

Employment Status, Competency Level and Perceived Skill-Labor Market Demand among Garments and Fashion Technology Graduates

Maria Fe T. Maloto

Master of Arts in Teaching Vocational Education Major in Garments Technology, Bohol Island State University, Main Campus, Tagbilaran City, Bohol, Philippines

Publication history: Received: April 16, 2026; Revised: April 27, 2026; Accepted: April 28, 2026

Email of Corresponding Author: mariafe.taray01@deped.gov.ph

Abstract

This study examined the employment status, competency levels, and perceived skill-labor market alignment of Garments and Fashion Technology graduates from Bohol Island State University (BISU) Main Campus, Batch 2020–2024. Anchored on Human Capital Theory (Becker, 1964), Constructive Alignment Theory (Biggs & Tang, 2011), Experiential Learning Theory (Kolb, 1984), and employability frameworks (Yorke, 2006), the study utilized a descriptive-correlational research design. Data were collected using a researcher-made questionnaire administered to 82 graduates and 9 employers, and analyzed using frequency, percentage, weighted mean, Chi-square test, Mann–Whitney U test, and Kruskal–Wallis test. Findings revealed that most graduates were employed or self-employed, with many securing jobs within a short period, although a notable proportion worked outside their field and earned entry-level income. Graduates were generally rated as competent, demonstrating strong core garments technology skills and professional or soft skills, while modern and digital skills were identified as the weakest area. Both graduates and employers perceived overall skill-labor market alignment as aligned, particularly in industry requirements and curriculum relevance, though gaps in digital competencies remained evident. No significant relationship was found between competency levels and employment status or time to first job, but competency was significantly related to perceived alignment. No significant differences were observed across demographic variables, while course completed showed a significant relationship with employment status. The study concludes that while the program effectively develops foundational competencies and supports employability, strengthening digital skills is necessary to meet evolving industry demands. It recommends curriculum enhancement, faculty development, improved facilities, stronger industry collaboration, and continuous professional development among graduates. The study aligns with SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 9 (Industry, Innovation and Infrastructure) by promoting competency-based education, employability, and technological integration. It contributes to educational, socio-economic, and technological sustainability by supporting curriculum improvement, workforce readiness, and industry-responsive training systems.

Keywords: Competency Levels; Employment Status; Garments and Fashion Technology; Labor Market Alignment; Sustainability; Technical-Vocational Education and Training; Workforce Readiness

1. Introduction

The garments and fashion industry is rapidly evolving due to technological advancements, globalization, and changing consumer preferences, requiring a workforce equipped with both technical and adaptive competencies. Technical-vocational institutions play a critical role in ensuring that graduates possess relevant skills aligned with labor market demands. This study examines the employment status, competency levels, and skill-labor market alignment of graduates from garments and fashion technology programs at Bohol Island State University (BISU), with the aim of informing curriculum improvement and enhancing graduate employability.

1.1 Background on Employment Status, Competency Levels, and Skill-Labor Market Alignment of BISU Garments and Fashion Technology Graduates

The garments and fashion industry continues to evolve due to technological innovations, changing consumer preferences, and globalized production systems. Training institutions must ensure that graduates acquire skills that are technically competent and adaptable to workforce demands. Vocational programs must respond to labor market changes to enhance employability, career readiness, and lifelong learning (TESDA, 2020). Evaluating graduates' competencies and employment outcomes is essential for maintaining program quality and alignment with industry standards. Technical competencies such as garment construction, pattern drafting, and the use of modern machinery, along with soft skills like communication and teamwork, are key determinants of employability (OECD, 2016; Yorke, 2006). Industry-academic linkages and experiential learning further strengthen job readiness (Harvey, 2001). Despite these insights, limited research

exists on employment outcomes and skill–labor market alignment of garments and fashion graduates in the BISU context. This study addresses this gap by assessing graduates' employment status, competency levels, and alignment with industry needs to support curriculum enhancement and workforce preparedness.

1.2 Themes on Competency Development, Employability, and Industry Alignment in Garments and Fashion Technology Literature

The literature highlights the importance of aligning technical and soft skills with industry requirements in the garments and fashion sector. Technical-vocational education institutions are expected to ensure that graduates possess competencies that meet evolving labor market demands (OECD, 2016; TESDA, 2020). Core competencies in garment production, digital skills such as computer-aided design, and soft skills including communication, teamwork, and problem-solving are consistently identified as critical to employability (Yorke, 2006; OECD, 2016). Experiential learning through hands-on training, internships, and industry immersion significantly improves graduates' readiness and reduces time to employment (Kolb, 1984; Harvey, 2001). Research also emphasizes the role of curriculum relevance, industry alignment, and institutional partnerships in improving employment outcomes. Programs that integrate industry standards and provide real-world exposure produce graduates with higher employability and job satisfaction (Sarsale et al., 2024; Mariano & Tantoco, 2023). Furthermore, employability is influenced by multiple factors, including demographic characteristics, competency levels, and labor market conditions (ILO, 2018). Digital transformation and Industry 4.0 trends highlight the need for continuous curriculum updates to include modern tools and sustainable production practices (Majumdar et al., 2021; Starkey et al., 2020).

1.3 Local, National, and Global Context of Garments and Fashion Technology Education and Labor Market Alignment

Globally, organizations such as the International Labor Organization emphasize the importance of aligning education outputs with labor market needs to prevent skills mismatch and improve employment outcomes (ILO, 2018). Industry standards, including the ILO Regional Model Competency Standards for garment work, define the competencies required in apparel production, such as material preparation, cutting, sewing, and quality control. Nationally, Philippine policies support competency-based technical education. Republic Act No. 7796 promotes industry-driven training aligned with labor market needs (TESDA, 2023), while Republic Act No. 10968 institutionalizes the Philippine Qualifications Framework to ensure competency-based learning outcomes (TESDA, 2022). Republic Act No. 10647 strengthens pathways between technical-vocational and higher education (DepEd, 2019). At the institutional level, BISU offers garments and fashion technology programs designed to develop technical proficiency, creativity, and employability. Evaluating graduate outcomes is essential to ensure these programs remain relevant, responsive, and aligned with both national standards and global industry demands.

1.4 Theoretical and Conceptual Foundations of Competency, Employability, and Skill–Labor Market Alignment

This study is anchored on several theoretical frameworks. Human Capital Theory explains that education and skills development enhance productivity and employability (Becker, 1964). Constructive Alignment Theory emphasizes the alignment of learning outcomes, teaching strategies, and assessments to improve learning relevance (Biggs & Tang, 2011). Experiential Learning Theory highlights the importance of hands-on experiences in developing practical competencies (Kolb, 1984), while the Employability Framework underscores the role of knowledge, skills, and personal attributes in employment outcomes (Yorke, 2006). Additionally, the Skills–Industry Alignment Model (ILO, 2018) supports the need for matching graduate competencies with labor market requirements. Industry standards such as the ILO Regional Model Competency Standards further provide benchmarks for evaluating technical competencies in garment production. These frameworks collectively guide the assessment of competency levels, employment outcomes, and alignment with industry needs.

1.5 Research Gaps on BISU Graduates' Competency, Employment Outcomes, and Industry Alignment

While existing studies highlight the importance of competency development and industry alignment, limited research focuses on garments and fashion technology graduates within BISU. There is insufficient evidence on how demographic factors, competency levels, and curriculum relevance influence employment outcomes and skill–labor market alignment in this specific context. This study addresses these gaps by examining graduates' employment status, competencies, and perceived alignment with industry demands. The findings aim to inform curriculum improvement, strengthen industry partnerships, and enhance graduate employability and workforce readiness.

1.6 Alignment of the Study with Sustainable Development Goals on Education, Employment, and Industry

This study aligns with several Sustainable Development Goals. SDG 4 (Quality Education) is supported through its focus on improving curriculum relevance and competency-based training. SDG 8 (Decent Work and Economic Growth) is addressed by enhancing graduate employability and workforce readiness. Additionally, SDG 9 (Industry, Innovation and Infrastructure) is reflected in the emphasis on integrating digital skills and modern technologies in garments and fashion

education. These alignments highlight the study's contribution to strengthening education systems and promoting inclusive economic development.

1.7 Importance of the Study to Multidisciplinary Sustainability in Garments Education, Workforce Development, and Industry Growth

The study contributes to socio-economic sustainability by improving workforce readiness and supporting employment opportunities in the garments sector. It also promotes educational sustainability by guiding curriculum enhancement and ensuring training programs remain relevant and responsive to industry needs. Technological sustainability is addressed through the emphasis on digital competencies and innovation in garment production, while community sustainability is supported by developing a skilled workforce that contributes to local economic growth. Overall, the study provides evidence-based insights that support institutional development, industry collaboration, and policy improvement, contributing to long-term sustainability in education, employment, and economic systems.

2. Material and methods

2.1 Research Design

The study used a descriptive-correlational research design. The descriptive component examined the respondents' demographic profile, employment status, competency levels, and perceived skill-labor market alignment to provide a clear understanding of graduates' conditions. The correlational component investigated relationships among competency levels, employment status, and perceived labor market alignment, including the influence of competencies on employability perceptions. Using measurable variables, the design supported statistical analyses such as correlation, regression, and group comparisons, enabling evidence-based assessment of how competencies affect employment outcomes and alignment with industry requirements.

2.2 Locale of the Study

The study was conducted in the province of Bohol, focusing on graduates from Bohol Island State University (BISU) Main Campus. The institution offers garments and fashion-related programs, including the Bachelor of Technical-Vocational Teacher Education major in Garments, Fashion, and Design, the Bachelor of Industrial Technology major in Garments Technology, and the Diploma in Industrial Technology major in Garments Technology. Graduates are distributed across municipalities and are engaged in tailoring shops, apparel enterprises, design-related work, and self-employment ventures, contributing to the local garments sector. The Master of Arts in Teaching Vocational Education major in Garments Technology was excluded due to the limited number of graduates and their stable employment placement.

2.3 Respondents of the Study

The respondents consisted of garments and fashion technology graduates who completed their programs within the past five years. Both employed and unemployed graduates were included to capture a comprehensive view of employment outcomes and skill utilization. The respondents represented diverse demographic characteristics in terms of age, sex, year of graduation, and course completed, allowing broader analysis of employability factors. In addition, nine employers participated to provide comparative assessments of perceived skill-labor market alignment between graduates and industry expectations.

2.4 Sample and Sampling Procedure

The study initially targeted 91 graduates; however, 82 respondents participated, yielding a response rate of 90.11%. The final analysis was based on these valid responses. Graduate participants were identified through institutional records and contacted via email, social media, and personal networks. Participation was voluntary, and efforts such as follow-ups and flexible data collection methods were used to maximize response rates. Employers were purposively selected to provide insights into labor market expectations, particularly in assessing skill alignment.

2.5 Research Instrument

The study used a researcher-made structured survey questionnaire designed to collect data on demographic profile, employment status, competency levels, and perceived skill-labor market alignment. The instrument also included employer responses to enable comparison with graduates' perceptions. The demographic section gathered basic information such as age, sex, year graduated, and course completed, following standard survey practices (Creswell & Creswell, 2018). The employment section measured work status, job relatedness, time to first employment, income, and reasons for unemployment, with items adapted from Baum & Payea (2013) and the National Skills Development Council [NSDC] (2019). The competency section assessed core garments technology skills, modern and digital skills, and professional and soft skills. These were developed from relevant literature and aligned with industry standards, including the ILO Regional Model Competency Standards (RMCS) for Garment Work (2016), the TESDA Competency Standard for Sewing Machine Operation Level I (Garments Sector), and ISO 4915:2016. The perceived skill-labor market alignment section measured alignment with industry requirements, curriculum relevance, and employability perceptions. Items were adapted from

McQuaid & Lindsay (2005), Brown et al. (2011), and García-Álvarez et al. (2022). The same section was administered to employers to compare their perspectives with those of graduates.

2.6 Data Gathering Procedure

The study began with the preparation and approval of the research proposal, followed by coordination with institutional authorities and program offices. A structured questionnaire was developed, incorporating items grounded in industry standards and relevant literature. The instrument underwent expert validation to ensure clarity and relevance, followed by pilot testing to establish reliability and comprehensibility. In accordance with Bujang et al. (2024), at least 30 respondents were considered appropriate for pilot testing, and reliability was assessed using Cronbach's alpha with a threshold of $\alpha \geq 0.70$. Necessary revisions were made based on pilot results and expert feedback. After final validation, graduate respondents were identified and contacted through various communication channels. The questionnaire was administered online and, when possible, through personal distribution. Respondents were informed of the study's purpose, confidentiality, and voluntary participation. Completed questionnaires were reviewed for accuracy before inclusion in the dataset. Employers were also surveyed, focusing on perceived skill-labor market alignment to allow comparison with graduates' assessments. All collected data were encoded, organized, and prepared for statistical analysis to support interpretation and formulation of conclusions and recommendations.

2.7 Data Analysis Techniques

Descriptive statistics, including frequency, percentage, and weighted mean, were used to analyze demographic characteristics, employment status, competency levels, and perceived skill-labor market alignment. Weighted mean scores were interpreted using four-point scales to assess competency levels and alignment with industry requirements. Inferential statistics were applied to determine relationships and differences among variables. The Chi-square test of independence (χ^2) examined relationships between competency levels and employment status, competency levels and perceived alignment, time to first job and competency levels, and course completed and employment status. Nonparametric tests were used due to the absence of normality. The Mann-Whitney U test determined differences between two groups, such as sex and comparisons between graduates and employers, while the Kruskal-Wallis H test was used for variables with three or more categories, including age, year graduated, and course completed. All hypotheses were tested at a 0.05 level of significance. The null hypothesis was rejected when the p-value was less than or equal to 0.05 and not rejected when the p-value exceeded 0.05.

3. Results and Discussion

3.1 Employment Outcomes and Competency Profile of BISU Garments and Fashion Technology Graduates

3.1.1 Demographic Profile of Graduates

The majority of respondents were aged 25–27 (67.07%), followed by those aged 22–24 (25.61%), while only 7.32% were aged 28–29. Most respondents were female (97.60%), with only 2.40% male. In terms of graduation year, the largest group graduated in 2022 (37.80%), followed by 2024 (34.15%) and 2023 (21.95%), while 2021 and 2020 had minimal representation. Most respondents completed BSIT–Garments (75.61%), followed by BTVTEd–Garments (21.95%) and DIT–Garments (2.44%). These findings indicate that most respondents are in the early career stage, particularly in their mid-20s, which aligns with career exploration and establishment phases (Super, 1990). This period is critical for developing occupational identity and applying acquired competencies (Savickas, 2005). The predominance of female respondents reflects gender patterns in fashion-related fields (Connell, 2002; Ridgeway & Correll, 2004), supported by Social Cognitive Career Theory, which explains gendered educational choices (Lent, Brown, & Hackett, 1994). The distribution across graduation years also reflects varying labor market conditions, including post-pandemic employment dynamics (Kahn, 2010), while the dominance of BSIT graduates suggests preference for programs perceived to offer broader employment opportunities (Bandura, 1977; Nickerson, 2025).

3.1.2 Employment Status and Job Outcomes

Most respondents were employed (64.63%), followed by self-employed (18.29%), while 15.85% were unemployed. About 59.76% worked in jobs related to their course, while 40.24% worked outside their field. Many secured employment within less than three months (40.24%) or within three to six months (25.61%), although some took more than a year (13.41%). In terms of income, most earned ₱10,001–₱20,000 (47.56%), followed by below ₱10,000 (35.37%), while only a few earned above ₱30,000. Job satisfaction (42.68%) and personal or family reasons (26.83%) were the most common factors influencing employment decisions, while limited job opportunities and lack of work experience were key barriers. The high employment rate supports Human Capital Theory (Becker, 1964), which suggests that education enhances employability. The presence of self-employment highlights entrepreneurial pathways in TVET sectors. However, the proportion of graduates working outside their field indicates partial misalignment, consistent with employability studies (Yorke, 2006). Short job-search periods reflect effective transition to work, although delays for some graduates support findings that lack of experience can hinder employment (Harvey, 2001). Income patterns reflect early career positioning and gradual growth (Super, 1990). Job satisfaction aligns with Herzberg's Two-Factor Theory (Herzberg, 1959), while

personal factors reflect Super's Life-Space Theory (Super, 1990). Barriers such as limited opportunities and experience confirm structural labor market challenges (Yorke, 2006) and the need for stronger industry alignment.

3.1.3 Competency Levels of Graduates

Graduates demonstrated an overall competency level interpreted as competent (3.06). Core garments technology skills were rated competent (3.44), with strengths in measurement accuracy, sewing operation, and quality control, but weaker performance in industrial equipment use and advanced pattern interpretation. Modern and digital skills were rated moderately competent (2.24), indicating lower proficiency in CAD, digital grading, and 3D simulation. Professional and soft skills were rated highly competent (3.50), particularly in teamwork, adaptability, and safety practices. These findings suggest strong technical and interpersonal foundations but gaps in digital competencies. The results align with Competency-Based Education and Training, emphasizing measurable workplace skills. Strong performance in hands-on skills supports Experiential Learning Theory (Kolb, 1984), while weaker digital skills reflect limited exposure to modern technologies, consistent with the Technology Acceptance Model (Davis, 1989). High soft skills align with employability frameworks emphasizing adaptability and teamwork as critical to career success.

3.2 Perceived Skill–Labor Market Alignment

3.2.1 Alignment with Industry Requirements and Curriculum Relevance

Both graduates and employers rated overall alignment as “Aligned” (3.37 and 3.39). High ratings were observed in industry requirements and expectations, indicating that graduates' skills match technical job demands. Curriculum relevance was also rated aligned, although slightly lower in digital integration. Employers rated curriculum slightly higher than graduates. These results suggest that the program effectively prepares graduates for entry-level work. Strong alignment with industry requirements reflects experiential learning and practical training (Kolb, 1984). Curriculum relevance aligns with Competency-Based Education and Training, emphasizing workplace-oriented competencies. However, lower ratings in digital integration indicate the need for modernization to meet Industry 4.0 demands.

3.2.2 Employability and Career Readiness Perceptions

Employability perceptions were rated aligned by both graduates (3.30) and employers (3.31), indicating general confidence in job readiness but slightly lower perceptions compared to other domains. Graduates felt prepared for entry-level roles but less confident about advanced positions. This suggests that while the program supports initial employment, long-term career confidence requires further development. This aligns with Career Construction Theory, which emphasizes adaptability and career progression (Savickas). It also reflects employability frameworks where competence must be complemented by experience and confidence for advancement.

3.3 Relationship Between Competency, Employment, and Alignment

3.3.1 Relationship Between Competency and Employment Outcomes

There was no significant relationship between competency levels and employment status ($p = .967$) and between competency and time to first job ($p = .395$). However, a significant relationship was found between competency and perceived skill–labor market alignment ($p < .001$). Course completed was also significantly related to employment status ($p < .001$). These results indicate that competency influences perceived readiness but does not directly determine employment outcomes. This supports Labor Market Theory and Human Capital Theory (Becker, 1964), which recognize that employment depends on both skills and external conditions. The strong relationship between competency and perceived alignment aligns with Self-Efficacy Theory (Bandura, 1977) and Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994), highlighting the role of confidence in employability perceptions. The significance of course completed supports Signaling Theory (Spence, 1973), suggesting that educational credentials influence employment opportunities.

3.4 Differences Across Demographic Groups

3.4.1 Differences in Competency Levels by Demographics

There were no significant differences in competency levels when grouped by age ($p = 0.810$), sex ($p = 0.413$), year graduated ($p = 0.541$), or course completed ($p = 0.825$). This indicates that competency development is consistent across demographic groups. The findings suggest that the program delivers uniform training experiences, resulting in similar competency levels regardless of personal or academic background.

3.4.2 Differences in Perceived Skills by Demographics

Similarly, no significant differences were found in perceived skills when grouped by age ($p = .447$), sex ($p = .280$), year graduated ($p = .289$), or course completed ($p = .522$). This suggests that graduates share similar perceptions of their skills and alignment with labor market needs. The consistency implies that shared academic experiences and training exposure shape comparable perceptions across groups.

3.4.3 Difference Between Graduates and Employers

There was no significant difference between graduates' and employers' perceptions of skill–labor market alignment ($p = .873$), indicating comparable views between both groups. This supports Constructive Alignment principles and Human Capital Theory (Becker, 1964), suggesting that the program effectively aligns curriculum with industry expectations. It also aligns with Yorke's Employability Framework, emphasizing the importance of relevant competencies. However, the persistence of weaker digital skills indicates that further curriculum enhancement is needed to maintain alignment.

4. Conclusion & Recommendations

The study concluded that BISU Garments and Fashion Technology graduates were generally competent and able to meet labor market demands, as affirmed by both graduates and employers. The program demonstrated strong development in core garments technology skills and professional or soft skills, while modern and digital competencies remained the weakest area. Although most graduates were employed and transitioned relatively quickly into the workforce, a notable proportion worked outside their field and earned entry-level income. Competency level was not significantly related to employment status or time to first job but was significantly associated with perceived skill–labor market alignment, indicating that stronger competencies enhance graduates' sense of preparedness. Furthermore, demographic variables did not significantly influence competency or alignment, while course completed showed a significant relationship with employment status, suggesting differences in employment outcomes across programs.

The study recommends strengthening instruction in modern and digital garment technologies through enhanced teaching strategies, updated laboratory activities, and training in computer-aided design, digital pattern grading, 3D garment simulation, and software-based documentation. It further recommends institutionalizing regular curriculum review, improving facilities, and supporting faculty development to ensure alignment with industry demands. Graduates should pursue continuous professional development, particularly in digital and entrepreneurial competencies, while students should be provided with stronger career preparation activities and exposure to industry practices. Collaboration with industry partners should be enhanced through internships, immersion, and curriculum consultation to ensure relevance of training. Additionally, curriculum developers, policymakers, and community stakeholders should support the integration of technology-driven competencies, industry-based standards, and entrepreneurship initiatives, while future studies should expand research scope and methodology to further examine graduate employability and curriculum responsiveness.

The study was limited to 82 graduates from BISU Main Campus and 9 employers, which may restrict the generalizability of the findings. It relied primarily on self-reported data, which may be subject to response bias, and focused on quantitative measures without deeper qualitative exploration. The scope was also confined to garments and fashion technology programs within a specific time frame, which may not fully capture long-term employment outcomes or broader industry trends.

Compliance with ethical standards

The study adhered to established institutional procedures in the conduct of research, including securing approval prior to data collection, coordinating with relevant university offices, and ensuring that participation was voluntary. Respondents were informed of the purpose of the study and assured of the confidentiality of their responses throughout the data gathering process.

REFERENCES

- Bandura, A. (1977). Social learning theory. Prentice-Hall. https://ia601807.us.archive.org/14/items/BanduraSocialLearningTheory/Bandura_SocialLearningTheory_text.pdf
- Baum, S., & Payea, K. (2013). Education pays: The benefits of higher education for individuals and society. College Board. <https://research.collegeboard.org/pdf/education-pays-2013-full-report.pdf>
- Becker, G. S. (1964). Human capital: A theoretical and empirical analysis, with special reference to education. University of Chicago Press.
- Biggs, J., & Tang, C. (2011). Teaching for quality learning at university: What the student does (4th ed.). McGraw Hill Education.
- Brown, P., Hesketh, A., & Williams, S. (2011). The mismanagement of talent: Employability and jobs in the knowledge economy. Oxford University Press. <https://global.oup.com/academic/product/the-mismanagement-of-talent-9780199588446>
- Bujang, M. A., Omar, E. D., & Baharum, N. A. (2024). A review on sample size determination for pilot studies. BMC Medical Research Methodology. <https://doi.org/10.1186/s12874-024-02008-3>

- Connell, R. W. (2002). *Gender*. Polity Press. <https://books.google.com/books/about/Gender.html?id=8kP8DwAAQBAJ>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications. <https://us.sagepub.com/en-us/nam/research-design/book255675>
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319–340. <https://doi.org/10.2307/249008>
- Department of Education. (2019). Implementing rules and regulations of RA 10647. <https://www.deped.gov.ph>
- García-Álvarez, J., et al. (2022). Graduate employability and skills alignment in higher education. *Heliyon*. <https://doi.org/10.1016/j.heliyon.2022.e09395>
- Harvey, L. (2001). Defining and measuring employability. *Quality in Higher Education*, 7(2), 97–109. <https://doi.org/10.1080/13538320120059990>
- Herzberg, F. (1959). *The motivation to work*. Wiley. <https://psycnet.apa.org/record/1959-07401-000>
- International Labour Organization. (2016). *Global employment trends for youth 2016*. International Labour Organization.
- International Labour Organization. (2018). *ILO skills and industrial development: Aligning education with labor market needs*. International Labour Organization.
- International Labour Organization. (2018). *Regional model competency standards: Garment work – Unit GI-B2/C2/D2: Prepare and cut materials for casual apparel*.
- International Labour Organization. (2018). *Regional model competency standards: Garment work – Unit GI-B3/C3/D3: Sew casual apparel*.
- Kahn, L. B. (2010). The long-term labor market consequences of graduating from college in a bad economy. *Labour Economics*, 17(2), 303–316. <https://doi.org/10.1016/j.labeco.2009.09.002>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career. *Journal of Vocational Behavior*, 45(1), 79–122. <https://doi.org/10.1006/jvbe.1994.1027>
- Majumdar, S., Ara, M., & Khan, R. (2021). The impact of Industry 4.0 adoption on skills in textile and clothing industries. *Asian Journal of Training and Development*, 3(4), 215–229.
- Mariano, J. M., & Tantoco, M. L. (2023). Employability skills of TVET graduates in the Philippines: Institutional and personal factors. *Journal of Technical Education Research*, 15(1), 59–78.
- McQuaid, R. W., & Lindsay, C. (2005). The concept of employability. *Urban Studies*, 42(2), 197–219. <https://doi.org/10.1080/0042098042000316100>
- National Skill Development Corporation. (2019). *Skill gap report*. <https://nsdcindia.org/sites/default/files/files/skill-gap-report.pdf>
- Nickerson, C. (2025). Albert Bandura's social cognitive theory. *Simply Psychology*. <https://www.simplypsychology.org/social-cognitive-theory.html>
- OECD. (2016). *OECD skills outlook 2016: Skills for a digital world*. OECD Publishing.
- Ridgeway, C. L., & Correll, S. J. (2004). Unpacking the gender system. *Gender & Society*, 18(4), 510–531. <https://doi.org/10.1177/0891243204265269>
- Sarsale, R. E., Villamor, S. G., & Dacanay, E. A. (2024). Graduate tracer studies as a measure of TVET program effectiveness: A multi-institution analysis. *Philippine Journal of Technical Education*, 22(1), 101–130.
- Savickas, M. L. (2005). The theory and practice of career construction. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling*. <https://doi.org/10.1002/9780470894699.ch2>
- Spence, M. (1973). Job market signaling. *Quarterly Journal of Economics*, 87(3), 355–374. <https://doi.org/10.2307/1882010>
- Starkey, K., McKinlay, A., & Wilson, D. (2020). Digital transformation in fashion education: Integrating technology and creativity. *Journal of Fashion Technology & Textile Engineering*, 8(4), 1–9.
- Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown & L. Brooks (Eds.), *Career choice and development*. <https://psycnet.apa.org/record/1990-97545-010>
- TESDA. (2020). *Technical education and skills development report*. <https://www.tesda.gov.ph>
- TESDA. (2022). *Philippine Qualifications Framework*. <https://pqf.gov.ph>
- TESDA. (2023). *Training regulations and policy updates*. <https://www.tesda.gov.ph/Downloadables>
- Yorke, M. (2006). *Employability in higher education: What it is – What it is not*. Learning and Employability Series 1. The Higher Education Academy.