks System Operator
39	Technician	79	Workshop Superintendent
40	Visual Graphic Artist/Designer		