



TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

EMPLOYER SATISFACTION SURVEY

Office of the Deputy Director General for Sectoral TVET
Planning Office
TESDA Complex, East Service Road, South Superhighway
Taguig City, Metro Manila
Tel. No. (02) 888 5652; 817 2675; 893 1966
www.tesda.gov.ph

CODE: ST-PO March 2012

TABLE OF CONTENTS

Page

Foreword	i
List of Tables	ii
List of Figures	iii
List of Acronyms	iv
Executive Summary	v-x
I. Background of the Study	1
II. Objectives of the Study	1
III. Analytical Framework	2
IV. Coverage of the Study	3
V. Methodology	3
VI. Limitation of the Study	3
VII. Highlights of Results	3
A. General Profile of Establishments	3
B. Incentives for TESDA Certified Workers	8
C. Training Provision to Skilled Workers	11
D. Occupations that Require Certification	12
E. In-Demand Skilled Workers for 2012	14
F. Overall Level of Satisfaction on Work and Performance of TVET Graduates	16
G. Employer's Degree of Satisfaction on Hired TVET Graduates	17
H. TVET Provisions of TESDA to Industry Partners	20
I. Hiring of TVET Graduates in the Future	21
VIII. Conclusion and Recommendations	22-25

ANNEXES

A - Occupation by Certification Level That are Required by the Establishments

B - Workers In Demand in 2012 by Occupation

APPENDICES

A - Operational Definitions

B - NSCB Clearance

C - Survey Instruments

PREFACE

Data and information on technical vocational education and training or TVET are vital for TESDA in exercising its leadership function on managing the the TVET sector. In particular, feedback from the industry as one of the key partners in the development of TVET standards, program implementation and as the end-user of TVET graduates is critical. They are in the best position in providing factual information on effectiveness of TESDA programs and policies.

As one of our quality assurance mechanisms, the Planning Office has embarked the conduct of the 2011 Employers' Satisfaction Survey (ESS). The ESS is aimed at gauging the performance of TVET graduates in the workplace from the employer's perspective. It covered employers employing TVET graduates from 2009 to 2011. The initial run was conducted in 2008 and its coverage was limited to employers that employed graduates from the Training for Work Scholarship Program (TWSP).

We are pleased to note that the results of the ESS indicate the employers' high level of satisfaction on our TVET graduates. A major part of the 2011 ESS is the acceptability of the employers on the assessment and certification program of TESDA. It also provides inputs on TVET program areas for further improvement, including the review of and development of TVET policies to further meet the requirements of the industry.

It is our aspiration that this report will serve as one of the reference materials for managers and other stakeholders in TVET.

IRENE M. ISAAC
Deputy Director General
Sectoral TVET

List of Tables

Table	Title
1	Distribution of Establishments by Number of Years the Company was Established
2	Distribution of Establishments by Legal Organization
3	Distribution of Establishments by Major Industry Classification
4	Distribution of Establishments by Employment Size
5	Distribution of Establishments by Major Industry Classification by Employment Size
6	Distribution of Establishments by Percentage of Skilled Workers
7	Distribution of Establishments by Employment Size by Percentage of Skilled Workers
8	Distribution of Establishments by Provision of Incentives to Certified Workers
9	Distribution of Establishments by Provision of Incentives to Certified Workers by Industry Sector
10	Distribution of Establishments by Provision of Incentives to Certified Workers by Employment Size
11	Distribution of TVET Related Training Programs by Type of Program
12	Occupation by Certification Level That Are Required by the Establishments
13	Workers in Demand in 2012 by Occupation
14	Overall Level Satisfaction with the Work and Performance of the TVET Graduate by Industry Sector
15	Degree of Satisfaction with the Graduates Hired by Characteristics
16	Mean Score on the Degree of Satisfaction with the Graduates Hired by Characteristics
17	Response of the Establishment on TESDA TVET Provisions

List of Figures

Figure	Title
1	Percentage of Establishments that Provides Incentives to Certified Workers
2	Percentage of Establishments With Training Provision
3	Percentage of Establishments that Need Certification on Certain Occupations
4	National Certificate Level of Employed TVET Graduates
5	Overall Satisfaction Level on the Performance of TVET Graduates
6	Hiring of TVET Graduates in the Future

ACRONYMS

DOLE	-	Department of Labor and Employment
EIM	-	Electrical Installation and Maintenance
ESS	-	Employers Satisfaction Survey
GMAW	-	Gas and Metal Arc Welding
ICT	-	Information and Communications Technology
IES	-	Impact Evaluation Study
IT	-	Information Technology
LGU	-	Local Government Unit
LSI	-	Language Skills Instructor
MSME	-	Micro, Small and Medium Enterprise
NATCAC	-	National TVET Competency Assessment and Certification
NC	-	National Certificate
NSCB	-	National Statistical Coordination Board
OJT	-	On-the-Job Training
RAC	-	Refrigeration and Air Conditioning
S+F+T+C = E	-	Seek + Find + Train + Certify = Employability
SMAW	-	Sheet and Metal Arc Welding
TESDA	-	Technical Education and Skills Development Authority
TVET	-	Technical Vocational Education and Training
TWSP	-	Training for Work Scholarship Program
WB	-	World Bank

EXECUTIVE SUMMARY

The 2011 Employer's Satisfaction Survey (ESS) serves as one of the monitoring and feedback mechanisms to generate inputs and comments from the industry. The study provides employers' perspective on the performance of employed TVET graduates, TVET provision, certification, and other TVET-related areas. The 2011 ESS covered a total of 5,451 public and private establishments that have been employing TVET graduates for the last three (3) years: 2009; 2010 and 2011.

General Profile of Establishments

In general, the establishments covered can be characterized as follows:

- Thirty-two percent (32.02%) of respondent establishments are relatively new or 1-10 years in operation.
- Majority or 80.1% of the establishments are private establishments. These private establishments are mostly single-proprietorship (38.8%) and stock corporations (21.8%).
- By industry classification, more than half of the establishments belonged to services.
- More than 78% of the establishments belonged to micro, small and medium enterprises (MSME).
- Around 28% of the establishments covered by the survey reported that 76% - 100% of their workforce are skilled workers;

Incentives for TESDA Certified Workers

Almost half or 48.3 % of the establishments indicated that they provide incentives to their certified workers. Incentives were in the form of salary increases. The rest of the establishments provided other forms of incentives: job security (40.2%), job promotion (34.2%), allowances, further training and profit sharing in the company (17.4%).

The majority of the establishments that provide incentives to their TESDA certified workers are in the following sectors: Agriculture, Forestry & Fishing (80.0%); Education (70.8%); Construction (69.6%); Other Service Activities (66.7%); Human Health and Social Work Activities (61.54%); and Manufacturing (61.3%).

Training Provision to Skilled Workers

A third (29.7%) of the respondent establishments gave TVET related training programs to their skilled workers. Bulk of the training programs (57.4%) provided by the

establishments were on basic skills training programs. Only 9.5% of the establishments provided upgrading skills training program.

Establishments in the field of education and training provide trainors training programs. Establishments in the Accommodation and Food Service Activities provide training program on customer service for their skilled workers to improve customer relation and provide quality service to customers. Some establishments provide staff development training and values training to their workers

Occupations that Require Certification

The most common occupations that require certification are the following: Computer Technician; Housekeeping Attendant; Electrician; Cook; Welder; Automotive Servicing Mechanic; Driver; Food and Beverage Service Worker; Plumber; Data Encoder; RAC technician; Heavy Equipment Operator; Carpenter; and Computer Programmer. The certification level required is NC II.

In-Demand Skilled Workers for 2012

The respondent establishments that indicated the need for workers for their operations in 2012 mentioned the following in demand occupations : Mason, Welder, Plumber, Electrician, Carpenter ,Computer Service Technician, Consumer Electronics Service Technician, Auto Mechanic, Food and Beverage Service Worker, Heavy Equipment Operator, Security Guard, Housekeeper, Driver, Beauty Care, Hairstylist, and Rigger.

Overall Level of Satisfaction on Work and Performance of TVET Graduates

In general, the study revealed encouraging results in relation to the satisfaction on work performance of TVET graduates. A big majority of the establishments (86.1%) indicated that they are either “very satisfied” (43.3%) or “somewhat satisfied”(42.8%) with the work and performance of the TVET graduates.

A high degree of satisfaction wherein 90.0% or more of the establishments are at least “somewhat satisfied” can be observed in the following industry sector: a) Electricity, Gas, Steam and Air Conditioning Supply; b) Water Supply, Sewerage, Waste Management and Remediation Activities; c) Construction; d) Transportation and Storage; Real Estate Activities; and e) Professional, Scientific and Technical Activities.

Employer's Degree of Satisfaction on Hired TVET Graduates

Results showed that more than 92.0% of the TVET graduates possessed the theoretical and practical knowledge in performing the tasks and responsibilities, and were highly trainable for the skills needed for the job and has positive work attitudes. The order of the degree of satisfaction for each characteristic arranged from highest to lowest are as follows:

- Possess technical Skills and knowledge needed for the job --- 95.7%
- Listens attentively to instructions and follows order as instructed --- 94.8%
- Easily adopts to work environment --- 94.7%
- Adapts to the existing technology relevant to the enterprise --- 94.7%
- Works well in a group to achieve a goal --- 94.4%
- Capable of communicating in speech and writing --- 94.2%
- The Ability to learn new skills and knowledge on the job --- 93.9%
- Understand and speaks the language in which business is conducted---93.8%
- Ability to solve work related problems ---93.7%
- Observes protocols in reporting using standard operating procedures---93.5%
- Enthusiastic in learning skills the latest advancement related to the job ---93.4%
- Produces outputs on time while working with little supervision ---92.8%
- Ability to handle stress and pressure on the job ---92.8%
- Accepts other jobs other than specified on the job description ---92.5%
- Obtain and convey workplace information ---92.5%

TVET Provisions of TESDA to Industry Partners

Positive responses were generated from the respondents when asked on TESDA TVET provisions relative to the following areas provisions: providing adequate supply of TVET graduates; providing appropriate skills to graduates; and TESDA's assistance on trainors training, scholarship and upgrading the skills of workers.

Hiring of TVET Graduates in the Future

When asked if they will continue to hire TVET graduates, a big majority (86.9%) responded positively. However, comparing the results with the 2008 ESS on similar question for TWSP graduates, the former recorded higher with 94.2%.

Additional Comments

Establishments provided additional comments on the knowledge, skills and attitude of TVET graduates, the training delivery of TVET providers in their area and on the assessment and certification program of TESDA that will address their present and future needs.

- a. On the knowledge, skills and attitudes of TVET graduates
 - in-depth training and industry exposure
 - improvement in the communication skills and values enhancement
- b. On the training delivery of TVET providers
 - need for timely and quality training program
 - need for scheduled training program for unskilled workers of the LGUs
- c. On the assessment and certification program of TESDA
 - continuous provision of free assessment for TVET graduates and industry workers
 - improvement on the accessibility of the program for every locality, and maintain the integrity of the program, i.e., availability of assessment centers and assessors

Conclusion and Recommendations

On the point of view of the employers, finding the right workers who possess the competencies required for a particular job is of utmost important. TVET providers are market-demand driven. Their training program offerings therefore, should be towards addressing the requirements of the industry.

TESDA, as the authority on TVET, is responsible in ensuring that the TVET system works efficiently and effectively in order to address the requirements of the industry. The engagement of the industry with the TESDA starts from labor market signaling, development of standards, training provision by some enterprises and finally the qualified TVET graduates will get its place in the labor market.

Based on the findings of the study, the following recommendations are presented to make TVET relevant to the needs of the industry:

1. Continuously strengthen the existing TESDA Industry consultation to improve TVET on the following areas:
 - Strengthen on-the-job training program of the TVET providers. TESDA should help the TVET providers through its industry linkages and partnerships look for

- establishments where their trainees can hone their skills in an actual work setting prior their graduation to increase their employability.
- Pursue advocacy on assessment and certification and influence, by providing incentives to industry that prioritize certificated workers in hiring and promotion practices.
 - Part of the strengthening partnership with the industry is ensuring that the needs and requirements of the micro industries are also put in the table and considered in the development of TVET provisions.
 - It is recommended further that industry consultation be strengthened as well at the regional and provincial levels.
2. Strengthen close coordination and partnership with the LGU in order to address their concerns on providing skills of their workers and advancing the certification program of TESDA. The LGU can influence the industry in hiring certificated workers by making it a requirement in establishing a business in their locality
 3. TESDA to continuously implement the free assessment program or the synchronized National TVET Competency Assessment and Certification (NATCAC). TESDA should strive in bringing free assessment program on areas with no assessment centers/venues. A high level of integrity in the assessment and certification program of TESDA should be maintained.
 4. A similar approach like the Mobile Training Program could be considered in the delivery of the assessment program of TESDA.
 5. TESDA should pursue to advocate and support enterprise-based training.
 6. Review and update the curriculum of TVET training programs to give emphasis on the development of the communication skills of the graduates both in verbal and written and inclusion of values enhancement that is focus to work to improve the behavior and attitude of the graduates.
 7. In the absence of skills upgrading by some firms and to support the existing training programs provided by the firms, incentives and support to the skilled workers should be made available and accessible to them. Scholarship voucher may be provided to them as well.
 8. Other than the above recommendations is the concern on the administrative aspect of the study. The regional/provincial offices of TESDA must strengthen the monitoring of firms/industries that utilize TVET graduates. In addition, they should ensure the completeness of information on the employers name and address to improve the coverage of the study.

I. Background of the Study

Partnership with the industry is the order of the day for TVET to be effective in addressing the increasing demand and requirements of the labor market. The dynamics of the labor market brought about by globalization resulted to the rapid changes of technology, higher competency levels and standards, changes in the employment patterns and preferences of employers and workers, among others.

With the major reforms instituted as early in the 1990's, industry plays a key role in TVET development. As the end-user of TVET graduates, getting signals as to the development and trends that would have implications on TVET, industry consultations, prioritization and development of standards, training provision are just some of the private sector's engagement with TESDA at present. Finally, employing qualified TVET graduates is being monitored as a measurement of the TVET performance.

As part of continuing efforts of TESDA towards making TVET more responsive to the requirements of the industry, a survey on employers satisfaction on the performance of TVET graduates currently employed in their establishments, is being conducted. The 2011 Employers Satisfaction Survey (ESS) covered employers that hired TVET graduates in 2009 -2011 was the second run after its first survey in 2008.

The 2011 ESS provides a more comprehensive assessment of how well the graduates of TVET programs respond and meet the requirements of the industry. The value of certification from the employers' perspective is another major feature of the 2011 ESS.

II. Objectives of the Study

In general, the study is aimed at determining the satisfaction level of the employers on the competencies and performance of employed TVET graduates in the workplace.

Specific Objectives:

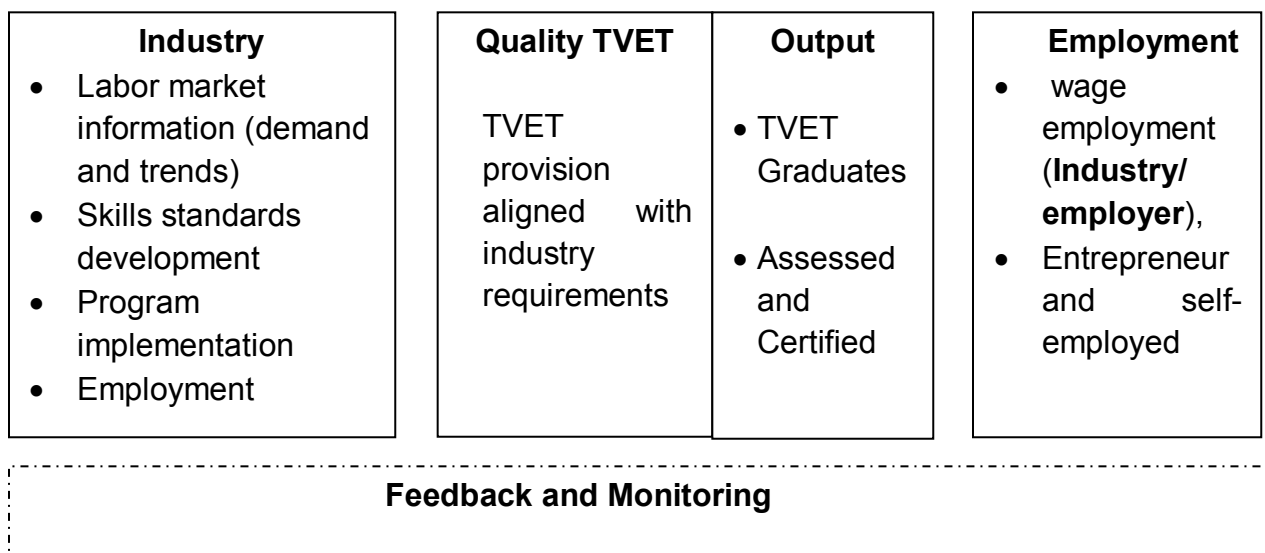
- a) To provide general information on industry/firm employing TVET graduates;
- b) To determine indicators on employers' level of satisfaction of employed TVET graduates;
- c) To gauge employers' acceptance in assessment and certification program of TESDA;
- d) To identify skills requirements; and
- e) To identify areas for improvement in TVET training provision.

III. Analytical Framework

The involvement of the private sector in TVET has been clearly provided for in RA 7796 or the TESDA Act. As specified in Section 2 of R.A. 7796, “The State shall encourage the active participation of various concerned sectors, particularly, private enterprises, being direct participants in and immediate beneficiaries of a trained and skilled workforce, providing technical education and skills development opportunities.”

Consistent with the provision of R.A. 7796, the private sector plays a crucial role in TVET. In the Seek + Find + Train + Certify = Employability (S + F + T + C = E) paradigm, TESDA is closely linked with the private sector, the employers in particular, to ensure that TVET provisions are aligned with their needs and requirements, thus ensuring higher employability. They are involved in TESDA program initiatives from the policy development, skills standards development, program implementation and monitoring and evaluation.

With quality on the backdrop, TVET system is jobs-oriented, competency-based, and recognized to be responsive the market requirements. The industry in general, as the immediate beneficiaries and absorber of trained and certified workers is in the best position to provide feedback on the performance of TVET graduates in the real workplace. Feedbacks from the employers are critical indicators in the enhancement and further improvement of TESDA policies and programs.



IV. Coverage of the Study

The 2011 ESS covered establishments, both public and private employing TVET graduates for the last three (3) years: 2009; 2010 and 2011 with a total of 5,451 establishments nationwide.

V. Methodology

A stratified simple random sampling was adopted in the selection of 535 sample establishments covered by the survey with the industry as the strata. The Cochran's sample size formula was adopted for the computation of sample size. A confidence level of and .05 margin of error was adopted in determining the sample size. The sample size by industry was proportionally allocated based on the number of firms in the sampling frame.

The survey was done by the regional offices. The study obtained clearance from the National Statistical Coordination Board (NSCB).

VI. Limitation of the Study

The sampling design adopted in the survey provided adjustment in the sample size to consider 70% response rate based on the past evaluation studies. A total of 381 establishment respondents were interviewed posting 71.2% response rate.

VII. Highlights of Results

A. General Profile of Establishments

Thirty-two percent (122 or 32.02%) of establishments employing TVET graduates are relatively new or 1-10 years in operation. About 30.18% are accounted by establishments with at least 21 years of existence while firms with 11-20 years in operation accounted 25.5% (Table 1).

Table 1. Distribution of Establishments by Number of Years the Company was Established

Number of Years in Operation	No. of Establishment	Percent Distribution
1-10 years	122	32.0
11-20 Years	97	25.5
21 Years and Over	115	30.2
N.I.	47	12.3
Total	381	100

Majority or 80.1% of the establishments are private establishments. These private establishments are mostly single-proprietorship (38.8%) and stock corporations (21.8%) (Table 2).

Table 2. Distribution of Establishments by Legal Organization

Legal Organization	No. of Establishments	Percent Distribution
Government	76	19.9
National	24	6.3
Provincial/Local	42	11.0
Government Owned and Controlled Corporation	7	1.8
Others	3	0.8
Private	305	80.1
Single Proprietorship	148	38.8
Partnership	25	6.6
Stock Corporation	83	21.8
Non-Stock, Non-Profit Corporation	22	5.8
Cooperative	13	3.4
Others	14	3.7
Total	381	100

By industry classification, more than half of the establishments belonged to the following major industry classifications: Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles (20.7%); Accommodation and Food Service Activities (17.6%); and Public Administration and Defense; Compulsory Social Security (14.7%). The Manufacturing and the Agriculture, Forestry and Fishery comprised 8.1% and 1.3%, respectively. Consistent with national data, the Services Sector comprised the bigger share compared with the Manufacturing and Agriculture Sectors. (Table 3).

Table 3. Distribution of Establishments by Major Industry Classification

Major Industry Classification	No. of Establishments	Percent Distribution
Agriculture, Forestry & Fishing	5	1.3
Mining and Quarrying	4	1.0
Manufacturing	31	8.1
Electricity, Gas, Steam and Air Conditioning Supply	10	2.6
Water Supply, Sewerage, Waste Management and Remediation Activities	1	0.3
Construction	23	6.0
Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles	79	20.7
Transportation and Storage	4	1.0
Accommodation and Food Service Activities	67	17.6
Financial and Insurance Activities	11	2.9
Real Estate Activities	2	0.5
Professional, Scientific and Technical Activities	1	0.3
Administrative and Support Service Activities	26	6.8
Public Administration and Defense; Compulsory Social Security	56	14.7
Education	37	9.7
Human Health and Social Work Activities	13	3.4
Arts, Entertainment and Recreation	1	0.3
Other Service Activities	6	1.6
Activities of Households as Employers; Undifferentiated Goods-and services-producing activities of Households for own use	4	1.0
Total	381	100

More than 78% of the establishments belonged to micro, small and medium enterprises (MSME). They were distributed as follows: micro establishments (less than 10 employees) comprised 27.3%; small establishments (10-99 employees) was 44.4%; medium size establishments (100-199 employees) was at 6.8%. Large establishments (employment size of 200 and above) comprised 6.8%. (Table 4).

Table 4. Distribution of Establishments by Employment Size

Employment Size	No. of Establishments	Percent Distribution
< 10	104	27.3
10-99	169	44.4
100-199	26	6.8
200 & Over	56	14.7
N.I.	26	6.8
Total	381	100

It was observed that only four (4) industry sectors, namely: Agriculture, Forestry & Fishing; Mining and Quarrying; Electricity, Gas, Steam and Air Conditioning Supply; and Water Supply, Sewerage, Waste Management and Remediation Activities did not have micro establishments. On the other hand, the majority of the establishments with 10-99 employment size (small establishments) are in the following sectors: Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles; Accommodation and Food Service Activities; Public Administration and Defense; and Education (Table 5).

Table 5. Distribution of Establishments by Major Industry Classification by Employment Size

Major Industry Classification	Employment Size					Total
	< 10	10-99	100-199	200>	NI	
Agriculture, Forestry & Fishing		3		2		5
Mining and Quarrying		2	1	1		4
Manufacturing	12	8		7	4	31
Electricity, Gas, Steam and Air Conditioning Supply		1	4	5		10
Water Supply, Sewerage, Waste Management and Remediation Activities			1			1
Construction	7	8	2	4	2	23
Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles	32	33	3	9	2	79
Transportation and Storage	2	1	1			4
Accommodation and Food Service Activities	14	42	2	5	4	67
Financial and Insurance Activities	4	5	1		1	11
Real Estate Activities	1				1	2

Major Industry Classification	Employment Size					Total
	< 10	10-99	100-199	200>	NI	
Professional, Scientific and Technical Activities	1					1
Administrative and Support Service Activities	16	7	1	2		26
Public Administration and Defense; Compulsory Social Security	1	28	5	14	8	56
Education	6	20	4	5	2	37
Human Health and Social Work Activities	3	6	1	2	1	13
Arts, Entertainment and Recreation		1				1
Other Service Activities	4	2				6
Activities of Households as Employers; Undifferentiated Goods-and services-producing activities of Households for own use	1	2			1	4
Total	104	169	26	56	26	381

It is interesting to note that around 28% of the establishments covered by the survey employed 76% -100% skilled workers; 24.1% of establishments revealed 1-25% of their employees were skilled workers; 17.8% of establishments had 26-50% skilled workforce; while 10.5% of establishments had 51-75% skilled workforce (Table 6).

Table 6. Distribution of Establishments by Percentage of Skilled Workers

Percentage of Skilled Workers to the Establishment Total Workforce	No. of Establishments	Percent Distribution
1-25%	92	24.1
26-50%	68	17.8
51-75%	40	10.5
76-100%	106	27.8
None	7	1.8
N.I.	68	17.8
Total	381	100

By employment size, the most number of micro establishments (42.3%) revealed that they had skilled workforce of 76-100%. Thirty-two percent (32.0%) of small enterprises, 38.5% of medium enterprises had reported that they had 1-25% skilled workers. Twenty-one percent (21.4%) of large enterprises had also 1-25%

skilled workers while 19.6% of same size of establishments employed 76 -100% skilled workers (Table 7).

Table 7. Distribution of Establishments by Employment Size by Percentage of Skilled Workers

Employment Size	Percentage of Skilled Workers												Total
	0		1-25%		26-50%		51-75%		76-100%		NI		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
<10 Employees	2	1.9	13	12.5	18	17.3	10	9.6	44	42.3	17	16.3	104
10-99 Employees	5	3.0	54	32.0	34	20.1	15	8.9	45	26.6	16	9.5	169
100-199 Employees			10	38.5	4	15.4	4	15.4	4	15.4	4	15.4	26
200> Employees			12	21.4	12	21.4	11	19.6	11	19.6	10	17.9	56
NI			3	11.5		0.0		0.0	2	7.7	21	80.8	26
Total	7	1.8	92	24.1	68	17.8	40	10.5	106	27.8	68	17.8	381

B. Incentives for TESDA Certified Workers

- Provision of Incentives to TESDA Certified Workers

Results of the survey did not provide encouraging results on the importance given to TESDA certificated workers. Only 48.3 % of the establishments indicated that they provide incentives to their certified workers (Figure 1).

Out of 189 establishments that gave incentives to their certified skilled workers, 59.2% or 6 out of 10 were provided salary increases. About 40.2% and 34.2% of the establishments gave incentives in the form of job security and job promotion, respectively. Other form of incentives such as allowances, further training and profit sharing in the company were provided by about 17.4% establishments (Table 8).

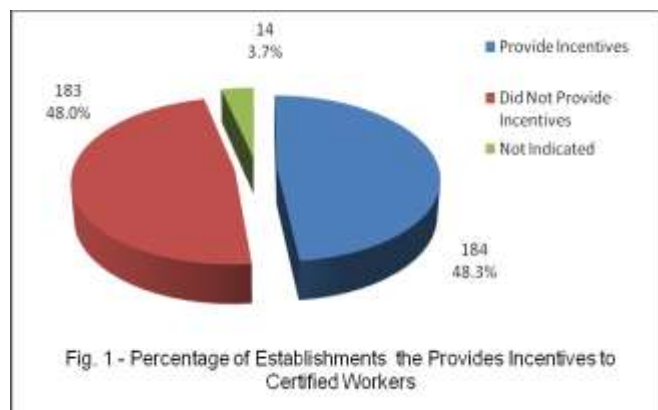


Table 8. Distribution of Establishment by Provision of Incentives to Certified Workers

Incentives Provided to Certified Workers	No. of Establishments	Percent Distribution
Salary Increase	109	59.2
Promotion	63	34.2
Job Security	74	40.2
Others	32	17.4

By Industry Sector, a big majority of the establishments that provides incentives to their TESDA certified workers are observed in the following sector: Agriculture, Forestry & Fishing (80.0%); Education (70.8%); Construction (69.6%); Other Service Activities (66.7%); Human Health and Social Work Activities (61.54%); and Manufacturing (61.3%). While a majority of the establishments that are not active in the provision of incentives are observed in the following industry sector: Professional, Scientific and Technical Activities (69.2%); Public Administration and Defense; Compulsory Social Security (58.9%); Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles (55.7%); and Financial and Insurance Activities (54.55%) (Table 9).

Table 9. Distribution of Establishments by Provision of Incentives to Certified Workers by Industry Sector

Industry Sector	Provide Incentives		No Incentive		Not Indicated		Total	
	No.	%	No.	%	No.	%	No.	%
Agriculture, Forestry & Fishing	4	80.0	1	20.0			5	100
Mining and Quarrying	2	50.0	2	50.0			4	100
Manufacturing	19	61.3	12	38.7			31	100
Electricity, Gas, Steam and Air Conditioning Supply	5	50.0	5	50.0			10	100
Water Supply, Sewerage, Waste Management and Remediation Activities	1	100					1	100
Construction	16	69.6	6	26.1	1	4.4	23	100
Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles	34	43.0	44	55.7	1	1.3	79	100
Transportation and Storage	2	50.0	2	50.0			4	100
Accommodation and Food Service Activities	31	46.3	33	49.2	3	4.5	67	100

Industry Sector	Provide Incentives		No Incentive		Not Indicated		Total	
	No.	%	No.	%	No.	%	No.	%
Financial and Insurance Activities	3	27.3	6	54.5	2	18.2	11	100
Real Estate Activities			2	100			2	100
Professional, Scientific and Technical Activities			1	100			1	100
Administrative and Support Service Activities	8	30.8	18	69.2			26	100
Public Administration and Defense; Compulsory Social Security	19	33.9	33	58.9	4	7.2	56	100
Education	26	70.3	10	27.0	1	2.7	37	100
Human Health and Social Work Activities	8	61.5	4	30.8	1	7.7	13	100
Arts, Entertainment and Recreation			1	100.			1	100
Activities of Households as Employers; Undifferentiated Goods-and services-producing activities of Households for own use	2	50.0	1	25.0	1	25.0	4	100
Other Service Activities	4	66.7	2	33.3			6	100
Total	184	48.3	183	48.0	14	3.67	381	100

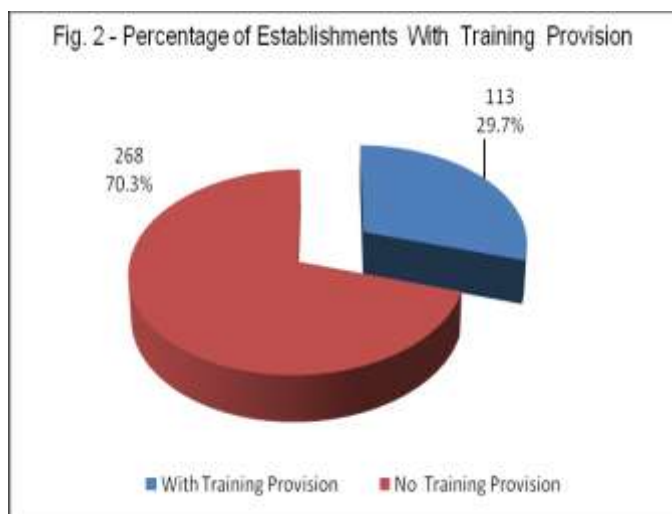
By employment size, less than half (46.2%) and (49.7%) of the establishments with less than 10 employees and 10-99 employees, respectively, provides incentives to their certified workers. More than half of the establishments with 100-199 employees and those with more than 200 employees provide incentives to their certified workers (Table 10).

Table 10. Distribution of Establishments by Provision of Incentives to Certified Workers by Employment Size

Employment Size	Provide Incentives		Did Not Provide Incentives		Not Indicated		Total
	No.	%	No.	%	No.	%	No.
<10 Employees	48	46.2	55	52.9	1	0.9	104
10-99 Employees	84	49.7	81	47.9	4	2.4	169
100-199 Employees	14	53.8	12	46.2		0.0	26
200> Employees	29	51.8	26	46.4	1	1.8	56
NI	9	34.6	9	34.6	8	30.8	26
Total	184	48.3	183	48.0	14	3.7	381

C. Training Provision to Skilled Workers

Only 29.7% establishments gave TVET-related training programs to their skilled workers. Bulk of the training programs (57.4%) provided by the establishments were basic skills training programs (Figure 2). These training programs were given by the establishments to enhance the skills of the skilled workers in specific occupations in their company.



This is one area wherein TESDA could assist especially firms that do not have the capacity to train their workers. Existing dialogue and consultation with them should be strengthened in order to encourage them to conduct training, facilitate and assist them on industry-based training for their employees.

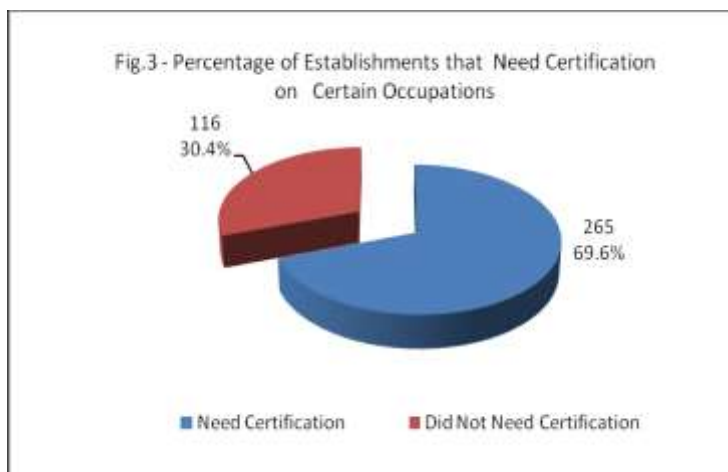
More than 50% provided basic skills training program. Only 9.5% of the establishments provided upgrading skills training program (Table 11). Establishments in the field of education and training provide trainers training programs to their workers. Establishments belonged to Accommodation and Food Service Activities provide training program on customer service for their skilled workers to improve customer relation and provide quality service to customers. Some establishment provided staff development training and values training to their workers

Table 11. Distribution of TVET Related Training Programs by Type of Program

Type of Training Program	No. of Program	Percent Distribution
Basic Skills Training	97	57.4
Upgrading Skills Training	16	9.5
Staff Development	27	16.0
Customer Service Training	20	11.8
Trainers Training	7	4.1
Values Training	2	1.2
Total	169	100

D. Occupations that Require Certification

It will be noted that out of the 381 establishments, a big majority or 265 establishments (69.6%) indicated the need for certification on certain occupations (Figure 3). This is a good indication as to the magnitude of establishments that TESDA has to network with in terms of identification of generating more information



related to standards development. Moreover, this result is consistent with the findings on the 2011 Impact Evaluation Study (IES) indicating that employers required TVET graduates.

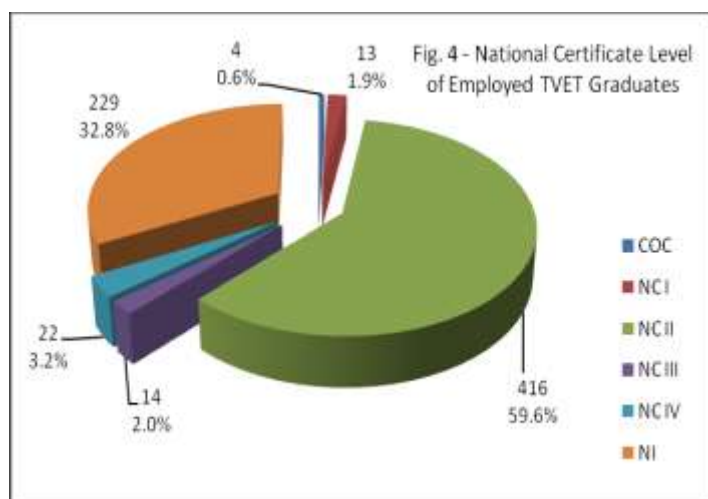


Table 12 provides the list of 698 occupations listed by the establishments requiring certification. Majority or 416 occupations representing 59.6% requires NC II level of certification (Figure 4). The most common among the identified occupations were classified as follows: Housekeeping and Restaurant Services Workers (144); Electricians, Electrical and

Electronic Equipment Mechanics and Fitters (142); Machinery Mechanics, Fitters and Related Trades Workers (64); Metal Molders, Welders, Sheet-Metal Workers, Structural-Metal Preparers and Related Trades Workers (49); Motor Vehicles Drivers (33); and Building Frame Construction and Related Traders Workers (27).

By specific occupations, occupations that were included in the list of requiring certification and the number of instances it was identified by the establishments are the following: Computer Technician (42); Housekeeping Attendant (42); Electrician (41); Cook (37); Welder (34); Automotive Servicing Mechanic (34); Driver (33); Food and Beverage Service Worker (27); Plumber (18); Data Encoder (17); RAC

technician (15); Heavy Equipment Operator (14); Carpenter (14); and Computer Programmer (12).

It will be noted that the above-mentioned list were mostly on the services sector. This confirms the study of the World Bank citing that the demand for skills are driven by the service sector and are in less highly skilled.

Table 12. Occupation By Certification Level That are Required by the Establishments

Occupations	Certification Level						Total
	COC	NC I	NC II	NC III	NC IV	N.I.	
Housekeeping and Restaurant Services Workers			92	2	5	45	144
Electricians, Electrical and Electronic Equipment Mechanics and Fitters	2	1	93	3	3	40	142
Machinery Mechanics, Fitters and Related Trades Workers		3	40	3		18	64
Metal Molders, Welders, Sheet-Metal Workers, Structural-Metal Preparers and Related Trades Workers	1	6	25			17	49
Motor Vehicles Drivers			17	2		14	33
Building Frame Construction and Related Traders Workers			15		1	11	27
Secretaries and Keyboard-Operating Clerks	1		9		2	14	26
Agricultural and Other Mobile-Plant Operators			13			9	22
Secondary Education Teaching Professionals			16		4	2	22
Building Construction Finishers and Related Trades Workers		1	11			9	21
Computer Professionals			5	1	4	7	17
Food Processing and Related Trade Workers			12	1		2	15
Client Information Clerks			10			4	14
Personal Care and Related Workers			9	1	1	2	13
Numerical Clerks			4			5	9
Protective Services Workers		1	5			3	9
Metal - and Mineral-Products Machine Operators		1	4			3	8
Other Personal Services Workers			7			1	8
Painters and Related Trades Workers			4			2	6
Textile, Garment and Related Trades Workers			6				6
Power-Production and Related Plant Operators			1			5	6
Cashiers, Tellers and Related Clerks			1		2	2	5
Physical Science and Engineering Technicians			2			3	5

Occupations	Certification Level						Total
	COC	NC I	NC II	NC III	NC IV	N.I.	
Mining and Construction Laborers			2			2	4
Health Associate Professionals (except Nursing)			4				4
Artistic, Entertainment and Sports Associate Professionals						4	4
Administrative Associate Professionals				1		2	3
Ornamental and Other Plant Growers			2			1	3
Travel Attendants and Related Workers			2				2
Livestock and Dairy Farmers			1			1	2
Aqua-Farm Cultivators			1				1
Shop Salespersons and Demonstrators						1	1
Field Crop Farmers			1				1
Wood Treaters, Cabinet Makers and Related Trades Workers			1				1
Optical and Electronic Equipment Controllers			1				1
Total	4	13	416	14	22	229	698

E. In-Demand Skilled Workers for 2012

Only 25 representing 6.6% establishments indicated the need for workers for their operations in 2012. On the aggregate, the demand for 4,031 workers were needed by these establishments (Table 13). Classified by major occupations, the most number of in demand workers were as follows: Building Frame Construction and Related Trades Workers (1,016); Electricians, Electrical and Electronic Equipment Mechanics and Fitters (792); Metal Molders, Welders, Sheet-Metal Workers, Structural-Metal Preparers and Related Trades Workers (494); Building Construction Finishers and Related Trades Workers (459); Housekeeping and Restaurant Services Workers (269); Agricultural and Other Mobile-Plant Operators (172); Machinery Mechanics, Fitters and Related Trades Workers (150); Other Personal Services Workers (118); and Protective Services Workers (102).

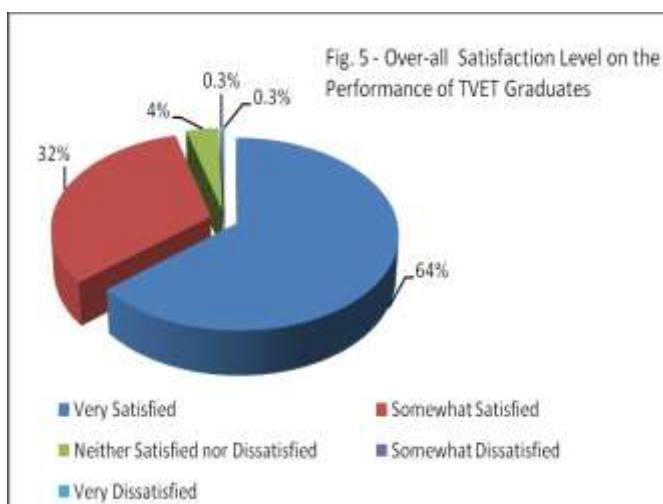
By specific occupation, the most in demand occupations with 50 or more workers being required are the following: Mason (706); Welder (441); Plumber (438); Electrician (398); Carpenter (309); Computer Service Technician (181); Consumer Electronics Service Technician (157); Auto Mechanic (145); Food and Beverage Service Worker (107); Heavy Equipment Operator (82); Security Guard (80); Housekeeper (57); Driver (53); Beauty Care (50); Hairstylist (50); and Rigger (50).

Table 13. Workers in Demand in 2012 by Occupation

Occupation	Number of Workers Needed
Building Frame Construction and Related Trades Workers	1, 016
Electricians, Electrical and Electronic Equipment Mechanics and Fitters	792
Metal Molders, Welders, Sheet-Metal Workers, Structural-Metal Preparers and Related Trades Workers	494
Building Construction Finishers and Related Trades Workers	459
Housekeeping and Restaurant Services Workers	269
Agricultural and Other Mobile-Plant Operators	172
Machinery Mechanics, Fitters and Related Trades Workers	150
Other Personal Services Workers	118
Protective Services Workers	102
Motor Vehicles Drivers	55
Secretaries and Keyboard-Operating Clerks	53
Computer Professionals	48
Secondary Education Teaching Professionals	43
Shop Salespersons and Demonstrators	41
Client Information Clerks	31
Personal Care and Related Workers	26
Livestock and Dairy Farmers	22
Administrative Associate Professionals	21
Field Crop Farmers	20
Food Processing and Related Trade Workers	17
Metal - and Mineral-Products Machine Operators	17
Cashiers, Tellers and Related Clerks	12
Transport and Communications Supervisors	11
Power-Production and Related Plant Operators	10
Numerical Clerks	7
Physical Science and Engineering Technicians	5
Painters and Related Trades Workers	4
Artistic, Entertainment and Sports Associate Professionals	3
Domestic Helpers and Cleaners and Related Workers	3
Health Professionals (except Nursing)	2
Textile, Garment and Related Trades Workers	2
Health Associate Professionals (except Nursing)	2
Travel Attendants and Related Workers	1
Printing, Binding and Related Trades Workers	1
Wood Treaters, Cabinet Makers and Related Trades Workers	1
Manufacturing Laborers	1
Total	4, 031

F. Overall Level of Satisfaction on Work and Performance of TVET Graduates

In general, the result of the study revealed encouraging results in relation to the satisfaction on work performance of TVET graduates. A big majority of the establishments (86.1%) indicated that they are either “very satisfied” (43.3%) or “somewhat satisfied” (42.8%) with the work and performance of the TVET graduates. This reflects the relevance of the TVET programs to the requirements of the industry.



Only a small number of establishments (5.6%) indicated that they are either “very dissatisfied” or “somewhat dissatisfied” or “neither satisfied nor dissatisfied” with the performance of the TVET graduates (Figure 5).

A high degree of satisfaction wherein 90.0% or more of the establishments are at least “somewhat satisfied” can be observed in the following industry sectors: a) Electricity, Gas, Steam and Air Conditioning Supply; b) Water Supply, Sewerage, Waste Management and Remediation Activities; c) Construction; d) Transportation and Storage; Real Estate Activities; and e) Professional, Scientific and Technical Activities (Table 14).

Table 14. Overall Level Satisfaction with the Work and Performance of the TVET Graduate by Industry Sector

Industry Sector	Very Satisfied		Somewhat Satisfied		Neither Satisfied Nor Dissatisfied		Somewhat Dissatisfied		Very Dissatisfied		N.I.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Agriculture, Forestry & Fishing	2	40.0	2	40.0							1	20.0	5	100
Mining and Quarrying	2	50.0			1	25.0					1	25.0	4	100
Manufacturing	12	38.7	17	54.8							2	6.5	31	100
Electricity, Gas, Steam and Air Conditioning Supply	3	30.0	6	60.0							1	10.0	10	100
Water Supply, Sewerage, Waste Management and Remediation Activities	1	100											1	100
Construction	9	39.1	12	52.2	1	4.3					1	4.3	23	100

Industry Sector	Very Satisfied		Somewhat Satisfied		Neither Satisfied Nor Dissatisfied		Somewhat Dissatisfied		Very Dissatisfied		N.I.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles	33	41.8	35	44.3	4	5.1					7	8.9	79	100
Transportation and Storage			4	100									4	100
Accommodation and Food Service Activities	33	49.3	25	37.3	2	3.0					7	10.4	67	100
Financial and Insurance Activities	4	36.4	5	45.5	1	9.1					1	9.1	11	100
Real Estate Activities			2	100									2	100
Professional, Scientific and Technical Activities			1	100									1	100
Administrative and Support Service Activities	12	46.2	8	30.8	4	15.4	1	3.8			1	3.8	26	100
Public Administration and Defense; Compulsory Social Security	21	37.5	25	44.6	3	5.4					7	12.5	56	100
Education	21	56.8	12	32.4	2	5.4			1	2.7	1	2.7	37	100
Human Health and Social Work Activities	6	46.2	5	38.5							2	15.4	13	100
Arts, Entertainment and Recreation	1	100											1	100
Activities of Households as Employers; Undifferentiated Goods-and services-producing activities of Households for own use	2	50.0	1	25.0	1	25.0							4	100
Other Service Activities	3	50.	3	50.0									6	100

G. Employer's Degree of Satisfaction on Hired TVET Graduates

Questions on the degree of satisfaction on hired TVET graduates were categorized into three: a) theoretical and practical knowledge in performing the tasks; b) trainability aspects; and c) work attitudes. A total of 694 TVET graduates from the different respondent establishments were rated by their immediate supervisors using a six-point scales including “very poor”, “poor”, “satisfactory”, “very satisfactory”, “outstanding and “don’t know”.

To determine the degree of satisfaction for each characteristic, the percentages of graduates who received “satisfactory”, “very satisfactory” and “outstanding” rating from their immediate supervisors were combined. The mean score or the average rating of the graduates for each characteristic was determined.

From the checklist of 15 characteristics being possessed by the TVET graduates a high degree of satisfaction was given by their immediate supervisors. The degree of satisfaction ranged from 92.5% to 95.7%. This means that out of 100 employed TVET graduates, 93 to 96 were given at least satisfactory rating. In reverse, this means that only 4 to 7 out of 100 TVET graduates had received a rating below satisfactory level from their immediate supervisors for each of the identified characteristics.

Results showed that the order of the degree of satisfaction for each characteristic arranged from highest to lowest are as follows:

- Possess technical Skills and knowledge needed for the job --- 95.7%
- Listens attentively to instructions and follows order as instructed --- 94.8%
- Easily adopts to work environment --- 94.7%
- Adapts to the existing technology relevant to the enterprise --- 94.7%
- Works well in a group to achieve a goal --- 94.4%
- Capable of communicating in speech and writing --- 94.2%
- The Ability to learn new skills and knowledge on the job --- 93.9%
- Understand and speaks the language in which business is conducted---93.8%
- Ability to solve work related problems ---93.7%
- Observes protocols in reporting using standard operating procedures---93.5%
- Enthusiastic in learning skills the latest advancement related to the job ---93.4%
- Produces outputs on time while working with little supervision ---92.8%
- Ability to handle stress and pressure on the job ---92.8%
- Accepts other jobs other than specified on the job description ---92.5%
- Obtain and convey workplace information ---92.5%

Given the results, it can be surmised that most (more than 92.0%) of the TVET graduates employed in the respondent-establishments possessed the theoretical and practical knowledge in performing the tasks and responsibilities, and were highly trainable for the skills needed for the job and has positive work attitudes.

Table 15. Degree of Satisfaction with the Graduates Hired by Characteristics

Characteristics	Very Poor		Poor		Satisfactory		Very Satisfactory		Outstanding		Don't Know		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
a. Theoretical and Practical Knowledge in Delivering Tasks and Responsibilities														
Possess technical Skills and knowledge needed for the job	1	0.1	16	2.3	252	36.3	279	40.2	133	19.2	13	1.8	694	100
Understand and speaks the language in which business is conducted			31	4.5	259	37.3	279	40.2	113	16.3	12	1.7	694	100
Capable of communicating in speech and writing	2	0.3	26	3.7	301	43.4	242	34.9	111	16.0	12	1.7	694	100
Observes protocols in reporting using standard operating procedures	2	0.3	26	3.7	229	33.0	287	41.4	133	19.2	17	2.4	694	100
Ability to solve work related problems	1	0.1	29	4.2	252	36.3	276	39.8	122	17.6	14	2.0	694	100
b. Trainability of Employed Graduates on the Skills Needed for the Job														
Listens attentively to instructions and follows order as instructed	1	0.1	17	2.4	222	32.0	290	41.8	146	21.0	18	2.6	694	100
The Ability to learn new skills and knowledge on the job			26	3.7	206	29.7	292	42.1	154	22.2	16	2.3	694	100
Obtain and convey workplace information	1	0.1	33	4.8	251	36.2	268	38.6	123	17.7	18	2.6	694	100
Adapts to the existing technology relevant to the enterprise	4	0.6	22	3.2	231	33.3	283	40.8	143	20.6	11	1.6	694	100
Enthusiastic in learning skills the latest advancement related to the job	1	0.1	27	3.9	203	29.3	285	41.1	160	23.1	18	2.6	694	100
c. Carries Positive Work Attitude such as Teamwork, Confidence, self Motivation, etc.														
Works well in a group to achieve a goal	2	0.3	17	2.4	203	29.3	287	41.4	165	23.8	20	2.9	694	100
Produces outputs on time while working with little supervision		0.0	35	5.0	218	31.4	274	39.5	152	21.9	15	2.2	694	100
Easily adapts to work environment		0.0	22	3.2	216	31.1	288	41.5	153	22.0	15	2.2	694	100
Ability to handle stress and pressure on the job	2	0.3	29	4.2	239	34.4	277	39.9	128	18.4	19	2.7	694	100
Accepts other jobs other than specified on the job description	3	0.4	26	3.7	213	30.7	282	40.6	147	21.2	23	3.4	694	100

Also, based on the results the mean score for each characteristic was observed to range from 3.64 to 3.88. Rounding off to the nearest whole number the mean score will be 4, thus on the average the supervisors gave a “very satisfactory” rating to the TVET graduates for each characteristic (Table 16).

Table 16 . Mean Score on the Degree of Satisfaction with the Graduates hired by Characteristics

Characteristics	Mean Score
Possess technical Skills and knowledge needed for the job	3.77
Understand and speaks the language in which business is conducted	3.69
Capable of communicating in speech and writing	3.64
Observes protocols in reporting using standard operating procedures	3.77
Ability to solve work related problems	3.72
Listens attentively to instructions and follows order as instructed	3.83
The Ability to learn new skills and knowledge on the job	3.84
Obtain and convey workplace information	3.71
Adapts to the existing technology relevant to the enterprise	3.79
Enthusiastic in learning skills the latest advancement related to the job	3.85
Works well in a group to achieve a goal	3.88
Produces outputs on time while working with little supervision	3.80
Easily adopts to work environment	3.84
Ability to handle stress and pressure on the job	3.74
Accepts other jobs other than specified on the job description	3.81

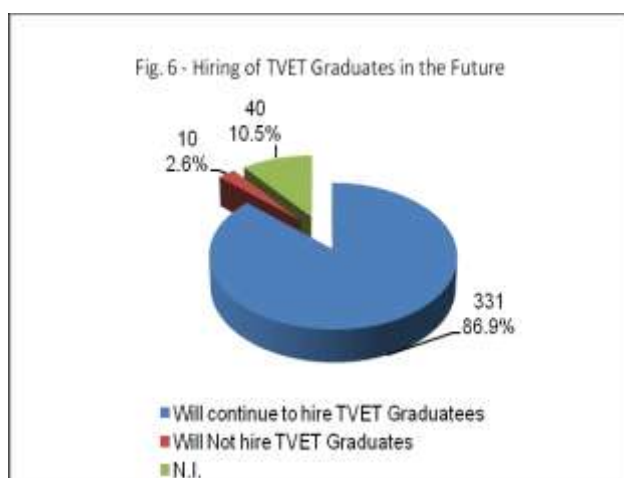
H. TVET Provisions of TESDA to Industry Partners

Positive responses were generated from the respondents when asked on TESDA TVET provisions relative to the following areas providing adequate supply of TVET graduates; providing appropriate skills to graduates; and TESDA’s assistance on trainors training, scholarship and upgrading the skills of workers (Table 17).

Table 17. Response of the Establishment on TESDA TVET Provisions

Statement	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know		Not. Indicated		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Providing an adequate supply of graduates	3	0.8	11	2.9	181	47.5	139	36.5	11	2.9	36	9.5	381	100
Providing appropriate skills to graduates	2	0.5	9	2.4	170	45.0	155	40.7	11	2.9	34	8.9	381	100
Providing Assistance in the form of:														
Trainors Training	4	1.1	23	6.0	149	39.1	129	33.9	30	7.9	46	12.1	381	100
Scholarship	2	0.5 2	25	6.5 6	151	39.6 3	133	34.9 1	26	6.8	44	11.5 5	381	100
Upgrading the Skills of Workers	1	0.3	27	7.1	133	34.9	149	39.1	27	7.1	44	11.6	381	100

I. Hiring of TVET Graduates in the Future



When asked if they will continue to hire TVET graduates, a big majority (86.9%) responded positively (Figure 5). However, comparing the results with the 2008 ESS on similar question for TWSP graduates, the former recorded higher with 94.2%.

Establishments provided additional comments on the knowledge, skills and attitude of TVET graduates, the training delivery of TVET providers in their area

and on the assessment and certification program of TESDA that will address their present and future needs.

On the knowledge, skills and attitudes of the TVET graduates:

A more in-depth training and industry exposure are needed for the enhancement of their knowledge and skills that is required in performing the tasks and duties on the job. Improvement of the communications skills of graduates was also cited. There is also a need for values enhancement for the graduates to have positive work attitudes and behavior in the workplace.

On the training delivery of TVET providers in their areas:

Generally, establishments provided positive comments. According to them, TVET institutions provide timely and quality training programs. Establishment from The LGU suggested that a regular or scheduled training program be provided for some of their workers who are not yet acquired certain TVET qualifications. Some establishments said that there were not enough training providers in their locality that will address their skills requirements.

On the assessment and certification of TESDA:

Many establishments had positive comments and were satisfied with the assessment and certification program of TESDA. The concern of on the integrity of the program be maintained to ensure the productivity and quality of TVET graduates. Many establishments also suggested for the continuous and expanded free assessment for TVET graduates and industry workers. Improvement in the accessibility of the program i.e. availability of accredited assessment centers and assessors in their locality has to look into.

VIII. Conclusion and Recommendations

On the point of view of the employers, finding the right workers who possess the competencies required for a particular job is of utmost important. TVET providers are market-demand driven. Their training program offerings therefore, should be towards addressing the requirements of the industry.

TESDA, as the authority on TVET, is responsible in ensuring that the TVET system works efficiently and effectively in order to address the requirements of the industry. The engagement of the industry with the TESDA starts from labor market signaling, development of standards, training provision by some enterprises and finally the qualified TVET graduates will get its place in the labor market.

As one of the monitoring and feedback mechanisms to generate inputs and comments from the industry, the 2011 Employer's Satisfaction Survey (ESS)

provides employers' perspective on the performance of employed TVET graduates, TVET provision, certification in particular and other TVET-related areas. Results of the study can be used as a yardstick on how well TVET is able to meet the requirements of the firms as the end-user of TVET graduates.

A good number of the establishments reported that they have a skilled workforce of at least 75%. Moreover, around 70% firms indicated the need for certification on various occupations. However, less than 50% of them gave incentives to certified workers. This shows the magnitude of TVET clients that TESDA as the authority has to look into as to the assistance that can be provided especially those that do not have the capacity to provide training and do not provide incentives to certified workers.

Results also showed that most common occupations that require certification were NC II. These are the following: Computer Technician; Housekeeping Attendant; Electrician; Cook; Welder; Automotive Servicing Mechanic; Driver; Food and Beverage Service Worker; Plumber; Data Encoder; RAC technician; Heavy Equipment Operator; Carpenter; and Computer Programmer.

The most in demand occupations that are needed by the establishments for their 2012 operations are the following: Mason; Welder; Plumber; Electrician; Carpenter; Computer Service Technician; Consumer Electronics Service Technician; Auto Mechanic; Food and Beverage Service Worker; Heavy Equipment Operator; Security Guard; Housekeeper; Driver; Beauty Care; Hairstylist; and Rigger.

The results of the study also revealed the high relevance of the TVET training programs to the requirements of the industry as indicated the 87% overall satisfaction of the establishments on the work and performance of TVET graduates. It also showed positive responses on TESDA TVET provisions on the following areas: a) adequate supply of and appropriate skills to graduates; and b) assistance on trainors training, scholarship and skills upgrading.

Despite the positive responses of the industry, TESDA has to carefully study and consider inputs and recommendations to further improve TVET. Inputs/recommendations include the following:

- a. On the knowledge, skills and attitudes of TVET graduates
 - in-depth training and industry exposure
 - improvement in the communication skills and values enhancement
- b. On the training delivery of TVET providers
 - need for timely and quality training program
 - need for scheduled training program for unskilled workers of the LGUs

- c. On the assessment and certification program of TESDA
 - continuous provision of free assessment for TVET graduates and industry workers
 - improvement on the accessibility of the program for every locality, and maintain the integrity of the program, i.e., availability of assessment centers and assessors

Based on the findings of the study, the following recommendations are presented to make TVET relevant to the needs of the industry:

1. Continuously strengthen the existing TESDA Industry consultation to improve TVET on the following areas:
 - Strengthen on-the-job training program of the TVET providers. TESDA should help the TVET providers through its industry linkages and partnerships look for establishments where their trainees can hone their skills in an actual work setting prior their graduation to increase their employability.
 - Pursue advocacy on assessment and certification and influence, provide incentives to industry that prioritize certificated workers in hiring and promotion practices.
 - Part of the strengthening partnership with the industry is ensuring that the needs and requirements of the micro industries are also put in the table and considered in the development of TVET provisions.
 - It is recommended further that industry consultation be strengthen as well at the regional and provincial levels.
2. Strengthen close coordination and partnership with the LGU in order to address their concerns on providing skills of their workers and advancing the certification program of TESDA. The LGU can influence the industry in hiring certificated workers by making it a requirement in establishing a business in their locality
3. TESDA to continuously implement the free assessment program or the synchronized National TVET Competency Assessment and Certification (NATCAC). TESDA should strive in bringing free assessment program on areas with no assessment centers/venues. A high level of integrity in the assessment and certification program of TESDA should be maintained.
4. A similar approach like the Mobile Training Program could be considered in the delivery of the assessment program of TESDA.
5. TESDA should pursue to advocate and support enterprise-based training.

6. Review and update the curriculum of TVET training programs to give emphasis on the development of the communication skills of the graduates both in verbal and written and inclusion of values enhancement that is focus to work to improve the behavior and attitude of the graduates.
7. In the absence of skills upgrading by some firms and to support the existing training programs provided by the firms, incentives and support to the skilled workers should be made available and accessible to them. Scholarship voucher may be provided to them as well.
8. Other than the above recommendations is the concern on the administrative aspect of the study. The regional/provincial offices of TESDA must strengthen the monitoring of firms/industries that utilize TVET graduates. In addition, they should ensure the completeness of information on the employers name and address to improve the coverage of the study.