EMPLOYMENT READINESS OF GRADE 12 STEM STUDENTS AT ST. CATHERINE COLLEGE OF VALENZUELA, INC.

A Research Project

Presented to the Faculty of

St. Catherine College of Valenzuela

In Partial Fulfillment of the Requirements for

Inquiries, Investigations, and Immersion (III)

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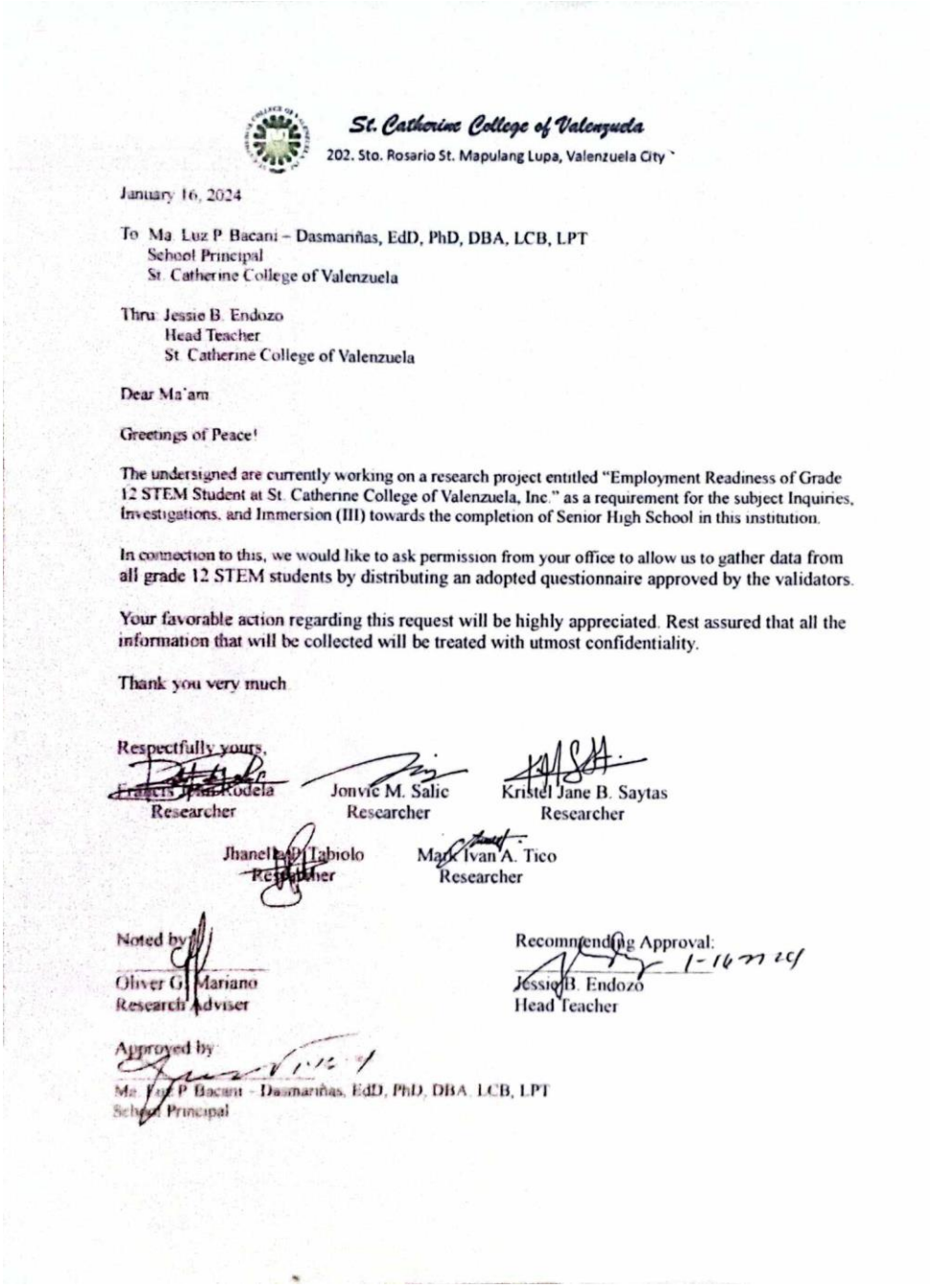
August 2023

APPROVAL SHEET



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January 16, 2024

To: Ma. Luz P. Bacani – Dasmariñas, EdD, PhD, DBA, LCB, LPT
School Principal
St. Catherine College of Valenzuela

Thru: Jessie B. Endozo
Head Teacher
St. Catherine College of Valenzuela

Dear Ma'am

Greetings of Peace!

The undersigned are currently working on a research project entitled "Employment Readiness of Grade 12 STEM Student at St. Catherine College of Valenzuela, Inc." as a requirement for the subject Inquiries, Investigations, and Immersion (III) towards the completion of Senior High School in this institution.

In connection to this, we would like to ask permission from your office to allow us to gather data from all grade 12 STEM students by distributing an adopted questionnaire approved by the validators.

Your favorable action regarding this request will be highly appreciated. Rest assured that all the information that will be collected will be treated with utmost confidentiality.

Thank you very much.

Respectfully yours,

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School Principal

DEDICATION

As we stand on the precipice of success, having completed my research paper, we are filled with immense gratitude and a deep sense of appreciation for the unwavering support and guidance you have provided throughout my journey. It is with a humble heart that we dedicate this accomplishment to each one of you.

Firstly, to our family and friends, we express our heartfelt gratitude for your unwavering love, encouragement, and understanding. Your constant support has been the bedrock upon which we have built our success. Your belief in our abilities has given us the confidence to tackle every challenge with determination and resilience.

To our esteemed teachers, we are eternally grateful for your wisdom, guidance, and mentorship. Your unwavering commitment to our growth and development has been instrumental in shaping the person we are today. Your insightful guidance has helped us navigate the complexities of our research paper, and we are forever indebted to you.

Lastly, to the Almighty God, we offer our deepest gratitude for your divine blessings and guidance. Your grace has been the driving force behind our success, and we humbly acknowledge your role in this accomplishment.

ACKNOWLEDGEMENT

Above all else, we are grateful to our sovereign God for all of the presents we have experienced in order to successfully complete our research and pass all the trials that we have faced along this journey.

We would like to sincerely thank Mr. Oliver Mariano, our supervisor, for the learnings and takeaways, for allowing us the chance to conduct the study, and for his essential guidance during the process of execution of this study. We have been greatly inspired by his passion for the subject, his vision, and his authenticity. Being able to work and study under his direction was a huge honor. We are incredibly appreciative of what he has provided for us in all aspects that have guided each and every one of us. We also thank Ma'am Prof. Dr. Ma, our principal. Luz B. Dasmariñas and other educators for their unwavering support and direction at all times, as well as their priceless assistance, perspectives, and recommendations in our dedication to knowledge.

Additionally, we would also like to express our gratitude to the people who warmly helped us in the actual process of this study, to the mentors, teachers, and panelists. and other individuals who gave their own suggestions and insights that helped us in the enhancement of our paper.

Lastly, we are incredibly appreciative of our parents' love, support, sacrifices, and prayers, as they helped us get an education and get ready for the future. We would like to thank them for helping us finish our research and for their encouragement.

ABSTRACT

The fundamental objective of the present investigation is to determine a certain state of employment readiness among St. Catherine College of Valenzuela, Inc.'s (SCCV) grade 12 STEM students. This study applied quantitative descriptive research design, which appropriately guided the execution of this research. The researchers adopted a survey questionnaire that was utilized as an instrument to achieve the main purpose of this study. The analysis of this study will have an extensive effect on both the senior high school organization and the area that this study is mainly focused on. This study's exploration addresses a research gap by considering factors such as a particular student's demographic profile that takes into account students' sex and their analysis of their own perceptions of employment readiness. Additionally, the existing literature solely focuses on other tracks' employment readiness, while the STEM track has been excluded. This study attempts to determine the employment readiness of grade 12 STEM students from SCCV from the following perspectives: work competence, organizational skills, social intelligence, and personal characteristics. Furthermore, this study intends to discover whether there is a statistically significant variance involving students' self-analysis and sex. The study revealed that the respondents are highly prepared concerning all four perspectives, resulting in the overall identification of employment readiness. According to the findings of the study, respondents are highly ready from any of the perspectives, which led to their general classification as employment-ready. The study additionally discovered that factoring into consideration

the students' sex significantly influences their perceived level of employment readiness in terms of their work competence. As a result of this fact, the results may be adopted as an initial basis to further develop the curriculum's educational approach in relation to the study's demographic profile. The findings of this study may provide another piece of information that fills the gap in these particular areas, which will guide future researchers to explore other demographic factors to further understand their impact on employment readiness.

Keywords: Employment readiness, 12 STEM students, sex, self-analysis, social intelligence, organizational skills, work competence, personal characteristics

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

To upgrade primary education in the nation, the Philippine government established and implemented the K–12 program in 2012. The K–12 program provides an address to the basic education curriculum, which requires all students to finish two years of school in addition to six years of primary school, four years of junior high school, and kindergarten. This approach places a stronger emphasis on the development of skills, including critical thinking, creativity, communication, and collaboration. The objective of this program is to produce graduates who are more capable of managing the demands of today's workforce and the real-world environment. It is expected that adding two extra years will enable students to pursue jobs without a college degree.

Despite the positive expectations promoted by the new curriculum, the employment readiness of the senior high school graduating students is still questionable and in the process of being rated. The Philippine Institute for Development Studies (PIDS, 2021) reported in their study that many employers are hesitant to hire senior high school graduates due to concerns about their readiness for the workplace, while the majority of senior high school graduates have expressed a preference to pursue further education. This study discovered that senior high school graduates had trouble adjusting to the workforce, with 22 of the 26 firms surveyed believing that they were not adequately prepared for employment. According to the survey, 75.4% of senior

high school students questioned from 18 schools aim to continue their education, 10% plan to work, 13.7% want to study while working, and 0.9% are still uncertain. The senior high school graduates stated that they do not feel equipped for employment, that they lack confidence in competing with college graduates, and that few firms are willing to hire them. This examination simply reveals the employment readiness rate of the senior high school graduate, whether they are career-ready or still lacking in some areas.

This study intends to determine the employment readiness of the Grade 12 STEM students at St. Catherine College of Valenzuela, Inc. (SCCV) by identifying the professional and personal qualities to measure, including social intelligence, organizational skills, work competence, and personal characteristics. Overall, the findings of this study will be significant in numerous ways for students' understanding of their employment readiness and their awareness of the areas they need to develop.

Theoretical Framework

This study is guided by the Social Cognitive Career Theory (SCCT), a framework developed by Alan D. F. Borgen and expanded by Walsh and colleagues. According to the SCCT, career decision-making and employment readiness are influenced by three main factors: personal factors (encompassing individual attributes, skills, and interests), behavioral factors (including career exploration, goal-setting, and self-efficacy), and environmental factors (encompassing social support, educational

opportunities, and labor market conditions). The theory posits that students' employment readiness is influenced by their perceived self-efficacy, outcome expectations, and goal setting.

With relevance to this study's primary objective of evaluating the employment readiness of Grade 12 senior high school STEM students at SCCV as it aligns with the overall goal of the Social Cognitive Career Theory (SCCT). The theory aims to comprehend the processes through which students develop their career decisions, goals, and employment readiness. By assessing the employment readiness of students at this specific institution, researchers can assess the efficacy of existing strategies and identify areas for improvement.

To gain insight into potential differences in employment readiness based on students' sex and self-analysis, the study can investigate the influence of personal factors, such as gender, on career decisions and employment readiness. By comparing the employment readiness of male and female students, researchers can explore the possible impact of gender on career choices and evaluate the effectiveness of current support systems for both genders.

In this study, researchers can utilize the SCCT framework as a guiding tool for data collection, analysis, and interpretation. This approach will enable the researchers to attain a comprehensive understanding of the employment readiness of Grade 12 students at SCCV, which offers valuable insights for enhancing their career readiness and transitioning to the workforce or further education.

Conceptual Framework

Input	Process	Output
Demographic Profile of the students • Sex • Self-analysis Level of employment readiness of the grade 12 students in terms of the following perspectives: • Social intelligence • Organization skills • Work competence • Personal Characteristics	Distribution of the adapted survey questioners: • Demographic Profile of the students • Adapted questionnaire including the sets of questions underlying the perspectives	The demographic profile of the students was analyzed Employment readiness of graduating STEM students of SCCV are determined in the given perspectives Identified if there is a significant difference among the employment readiness of the students when their profile is considered?

Figure 1: Research Paradigm

The study, entitled "Employment Readiness of Grade 12 STEM Students at St. Catherine College of Valenzuela, Inc" aims to discover graduating STEM students' employment readiness. The utilization of the adopted survey questionnaire includes a student profile determining students' sex and a question regarding their self-analysis towards their own perspective on their employment readiness. The procedure entails the distribution of the adopted survey questionnaire. Furthermore, the study assesses the students' level of employment readiness, concentrating on their social intelligence, organizational skills, work competence, and personal characteristics. The research also aims to determine whether there is a substantial difference in the employment readiness of students when considering their respective demographic profiles. Finally, the study's

findings will provide valuable insights into the employment readiness of SCCV's graduating STEM students. At the end of this study, the demographic profiles of the students are identified, and the employment readiness of the participants is expected to be determined, as well as the significant differences between the students when their profiles are considered.

Statement of the Problem

1. What is the employment readiness of the students in terms of their demographic profile?
    A. Sex; and
    B. Self-analysis?
2. What is the level of employment readiness of the grade 12 STEM students in of the following perspectives:
    A. Social intelligence;
    B. Organizational skills;
    C. Work competence; and
    D. Personal characteristics?
3. Is there a significant difference among the employment readiness of the student when their demographic profile is considered?

Hypotheses of the Study

In order to assess the students' work readiness when taking into consideration their profile, this research aims to provide practical evidence that either concurs with or disputes the null hypothesis. The research hypotheses outlined below is:

Ho: There is no significant difference among the employment readiness of the student when their profile is considered?

Significance of the Study

This study is significant as it examines students' employment readiness under the STEM track. The general conclusions of this study are helpful in many aspects, especially for students, teachers, employers, school administrators, and future researchers.

Students. The study can operate as an observatory and meet the students' demands for the variables they will take into consideration. It will serve as one of their guiding principles to be aware of what skills they possess and what areas they lack.

Teachers. The new curriculum, along with the methods that the developers are implementing, will demonstrate practical outcomes to teachers, as they will also know what practices to create to improve the pupils' abilities in order to enhance the current educational approach based on the findings that the researchers are determining.

Employers. Employers will gain insight from the study concerning the students' expertise, abilities, and skills, as well as what they can provide for whatever position employers are willing to accept. With this consideration, the employers will

be able to identify and establish a minor understanding with the students, which will be factored into the requirements they use in choosing senior high school graduates.

School Administrator. Many contributions are to be expected for the purpose of increasing the awareness of school administrators with regards to the areas of their educational structure that are deficient in terms of student performance as well as those that are competent. This is a tool they may apply to enhance the approach of the educational system for the students' employment readiness by including another factor they may take into consideration.

Future Researchers. The study's findings will inform future researchers about the research gap that the researchers of this study discovered from the actual data gathered from the involved participants. It will be accessible for future researchers to determine the variables impacting students' readiness and willingness to work. It will add new discovery and another factor to consider in the results that will be collected.

Scope and Delimitation

This study aims to comprehensively assess the employment readiness of grade 12 STEM students at SCCV during the school year 2023-2024. The research excludes students pursuing academic pathways other than grade 12 STEM students at SCCV.

Additionally, students in different stages of school will not be considered. The study aims to provide highly relevant and directly applicable insights into the employment readiness landscape of grade 12 STEM students.

Definition of Terms

Employment readiness: With reference to a study constructed by Schäfer (2023), job readiness evaluates the alignment between an individual's capabilities and the requirements of a specific role within an organization. This term refers to the employment readiness of students under the STEM track at SCCV City to enter the workforce. It includes social intelligence, organizational skills, work competence, and personal characteristics that are considered perspectives in the execution of this study.

Organizational skills: According to an interpretation by Henderson (2022), organizational skills are the abilities to manage time effectively, prioritize tasks, set goals, and develop systems for achieving those goals. This term is used by the researchers as one of the perspectives that is considered part of the students' employment readiness.

Sex: As stated by Arquilla and Newman (2023), the term "sex" refers to the differences between people who are male, female, or intersex. The term appears as one of two demographic profiles that address the study's primary and last objectives. The term will also be utilized as one of the variables that the researchers will look at as part of the comparison and significance findings.

Social intelligence: As explained by Albritton (2023), social intelligence is a person's ability to have interpersonal relationships and understand those relationships. The word is one of the components taken into careful consideration when assessing the students' preparedness for the workforce as well as while conducting this investigatio

STEM Strand: STEM is a field and curriculum centered on education in the disciplines of science, technology, engineering, and mathematics (STEM) (Hallinen, 2024). Aligning to the main objective of this study, determining the grade 12 STEM students of SCCV, the main focus are the grade 12 students under the STEM track.

Student Profile: Student profiles encompass students' basic details, descriptions of themselves, education, career goal, courses undertaken and work experience (Churchill, 2022). Student profile is applied in the execution of this study as variables which includes students' sex and self-analysis towards their employment readiness.

Work competence: A job competency is a skill or quality that an employee needs to have in order to succeed in their role (Przystanski, 2020). In the scale that the researchers employed, the term was one of the perspectives implemented as factors for employment readiness.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

The researcher's literature review in this study highlights disparities in terminology and perspectives related to employment readiness. These components not only strengthen the exploration of the study but also introduce valuable literature insights that improve its overall reliability and relevance.

Employment Readiness

In accordance with a study constructed by Atienza and Herrera (2020), a quantitative non-experimental descriptive comparative research design utilizing the evaluative technique. This study aimed to measure one of the most significant results of the K–12 curriculum: the employment readiness of seniors who graduate from high school and choose to pursue employment over pursuing a four-year degree or further education. The purpose of the study was to assess each senior high school student's percentage of technical, social, communication, and personal skills in relation to employment preparedness. In Monkayo, there were 393 senior high schools, attending private as well as public schools. In response to the results, social skills gained the highest mean, followed by personal and technical skills with an extremely high degree of employment readiness and personal skills, while communications skills barely reach a high level. All of the p values in the variables that were categorized based on sex and track were greater than the 0.05 rate of significance, indicating that there is no identified difference between students' employment readiness across all areas when sex and track

are factored into consideration. The study's findings had a big impact on stakeholders, educators, policymakers, and decision-makers.

Referring to a study conducted by Valdez et al. 2020). The goal of the study is to determine, through work immersion in the 2018–2019 academic year, the practical preparedness of 88 senior high school students from Kalinga State University's STEM (science, technology, engineering, and mathematics) strand. The study emphasizes how students' academic preparation in the field in which they are immersed affects their professional competence and job knowledge, both of which need to be upgraded. The study centers on 88 senior high school students from Kalinga State University's STEM (science, technology, engineering, and mathematics) strand who participated in a work immersion program during the 2018–2019 academic year. The work attitude, behavior, and physical appearance of the students that they demonstrated during their work immersion experience were all rated as highly satisfactory. Their academic training in the field in which they are immersed has an impact on their professional competence and work experience, which must be updated. In order to prepare students for real work during immersion, the study recommends that teachers in specialized areas provide tasks and activities such as B field orientations and practical tests, which can improve students' work knowledge. Furthermore, talks about stress management, career orientation, workplace communication, and work ethics are recommended.

As explained by Dharel et al. (2022), youth unemployment keeps hindering the Philippines' significant economic progress because of incompatibilities in job

requirements, a lack of training in the appropriate fields, and a lack of work experience. Twenty-five (25) Grade 12 STEM strand students who were exposed to science and technology-based companies made up the study's participants. The findings showed that the majority of students received excellent evaluations and performed better than was expected throughout their job immersion. Throughout their work immersion, the students learned and developed skills including ethics, confidence, teamwork, communication, attendance and timekeeping, productivity and resilience, initiative and proactivity, judgment and decision-making, attitude, and initiative. Through their work immersion experiences, which allowed them to put their prior training to use and experience social interactions in a professional setting, the students identified these opportunities as ways to challenge themselves and apply what they had learned outside of the classroom. As a result of job-skill mismatch, a lack of knowledge and skills training, and work experiences, the study concludes that work immersion helps students acquire and develop relevant skills and values that would help them as they transition from high school to real life. This helps to address the issue of youth unemployment.

Corresponding to an investigation composed by Dela Cruz, E. (2023), the study focuses on the employment readiness of Malandag National High School and Alabel National High School Senior High School graduates from batches 2018, 2019, and 2020 that pursued the Technical-Vocational and Livelihood Track. Despite completing college, having no prior work experience, and having family concerns, 31.1% of graduates were unemployed, according to the survey. The majority of graduates are

employed. According to the polls, graduates most frequently encounter challenges connected to their jobs. The study comprised 293 senior high school graduates from Malandag National High School and Alabel National High School's Technical-Vocational and Livelihood Track, belonging to the batches of 2018, 2019, and 2020. The majority of the graduates' work, 202 (68.9%), is in marketing and service-related fields. There were no significant differences in employment readiness by sex, region, strand, or area of specialization, according to the study. Despite attending college and lacking experience, the report emphasizes the difficulty of unemployment among senior high school graduates from the technical-vocational and livelihood tracks. Employment readiness among graduates may be enhanced by addressing work-related concerns, according to the study, and employment readiness is not significantly affected by a graduate's gender, geography, strand, or area of concentration.

Based on the analysis collected by Palafox et al. (2018), the purpose of the examination was to find out how senior high school students perceived their employment readiness skills and how important they were for finding employment opportunities and progressing in their professions. Participants in grade 12 at Malacampa National High School who were enrolled in ABM (Accountancy, Business, and Management) and HUMSS classes contributed to the study's respondents. (Social Sciences and Humanities) Strand, each with a single part that is made up of 30 and 46, respectively. In all, 67 participants from both ABM and HUMSS were polled for this study, accounting for 88%, or 76, of the total population across the two grade strands.

The results show that ABM students place a high importance on employment readiness skills and believe they are mainly skilled in the three categories. The study additionally indicated that although ABM students claimed they were exceptionally competent at entrepreneurial skills, they weren't equally proficient at numeracy abilities, which should have been a given for ABM students as numeracy is the basis of the academic track. However, based on their assessments, HUMSS students identify Independent Learning Skills as the most employable skills category competency, followed by Creative/Innovation Skills. The problem-solving skills are where the HUMSS students felt they were least proficient.

On the authority of Tagulwa et al. (2023), this research centered on the assessment of employment readiness skills perceptions among both students and employers affiliated with Kyambogo University. The study encompassed 226 students representing six departments within the Faculty of Science, along with 19 employers associated with organizations where students completed their industrial training. Employment readiness skills were categorized into professional, personal, and interpersonal skills. The outcomes of the study revealed a statistically significant disparity in perceptions of employment readiness skills between students and employers. Key employment readiness skills identified encompassed theoretical knowledge and skills, creativity, innovation, entrepreneurship, a positive attitude, and collaboration and teamwork. The research proposed various strategies, including job market analysis, industry collaborations for research, augmented practical training, and

enhanced field studies, to facilitate students in acquiring these crucial skills. Furthermore, it emphasized the importance of fostering university-industry partnerships.

With reference to the literature of Tagulwa. et al. (2023). The focus was on assessing the correlation between curriculum review and the employment readiness of students within Kyambogo University's Faculty of Science in Uganda. The study comprised 66 full-time lecturers from the faculty and aimed to determine how curriculum review influenced students' employment readiness, specifically in terms of enhancing their professional, personal, and interpersonal skills, all vital for employment readiness. The quantitative analysis unveiled a positive and statistically significant correlation between curriculum review and students' employment readiness. Furthermore, regression analysis indicated a robust and positive effect of curriculum review on students' employment readiness. Qualitative findings underscored the importance of curriculum review as a quality assurance strategy involving key stakeholders, emphasizing its role in maintaining curriculum quality and relevance. Financial support for the curriculum review process was recognized as a motivating factor for improved outcomes. Recommendations included increased financial support for curriculum reviews and strengthened collaborations with industries to promote educational innovation and knowledge transfer, ultimately enhancing students' employment readiness.

Giving credit to the study of (Ochoco, M. S. A., 2020). The purpose of this

study was to investigate the Career Construction Model of Adaptation in the context of 331 Filipino senior high school students. It investigated the relationship between hope, career adaptability, career engagement, and life happiness in the career development process. The study found a substantial sequential association between hope and life satisfaction, demonstrating that hope promotes life satisfaction via the mediating factors of job adaptability and career engagement. These findings highlight the significance of proactive career activities in improving overall well-being, implying that having career-related abilities alone may not be enough to achieve life happiness. The ramifications of the study extend to career development theory, research, and practice.

In the manner of Schwartz, T. (2021), the study examined social work students' willingness to engage in policy practice (EPP) using a model integrating the Big Five personality framework and the Civic Voluntarism Model. Results showed moderate EPP willingness, with political skills, political knowledge, and political interest positively associated with students. Moreover, extroversion, conscientiousness, and openness to experience were significantly associated with EPP willingness. Political skills were the strongest predictor of EPP willingness, with political skills and extroversion directly influences it.

A comprehensive investigation conducted by Budomo (2020) analyzed the readiness and willingness of enterprises to accept work immersion activities for senior high school students. It outlined the required WI requirements, compliance with

Department of Education requirements, and the willingness of enterprises to accommodate the number of interns, availability of slots, students' qualifications, and gender preferences. The research also emphasized the importance of corporate social responsibility and compliance with educational standards.

Social Intelligence

According to a study by Spunout (2023), to improve interpersonal skills, maintain a positive outlook, understand and work through emotions, embrace your strengths, show interest in colleagues, be assertive, and reflect on the best and worst managers, Take every experience as a learning lesson, maintain relationships, be an active listener, participate in extracurricular activities, and ask for feedback. Remember that it takes time to develop these skills, and it's essential to be open to feedback and learn from others. By focusing on personal growth and understanding, you can develop valuable interpersonal skills and improve your overall communication and relationships. to hone interpersonal skills, keep a positive attitude, comprehend and control emotions, embrace your abilities, be forceful, show interest in colleagues, and think about the best and worst bosses. Maintain relationships, listen intently, and engage in extracurricular activities; view every event as a teaching opportunity; and ask for feedback. It's important to keep in mind that developing these abilities takes time, and it's important to be open to criticism and seek advice from others. You may improve your communication and connections generally by concentrating on your own

personal development and comprehension.

Based on the literature constructed by Meredith D. (2023), employment readiness skills, also known as interpersonal abilities, are crucial for success in various professions, even those that may seem introverted. Employers want applicants with these skills, even if they excel in the technical aspects of the job. Emphasizing these skills in cover letters and resumes is essential. Interpersonal and communication skills that work are essential for success in any workplace. They involve verbal and written communication, listening, questioning, and the use of non-verbal clues, in addition to offering and receiving clear, well-structured information. Building trust, empathy, and a knowledge of various viewpoints are all aspects of interpersonal skills. Poor communication can result in misinterpretations, wastage of time, and expensive errors that can be expensive for a business. The success of the organization depends on the development of these skills.

Organization Skills

Based on the comprehensive discovery by Tomie and Rouncefield (2016), 'organizational skills' are often seen as an underpinning factor for practical tasks like planning, calculation, document handling, and technology use. Building on Bittner's 'gambit of compliance,' the study explores specific organizational concerns, analyzing how members express a knowledgeable orientation to the organization in their actions. It underscores a common issue in many organizations where formalized workflow

shapes the design of computer systems. The bank's strategy, emphasizing process-driven structures with detailed task specifications and a rhetoric of standardization, mirrors a prevalent response to this challenge. Notably, process modeling emerged as a crucial activity in the bank's pursuit of standardization.

An analysis by Mainga, W. et al. (2022) underscore the importance of recent changes in education and labor market policies that have placed greater pressure on universities to produce graduates who are ready for employment. However, there is ongoing debate about what exactly defines employment readiness and which attributes are crucial for preparing tertiary students for the workforce. This paper argues that, in today's rapidly evolving knowledge-based economy, employment readiness goes beyond possessing generic skills favored by employers. Instead, graduates need the ability to proactively navigate the world of work and take charge of their career development. To achieve optimal economic and social outcomes, a model of desirable graduate attributes that emphasizes self-management and career-building skills is proposed. Additionally, key considerations for implementing effective university career management programs are discussed.

In the context of prior research. l-Metwally, D. et al. (2019). established that this study investigates the influence of ethical leadership at middle to lower management levels on employees' readiness for change within organizations operating in competitive and rapidly evolving environments. While adapting to change is crucial for organizational success, this process can be hindered by unprepared employees.

Ethical leaders, serving as guides and providing support while reducing uncertainty, play a pivotal role in mitigating these challenges. However, prior research on the impact of ethical leadership on employees' readiness for change is limited, as is our understanding of the mechanisms through which ethical leadership achieves this. Drawing on data from 270 direct reports of middle to lower managers in public foreign trade Egyptian companies, our findings indicate that ethical leadership positively influences employees' readiness for change (hypothesis 1) and that this relationship is partially mediated by the cultivation of an organizational culture emphasizing effectiveness (hypothesis 2). These results shed light on the constructive role of ethical leadership and the mechanisms by which it enhances employees' readiness to adapt to change in dynamic environments.

The literature on this topic, as highlighted by Makki, B. I. (2023), demonstrates finding employment is challenging for engineering students since they frequently lack critical abilities and decision-making confidence. For engineering students, the Washington Agreement established aspects such as fundamental knowledge, project management, communication, modern tool use, teamwork, engineers' society and environment, ethics, and lifetime learning that will prepare them for the workforce. In order to encourage career exploration and decision-making self-efficacy, this study explores the literature on job readiness. Results indicate a significant relationship between decision-making self-efficacy and work readiness, which affects career exploration. Through the provision of essential skills to universities, this study seeks to

lower unemployment.

According to the existing research by Marijana and Slobodan (2021), the Situational Leadership Theory by Hersey and Blanchard focuses on leadership style and employee readiness. The research identifies four leadership styles and two components of employee readiness—competency and psychological. The study aims to introduce leadership style as a variable to assess its correlation with leadership efficiency levels and employee readiness. Leadership efficiency is determined by the alignment between the dominant leadership style and employee readiness. The research, conducted on a random sample of 100 from the top 100 companies in the Republic of Serbia in 2019, employed principal component analysis and hierarchical regression to identify new variables and assess the impact of each leadership style on employee readiness. The study confirms the model's hypotheses regarding leadership efficiency and the influence of each leadership style on employee readiness.

Work Competence

According to Abun, D. (2023), a study was conducted to examine the impact of employees' work ethics on their performance. The research involved a literature review, a descriptive assessment, and a correlational research design. Data was collected from Divine Word College of Laoag employees using questionnaires. The study found that employees' work ethics, including attitude, moral attitude, and intrinsic motivation, were high. Their work performance was high in task and contextual areas, while counterproductive behavior was low. The correlation between work ethics and

individual performance was significant, but only attitude and intrinsic motivation affected individual work performance. A moral attitude also affected counterproductive behavior. Overall, strong work ethics contribute to a professional work environment.

In alignment with earlier research by Malyuga and Ponomarenko (2015), this study focuses on students' interactive independent work in the context of professional language learning, emphasizing the vital role of profession-oriented foreign languages in providing interdisciplinary knowledge and competence. Professional language is characterized by specific vocabulary and phraseology, serving various cognitive, intellectual, and communicative functions. Additionally, the study highlights how foreign language learning enhances students' professional expertise and intellectual abilities. It emphasizes the need to stimulate students' intellectual activity and the crucial role of emotional regulation in learning. Integration of internet resources into profession-oriented language teaching is highlighted as a means to improve access to education and create highly qualified professionals. The study advocates an interactive approach, especially through the use of information technologies, to achieve communicative goals and enhance students' communicative competence. Ultimately, the investigation underscores that interactive, independent tasks contribute significantly to the acquisition of new knowledge and the generation of innovative ideas.

In a seminal study by Kenayathulla et al. (2019) his paper aims to address the disparities between the perceived importance and actual competence in employment

readiness skills among hospitality students. The study involved 841 participants across five regions in Malaysia and employed both descriptive and inferential statistical analyses of questionnaire data. The findings reveal significant gaps between the perceived importance and actual competence in teamwork, leadership, basic technical skills, and ethical skills, with culinary and bakery students expressing particular concerns about insufficient exposure to these skills. The study underscores the importance of equipping graduates with twenty-first-century skills such as problem-solving, decision-making, organization, time management, risk-taking, and communication. These findings offer valuable insights for curriculum developers and policymakers in enhancing the employment readiness skills of graduates, representing an original contribution by linking the employment readiness model to the Technical and Vocational Education and Training (TVET) sector.

Personal Characteristic

Drawing from the extensive research conducted by Jahic, H. (2022) this study aims to understand and build engineering students' personality traits like enthusiasm, dependability, and teamwork for a successful career. 25 students were administered a pre-test based on Carl Jung and Isabel Briggs Myers' typological approach, and their personality traits were analyzed through soft-skills training. The results showed that having a pleasing personality and exhibiting soft skills helps students build their individual personalities for employment readiness, benefiting students, placement trainers, and teachers.

A comprehensive investigation conducted by Jahic (2020), this study examines the relationship between personal innovativeness and employment readiness of university graduates in Bosnia and Herzegovina, Croatia, and Serbia. Results show that innovative graduates are employed faster than their peers. However, challenges such as a lack of skills-based education and its impact on critical thinking and employment readiness skills are identified. The study raises questions about embedding employment readiness into higher education.

Synthesis

To conclude all the researchers' review of the applicable literature, several kinds of research investigations have been accomplished to assess senior year students' employment readiness and how it affects their potential career choices. These studies have examined an assortment of topics involving the significance of curriculum analysis and work immersion training, as well as technical, social, communication, and personal skills. According to all of the study findings, social skills—followed by technical and personal skills—are the biggest predictors of employment preparedness. Employment readiness has not been significantly influenced by gender, location, strand, or discipline of specialization. Considering employment-related problems, developing university-industry associations, and supporting social responsibility in the workplace remain fundamental to enhancing employment readiness.

In light of the fact that the primary objective of this study is to identify the level of employment readiness among STEM students in grade 12, there are substantial

similarities involving the topic and related study findings in that both examine employment readiness, particularly as it concerns senior high school students who are pursuing various professions. The present investigation, along with preceding examinations, underlines the significance of assessment and enhancement of several skills that foster employment readiness. The commonalities among the studies encompass assessing students' readiness for the workforce with respect to particular skills, such as technical, social, communication, personal, organizational, work competence, and personal traits; examining the connection between these skills and students' success in landing a job or advancing in their careers; Identifying aspects where students may require modifications as well as obtaining further assistance to enable them to become more proficient in employment, and additionally indicating approaches to support students in establishing the essential principles and competencies to successfully transition from senior high school to the employment context.

The most significant distinction among the present investigation and related studies is the manner in which it highlights specific perspectives and the importance of differences based on students' sex and self-analysis. In terms of social intelligence, organizational skills, work competence, and personal characteristics, this study aims to determine the employment readiness of SCCV's STEM students in Grade 12 by considering notice of the detrimental effect of the students' sex and self-analysis on these dimensions. On the contrary, the related studies focus mainly on the following topics: perceptions of employment readiness skills, work immersion experiences,

practical preparedness, youth unemployment, correlation between curriculum review and employment readiness, Career Construction Model of Adaptation, willingness to participate in policy practice, and enterprise readiness for work immersion activities.

Chapter 3

RESEARCH METHODOLOGY

This chapter of the study outlines all the methods by which the data were collected. This portion of the study will explain the qualifications for selecting participants, the selected design applied, the instrument utilized, how the data will systematically be collected, and the analysis of the results that will be gathered.

Research Design

This study uses a quantitative descriptive research design to appropriately determine the employment readiness of all graduating senior high school STEM students at St. Catherine College of Valenzuela. This design effectively identifies the employment readiness of the involved students. The design that was selected corresponds to measuring the research's objective and identifying the primary focus of the study, which is to investigate the employment readiness of high school STEM graduates in relation to their abilities and limitations.

Quantitative research involves analyzing and gathering numerical data to uncover trends, calculate averages, evaluate relationships, and derive overarching insights. It’s used in various fields, including the natural and social sciences. Quantitative data analysis employs statistical techniques for processing and interpreting numeric data (Fleetwood, 2023). For the primary goal of the study, the established design will work with the researchers in assessing the students' employment readiness and willingness.

Descriptive research aims to accurately and systematically describe a population, situation, or phenomenon. Descriptive research is an appropriate choice when the aim of the research is to identify characteristics, frequencies, trends, and categories (McCombes, 2019). The findings of the research concerning the students' employment readiness in considering their skill set were described. Students' employment readiness in terms of their willingness and sex will also be examined in this study.

The main objectives of the study are capable of being achieved through the application of a quantitative descriptive research design given that it collects quantifiable data for statistical analysis of a population sample and precise, methodical description of a situation, group of people, or phenomenon—two goals that have a significant connection to this study.

Respondents of the Study

The respondents that will be chosen to participate in this study are the Grade 12 STEM-A which consist of 13 boys and 9 girls with the total of 25 students, respectively. As for the other section, STEM-B has 15 boys and 10 girls which only has 22 students from the Senior High School Department at St. Catherine College of Valenzuela, Inc. In totality, the researchers were able to gather 47 graduating student from two section under the STEM track in to answer the survey questionnaire adopted by the researchers.

Grade & Strand	Boys	Girls	Total
12 – STEM A	15	10	25
12 – STEM B	13	9	22
Total	28	19	47

Instrumentation

To obtain the requisite data essential for this study, the researchers will use an adapted survey questionnaire as the primary instrument, meticulously crafted to align with the concept of assessing the employment readiness of graduating STEM students at SCCV. The hardcopy of the research survey, intended for distribution among the entire population of Grade 12 STEM students at SCCV, comprises five distinct sections.

The questionnaire employed in this study has been developed and adapted from the seminal work conducted by Abuhussain et al. (2021). The inaugural section serves to elicit information pertinent to the respondents' profiles, encompassing details such as their name, sex, and self-analysis. This section aims to discern whether there exists a significant disparity in the employment readiness of students when accounting for their personal information.

The subsequent four sections—comprising the second through fifth parts—employ a Likert scale to gauge the level of employment readiness among Grade 12 STEM students. The second section delves into social intelligence; the third section

focuses on organizational skills; the fourth section assesses work competencies; and the final section appraises personal competence. These components collectively serve as a framework to assist students in self-assessment, aiding them in determining their preparedness for the workforce.

This comprehensive instrumentation has been carefully structured to ensure a rigorous and methodologically sound approach to the assessment of employment readiness among graduating STEM students at SCCV.

Data Gathering Procedure

Prior to commencing the study, the researchers will seek permission from the administrative office of SCCV. This will be facilitated through the submission of formal authorization letters explicitly requesting consent to conduct a survey targeting Grade 12 STEM students.

Pre-Data Collection

Upon receiving institutional approval, the researchers will extend the request for permission to participate in the study to all selected Grade 12 STEM students. A key emphasis during this phase is placed on assuring participants of the confidentiality and anonymity of their responses throughout the entire data collection process. Furthermore, participants will be provided with a concise yet comprehensive explanation, explaining the selection criteria, establishing their rights within the study, and outlining the available options should they decide not to participate or express a desire to have the collected data expunged. This dynamic communication aims to

establish transparency and foster informed consent among the participants before the start of the actual data collection activities.

Actual-Data Gathering

The researchers will initiate the study following the obtained permissions from the administrative office of SCCV, as facilitated through the submission of formal authorization letters expressly seeking consent to conduct a survey focused on Grade 12 STEM students. Continuing, individual participants will be formally approached to secure their permission, with a commitment to maintaining the confidentiality and anonymity of their responses throughout the data collection process. Comprehensive briefings will be provided to participants, explaining the selection criteria, establishing their rights within the study, and detailing the available options in the event of their decision not to participate or should they wish to have the data collected from them destroyed. This ensures a transparent and ethical approach to data gathering, building a positive environment for meaningful research outcomes.

Post-Data Gathering

The researchers will conclude the study by formally notifying the administrative office of SCCV, expressing gratitude for their cooperation. Participants will receive a summary of key findings and insights from their contributions, maintaining privacy and concealment as assured during data collection. Participants will be reminded of their rights and given the option to request additional information, fostering transparency and a respectful relationship. Any participant inquiries or

concerns will be promptly addressed, and participants will be reassured that their data can be securely archived or destroyed upon request

Data Analysis

The analysis of the data gathered following the distribution procedure will conclude and make up this section of the chapter. It will clarify what and how the statistical tools will be applied methodically to describe, illustrate, summarize, rephrase, and assess data.

The study will use frequency counting along with all the percentages obtained by the collected results to analyze the employment readiness of the students when their demographic profile is taken into consideration, including their sex and self-analysis. When determining the proportion of participants who provided a certain response, a percentage statistic is the most applicable; nevertheless, a frequency count, which is the most appropriate method for handling quantitative data and is the design employed in this study, The primary result obtained in the study's first problem should be interpreted appropriately using frequency and percentage statistics, as this problem contains the most personal information variable when compared to other sets of questions.

The weighted mean is suitable for its purpose in order to read, comprehend, and approach the collected findings under the level of employment readiness of the grade 12 STEM students from the specified perspectives. When there are differences in the significance of the values in a data collection, the weighted mean is commonly used.

The weighted mean can be understood as a way to quantify each value's significance within the data collection. It applies weights that determine each data point's significance level prior to that, making it appropriate to examine this study's question.

The T-test and ANOVA are capable of comprehending this portion in order to properly assess the future findings that determine whether there is significant variance in any terms and conditions. A statistical test for analyzing the means of two groups is the T-test. Only when comparing the means of two groups or components to use for more analysis may a t-test be employed. It performs effectively when comparing three or more variables.

Ethical Considerations

The researchers of this study are aware that access to participants' information should only be granted to the researchers themselves, their adviser (if applicable), and any research assistants who have an authorized desire to obtain it in order to maintain the safety of subjects and participants and prevent outside sources from exploring personal details about specific individuals. The three main principle in this section of the study are beneficence, justice, and respect for individuals, which will be successfully implemented by the researchers.

Principle 1:

The core objective of the research initiative is to determine how prepared STEM seniors in senior high school at SCCV are for the workforce through systematic data

collection using questionnaires and surveys. As such, every participant in the study process, including the researchers, must be fully mindful of the potential benefits and drawbacks of participating in its completion. This research carries no danger of harm, and confidentiality and reliability will always be maintained. Any kind of damage will be guaranteed from the inception of this phase since the researchers will exchange and collect the data in an ethical and professional manner. The participants shall determine whether they will cooperate and participate. The grade 12 STEM students at St. Catherine College in Valenzuela are expected to benefit from the positive outcomes and increased awareness that the educational initiative is establishing. Students' comprehension of their employment readiness perspectives will be expanded as long as they continue on the specified track. They will certainly provide reliable information, and they will be aware of all the confidential information they submit.

Principle 2:

In this study, security for participants and moral obligation from the researchers will also be considered. The following rights and responsibilities will serve as a reminder of their eligibility to accept and respond to the researchers' adopted survey questionnaire: prior to giving the participants the go-ahead begin answering, the researchers will elaborate to them their rights; the pupils will be made aware of their ability to finish or stop filling out the response sheets as they choose; and the participants will be informed of the advantages and drawbacks right away. In this system, the principle of human dignity will remain at the center of the process.

Participants' security and the researchers' moral responsibility will be factored into consideration in this study. The following rights and obligations will serve as a reminder of their permission to accept and respond to the research questionnaire: the researchers will explain the participants' rights to them before granting authorization to proceed with answering; the students will be informed of their freedom to stop or finish filling out the response sheets as they see fit; and the participants will be informed of both advantages and disadvantages immediately. The basic principle of this system will always be the preservation of human dignity.

Principle 3:

Fairness must be integrated into the study, from treating everyone equally to demonstrating behaviors that respect participant confidentiality about their personal information. In order to guarantee that the responses may be trusted and kept confidential, the researchers commit to distributing the surveys fairly, honestly, and securely. The researchers consider how important it is to keep all of the documents organized and secure, given that participants may provide private information that they would not want to be revealed to unauthorized people or institutions. Additionally, to create trust between the participant and the researchers.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter summarizes the analysis and conclusions obtained throughout the study's data collection process, which involved the application of survey questionnaires as the applied methodology by the researchers. The following have been expanded on, and the findings and conclusions are reviewed, examined, and summarized.

Demographic Profile of the Students

The following table displays the demographic profile of the respondents based on their sex.

Table 1.1

Demographic Profile of the Students in Terms of their Sex

Sex	Frequency	Percentage
Male	28	59.57%
Female	19	40.43%
Total	47	100%

It is clear from Table 1.1 that there are 28 males (59.57%) and 19 females (40.43%), for a total of 47 students involved in the execution of this study. It is evident that the male respondents exceeded the total number of female students.

This explains why there are a greater number of male STEM students in grade 12 in comparison to females involved in this examination.

Contrary to a study conducted by Atienza and Herrera (2020), the findings were categorized based on sex and track. The table is dominated by men, while the related article is mostly female, bringing attention to a significant gender gap. Also, both the table and the article show similarity, as both studies are dominated by STEM students.

The table presented below evaluates the demographic profile of the students in terms of their self-analysis of their own employment readiness.

Table 1.2

Demographic Profile of the Students in Terms of their Self-Analysis

Self-assessment	Frequency	Percentage
Yes	29	61.70%
No	18	38.30%
Total	47	100%

As can be seen from the table provided, the number of responses of respondents with regards to their self-analysis of their employment readiness. Clearly, 61.70%, or 29 of the respondents, submitted “yes,” which outnumbered the number of students who submitted “no,” which gained only 38.30%, or 18 of the few respondents.

The given inspection simply clarifies that there are more grade 12 STEM students who consider themselves self-employed based on their own self-evaluation.

The study is parallel to what Fatwa Tentama et al. (2019) have found out. By navigating through the intricate dynamics of self-analysis, individuals can gain a deeper understanding of their own capabilities and limitations, paving the way for enhanced

self-efficacy. Self-analysis extends beyond mere introspection, evolving into a transformative process that holds the key to unlocking one's full potential and cultivating the skills essential for success in the workforce, which are the main findings of this study.

Level of Employment Readiness of the Grade 12 STEM Students in the following Perspectives: Social Intelligence, Organizational Skills, Work Competence, Personal Characteristics

The given table below states the status of employment readiness of the grade 12 STEM students with regards to their social intelligence.

Table 2.1

Level of Employment Readiness of the Grade 12 STEM Students in Terms of their Social Intelligence

INDICATORS	MEAN	RANK	VERBAL INTERPRETATION
1. People approach me for original ideas	2.979	10	Moderately Ready
2. Developing relationships with other people is one of my strengths	3.426	7	Highly Ready
3. Others would say I have an open and friendly approach	3.660	5	Highly Ready
4. I communicate effectively with different people	3.170	9	Highly Ready
5. I am good at reading other people's body language	3.596	6	Highly Ready

6. There is a lot to learn from schoolmates who I have been with in organization for years	3.851	3	Highly Ready
7. I can learn a lot from my colleagues	3.957	2	Highly Ready
8. I recognize when I need to ask for help	3.660	5	Highly Ready
9. Approaching senior people at school is a weakness for me	3.383	8	Highly Ready
10. It's important to respect my colleagues	4.255	1	Very Highly Ready
11. I sometimes experience difficulty starting a task	3.702	4	Highly Ready
12. I feel confident to address social conflict at school	2.894	11	Moderately Ready
Over-all Weighted Mean	***3.544***		***Highly Ready***

It can clearly be seen from the table that the tenth indicator obtained the highest rank among the 12. Based on the calculation, it gained a 4.255 weighted mean, which is considered to be very highly perceived by the students. However, the lowest ranking was obtained by the last indicator presented in the table, which has only a 2.894 computed weighted mean and is considered to be moderately perceived by the students. With regards to all the indicators provided above, the calculated overall weighted mean is 3.544. The enumerated overall weighted mean is under the rate of highly perceived by the students.

For that matter, the calculated overall weighted mean discloses that the grade 12 STEM students involved in the accomplishment of this study are considered to be

proficient from the perspective of social intelligence.

The results above support Almarzoky Abuhussain (2018). Pharmacy senior students and graduates were given a Qualtrics XM® survey tool in May 2020. The survey was a 46-item self-reported, pre-validated anonymous work readiness scale (WRS) on a 5-point Likert scale. The primary goal was to evaluate WRS for pharmacy interns and graduates and to pinpoint the elements that contribute to work readiness.

The diagram demonstrated below sums up the interpretation of the level of employment readiness of the grade 12 STEM students with regards to their organizational skills.

Table 2.2

Level of Employment Readiness of the Grade 12 STEM Students in Terms of their Organizational Skills

INDICATORS	MEAN	RANK	VERBAL INTERPRETATION
1. I consider myself to have a mature view of life	3.766	5	Highly Ready
2. I look forward to the opportunity to learn and grow at school	3.936	4	Highly Ready
3. I am always working on improving myself	4.043	2	Very Highly Ready
4. I see all feedback as an opportunity for learning	3.957	3	Highly Ready
5. An organization's values and beliefs forms part of its culture	3.574	7	Highly Ready

6. It is important to respect authority figures	3.660	8	Highly Ready
7. It is important to learn as much as you can about the organization	4.298	1	Very Highly Ready
8. I do not take people's aggressive behavior personally	3.021	9	Highly Ready
9. I maintain an appropriate balance between school and outside interests	3.681	6	Highly Ready
Over-all Weighted Mean	**3.770**		**Highly Ready**

The table clearly describes that the highest ranking among the nine indicators of this perspective goes to the seventh statement. The indicated perspective attained a 4.298 weighted mean and is considered very highly perceived by the students involved. Nonetheless, the lowest ranking of the given perspective was obtained by the eighth indicator, which has 3.021 of its weighted mean. The specified weighted mean is considered to be highly perceived by the students. With respect to all the indicators shown in this perspective, the overall weighted mean is 3.770 and is considered to be highly perceived by the students.

As can be seen in the table provided, most of the indicators are highly perceived by the students. As follows, the computed overall-weighted mean resulted in highly perceived. This understandably explains why the grade 12 STEM students are highly proficient in terms of their organizational skills.

The results align with Fligstein's (2001) view, challenging the traditional idea of social structure solely determining social reproduction and change. This paper

suggests that new institutional theories offer tools to reconsider structures and action, proposing the concept of "social skill" as a sociological perspective on action involving motivating others for cooperative collective action.

The table provided below reveals the level of employment readiness of the grade 12 STEM students with regards to their work competence.

Table 2.3

Level of Employment Readiness of the Grade 12 STEM Students in Terms of their Work Competence

INDICATORS	MEAN	RANK	VERBAL INTERPRETATION
1. I have a solid theoretical understanding of my field of education	3.404	7	Highly Ready
2. I am confident about my knowledge and could readily answer general questions about my strand	3.426	6	Highly Ready
3. Analyzing and solving complex problems is my strength	3	13	Moderately Ready
4. Now that I have completed my past studies, I consider myself academically competent to apply myself to the field	3.213	10	Highly Ready
5. One of my strengths is that I have an eye for detail	3.766	3	Highly Ready

6. I know my strengths and weaknesses	3.787	2	Highly Ready
7. I can express myself easily	3.170	11	Highly Ready
8. I can't wait to start work and throw myself into a project	3.021	12	Highly Ready
9. I thrive on completing tasks and achieving results	3.383	8	Highly Ready
10. At school, it is important to always take responsibility for your decisions and actions	4.128	1	Very Highly Ready
11. I am eager to throw myself into my study	3.340	9	Highly Ready
12. Being among the best in my field is very important to me	3.447	5	Highly Ready
13. I am good at making impromptu speeches	2.809	14	Moderately Ready
14. I am sometimes embarrassed to ask questions when I am not sure about something	3.723	4	Highly Ready
15. I am able to dismiss my mind when I am not at school	3.404	7	Highly Ready
Over-all Weighted Mean	***3.401***		***Highly Ready***

It can be seen from Table 2.3 that the first indicator obtained the highest ranking among the 15 indicators in this section with a 4.128 computed weighted mean. The specified mean is considered very highly perceived by the students. Nevertheless, the 13th indicator obtained the lowest with a 2.809 computed weighted mean and is

considered moderately perceived by the students. On the whole, the total computed overall weighted mean in this table is known as 3.401 with reference to the given indicators. The computed overall weighted mean is considered highly perceived by the students.

In evaluation, the result reflects that the respondents of this study are highly competent in terms of their level of employment readiness when their work competence is put into consideration.

Similar to the findings obtained by Abun's research, it emphasizes the importance of work-related competencies and ethics in a professional environment. Both studies found high employee perceptions of competence and work ethics, positively affecting their readiness for employment and performance. However, Abun's research focused on employees' work ethics and counterproductive behavior, highlighting the need for a positive work environment.

The given table indicates the level of employment readiness of the grade 12 STEM students with regards to their work competence.

Table 2.4

Level of Employment Readiness of the Grade 12 STEM Students in Terms of their Personal Characteristics

INDICATORS	MEAN	RANK	VERBAL INTERPRETATION
1. I know how to cope with multiple tasks	3.553	2	Highly Ready
2. I remain calm under pressure	3.234	8	Highly Ready
3. When a crisis situation that needs my attention, I can easily change my focus	3.277	7	Highly Ready
4. Adapting to different social situations is one of my strengths	3.298	6	Highly Ready
5. I feel that I am unable to deal with things when I have competing demands	3.362	5	Highly Ready
6. I get stressed when there are too many things going on	3.511	3	Highly Ready
7. I don't like the idea of change	2.723	10	Moderately Ready
8. I become overwhelmed by challenging circumstances	3.681	1	Highly Ready
9. I am always prepared for the unexpected to happen	3.404	4	Highly Ready
10. Juggling too many things at once are one of my weaknesses	3.106	9	Highly Ready
Over-all Weighted Mean	***3.315***		***Highly Ready***

It is identifiable that in this table, the eighth indicator obtained 3.681 in its computed weighted mean and is considered to have the highest ranking among the rest. The given mean is highly perceived by the students. However, the seventh indicator obtained the lowest ranking with a 2.723 computed weighted mean and is considered moderately perceived by the students. In totality, the calculated over-all weighted mean in this table is shown as 3.401. The computed overall weighted mean is considered to

be highly perceived by the students.

This illustrates that the students involved in this study are highly proficient in their personal characteristics, which is one of the perspectives on employment readiness included in this study. The table suggests students are proficient in personal characteristics.

Related to Jahic's study, innovative graduates are employed faster, suggesting their personal characteristics positively impact employment readiness. However, Jahic's study also identified challenges related to skills-based education and its impact on critical thinking and employment readiness skills, which may not be directly reflected in the table.

The given table indicates the results from all perspectives on the employment readiness of the grade 12 STEM students, together with the mean obtained for each and the totality.

Table 2.5

Level of Employment Readiness of the Grade 12 STEM Students in All Perspectives: Social Intelligence, Organizational Skills, Work Competence, Personal Characteristics

PERSPECTIVES	MEAN	RANK	VERBAL INTERPRETATION
Social Intelligence	3.544	2	Highly Ready
Organizational Skills	3.770	1	Highly Ready
Work Competence	3.401	3	Highly Ready
Personal Characteristics	3.315	4	Highly Ready
Over-all Weighted Mean	***3.508***		***Highly Ready***

The displayed table illustrates that the second perspective, organizational abilities, had the highest mean result of 3.770, followed by social intelligence, which had a mean of 3.544. Furthermore, work competence gained the third-highest ranking (3.401 mean), while personal characteristics received the lowest ranking (3.151 mean) for the final ranking. All if the perspectives are considered to be highly ready based on each calculated mean.

The presented evaluation simply reveals that, when compared to other perspectives, SCCV grade 12 STEM students are more proficient when it comes to their organizational skills. With respect to responses provided by respondents to the adopted survey questionnaire, the overall findings explicitly demonstrated that SCCV's grade 12 STEM students are employment ready.

The overall median score accomplished in this study, which is equivalent to a scale and assessment gathered by Abuhussain et al. (2021), suggests an outstanding level of work readiness among pharmacy students and graduates in Saudi Arabia.

Nevertheless, graduates of PharmD programs exposed to advanced pharmacy training, including experience in pharmaceutical marketing, are more inclined to qualify as work-ready as opposed to graduates of Bpharm programs. In carrying out this research, the four perspectives—social intelligence, organizational acumen, work competency, and personal traits—were included.

The Difference Among the Employment Readiness of the Students when their Profile is Considered

The table below reveals the difference among the perspectives on employment readiness in terms of students' sex.

Table 3.1

Difference Among the Employment Readiness of the Students when their Sex is Considered

Perspectives	Groups Compared	Mean	Mean Difference	Test Statistics (t)	Degrees of Freedom	p - value	Decision	Remarks
Social Intelligence	Male	3.601	0.14066	0.898	45	0.772	Do not reject H_o	Not Significant
	Female	3.461						
Organizational Skills	Male	3.806	0.08626	0.544	45	0.201	Do not reject	Not Significant

	Female	3.719					H_o	
Work Competence	Male	3.493	0.22619	2.030	45	0.021	Reject H_o	Significant
	Female	3.267						
Personal Characteristics	Male	3.421	0.26353	1.975	45	0.609	Do not reject H_o	Not Significant
	Female	3.158						

As indicated in the table, social intelligence revealed that the mean male and female were 3.601 and 3.461, respectively, which gives a difference of 0.141. Continuing, this difference is considered not significant based on the computed test statistic t = 0.898 (45, p > 0.05). As for the organizational skills, the mean male and female were 3.806 and 3.719, giving a not significant difference of 0.086 and a test statistic t = 0.544 (45, p > 0.05). Furthermore, work competence provided a mean male and female of 3.493 and 3.267 that has a mean difference of 0.226, test statistic t = 2.030 (45, p > 0.05), resulting in being significant. Finally, personal characteristics showed that the mean male and female were 3.421 and 3.158, with a difference of 0.264. The shown difference was considered not significant as the test statistic was t = 1.975 (45, p > 0.05).

The given analysis illustrates that there is no significant difference among the given perspectives on employment readiness when students' sex is considered part of their demographic profile aside from students' work competence, which resulted in a significant interpretation of the findings.

In line with Safa A's (2021) study on work readiness among pharmacy interns

and graduates, our analysis, detailed in Table 3.1, explores the perspectives of employment readiness concerning students' sex. The given study found no significant differences in social intelligence, organizational skills, work competence, or personal characteristics based on gender, aligning with Safa A.'s conclusion that there was no significant association with gender in their study.

The table given below demonstrates the difference among the perspectives provided on employment readiness in terms of students' self-analysis.

Table 3.2

Difference Among the Employment Readiness of the Students when their Self-Analysis was put into Consideration.

Perspectives	Groups Compared	Mean	Mean Difference	Test Statistics (t)	Degrees of Freedom	P-value	Decision	Remarks
Social Intelligence	Yes	3.477	-0.17577	-1.117	45	0.199	Do not reject H_o	Not Significant
	No	3.653						
Organizational Skills	Yes	3.774	0.00851	0.053	45	0.525	Do not reject H_o	Not Significant
	No	3.765						
Work Competence	Yes	3.451	0.12835	1.107	45	0.806	Do not reject H_o	Not Significant
	No	3.322						
Personal Characteristics	Yes	3.269	-0.11992	-0.861	45	0.674	Do not reject H_o	Not Significant
	No	3.389						

As indicated in the table, the first perspective disclosed that the mean male and female self-analysis was 3.477 and 3.653, respectively, which gives a difference of -0.176. Continuing, this difference is considered not significant based on the computed test statistic $t = -1.117$ (45, $p > 0.05$). As for the organizational skills, the mean male and female were 3.774 and 3.765, giving a not significant difference of 0.009 and a test statistic $t = 0.053$ (45, $p > 0.05$). Furthermore, work competence provided a mean male and female of 3.451 and 3.322 that has a mean difference of 0.128, test statistic $t = 1.107$ (45, $p > 0.05$), resulting in not being significant. Finally, personal characteristics showed that the mean male and female were 3.269 and 3.389, with a difference of -0.120. The shown difference was considered not significant as the test statistic was $t = -0.861$ (45, $p > 0.05$).

The given analysis illustrates that there is no significant difference among the given perspectives of employment readiness when students' self-analysis is considered as part of their demographic profile.

Fatwa Tentama et al. (2019) show that self-efficacy strongly influences work readiness in vocational high school students by 11.2%. Our analysis of employment readiness, considering factors like self-assessment, organizational skills, work competence, and personal characteristics, reveals no significant differences. In essence, while self-efficacy is key, students' self-analysis may not play a major role in employment readiness variations.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is represented in four sections. The first section contributes to an overall summary of the study, followed by a summary of the findings and their conclusions. Subsequent to this are the implications of the study, continued by recommendations for future literatures.

Summary of Findings

The main objective of this study is to determine the employment readiness of all graduating STEM students at SCCV. As disclosed in the first chapter, this study intends to determine the demographic profile of the students and the level of employment readiness of graduating STEM students from the following perspectives: social intelligence, organizational skills, work competence, and personal characteristics. This study also intends to discover if there is a significant difference in the employment readiness of the students when their profiles are considered. Specifically, this study involved all the grade 12 STEM students at St. Catherine College. The study implemented a quantitative descriptive approach for the purpose of the paper and the successful execution of this study. The collection of the data was successfully executed by means of the distribution of a survey with adapted questionnaires with reference to Abuhussain et al. (2021). The researchers of this study

obtained the necessary permissions, ensured the participants' privacy, and provided clear explanations about the process. After the data collection, the researchers professionally conveyed recognition for the students' willing participation. The researchers guaranteed the sharing of findings with participants and respected their rights and data privacy preferences.

Findings of the Study

These are the investigated responses to the statement of the problem that was provided in the study's preceding chapter.

1. There are more male Grade 12 STEM students than female students, with a total of 47 involved students. The majority of Grade 12 STEM students believe they are employment-ready, while a smaller percentage do not, according to their self-analysis.
2. The Grade 12 STEM students in this study have a high level of social intelligence, as indicated by the overall weighted mean, which falls under the "highly perceived" category by the students. The Grade 12 STEM students have high organizational skills, as indicated by their high perceptions related to this perspective. The overall weighted mean for these indicators is considered highly perceived by the students, suggesting their proficiency in organizational skills. Most indicators in the perspective are highly perceived by Grade 12 STEM students, resulting in an overall-weighted mean that also indicates high

perception. This suggests that these students are proficient in organizational skills. The students have high perceived proficiency in personal characteristics for employment readiness.

3. There is no significant difference in employment readiness aspects (social intelligence, organizational skills, work competence, and personal characteristics) between male and female students. Also, there is no significant difference in employment readiness among various perspectives, including self-analysis, organizational skills, work competence, and personal characteristics, when considering students' demographic profiles.

Conclusion

The following highlights the main points and ideas that the study found along the process of interpreting the data.

1. Based on their individual assessments, a greater proportion of Grade 12 STEM students (47 students' total; more boys than females) believe they are prepared for self-employment.
2. With a highly assessed total weighted mean, the involved STEM students in grade 12 exhibit high levels of social intelligence. In addition, the participants have strong organizational abilities, as seen by a highly perceived overall weighted mean. Additionally, they are highly perceived in most indications related to their work competence, which contributes to overall-weighted mean

that suggests proficient work competence. The study concludes by highlighting the students' strong recognition of competence in personal characteristics.

3. The analysis finds no significant differences in employment readiness perspectives (social intelligence, organizational skills, and personal traits) between male and female students or among various demographic profiles aside from their work competence, which is considered to be the highlight of the findings along the exploration of this study.

Recommendations

Aligned to the findings and conclusion that the researchers gained, the following are the recommendations that the researchers were able to provide:

1. The researchers suggest that the beneficiaries of this study could expand to diverse demographics. As there is no significant difference in employment readiness aspects considering various demographic profiles, students should understand that their backgrounds do not necessarily affect their preparedness. for the job market. The students should focus on improving and developing their perspectives on the concept of employment readiness.
2. Based on the findings of this study, the researchers suggest teachers adopt a holistic approach to education to encourage students to develop their social intelligence, organizational skills, work competence, and personal characteristics. Teachers may design their curriculum to include activities,

workshops, and discussions that promote the development of these perspectives, ensuring that students are well-rounded individuals prepared or the job market.

3. As for the parents, the researchers recommend guardians emphasizing the importance of a well-rounded education. By understanding that there is no significant difference in employment readiness based on demographic factors, guardians can help their children realize the importance of a well-rounded education and not solely focus on specific demographic traits or backgrounds. This approach will help students become more adaptable and competitive in the job market and foster students and their children to strengthen their skills towards the given perspectives of employment readiness.
4. The results of this study helped the researchers suggest employers prioritize diverse recruitment. Understanding that there is no significant difference in employment readiness based on demographic factors, employers should aim to create a diverse workforce by recruiting candidates from various backgrounds and demographics. Following, employers may have a prior impression about the students' employment readiness and, in particular, their perspectives.
5. The researchers also advise school administrators to promote a well-rounded education. By acknowledging the results of this study, school administrators can emphasize the importance of promoting activities that will strengthen students' employment readiness skills. This will help students understand the

value of developing a diverse set of skills and competencies rather than focusing solely on specific demographic traits or backgrounds. This approach will better prepare students for the job market and contribute to their overall personal growth.

6. Finally, the researchers recommend future researchers expand the scope of demographic factors. While this study has shown no significant difference in employment readiness, especially in terms of studentswork competence' when their sex is considered among various demographic profiles, future research could explore other demographic factors, such as ethnicity, socioeconomic status, or geographic location, to further understand their impact on employment readiness.

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