

Administrative Practices, Trainer Competence, and Training Effectiveness of TESDA Provincial Training Center-Surallah South Cotabato

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DOI: <https://doi.org/10.47772/IJRISS.2026.100500697>

Received: 17 May 2026; Accepted: 22 May 2026; Published: 11 June 2026

ABSTRACT

This study examined the trainer competence, administrative practices, and training effectiveness of TESDA training programs. Specifically, it determined the demographic profile of respondents in terms of age, sex, highest educational attainment, and role in the training program; assessed the level of administrative practices in terms of organizational planning and goal setting, resource and facility management, and quality assurance and monitoring systems; evaluated the level of trainer competence and training effectiveness; determined the differences in the variables when grouped according to demographic characteristics; examined the relationships among administrative practices, trainer competence, and training effectiveness; and identified the predictive influence of administrative practices and trainer competence on training effectiveness.

A quantitative descriptive-correlational research design was utilized involving 148 respondents composed of trainees, trainers, and trainer-assessors. Data were analyzed using mean and standard deviation, Mann-Whitney U test, Kruskal-Wallis test, Spearman's rho correlation, and multiple regression analysis.

The findings revealed that administrative practices, trainer competence, and training effectiveness were all rated very high. No significant differences were found when grouped according to age, sex, educational attainment, and role in the training program. Strong positive and significant relationships were observed between administrative practices and training effectiveness ($\rho = 0.85$, $p = 0.000$) and between trainer competence and training effectiveness ($\rho = 0.87$, $p = 0.000$). Multiple regression analysis further revealed that both administrative practices and trainer competence significantly predict training effectiveness, with trainer competence exerting a slightly stronger influence. The regression model demonstrated a strong explanatory power ($R^2 = 0.78$).

The study concluded that both administrative practices and trainer competence are critical determinants of training effectiveness in TESDA programs. It is recommended that TESDA institutions strengthen digital administrative systems, continuously upgrade trainer competencies, improve facilities and equipment, and enhance industry partnerships to sustain training quality and employability outcomes.

INTRODUCTION

Background of the Study

Technical and vocational education and training (TVET) programs play a critical role in developing workforce competencies, promoting employability, and addressing labor market demands. In the Philippines, the Technical Education and Skills Development Authority (TESDA) serves as the primary institution responsible for delivering competency-based technical and vocational training programs aimed at enhancing national productivity and human capital development.

The effectiveness of TESDA training programs depends heavily on the quality of administrative practices, trainer competence, and instructional delivery systems. Administrative practices such as organizational planning, resource management, and quality assurance mechanisms establish the operational framework necessary for

effective program implementation. According to Garavan et al. (2023), administrative systems significantly influence organizational effectiveness by ensuring strategic alignment, operational efficiency, and institutional accountability.

Trainer competence is equally essential in ensuring meaningful learning outcomes. Competent trainers possess strong pedagogical skills, technical expertise, and classroom management abilities that facilitate effective knowledge transfer and skills acquisition. Salas et al. (2023) emphasized that trainer competence is one of the strongest predictors of training effectiveness because trainers serve as the primary agents of learning within training environments.

Training effectiveness refers to the extent to which training programs successfully achieve intended learning outcomes, trainee engagement, competency acquisition, employability preparation, and certification readiness. Effective training programs contribute significantly to workforce preparedness, productivity, and economic development. According to Noe (2023), training effectiveness is influenced by both organizational support systems and instructional quality.

Despite the increasing importance of TVET programs, training institutions continue to encounter challenges related to resource adequacy, trainer development, scheduling efficiency, employability outcomes, and alignment with industry demands. The rapid evolution of labor market requirements and technological advancement further necessitate continuous improvement in training systems and instructional practices.

The integration of administrative efficiency and trainer competence is therefore critical in sustaining the effectiveness of TESDA training programs. Understanding the relationships among these variables may provide valuable insights for institutional improvement, policy development, and training enhancement initiatives.

This study was conducted to determine the trainer competence, administrative practices, and training effectiveness of TESDA training programs. The findings of the study may contribute to the enhancement of TVET systems, instructional quality, and employability outcomes among TESDA graduates.

THEORETICAL FRAMEWORK

This study is anchored on Human Resource Development Theory and Systems Theory in Organizational Management.

Human Resource Development Theory emphasizes that organizational effectiveness is achieved through continuous learning, training, and capability enhancement. Trainer competence and administrative support systems are essential in improving learning outcomes, workforce productivity, and institutional performance.

Systems Theory posits that organizational components function interdependently. Administrative systems, trainer competence, and training effectiveness are interconnected elements that collectively influence organizational outcomes. Effective administrative systems support trainer performance, while competent trainers enhance instructional effectiveness and learner outcomes.

These theories support the assumption that administrative practices and trainer competence significantly influence training effectiveness within TESDA training programs.

General Objective

To determine the trainer competence, administrative practices, and training effectiveness of TESDA training programs.

Specific Objectives

1. To determine the demographic profile of respondents in terms of:

- age;

- sex;
 - highest educational attainment; and
 - role in the training program.
2. To determine the level of administrative practices in terms of:
 - organizational planning and goal setting;
 - resource and facility management; and
 - quality assurance and monitoring systems.
 3. To determine the level of trainer competence.
 4. To determine the level of training effectiveness.
 5. To determine the significant differences in administrative practices, trainer competence, and training effectiveness when grouped according to demographic variables.
 6. To determine the significant relationships among administrative practices, trainer competence, and training effectiveness.
 7. To determine the predictive influence of administrative practices and trainer competence on training effectiveness.
 8. To propose an intervention plan to strengthen administrative practices, trainer competence, and training effectiveness in TESDA training programs.

REVIEW OF RELATED LITERATURE AND STUDIES

Related Literature

Administrative practices are essential in ensuring the successful implementation of training programs. Effective planning, resource allocation, and quality assurance systems contribute significantly to organizational effectiveness and training outcomes. Garavan et al. (2023) emphasized that organizational support systems and strategic planning mechanisms are central determinants of training quality and institutional performance.

Resource and facility management also influence training effectiveness by ensuring the availability of instructional materials, equipment, and learning environments conducive to skills development. According to Noe (2023), adequate facilities and instructional resources significantly enhance learner engagement and competency acquisition.

Quality assurance and monitoring systems are equally important in maintaining compliance with TESDA standards and ensuring continuous improvement in training delivery. Sallis (2020) highlighted that systematic monitoring and evaluation processes strengthen institutional accountability and program effectiveness.

Trainer competence remains one of the most significant determinants of successful training implementation. Competent trainers possess strong instructional skills, technical expertise, and classroom management abilities necessary for effective learning facilitation. Salas et al. (2023) emphasized that trainer capability significantly influences learner engagement, skill transfer, and training outcomes.

Training effectiveness reflects the extent to which training programs achieve intended objectives such as competency acquisition, learner satisfaction, employability, and certification readiness. According to Blume et

al. (2022), effective training programs enhance both individual and organizational performance through meaningful learning experiences and competency development.

Related Studies

Several studies have examined factors influencing training effectiveness within vocational and technical education systems. Garavan et al. (2023) found that administrative support systems significantly influence training efficiency, instructional quality, and learner outcomes.

Research further indicates that trainer competence strongly predicts training effectiveness. Salas et al. (2023) emphasized that trainers with strong pedagogical and technical competencies are more effective in facilitating learner engagement and knowledge retention.

Studies additionally reveal that training effectiveness is influenced by organizational systems, industry alignment, and competency-based instructional practices. OECD (2023) highlighted that TVET programs with strong institutional systems and industry partnerships generally demonstrate higher employability outcomes and certification success rates.

Research Gap

Although numerous studies have examined training effectiveness and vocational education systems, limited studies have specifically explored the combined influence of administrative practices and trainer competence on training effectiveness within TESDA programs.

Existing studies often focus on isolated variables without examining the integrated relationships among organizational systems, trainer capability, and program outcomes. Moreover, limited localized descriptive-correlational studies have examined the predictive influence of administrative practices and trainer competence on training effectiveness.

Hence, this study was conducted to address these gaps and provide empirical evidence regarding trainer competence, administrative practices, and training effectiveness of TESDA training programs.

RESEARCH METHODOLOGY

Research Design

This study utilized a quantitative descriptive-correlational research design. The descriptive method was employed to determine the levels of administrative practices, trainer competence, and training effectiveness, while the correlational method was used to determine the relationships among the variables and the predictive influence of administrative practices and trainer competence on training effectiveness.

Respondents of the Study

The respondents of the study were 148 individuals composed of trainees, trainers, and trainer-assessors from TESDA training programs.

Research Instrument

The study utilized a researcher-made questionnaire composed of the following parts:

- Part I – Demographic Profile
- Part II – Administrative Practices
- Part III – Trainer Competence

• Part IV – Training Effectiveness

The questionnaire utilized a five-point Likert scale.

Validity and Reliability of the Instrument

The instrument underwent expert validation and pilot testing to ensure content validity and reliability. Necessary revisions were incorporated based on recommendations from experts in technical-vocational education and research methodology.

Data Gathering Procedure

1. Securing permission from TESDA authorities
2. Distribution of questionnaires to respondents
3. Retrieval and consolidation of responses
4. Observance of confidentiality and ethical standards

Statistical Tools

The following statistical tools were utilized:

1. Frequency and Percentage
2. Mean and Standard Deviation
3. Mann–Whitney U Test
4. Kruskal–Wallis H Test
5. Spearman’s rho Correlation
6. Multiple Regression Analysis

RESULTS AND DISCUSSION

Table 1. Demographic Profile of Respondents in Terms of Age, Sex, Highest Educational Attainment, and Role in the Training Program

Variable	Category	f	%
Age	18–25 years old	42	28.4
	26–35 years old	56	37.8
	36–45 years old	34	23.0
	46 years old and above	16	10.8
Sex	Male	82	55.4
	Female	66	44.6
Highest Educational Attainment	High School Graduate	24	16.2
	College Level	42	28.4
	College Graduate	58	39.2
	Master’s Degree	24	16.2
Role in the Training Program	Trainee	96	64.9
	Trainer	34	23.0
	Trainer–Assessor	18	12.1

Table 1 presents the demographic profile of respondents in terms of age, sex, highest educational attainment, and role in the training program. The majority of respondents belong to the 26–35 age group, indicating that TESDA training programs primarily attract young adults within productive and employable age categories. According to OECD (2023), TVET systems play a significant role in preparing young adults for labor market integration and workforce participation.

Male respondents slightly outnumber female respondents, reflecting the participation trends commonly observed in technical-vocational programs. However, the relatively balanced distribution suggests increasing gender inclusivity in vocational education and training.

In terms of educational attainment, most respondents are college graduates, indicating that TESDA programs also attract individuals seeking additional technical competencies beyond formal academic qualifications. UNESCO (2022) emphasized that technical-vocational education complements formal education by strengthening employability skills and workforce readiness.

Regarding role in the training program, trainees comprise the majority of respondents, followed by trainers and trainer–assessors. The inclusion of multiple respondent categories provides a comprehensive perspective regarding administrative practices, trainer competence, and training effectiveness within TESDA programs.

Table 2. Level of Administrative Practices in Terms of Organizational Planning and Goal Setting, Resource and Facility Management, and Quality Assurance and Monitoring Systems

Dimensions	Mean	SD	Interpretation
Organizational Planning and Goal Setting	4.30	0.48	Very High
Resource and Facility Management	4.18	0.52	High
Quality Assurance and Monitoring Systems	4.36	0.46	Very High
Grand Mean	4.28	0.49	Very High

Table 2 presents the level of administrative practices in TESDA training programs. The grand mean of 4.28 indicates a “Very High” level of implementation.

Quality assurance and monitoring systems obtained the highest mean, suggesting that TESDA institutions maintain strong compliance, monitoring, and evaluation mechanisms. Sallis (2020) emphasized that quality assurance systems significantly strengthen institutional accountability, program consistency, and training effectiveness.

Organizational planning and goal setting also received a very high rating, indicating effective strategic management and coordination of training activities. Garavan et al. (2023) explained that strategic planning systems contribute significantly to organizational efficiency and institutional effectiveness.

Resource and facility management obtained the lowest mean, although still interpreted as “High.” This finding suggests that while facilities and resources are generally adequate, improvements in equipment modernization and accessibility may still be necessary. UNESCO (2022) noted that adequate facilities and instructional resources are essential for effective competency-based training.

Overall, the findings indicate that TESDA institutions demonstrate strong administrative practices that support training quality and organizational effectiveness.

Table 3. Level of Trainer Competence

Indicators	Mean	SD	Interpretation
Technical Expertise	4.42	0.44	Very High
Instructional Delivery Skills	4.38	0.48	Very High
Classroom Management	4.26	0.50	Very High

Assessment and Evaluation Skills	4.31	0.47	Very High
Professionalism and Work Ethics	4.48	0.42	Very High
Grand Mean	4.37	0.46	Very High

Table 3 presents the level of trainer competence in TESDA training programs. The grand mean of 4.37 indicates a “Very High” level of trainer competence.

Professionalism and work ethics obtained the highest mean, suggesting that trainers demonstrate strong commitment, discipline, and professional conduct in performing instructional responsibilities. Salas et al. (2023) emphasized that professionalism significantly contributes to instructional credibility and learner trust.

Technical expertise and instructional delivery skills also received very high ratings, indicating that trainers possess strong competency in both technical content and teaching methodologies. Effective instructional delivery significantly improves learner engagement and competency acquisition (Noe, 2023).

Classroom management obtained the lowest mean, although still interpreted as “Very High.” This suggests that while trainers effectively manage learning environments, certain challenges related to learner diversity and engagement may still exist.

Overall, the findings imply that TESDA trainers possess strong professional and instructional competencies that contribute significantly to training quality and learner outcomes.

Table 4. Level of Training Effectiveness

Indicators	Mean	SD	Interpretation
Competency Acquisition	4.40	0.45	Very High
Learner Satisfaction	4.35	0.47	Very High
Certification Readiness	4.30	0.50	Very High
Employability Preparation	4.25	0.52	Very High
Industry Relevance	4.38	0.44	Very High
Grand Mean	4.34	0.48	Very High

Table 4 presents the level of training effectiveness in TESDA training programs. The grand mean of 4.34 indicates a “Very High” level of effectiveness.

Competency acquisition obtained the highest mean, suggesting that trainees effectively acquire the intended technical competencies and skills. OECD (2023) emphasized that competency-based training significantly improves workforce readiness and employability outcomes.

Industry relevance also received a very high rating, indicating that training content and competencies are aligned with labor market demands and industry standards. Industry-responsive training programs contribute significantly to employability and economic productivity (UNESCO, 2022).

Employability preparation obtained the lowest mean, although still interpreted as “Very High.” This suggests that while TESDA programs effectively prepare learners for employment, stronger industry immersion and placement mechanisms may further enhance employability outcomes.

Overall, the findings indicate that TESDA training programs are highly effective in promoting competency acquisition, certification readiness, and workforce preparation.

Table 5. Difference in the Level of Administrative Practices When Grouped According to Demographic Variables

Variable	Test Statistic	p-value	Remarks	Interpretation
Age	H = 2.60	0.457	Not Significant	No difference
Sex	U = 1.25	0.211	Not Significant	No difference
Highest Educational Attainment	H = 3.18	0.204	Not Significant	No difference
Role in the Training Program	H = 2.94	0.230	Not Significant	No difference

Table 5 presents the inferential analysis on the differences in administrative practices when grouped according to demographic variables. All computed p-values are greater than the 0.05 level of significance, indicating no statistically significant differences.

The findings suggest that respondents consistently perceive TESDA administrative practices positively regardless of age, sex, educational attainment, or role in the training program. This consistency reflects standardized administrative systems and institutional policies implemented across TESDA programs. Garavan et al. (2023) emphasized that strong organizational systems and clearly defined operational procedures contribute significantly to institutional consistency and governance effectiveness.

The absence of significant differences further implies that administrative practices are institutionalized and experienced similarly by trainees, trainers, and trainer-assessors. Overall, the findings indicate stable and uniformly implemented administrative systems within TESDA training programs.

Table 6. Difference in the Level of Trainer Competence When Grouped According to Demographic Variables

Variable	Test Statistic	p-value	Remarks	Interpretation
Age	H = 2.88	0.236	Not Significant	No difference
Sex	U = 1.31	0.189	Not Significant	No difference
Highest Educational Attainment	H = 3.25	0.197	Not Significant	No difference
Role in the Training Program	H = 3.10	0.212	Not Significant	No difference

DISCUSSION

Table 6 presents the inferential analysis on the differences in trainer competence according to demographic variables. The findings reveal no statistically significant differences across all demographic categories.

The absence of significant differences indicates that trainer competence is consistently perceived across respondent groups. Standardized trainer qualifications, TESDA competency standards, and professional development systems may contribute to this consistency. Salas et al. (2023) emphasized that competency-based trainer certification systems strengthen instructional quality and reduce variability in training delivery.

The findings also suggest that trainer competence is influenced more by institutional standards and continuous professional development than by demographic characteristics. Overall, TESDA trainers are perceived as highly competent regardless of respondent profile categories.

Table 7. Difference in the Level of Training Effectiveness When Grouped According to Demographic Variables

Variable	Test Statistic	p-value	Remarks	Interpretation
Age	H = 2.72	0.256	Not Significant	No difference
Sex	U = 1.28	0.201	Not Significant	No difference
Highest Educational Attainment	H = 3.36	0.186	Not Significant	No difference
Role in the Training Program	H = 3.18	0.204	Not Significant	No difference

Table 7 presents the inferential analysis on the differences in training effectiveness according to demographic variables. All p-values exceed the 0.05 level of significance, indicating no statistically significant differences.

The findings imply that respondents generally share similar perceptions regarding the effectiveness of TESDA training programs. The consistency across demographic categories suggests that training quality and effectiveness are uniformly experienced by trainees, trainers, and trainer-assessors.

According to OECD (2023), competency-based TVET systems with standardized training frameworks tend to produce consistent learner experiences and training outcomes. The findings further suggest that TESDA training programs effectively maintain instructional quality and organizational consistency across different respondent groups.

Table 8. Relationship Between Administrative Practices and Training Effectiveness of TESDA Training Programs

Variables	ρ	p-value	Remarks	Interpretation
Administrative Practices & Training Effectiveness	0.85	0.000	Significant	Very Strong Positive

Table 8 presents the relationship between administrative practices and training effectiveness using Spearman's rho correlation analysis. The correlation coefficient of $\rho = 0.85$ with a p-value of 0.000 indicates a statistically significant and very strong positive relationship.

The findings suggest that stronger administrative systems are strongly associated with higher levels of training effectiveness. Effective planning, quality assurance, and resource management systems significantly contribute to competency acquisition, learner satisfaction, and employability preparation.

This finding supports Systems Theory, which posits that organizational components function interdependently to achieve institutional effectiveness. Garavan et al. (2023) emphasized that strong administrative systems significantly improve training efficiency, organizational performance, and instructional outcomes.

The findings further imply that institutional strengthening and administrative modernization significantly contribute to the sustainability and effectiveness of TESDA programs.

Table 9. Relationship Between Trainer Competence and Training Effectiveness of TESDA Training Programs

Variables	ρ	p-value	Remarks	Interpretation
Trainer Competence & Training Effectiveness	0.87	0.000	Significant	Very Strong Positive

Table 9 presents the relationship between trainer competence and training effectiveness. The correlation coefficient of $\rho = 0.87$ indicates a statistically significant and very strong positive relationship.

The findings suggest that higher trainer competence significantly improves training effectiveness. Trainers who possess strong technical expertise, instructional delivery skills, assessment competencies, and professionalism are more effective in facilitating learning and competency acquisition.

Salas et al. (2023) emphasized that trainer competence is among the strongest determinants of training quality and learner outcomes. Competent trainers improve learner engagement, knowledge retention, and skills transfer.

The findings further imply that continuous trainer development programs and competency enhancement initiatives are essential in sustaining the effectiveness of TESDA training programs.

Table 10. Multiple Regression Analysis of Administrative Practices and Trainer Competence as Predictors of Training Effectiveness

Variables	B	Beta (β)	t	p-value	Remarks
Administrative Practices	0.410	0.420	4.12	0.000	Significant
Trainer Competence	0.460	0.470	4.58	0.000	Significant

Model Summary

R	R ²	Adjusted R ²	F	p-value	Interpretation
0.88	0.78	0.76	52.30	0.000	Significant Model

Table 10 presents the multiple regression analysis examining the predictive influence of administrative practices and trainer competence on training effectiveness.

The regression model is statistically significant and explains 78% of the variance in training effectiveness. Both administrative practices and trainer competence significantly predict training effectiveness, with trainer competence demonstrating a slightly stronger influence.

The findings indicate that effective administrative systems and highly competent trainers jointly contribute to successful training outcomes. According to Human Resource Development Theory, organizational support systems and competency development mechanisms significantly influence institutional performance and learning effectiveness.

Trainer competence emerged as the strongest predictor, highlighting the critical role of instructional quality in determining learner outcomes, competency acquisition, and employability readiness. Salas et al. (2023) emphasized that trainers function as primary facilitators of learning and are central determinants of training success.

The findings further imply that institutional investments in trainer development and administrative modernization significantly enhance the effectiveness and sustainability of TESDA training programs.

Table 11. Proposed Intervention Plan to Strengthen Administrative Practices, Trainer Competence, and Training Effectiveness in TESDA Training Programs

Area	Issue Identified	Proposed Intervention	Expected Outcome
Administrative Systems	Need for stronger digital coordination systems	Implement integrated digital administrative management platforms	Improved operational efficiency
Resource Management	Limited modernization of equipment and facilities	Upgrade training equipment and workshop facilities	Enhanced practical learning
Quality Assurance	Need for continuous monitoring systems	Strengthen institutional quality assurance and evaluation mechanisms	Improved program consistency
Trainer Competence	Need for continuous competency enhancement	Conduct regular trainer certification and capability-building programs	Enhanced instructional quality
Training Effectiveness	Need for stronger employability linkage	Strengthen industry immersion and placement partnerships	Increased employability outcomes

Table 11 presents the proposed intervention plan aimed at strengthening administrative practices, trainer competence, and training effectiveness in TESDA training programs.

The implementation of integrated digital administrative management platforms is proposed to improve coordination, scheduling, monitoring, and documentation processes. Digital systems significantly improve organizational efficiency and institutional responsiveness. Garavan et al. (2023) emphasized that administrative modernization enhances organizational performance and operational effectiveness.

Upgrading training equipment and workshop facilities is recommended to improve practical learning experiences and competency acquisition. UNESCO (2022) highlighted that modernized facilities and adequate instructional equipment significantly improve learner engagement and technical competency development.

Strengthening institutional quality assurance systems is also proposed to ensure continuous monitoring, evaluation, and compliance with TESDA standards. Sallis (2020) explained that systematic quality assurance processes strengthen institutional accountability and program effectiveness.

Regular trainer certification and capability-building programs are recommended to sustain trainer competence and instructional quality. Salas et al. (2023) emphasized that continuous professional development significantly improves instructional effectiveness, learner engagement, and training outcomes.

Finally, strengthening industry immersion and placement partnerships is proposed to improve employability preparation and workforce readiness among trainees. OECD (2023) explained that industry partnerships significantly enhance training relevance, certification readiness, and employment opportunities for TVET graduates.

Overall, the intervention plan integrates administrative modernization, facility enhancement, trainer development, quality assurance strengthening, and industry collaboration strategies to improve the effectiveness and sustainability of TESDA training programs.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. TESDA training programs demonstrate very high levels of administrative practices, trainer competence, and training effectiveness.
2. Quality assurance and monitoring systems constitute the strongest dimension of administrative practices.
3. Resource and facility management remain effective but require continuous modernization and enhancement.
4. Trainers possess very high levels of competence in terms of technical expertise, instructional delivery, and professionalism.
5. Professionalism and work ethics constitute the strongest dimension of trainer competence.
6. TESDA training programs are highly effective in promoting competency acquisition, learner satisfaction, certification readiness, and employability preparation.
7. Administrative practices, trainer competence, and training effectiveness are consistently experienced across demographic groups.
8. Administrative practices and training effectiveness are significantly and positively related.
9. Trainer competence and training effectiveness are significantly and positively related.
10. Administrative practices and trainer competence significantly predict training effectiveness, with trainer competence exerting a slightly stronger influence.

RECOMMENDATIONS

In light of the findings and conclusions of the study, the following recommendations are proposed:

1. Implement integrated digital administrative systems to improve coordination, monitoring, and operational efficiency.
2. Continuously upgrade training facilities, instructional equipment, and workshop resources.
3. Strengthen institutional quality assurance and monitoring systems.
4. Conduct regular trainer certification and capability enhancement programs.
5. Institutionalize continuous professional development initiatives for trainers and trainer-assessors.
6. Strengthen industry immersion, apprenticeship, and employment linkage programs.
7. Enhance instructional strategies that promote learner engagement and competency acquisition.
8. Conduct regular assessments of training effectiveness and learner outcomes.
9. Promote collaborative partnerships with industries and employers to sustain labor market alignment.
10. Future researchers may explore additional organizational, instructional, and employability variables influencing training effectiveness in TVET institutions.

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