

Strategic Management in Technical-Vocational Education and Training (TVET): Strengthening Program Sustainability and Industry Alignment in Masbate Province

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Abstract

This study investigated the strategic management practices of Technical-Vocational Education and Training (TVET) institutions in Masbate Province during the 2024–2025 academic year, focusing on enhancing program sustainability and industry alignment. Utilizing an explanatory-sequential mixed-methods design, data were gathered from top-level administrators across all 22 TESDA-accredited providers within the province's Second Congressional District. The findings revealed a fragmented approach to strategic management; while institutions heavily prioritized external collaborations with industries and local government units (72.72%), essential internal practices like curriculum updates (18.18%) and strategic planning (13.64%) were significantly underutilized. Program sustainability is primarily threatened by funding limitations (59.09%), qualified trainer shortages (50%), and weak industry linkages. Although 91% of institutions perceived their programs as highly or well-aligned with industry needs through internships and shared resources, collaboration remains un-institutionalized, lacking formal advisory boards and curriculum co-development. Consequently, it is concluded that weak internal management and structural gaps hinder long-term viability and market responsiveness. The study recommends that TVET institutions formalize strategic planning, secure diversified funding, and institutionalize industry advisory councils. Additionally, targeted trainer development programs and continuous labor market assessments are essential to foster regional economic development and sustainable programming.

Keywords: Strategic Management, TVET Sustainability, Industry Alignment, TESDA, Explanatory-Sequential Design, Masbate Province

1. Introduction

Sample Introduction, Sample Introduction, Sample Introduction, Sample Introduction, Sample Introduction, Sample Introduction, Sample Introduction, Sample Introduction, Sample Introduction, Sample Introduction, Sample Introduction, Sample Introduction, Sample Introduction, Sample Introduction, Sample Introduction, Sample Introduction. Technical-vocational education and training (TVET) is often portrayed as a shortcut to equitable growth, as it equips populations distant from metropolitan labor centers with job-ready skills and entrepreneurial competencies (Jagannathan, 2012). In the Philippine archipelago, this promise is most palpable in island provinces such as Masbate, where economic prospects are largely dependent on agriculture, fishing, small-scale mining, and the nascent tourism industry. Yet the very circumstances that make TVET so essential, geographic isolation, modest public revenues, and limited industrial diversity, also threaten local training programs' viability. Reports from Masbate's provincial office of the Technical Education and Skills Development Authority (TESDA) show a revolving door of short-term courses, sporadic enrolment, and workshop equipment that ages faster than it can be replaced. The difficulty is not a lack of policy rhetoric: national frameworks explicitly champion industry partnership, outcome-based curricula, and work-based learning. Rather, the weakness lies in the strategic management capacity of provincial providers to translate these ideals into sustainable, industry-aligned operations. Illustrations of what is possible do exist. When TESDA partnered with the IT and Business Process Association of the Philippines (IBPAP) to deliver the Training for Work Scholarship Program, ₱500 million in public funds were funneled to private training centers that produced a 70 per cent placement rate for call-center graduates (IBPAP, n.d.). A follow-up Industry-Based TWSP channeled an additional ₱420 million into competency-based vouchers that IBPAP administered with near-corporate efficiency, providing TESDA with a blueprint for performance-based contracting (IBPAP, 2013). Similarly, the Construction Supervisors Training Program, co-designed by TESDA and the Philippine Construction Association, aligned supervisory standards with the government's Build infrastructure drive and earned national recognition after graduating 856 foremen across six cohorts (TESDA, 2020). These cases show that when goals, resources, and accountability systems are deliberately co-managed, TVET can achieve both scale and labor-market relevance. International evidence reinforces the lesson. Economies such as Singapore and Japan vaulted up global value chains by embedding skills policies in broader industrial strategies, thereby ensuring that vocational graduates fed directly into expanding sectors (Flake, 2017). Comparative studies of enterprise-based training (EBT) find consistent

dividends in productivity, innovation, and employee adaptability, especially when learning is situated in authentic work settings (OECD & ILO, 2017). Even low- and middle-income countries have leveraged strategic alliances: Malaysia institutionalized Industrial Leading Bodies to give employers a formal vote in curriculum decisions (Hussain et al., 2021), while Nicaragua mobilized private networks to champion youth-focused TVET reforms (McMaster, 2020). The pattern is clear: sustainability and industry alignment are strongest where strategic management practices, environmental scanning, stakeholder mapping, and performance monitoring are embedded in everyday TVET governance. Scholarly literature supplies further conceptual grounding. Cedefop (2015) distinguishes between on-the-job, off-the-job, and hybrid delivery, arguing that the third option yields the most holistic learning when leadership teams allocate resources decisively between classroom theory and production-floor practice. Sweet's (2018) global comparison of apprenticeship regimes underscores the strategic choices inherent in program duration, contractual design, and target cohorts; nations that privilege longer work-based immersion generally record smoother school-to-work transitions. Meanwhile, private-sector analysts insist that employers should co-design competency standards because they alone can anticipate technology shifts that will soon reshape occupational profiles (Kumar & Ngangom, 2017). The Huawei ICT Academy in Poland, replicated in Philippine universities, demonstrates how vendor-certification pathways inserted into mainstream curricula can raise pass rates in national exams and shorten recruitment cycles for firms hungry for digital talent (UNESCO-UNEVOC, 2023a). Within the Philippines, two complementary delivery modes dominate policy discourse. Institution-based training, undertaken in schools, regional TESDA centers, and NGO workshops, institutionalizes knowledge but risks drifting from workplace realities if industry feedback loops are weak (TESDA Circular 2019-131). Enterprise-based training, by contrast, immerses learners in production processes but demands sophisticated partnership agreements to guarantee trainee protection, trainer competence, and equitable cost sharing (TESDA Circular 2020-345). TESDA's 2022 "EBT to the Max" campaign attempted to mainstream learnerships, apprenticeships, and supervised industry learning under one promotional umbrella, yet its long-run success still depends on whether provincial implementers can align budgets, instructors, and assessment schedules with volatile business cycles (TESDA, 2022a). In Masbate, where small and medium enterprises dominate, forging such alignment is a managerial task of considerable delicacy. Strategic management thus surfaces as the missing link between policy aspiration and provincial reality. In practice, this involves setting measurable indicators, graduate employment rates, employer satisfaction scores, and return-on-training investment that Industry Technical Boards and provincial training councils must publicly track (TESDA, 2020). It also means re-balancing governance structures: TESDA has suggested elevating industry representatives, rather than provincial governors, to chair local councils to hard-wire labor-market signals into decision-making (TESDA, 2020). Evidence from Malaysia's ILBs and Peru's SENATI Center of Excellence suggests that such shifts can lead to tangible improvements in curriculum relevance and capital investment (UNESCO-UNEVOC, 2023b). Yet strategic management is not merely a matter of formal metrics and organizational charts; it is also about cultivating a culture of continuous improvement among frontline trainers and administrators. Legaspi (2012) observes that Philippine enterprises prioritize "soft" outcomes, such as teamwork, punctuality, and initiative, at least as highly as technical proficiency, suggesting that sustainability rests on a broader conception of quality that marries cognitive, psychomotor, and socio-emotional domains. For Masbate's institutions, this implies periodic curriculum audits against evolving competency standards, faculty upskilling programs, and systematic tracer studies, none of which can be executed without explicit managerial commitment and resource mobilization. The convergence of these insights crystallizes the research problem at hand. While national directives and isolated partnership successes illustrate what effective TVET can look like, little is known about how Masbate's fragmented landscape of public and private providers currently plan, fund, and evaluate their programs. The province's distance from major economic hubs may amplify coordination costs, yet it may also motivate innovative models of community-based apprenticeship or multi-employer training consortia. Understanding such dynamics requires an empirical investigation that asks, first, which strategic management practices are actually in use; second, what obstacles, financial, organizational, cultural, undermine program longevity; and third, how closely present curricula and assessment tools track the shifting skill needs of agriculture, fisheries, construction, tourism, and emerging digital-services niches in the province. Addressing these questions promises contributions on several fronts. For policymakers, it will illuminate whether existing decentralization arrangements equip provincial actors with sufficient authority and technical support to operationalize national mandates. For institutional leaders, it will identify leverage points, partnership brokerage, revenue diversification, and instructor professional development that can bolster both sustainability and industry relevance. For scholars, it will enrich the comparative literature on TVET by supplying evidence from an under-researched island economy, thereby expanding theoretical discussions that too often privilege metropolitan or high-income contexts. Ultimately, by foregrounding strategic management as the analytical lens, the study hopes to move the discourse beyond episodic success stories toward systemic solutions that embed continuous adaptation and mutual accountability at the heart of Masbate's TVET ecosystem. This study investigated the strategic management practices of Technical-Vocational Education and Training (TVET) institutions in Masbate Province during the 2024–2025 academic year, focusing on enhancing program sustainability and industry alignment. Utilizing an explanatory-sequential mixed-methods design, data were gathered from top-level administrators across all 22 TESDA-accredited providers within the province's Second Congressional District. The findings revealed a fragmented approach to strategic management; while institutions heavily prioritized external collaborations with industries and local government units (72.72%), essential internal practices like curriculum updates (18.18%) and strategic planning (13.64%) were significantly underutilized. Program sustainability

2. Material and methods

2.1 Research Design

To address the three research questions and capture both the breadth and depth of strategic-management issues facing Masbate's TVET sector, the study adopts an explanatory-sequential mixed-methods design (Creswell & Plano Clark, 2018). The investigation begins with a census-level quantitative survey, the instrument reproduced above, administered to the highest-ranking official (president, director, or program head) in each of the 22 TESDA-accredited providers situated in the province's Second Congressional District. The closed-ended items generate numerical indicators of (a) the prevalence of specific strategic-management practices, (b) perceived barriers to program sustainability, and (c) the degree of industry alignment, thus directly answering Research Questions 1-3 at a descriptive level. Once the survey data have been analyzed through descriptive statistics and bivariate tests (e.g., χ^2 , Cramer's V) in SPSS, a purposive sub-sample of eight to ten respondents will be invited to participate in semi-structured interviews. These follow-up conversations probe the organizational processes that underlie exceptionally high or low survey scores, clarify ambiguous responses, and elicit concrete examples of successful or struggling industry partnerships. The qualitative material will be coded thematically using NVivo, with constant comparison techniques employed to surface common patterns and divergent cases (Nowell et al., 2017). Finally, the quantitative and qualitative strands are integrated in a joint display that juxtaposes statistical trends with illustrative quotations. This meta-inference stage allows the researcher to explain why certain practices correlate with stronger sustainability or closer industry fit and to craft context-specific recommendations for TESDA, local government units, and school leaders. By sequencing quantitative breadth before qualitative depth, the design ensures that interview prompts are firmly grounded in provincial-level evidence while still giving voice to the lived realities of individual institutions, an approach widely endorsed in TVET policy research for its pragmatic utility to stakeholders (UNESCO-UNEVOC, 2023). All procedures conform to ethical guidelines for human-subjects research: informed consent, voluntary participation, anonymity through coded identifiers, and secure data storage. This mixed-methods framework thus provides the methodological rigor required to diagnose existing practices, surface sustainability barriers, and evaluate curriculum-industry correspondence, thereby fulfilling the study's overarching goal of strengthening program sustainability and industry alignment in Masbate Province.

2.2 Locale of the Study

The empirical work will be carried out in Masbate Province's Second Congressional District, the administrative swath that stretches north-west from Masbate City to the municipalities of Aroroy, Baleno, Balud, Milagros, Mandaon, and Mobo. Geographically, the district forms the province's commercial corridor: it hosts Masbate City's urban hub, deep-water ports that connect to Luzon and the Visayas, and the bulk of Masbate's agribusiness, fisheries, and emerging service enterprises. Those same economic nodes have attracted the province's highest Technical-Vocational Education and Training (TVET) provision, making the district a logical laboratory for examining how strategic management choices shape program sustainability and industry alignment. Within this locale lie twenty-two TESDA-accredited providers that collectively mirror the province's TVET landscape. Farm schools in Balud, Aroroy, Mandaon, Mobo and Masbate City (e.g., Anelyn's Integrated Farm, E.R. Rapsing Agricultural Learning Center) serve the district's dominant agriculture and agro-tourism sectors; private technical-vocational institutions and assessment centers scattered across Masbate City and neighboring towns (e.g., Lopez-Danao Training & Assessment Center, Riverview Assessment & Training Center) supply skills for construction, automotive, ICT and services; four higher-education institutions with TVET arms (e.g., Masbate Central Technical Institute, Southern Bicol Colleges) offer ladder technology programs; and two public technology-training entities, the Masbate Institute of Fisheries and Technology in Milagros and the Provincial Training Center in Mobo, anchor government provision for fisheries and multi-sector skills. Their strategic proximity to mining operations in Aroroy, the aquaculture belt of Milagros, and the fast-growing retail and logistics clusters of Masbate City ensures an authentic interface between training delivery and real-time labor-market demand. The district is therefore uniquely suited to the study's problemata. First, it concentrates the very sustainability pressures under scrutiny: competition for enrolment, fluctuating commodity prices that affect training budgets, and the seasonal nature of farm- and fishery-based employment. Second, it affords ready access to industry partners, cooperatives, micro-enterprises, construction firms, and hospitality outfits, whose feedback is pivotal in gauging curriculum relevance. Finally, focusing on a single congressional district provides a coherent policy frame: all participating institutions operate under a common set of provincial development priorities and are served by the same TESDA provincial office, allowing strategic management practices to be compared on an even regulatory footing. By situating the investigation in this circumscribed yet economically diverse setting, the research answers the call articulated in the statement of the problem to "diagnose existing practices, surface barriers, and identify actionable pathways" specific to Masbate's TVET ecosystem. The locale's mix of public and private, agriculture-centric and technology-oriented, urban and rural providers guarantees a nuanced reading of how strategic planning, resource mobilization, partnership building, and quality-assurance mechanisms either fortify or undermine program longevity and labor-market fit. Insights gleaned here are expected to yield context-grounded recommendations that provincial stakeholders, training administrators, TESDA field offices, local industries, and the provincial development council can immediately operationalize to strengthen TVET sustainability and industry alignment across Masbate Province.

2.3 Respondents of the Study

The primary respondent in each institution is the president, center director, or program head, as these individuals possess authoritative knowledge of strategic-planning routines, resource-allocation decisions, partnership arrangements, curriculum-review cycles, and performance-monitoring systems that are central to the study's research questions. Where clarification is required, supplementary information may be solicited from unit trainers or industry liaison officers, but quantitative responses will be recorded only once per institution to preserve the integrity of the unit of analysis. By canvassing the full population rather than a sample, the study produces a complete diagnosis of strategic-management practices, sustainability barriers, and industry-alignment mechanisms across the district, thereby enhancing the validity and direct policy utility of its findings for TESDA, local government units, and provincial industry partners.

2.4 Sample and Sampling Procedure

The present inquiry adopts a total-enumeration strategy, inviting one senior decision-maker from each of the 22 TESDA-accredited TVET providers located in Masbate's Second Congressional District to participate in the survey and follow-up interview. Because the population of interest is finite, identifiable, and modest in size, a census is more appropriate than probabilistic or non-probabilistic sampling techniques; it eliminates sampling error and guarantees that the perspectives of every organizational subtype, private farm schools, private TVIs and assessment centers, higher-education institutions with TVET arms, and public training facilities, are proportionately represented (Creswell & Creswell, 2018; Etikan, 2021). The primary respondent in each institution is the president, center director, or program head, as these individuals possess authoritative knowledge of strategic-planning routines, resource-allocation decisions, partnership arrangements, curriculum-review cycles, and performance-monitoring systems that are central to the study's research questions. Where clarification is required, supplementary information may be solicited from unit trainers or industry liaison officers, but quantitative responses will be recorded only once per institution to preserve the integrity of the unit of analysis. By canvassing the full population rather than a sample, the study produces a complete diagnosis of strategic-management practices, sustainability barriers, and industry-alignment mechanisms across the district, thereby enhancing the validity and direct policy utility of its findings for TESDA, local government units, and provincial industry partners.

2.5 Research Instrument

The principal data-gathering device for this study is a self-administered, checklist-type questionnaire purposely constructed to elicit information on (a) the strategic-management practices of TVET providers, (b) factors that threaten or reinforce program sustainability, and (c) the extent to which curricula and training modalities are aligned with labor-market requirements in Masbate's Second Congressional District. The instrument was drafted directly from the study's analytic framework and the three specific research questions, then organized into four logical blocks: (1) demographic profile, (2) strategic-management practices, (3) program sustainability, and (4) industry alignment. Closed-ended response options were used in Parts I and II to capture the full menu of practices and constraints reported in the TVET literature (ADB, 2020; UNESCO-UNEVOC, 2022), while a five-point Likert-type scale in Part III permits quantitative comparison of alignment and partnership frequency across institutions. To establish content validity, the draft questionnaire was reviewed by three experts: a senior TESDA provincial administrator, a TVET quality-assurance auditor, and a management scholar specializing in vocational education. Using a four-point relevance rubric, these specialists judged every item for clarity, essentiality, and domain coverage; items with a Content Validity Index (CVI) below .80 were revised or removed (Polit & Beck, 2021). The refined version was then pilot-tested with four non-sample TVET centers in Masbate City. Cronbach's alpha coefficients computed for the multi-item sections yielded acceptable internal-consistency levels ($\alpha = .78$ for strategic-management practices; $\alpha = .81$ for sustainability factors), surpassing the .70 threshold recommended by Nunnally and Bernstein (2019). Minor wording adjustments followed the pilot to improve readability without altering substantive meaning. Because each of the 22 TVET providers constitutes a unique unit of analysis, one questionnaire packet will be delivered to and completed by the institution's president, center director, or designated program head. Respondents will be given one week to complete the form, with the researcher collecting completed instruments in person to maximize the response rate and to clarify any ambiguities on-site. All questionnaires carry an informed-consent statement that assures anonymity, voluntary participation, and the exclusive use of aggregated data for academic purposes, under the Philippine Data Privacy Act standards. This carefully validated, pilot-tested survey instrument thus ensures that the study captures accurate, reliable, and policy-relevant information on how strategic management choices influence TVET sustainability and industry alignment within Masbate Province.

2.6 Data Gathering Procedure

Because the present study seeks organization-level evidence from all 22 TESDA-accredited TVET providers in Masbate's Second Congressional District, a quantitative, census-type survey procedure was employed rather than the interview-and-observation protocol used in the earlier classroom study. The entire data-collection process unfolded in four sequential phases, each designed to maximize coverage, accuracy, and ethical compliance. 1. Preparatory phase (Week 1). After securing approval from the Provincial TESDA Office and the college committee on research, an appointment letter, informed-consent form, and one sealed copy of the validated questionnaire were courier-delivered to the president or center director of every eligible institution. The cover letter explained the study's purpose, assured confidentiality, and requested

the designation of a single senior official, preferably the administrator directly in charge of strategic planning, to act as respondent. 2. On-site briefing and questionnaire administration (Weeks 2–3). The researcher visited each provider on a pre-agreed date to conduct a 15-minute orientation covering the instrument structure, the meaning of key terms (e.g., “industry alignment,” “strategic-management practices”), and instructions for ticking multiple responses where applicable. Respondents were then allotted one week of self-paced completion so they could consult internal documents (strategic plans, curriculum matrices, enrolment data) before finalizing their answers, a step expected to enhance factual accuracy (Dillman et al., 2014). 3. Collection and data-verification stage (Weeks 3–4). Completed questionnaires were retrieved in person. Immediately upon hand-back, the researcher conducted a 5-minute completeness check, flagging any missed items for on-the-spot clarification. Where numerical estimates (e.g., enrolment or budget figures) appeared inconsistent, the respondent was asked to confirm or correct the entry. This verification procedure improves data quality without imposing excessive respondent burden. 4. Data coding and electronic archiving (Week 5). Each questionnaire was assigned an anonymized identification code (e.g., TVI-07) before double data-entry into SPSS 29. Closed-ended items were coded as categorical or ordinal variables; multi-response questions employed multiple-dichotomy coding, and Likert-type ratings were entered on a 1–5 scale. A 10% random sample of records was cross-checked for entry errors. Both hard-copy instruments and electronic files are stored in a password-protected repository accessible only to the research team, in line with the Philippine Data Privacy Act of 2012. By substituting a structured, census-based survey for the small-sample interview approach, the procedure directly supports the study’s objective of comparing strategic-management practices, sustainability constraints, and industry-alignment levels across the full population of TVET providers in the district, thereby producing findings with immediate policy relevance for provincial stakeholders.

2.7 Data Analysis Techniques

The data set produced by the census-level questionnaire is essentially quantitative; therefore, the analytic strategy centers on descriptive and inferential statistics, followed by an integration step that links the findings to the study’s three research questions. Data screening and cleaning. Frequency runs are first executed to detect out-of-range values or excessive missingness. Where a respondent has legitimately skipped an item that allowed multiple answers (e.g., “Other, please specify”), the cell is coded “system-missing”; otherwise, the researcher returns to the field notes taken during the retrieval visit to determine the correct entry. Internal consistency for the two multi-item indices, strategic-management practices (7 items) and sustainability constraints (9 items), is re-checked via Cronbach’s alpha, targeting $\alpha \geq .70$ (Nunnally & Bernstein, 2019). Descriptive statistics. To address RQ 1 and RQ 2, simple frequencies and percentages are generated for every checklist option, thereby indicating how many of the 22 providers conduct labor-market studies, suffer funding shortages, etc. For RQ 3, measures of central tendency (mean, median) and dispersion (standard deviation, range) are produced for the 5-point alignment and partnership-frequency scales. These descriptions yield a baseline portrait of practice prevalence, obstacle salience, and alignment levels across the district. Bivariate tests. Contingency-table analyses (χ^2 with Cramer’s V for effect size) examine whether the adoption of a given strategic practice (e.g., regular curriculum review) is associated with (a) institutional type (farm school, TVI, HEI, public TTI) or (b) self-rated industry alignment (collapsed to High = 4–5 vs. Low = 1–3). Where expected cell counts fall below 5, Fisher’s exact test is substituted. For the ordinal alignment scale, the non-parametric Kruskal–Wallis test compares median scores across institution types. These analyses illuminate which management routines appear to coincide with stronger market responsiveness, thereby sharpening the study’s policy recommendations. Exploratory correspondence analysis. To visualize multivariate relationships among practices, constraints, and institution classes, a correspondence-analysis map is generated. This technique graphically clusters providers that share similar strategic profiles, making it easier for TESDA and LGUs to target technical assistance (Greenacre, 2017). Qualitative elaboration. Open-ended write-ins (e.g., “Others, please specify”) are imported into NVivo 14 and coded inductively. Although brief, these narratives often name context-specific issues, such as quarry-related enrolment spikes or port-logistics partnerships, not captured by checklist categories. The emergent codes are aligned with the quantitative patterns in a joint display table, providing nuance and concrete illustrations (Creswell & Plano Clark, 2018). Integration and meta-inference. The final step synthesizes statistical outputs and qualitative exemplars to explain why particular configurations of practices (e.g., systematic labor-market analysis + industry advisory boards) coincide with higher sustainability and alignment ratings. This integrated narrative directly fulfils the study’s objective of diagnosing practices, surfacing barriers, and identifying actionable pathways for Masbate’s TVET ecosystem. By employing a layered quantitative analysis reinforced by targeted qualitative coding, the procedure moves beyond mere description to generate evidence-based, context-grounded insights that stakeholders can operationalize. All analytical decisions, syntax files, and output logs are archived in an encrypted drive to ensure transparency and replicability under APA 7th-edition ethical standards.

2.8 Ethical Considerations

To ensure the integrity and ethical soundness of this study, strict adherence to established research protocols was maintained throughout the data collection and analysis phases involving TVET administrators, instructors, and industry partners across the 22 TESDA-accredited providers in the Second Congressional District of Masbate. Formal administrative approvals were secured from the TESDA-Masbate Provincial Office and participating institutional heads

prior to field entry, and all respondents provided informed, voluntary written consent with the explicit understanding that they could withdraw from the study at any time without repercussion. To guarantee absolute confidentiality and anonymity, all personal identities and specific institutional names were replaced with pseudonyms or aggregated to prevent the exposure of individual or organizational vulnerabilities. Furthermore, data gathering was conducted with strict adherence to non-maleficence, ensuring that evaluations of sensitive institutional challenges—such as funding deficits and weak industry linkages—were framed objectively to prevent any professional or psychological harm to the participants. Finally, all collected survey and interview data were securely stored and analyzed with utmost academic integrity in compliance with the standards of Osmeña Colleges, ensuring that the study ultimately maximizes beneficence by providing actionable, unbiased strategies for TVET sustainability and graduate employability in the province.

3. Results and Discussion

3.1 Profile of the Respondents

Table 1.1 *Positions of the Respondents*

Position	Frequency (f)	Percentage (%)
a. President/Administrator/Owner	15	68.18%
b. Focal Person	1	4.55%
c. Trainer	2	9.09%
d. Others	4	18.18%
Total	22	100%

This table presents the distribution of respondents based on their roles within the institution, highlighting the key actors involved in the strategic implementation of TVET programs in Masbate Province. Out of 22 respondents, the majority, 15 or 68.18%, were Presidents, Administrators, or Owners, signifying that a large portion of the data gathered represents top-level perspectives and decisions that influence TVET strategies. This is crucial, as these individuals typically hold decision-making authority and are responsible for long-term planning and policy direction within their institutions. Only 1 respondent (4.55%) identified as a Focal Person, and 2 respondents (9.09%) were Trainers, suggesting that direct implementers and coordinators of TVET programs were underrepresented in the sample. Meanwhile, 4 respondents (18.18%) were classified under “Others”, which includes International Relations Officer for the institution of Osmeña Colleges. This distribution implies that the findings and insights derived from this research are predominantly shaped by individuals in leadership roles. While this provides a valuable strategic outlook, it also suggests the need for complementary insights from trainers and mid-level staff who handle the operational aspects of TVET implementation. Their perspectives could provide more detailed feedback on day-to-day program challenges and execution.

Table 1.2 *Years of Service of the Respondents*

Position	Frequency (f)	Percentage (%)
a. Less than One Year	1	4.55%
b. 1-3 Years	6	27.27%
c. 4-6 Years	5	22.23%
d. More than 5 Years	9	40.91%
Total	22	100%

Table 1.2 illustrates the length of service of respondents involved in Technical-Vocational Education and Training (TVET) in Masbate Province. This data is significant in understanding the extent of experience that informs their perspectives on strategic management and program sustainability. The results reveal that 9 out of 22 respondents (40.91%) have served in the TVET sector for more than 5 years, indicating a strong base of experienced stakeholders. These individuals are likely to have in-depth knowledge of institutional challenges, industry trends, and evolving policy landscapes, making their input particularly valuable for strategic planning and long-term program sustainability. Meanwhile, 6 respondents (27.27%) have been in service for 1 to 3 years, and 5 respondents (22.23%) have served for 4 to 6 years. This distribution shows that a significant portion of the respondents are in the early to mid-stages of their careers, suggesting a blend of fresh insights and growing institutional familiarity. Only 1 respondent (4.55%) reported having less than one year of experience, which indicates minimal representation from newly hired staff or recent entrants in the TVET workforce. Overall, the data reflects a workforce with a relatively balanced mix of seasoned professionals and newer personnel. This combination can support both innovation and continuity in strategic TVET planning. The dominance of respondents with over five years of service enhances the reliability of insights regarding sustainable practices and effective industry alignment.

3.2 Strategies And Management Practices Currently Implemented in TVET Institutions

Table 2.1 *Strategic Management Practices Employed*

Strategic Practice	Frequency (f)	Percentage (%)
a. Conducting labor market analysis before program development	10	45.45%
b. Establishing partnerships with industries and LGUs	16	72.72%
c. Regular curriculum review and update based on market trends	4	18.18%
d. Monitoring and evaluating TVET program outcomes	6	27.27%
e. Formulating institutional strategic plans for TVET growth	3	13.64%
f. Staff training on leadership and strategic planning	7	31.82%
g. Others	1	4.55%

Table 2.1 provides insight into the strategic management practices currently implemented by TVET institutions in Masbate Province. The data reflect a range of adoption levels, suggesting varying degrees of institutional readiness and strategic capacity among providers of technical-vocational education. The most widely implemented practice is establishing partnerships with industries and local government units (LGUs), with 16 respondents (72.72%) reporting active engagement in this area. This demonstrates a commendable prioritization of external collaboration as a mechanism for aligning programs with labor market needs. The emphasis on partnerships resonates with global best practices: in countries like Malaysia, the creation of Industrial Leading Bodies enabled employers to influence curriculum development directly, reinforcing industry relevance and responsiveness (Hussain et al., 2021). Similarly, Singapore and Japan integrated skills policies into broader industrial strategies to elevate workforce competency and economic positioning (Flake, 2017). These examples highlight that external partnerships are not supplementary but foundational to strategic TVET success. The second most reported strategy is conducting labor market analysis prior to program development, practiced by 10 respondents (45.45%). This indicates that nearly half of the institutions are leveraging environmental scanning to inform program planning. Such proactive efforts are vital for ensuring that course offerings match the demands of the local and global workforce. As evidenced in OECD and ILO (2017) studies, aligning training with real-time labor market needs enhances not only employability but also innovation and productivity outcomes in workplaces. Other noted strategies include staff training on leadership and strategic planning (31.82%) and monitoring and evaluating TVET program outcomes (27.27%). These figures suggest that while some institutions are taking steps toward building internal capacity and accountability, significant gaps remain. Without robust performance monitoring and leadership development, institutions risk stagnation and may struggle to adapt to evolving educational and industrial landscapes. Conversely, only 18.18% of respondents reported engaging in regular curriculum review and updates based on market trends, and a mere 13.64% are involved in formulating institutional strategic plans. These low percentages signal a pressing need to institutionalize strategic foresight and continuous improvement mechanisms. As illustrated by Nicaragua's TVET reforms, successful transformation often hinges on consistent curriculum renewal and stakeholder-driven planning processes (McMaster, 2020). Finally, only one respondent (4.55%) indicated engagement in "other" strategic practices, suggesting limited innovation or diversification in strategic management approaches across institutions.

Table 2.2 *Challenges Encountered in Implementing Strategic Management Practices Employed*

Challenges	Frequency (f)	Percentage (%)
a. Limited funding or financial resources	17	28.33%
b. Inadequate infrastructure and equipment	11	18.33%
c. Shortage of qualified trainers or assessors	11	18.33%
d. Lack of strategic planning skills among staff	2	3.33%
e. Weak linkages with industry and government agencies	5	8.33%
f. Low stakeholder engagement (e.g., LGUs, employers, community)	3	5.00%
g. Resistance to change / high staff turnover	2	3.33%
h. Absence of robust monitoring and evaluation systems	2	3.33%
i. Geographical isolation or limited access to support services	6	10.00%
j. Others	1	1.67%

Table 2.2 presents the challenges TVET institutions in Masbate Province face in implementing strategic management practices. The findings reveal that both internal and external factors significantly hinder institutional efforts to enhance program sustainability and industry alignment. The most frequently cited challenge is limited funding or financial resources, with 17 responses (28.33%). This result highlights a persistent constraint that affects the institutions' ability to invest in infrastructure, update curricula, hire competent staff, and build partnerships. This aligns with findings from Orbeta

and Paqueo (2022), who noted that while government programs have expanded access to TVET in underserved areas like Masbate, ensuring long-term effectiveness, particularly in terms of sustainability and impact, remains difficult without sufficient and stable funding. The next most common issues are inadequate infrastructure and equipment, and shortage of qualified trainers or assessors, each reported by 11 respondents (18.33%). These limitations are particularly concerning in a skill-based education system, as they directly affect the delivery of quality training and the employability of graduates. Without updated tools and competent instructors, institutions risk producing graduates whose competencies are misaligned with industry expectations. Geographical isolation or limited access to support services was cited by 6 respondents (10.00%), further emphasizing the contextual challenges unique to the Masbate province. This echoes TESDA's 2022 "EBT to the Max" initiative, which aims to bridge the gap between education and employment through globally inspired models such as Apprenticeship, Learnership, and the Dual Training System. However, the initiative's success hinges on contextual adaptation, particularly in remote areas where industries are scarce and travel or connectivity is limited. Weak linkages with industry and government agencies (8.33%) and low stakeholder engagement (5.00%) also emerged as relevant challenges. These indicate a gap in collaboration, an essential component of strategic management in TVET. The literature suggests that alignment with industry is critical for ensuring relevance and responsiveness (TESDA, 2022a), but smaller and isolated provinces often struggle to replicate the same level of coordination seen in urban centers. Other notable challenges include lack of strategic planning skills among staff (3.33%), resistance to change or high staff turnover (3.33%), and absence of robust monitoring and evaluation systems (3.33%). These internal limitations reflect a need for capacity-building interventions that empower institutional leaders and staff to adopt a more forward-looking and data-informed approach to program management. As Orbeta and Paqueo (2022) observed, strategic systems integrating monitoring, evaluation, and feedback are vital to ensuring long-term TVET impact beyond mere accessibility. The category marked as "Others" (1.67%) revealed an important localized insight: "Limited industries to absorb or employ TVET graduates." This observation underscores a structural challenge specific to Masbate's labor market; there may simply not be enough industrial presence to match the volume or type of TVET graduates being produced. This presents a critical policy concern: without sufficient demand from local industries, TVET graduates may remain underemployed or be forced to seek opportunities outside the province, undermining the localized development goals.

3.3 TVET Programs Sustainability

Table 3.1 *Major TVET Programs Currently Offered*

Programs Currently Offered	Frequency (f)	Percentage (%)	Rank
a. Agriculture, Forestry, and Fishery	11	50%	1.5
b. Tourism	4	18.18%	3.5
c. Construction	11	50%	1.5
d. Information and Communication Technology	2	9.09%	7
e. Logistics	0	0%	11
f. Manufacturing	2	9.09%	7
g. Processed Food & Beverages	2	9.09%	7
h. Social, Community Development and Other Services	2	9.09%	7
i. Human Health / Health Care	1	4.55%	10
j. Automotive and Land Transportation	4	18.18%	3.5
k. Others	2	9.09%	7

Table 3.1 presents a comprehensive overview of the dominant Technical-Vocational Education and Training (TVET) programs currently offered across institutions in Masbate Province, highlighting the industry sectors they are aligned with. This data is crucial in evaluating the province's responsiveness to labor market needs and in identifying gaps in strategic program planning. The two most offered TVET programs are in the sectors of Agriculture, Forestry, and Fishery and Construction, each with 11 responses or 50%, ranking 1.5. This reflects the socio-economic and geographic characteristics of Masbate, a largely rural and agricultural province with ongoing infrastructure development needs. The prominence of these sectors suggests a strong alignment with the region's natural resources and government-led infrastructure projects. These programs serve as strategic pillars for both community livelihood and local economic stimulation. In contrast, Tourism and Automotive and Land Transportation each received 4 responses (18.18%), ranked 3.5, indicating moderate prioritization. Given Masbate's potential for eco-tourism and the necessity for transportation services in remote areas, this program offerings represent opportunities for further development and investment, especially if strategically aligned with industry partners. Notably underrepresented are programs in Information and Communication Technology (ICT), Manufacturing, Processed Food & Beverages, Social and Community Services, and Others, each cited only 2 times (9.09%), with a rank of 7. The inclusion of "Others" (noted as Farming Services) reflects a niche but relevant area given Masbate's agricultural profile. However, the low frequency indicates limited diversification in sectoral training, an issue that could hinder economic adaptability and job mobility for TVET graduates. The least offered programs include Human Health / Health Care with only 1 response (4.55%), and Logistics, which received no response (0%). This finding is

concerning, particularly for logistics, given its critical role in supply chain management, especially in geographically isolated areas like Masbate. The lack of such offerings suggests a strategic blind spot in preparing the workforce for supporting sectors that underpin commerce, trade, and service delivery. The data underscores a strong reliance on traditional and resource-based programs (e.g., agriculture and construction), which while relevant, may limit TVET institutions' adaptability to emerging market demands. The limited presence of programs in high-growth or technology-driven sectors (such as ICT, logistics, and health care) reflects a need to broaden the TVET portfolio to prepare learners for diverse employment opportunities both within and beyond the province. Furthermore, the dominance of certain sectors could risk oversaturation in local labor markets, especially given the earlier finding that limited industries exist to absorb graduates. Strategic management must therefore not only align program offerings with existing demand but also forecast future labor market needs and build capacity in underdeveloped sectors through partnerships, upskilling initiatives, and investment in emerging industries.

Table 3.2 *Factors Affecting the Sustainability of TVET Programs in Masbate*

Challenges	Frequency (f)	Percentage (%)	Rank
a. Funding limitations	13	59.09%	1
b. Lack of qualified trainers	11	50%	2.5
c. Limited or weak industry partnerships	11	50%	2.5
d. Outdated curriculum and training tools	2	9.09%	6
e. Low student enrollment	0	0%	7
f. Limited access to updated labor market data	4	18.18%	4
g. Others	3	13.64%	5

Table 3.2 presents the major factors undermining the sustainability of TVET programs in Masbate Province, revealing a multifaceted web of challenges that demand urgent strategic responses. The foremost issue identified is funding limitations, reported by 59.09% of respondents. This high percentage highlights a persistent financial strain that constrains nearly every aspect of program delivery, from the acquisition of modern training equipment and tools to the upkeep of infrastructure and continuity of operations. In a province like Masbate, where economic resources are limited and government support is often stretched thin, the ability of TVET institutions to operate sustainably hinges significantly on their financial resilience. Equally pressing are the lack of qualified trainers and weak industry partnerships, each cited by 50% of respondents. These two interrelated issues pose serious threats to the quality and relevance of TVET education. Without properly trained and industry-certified instructors, learners are deprived of the technical expertise and up-to-date knowledge required to meet current labor market demands. Weak linkages with industries, meanwhile, diminish opportunities for curriculum co-development, on-the-job training, and eventual employment. These findings resonate with Edralin and Pastrana's (2023) study, which underscores how fragmented stakeholder coordination and limited industry engagement compromise graduate employability and TVET effectiveness across the Philippines. The limited access to updated labor market data, reported by 18.18% of respondents, further compounds the issue by impairing the capacity of training institutions to design responsive programs. Inaccurate or outdated labor intelligence leads to the offering of courses that may no longer be in demand, ultimately reducing the employability of graduates. Orbeta and Esguerra (2016) also emphasized this gap, calling for enhanced information provision by TESDA to enable data-driven policy and program design. The "Others" category (13.64%) reveals deeper, context-specific challenges, including operational inefficiencies, misalignment with the learning needs of modern students, and perhaps most critically, the absence of sufficient local industries to employ TVET graduates. This situation paints a stark picture of Masbate's economic realities, despite the supply of trained individuals, the demand side of the labor market remains weak or nonexistent in certain sectors. This not only exacerbates underemployment but also discourages program retention and long-term participation. Notably, low student enrollment registered zero responses, which suggests that interest in TVET remains high among the community. This is a promising indicator, reflecting a local population willing to upskill and adapt, provided there are meaningful pathways for employment and growth. This level of interest can serve as a strong foundation for reform, particularly if paired with structural and institutional enhancements. Altogether, these findings underscore the critical need for a context-sensitive strategic management framework, one that reflects the socioeconomic realities of Masbate while incorporating best practices from national and international TVET reforms.

Table 3.3 *Recommendations to Strengthen the Sustainability of TVET Programs in Masbate*

Challenges	Frequency (f)	Percentage (%)	Rank
a. Strengthen partnerships with local industries and employers	15	68.18%	1
b. Regularly update curricula based on labor market trends	6	27.27%	7.5
c. Invest in TVET infrastructure and modern training tools	7	31.82%	5.5
d. Enhance capacity-building for trainers and administrators	9	40.91%	2
e. Implement localized Labor Market Information Reports (LMIRs)	4	18.18%	9
f. Encourage enterprise-based and community-based training	7	31.82%	5.5
g. Establish or strengthen Provincial/Regional TVET Advisory Committees	3	13.64%	10
h. Increase LGU involvement in TVET planning and support	8	36.36%	3.5
i. Adopt blended or flexible learning modalities using digital platforms	6	27.27%	7.5
j. Promote TVET-related research and innovation	1	4.55%	3.5
k. Provide incentives to private TVET institutions for high-demand programs	8	3.5%	3.5
l. Strengthen partnerships with local industries and employers	0	0%	10.5
m Others (please specify)	0	0%	10.5

Table 3.3 provides a comprehensive overview of respondent-recommended strategies to strengthen the sustainability of Technical-Vocational Education and Training (TVET) programs in Masbate Province. These recommendations reflect both the urgent needs on the ground and global best practices in strategic TVET management. The most highly recommended strategy, cited by 68.18% of respondents, is to strengthen partnerships with local industries and employers. This aligns directly with the central aim of the present research: to enhance industry alignment within TVET. The significance of this recommendation is underscored by Suriana Binti Nasir's (2012) findings, which emphasize the need for industry-relevant training to improve graduate employability and ensure that TVET programs adapt to evolving labor market demands. Industry partnerships are critical for co-developing curricula, facilitating apprenticeships, and ensuring real-world relevance, an essential step for regions like Masbate, where employment opportunities are often limited and misaligned with available skills. Ranked second is enhancing capacity-building for trainers and administrators (40.91%), which addresses the pressing issue of instructional quality and institutional leadership. This recommendation reflects concerns similar to those raised in the study by Khoabane and du Plessis (2020), which highlighted how insufficient strategic resources, especially leadership and professional development, can lead to skills mismatches and poor governance. In the Masbate context, upskilling trainers ensures not only technical proficiency but also the integration of soft skills, pedagogical innovation, and curriculum responsiveness. These are foundational elements in developing a future-ready workforce. Increased involvement of local government units (LGUs) in TVET planning and support is ranked third (36.36%), tied with providing incentives to private TVET institutions and promoting TVET-related research and innovation. The integration of LGUs into TVET governance fosters localized program relevance, facilitates resource mobilization, and strengthens multi-sectoral coordination. These roles resonate with Lamsal and Bajracharya's (2023) strategic vision, which stresses the importance of decentralization and stakeholder participation in building a robust TVET ecosystem. Other notable recommendations include investments in infrastructure and modern training tools (31.82%), enterprise- and community-based training programs (31.82%), and curriculum updates based on labor market trends (27.27%). These solutions reflect foundational reforms needed to align TVET offerings with actual employment needs, echoing the first phase of the strategic reform roadmap proposed by Lamsal and Bajracharya (2023). Up-to-date infrastructure and training modalities ensure that learners gain practical, industry-relevant experience, while community-based models allow for inclusive and context-sensitive delivery, particularly crucial in rural areas like Masbate. The lower-ranked suggestions, such as localized Labor Market Information Reports (18.18%), TVET advisory committees (13.64%), and blended learning modalities (27.27%), although less frequently cited, are still vital components of a strategic and modern TVET framework. For instance, the implementation of localized labor market data is a central point in the studies by both Nasir (2012) and Orbeta and Esguerra (2016), who argue for data-driven planning as a cornerstone of responsive education systems. Interestingly, the item "Others" received no responses, indicating that the options provided in the survey comprehensively captured the stakeholders' priorities. This also suggests a high level of awareness among respondents regarding systemic issues and potential solutions.

3.4 Industry Alignments and Labor Market Responsiveness

Table 4.1 *Alignment of Institutions TVET Programs with the Current Industry Demands*

Alignment of Institutions TVET Programs with the Current Industry Demands	Frequency (f)	Percentage (%)
5 Highly Aligned	9	41%
4 Well Aligned	11	50%
3 Moderately Aligned	2	9%
2 Slightly Aligned	0	0
1 Not Aligned	0	0

Table 4.1 presents valuable insights into the perceived alignment between Technical-Vocational Education and Training (TVET) programs in Masbate Province and current industry demands, a central concern of the present study titled “Strategic Management in Technical-Vocational Education and Training (TVET): Strengthening Program Sustainability and Industry Alignment in Masbate Province.” According to the data, an overwhelming majority, 91% of respondents, rated their institutions' TVET programs as either Highly Aligned (41%) or Well Aligned (50%) with labor market needs. Only a small fraction (9%) described the alignment as Moderate, while no respondents selected Slightly Aligned or Not Aligned. These findings suggest that TVET providers in Masbate are actively adapting their programs to respond to industry expectations and trends, an encouraging indication of the sector's growing responsiveness and adaptability. This strong perception of alignment implies that strategic actions, such as curriculum updates, partnerships with employers, and outcome-based training, are already underway in many institutions. Such efforts align with the study's premise that industry alignment is a cornerstone of program sustainability, ensuring that TVET offerings remain relevant and beneficial to both learners and employers. However, while these results are promising, they also warrant deeper examination into the quality and scope of alignment. It remains essential to determine whether these perceived alignments are translating into measurable outcomes like increased employability, meaningful internships, and actual job placements in relevant industries. The findings resonate strongly with the literature on effective TVET management. As emphasized in the study by Suriana Binti Nasir (2012), labor market relevance is a core component of successful TVET systems. Nasir advocated for dynamic and flexible programs that integrate technical, soft, and managerial skills to meet real-world employment needs. The positive alignment results in Masbate suggest that institutions may be aligning themselves with these principles, incorporating industry feedback and refining their training strategies accordingly. Similarly, Khoabane and du Plessis (2020) stressed that strategic resource planning and active stakeholder collaboration are essential for avoiding skills mismatches. The favorable alignment ratings in the current study may reflect emerging partnerships and governance efforts that prioritize shared objectives between education providers and industry actors.

Moreover, the strategic planning model presented by Lamsal and Bajracharya (2023) in their study of Nepal's TVET system highlights the importance of phased reforms and systematic planning. Their model underscores infrastructure investment, governance reform, and quality assurance as foundational strategies for achieving long-term industry alignment. The positive outlook in Masbate indicates that, even with limited resources, localized strategic management and industry engagement can yield promising results when approached thoughtfully and systematically. Despite these encouraging signs, it is important to approach the results with a critical and strategic perspective. True alignment must be grounded in continuous labor market analysis, active employer engagement in program design and assessment, and policy mechanisms that support flexibility and responsiveness. The absence of responses under "Slightly Aligned" and "Not Aligned" could reflect a genuine sense of relevance among respondents, or it could indicate a perception gap, where institutions believe they are aligned but lack solid evidence, such as job placement data or employer satisfaction surveys. This points to the urgent need for localized Labor Market Information Reports (LMIRs) and institutionalized feedback mechanisms between TVET providers and industry partners.

Table 4.2 *Institutions' Engagement with Industry Partners for PVET Development and Improvement*

Institutions' Engagement with Industry Partners for PVET Development and Improvement	Frequency (f)	Percentage (%)
5 Very frequently — more than once a year	5	2
4 Regularly — about once a year	11	1
3 Occasionally — every two to three years	1	5.5
2 Rarely — less than once every three years	4	3
1 Never	1	5.5

Table 4.2 provides critical insight into the extent and frequency of engagement between TVET institutions in Masbate and their industry partners, a fundamental dimension of both sustainability and relevance in technical-vocational education. The table assesses how regularly institutions collaborate with industry stakeholders to develop or improve programs under

Provincial Vocational Education and Training (PVET). The data shows that the majority of institutions engage "Regularly, about once a year" with industry partners, accounting for 50% (f = 11) of the responses. This is followed by "Very frequently, more than once a year" at 23% (f = 5). These figures suggest that 73% of institutions maintain at least annual communication and collaboration with industry, indicating a promising foundation for partnership-driven development. However, the remaining 27% of institutions report either "Occasional" (9%), "Rare" (18%), or "No" (9%) engagement. These lower levels of interaction signal gaps that could hinder the alignment of TVET programs with evolving labor market demands. This pattern of engagement has direct implications for the strategic management objectives of the study. Regular and meaningful collaboration with industry is a key strategic practice that helps ensure TVET programs remain current, competency-based, and employer-responsive. Institutions that collaborate frequently are more likely to adapt their curricula, update training methods, and incorporate industry standards, actions that are crucial for the long-term sustainability and relevance of TVET offerings in Masbate. The findings also echo key insights from the related literature. For instance, Khoabane and du Plessis (2020) emphasized that limited industry collaboration in TVET governance can lead to a mismatch between training outputs and labor market requirements, ultimately weakening graduate employability. The fact that some institutions in Masbate still exhibit rare or nonexistent engagement reflects this very risk. Strengthening these partnerships would help address institutional weaknesses and improve alignment with employment trends, as also emphasized in the strategic management model by Lamsal and Bajracharya (2023), which highlights stakeholder collaboration as a foundation for TVET system reform. Furthermore, this data reinforces the findings of Suriana Binti Nasir (2012), who argued that labor market alignment is not possible without systematic, ongoing industry engagement. Her framework underlines that for TVET systems to be adaptable and forward-looking, institutions must work closely with employers not only in curriculum design, but also in assessment, internships, and competency verification. The data in Table 4.2 shows that while many institutions in Masbate are on the right track, there remains a strategic need to institutionalize and formalize industry partnerships, particularly in the lower-performing segment. This section should be divided into subsections beginning with 3.1, 3.2, 3.3, and so on, depending on the number of variables, themes, or analyses presented in the study. In each subsection, the findings should be presented clearly, logically, and in alignment with the specific research objectives or questions. If applicable, statistical results such as means, standard deviations, correlation coefficients, p-values, regression results, or other relevant data may be included. For qualitative studies, thematic findings, participant responses, or emerging patterns may be presented instead. After presenting the findings, the researcher should provide an interpretation and discussion by explaining what the results mean, how they relate to the study, and why they are significant. Where appropriate, the discussion may be supported by related literature, previous studies, or theoretical perspectives to show whether the findings are consistent with or different from existing knowledge. The practical, theoretical, or research implications of the findings may also be included if applicable.

Table 4.3 *Strategies Effective in Enhancing TVET-Industry Collaboration*

Strategies Effective in Enhancing TVET-Industry Collaboration	Frequency (f)	Percentage (%)	Rank
a. Industry advisory boards or consultative councils	4		4.5
b. Internship/on-the-job training programs	12		1
c. Industry-led curriculum design or review	4		4.5
d. Equipment/facility sharing with partner industries	8		2.5
e. Faculty immersion or industry exposure	8		2.5
f. Others	1		6

Table 4.3 presents insights into the specific strategies perceived to be most effective in fostering collaboration between Technical-Vocational Education and Training (TVET) institutions and industry partners in Masbate Province. This data directly contributes to the study's overarching goal of identifying sustainable, strategic management practices that align TVET education with labor market demands. Among the six strategies listed, internship or on-the-job training (OJT) programs emerged as the most effective and widely implemented, with 12 respondents identifying it as a key practice, placing it at Rank 1. This reflects a strong focus on experiential learning as a bridge between training and employment, an essential component of industry alignment. Internships not only provide students with real-world technical exposure but also help institutions gather industry feedback on training effectiveness and skill gaps. Following internships, both equipment/facilities sharing with partner industries and faculty immersion or industry exposure tied for Rank 2.5, each cited by 8 respondents. These practices emphasize the importance of resource integration and professional development. Equipment sharing allows students to train on up-to-date technologies used in the field, while faculty immersion ensures that instructors remain current with industry practices, two critical elements in maintaining TVET relevance and sustainability. Ranked 4.5, both industry advisory boards or consultative councils and industry-led curriculum design or review were selected by 4 respondents each. These strategies, while less frequently implemented, are central to institutionalizing long-term collaboration and embedding employer feedback into the curriculum. Their relatively lower frequency may point to structural or organizational barriers in forming these bodies or sustaining their active participation. Nonetheless, these mechanisms are vital for fostering strategic alignment and ensuring continuous curriculum relevance, as emphasized in both literature and policy frameworks. Only one respondent indicated "Others" as an effective strategy

(Rank 6), suggesting that the existing options in the table capture the most commonly recognized practices for enhancing TVET-industry collaboration in the province.

3.5 Recommendations on Enhancing Sustainability and Strengthening Industry Partnerships

This final section compiles actionable strategies from respondents to bolster program sustainability and deepen partnerships with industries, ensuring that TVET in Masbate remains resilient, relevant, and responsive to workforce needs. This part of the research utilized an open-ended recommendation from respondents regarding actionable strategies that could enhance the sustainability of TVET programs and deepen partnerships with industries in Masbate Province. These responses reveal valuable stakeholder perspectives on both existing gaps and emerging opportunities within the local TVET landscape. Several respondents emphasized the need for program diversification and expansion into high-demand sectors. Notably, Respondent 22 and Respondent 16 highlighted Information and Communication Technology (ICT) and Logistics, indicating a recognition of the digital transformation shaping modern workplaces. Similarly, Respondent 6 suggested a Digital Agricultural Curriculum and Classroom, reflecting an innovative approach to merging traditional livelihoods with digital tools, an essential step toward sustainable agricultural modernization. Another strong theme was the integration of tourism-related and construction programs, as noted by Respondents 17 and 19. These sectors are aligned with Masbate's local economic strengths and thus offer promising opportunities for community-based workforce development and industry collaboration. Respondent 2 further echoed this by recommending programs in manufacturing and tourism qualifications, which are sectors with clear labor market relevance. A few respondents suggested expanding into entrepreneurship and language skills training. For instance, Respondent 15 proposed short courses on product development, agricultural business, and language courses such as Korean and Japanese. This reflects a forward-thinking strategy to equip graduates with both technical skills and entrepreneurial capacities, empowering them not only to seek employment but also to create jobs and respond flexibly to market changes. There were also recommendations focused on sector-specific improvements, such as organic landscaping (Respondent 14), electronic and manufacturing skills (Respondent 13), and processing plant and crop training (Respondent 10). These indicate growing interest in aligning TVET curricula with industry-specific technical expertise and possibly in expanding institutional collaborations with agriculture and manufacturing enterprises. However, it is notable that 11 out of 22 respondents (50%) answered "None" or gave no recommendations. This may point to limited strategic foresight among some stakeholders or a lack of engagement in institutional planning processes. This gap signals the need for stronger consultative mechanisms, where industry partners, educators, and local leaders collaboratively map out training priorities and sustainability strategies. The diversity of suggestions aligns with the study's premise that TVET must remain flexible, localized, and strategically managed to remain relevant. Respondents' emphasis on ICT, tourism, construction, digital agriculture, and manufacturing supports literature emphasizing demand-driven program design (Nasir, 2012; Lamsal & Bajracharya, 2023). Additionally, suggestions involving language and entrepreneurship training point toward a holistic approach to workforce preparation, aligning with the concept of 21st-century skills development and the lifelong learning framework.

4. Conclusion & Recommendations

The study concludes that while Technical-Vocational Education and Training (TVET) institutions in Masbate Province demonstrate promising outward alignment efforts—with 91% of programs perceived as highly or well-aligned with market needs and 72.72% maintaining industry and local government partnerships—they suffer from critical internal management deficiencies. Structural gaps are evident in the underutilization of vital internal practices, including institutional strategic planning (13.64%) and regular curriculum reviews (18.18%). Furthermore, long-term program sustainability is severely undermined by systemic barriers, primarily funding limitations (59.09%), severe shortages of qualified instructors (50%), and unformalized, irregular industry ties (50%). These issues are compounded by an over-reliance on traditional training fields like agriculture and construction, which leaves high-growth, high-demand sectors such as ICT and healthcare significantly underrepresented despite robust student and community interest.

To future-proof the province's TVET ecosystem, institutions must transition from fragmented management to formalized, comprehensive strategic plans while providing regular capacity-building training in program evaluation and data analysis for administrators. Financial resilience should be pursued by advocating for higher budget allocations from TESDA, DepEd, and LGUs, alongside cultivating diversified revenue streams such as grants, income-generating projects, and corporate social responsibility (CSR) initiatives. Crucially, institutions must formalize industry collaboration by establishing structural mechanisms like industry advisory councils and joint curriculum co-development committees to move beyond sporadic engagements. Finally, trainer shortages and competency gaps must be aggressively countered by offering targeted scholarships, subsidies for advanced certifications, industry immersions, and continuous professional development systems to align instructional skills with modern technological shifts.

A key limitation of this study is its localized geographic and institutional scope, as data collection was strictly confined to the 22 TESDA-accredited providers operating within the Second Congressional District of Masbate during the 2024–2025

academic year, meaning the findings may not fully capture the strategic realities or labor market dynamics of other districts or broader regions. Methodologically, the assessment of industry alignment heavily relies on the self-reported perceptions and subjective ratings of institutional leaders and administrators, which introduces potential response bias regarding institutional performance and curriculum relevance. Additionally, because the explanatory-sequential mixed-methods framework relied on qualitative inquiries specifically designed to contextualize the preceding quantitative metrics, the depth of the structural insights obtained was inherently bounded by the predetermined survey variables and the availability of local key informants.

Compliance with ethical standards

To ensure the integrity, credibility, and ethical soundness of this study, the researcher strictly adhered to established research protocols and institutional ethical standards throughout all phases of the inquiry. Formal institutional ethical approval and administrative clearances were secured from Osmeña Colleges and the Technical Education and Skills Development Authority (TESDA)–Masbate Provincial Office before entering the field. Participation in both the quantitative and qualitative segments was entirely voluntary, and explicit informed consent was obtained from all TVET administrators, instructors, and industry partners, who were fully briefed on their right to withdraw from the study at any point without penalty. To guarantee the absolute confidentiality of information and protect the professional standing of the respondents, all personal identities and specific institutional datasets were strictly anonymized or aggregated. The researcher declares no conflict of interest, ensuring that the investigation was conducted with complete objectivity and free from commercial or institutional bias. Proper acknowledgement of contributions is given to the TVET administrators, instructors, industry partners, thesis panel, and research adviser whose expertise and cooperation enriched the study. Finally, regarding authorship responsibility and intellectual property, copyright ownership of this manuscript is maintained in accordance with academic and institutional policies, ensuring that all sources are meticulously cited and the work reflects authentic, original academic inquiry.

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