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Comparative Management Practices and Performance Outcomes of Public and Private TESDA Training Centers in North Cotabato

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ABSTRACT

This study aimed to compare the management practices and performance outcomes of selected public and private TESDA-accredited training centers in North Cotabato and to examine the relationship between these variables. Anchored on Human Capital Theory and Institutional perspectives, the study employed a quantitative descriptive-comparative design using a structured survey questionnaire adapted from TESDA's graduate employment study. Respondents included administrators, trainers, and graduates from one public and three private institutions, selected through purposive and random sampling techniques. Data were analyzed using weighted mean, t-test, and Pearson correlation. Findings revealed that both public and private institutions demonstrated high levels of management practices and performance outcomes. Public centers showed stronger administrative structure and leadership and achieved higher assessment pass rates, while private centers performed better in facilities and resources. No significant differences were found in training and assessment implementation, industry linkages, employment within six months, and job relevance and satisfaction. A strong, positive, and statistically significant relationship between management practices and performance outcomes was identified, indicating that effective institutional management contributes to graduate employability and satisfaction. The study concludes that both sectors are effective in delivering technical-vocational education, though each demonstrates distinct strengths. It recommends strengthening institutional support, improving resource management, enhancing trainer development, and expanding industry linkages. The study aligns with SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth) by promoting effective skills development and employability. Its sustainability impact lies in supporting institutional and socio-economic sustainability through improved workforce readiness, strengthened TVET systems, and alignment with labor market demands.

Keywords: *Assessment Outcomes, Employment Outcomes, Industry Linkages, Management Practices, Tesda, Tvet*

1. INTRODUCTION

Technical and vocational education and training (TVET) plays an essential role in developing a skilled workforce, improving employability, and supporting economic growth. In the Philippines, the Technical Education and Skills Development Authority (TESDA) oversees the delivery of competency-based training programs through public and private institutions. These institutions are expected to provide quality technical education, develop industry-relevant competencies, and prepare graduates for employment. However, the effectiveness of training programs may vary depending on institutional management practices, particularly administrative leadership, facilities and resources, training and assessment implementation, and industry linkages. Effective management contributes to institutional performance by ensuring that training programs respond to labor market requirements and support sustainable workforce development (TESDA, 2023; Asian Development Bank, 2021).

Public and private TESDA-accredited training centers operate under different administrative and operational arrangements. Public institutions generally benefit from government support, established organizational structures, and standardized training systems, although they may experience limitations in funding allocation and administrative processes. Private institutions, on the other hand, often demonstrate greater operational flexibility and responsiveness to industry requirements but may encounter challenges related to resource sustainability and trainer development. These differences may influence training delivery, assessment performance, graduate employment, and job satisfaction. The International Labour Organization (ILO, 2020) emphasized the importance of institutional responsiveness and industry collaboration in improving the relevance and effectiveness of technical-vocational education.

Management practices are important in determining how effectively training institutions deliver competency-based education. Strong administrative leadership promotes organizational accountability, coordinated decision-making, and effective program implementation. Adequate facilities and resources provide learners with appropriate environments for developing technical competencies, while qualified trainers and standardized assessment procedures support skill mastery and certification readiness. Furthermore, partnerships with industries and employment agencies strengthen opportunities for workplace exposure, job placement, and employment matching. These institutional factors contribute to training quality and graduate employability (UNESCO-UNEVOC, 2022; TESDA, 2023).

In North Cotabato, technical-vocational training institutions contribute to workforce preparation for employment opportunities in agriculture, manufacturing, services, and other developing economic sectors. However, differences in institutional resources, administrative arrangements, and industry engagement may influence the performance of public and private training centers. Although existing literature recognizes the importance of institutional management in technical education, limited provincial-level evidence directly compares management practices and performance outcomes between public and private TESDA-accredited institutions. This gap highlights the need to examine how these institutions differ in management implementation and graduate employment outcomes.

This study examined the management practices and performance outcomes of selected public and private TESDA-accredited training centers in North Cotabato, Philippines. Specifically, it compared administrative structure and leadership, facilities and resources, training and assessment implementation, and industry linkages and job placement systems. It also assessed performance outcomes in terms of assessment pass rates, employment within six months, and job relevance and satisfaction. Furthermore, the study investigated the relationship between

institutional management practices and performance outcomes. The findings provide localized evidence that may support improvements in institutional governance, resource management, training quality, and industry collaboration, contributing to more responsive and sustainable technical-vocational education.

Research Problem

Public and private TESDA-accredited training centers share the responsibility of delivering competency-based education and preparing graduates for employment. However, differences in administrative structures, resource availability, training implementation, and industry partnerships may influence institutional effectiveness and graduate performance outcomes. Although both sectors operate under TESDA standards, their management approaches and operational capacities may result in varying levels of training quality, assessment performance, employability, and job satisfaction.

In North Cotabato, limited comparative evidence is available regarding the management practices and performance outcomes of public and private TESDA-accredited training centers. In particular, the extent to which institutional management practices are associated with assessment results, employment within six months, and job relevance and satisfaction remains insufficiently examined at the provincial level. This study therefore investigated the differences in management practices and performance outcomes between selected public and private TESDA-accredited training centers and determined whether a statistically significant relationship existed between these variables. The findings were intended to provide evidence for improving institutional management and strengthening the alignment of technical-vocational training with workforce requirements.

Assumptions of the Study

The study was guided by the methodological assumption that management practices and performance outcomes of TESDA-accredited training centers could be systematically assessed using measurable institutional indicators. Management practices were examined in terms of administrative structure and leadership, facilities and resources, training and assessment implementation, and industry linkages and job placement systems. Performance outcomes were assessed through indicators relating to assessment pass rates, employment within six months, and job relevance and satisfaction.

The study also assumed that participating administrators, trainers, and graduates could provide relevant information based on their institutional responsibilities, training experiences, and employment circumstances. The structured questionnaire and available institutional records were considered appropriate sources for describing and comparing the selected variables. These assumptions supported the measurement and analysis of institutional practices and outcomes but did not predetermine the findings. In particular, the study did not assume that public or private institutions necessarily performed better or that stronger management practices automatically resulted in improved employment outcomes. Such differences and relationships were examined through statistical analysis.

Objectives of the Study

The primary objective of this study was to compare the management practices and performance outcomes of selected public and private TESDA-accredited training centers in North Cotabato, Philippines, and examine the relationship between institutional management and graduate performance outcomes.

Specifically, the study aimed to assess the management practices of public and private training centers in terms of administrative structure and leadership, facilities and resources, training and assessment implementation, and industry linkages and job placement systems. It also sought to evaluate institutional performance outcomes based on assessment pass rates, employment within six months after graduation, and job relevance and satisfaction. Furthermore, the study aimed to determine whether significant differences existed between public and private institutions in their management practices and performance outcomes and whether a statistically significant relationship existed between these two major variables.

The investigation employed a quantitative descriptive-comparative approach with correlational analysis, involving selected administrators, trainers, and graduates from one public and three private TESDA-accredited training centers. Its scope was limited to the participating institutions in North Cotabato, and the findings were interpreted within the characteristics of the selected respondents and institutions. The study sought to identify institutional differences and statistical associations rather than establish causal relationships between management practices and graduate outcomes.

Conceptual and Theoretical Framework

This study was anchored in Human Capital Theory, which explains that investments in education, training, and skills development contribute to improved individual productivity and employability (Becker, 1993). The theory emphasizes the importance of developing human competencies through quality education and structured training opportunities. In the context of TESDA-accredited institutions, investments in qualified trainers, appropriate facilities, effective training systems, and industry-relevant programs may strengthen graduates' technical competencies and employment readiness. Human Capital Theory therefore provides a foundation for understanding the relationship between institutional management practices and performance outcomes.

The study was also informed by institutional perspectives, particularly the understanding that organizational structures, policies, governance arrangements, and institutional practices influence organizational performance (DiMaggio & Powell, 1983; Scott, 2014). Public and private TESDA-accredited training centers operate within different administrative and resource environments while complying with common competency-based training and assessment standards. These institutional differences provide a basis for examining variations in leadership, facilities, training implementation, and industry partnerships. The institutional perspective supports the comparison of how different organizational arrangements may be associated with institutional effectiveness and graduate outcomes.

The conceptual framework identified management practices as the independent variable, consisting of four dimensions: administrative structure and leadership, facilities and resources, training and assessment implementation, and industry linkages and job placement systems. Performance outcomes served as the dependent variable and were measured through assessment pass rates, employment within six months, and job relevance and satisfaction. Institutional classification, whether public or private, served as the basis for comparing management practices and performance outcomes across the selected training centers.

The framework proposed that stronger institutional management practices would be positively associated with favorable performance outcomes. Effective leadership may support coordinated training operations, adequate resources may improve practical learning

experiences, standardized training and assessment systems may strengthen competency development, and industry partnerships may facilitate employment opportunities. These relationships were examined using descriptive statistics, comparative analysis, and Pearson's correlation coefficient. The framework guided the study in identifying differences and associations between management practices and performance outcomes without presuming that institutional management alone determined graduate employment success.

Sustainable Development Goal and Multidisciplinary Sustainability Relevance

This study supports Sustainable Development Goal 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 9 (Industry, Innovation and Infrastructure) by examining the management practices and performance outcomes of public and private TESDA-accredited training centers in North Cotabato, Philippines. Its relevance to SDG 4 lies in promoting quality, accessible, and competency-based technical-vocational education through effective institutional leadership, adequate training facilities, qualified trainers, and standardized assessment systems. The study also contributes to discussions relevant to SDG 8 by examining graduate employability, job relevance, and satisfaction, emphasizing the importance of industry-aligned skills development in preparing individuals for productive employment. Furthermore, its connection to SDG 9 highlights the role of institutional resources, training infrastructure, and industry partnerships in strengthening technical education and workforce readiness.

The study's multidisciplinary sustainability relevance integrates educational management, human resource development, institutional governance, labor market responsiveness, and socio-economic development. By comparing public and private training institutions, the findings provide evidence that may guide improvements in resource allocation, trainer development, administrative efficiency, and industry collaboration. These improvements may support educational sustainability through consistent training quality, institutional sustainability through effective management systems, and socio-economic sustainability through improved workforce preparation and employment opportunities. However, the study did not directly measure long-term sustainability outcomes or SDG achievement. Its contributions primarily concern the potential application of the findings to strengthen TESDA training systems and promote more inclusive, responsive, and sustainable technical-vocational education.

2. METHODOLOGY

Research Design

The study employed a quantitative research design to analyze and compare management practices and performance outcomes of public and private TESDA-accredited training centers. This approach enabled a systematic examination of how institutional management influences assessment pass rates, employment rates, and job relevance and satisfaction. Survey questionnaires were used to measure both management practices and employment outcomes, allowing for structured data collection and comparative analysis. The design also supported triangulation, enhancing the reliability and depth of interpretation (Creswell & Creswell, 2018).

Research Locale or Study Setting

The study was conducted in four TESDA-accredited training centers in North Cotabato, Philippines. The public institution included the Provincial Training Center (PTC)–Amas located in Kidapawan City, while the private institutions were PNJ Technical School, St. Therese Institute of Technical Education, and Kidapawan Technical School and Security Training Center, Inc. These institutions were selected based on their accessibility, operational status, and availability of graduate employment records. North Cotabato was considered an appropriate setting due to its

increasing participation in technical-vocational education and the presence of emerging industries that provide employment opportunities for TESDA graduates.

Participants or Data Sources

The respondents consisted of two groups: administrators and trainers, and graduates from the selected training centers. A total of 19 administrators and trainers participated, with 8 from the public institution and 11 from the private institutions. These respondents were purposively selected due to their direct involvement in institutional management and training processes. Additionally, 60 graduates participated in the study, with 30 from the public institution and 30 from the private institutions. This distribution followed the recommendation of Gay (1976), which suggests a minimum of 30 respondents per group for reliable comparative analysis. The selected respondents ensured adequate representation and variability for meaningful comparison of employment outcomes.

Research Instruments or Materials

A structured survey questionnaire was used to collect quantitative data on management practices and performance outcomes. The instrument was adapted from the "2019 Study on the Employment of TVET Graduates" by TESDA to ensure alignment with competency-based standards and institutional performance indicators. The questionnaire consisted of three sections. The first section collected institutional profile information, particularly the classification of training centers as public or private. The second section measured management practices, including administrative structure and leadership, facilities and resources, training and assessment implementation, and industry linkages and job placement systems. The third section assessed performance outcomes, including assessment results, employment within six months after graduation, and job relevance and satisfaction. Responses were measured using a five-point Likert scale ranging from 5 ("Highly Practiced") to 1 ("Not Practiced"). The instrument underwent content validation by experts in TVET and research, and it demonstrated high reliability with a Cronbach's alpha of 0.89.

Data Gathering Procedure

Data collection began with securing permission from the TESDA Cotabato Provincial Office, which provided a list of accredited training centers. Based on accessibility and data availability, one public and three private institutions were selected. Coordination with institutional administrators was conducted to explain the study's purpose and obtain consent. Survey questionnaires were distributed to administrators and trainers, whose responses provided data on management practices. For graduates, lists of recent completers were obtained from institutional records. These graduates were contacted through various communication channels, including phone, email, and social media, and were invited to participate. Some respondents were also reached during institutional visits and alumni activities. Graduate respondents completed the survey either through printed questionnaires or electronic formats. The data collected focused on employment status, assessment results, job relevance, and satisfaction within six months after graduation. Additionally, documentary data such as institutional performance reports were collected to obtain records of assessment pass rates and employment outcomes. These documents were used to support and validate survey responses, ensuring consistency and accuracy. All data were handled with strict confidentiality, and participation was voluntary.

Data Analysis

The collected data were organized, encoded, and analyzed using descriptive and inferential statistical methods. The weighted mean was used to determine the level of management

practices and employment outcomes. To identify significant differences between public and private institutions, an independent samples t-test was applied. Furthermore, Pearson's correlation coefficient (r) was used to examine the relationship between management practices and performance outcomes.

3. RESULTS AND DISCUSSION

3.1 Management Practices of TESDA Training Centers

3.1.1 Administrative Structure and Leadership

Public TESDA-accredited training centers demonstrated higher levels of administrative structure and leadership, with a mean of 4.53 described as fully practiced, compared to private centers with a mean of 4.18 described as practiced. Both sectors showed strong performance in maintaining clear organizational structures, transparent communication, participatory decision-making, and systematic monitoring, resulting in an overall mean of 4.36, interpreted as fully practiced. These results indicate that public institutions benefit from formalized administrative systems and structured governance, which enhance accountability and operational efficiency. This finding aligns with Alegre and Berbegal-Mirabent (2016), who emphasized the importance of leadership and governance in sustaining institutional quality. Private institutions, while slightly lower, demonstrate adaptability and flexible leadership approaches consistent with ILO (2020), suggesting that flexibility can also support effective management despite fewer structural resources.

3.1.2 Facilities and Resources

Private TESDA-accredited training centers showed stronger performance in facilities and resources, with a mean of 4.42 classified as fully practiced, compared to public centers with a mean of 4.07 classified as practiced. Both sectors maintained adequate workshops, updated tools, and safe learning environments, resulting in an overall mean of 4.24, indicating that facility-related practices are generally well implemented. This suggests that private institutions prioritize modernization and maintenance of facilities to enhance training quality and attract learners. This finding is consistent with the Asian Development Bank (2021), which noted that private institutions often have stronger resource mobilization capabilities. Public centers, while sufficiently equipped, may face constraints in maintenance due to high enrollment and reliance on government funding, indicating the need for improved resource optimization strategies.

3.1.3 Training and Assessment Implementation

Both public and private institutions demonstrated strong implementation of training and assessment practices, with public centers scoring slightly higher at 4.56 compared to 4.26 for private centers, both interpreted as fully practiced, resulting in an overall mean of 4.41. Trainers in both sectors were certified, provided industry-relevant instruction, and delivered timely feedback to learners. These findings highlight the effectiveness of competency-based training systems in ensuring skill mastery and assessment readiness. Public institutions' higher performance may be attributed to stable employment structures and access to government-funded training opportunities. This supports the findings of ILO (2020), emphasizing the role of well-supported trainers in delivering quality instruction. Private institutions, while maintaining compliance, may benefit from strengthening professional development systems to enhance instructional consistency.

3.1.4 Industry Linkages and Job Placement Systems

Both sectors demonstrated moderate implementation of industry linkages and job placement systems, with public centers scoring 4.07 and private centers 4.09, both interpreted as practiced, resulting in an overall mean of 4.08. Institutions maintained partnerships with industries, provided job placement assistance, and coordinated with employment agencies, although these practices were not fully maximized. These results suggest that while institutional linkages exist, there is still room for improvement in strengthening partnerships and employer engagement. This aligns with the Asian Development Bank (2021), which emphasized that the effectiveness of industry collaboration depends on regional labor market conditions. Strengthening these linkages can improve job matching and employment outcomes across both sectors.

3.2 Performance Outcomes of TESDA Training Centers

3.2.1 Assessment Pass Rate

Public centers achieved slightly higher assessment performance with a mean of 4.56 compared to private centers with 4.30, both interpreted as fully practiced, resulting in an overall mean of 4.43. Graduates from both sectors demonstrated strong competency, confidence, and adherence to TESDA standards during assessments. These findings indicate that TESDA-accredited institutions effectively implement competency-based assessment systems. Public institutions' higher scores may be attributed to structured training programs and stable resources, consistent with TESDA (2023) and ILO (2020). The results also reinforce the importance of standardized assessment practices in ensuring graduate competence and certification credibility (Alegre & Berbegal-Mirabent, 2016; ILO, 2020).

3.2.2 Employment within Six Months

Both public and private institutions demonstrated strong employment outcomes, with public centers scoring 4.35 and private centers 4.25, resulting in an overall mean of 4.30, all interpreted as fully practiced. Graduates from both sectors were able to secure employment within six months, supported by relevant training and placement services. These results suggest that TESDA programs effectively align with labor market demands and facilitate workforce entry. Public institutions' slightly higher performance may be linked to formal government partnerships, while private institutions rely on direct employer connections. This finding is consistent with Asian Development Bank (2021) and TESDA (2023), which highlight the importance of industry-aligned training and employment support systems. Continued collaboration with industry partners is essential to sustain these outcomes (ILO, 2020; Alegre & Berbegal-Mirabent, 2016).

3.2.3 Job Relevance and Satisfaction

Both sectors reported high levels of job relevance and satisfaction, with public centers scoring 4.29 and private centers 4.25, resulting in an overall mean of 4.27, interpreted as fully practiced. Graduates indicated that their jobs aligned with their training, they were satisfied with their employment, and they applied learned skills in their work. These findings indicate that TESDA training programs effectively prepare graduates for real-world employment. Public centers' slightly higher ratings may be due to structured curricula and stronger institutional support, while private institutions maintain competitiveness through adaptive approaches. This supports findings from Asian Development Bank (2021) and TESDA (2023), emphasizing the importance of

industry-aligned curricula in improving job satisfaction and relevance (ILO, 2020; Alegre & Berbegal-Mirabent, 2016).

3.3 Differences in Management Practices Between Public and Private Institutions

Significant differences were found in administrative structure and leadership and in facilities and resources. Public institutions scored higher in leadership, while private institutions performed better in facilities. However, no significant differences were found in trainer qualifications and industry linkages. Overall, both sectors demonstrated comparable management practices with only slight variations. These findings indicate that public institutions benefit from structured governance systems, while private institutions leverage flexibility to enhance facility quality. This balance reflects complementary strengths between the two sectors. The results align with Alegre & Berbegal-Mirabent (2016), ILO (2020), and TESDA (2023), emphasizing that both structured systems and adaptive strategies contribute to institutional effectiveness.

3.4 Differences in Performance Outcomes Between Public and Private Institutions

Significant differences were observed only in assessment pass rates, where public centers performed better. No significant differences were found in employment within six months and job relevance and satisfaction, indicating comparable performance between sectors in these areas. These findings suggest that while public institutions have an advantage in structured training and assessment systems, both sectors are equally effective in preparing graduates for employment. This supports TESDA (2023) and ILO (2020), which highlight the role of competency-based training in achieving workforce readiness, regardless of institutional type.

3.5 Relationship Between Management Practices and Performance Outcomes

A strong positive and statistically significant relationship was found between management practices and performance outcomes in both public and private institutions, with correlation values of $r = 0.61$ and $r = 0.58$, respectively, and an overall correlation of $r = 0.59$. These results confirm that effective management practices such as strong leadership, adequate resources, qualified trainers, and industry partnerships directly contribute to improved assessment performance, employment rates, and job satisfaction. This supports theoretical perspectives such as Human Capital Theory and aligns with TESDA (2023), ILO (2020), and Alegre & Berbegal-Mirabent (2016), emphasizing that institutional quality is a key driver of graduate success and workforce readiness.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concludes that both public and private TESDA-accredited training centers in North Cotabato demonstrate strong management practices and favorable performance outcomes, with public institutions slightly outperforming private ones overall. Public centers exhibit stronger administrative structure and leadership as well as higher assessment pass rates, while private centers excel in facilities and resources. No significant differences were found in training and assessment implementation, industry linkages, employment within six months, and job relevance and satisfaction, indicating comparable effectiveness across sectors in these areas. The study further establishes a strong positive relationship between management practices and performance outcomes, confirming that effective institutional management significantly contributes to graduate competence, employability, and overall training success.

The study recommends strengthening support for public training centers through improved funding processes and facility modernization while maintaining strict trainer qualification standards and enhancing professional development opportunities in both sectors. Public institutions are encouraged to adopt more efficient management practices and implement graduate tracking systems, while private institutions are advised to ensure instructional consistency through stable trainer employment and expand partnerships with TESDA, local government units, and industry stakeholders. Both sectors should continue improving training quality, resource management, and industry collaboration to sustain competitiveness and responsiveness to labor market demands.

The study is limited to selected TESDA-accredited training centers in North Cotabato and focuses only on specific management practices and performance outcomes, which may not fully represent other institutions or regions. It also excludes external factors such as individual motivation, economic conditions, and geographic mobility that may influence employment outcomes, and relies on data from a defined group of respondents within a specific timeframe.

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