

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2024, Vol. 5, No. 8, 3390 – 3410

<http://dx.doi.org/10.11594/ijmaber.05.08.33>

Research Article

Individual, Family, and Community Transformations through Opportunities Facilitated by Technical Vocational Education and Training (TVET)

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Article history:

Submission 31 July 2024

Revised 08 August 2024

Accepted 23 August 2024

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ABSTRACT

This study explores how individuals strive to improve their livelihoods by leveraging accessible opportunities. It aimed to evaluate the outcomes of Technical-Vocational Education and Training (TVET) programs on participants, along with the subsequent effects on their families and immediate community, emphasizing the programs' transformative influence. The research highlights the intersection of poverty alleviation, employment, education, and industry—core elements of the United Nations' Sustainable Development Goals. The investigation was conducted in a neighborhood in Cebu City, Philippines, conveniently located near a technical-vocational training center. A qualitative approach, specifically using case study methodology, was employed. Convenience sampling was used to gather information, leading to interviews with consenting participants. Additionally, observations from nearby residents who have witnessed the community's changes over time served as supplementary data. The study sought to understand respondents' personal experiences with training programs, the effects on their families and immediate community, their unique circumstances, and the key insights and significant implications. The findings reveal that skills training improves employability, helps meet basic needs, and enhances the quality of life at individual, family, and community levels. The study concludes that skills training has a transformative impact on these three areas. However, to fully optimize its positive effects, skills training should be supplemented with additional initiatives.

Keywords: *Technical-Vocational Education and Training (TVET), Employment, Human Capital Development, Family Improvement, Community Transformation, Philippines*

Introduction

Life's journey is filled with challenges, and opportunities serve as rays of hope, reminding individuals that better days lie ahead. This

study explores how individuals strive to improve their lives by utilizing available opportunities. When specific situations demand it, seizing opportunities becomes essential as we

How to cite:

Narsico, P. G., Narsico, L. O., & Rio, R. B. (2024). Individual, Family, and Community Transformations through Opportunities Facilitated by Technical Vocational Education and Training (TVET). *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(8), 3390 – 3410. doi: 10.11594/ijmaber.05.08.33

gather the strength to confront life's challenges. In this connection, difficulties and opportunities encountered by researchers during the recent pandemic found that by addressing their vulnerabilities throughout the research process, they were able to develop innovative and creative solutions for qualitative research (Meijering et al., 2024). Similarly, students facing difficult situations demonstrated that when they understand the importance of education and its significant impact on their future, they are naturally motivated to put in the effort needed to meet its demands (Narsico, 2024). Likewise, having a strong sense of purpose in life was linked to better well-being, even among those who faced stressful situations (Kero et al., 2023). Moreover, in some contexts, a positive direct correlation between patients' level of family resilience and their resilience, alongside an indirect association with their perceived social support (Chen et al., 2021). If people are given opportunities through the support of others, they are likely to take advantage of them. Moreover, the preceding situations indicate that although social support plays a role, individuals must primarily rely on their own resilience in the face of challenges, recognizing that difficulties exist but are not insurmountable. In line with an individual's effort to get out of poverty, individual choices can prevail even in the face of unequal opportunities in life (Bayas & Grau, 2023).

However, in some cases, when individuals are placed in extremely desperate situations, they may become vulnerable to exploitation. In a place in Africa, women abandoned by their mine-working husbands often find sex work to be their only available option. Some women even migrate from across the country to engage in commercial sex work, viewing mine workers with twice-monthly paychecks as desirable clientele (Johnston et al., 2024). This suggests a strong desire among individuals to seek opportunities for advancement, though it is unfortunate that in some circumstances the available options may bring them harm. Similarly, individuals from both high and low socio-economic backgrounds found that possessing a higher socio-economic status contributes to resilience in challenging circumstances (Thompson et al., 2023). This suggests that if individuals are

lifted out of poverty, they would have a better chance of escaping potential exploitation. Furthermore, adverse events can worsen pre-existing financial and material challenges for those with low socio-economic status. Essentially, individuals facing economic hardships are likely to experience compounded difficulties when confronted with additional stressors. Moreover, patients experiencing mental distress related to poverty have found that poverty is a causal factor influencing their mental distress (Thomas et al., 2024). The preceding situations highlight the vulnerability of individuals in difficult circumstances, signaling a call for some form of help.

Access to education emerges as a crucial factor in breaking down multidimensional poverty (Meng et al., 2024). This situation suggests that education serves as a pathway out of poverty, providing individuals with opportunities for economic stability and security. Additionally, workforce education facilitates the adoption of technology and contributes to enhanced economic growth (Carillo, 2024). This implies that education not only benefits individuals but also has broader implications for society. One of the most accessible forms of education is skills training programs provided by Technical-Vocational Education and Training (TVET) centers. In this connection, the study was an attempt to assess the effects of skills training programs on individuals who completed them, along with the subsequent impacts on their families and immediate community. The research was conducted in a neighborhood in Cebu City, Philippines, that was conveniently situated near a technical-vocational training center. This location was selected because of its high concentration of technical-vocational graduates, making it an ideal setting to observe the tangible outcomes of these programs. This study brought attention to the profound journey of individuals, their families, and their immediate community as they underwent skills training, highlighting its transformative impact. The study highlights the impact of the intersection between poverty alleviation, employment, education, and industry, which are core factors of the United Nations' Sustainable Development Goals.

Specifically, the study sought to answer the following questions. What personal experiences did respondents emphasize resulting from their technical-vocational training? How did respondents describe the changes within their families resulting from their technical-vocational training experience? What community-oriented experiences did respondents identify resulting from their technical-vocational training? What were some unique circumstances evident among respondents? And finally, what were the key points and significant implications that emerged from the study's findings?

Methods

The study is qualitative research that specifically employs the case study methodology. It utilized convenience sampling to gather information, resulting in interviews with eighteen participants who consented to take part in the study. The interviews revolved around the impact of the training programs on participants' job prospects, financial stability, and subsequent changes in their personal lives, as well as within their families and immediate community. It is noteworthy that a small portion of the community did not partake in the technical-vocational programs. Data collection relied on one-on-one interviews with participants, complemented by informal conversations with locals. An interview guide with simple questions about changes in employability, personal perspectives, family relationships, and community outlook was used. Respondents were also given the opportunity to share ideas not covered in the guide. The interview guide was validated by key members of the broader local community, who confirmed its applicability to the study. The responses were categorized into three areas: individual, family, and community. Responses in each area were collated and organized by type. Frequently repeated responses were identified to uncover patterns, which were then used to develop broader themes relevant to the research questions. These themes were validated through input from nearby residents who have observed the community's changes over time. Themes were interpreted in the context of the research and contrasted with existing literature.

The research took place in a neighborhood within Cebu City, Philippines, conveniently situated near a technical-vocational training center. Its objective was to examine the impact of these training programs on individuals who completed them, as well as the subsequent effects on their families and immediate community. This location was chosen due to its significant number of technical-vocational graduates, providing an ideal setting to observe the concrete outcomes of such programs. The study did not include the operations and pertinent details about the training center. It instead focused on how certain individuals in the said neighborhood made use of the opportunities made available to them through the training programs and how it affected their employability and the subsequent effects on their families and immediate community. In this close-knit community consisting of 35 households, 25 households had members who participated in training programs offered by the local center. Among these households, 18 individuals agreed to participate in interviews, effectively representing the family's involvement with the training initiatives of the nearby training center. The study focused on conducting interviews with graduates to delve into the intricacies of their personal development attributed to the programs they underwent at the training center.

The respondents received their vocational training at Don Bosco Technical Vocational Education and Training Center Pasil – Incorporated, operated by the Salesians of Don Bosco, a Catholic religious congregation. This institution offers Technical Vocational Education and Training (TVET) programs accredited by the Technical Education and Skills Development Authority (TESDA) and the Commission on Higher Education (CHED). Located on L. Flores Street, Pasil, Cebu City, Philippines, the center provides courses in motorcycle/small engine servicing and dressmaking. The programs offered are accessible to both men and women. To enroll, trainees must be at least eighteen years old and have completed high school (Tec-Voc, 2021).

Results and Discussions

Transformations from a Personal Perspective

These changes in the individual lives of graduates were attributed by them to the training they received and the subsequent employment. Most of the participants concur that they obtained improved job prospects after completing technical and vocational education training programs. They attribute their current employment directly to the training they received. Following this, they managed to fulfill their fundamental requirements for sustenance, housing, and basic healthcare. Similarly, they asserted that the training and subsequent employment have greatly enhanced their sense of personal responsibility. This is evident in their workplace performance, their interactions with family members, and their overall sense of purpose. Moreover, they stated that they now experience greater respect from their peers compared to when they lacked both training and employment.

Enhanced employment opportunities following training completion are linked to an increased ability to be productive. A study on farmers' training centers and their impact on crop productivity revealed that upon completion of training, farmers increased their wheat and maize yield (Wonde et al., 2022). The study implies, that when necessary techniques and resources are made available to individuals, the potential to produce better results increases. Research conducted on service training interventions and evolving personal development over time indicated that trainees continue to learn even after transitioning into their roles (Lan et al., 2021). As trainees gain more experience in their work, their self-efficacy and job satisfaction improve, leading to heightened productivity. This suggests the dynamic nature of knowledge, where the acquisition of initial knowledge serves as a catalyst for further learning and expansion of knowledge.

Enhanced skills generally correlate with higher employability. Research on vocational training and its impact on labor market outcomes indicates that graduates of Technical and Vocational Education and Training (TVET) programs are more likely to secure employment compared to individuals who have only

completed secondary school education or lower (Vandenberg & Laranjo, 2021). Consistent with the notion of expanded opportunities, research on the impact of work experience gained during Vocational Education and Training (VET) indicates that such experience is associated with substantially higher wages (Oswald-Egg & Renold, 2021). Moreover, the study asserts that upper-secondary VET serves as an equivalent pathway to academic education rather than being considered a secondary option. Likewise, an investigation into the wage effects of vocational education and training uncovered that individuals with vocational education attain higher wages compared to those with general education, with the wage premiums linked to vocational education tending to rise as individuals grow older (Wongmonta, 2023). This underscores the value and financial benefits associated with vocational education, particularly as individuals progress through their careers.

Training programs offer benefits beyond just employment, often yielding immediate results for participants. Research examining the impact of a training program on family stress and life satisfaction revealed that the intervention contributed to increased life satisfaction and decreased family stress among mothers of children with disabilities (Çalışkan et al., 2024). This underscores the broader positive effects that training initiatives can have on individuals. Additionally, research on the efficacy of communication skills training demonstrated that such training enhances professional performance and elevates the quality of work life among pre-hospital emergency staff (Karimi et al., 2024). This highlights the significant impact that targeted training programs can have on improving workplace dynamics and job satisfaction for specific professions. Moreover, a research study examining the impact of work training, workplace interactions, workload, and job effectiveness among call center employees revealed that work training, among other variables, was observed to have a positive effect on the job performance of call center agents (Niere (Mecon) et al., 2024).

Employment opportunities through technical vocational training further include individuals facing diverse circumstances, including

those who have experienced incarceration in the past. A study addressing training and employment pathways for ex-offenders within corporate settings transcends conventional biases. It ensures that each person is assessed based on their abilities, granting them the chance to interview for positions that match their qualifications (Robinson & Smith-Jackson, 2023). Additionally, the study underscores the collaborative efforts of multiple companies in supporting the "second chance" initiative through coordinated pledges. In this sector, another demographic that's often considered is individuals with disabilities. Research examining the effects of vocational training for this group found significant improvements in their employment rates and earnings (Takasaki, 2024). However, the study also highlighted a concerning trend: despite their increased employability, individuals with disabilities faced discrimination and a rise in disability stigma within the workforce. Another demographic encompassed in this realm is refugees. Research focusing on the relationship between higher vocational education and refugee employment indicated that participants enhanced their work-related skills through involvement in training programs (Van Dijk et al., 2022). Furthermore, the study suggests that close employer engagement in higher vocational education could serve as a crucial factor in unlocking valuable employment opportunities for refugees. Another demographic within this sector comprises senior citizens. Research exploring methods to mitigate the risk of declining abilities in older workers through training found that the training systems studied posed challenges for senior employees to learn effectively (Cau-Bareille et al., 2022). Additionally, the study indicates that the individual strategies employed by older learners to meet performance goals, sustain employment, and safeguard their health are not adequately supported by the organizational structure of their workplaces. While the study acknowledges that older individuals are capable of learning, it also highlights potential obstacles they may encounter in doing so.

About tailor-fitting training for specific circumstances, designing effective training programs entails numerous considerations, with

training duration being one crucial aspect. Research on the impacts of training frequency and the intended duration of training sessions on labor market transitions illustrated that longer planned training durations generally lead to greater medium- to long-term employment benefits (Fitzenberger et al., 2023). This scenario suggests that the more comprehensive the training program is, the greater its impact will likely be in real-world job settings. Another consideration is gender inequality. In certain contexts, the execution of technical-vocational training may lack gender sensitivity. Hence, it is imperative that training programs are crafted to be gender-sensitive, acknowledging the distinct requirements, obstacles, and viewpoints of individuals across all genders. By integrating gender sensitivity, these initiatives foster inclusivity, tackle gender-related hurdles, and foster gender equality in work environments. In line with this, a study on technical vocational education and training emphasizes its potential to not only address immediate skills gaps but also serve as a catalyst for broader gender transformation, challenging entrenched gender disparities, and discrimination, especially in vulnerable settings (Wignall et al., 2023). Aligned with the principle of inclusivity, a study on occupationally stratified training strategies underscores the importance of inclusive skills development. These findings emphasize the necessity to avoid segregating career progression paths between professional and intermediate workers (Mori, 2023). Moreover, another consideration is budget allocation. In this connection, a study on investment in skills development programs highlighted the significance of investment in the said programs to meet human capital development requirements (Alam et al., 2024). Another aspect to consider is the relevance of Technical and Vocational Education and Training (TVET) programs. In line with this objective, a study addressing the issues and challenges of TVET programs put forward recommendations to aid the government in devising action plans for reskilling and upskilling TVET talent, preparing them for the demands of the Industry 4.0 era (Abd Hamid et al., 2023). This initiative underscores the fluid and evolving nature of training programs.

One compelling rationale for advocating technical vocational training is the potential adverse outcomes that could arise in its absence. A study examining risk factors for youth classified as Not in Education, Employment, and Training (NEET) identified education level as one of the most significant indicators (Rahmani & Groot, 2023). This suggests that access to some form of training and education could significantly alter the circumstances of young people in this category. In a related vein, research on trajectories of Not in Education, Employment, or Training (NEET) status during emerging adulthood found a correlation between being NEET during this period and later developing Drug Use Disorder (DUD) for both males and females (Manhica et al., 2022). Moreover, exclusion from the labor force carries additional consequences. A study investigating issues during adolescence revealed that mental health problems during this phase are linked to exclusion from both the labor market and education in early adulthood (Plenty et al., 2021). Additionally, research on the vocational training and employment outcomes of domestic violence survivors discovered a reduction in the likelihood of engaging in informal employment among participants, along with a change in attitudes linked to confidence (Lyn, 2022). Regarding informal employment, a study investigating the relationship between informal employment and depressive symptoms described it as frequently marked by unstable working conditions, meager wages, and inadequate employment benefits (Huynh et al., 2022). Furthermore, the same study found that informal employment within its scope was linked to a heightened prevalence of major depressive symptoms. The students who participated in the training programs examined in the study belonged to a demographic categorized as NEET youths, typically individuals unable to pursue college education. Consequently, they were exposed to the associated risks of their situation. However, accessing the training and subsequently securing employment was a highly fortunate turn of events. Transitioning from individuals potentially posing problems to society, they transformed into individuals with the capacity to make meaningful contributions.

The preceding group of research affirmed the study's findings on the effects of TVET programs on graduates, particularly in the areas of employability, financial stability, life satisfaction, and their subsequent impacts. Furthermore, related studies illustrated the broader impact of training on individuals, highlighting that training and development continue in the workplace. They also demonstrated that training provides opportunities for ex-offenders, persons with disabilities, refugees, and older adults. Additionally, the studies emphasized that training programs need to address specific needs, gender sensitivity, budget concerns, and relevance. They also highlighted the potential of training to prevent individuals categorized as Not in Education, Employment, or Training (NEET) from risks such as drug use disorders, mental illness, and informal employment.

Changes in the Graduates' Family

These changes in the families of graduates were attributed by them to the training they received and the subsequent employment. After completing training programs and securing employment, the respondents noted improved relationships with family members. While acknowledging that not all basic needs were consistently fulfilled, they were able to ensure their children's education, a priority for most families in the study's context. Through training and employment, the respondents are hopeful for a better future for their families.

Obtaining employment suggests that families have lifted themselves out of extreme poverty. Poverty often brings a multitude of challenges to families. A study examining the experiences of families at risk due to poverty found that children from impoverished households are impacted by various combinations of risks (Li et al., 2023). Likewise, research examining the influence of poverty exposure on children's cognitive abilities demonstrated a significant and adverse impact of poverty status on the cognitive development of children from impoverished families (Li et al., 2021). Additionally, the study found that poverty was notably associated with reduced family expenditures on education, diminished parental expectations regarding their children's educational attainment, and the adoption of more permissive

parenting styles. Moreover, a study investigating the influence of poverty stigma on computer and information literacy found that poverty, family socioeconomic status, and school computer usage positively contribute to levels of computer and information literacy (Shi et al., 2024). The research also underscored the significance of enhancing computer accessibility within schools to improve educational outcomes. Interestingly, a study focusing on county-based poverty reduction policies coincided with this, unveiling that the implemented program substantially boosts internet access within low-income families. It also extends children's learning opportunities and enhances their mental health conditions, thereby fostering the accumulation of human capital (Qi et al., 2024).

According to the respondents' descriptions, technical vocational training serves as a pathway away from poverty and its detrimental effects. Aligned with this perspective, a study investigating the effects of poverty-reduction interventions on child mental health found that such programs enhance children's mental well-being by fostering healthier family dynamics (Karimli et al., 2023). The study also highlighted that reduced poverty correlates with improved family relationships. Consistent with fostering healthier family dynamics, a study examining the impact of family relationships on adolescent students' interest in learning found that positive family relationships positively influence adolescent students' enthusiasm for learning. Conversely, in environments characterized by poor family dynamics, there is a negative impact on children's interest in learning (Ke, 2023). In a similar vein, a study investigating the role of family relationships in youth mentoring found that greater levels of family support were strongly associated with increased academic aspirations among youth (Downey et al., 2022). Moreover, research exploring the connection between family cohesion and depression discovered that higher levels of family cohesion serve as a protective factor against depression (Nabayinda et al., 2023). Research examining the connections between family routines, family dynamics, and children's behavior unveiled that adhering to family routines could shield children's mental well-

being from the stresses of everyday life and cultivate interpersonal and social skills (Hosokawa et al., 2023). An investigation into mental toughness in adolescents highlighted the significance of family dynamics, personality traits, and mental toughness in the development of effective mental health interventions tailored for adolescents (Ni et al., 2024). Indeed, these studies underscore the importance of healthy family relationships, indicating that they not only foster positive attitudes toward learning but also contribute to better mental health outcomes. Moreover, an examination of the qualities of relationships among older adults and their impact on life satisfaction uncovered that spousal support significantly contributes to the overall life satisfaction of older adults (Mpofu et al., 2024).

Although the participants acknowledge that the income they earn from employment, stemming from their completion of technical vocational training programs, may not always fully meet their families' needs, they do manage to ensure their children's ongoing education. This is an initiative that leads to better opportunities for their families. Research into the socio-economic factors contributing to poverty unveiled that restricted opportunities for full participation in education among impoverished individuals constitute one of the root causes of poverty within the study's context (Ulman & Dobay, 2023). Building upon this notion, a study examining the influence of education on relative poverty found that education has the potential to disrupt the intergenerational cycle of relative poverty (Zuo et al., 2023). Furthermore, a study on the effect of education on poverty asserted that education has an economically large poverty-reducing effect (Hofmarcher, 2021). Self-improvement through education is a step in the right direction. A study on the determinants of working poverty asserted that improving workers' skills is a way of reducing the incidence of working poverty (Faharuddin & Endrawati, 2022). A similar idea was endorsed by Chhibber et al. (2023), asserting that improving one's own skill sets is a way to poverty alleviation. Moreover, research investigating income, education, and other poverty-related factors uncovered that higher levels of education significantly

elevate household income across all regions examined within the study's scope (Gómez-Méndez & Amornbunchornvej, 2024). Nevertheless, the journey toward education can present obstacles. Research on poverty-related barriers to education illuminated that addressing the hindrances to learning stemming from children experiencing poverty can enhance their educational achievements (Beeson et al., 2024). The study emphasizes that despite challenges, solutions exist to overcome them. Regarding potential solutions to educational barriers, a study investigating human capital as a means to prevent the transmission of intergenerational poverty asserted that policies aimed at enhancing rural education conditions and mechanisms could be instrumental (Chen et al., 2024). In terms of policy implications, a study examining minimum poverty and inequality thresholds emphasized the crucial role of technological deepening in promoting inclusive education through policies aimed at mitigating poverty and reducing income inequality (Asongu et al., 2021). Additionally, successful initiatives aimed at assisting those in need to access education exist. One study focusing on conditional cash transfers and higher education attainment demonstrated the positive impact of such initiatives on higher education achievement (Patel-Campillo & García, 2022). Similarly, another study investigating poverty alleviation practices through open and distance education revealed direct benefits experienced by a significant portion of local residents. The study underscored the crucial role played by village leaders in aiding the upliftment of local residents from poverty (Ju et al., 2021).

The prospect of brighter futures for families when respondents secure employment is a hope with a high likelihood of realization. A study examining job stability and household financial vulnerability found that secure employment can significantly enhance families' resilience to the impacts of external shocks (Wu & Wan, 2023). This underscores the importance for government policymakers to prioritize initiatives aimed at facilitating secure employment opportunities. Indeed, employment offers more than just income; it also encompasses a psychological dimension. Research on employment and family income indicated that

individuals at higher socioeconomic levels possess greater psychosocial resources to cope with stressors (Paoletti et al., 2023). This suggests that individuals experiencing true poverty endure more than just financial scarcity; they also grapple with additional psychosocial burdens. In addition to the psychological aspect linked to financial stability, families must also be prepared for unforeseen circumstances. Disasters are inherently unpredictable, underscoring the importance of being prepared at all times. In line with this context, research on family financial planning for disaster preparedness highlighted the significance of family literacy in financial planning for such situations (Setiadi & Frederika, 2022). However, the study also noted that only a minority of families implemented financial planning measures.

The preceding group of studies supports the findings that training and subsequent employment lead to improved family relationships. Likewise, these studies indicate that training and employment act as harbingers of better days through. Additionally, the research highlights the respondents' prioritization of children's education as a crucial step toward enhancing their quality of life. Furthermore, these studies explored the impact of poverty on families, particularly how it hinders the prioritization of children's education and leads to permissive parenting. In the same vein, the negative effects of poverty include impaired cognitive development, poor computer and information literacy, diminished learning interest, and reduced educational opportunities among children. This highlights the negative impact on families that can be mitigated by training and employment. On the contrary, preventing poverty leads to improved mental health, increased interest in education, enhanced protection against depression, better interpersonal and social skills, greater mental toughness, and higher life satisfaction among family members.

Technical Vocational Training and its Effect on the Immediate Community

These changes in the graduates' attitude towards their immediate community were attributed by them to the training they received and the subsequent employment. According to

the feedback from participants, the training they received has fostered positive relationships among members of their immediate community. Additionally, they attribute the peace and prosperity of their immediate community to their training.

Positive changes in behavioral attributes through training can arise from both the formal and hidden curricula. According to a study by Levy et al. (2024), the formal curriculum has the potential to close gaps in training and improve critical reasoning skills. Furthermore, this has to be engaging, practical, and measurable (Esce et al., 2024). Additionally, this could also lead to improvements in terms of behavior like confidence and preparedness (Marino et al., 2024). The hidden curriculum, in contrast, is influenced by the training environment. A study by Mohebi Amin et al. (2024) found that virtual instruction shaped students' attitudes toward education, their own learning, and teachers' practices. It is crucial to harness its positive impacts and reduce its negative effects (Park et al., 2023). Additionally, the hidden curriculum can play a significant role in developing ethical, sustainable, and responsible competencies (Olanya et al., 2023).

Formal training leads to changes in intended behavioral outcomes, studies related to parent training geared toward better child welfare revealed better parenting and child behavior outcomes (Kohl et al., 2023; see also Holland et al., 2024; Kostulski et al., 2021; Matalon & Turliuc, 2023; Quchani et al., 2021). Additionally, studies related to pharmacists' training revealed that there was an improvement in recognizing patients' needs and an increase in overall communication self-efficacy scores (Ng et al., 2023; see also Seston et al., 2023). Furthermore, studies on leadership training have shown a significant increase in leadership abilities following the training intervention (Nduneseokwu & Harder, 2023; see also Ming et al., 2024). In another context, a study focused on improving on-site safety performance showed that the proposed method provides an effective and scientific tool to enhance safety performance (Tong et al., 2023). Moreover, a study on enhancing children's socioemotional competence, behavioral adjustment, and pre-academic skills found that participants in the

program showed improvements in all these areas (Lam et al., 2024). Additionally, a study on care-oriented patient-nurse interactions revealed that the training positively influenced nurses' attitudes and behaviors related to care-focused interactions (Düdener & Hallaç, 2023). These studies support the assertion that training can positively influence the intended behaviors of participants.

The training environment and surrounding circumstances contribute to the individual's transformative process. A study on creating a child-friendly social environment revealed that fostering a positive family atmosphere, school environment, and community environment was associated with improved prosocial behavior in children (Chu et al., 2024). Similarly, a study found that perceived social support from teachers, friends, and classmates positively correlated with subsequent prosocial behavior (Yao & Li, 2023). Additionally, a study on the role of neural reward sensitivity found that parents' family values were associated with increased prosocial behaviors among youth (Yang et al., 2024). Furthermore, a study by Zhang et al. (2023) revealed that childhood parental companionship is positively correlated with self-esteem and prosocial behavior. In a similar context, a person's disposition influences their attitude. A study by Xu et al. (2024) revealed that environmental knowledge, concern, and attitudes play important roles in how social networks impact pro-environmental behaviors. Following the argument of personal disposition, a study by Asulin et al. (2023) revealed that non-monetary incentives elicit higher performance compared to both monetary incentives and no external incentives. In the context of organizations, their environments also affect personal behavior. Related to this, a study by Amrutha and Geetha (2021) asserted that a green-supporting climate in organizations partially mediates the strong positive influence of green training on voluntary workplace green behavior. While the environment influences prosocial behavior, prosocial behavior subsequently leads to positive consequences. A study by Moore et al. (2023) on prosocial behavior and student resilience revealed a positive relationship between prosocial behavior and the mastery and relatedness

dimensions of resilience. Additionally, a study on the beauty of prosocial behavior showed a dynamic and bi-directional relationship between attractiveness and prosocial behavior (Hansson et al., 2024).

The respondents' claim that the relative peace and prosperity of their immediate community resulted from the training they received and their subsequent employment is consistent with findings from a study on unemployment and criminality, which revealed that stable economic activity is critical for stabilizing the incidence of non-violent crime (Jawadi et al., 2021). Following a similar line of thinking, a study reveals that targeted poverty alleviation initiatives enhance societal security, characterized by fewer criminal offenses (Yi et al., 2024). On the contrary, when people are left to fend for themselves, the likelihood of criminality increases. In this connection, a study on rural-urban migrants and prison inmates revealed that being left behind in childhood by rural-urban migrant parents increases the propensity of males to commit crimes in adulthood (Cameron et al., 2022). In the same vein, a study on youth crime and attribution of responsibility revealed that the socioeconomic status of the perpetrators is a significant factor contributing to criminality (García-Ponce et al., 2023). Furthermore, adverse experiences exacerbate criminality. A study by Ullah et al. (2021) revealed that harsh family practices and low family support directly trigger youth participation in street crimes. In the same connection, a study by Zhang et al. (2024) revealed that both educational inequality and educational segregation have significant positive effects on the incidence of theft and violence.

The preceding studies support the finding that respondents attribute their positive attitudes towards their immediate community to the training they received and their subsequent employment. Research indicates that both formal and hidden curricula lead to positive trainee behavior. Similarly, formal training and a positive training environment influence trainee behavior favorably. Regarding the attribution of peace and prosperity to training and employment, studies also support this conclusion. They point out that poverty alleviation and stable economic activity lead to reduced

criminality. Supportive families emerging from poverty alleviation through employment subsequently reduce youth involvement in crimes.

Unique Circumstances Evident Among Respondents

It was found that four out of eighteen respondents admitted that the training they received did not lead to employment. This means that these graduates remained as poor as before having in the training program. Reasons for not availing employment despite training come in many forms. One factor is effort on the part of the graduate. A study on the factors that support employment outcomes found that addressing motivational deficiencies could enhance work outcomes (Le et al., 2023). While this research concentrated on a particular group, this effect could be seen in typical situations as well. Similarly, lacking informal social support may hinder a graduate's employment prospects. Conversely, having informal social support was shown to enhance the process of transforming developmental opportunities (Huang et al., 2023). In some cases, self-blame for one's poverty worsens the situation. In this context, a study found that individualistic ideologies of poverty subtly reinforce deficit-based narratives about families (Hancock, 2023). Moreover, trainees must pass competency tests to ensure they have truly acquired the necessary skills and likewise pass licensure examinations or trade tests administered by the government (Narsico & Narsico, 2023). In a similar vein, a program must align with industry needs. Without this alignment, securing employment can be challenging. A study on the effects of the Fourth Industrial Revolution on employment highlighted this relationship (Matjokana & David, 2024). From another perspective, some contexts have shown a relapse into poverty, prompting a study to emphasize the need for structural policies to prevent this scenario (Janz et al., 2023). About this, becoming poor is more prevalent in some contexts, particularly for those living in the suburbs (Allen et al., 2024). This situation is common among graduates of the training programs studied.

Another relevant area based on participant responses is that none of them managed to comfortably rise above the poverty line.

Although fourteen out of eighteen emphasized the importance of training programs in securing employment, none were able to leverage this achievement for further financial progress. This situation indicates potential areas for improvement. Addressing this need, a study emphasized that the government and other stakeholders should redesign working guidelines to enable workers to engage in multiple income-generating activities in addition to their primary jobs (Koiry et al., 2024). Similarly, a study on attitudes toward poverty and impoverished individuals highlighted the significance of structural factors as causes of poverty (Le Minh, 2022). Furthermore, for a graduate to advance beyond employment, additional initiatives need to be implemented. One of these additional areas is further training. A study on digital literacy found that digital learning literacy is effective in reducing the risk of falling back into poverty (Zhou et al., 2024). Moreover, a study on household income diversification asserts that when households possess the necessary technologies, skills, and financial support it becomes easier for income diversification to follow (Mishra et al., 2024). Furthermore, funds are available for those who wish to start small-scale entrepreneurial ventures. Enhanced microfinancing services through digitization are aimed at alleviating poverty (Andres et al., 2024).

Key Points and Implications

The first item in the discussion considers the critical components that determine the dynamics of a training center's operations in general. Technical vocational education and training play a pivotal role in equipping students with the essential skills required by industries and communities. Consequently, training centers serve as gateways to employment opportunities. As industries benefit from the availability of a skilled workforce, employed graduates also reap the financial rewards associated with employment. Viewed from a broader perspective, training centers contribute significantly to economic growth by fostering a skilled labor force that drives productivity and innovation. Technical vocational education and training find themselves within the dynamics of industries and businesses responding to the

needs of society that needs a skilled and committed workforce in the process. Thus, training centers prepare individuals, providing them with opportunities that place them in a position to unravel their potential and contribute to the needs of their families, communities, and the economy.

The impact that training centers have on individuals is expansive and covers multiple dimensions. Effective training enhances an individual's productivity and paves the way for financial benefits. Additionally, training improves life satisfaction, work-life quality, job satisfaction, and job performance. From another perspective, specific groups such as previously incarcerated individuals, persons with disabilities, refugees, and senior citizens can enhance their employability and its subsequent benefits through training while considering their unique employment-related challenges. Moreover, factors that influence the relevance and effectiveness of training include duration, gender sensitivity, non-discriminatory career paths, budget allocation, and continuous revision. Interestingly, training has the potential to mitigate risks associated with unemployment and prevent issues such as drug use disorder, mental health challenges, and informal employment, which may lead to depressive symptoms. The preceding statements highlight the powerful transformative impact that training can have on individuals.

The effects that training centers and subsequent employment have on families of graduates are likewise broad and multifaceted. The respondents reported that training programs, subsequent employment, and financial benefits positively impacted family relationships. Despite the financial gains not being sufficient to lift them completely out of poverty, they prioritized their children's education. Employment had a positive effect, reducing risks associated with extreme poverty, such as impaired cognitive development and low computer and information literacy in children. In contrast, the absence of poverty contributes to better mental well-being, increased enthusiasm for learning, enhanced interpersonal skills, greater life satisfaction, and protective factors against depression. Furthermore, leveraging employment to send children to school is a positive step.

Education and learning useful skills are key ways to escape poverty. While education may present obstacles, there are remedies available. Additionally, external factors such as government policies and mechanisms, cash assistance to promote education, and government-initiated training programs can provide significant support. Moreover, secure employment improves a family's prospects as it improves family resilience, psychosocial resources to cope with stress, and resources for disaster preparedness. The preceding statements reveal the life-altering impact of training centers, subsequent employment, and financial benefits, transforming families from a life of extreme poverty with its numerous challenges to one filled with opportunities.

The effects that training centers and subsequent employment have on the immediate community of graduates are also comprehensive and diverse. According to respondents, training programs and subsequent employment have fostered positive relationships within their immediate communities. Both formal and hidden curricula can significantly influence behavioral changes in students. Various training programs, such as those focusing on parenting, recognizing patients' needs, communication self-efficacy, leadership, safety performance, and socio-emotional competence, are among those that have effectively achieved their intended outcomes. Additionally, the training environment plays a crucial role in determining these outcomes. Elements such as a positive family atmosphere, supportive school and community environments, social support from teachers, friends, and classmates, pervasive family values, childhood parental companionship, and an individual's knowledge, attitudes, and personal disposition all contribute to positive social behavior. Incentives, particularly non-monetary ones, and a supportive organizational climate are also influential. Additionally, studies indicate that positive social behavior enhances resilience and attractiveness. Furthermore, respondents reported that training and subsequent employment brought peace and prosperity to their immediate community. Several factors may explain this phenomenon: increased employment reduces criminality, poverty alleviation initiatives enhance societal

security, improved socioeconomic status fosters prosocial behavior, and reduced harsh family practices lead to lower crime participation. The preceding points indicate that prosocial behavior can be nurtured in a school setting through formal training and related circumstances, resulting in positive outcomes for individuals and the immediate community. Furthermore, training centers and subsequent employment have a profound impact on fostering peace within the community.

Four out of eighteen respondents were unable to gain employment despite the training they received. Possible reasons for this outcome include a lack of effort, insufficient informal support, individualistic ideologies of poverty, failure to acquire necessary competencies for employment, and misalignment of learned skills with industry requirements. Additionally, there is a risk of individuals relapsing into poverty, which is more prevalent for families living in suburban areas in certain contexts. Of the fourteen respondents who stressed the significance of training programs in securing employment, none managed to utilize this accomplishment to further their financial progress. Addressing this concern requires action, such as redesigning working guidelines to allow workers to pursue multiple income-generating activities alongside their primary jobs. Other issues contributing to this challenge include adverse structural factors, the absence of supplementary initiatives, gaps in technology and skills, and insufficient financial support. Additionally, funds could be sourced from microfinancing. The preceding points underscore that training alone does not guarantee employment; other factors must also be considered. Furthermore, to surpass the financial benefits provided by technical-vocational training, additional initiatives are necessary and consequently overcome accompanying challenges. Finally, given the extensive impact of training centers on individuals, families, communities, and society as a whole, initiatives by both non-governmental and governmental organizations in this area are highly relevant and essential.

Conclusions

Based on the findings through observations, interviews, and informal conversations

with informants the following conclusions were deduced. Technical-vocational training has the potential powerful transformative effect on individuals. Technical-vocational training has the potential to position families for better opportunities. Technical-vocational training has the potential to promote positive social behavior, thereby fostering a positive atmosphere within the immediate community. Technical-vocational training alone does not guarantee employment; other factors must also be considered. And finally, to maximize the potential of exceeding the financial benefits acquired through technical-vocational training, supplementary initiatives from graduates are required.

Recommendations

After reviewing the conclusions, the following recommendations were proposed. It was recommended that individuals who have undergone technical-vocational training supplement their efforts with additional initiatives to enhance their employability and surpass the financial benefits gained from acquiring skills through training. It was recommended that technical vocational training administrators and policymakers ensure alignment between curriculum and industry needs to enhance employability. It was recommended for both government and non-government organizations involved in community development to harness the potential transformative impact of technical vocational training. And finally, it was recommended for potential researchers to conduct an autoethnography of a technical vocational training graduate who has transcended poverty by leveraging the benefits gained from training. This could illuminate the significant potential that technical-vocational training can offer.

Acknowledgment

Special thanks to the respondents residing in a small community situated in close proximity to a technical vocational training center. Likewise, special thanks to the training center referred to in the study, Don Bosco Training Center in Pasil, Cebu City, Cebu, Philippines.

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