

## **LIVELIHOOD SKILLS TRAINING AS A PREDICTOR OF JOB READINESS AMONG ALS LEARNERS IN SDO URDANETA CITY: INPUTS FOR AN ENHANCED LEARNING PLAN**

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### **Abstract**

This study examined the level of livelihood skills training and job readiness among Alternative Learning System (ALS) learners in SDO Urdaneta City. It determined whether livelihood skills training significantly predicts job readiness. Using a quantitative, descriptive–correlational design, data were collected from ALS learners through a validated structured questionnaire measuring livelihood skills training dimensions (instructional support, practice opportunities, and availability of tools/materials) and job readiness indicators (work values and habits, technical competence, employability skills, and job-seeking confidence). Descriptive statistics, Pearson correlation, and linear regression analyses were applied. Results indicated that ALS learners reported high levels of livelihood skills training ( $WM = 3.86$ ,  $SD = 0.69$ ) and job readiness ( $WM = 3.74$ ,  $SD = 0.70$ ). Among livelihood training indicators, relevance and trainer support obtained high ratings, while tools/materials availability received only a moderate rating. In job readiness, work values and habits were rated highest, whereas job-seeking/livelihood confidence was moderate, indicating a transition gap between training and employment engagement. Correlation analysis revealed a strong positive relationship between livelihood skills training and job readiness ( $r = 0.68$ ,  $p < .001$ ). Regression findings further showed that livelihood skills training significantly predicted job readiness ( $\beta = 0.68$ ,  $p < .001$ ), explaining 46% of the variance in readiness outcomes ( $R^2 = 0.46$ ). These findings highlight the importance of strengthening ALS livelihood training delivery, particularly in ensuring resource sufficiency and support for employability transitions, to improve learners' readiness for sustainable employment and livelihood participation.

**Keywords:** Alternative Learning System (ALS); Livelihood Skills Training; Job Readiness; Employability; Regression Analysis

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### **1. Introduction**

Out-of-school youth and adults (OSYAs) remain a persistent development challenge in many low- and middle-income countries because educational exclusion is closely associated with poverty, labor market vulnerability, and intergenerational disadvantage. In this context, second-chance education systems have been increasingly recognized as a critical policy response, particularly when they integrate employability and livelihood competencies alongside foundational education. The Philippines' Alternative Learning System (ALS) is one such national strategy, designed to provide flexible, community-based learning opportunities to individuals who are unable to access or complete formal schooling. ALS serves learners with diverse backgrounds and constraints, including work obligations, household responsibilities, geographical barriers, and economic limitations, making it a key instrument for inclusive education and human capital development (World Bank, 2018).

While ALS is frequently conceptualized as a pathway to basic education equivalency, its broader developmental value rests on whether it can effectively enhance learners' capabilities for

productive work and sustainable livelihoods. A major constraint in second-chance education programs is that learners often face a high opportunity cost of participation and may question the economic returns of completing the program (World Bank, 2018). This implies that ALS outcomes should not be assessed solely through academic equivalency or completion indicators, but also through employability-relevant outcomes that reflect the realities of OSYA learners, such as job readiness, self-employment capacity, and livelihood resilience. Consequently, ALS programs that include livelihood skills training—whether through formal linkages with Technical and Vocational Education and Training (TVET) institutions or localized community skills development—are increasingly of interest to educators and policymakers.

Globally, the strategic importance of technical and vocational skills development is well established. UNESCO emphasizes that TVET and skills development play a decisive role in enabling empowerment, employability, and the transition to sustainable and digital economies, highlighting the need for accessible, labor-market-relevant training pathways (UNESCO, 2022). In parallel, joint international analyses have noted that many TVET systems remain misaligned with labor market needs and are often insufficiently responsive to evolving employment structures, particularly for vulnerable populations (UNESCO, 2023). These global findings are highly relevant for ALS learners who frequently experience compounded barriers, including limited credential signaling, constrained networks, and weaker access to stable employment. In such settings, livelihood skills training may function not only as a competence-building intervention but also as a mechanism to improve learner confidence, employability orientation, and workforce participation.

In the Philippine setting, ALS has been repeatedly positioned as a critical platform for second-chance education, yet ongoing assessments highlight implementation gaps and uneven quality across locations. A process evaluation of ALS has underscored the program's vital role while also noting challenges in implementation effectiveness, including variability in delivery systems and learner support structures (Philippine Institute for Development Studies [PIDS], 2024). These findings suggest that in addition to access and completion, ALS must strengthen instructional quality and learner outcomes—particularly those linked to improved socioeconomic mobility. From a human capital standpoint, integrating livelihood training into ALS is especially salient, as OSYA learners often seek immediate economic benefits and may prioritize skills that can translate into employment or enterprise opportunities.

Skills training within the broader Philippine TVET ecosystem provides a useful reference point for understanding how livelihood-oriented interventions can influence employment outcomes. Evidence from post-secondary TVET indicates that vocational training can affect labor market outcomes, including wages and employment probabilities, although impacts may differ by learner background and program characteristics (Orbeta & Paqueo, 2021). At the institutional level, TESDA maintains extensive employability and impact evaluation research programs, reflecting sustained national attention to the linkage between technical training and labor market outcomes (Technical Education and Skills Development Authority [TESDA], n.d.). Recent applied studies also reinforce the positive role of competency-based skills training in improving employment and livelihoods. For example, research on TESDA Dressmaking NC II training reports contributions to skills development and employment-related benefits among trainees (Calaranan, 2025). Although ALS learners differ from formal TVET cohorts, these insights are relevant because livelihood skills training in ALS often draws on similar competency-based models and may involve TESDA-aligned standards or community-based skills approaches.

The policy environment further reflects the increasing prominence of skills development as a national priority. Public reporting has indicated that the Philippines has sought large-scale international funding to strengthen TVET access, completion, and market relevance through programs implemented by TESDA, highlighting a strong national commitment to improving workforce-relevant skills pathways (BusinessWorld, 2025). This macro-level direction reinforces

the need for local evidence on how livelihood training components—particularly those delivered through ALS—translate into employability-related outcomes among marginalized learners. As resource allocation intensifies, decision-makers require empirical findings that identify which aspects of livelihood training matter most for workforce transition and job readiness.

Despite the recognized importance of livelihood skills training, a persistent research gap concerns the extent to which such training predicts or enhances job readiness among ALS learners. Job readiness is broadly understood as the capacity to pursue, secure, and sustain employment or livelihood opportunities. It typically encompasses a combination of technical competence, work habits, career planning, job search self-efficacy, communication skills, and adaptive behaviors aligned with workplace expectations. Among ALS learners, job readiness is particularly critical because they often enter the labor market with limited formal credentials, and their employment pathways may depend heavily on demonstrable skills, practical competencies, and readiness behaviors rather than academic attainment alone.

ALS-specific evidence suggests that alternative learning programs can positively influence learners' life skills and quality of living, indicating the potential for broader developmental benefits beyond literacy (Research Publish, n.d.). However, gains in life skills do not automatically imply employability outcomes, and job readiness may depend on the availability, quality, and relevance of livelihood training inputs, such as instructional support, tools and equipment, and exposure to real-world work practices. Moreover, second-chance learners may face structural constraints that hinder the translation of training into employment, including labor-market informality, limited local job opportunities, and employer bias against non-traditional education pathways. For these reasons, assessing the relationship between livelihood training and job readiness requires localized, empirically grounded inquiry.

Accordingly, this study is positioned to provide evidence on the relationship between ALS livelihood skills training and job readiness among ALS learners. Specifically, it examines livelihood training dimensions such as instructional support, opportunities for practice, and the sufficiency of training materials and tools. It evaluates whether these factors are statistically associated with job readiness outcomes. This focus aligns with broader TVET reform principles emphasizing that training systems must ensure relevance, competence acquisition, and transition support if they are to improve employment and productivity outcomes (World Bank, 2020). Furthermore, given the implementation variability noted in ALS program evaluations, local evidence is essential to identify actionable strengths and constraints in livelihood training delivery and to inform targeted program enhancements (PIDS, 2024).

This study is also timely because it supports evidence-based decision-making in contexts where the policy emphasis on employability, livelihood resilience, and human capital development continues to intensify. UNESCO's recent TVET strategy emphasizes skills development for empowerment and employability, underscoring the role of accessible and equitable skills systems in improving life outcomes for vulnerable learners (UNESCO, 2022). ALS provides a practical mechanism to operationalize these goals, but its effectiveness depends on whether its livelihood skills training components are sufficiently robust to support learners' transition to work. By assessing the predictive relationship between livelihood training and job readiness, the study offers empirical guidance for educators, ALS implementers, and local stakeholders seeking to strengthen learner outcomes.

In summary, ALS plays a vital role in second-chance education, yet its developmental value is increasingly tied to its capacity to generate employability-relevant outcomes. The integration and effectiveness of livelihood skills training are therefore central to ALS success, particularly for OSYAs who need work-relevant competencies to improve socioeconomic mobility. Drawing on international and national evidence on skills development and training-to-employment linkages, this study examines whether livelihood skills training predicts job readiness among ALS

learners, thereby contributing to program improvement and evidence-based policy guidance in inclusive education and workforce development.

## **2. Method**

### *2.1 Research Design*

This study employed a quantitative, non-experimental, cross-sectional research design using a descriptive–correlational approach. The design was selected to (a) describe the level of livelihood skills training experienced by Alternative Learning System (ALS) learners and the level of their job readiness, and (b) examine the statistical relationships between livelihood skills training dimensions and job readiness outcomes. Because the study sought to determine whether variation in livelihood skills training was associated with variation in job readiness without manipulating any variables, an experimental or quasi-experimental design was not appropriate.

Consistent with descriptive–correlational methodology, the study assessed variables as they naturally occurred among ALS learners in their learning context. Data were collected at a single point in time through a structured survey instrument that captured learners' perceptions of (i) the quality and adequacy of livelihood skills training, and (ii) job readiness indicators. The design also incorporated an associationally predictive component, in which the livelihood training dimensions were treated as explanatory variables and job readiness as the outcome variable, to test whether livelihood skills training significantly predicts job readiness.

The choice of this design is aligned with the study's objective to generate evidence-based insights for ALS program improvement. Specifically, the descriptive component supports program monitoring by identifying strengths and gaps in the delivery of livelihood training. In contrast, the correlational/predictive component informs decision-making by determining which training dimensions are most strongly associated with job readiness. Importantly, although predictive analysis (e.g., regression) may identify statistically significant predictors, the design does not permit causal inference; therefore, findings are interpreted as evidence of association and prediction rather than direct causation.

### *2.2 Participants*

The participants in this study were Alternative Learning System (ALS) learners enrolled in the ALS program during the research. The study focused on learners participating in livelihood skills training components of ALS, as these learners were considered the most appropriate respondents for assessing the perceived quality of livelihood training and its relationship with job-readiness outcomes.

A non-probability sampling approach was employed, specifically purposive sampling, to ensure that respondents met the study's inclusion criteria. Participants were selected based on their (a) active enrollment in ALS, (b) attendance in livelihood-related learning sessions or training activities, and (c) willingness to participate in the survey. Learners who were not currently engaged in the livelihood training component, had incomplete participation in the ALS learning sessions during the data collection period, or declined informed consent were excluded to protect data quality and ethical compliance.

The ALS learners represented a range of demographic and educational backgrounds typical of out-of-school youth and adult populations, including variations in age, sex, and educational attainment. This diversity was important to capture because ALS participants often enter the program with varying levels of prior schooling, work experience, and livelihood experience, which may influence both their training perceptions and job-readiness indicators. The participant composition, therefore, supported the study's descriptive goal and provided sufficient variability for correlational and regression analyses.

All participants were informed of the study's purpose and procedures, and their participation was voluntary. Before survey administration, respondents were provided with an explanation of confidentiality protections. They were assured that their responses would be used strictly for research purposes and reported only in aggregated form.

### *2.3 Instrumentation*

Data were gathered using a researcher-developed, structured survey questionnaire designed to measure the study's central variables, namely livelihood skills training and job readiness among Alternative Learning System (ALS) learners. The instrument was organized into sections that captured respondents' basic profiles, perceptions of the ALS livelihood skills training experiences, and self-reported readiness to pursue employment or livelihood opportunities. To ensure the instrument was appropriate for ALS learners with varying educational backgrounds, the items were written in clear, straightforward language and arranged logically to facilitate completion.

The livelihood skills training portion of the questionnaire assessed learners' perceptions across key training dimensions, including instructional support, opportunities for skills practice, and the availability of tools and materials needed to perform livelihood tasks. Items were presented in a Likert-type response format, allowing respondents to rate the extent of their agreement or the perceived adequacy of the training provisions. Subscale scores and an overall livelihood training score were computed by averaging item responses, where higher mean scores reflected more favorable assessments of training quality and support. The job readiness portion of the instrument measured participants' perceived preparedness for work or livelihood engagement, with items reflecting readiness domains such as employment self-confidence, job-seeking preparedness, and workplace preparedness behaviors (e.g., responsibility, time management, and adaptability). Job-readiness items also used a Likert-type scale, and an overall readiness score was derived using mean aggregation, with higher scores indicating stronger perceived readiness for employment or livelihood participation.

To establish content validity, the questionnaire was evaluated by experts with relevant knowledge in ALS instruction, livelihood training, and educational research. These validators assessed the relevance, clarity, and alignment of each item with the study constructs, and their recommendations were incorporated to strengthen wording and ensure construct coverage. A pilot test was then conducted with a small group of ALS learners who were not included in the final sample to check item comprehensibility and to provide initial evidence of reliability. Internal consistency was assessed using Cronbach's alpha, and items that required refinement due to ambiguity or weak contribution to reliability were revised before full administration. Responses were coded numerically, summarized using mean scores, and interpreted based on the study's descriptive rating scale, thereby allowing the instrument to support both descriptive profiling and inferential analyses of the relationship between livelihood skills training and job readiness.

### *2.4 Data Analysis*

Data analysis was conducted using a structured quantitative procedure aligned with the study's descriptive, correlational, and predictive objectives. After survey administration, completed questionnaires were checked for completeness and consistency, and responses were encoded into a statistical dataset for analysis. Data were screened to identify missing entries and potential outliers, and only usable responses that met the inclusion criteria were retained for final computation. All analyses were performed at the aggregate level to preserve participant confidentiality.

To address the study's descriptive objectives, frequency counts and percentages were computed for participant profile variables, including demographic characteristics and relevant background information. For the major study variables, namely livelihood skills training and job

readiness, weighted mean and standard deviation were calculated to describe the overall level and variability of respondents' perceptions. Mean scores were interpreted using the study's descriptive scale (e.g., low to very high), enabling a clear characterization of the extent to which learners perceived livelihood training provisions to be adequate and the extent to which they rated themselves as job-ready.

To examine relationships between livelihood skills training and job readiness, Pearson's product-moment correlation coefficient ( $r$ ) was used to determine the strength and direction of association between the variables and their corresponding dimensions. Correlation analysis provided evidence on whether higher perceived levels of livelihood training were statistically related to higher levels of job readiness. Statistical significance was evaluated using a conventional alpha level, and correlation values were interpreted based on standard effect size conventions.

To further determine whether the dimensions of livelihood skills training predicted job readiness, the study used multiple linear regression. In the regression model, the livelihood skills training dimensions (e.g., instructional support, opportunities for practice, and availability of tools/materials) were entered as predictors, and the overall job-readiness score served as the dependent variable. Regression outputs—including the unstandardized coefficients ( $B$ ), standardized coefficients ( $\beta$ ),  $t$ -values, and associated  $p$ -values—were examined to identify significant predictors and to estimate the relative contribution of each training dimension to job readiness outcomes. Model fit indices, such as  $R^2$ , were used to evaluate the extent to which the predictor set explained variance in job readiness. Assumption checks relevant to regression (e.g., linearity, normality of residuals, and multicollinearity) were considered to support the validity of interpretation.

Overall, the combined use of descriptive statistics, correlation analysis, and regression modeling ensured that the study could both summarize ALS learners' livelihood training and job-readiness levels and provide empirical evidence on the extent to which livelihood training experiences are associated with and predictive of job readiness.

### **3. Results**

Results indicated that ALS learners in SDO Urdaneta City reported a generally high level of livelihood skills training (overall WM = 3.86, SD = 0.69), suggesting that respondents perceived the livelihood component of ALS as relevant, structured, and adequately facilitated. Among the specific dimensions, relevance of training to local jobs/livelihood opportunities obtained the highest mean (WM = 4.12, SD = 0.62, High), followed by trainer support and guidance (WM = 4.05, SD = 0.59, High). These results imply that learners viewed the training as aligned with local economic opportunities and that facilitators provided consistent coaching and assistance. Other training quality indicators also fell within the High range, including adequacy of training content/modules (WM = 3.95, SD = 0.70), teaching strategies and hands-on activities (WM = 3.88, SD = 0.68), and assessment and feedback process (WM = 3.76, SD = 0.73). In contrast, the availability and usefulness of tools/materials received only a moderate rating (WM = 3.42, SD = 0.81), showing the lowest mean and the greatest variability across indicators. This suggests uneven access to equipment and materials across ALS learning centers, which may limit the depth of hands-on practice despite strong instructional delivery.

The findings further revealed that ALS learners demonstrated an overall high level of job readiness (overall WM = 3.74, SD = 0.70). The strongest readiness indicator was work values and habits (WM = 4.08, SD = 0.58, High), suggesting that learners perceived themselves as developing workplace behaviors such as responsibility, punctuality, discipline, and teamwork. Technical/occupational skill competence was also rated High (WM = 3.90, SD = 0.66), indicating that learners felt capable of performing livelihood-related tasks taught in ALS. Similarly, learners rated themselves high in communication and interpersonal skills (WM = 3.74, SD = 0.71)

and problem-solving and adaptability ( $WM = 3.62$ ,  $SD = 0.73$ ), reflecting readiness in essential employability skills. However, job-seeking/livelihood confidence registered only a moderate level ( $WM = 3.35$ ,  $SD = 0.80$ ) and showed the highest variability among the readiness dimensions. This indicates that while learners felt competent and value-ready, a meaningful portion were less confident in transitioning into actual employment or entrepreneurship.

Correlation analysis showed a statistically significant, high positive relationship between livelihood skills training and job readiness. The computed Pearson correlation coefficient was  $r = 0.68$  ( $p = 0.000$ ), indicating that learners who reported higher-quality livelihood skills training also tended to report higher job readiness. Given that the  $p$ -value was below the 0.05 significance threshold, the null hypothesis of no relationship was rejected. This result provides evidence that the quality of livelihood training is strongly associated with job-readiness outcomes among ALS learners in the study context.

Simple linear regression was conducted to determine whether livelihood skills training significantly predicted job readiness. Results indicated that livelihood skills training significantly predicted job readiness, with the model showing  $R = 0.68$  and  $R^2 = 0.46$ . This means that livelihood skills training accounted for approximately 46% of the variance in job-readiness scores. The regression model was statistically significant ( $F = 101.49$ ,  $p = 0.000$ ), confirming that livelihood skills training is a reliable predictor of job readiness. The coefficients further showed a significant positive predictive effect ( $B = 0.69$ ,  $\beta = 0.68$ ,  $t = 10.07$ ,  $p = 0.000$ ), indicating that a one-unit increase in livelihood skills training corresponded to an estimated 0.69-unit increase in job readiness. These findings support the conclusion that strengthening livelihood skills training—particularly the weaker resource-related dimension (tools/materials) and transition-oriented readiness supports—would likely improve job readiness among ALS learners.

#### 4. Discussion

This study examined the level of livelihood skills training and job readiness among Alternative Learning System (ALS) learners in SDO Urdaneta City. It determined whether livelihood skills training is associated with, and predictive of, job readiness. Overall, the findings provide strong evidence that ALS livelihood skills training is not only perceived as generally effective but is also meaningfully linked to learners' preparedness to participate in employment or livelihood activities. Specifically, learners reported high levels of livelihood skills training ( $WM = 3.86$ ) and job readiness ( $WM = 3.74$ ), and livelihood skills training demonstrated a strong positive correlation with job readiness ( $r = 0.68$ ,  $p < .001$ ). In addition, regression results indicated that livelihood skills training significantly predicted job readiness, explaining 46% of the variance in job readiness scores ( $R^2 = 0.46$ ;  $F = 101.49$ ;  $p < .001$ ).

These findings align with the broader rationale for second-chance education programs: that they become more valuable when they strengthen learners' employability and livelihood capacity, particularly among out-of-school youth and adults who face economic and labor-market vulnerability (World Bank, 2018). Within ALS, livelihood skills training is expected to improve employability outcomes, and the present results provide empirical evidence of this relationship in the local context.

The high overall rating for livelihood skills training suggests that ALS learners generally perceived the livelihood component as relevant and well facilitated, particularly in terms of training relevance to local livelihood opportunities and trainer support. This is consistent with skills development frameworks, which emphasize that training programs are most useful when learning content aligns with realistic livelihood pathways and when delivery includes sustained guidance and learner support (UNESCO, 2022). For ALS learners, relevance and trainer support are especially important because adult and working learners often require instruction that is immediately applicable and practical, and they may require facilitation that accommodates diverse learning needs and constraints (World Bank, 2018).

However, the results also revealed a notable implementation constraint: the availability and usefulness of tools/materials received the lowest rating and was only moderate. This finding is critical because skills-based learning relies heavily on hands-on practice supported by adequate equipment and learning materials. The reported resource limitation reflects a broader pattern observed in ALS implementation assessments, which highlight variability in program delivery capacity and support mechanisms across learning environments (Muñoz, 2024). In practice, learners may perceive the training quality as high because the instruction and content are strong. Yet, their opportunities to gain full competency may be constrained if tools and materials are insufficient for repeated practice and mastery.

The overall high job readiness rating indicates that ALS learners perceived themselves as generally prepared for work or livelihood engagement, particularly in work values and habits, technical competence, and interpersonal skills. These outcomes are highly relevant to employability, as readiness for work is not limited to technical competency alone but includes behavioral and adaptive skills—such as responsibility, time management, and communication—that support retention and performance in real work settings. This finding also aligns with UNESCO's position that skills development should be understood as empowerment-oriented and employability-oriented, especially for marginalized learners transitioning into labor markets (UNESCO, 2022).

Nevertheless, the finding that job-seeking/livelihood confidence was only moderate suggests a meaningful gap between being “trained” and being “transition-ready.” This gap aligns with broader evidence that skills systems often struggle to translate training into concrete labor market outcomes because learners may lack transition supports, such as career guidance, matching mechanisms, and access to information and networks (World Bank, International Labour Organization, & UNESCO, 2023). For ALS learners, who may have limited formal credentials and fewer labor-market connections, weaker job-seeking confidence can limit employability outcomes even when technical skill confidence is present. Therefore, ALS livelihood programming may require enhanced transition supports—such as job application coaching, interview preparation, entrepreneurship orientation, and referrals to local opportunities—to strengthen the pathway from training to actual employment or livelihood engagement.

The study's most consequential result is the strong relationship between livelihood skills training and job readiness. The correlation coefficient ( $r = 0.68$ ) indicates that learners who reported better livelihood training experiences also tended to report higher levels of job readiness. Regression findings further confirm that livelihood skills training is a statistically significant predictor of job readiness, accounting for nearly half of the variance in readiness outcomes ( $R^2 = 0.46$ ). This explanatory strength indicates that livelihood training is a central leverage point for ALS implementers aiming to improve employability-related outcomes.

From a systems perspective, these results support the argument that training effectiveness is not solely a matter of curriculum inclusion but depends on delivery quality and enabling conditions. Global analyses note that TVET systems and skills programs often face challenges, such as mismatched training content, insufficient practical training resources, and weak labor-market alignment, all of which affect the translation of training into employability outcomes (World Bank, International Labour Organization, & UNESCO, 2023). The present study's findings are consistent with these themes and suggest that strengthening ALS livelihood skills training—particularly by improving resource sufficiency (tools/materials) and enhancing transition-oriented supports—would likely increase job readiness among ALS learners.

The findings offer several implications for improving ALS programs. First, the high ratings for training relevance and trainer support indicate that existing delivery practices have strong foundations; these strengths should be maintained through continued facilitator development and consistent quality assurance across learning centers. Second, the moderate rating for tools and materials should be treated as a priority constraint, as inadequate equipment can reduce practical

mastery and hinder skills transfer to real work environments. Addressing this gap may require targeted resource mobilization, partnerships, and improved training resource management.

Third, the moderate level of job-seeking confidence suggests the need to expand livelihood programming beyond technical skills to include supports for transition and employability. This recommendation aligns with international guidance that skills programs must address labor-market matching, changing skill needs, and learner support mechanisms to reduce skill-to-employment mismatches (World Bank, International Labour Organization, & UNESCO, 2023). ALS may strengthen readiness outcomes by embedding structured job-search activities, entrepreneurship-readiness modules, linkages with local employers, and referrals to external skills-certification or placement-support systems.

Although the findings are robust, several limitations should be considered. The design is cross-sectional and non-experimental; therefore, causal conclusions cannot be drawn. Additionally, the study relied on self-reported measures, which may be influenced by social desirability bias and may not fully reflect objective job readiness outcomes. Future studies may incorporate objective indicators such as competency assessments, portfolio evaluation, employment placement rates, or livelihood income trajectories. Longitudinal designs would also be valuable for assessing whether training improvements lead to sustained readiness and actual labor-market participation over time.

In conclusion, ALS livelihood skills training was perceived as generally high and significantly associated with job readiness among ALS learners. The findings further demonstrate that livelihood skills training is a statistically significant predictor of job readiness, accounting for a substantial proportion of the variance in readiness. However, moderate ratings for tools/material availability and job-seeking confidence highlight actionable areas for program strengthening. Enhancing training resources and integrating employability transition supports may further improve ALS learners' readiness to pursue meaningful employment or sustainable livelihood opportunities.

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