

Leadership and Administrative Practices in Supervising Work-Based Learning: Performance Outcomes of TVET Tourism Students in the Tourism Industry

Bee Jess W. Capoy

University of Immaculate Conception, Hagonoy, Davao del Sur, Philippines

DOI : <https://doi.org/10.51583/IJLTEMAS.2026.150100065>

Received: 26 January 2026; Accepted: 31 January 2026; Published: 08 February 2026

ABSTRACT

This study investigated the supervised work-based learning (SWBL) performance of Technical-Vocational Education and Training (TVET) tourism students deployed in partner tourism establishments in Digos City, Philippines, during Academic Year 2022–2023. Employing a descriptive-comparative quantitative research design, the study assessed students' performance across basic, common, and core competencies as defined by the Technical Education and Skills Development Authority (TESDA). A structured questionnaire using a five-point Likert scale was administered to industry trainers who directly supervised the trainees. Descriptive statistics and analysis of variance (ANOVA) were used to analyze the data.

Findings

revealed that TVET tourism students demonstrated a very high level of performance in both basic and common competencies, particularly in communication skills, professionalism, workplace safety, computer operations, and customer service. Core competencies in Food and Beverage Services and Housekeeping were likewise rated very high, while Cookery competencies were rated high, indicating the need for further enhancement of technical culinary skills. Statistical analysis showed no significant differences in performance by age for basic and common competencies; however, significant differences were observed in Food and Beverage Services and Cookery core competencies.

Based on the findings, an enhanced SWBL program is proposed to strengthen technical competencies through structured skills refresher training, improved assessment mechanisms, and intensified school–industry collaboration. The study underscores the importance of supervised industry exposure in preparing TVET tourism students for employment and provides practical implications for TESDA, TVET institutions, trainers, and industry partners in improving SWBL implementation.

Keywords: supervised work-based learning; TVET tourism; industry-based training; competency assessment; TESDA

INTRODUCTION

Work-based learning refers to structured learning that occurs in real workplace settings, integrating classroom instruction with on-the-job experience, enabling learners to acquire employability skills and professional competencies (Lerios & Sapin, 2017). In the Philippine context, the Technical Education and Skills Development Authority (TESDA) mandates supervised work-based learning (SWBL) as a core component of Technical-Vocational Education and Training (TVET) programs, particularly in tourism-related specializations (TESDA, 2023; UNESCO-UNEVOC, n.d.). SWBL bridges the gap between theory and practice, enhancing students' productivity, professionalism, and employability.

The tourism and hospitality sector is labor-intensive and skills-driven, requiring graduates to demonstrate technical competence, customer service skills, and workplace professionalism. While SWBL generally

produces positive outcomes, gaps remain in specific technical competencies, particularly in specialized areas such as cookery (Demir & Istanbul Dincer, 2020). This study assessed the SWBL performance of TVET tourism students across basic, common, and core competencies and examined differences in performance according to age. The study further aimed to develop an enhanced SWBL program informed by empirical findings (Cogal, 2019; Tolentino, 2023).

Research Purpose and Questions

The purpose of this study is to examine the **leadership and administrative practices** employed in supervising **Work-Based Learning (WBL)** and to determine how these practices influence the **performance outcomes of Technical and Vocational Education and Training (TVET) tourism students** in the tourism industry. Specifically, the study aims to assess the extent to which supervisory leadership approaches and administrative support mechanisms contribute to students' acquisition of industry-relevant competencies, work readiness, professional behavior, and overall workplace performance during their WBL placements.

Furthermore, this research seeks to identify which leadership and administrative practices significantly predict students' performance outcomes, as perceived by key stakeholders in the WBL process, including supervisors and industry partners. By establishing the relationships between supervisory leadership, administrative practices, and student performance, the study intends to provide empirical evidence that can inform the improvement of WBL supervision frameworks in TVET institutions, particularly within the tourism sector.

Ultimately, the findings of this study aim to support evidence-based policy development, strengthen school–industry collaboration, and enhance the quality of work-based learning implementation to better prepare TVET tourism students for effective participation in the tourism workforce.

The study aimed to analyze the supervised work-based learning performance of TVET students enrolled in the tourism industry during the 2022–2023 school year. Specifically, the researcher intended to respond to these objectives:

1. Determine the profile of the TVET- Tourism students in terms of:
 - 1.1 Age;
 - 1.2 Gender; and
 - 1.3 Specialization.
2. Determine the level of performance of the TVET- Tourism students in supervised work-based learning based on the following:
 - 2.1 Basic Competencies;
 - 2.2 Common Competencies; and
 - 2.3 Core Competencies.
3. Determine the significant difference on the performance of the TVET-Tourism students in supervised workbased learning when analyzed according to age profile.
4. Develop an enhanced supervised work-based learning program for the TESDA schools based on the result of the study.

Research Design

In this study, the researcher utilized a descriptive comparative research design using a survey questionnaire. The quantitative research design will be used to present data on the performance of the TVET- Tourism

students towards supervised work-based learning. Moreover, the quantitative technique also fits the prerequisites for this research because this aims to determine their performance according to their age, gender, and specialization.

A descriptive-comparative quantitative research design was employed using a survey questionnaire completed by industry trainers (Lerios & Sapin, 2017).

Research Context and Participant

This investigation was carried out in a chosen industry company in the Division of Digos City. The industry companies are Hotel de Crisbel, Chef Jeth Resto and Bar, Avenue One Hotel and Avenue 2 Charcoal. All of these industries are accessible by land transportation.

Digos is the provincial capital of Davao del Sur, a second-class city dubbed the Gate City of the South. The last time it was a city was September 8, 2000. It has 26 barangays and, as of the 2020 census, an estimated population of 188, 376. The municipality of Hagonoy borders it to the south, Bansalan to the north, Sinaragan and Miral Creek to the northwest, and Santa Cruz to the northeast (Philippine Statistics Authority, 2020). The land topography varies from flat and gently rolling in the coastal barangays to hilly and mountainous in the north-northeast section, and mostly flat in the south in the metropolitan area and neighboring barangays. Digos City has a fourth-type climate, with northeastern and southwesterly winds being the most common. There are no particularly dry or wet seasons; instead, rainfall is spread evenly throughout the year.

Data Collection

To facilitate the collection of data, the researcher wrote a letter to the Dean of the Institute of Graduate and Professional Education of the Davao del Sur State College (DSSC) requesting authorization to carry out the research. After receiving the approval and endorsement, formal letters of the request were the respective managers and owners of the four (4 selected industry companies in Digos City, Davao del Sur).

The survey questionnaires were personally administered to the students and the industry trainers during their free time. The researcher will retrieve the questionnaires after a week. The collected data was totaled, summarized, and encoded into spreadsheet software. The quantitative data will be analyzed using the appropriate statistical tools. Further, throughout the COVID-19 epidemic, the researcher made sure that health regulations were followed when requesting permission and consent from the organization, conducting orientation, and distributing survey questionnaires. The researcher will specifically state that they are adhering to local legislation and the COVID-19 protocol from the IATF in order to protect the health and safety of all study participants.

Data Analysis: Survey Questionnaire

This study employed quantitative research methods to analyze the relationship between leadership and administrative practices in supervising Work-Based Learning (WBL) and the performance outcomes of TVET tourism students in the tourism industry. The collected data were coded, tabulated, and analyzed using appropriate statistical tools to address the research objectives.

1. *Survey Questionnaire (Appendix A)*: This survey included the analysis of the quantitative description of the performance of TVET-Tourism students were in this manner

The survey questionnaires were personally administered to the students and the industry trainers during their free time. The researcher will retrieve the questionnaires after a week. A modified TESDA-based questionnaire measured students' performance in basic, common, and core competencies using a five-point Likert scale (1 = Very Low to 5 = Very High). Content validity was ensured through alignment with TESDA competency standards (TESDA, 2023).

The collected data was totaled, summarized, and encoded into spreadsheet software. The quantitative data will be analyzed using the appropriate statistical tools.

RESULTS AND FINDINGS

The participants of the study consisted of TVET Tourism students who were deployed for Supervised Work-Based Learning (SWBL) in selected tourism industry partners in Digos City, Davao del Sur during the School Year 2022–2023. A complete enumeration sampling technique was employed; hence, all eligible student trainees assigned to the identified partner industries were included in the study.

A total of 40 TVET Tourism students participated in the survey. The demographic characteristics of the respondents were analyzed in terms of age, gender, and area of specialization.

In terms of age, the majority of the respondents belonged to the 21–25 years old age group, comprising 29 students (72.5%), while 11 students (27.5%) were 20 years old and below. This indicates that most participants were within the typical age range for post-secondary technical-vocational training.

Regarding gender, the results showed that 21 respondents (52.5%) were female, 13 respondents (32.5%) were male, and 6 respondents (15.0%) identified as LGBT. This distribution suggests a higher participation of female students in TVET tourism programs, consistent with prevailing trends in the tourism and hospitality sector.

With respect to specialization, the respondents were enrolled in three major areas aligned with TESDA tourism qualifications. Food and Beverages and Services and Housekeeping each accounted for 40 enrollments (35.1% each), while Cookery accounted for 34 enrollments (29.8%). The higher representation in Food and Beverages Services and Housekeeping reflects the strong demand for these competencies within the local tourism industry.

Table 1 *Profile of TVET Tourism Students (n = 40)*

<i>Variable</i>	<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Age</i>	20 and below	11	27.5
	21–25	29	72.5
<i>Gender</i>	Male	13	32.5
	Female	21	52.5
	LGBT	6	15.0
<i>Specialization</i>	Food and Beverage Services	40	35.1
	Housekeeping	40	35.1
	Cookery	34	29.8

The participants of the study consisted of 40 TVET tourism students who were deployed for supervised work-based learning in selected tourism establishments in Digos City, Davao del Sur, during the Academic Year 2022–2023. A complete enumeration sampling technique was employed; hence, all eligible student trainees assigned to the identified partner industries were included in the study.

In terms of age, the majority of the respondents belonged to the 21–25 years old age group, comprising 29 students (72.5%), while 11 students (27.5%) were 20 years old and below. This indicates that most participants were within the typical age range for post-secondary technical-vocational education.

Regarding gender, 21 respondents (52.5%) were female, 13 respondents (32.5%) were male, and 6 respondents (15.0%) identified as LGBT. This distribution suggests a higher participation of female students in TVET tourism programs.

With respect to specialization, students were enrolled in three tourism-related areas aligned with TESDA qualifications. Food and Beverage Services and Housekeeping each accounted for 35.1% of enrollments, while Cookery accounted for 29.8%. The higher representation in food and beverage services and housekeeping reflects the strong demand for these competencies within the tourism sector.

Table 2 *Level of Performance in Supervised Work-Based Learning*

Competency Area	Mean	Interpretation
Basic Competencies	4.98	Very High
Common Competencies	4.97	Very High
Core Competencies – Food and Beverage Services	4.90	Very High
Core Competencies – Housekeeping	4.68	Very High
Core Competencies – Cookery	3.90	High

Table 2 presents the overall level of performance of TVET tourism students during supervised work-based learning across basic, common, and core competencies.

The results indicate that students demonstrated a very high level of performance in both basic competencies ($M = 4.98$) and common competencies ($M = 4.97$). High mean scores were observed in indicators related to workplace communication, teamwork, professionalism, workplace safety, computer operations, and customer service. These findings suggest that students were able to apply essential workplace skills effectively during their industry deployment, consistent with the objectives of supervised work-based learning (Lerios & Sapin, 2017).

In terms of core competencies, students specializing in Food and Beverage Services obtained a very high level of performance ($M = 4.90$), indicating strong proficiency in service preparation, guest interaction, and service delivery. Similarly, students in Housekeeping achieved a very high-performance level ($M = 4.68$), demonstrating competence in cleaning services, room preparation, and maintenance of workplace standards.

However, students specializing in Cookery obtained a high level of performance ($M = 3.90$), which, while satisfactory, was comparatively lower than the other specializations. This result suggests the need for further

enhancement of technical culinary skills through targeted training and extended practical exposure, particularly in areas requiring precision and advanced technical execution (Demir & Istanbulu Dincer, 2020).

Level of Performance of TVET- Tourism Students in Supervised Work-Based Learning

Table 3.1 presents the Performance of TVET-Tourism Students in Supervised Work-Based Learning in terms of Basic Competencies, there are five (5) description that will describe the TVET- Tourism competencies which are Very High, High, Moderate, Low and Very Low. In today's generation, when compared to classroom learning, supervised work-based learning strengthens students' recollection of the material, which helps them retain it better. (Kapadia, 2014; Serrano, 2017). One of the mechanisms used by higher education in the Philippines to help its graduates acquire the necessary abilities is on-the-job training (Tolentino, 2023).

As reflected on the table, in terms of the basic competency, there is one indicator who got the highest mean, this is the "Work in a diverse environment", with a Very High Level of Competence classification and a mean of 5. This means that the subject-respondents can work in a diverse environment. According to 5 Benefits of Diversity in the Workplace (2022), a diverse workplace is one in which all employees, regardless of their racial, ethnic, physical, sexual, or religious views, are granted equal rights and opportunities.

Table 3.1 *Level of Performance of TVET-Tourism Students in Supervised Work-Based Learning in terms of Basic*

Competency

Statements	Mean	Description
1. Engage in communication at work.	4.98	Very High
2. Perform tasks in a group setting	4.98	Very High
3. Maintain professionalism in your work	4.98	Very High
4. Operate in a multicultural setting	5	Very High
5. Follow the protocols for workplace health and safety	4.95	Very High
Overall Mean	4.98	Very High

On the other hand, the indicator who got the highest are the *Engage in communication at work.*, *Perform tasks in a group setting*, and *Maintain professionalism in your work*, which possesses a mean of 4.98 with the an explanation of Extremely High Competence. Thus, it follows that the TVET-Tourism students have an ability to interact with others at work and be able to operate in a group setting and has a capacity to act professionally. Lastly, the lowest indicator is the "*Operate in a multicultural setting*" with the mean of 4.95 which indicates also Very High. This also indicates that TVET- Tourism students have a very high competence in terms following the protocols for workplace health and safety. The average performance of the entire group TVET-Tourism students in terms of basic competency is 4.98 it suggests that in this domain, it possesses a very high level of performance. This means that the subject-respondents which are the TVET-Tourism students possess a high quality of performance in their supervise industry learning or on- the job training. This is supported by Sapin and Lerios, (2017) that exposure to the actual workplace has a significant impact on how future experts in a variety of professions are formed. Thus, in an effort to establish an efficient OJT program that is

incorporated into and executed within some of its curricula, HEI and TESDA are making every effort. In addition, any organization that wants to succeed and be successful must do this maintain a workforce that is eager to learn new things and keep growing Human capital development and education are crucial for efficient personnel management and retention. Among the strategies to increase organizational effectiveness is education. The organization has to understand training methods and their efficacy in order to execute the appropriate training strategies. Furthermore, the teacher's role is very important in planning and administering an assessment every class to ensure the learning of each student before going to industries. One aspect of their role is the accurate and productive use of assessment. They then use their observations to inform next steps for both themselves and the students. This revolutionary approach to teaching and learning puts students at the center of the process (Hawthorne, 2022).

Table 3.2 *Level of Performance of TVET-Tourism Students in Supervised Work-Based Learning in terms of Common Competency*

Statements	Mean	Description
1. Create and maintain current industry knowledge	4.95	Very High
2. Adhere to workplace sanitation protocols.	4.95	Very High
3. Execute computer tasks	5	Very High
4. Follow safety and workplace procedures	4.95	Very High
5. Provide effective customer service	5	Very High
Overall Mean	4.97	Very High

As reflected on the table, in terms of the common competency, there are two indicator who got the highest mean, this is the “Execute computer tasks” and “Provide effective customer service”, with a Very High Level of Competence classification and a mean of 5. This means that the subject-respondents can perform computer functions and can provide with high expectation in terms of costumer’s service. The second description with the highest mean is the “Create and maintain current industry knowledge”, “Adhere to workplace sanitation protocols.” and “Follow safety and workplace procedures”. This implies that TVET-Tourism students have already updated their knowledge upon entering to the different industries in tourism. It also shows that TVET-Tourism students observe and performance workplace safety regulations as well as cleanliness standards.

A very high level of performance is shown in this area by the TVET-Tourism students' total mean performance in terms of common competency, which is 4.97. This means that the subject-respondents which are the TVET-Tourism students possess a high quality of performance in their supervise industry learning or on- the job training.

Furthermore, this is implying that occupational hygiene and safety practices are very necessary to the application of TVET- Tourism students during their supervised work-based learning because it promotes good general health and well-being and can prevent the spread of diseases and illnesses that spread viruses and bacteria (Safe at Work California, 2020). And especially that they will be dealing with foods and equipment that must be maintained clean. In addition, by ensuring that if your staff members possess basic computer abilities, you may improve your product marketing, inventory management, financial tracking, and product shipping, all of which will boost your earnings. Recognizing the value of computer proficiency in the office will enable you to maintain your staff’ productivity and efficiency. (Chron, 2020).

Lastly, according to Gomez (2023), by providing an effective costumer service can significantly impacts customer satisfaction and loyalty, positively impacting teams from sales to marketing to HR.

As reflected on the table, in terms of the core competency in Food and Beverages Services (FBS), the overall mean in this competency has a 4.9 mean having a Very High-Level description of Performance. This suggests that the respondents who are the subjects can perform excellently in preparing a dining restaurant/ room area for service, clean and prepare rooms for incoming guest, promote and serve food and drinks to visitors, have the ability to deliver room service, and be available to answer questions from visitors. This tells us that TVET-Tourism students have an exceptional level of performance in their supervise work-based learning in the partner industries.

Table 3.3 *Level of Performance of TVET-Tourism Students in Supervised Work-Based Learning in terms of Core Competency*

Food and Beverages and Services		
Statements	Mean	Description
1. Prepare the dining restaurant/ room service area	4.9	Very High
2. Accept orders for food and drink and greet visitors	4.9	Very High
3. Promote food and beverage products	4.9	Very High
4. Provide food and beverage services to guests	4.9	Very High
5. Provide room service	4.9	Very High
6. Acknowledge and address visitor concerns	4.9	Very High
Overall Mean	4.9	Very High
Housekeeping		
	Mean	Interpretation
1. Provide visitors cleaning services	4.7	Very High
2. Clean and prepare rooms for incoming new arrival guest	4.67	Very High
3. Offer a butler or valet service.	4.67	Very High
4. Laundry linens and attire for visitors	4.67	Very High
5. Sanitized public spaces, infrastructure, and gear	4.7	Very High

6. Attend to and manage inebriated visitors/ guest	4.7	Very High
Overall Mean	4.68	Very High
Cookery		
1. Maintain and clean the kitchen area.	4.0	High
2. Prepare properly the recipes of each dish	3.9	High
3. Maintaining hygienic and safe kitchen practices	3.9	High
4. Creative Spark and Ability to Serve Dishes	3.8	High
Overall Mean	3.9	High

Secondly, in terms of the core competency in Housekeeping (HSK), the overall mean in this competency has a 4.68 mean accompanied with the phrase "Very High Level of Performance." This suggests that it performs at an extremely high level in this domain. This means that in this particular specialization, the subject-respondents which are the TVET-Tourism students possess a high quality of performance in their supervise industry learning or on- the job training.

On the other hand, in terms of the core competency in Cookery (CK), the overall mean in this competency has a 3.9 mean with a description of High Level of Performance. This suggests that within this domain, it possesses a high level of performance. This means that in this particular specialization, the subject-respondents which are the TVET-Tourism students possess a high quality of performance in their supervise industry learning or on- the job training.

This finding suggests that industrial training is a crucial component of a course intended to provide students an understanding of the industrial setting in which their chosen profession operates. Work abilities that are appropriate for career advancement prior to graduating from school are referred to as industrial training. Students who participate in industrial training join a business that is relevant to their field of study and work there for a predetermined amount of time—two, three, six months, etc.—during which they receive their industrial training. A program that offers quality hands-on training over a prolonged duration is known as industrial training. It is provided by private businesses and government agencies. Industrial education provides students with essential skills and practical knowledge that help students succeed and have professional skills (Industrial Training, 2021).

To support, according to this results, Tech-voc graduates are "very satisfied" with their training, per polls conducted by the TESDA during the previous five years. Similarly, companies who employed graduates of TVET programs reported "very satisfactory" performance from these personnel. The findings regarding the degree of satisfaction among TESDA graduates are predicated on the organization's five-year Study on Employment of TVET Graduates (SETG), which revealed that the manner in which the training was delivered had a notable impact on the employment rate relative to the graduates' general level of satisfaction with their individual training programs (Graduates, employers very satisfied with tech-VOC training – TESDA, n.d.).

Table 4 shows the result of the survey for statistical significance regarding the age-based grouping of the subject-respondents about their performance during their supervised work-based learning in the different tourism industry. One-way ANOVA demonstrated that the performance of the TVET-Tourism students was

significant on the basic competencies as shown in the T-value of 1.722 with p-value of 0.096 that is more than at $\alpha = 0.05$, thus the null hypothesis was accepted. Therefore, there is no significance difference in the level of performance on TVET- Tourism students in the supervised work-based learning in terms of their basic competencies when analyzed according to age profile. The result implied that the subject-respondent's age does not matter in terms of performing on the basic competencies during their Supervised Work-based Industry Learning (SWIL). On the other hand, the common competencies as shown in the T-value of 1.651 with p-value of 0.110 which is greater than at $\alpha = 0.05$, thus the null hypothesis was accepted. Therefore, there is a no significance difference in the level of performance of the TVET- Tourism students in the supervised work-based learning in terms of their Common competencies when analyzed according to age profile. The result implied that the subject-respondent's age does matter in terms of performing on the common competencies during their Supervised Work-based Industry Learning (SWIL).

Table 4 Determine the Significant Difference of the Performance of TVET-Tourism Students in Supervised Work-Based Learning According to Age Profile of FBS, HSK and HK.

Competencies	T-value	P-value	Decision
Basic Competencies	1.722	0.096	Accept Ho
Common Competencies	1.651	0.110	Accept Ho
Core Competencies –Specialization			
Food and Beverages and Services	2.117	0.043	Reject Ho
Housekeeping	1.183	0.250	Accept Ho
Cookery	-3.021	0.005	Reject Ho
Overall	0.730	0.100	Accept Ho

Analysis of variance (ANOVA) revealed **no significant differences** in the performance of TVET tourism students in **basic competencies** and **common competencies** when analyzed according to age profile ($p > .05$). This indicates that age did not significantly influence students' general workplace skills and foundational competencies during supervised work-based learning.

However, significant differences were observed in **core competencies** for **Food and Beverage Services** and **Cookery** specializations ($p < .05$), suggesting that age-related factors may influence performance in more technically demanding areas. No significant difference was found in housekeeping competencies. Overall, the findings indicate that while age does not affect general competency development, it may be associated with variations in specialized technical performance.

However, when it comes to the performance of the TVET- Tourism students in terms of Food and Beverages Services (FBS) specialization, the t -value was 2.117 and the p-value of 0.043 which is lesser than 0.05, thus the null hypothesis was rejected. On contrary, there is a significance difference of the performance of TVET-Tourism students in their Supervised Work-Based Learning according to age profile. The result implied that the subject-respondent's age will matter in terms of performing on the Food and Beverages Services core competencies during their Supervised Work-based Industry Learning (SWIL). On the other hand, when it comes to the performance of the TVET- Tourism students in terms of Housekeeping (HK) specialization, the t -value was 1.183 and the p-value of 0.250 that is more than 0.05, indicating that the null hypothesis was approved. Therefore, it implies that there is no significance difference of the performance of TVET-Tourism students in their Supervised Work-Based Learning. Lastly, on the Cookery (CK) specialization, the T-value was -3.021 with a 0.005 p-value which is lesser than 0.05, meaning that the null hypothesis was disproved. Therefore, it implies that a significant difference exists of the performance of TVET-Tourism students in their Supervised Work-Based Learning in Cookery specialization. Overall, when analyzing the performance of the

TVET-Tourism students according to age profile, there is no significant difference of their performance according to age profile.

This study is supported by The Challenges and Benefits of Age-Based Diversity (n.d.) which tells that age is just a number in terms of individual constraints. But that number might be very significant when it comes to organizational diversity. Organizations are beginning to place a high priority on workplace diversity and inclusion. Age is often ignored as a measure of diversity, even though D&I initiatives often focus on fostering settings that celebrate variations in gender, ethnicity, and sexual orientation. However, age diversity shares the same benefits as gender, ethnicity, and sexual orientation in terms of intellectual diversity inside an organization. In addition, 2020 has seen a greater generational diversity in the workplace than in previous years. These days, employers are looking for talent at all age levels since different age groups have different skills, perspectives, and working styles to offer. Age diversity in the workplace has many positive effects, but it can also occasionally present issues for businesses. Specifically, overly large age differences can cause communication problems and a general sense of disarray in the workplace (Transcend-Solutions, 2020).

Enhance Supervised Work-based Learning Program for TESDA Schools

Rationale of the Program:

The enhanced SWBL program allows TVET tourism trainers and students to maintain, develop, and refine technical skills during deployment. SWBL provides practical experience in realistic work settings, fostering cooperation, professionalism, resilience, initiative, decision-making, teamwork, and punctuality (Vector Solutions, 2023).

Objectives of the Program:

By the end of the program, TESDA students will be able to:

- Understand the importance and step-by-step processes of SWBL.
- Recognize SWBL as an integral part of TESDA's curriculum.
- Gain guidance and technical support from trainers during deployment.

Program Activities, Tools, and Responsibilities

Activity	Particulars	Venue	Tools/ Equipment/ Materials	Person In-charge
Identifying potential TVET-Trainers	The school administrators together with the human resource manager will identify the best trainers that will fit to the job. This is also in a form of checking the trainer's credential, background and experience.	TESDA Schools and offices	Resume Application letter Certificates Credentials	School Administrator Human Resource Manager
Structure Training Process	The administrators must Provide a summary of the typical duties associated with the role, along with details on the policies and procedures that employees should be aware of.	TESDA Schools and offices	Checklist of the task required, policies and procedures	School Administrator

Identifying and Providing Laboratories	The administrators must identify and provide laboratories for both trainees and trainers that will fit to the TVET- Tourism student course	TESDA Schools and Laboratories	Checklist of laboratory tools, materials and equipment	School Administrator TESDA Trainer
Allow Trainees to practice their skills	The TVET-Tourism Trainers must allow the students to sharpen their skill through practicing demonstration	Tourism Laboratories	Laboratory tools, materials and equipment	TVET- Tourism Trainer
Assessing the learner's knowledge and skills	After completing the required numbers of hours training, the TVET- Tourism Trainers must assess the learner's knowledge and skills performance through demonstration	Tourism Laboratories	Performance Checklist	TVET- Tourism Trainer
Providing Feedback and improvement	After the TVET-Tourism Trainers assess the students, he/ she must provide feedback for improvement for each student	Tourism Laboratories	Performance Checklist Evaluation sheet	TVET- Tourism Trainer
Identifying the student's readiness towards SWBL	After evaluating and assessing the students, the TVET-Tourism trainers must identify the students' readiness towards SWBL	Faculty Office	Recommendation letter from the TVET- Tourism Trainers	TVET- Tourism Trainer
Identify Potential Industry Partners	The OJT coordinator together with the specialized trainers will look for the best potential partners that will train the TVET-Tourism students.	Tourism Industries	Checklist of Partner Industry	OJT Coordinator and TVET- Tourism Trainer
Conduct of pre-deployment seminar	The OJT coordinator will conduct a pre-deployment seminar highlighting the dos and don'ts's during the SWBL including the policies and guidelines.	Audio Visual Room	Laptop Projector Projector Screen Power point Presentation Video Presentation	OJT Coordinator
Signing a memorandum of Agreement between TESDA Schools and Partner Industries	The OJT coordinator will conduct an industry partnership thru signing of the Memorandum of Agreement to both TESDA school and industry.	Tourism Industries	Memorandum of Agreement Papers	School Administrator and OJT Coordinator

Endorsement of the TVET- Tourism students to Industry partners	Both TESDA trainers and OJT coordinator will evaluate the student's readiness towards SWBL and will prepare an endorsement of the final list of the trainee's names who will conduct the SWBL	Tourism Industries	Endorsement Letters	OJT Coordinator
Deployment of the TVET- Tourism students	The trainer with the help of the OJT coordinator, he/she will deploy the students to their assigned industry partners	Tourism Industries	N/A (Not applicable)	OJT Coordinator
Updating the Performance of the TVET-Tourism Students	Both TVET-Trainers and OJT may have the access and rights to update the TVET-Tourism students' performance during their SWBL	Tourism Industries	N/A (Not applicable)	OJT Coordinator and TVET- Tourism Trainer
Evaluating the Performance of the TVET- Tourism Students	The managers or supervisor must evaluate the TVET-Tourism student's performance after finishing their required number of hours during their SWBL	Tourism Industries	Evaluation sheet and Rating sheet Daily attendance Certificate of Completion	Industry Partner manger or supervisor

To support this Supervised Work-based Learning Program, according to Vector Solutions (2023) when done properly, on-the-job training can be a very successful way of job training, even though it may not be appropriate for every firm. The above figure are some key factors that contribute to the enhancement of the Supervised Work-based Learning Program of TVET Schools:

- 1. Cross-Training:** Cross-training of the trainees in other departments and job functions can be a wonderful way to increase flexibility and information exchange inside the company.
- 2. Customization:** Its adaptability to various organizations' and learners' needs allows it to be tailored, making it an affordable and versatile training option.
- 3. Practical learning:** Gives students practical, hands-on experience that enables them to build work skills in a real-world environment.
- 4. Continuous Improvement:** To keep training programs current and useful in achieving the aims and objectives of the company, they should be reviewed and enhanced on a regular basis.
- 5. Integration with other training methods:** It can be paired with other training techniques, such online or in-person instruction, to produce a blended learning program that gives the best of both worlds.

Additional Proposed Enhancements to the Supervised Work-Based Learning (SWBL) Program

To further strengthen the Supervised Work-Based Learning (SWBL) program for Technical-Vocational Education and Training (TVET) tourism students, several research-informed and practice-oriented enhancements are recommended.

First, the implementation of **structured skills refresher training**, particularly in **Cookery competencies**, is recommended prior to student deployment. Studies emphasize that reinforcing technical competencies before workplace immersion enhances learner confidence, performance, and transfer of training to real work settings

(Raelin, 2008; OECD, 2021). In the tourism and hospitality sector, where operational precision and service quality are critical, refresher training serves as a mechanism to bridge skill gaps and ensure readiness for industry demands (TESDA, 2019).

Second, the development of **collaborative and standardized assessment tools** involving both trainers and students is strongly encouraged. Work-based learning literature highlights the value of shared assessment frameworks in promoting transparency, consistency, and learner engagement (Biggs & Tang, 2011). Integrating trainer evaluation with student self-assessment fosters reflective practice, a core element of experiential learning, and supports continuous skills development during SWBL implementation (Kolb, 1984).

Third, **strengthening school-industry partnerships** remains a critical component of effective SWBL programs. Strong collaboration between training institutions and industry partners ensures curriculum relevance, alignment with workplace competencies, and smoother transitions from training to employment (OECD, 2021; Raelin, 2008). Regular coordination, joint monitoring, and feedback mechanisms with tourism establishments can enhance the authenticity and sustainability of the learning experience.

Finally, the adoption of **individualized learning plans** is recommended to address variations in students' age, prior experience, and learning pace. Differentiated learning approaches have been shown to support inclusivity and maximize learner potential, particularly in diverse TVET contexts (Biggs & Tang, 2011). Tailoring support mechanisms within the SWBL framework ensures equitable learning opportunities and prepares students more effectively for employment in the tourism sector.

Overall, these enhancements are expected to improve student preparedness, skill mastery, and employability while reinforcing the quality and relevance of the SWBL program in TVET tourism education.

The evaluation of the effectiveness of this program is through the recommendations, suggestions of the TVET-Tourism Trainers and school administrators after the results and findings of this research study; and through every conduct of the supervised work-based learning program which the TVET-Tourism students will be evaluated by the industry partner managers or supervisor conducted by the TESDA schools.

Overall, the findings demonstrate that TVET tourism students performed at a **high to very high level** during supervised work-based learning across all competency areas. The results affirm the effectiveness of SWBL in developing workplace-relevant skills and highlight the importance of strengthening technical competencies, particularly in cookery, through enhanced supervision and structured skills development programs (TESDA, 2023; Tolentino, 2023).

CONCLUSION AND FUTURE STUDIES

This chapter covers the implications of the TVET-Trainers, Industry Trainers and future school administrators that emerge from data analysis with respect to the questions this study hopes to address.

This study focused to determine and explore the performance of vocational students in supervised work-based learning in the tourism industry. Using quantitative results, the level of performance of the TVET-Tourism students demonstrate that, out of all the basic, common, and core competencies, the indicators of basic, common, and core competences received an overall mean of 4.4, indicating very high.

The results of the study when it comes to the demographic profile of the TVET-Tourism students during their Supervise Work-based Learning, majority of them belong to age bracket 21- 25 years old (72.5%), females (52.5%) and majority of their specialization are Food and Beverages Services (FBS) and Housekeeping (HK) with 35.1% each specialization.

Furthermore, the mean ($M= 4.98$) level of performance of the TVET-Tourism students during their Supervise Work-based Learning in basic competencies with the highest mean of 5 in this particular competency which is

the “*Work in a diverse environment*”. While the mean ($M= 4.97$) level of performance of the TVET-Tourism students during their Supervise Work-based Learning in basic competencies with the highest mean of 5 particularly in the competency which is the “*Perform computer operations*” and “*Provide effective customer service*”.

In addition, the mean ($M= 4.9$) level of performance of the TVET-Tourism students during their Supervise Work-based Learning in FBS core competencies which indicates Very High in Level. The mean ($M= 4.68$) level of performance of the TVET-Tourism students during their Supervise Work-based Learning in Housekeeping core competencies which indicates Very High in Level, and the mean ($M= 3.9$) level of performance of the TVET-Tourism students during their Supervise Work-based Learning in Cookery core competencies which indicates High in level.

Finally, the enhanced Supervised Work-based Learning Program for TESDA schools was anchored in the study's findings particularly on their level of performance in basic, common and core competencies.

Practical Recommendations for School admonitors, Heads and Trainers:

Following a careful examination of the findings, the following suggestions were made:

1. The TVET-teachers and industry partner must be knowledgeable to the students' profile in order for them to identify the strengths and weakness of the organization.
2. The TVET- trainers and school administrators must monitor trainers and students for them to achieve a good quality education that will enhance and emerged them to become globally and locally competent in order to maintain a good impression to all industry partners.
3. The trainers must ensure that despite of the student's profile, they can perform what was given by the basic, common and core competencies. So that, despite of the TVET trainer's absence during the monitoring of the student's performance, they can perform well.
4. The School Administrators of the TESDA Schools that are offering TVET-Tourism course schools must implement this enhancement program for TESDA on their Supervised Work-based Learning.
5. A similar study may be conducted to confirm the study's conclusions would be to carry out a comparable investigation.

CONCLUSIONS

Conclusions are made in light of the study's findings:

1. Majority of the profile of the TVET- tourism student who have undergone Supervised work-based learning ages from 21-25, female and was designated/ assigned in the field of specialization of Housekeeping and Food and Beverages Services.
2. The level of performance of the TVET- tourism students in the basic and common, and shows very high in level similarly with the core competency of the specialization Food and Beverages Services (FBS) and Housekeeping (HK). While the core competency of the cookery shows high in level.
3. Students performed comparatively at high to very high level in Supervised Work-based Learning regardless of age profile.
4. Upon the result of the survey questionnaire to the industry partners, this study concluded to make an enhancement program that would benefit the TESDA schools that were offering TVET-Tourism course.

REFERENCES

1. BIGGS, J., & TANG, C. (2011). *TEACHING FOR QUALITY LEARNING AT UNIVERSITY* (4TH ED.). MCGRAW-HILL EDUCATION.
2. Cogal, M. N. (2019). Effective implementation of the senior high school curriculum: A descriptive analysis.
3. International Journal of Engineering Research and Technology, 8(12), 473–478. <https://doi.org/10.17577/IJERTV8IS120084>
4. Demir, Y., & Istanbulu Dincer, F. (2020). The effects of Industry 4.0 on the food and beverage industry.
5. Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
6. Journal of Tourismology, 6(1), 133–145. <https://doi.org/10.26650/jot.2020.6.1.0006>
7. Leries, J., & Sapin, J. (2017). Performance of information technology students in on-the-job training. Journal of Critical Reviews, 4(6), 12–18.
8. OECD. (2021). *Quality apprenticeships for youth: The role of work-based learning*. OECD Publishing.
9. Raelin, J. A. (2008). *Work-based learning: Bridging knowledge and action in the workplace*. Jossey-Bass.
10. Technical Education and Skills Development Authority. (2023). Graduates, employers very satisfied with tech-voc training. <https://www.tesda.gov.ph/>
11. Technical Education and Skills Development Authority (TESDA). (2019). *Training regulations for tourism sector qualifications*. TESDA, Philippines.
12. Tolentino, M. Q. (2023). On-the-job training and academic performance of business students. Journal of Advances in Education and Philosophy, 7(3), 94–99. <https://doi.org/10.36348/jaep.2023.v07i03.006>
13. UNESCO-UNEVOC. (n.d.). Technical education and skills development authority. <https://unevoc.unesco.org/>
14. Vector Solutions. (2023). On-the-job training best practices. <https://www.vectorsolutions.com/>