



**HOLY CROSS COLLEGE OF CALINAN, INC.
Davao-Bukidnon Highway, Calinan Poblacion, Davao City**

**LEVEL OF PERCEIVED SKILLS AND EMPLOYABILITY SKILLS
OF THE FIRST BATCH OF GRADUATES OF K-12 BASIC
EDUCATION PROGRAM**

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EDUCATION PROGRAM**

A Research Paper
Presented to the Faculty of the Basic Education Department
of the Holy Cross College of Calinan, Inc.

In Partial Fulfillment of the Requirements
in Practical Research 1 and 2

By

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APPROVAL SHEET

In partial fulfillment of the requirements in Practical Research 1 and 2, this study entitled **LEVEL OF PERCIEVED SKILLS AND EMPLOYABILITY SKILLS OF THE FIRST BATCH OF GRADUATES OF K-12 BASIC EDUCATION PROGRAM**, prepared and submitted by Lorraine C. Alisin, Jay P. Pasagui, Sorenia Diel Thalia D. Albaran, Ednylein D. Ouano, Janella Alliyah A. Coroña, and Philip John B. Prequenza, is hereby recommended for oral examination, approval, and acceptance.

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ABSTRACT

This study employed a mixed-method research design and utilized a descriptive-correlational approach. The descriptive aspect aimed to describe the respondents' demographic profile, perceived skills, and employability skills based on their sex, age, and Senior High School (SHS) strand. The correlational approach sought to identify relationships between perceived skills and employability skills in relation to their demographic profile. The study calculated frequency and percentage, mean scores, and Pearson correlation coefficients. Sixty-eight respondents participated in this study. The results revealed that respondents had an excellent level of perceived skills in Information, Media and Technology, Learning and Innovation, Communication, and Life and Career. They also demonstrated an overall excellent level of employability skills in Interactive, with very good levels in Critical Thinking and Adaptability. The findings showed that respondents possessed excellent perceived skills and employability skills regardless of sex, age, and SHS strand. Furthermore, the study discovered a significant relationship between the level of perceived skills and employability skills of the respondents, regardless of sex, age, and SHS strand, leading to the acceptance of the alternative hypothesis. Finally, increased employability included skills being referred to as the Weaver of Understanding and Shared Vision, Torch of Lifelong Learning and Self-Discovery, and Adaptive Compass Toward Evolving Realities.

Keywords: *Perceived Skills, Employability Skills, K-12 Basic Education Program*

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Chapter 1

INTRODUCTION

Background of the Study

Escalating unemployment rates have required job seekers to have more proficient and diverse skill sets. The global skills gap which has contributed to 12% youth unemployment over the past two decades is one of the most influential reasons behind this demand (Fore, 2021), and belongs to the critical structural unemployment factors (Eurofound, 2013). One compelling gap factor is the disparity between developed skills from educational experience and practical job requirements because of education's limitations in providing and improving specific skills for jobs (Hwang, 2017). As evidence, in 2022, a significant population of 235,000 out of 5,023,400 global tertiary graduates were unqualified for jobs due to poor level foundational skills demonstrated in the application (Shaari, 2022). It meant that proficient skills from educational attainment are highly significant in enhancing labor performance, thereby leading to favorable employability chances (Demissie, Herut, Yimer, Bareke, Agezew, Dedho, & Lebeta, 2021).

Globally, industries demand employability as there is a need for capable workers to comply with jobs' expectations (Fajaryati, Budiyono, Akhyar, & Wiranto, 2020). Unfortunately, almost 75 million adolescents in many countries suffer unemployment rates of 2 to 4 times higher than adults, due to a lack of relevant market skills that blend knowledge-based skills with practical application (World Bank Group, 2015; Das, 2014). Furthermore, 80% of the worldwide youth population lacks the right and adequate skills from scholarly provision to meet job vacancies. In Latin America, 35% of firms identified

poor workforce skills as the leading constraint for applicants, like in the Middle East and North America which deemed workers as unemployable due to being ‘unskilled’ (World Bank Group, 2015). In Asia, approximately 54% of South Asian are predicted to leave school without decent skills needed for occupations, hence will be unemployable by 2030 (United Nations International Children’s Emergency Fund, 2019).

From a national viewpoint, the Philippines, a lower-middle-class country, necessitates new and capable skills in the labor market (ILO, 2023a). Unfortunately, a global assessment reported that 65% of Filipino graduates have suffered from skill deficiencies, rendering them unemployable (Campos, 2017). In Visayas region, graduates’ employment hurdles were substandard soft and hard skills (The Visayan Daily Star, 2023). Likewise in Mindanao, an interval between current skillsets and industry demands existed resulting in 3 out of 10 Mindanawons engaging in low-skilled labor. It is noted by the latter case that unemployment did not instantly pertain to poor job search skills and poverty, as highlighted by the World Bank (Technical Education and Skills Development Authority, 2020). Moreover, an association of skills upgrade for employability prevailed even in the National Capital Region (ILO, 2023a).

On a similar note, locally, employability is also hanging in Davao City as the Department of Labor and Employment reported that the graduates lacked employability and skills upgrades during a local job fair (Colina, 2018). Plus, it was found that 51.8% of local graduates found jobs within 6 months (Sagarino et. al, 2017), although the typical job search duration in the city is roughly 5 months (Deluna & Berdos, 2015). The admission delay was due to the difficulty of screening skills that were not sufficiently unique and suitable for the desired position as stated by employers (Sagarino et al., 2017). Local

surveys on unemployability and job search length factors also reported that candidates perceived the lack of professional skills eligibility requirements as a top hampering reason for entry (Deluna & Berdos, 2015).

With concern to all predicaments, graduate employability is also a pivotal concept in education (Cheng, Adekola, Albia, & Cai, 2021). Responsibly improving education access and quality creates a globally competent knowledge and skill-invested economy with greater social cohesion and job options (Tholen, 2014). Currently, more than 140 countries have offered the teaching system of kindergarten and 12 years of basic education, or the K-12 school education system (Sarvi, Munger, & Pillay, 2015). It has helped students to meet 21st-century standards that need young people to have transformational knowledge with resilience and work qualifications (Vaught, 2015). In 2012, the Philippines was the last in Asia to have the program and named it as K-12 Basic Education Program. One of its salient features, “Nurturing the Holistically Developed Filipino,” presented the general competencies of a K-12 graduate namely information, media, and technology skills; learning and innovation skills; effective communication skills; and life and career skills.

Unemployability and lacking skills have persisted, both of which are rooted in education. But, education has been adaptable to the needs of the dynamic world; hence academic programs and curricula are implemented like the Philippines’ K-12 Basic Education Program that have extended employability and lifelong development. After 11 years since its launch, the first cohort of K-12 graduates has entered the workforce following the completion of tertiary education. With this, the researchers were focused on evaluating the first batch graduates’ level of perceived skills following K-12 Basic

Education Program's areas, their level of employability skills, and the relationship shared between both.

Statement of the Problem

The purpose of this study was to evaluate the level of perceived skills of the first batch of graduates of the K-12 Basic Education Program in accordance with the program areas, their level of employability skills after finishing tertiary education, and the relationship between both. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the graduates in terms of:
 - 1.1. sex;
 - 1.2. age; and
 - 1.3. SHS strand?
2. What is the level of perceived skills of the first batch of graduates of K-12 Basic Education Program in the following areas:
 - 2.1. information, media, and technology;
 - 2.2. learning and innovation;
 - 2.3. communication; and
 - 2.4. life and career?
3. What is the level of employability skills of the first batch of graduates of K-12 Basic Education Program in terms of:
 - 3.1. interactive;
 - 3.2. critical thinking; and
 - 3.3. adaptability?

4. What is the level of perceived skills of the first batch of graduates of K-12 Basic Education Program when grouped according to:
 - 4.1. sex;
 - 4.2. age; and
 - 4.3. SHS strand?
5. What is the level of employability skills acquired by the first batch of graduates of K-12 Basic Education Program when grouped according to:
 - 5.1. sex;
 - 5.2. age; and
 - 5.3. SHS strand?
6. Is there a significant relationship between the level of perceived skills and level of employability skills of the first batch of graduates of K-12 Basic Education Program when grouped according to:
 - 6.1. sex;
 - 6.2. age; and
 - 6.3. SHS strand?
7. Is there a significant relationship between the level of perceived skills and level of employability skills of the first batch of K-12 graduates?
8. How did the graduates' acquired skills during SHS years contribute to their employability?

Hypotheses

Ha: There is a significant relationship between the graduates' level of perceived skills and their level of employability skills.

Ho: There is no significant relationship between the graduates' level of perceived skills and their level of employability skills.

Review of Related Literature and Studies

This section included the thorough discussion of the determinants of the level of perceived skills and employability skills. Different sources of information were stipulated, in which these supported the concepts and relevance of the variables in the study. Pieces of information were also discussed as part of each indicator.

Unemployability is influenced by various factors, but the skills possessed by graduates hold a significant position in this hierarchy. The skills gained during their schooling years play a crucial role in determining their employability, either enhancing or diminishing it. In developing countries, graduates typically secure employment within five months after completing their studies, and their skills developed during their educational journey make them competitive in meeting the demands of industries as how they perceive them (Rahmat, Ahmad, Idris, & Zainal, 2013).

Graduates' Skills Obtained from Education

In the context of this research, skills were defined as the foundational academic knowledge that are applied to pursue excellence both after college and during career. Graduates need to apply academic knowledge to authentic situations in their careers, and skills development requires practice and targeted instruction (Association for Career and Technical Education, 2013). Skills attained academically are transversal and can cultivate the flexibility required to develop generic skills in different situations and paths as they are acquired in multifaceted teaching curricula (European University Association, 2021).

Nurturing these is crucial, because intellectual growth, societal contribution, personal fulfillment, and higher employability chances for work cannot be achieved when these are not heightened to their fullest potential (Abas & Imam, 2016).

However, regardless of how skills are described as significant in literature and in reality, controversies have emerged such as how those of the graduates are found lacking, an adversity in the 21st century (Badal, 2016). Labeled as the “graduate skills gap,” it is a phenomenon across countries and different companies regardless of size (Aziz, 2018). Its factors cover industry experience which may already be a natural shortcoming at first as a graduate, but most of its weight is attributed to the lack of basic skills from schooling to fill work roles (Business Roundtable, 2023). For example, in a survey conducted in United Kingdom, 3 quarters of employers identified skill deficiencies of graduates in the Information Technology Department, 44% of businesses recognized fresh graduates with unreasonable levels of skills, and skills degrade on the Institution of Engineering and Technology. From the overall population of evaluators, 47% blamed the foremost skills of the graduates’ incapacity (Calonge & Shah, 2016).

The global issue of poor skills among graduates has prompted the implementation of strategies worldwide. UNICEF (2021) suggested four key steps to address youth skills deterioration, including measuring skill levels, partnering with corporate training organizations with government-led frameworks, creating skills verification tests, and establishing forums for sharing graduates' standing. Bangladesh has taken action by reforming its education system to shape youth's skills prior to college completion and collaborating with skills development bodies to address skills gaps (Khan, 2020). In China, despite decades of educational reforms, there are still challenges in delivering skills

relevant to the post-industrial era. McKinsey Global Institute's (2021) research highlighted the potential of education's role in skills development for national economic transformation. While these countries are exerting efforts in such a medium, there were countries as well that were somehow satisfied with the graduates' skills like United Kingdom and Eastern Europe (Institute of Student Employers, 2018).

Skills development mechanisms vary from country to country, depending on the level of skills demand supply. In other words, target skills for graduates also differ globally but still overlap in many instances (The World Bank, 2016). For the University of North Carolina (2019) at Chapel Hill, some of the skills it enumerated were the skills to develop informed decisions, communicate in all forms and audiences, approach a conflict strategically, devise solutions rationally, and set goals for both professional and personal life. For Southeastern Louisiana University (2021), these would be the skills to proactively develop career by personal and professional learning, effectively exchange factual information, think critically, demonstrate awareness, capitalize team strength, build positive relationships, and use technologies comprehensively. Furthermore, in an analysis of student employability profiles by Tholen, Relly, Warhurst, and Commander (2016), they also identified key skills of graduates notwithstanding their respective degree studied such as the capacity to justify reasonably, solve problems, organize and interpret information, and critically judge. These are just some of the general skills that graduates must possess for them to grab opportunities and ensure success in their future endeavors.

Proficient core kills are beneficial in all life aspects. These strengthen an individual's capability to consistently learn and apply new knowledge and skills, and therefore called as a key to lifelong learning (ILO, 2023b). As competitions are

unavoidable in job markets, skills will help to secure job positions (Rahmat et al., 2013). If graduates possess the right and adequate skills, then they can create a successful innovation in their life and career pursuits. Although graduates are described as ‘still trainees,’ they can still open and bring new contributions when they have the skills (Step, 2021).

Employability of Tertiary Graduates

Graduates’ employability is the combination of different soft and hard skills vital to succeed in a given profession. However, its complexity and evolution over time led to multifaceted interpretations (Suleman, 2018). Some scholars defined it as the capability to excel in different jobs and adapt employments, while others emphasized it as a decision-making awareness that increases job market prospects (Farouq & Adilovic, 2014; Bennett, 2016). Additionally, Oliver (2015) referred to it as the skill of continuous adaptation and improvement, benefiting individuals, workforce, and economy. Nevertheless, literature summarized the diverse perspectives into two interpretations: the consistent attainment of work (Mgaiwa, 2021), and the individual possession of skills and attributes acquired in higher education as indicated by recent studies (Suleman, 2018, as cited in Mgaiwa, 2021). Notably, employability differs from employment because it is the securer condition of the latter. Employment is temporary and is only the consequence of being employable (Farouq & Adilovic, 2014).

The challenge to generate graduates with employability spans across countries, both developing and developed ones (Jenkins & Lane, 2019). For instance, in Australia, it has become a critical topic in higher education research due to a decade-long debate on skills (Clarke, 2018). Policy shifts also occurred in United Kingdom, questioning whether

universities could produce graduates who could meet work dynamics or not (Jenkins & Lane, 2019). South Africa and the United States also grappled with the need for employable graduates, responding to employers' demand for higher skill levels (Archer & Chetty, 2013; Artess, Hooley, & Mellors-Bourne, 2017). In the Philippines, a study revealed that only 1 out of 3 graduates are employable, largely due to skill deficiencies (The Philippine Star, 2017). With these cases, the state of employability for the last five decades remained problematic despite the implementation of innovations from governments, universities, stakeholders, and employers. Prior studies, predominantly case-based, lacked quantitative analysis and comprehensive prescriptive discussion for evaluation (Sumanasiri, Yajid, & Khatibi, 2015).

Amid the cases, various models have been formulated to cover the vital skills and traits that enhance employability. Initially, Hillage and Pollard in 1998 pioneered employability models but did not discuss the underlying factors or skills, and only the 'elements' namely assets, deployment, presentation, and contexts. Contradicting to this, subsequent studies focused on the underlying basic skills, higher order thinking skills, and affective skills excluding attitudes and behaviors which limited the entirety of employability. Fortunately, Yorke and Knight's integration of employability and psychology in 2002 brought a positive shift. This resulted in the USEM models or *Understanding, Skills* (generic), *Efficacy Beliefs* (self-theories), and *Metacognition* (reflection) that finally developed and established employability model for literature, (Sumanasiri et al., 2015). Other models that defined employability includes the Journey of Employment (JEM), in which it disapproved the other models that no single factor can ensure employability due to everyone's distinct journeys (Copps & Plimmer, 2013). Still,

Study and Kottke (2014) aligned another descriptive model called RAW or *Rewarding, Ability, and Willingness* as a definition for the skills. But, both believed that the models were still theoretical in nature.

Additionally, skills can be categorized into soft and hard skills, with soft skills being generic and complementing hard skills, emphasizing practical learning outcomes (Salleh, Sulaiman, Mohaffyza, & Lai, 2017). An expansive approach to skills development is needed, for values are indispensable in the complex society (Mtawa, Fongwa, & Wilson-Strydom, 2019). Some common employability soft skills were clustered into six categories by Olivier, Freeman, Young, Yu, and Verma (2014), namely adaptive capacity, collaborative skills, emotional capacity, flexibility, and time management. Other literary sources also cited skills according to factor analyses such as organizational, specialized, methodological, generic, participative, and socio-emotional (Suleman, 2017).

In United Kingdom, where employability studies are prominent, Normand and Anderson (2017) outlined adaptability, agility, digital skills, empathy, ethics, and reflexive resilience; and Wong, Chiu, Copsey-Blake, and Nikolopoulou (2021) pointed self-awareness, long-life learning, professional development, global citizenship engagement, and academic literacy. The latter proponents are said to fill the informational gap of the former's study, according to Scott and Willison (2021). In contrast, hard skills are the teachable skills related to professional knowledge within profession (Aida, Wahab, & Rozaini, 2015). These are task-oriented skills attained from training (Kenayathulla, Ahmad, & Idris, 2019) and are related to scientific knowledge and technical expertise (Lyu & Liu, 2021). Literature defines it in multiple titles: basic skills, soft skills, enabling skills, key skills, and core skills (Lauder, 2013; Messum, Wilkes, & Jackson, 2015; Caraivan,

2016). In some studies, the current six hard skills are communication, number application, information technology, collaborative, self-learning, and problem-solving skills (Kenny, English, & Kilmartin, 2017).

A high employability level is essential in all work settings. The skills covered in it constantly strengthen other skills that are shaped by educational experiences and upskill professional attributes once these are obtained (Kenayathulla et al., 2019). Definitions, concepts, and issues of it are integral despite of how difficult to articulate its broad literature (Andrews & Higson, 2018). All in all, evaluating graduates' employability must be explored in different aspects and viewpoints for a more efficient and effective human capital (Krakovetskaya, Dalibozhko, & Slesarenko, 2018).

The Relationship Between Graduates' Skills and Employability

Confusion persists regarding educational reforms and universities' value and it is compounded by political, economic, and socio-cultural changes. Extensive literature critique on education encompasses these aspects, especially their association with employability which is one of the highly researched topics in microeconomics (Menz, 2020). The drive to enhance graduates' employability stems from diverse sources within political and societal contexts. However, studies revealed a huge gap between graduates' skill levels and employer and job's expectations (Blom & Saeki, 2016). This gap underscored the need for a more comprehensive understanding of the relationship between education and employability considering the evolving demands of the job market and pedagogical instructions (Menz, 2020).

Research has emphasized the importance of tertiary graduates possessing transferable skills earned during their educational experiences, which they can effectively apply when transitioning into the workforce (Robinson & Garton, 2018). In light of changing societal dynamics, educational institutions face growing pressure from employers and the government to align their curricula with the timely and relevant skills that are influential to the ability to secure employment. Failure to do so can result in skills gap, leaving graduates unable to develop general job skills (Aguilar & Torres, 2023). To validate the aforementioned claim, Baird and Parayitam (2019) stated that it is imperative to revisit and reassess scholarly reforms and programs to ensure the entire coverage of important knowledge areas, values, and skills for graduates to establish a holistic curricular foundation needed in developing the necessary specific work skills.

On the other hand, employability encapsulates the skillsets necessary for individuals to secure job positions. Unfortunately, concerns related to employability are increasing, either due to a lack or deficiency in work-related skills among graduates. This has prompted government intervention to address employers' complaints (Clarke, 2017), yet also primarily because of concerns about productivity and competence shortfalls in the knowledge-based economy (Byrne, 2020). But, addressing this issue is also highly significant in higher education. A literature review by Finch, Hamilton, Baldwin, and Zehner (2013) found that influential factors in employability include the graduate's experiential scholarly skills, a consequence of the competencies set by an educational framework in today's job market.

Considering how each variable is defined, with significant reference to the other variable's definition, it is emphasized that a relationship exists between them. Graduates

should master core concepts during their educational journey to develop the essential skills necessary in their field (Aguilar & Torres, 2023). Upon entering the workforce, they should apply their classroom learning to optimize skill acquisition for job readiness (Mokhtar et. al, 2022). For example, employers frequently highlight deficiencies in English and written communication skills, as evidenced by poorly written technical reports that require writing and comprehension skills. This shows the value of equipping graduates with the necessary preparatory skills, enabling them to perform competently in their careers. Similarly, workplace demands reveal inadequacies in Mathematics-related skills, such as data analysis, logical reasoning, and problem-solving, indicating that these critical proficiencies are often overlooked in academic settings (ACTE, 2013).

A positive correlation between the two variables can be seen in a related study of the correlation among employability, self-concept, and academic achievement. As per Tentama and Abdillah (2019), students majoring in accounting and marketing identified academic skills and self-perception as the dominant factors of their likelihood to be employed. This is also supported by Jackson (2013), who said that low employability can be attributed to deficit in skills and learnings from formal schooling which implies that those individuals who cannot apply what they learned in developing job skills will not be easily, or totally not be admitted in the labor force (Tentama & Abdillah, 2019). Pullen (2020) additionally noted that employers advocated for a shift in the approach to teaching Science subjects, emphasizing the need for a more problem-based and inquisitive methodology. This adjustment is particularly crucial for graduates pursuing scientific courses to ensure they develop highly-leveled employability skills.

In some studies, the positive correlation between graduates' skills and employability is challenged. Hogan, Chamorro-Premuzic, and Kaiser (2013) have asserted that there is limited understanding of how education adequately prepares students for their future careers, despite the perceived association between the two. The connection between them is not always strong, as job security still depends on the specific job requirements and the hiring preferences of employers. Some employers prioritize practical experience the most because there are cases wherein graduates excel in academic skills but struggle to effectively apply the practical skills required for their respective occupations (Mueller, 2023). Research that also studied their relationship found that out of four graduate skill perception categories, only three items from different categories showed a significant relationship using a Chi-Square test (Rahmat et al., 2013).

The responsibility for employability is primarily assigned to the education sector, although it must still be shared with other stakeholders to ensure effectiveness. Further examination of the relationship and its extent is crucial to compare it with other factors of a graduate's employment opportunities and skills development (Cheng et al., 2021). The concept of graduate employability is rapidly changing hence the absence of theoretical control in literature and contrasting views in their association. This calls for an in-depth analysis which may also give insights in the current 21st century learners' global standing in terms of the said aspects (Hosain, Mustafi, & Parvin, 2021).

Gender-Based Disparities in Graduates Employability

The persistent worldwide gender disparities that span both developed and developing regions have been attracting increasing attention from economists,

policymakers, and the general public (Stoet & Geary, 2019). A study entitled "Developments in the knowledge-based economy research field: a bibliometric literature review" provides evidence that the knowledge-based economy offers improved employment prospects and more equitable gender dynamics compared to the broader economy. Within this context, it is observed that occupational hierarchies tend to become more favorable to women, while disparities in working hours tend to favor men (De Castro, Iturralde, & Rodríguez, 2021). According to the World Economic Forum's Global Gender Gap Report (2022), gender imbalances in the workforce are influenced and driven by various factors, including long-standing structural barriers, socioeconomic and technological transformations, as well as economic shocks. Consequently, it is crucial to persist in the examination of sex-based disparities in the workforce to pinpoint and address the root causes of gender inequality and develop effective solutions to combat gender bias (Guido, 2023).

Research conducted by Rudhumbu, Makambe, O'Brian, and Ndlovu (2016) in Botswana, uncovered that female graduates exhibited a higher employment rate (37.28%) compared to their male counterparts (28.07%). However, the study also revealed that a larger percentage of female graduates remained unemployed (25%) in contrast to male graduates (9.6%). Notably, the study indicated that the primary reason for the delayed employment of these unemployed graduates was not attributed to skill mismatch or lack of experience. Increased competition disproportionately affected female graduates (15.3%) compared to male graduates (5.1%), while the lack of experience had a similar impact on both genders (5.4%). Female graduates also faced a higher incidence of skills

mismatch (5.4%) in comparison to their male peers (2.7%). Consequently, the study concluded that there were more employed male graduates than female graduates.

According to Rothberg (2021), the labor force participation rate of women in the Philippines was lower than that of men. In 2020, the labor force participation rate for women stood at 46.2%, while men had a significantly higher rate at 76.3%. This implies that women were more likely to find employment in the services sector, while men were more inclined to work in the industry and agriculture sectors. In addition, the labor force participation rate of women in the Philippines was 64.8% in August 2023, while men had a higher rate of 95.4%. This indicates that women's participation in the labor force has increased over the years. In terms of employment sectors, the services sector is the most common sector for both men and women in the Philippines. In August 2023, the services sector accounted for 57.05% of total employment, while the agriculture and industry sectors accounted for 24.27% and 18.68%, respectively. Therefore, it is not accurate to say that women are more likely to find employment in the services sector, while men are more inclined to work in the industry and agriculture sectors (Philippine Statistics Authority, 2023).

In 2023, the EU employment rate for recent male graduates was 83.5%, while recent female graduates recorded a slightly lower rate of 81.3%. This translates to a 2.2 percentage point (pp.) difference between the genders. Some of these disparities can be attributed to the fields of study pursued, as labor market demands vary across different disciplines. Women and men also tend to choose different areas of study, with a higher representation of males in science and technology fields. The variations in employment rates between the sexes differ among the EU Member States, both in terms of magnitude

and which gender boasts a higher employment rate. In 19 member states, men had a higher employment rate than women, with the most significant difference observed in Czechia, where male graduates had an employment rate 12.6 pp. higher than their female counterparts. Eight member states reported a higher employment rate for women, including Switzerland, with here the largest difference was found in Estonia, with an employment rate 13.2 pp. higher among women than men (O'Neill, 2023).

A tracer study examining the employment outcomes of graduates from vocational training programs revealed a higher number of employed males compared to females. The tracer study indicated that female graduates face significant challenges in securing employment, due to limited job opportunities in their chosen field. But, it is noteworthy that even in areas of specialization where they competed on an equal footing with their male counterparts during their education, such as construction trades, crafts trades, and industrial specialization, they still encounter difficulties in finding employment (Pheko & Molefhe, 2016). It is due to the fact that male and female students differ significantly in their level of core competencies, with males displaying higher levels of core competencies than females (Dominic & Fulgence, 2020).

Sex-based employability gaps persist among graduates, especially for females. Female graduates face challenges in securing employment, even in fields where they compete equally with men during education. While women may face challenges in securing employment in certain fields, there are also areas where they compete on an equal footing with men. However, societal and personal factors can influence the career paths and success of individuals, regardless of their gender. Efforts to address these disparities and promote equitable opportunities are crucial for fostering a more inclusive workforce.

Employability Level Based on Senior High School Strand

The employability of graduates is a critical concern in the field of education (Department of Education, 2019). Despite years of implementation, there are still gaps in the employability of Senior High School (SHS) graduates. The emerging gap and misalignment can be attributed to the selection of the strand and track, as it is one of the most important choices students will make when determining their future plans. This decision will have a lasting impact on their lives as it plays a crucial role in choosing a career (Manuba, Morales, Nerona, Landicho, & Carandang, 2018). The choice of a strand can significantly shape the skills and competencies acquired during secondary education, which, in turn, can influence a graduate's readiness for the job market (Sampiano, Sibongga, Ramos, & Aceres 2023).

According to a study conducted by the Philippine Institute for Development Studies (PIDS), the employability of SHS graduates in the Philippines varies depending on the track they pursued (Malipot, 2023). While there is a general perception that STEM graduates are more employable due to their specialized skills in science, technology, engineering, and mathematics, it is important to note that employability can depend on various factors, including an individual's skills, experiences, and the demand in the job market (Almerino et. al, 2020).

On the other hand, a study conducted by Okrent and Burke (2021) indicates that individuals in the Science, Technology, Engineering, and Mathematics (STEM) fields tend to have lower unemployment rates compared to those in non-STEM fields, regardless of their level of education. This suggests a high demand for STEM skills in the job market. Among those with a bachelor's degree or higher, STEM workers consistently had lower

unemployment rates over the decade compared to non-STEM workers, indicating that higher education in STEM fields can provide more job security. However, within STEM fields, unemployment rates varied based on the specific occupation and degree level. For instance, individuals with a doctoral or professional degree were generally less likely to be unemployed than those with a bachelor's degree as their highest level of education, suggesting that advanced degrees in STEM fields can further improve job prospects. Interestingly, even among those without a bachelor's degree, STEM workers had a lower unemployment rate (2.8%) compared to non-STEM workers (4.3%) in 2019. This highlights the value of technical skills and expertise in the job market, even in the absence of a higher education degree (McGunagle & Zizka, 2020). These findings underscore the importance and advantages of STEM education and skills in terms of employability and job security.

In line with these findings, a study conducted by the National Center for Biotechnology Information (NCBI) discusses the high employability of graduates from Science, Technology, Engineering, and Mathematics (STEM) fields, in agreement with the findings of Okrent and Burke (2021). The study suggests that labor market outcomes are generally more favorable for workers in STEM occupations compared to those in non-STEM occupations. This is likely due to the specialized training required for STEM jobs, which are often considered high-skill positions. Despite variations by occupation and level of education, workers in STEM occupations tend to have higher salaries and lower unemployment rates than their non-STEM counterparts (Black et. al, 2021).

In the realm of education, the employability of graduates stands as a pivotal concern. As highlighted in the Department of Education's report (2021), evident gaps

persist in the employability of senior high school graduates. A significant contributor to this disparity is the students' choice of educational tracks and strands, as underscored by Manuba et al. (2018). The track and strand decision-making process is crucial, shaping the skills and competencies acquired during secondary education, ultimately influencing a graduate's readiness for the job market (Sampiano et al., 2023).

Philippines' K-12 Basic Education Program

Educational reforms have been a global trend, aiming to enhance the fundamental skills of students, foster responsible citizenship, and prepare learners for lifelong learning and employment (BusinessMirror, 2022). One example of a reform is the K-12 educational program, which has been adopted by various countries worldwide. The Philippines joined this educational shift in 2012 with the introduction of the "K to 12 Program," a comprehensive overhaul of the country's basic education system. The general purpose of this reform was to align the Philippines' secondary education with international standards, with a particular emphasis on kindergarten (Doctolero, 2023). As stated by Abueva (2023), the K-12 curriculum in the Philippines is designed with a learner-centered approach, encouraging students to actively participate in their learning process. This approach allows for a personalized learning experience, where students not only acquire new information and skills that are applicable in daily life and future endeavors, but also enjoy the process. Currently, the Philippine education system is undergoing significant transformations in its organization, curriculum, and philosophy (Masayoshi, 2013), demonstrating the country's commitment to improving the quality of education for its citizens.

According to Department of Education, the issue of graduate skills and employability has been a longstanding concern in the Philippines. Previous solutions were implemented to address this, yet the problem persisted. Recognizing the need for a more comprehensive approach, the government introduced the K-12 Basic Education Program. The government deemed the K-12 Basic Education Program as the key to solving these issues. The program aims to equip students with academic and professional skills, fostering independence and practical knowledge. For instance, the curriculum goes beyond theoretical learning in subjects like mathematics, enabling students to apply these skills in real-life scenarios such as managing taxes, making investment decisions, and budgeting (Harve, 2023). One successful example of this program is the Senior High School (SHS) Model curriculum implemented by Tagum National Trade School. According to Tagum City Schools Division, the school has produced two graduating classes, the majority of whom have found respectable employment (Estacio, 2015). This demonstrates the effectiveness of the K-12 curriculum in enhancing students' employability and preparing them for the future.

The integration of the K-12 Program into the Philippine Basic Education Curriculum has been a pivotal step in the country's development. Despite the challenges encountered during its implementation, the program is considered a significant advancement, as it underscores the importance of higher education to the nation's prosperity (Abueva, 2023). The K-12 curriculum offers numerous benefits to Filipino students. It fosters intellectual growth and skill development, aiding students in charting their future paths towards a prosperous life. More importantly, it prepares students for postsecondary education, equipping them with the ability to handle higher levels of mastery

once they enroll in college (Buenaventura, 2019). Furthermore, the K–12 program has received positive feedback for its role in helping graduates develop specific skills tailored to their respective occupational fields. This targeted skill development not only enhances employability but also ensures that students are well-prepared to contribute effectively in their chosen professions. This aspect of the K–12 program underscores its value in shaping the future workforce of the Philippines.

While the K–12 program in the Philippines is designed to elevate educational standards and produce highly skilled students for enhanced employability, it has faced criticism, particularly from those who struggle to afford an additional three years of schooling for their children. Under the current system, two extra years of education would result in substantial additional costs. These costs are expected to rise with the implementation of the K–12 Program, which requires students to choose one of three Senior High School (SHS) tracks for their coursework (BusinessMirror, 2022). Moreover, the program imposes additional financial burdens on working parents, who must cover the costs of K–12 textbooks, school projects, and school functions for their children. The program also raises environmental concerns. The addition of more classrooms increases electricity consumption, and the allocation of more transportation resources for the expanded student population contributes to environmental damage (Itorralba, 2022). However, it is important to note that despite the efforts that the government make, some criticisms persist, and the government continues to work on addressing these issues.

The first batch of students who completed the K–12 program in the Philippines graduated in 2018. This was a significant milestone as it marked the completion of the first cycle of the program since its implementation in 2016 (De Vera, 2022). In a more recent

development, the first cohort of students to finish under the K–12 Program graduated in 2022. This batch of students was noted for their maturity and ability to handle academic life. Interestingly, a significant number of these graduates were already employed even before their graduation. This is a testament to the effectiveness of the K–12 Program in enhancing the employability of its graduates (Santiago, 2018). Additionally, the Department of Education celebrated the graduation of the first batch of Senior High School students under the Alternative Learning System (ALS) Program in July 2021. This marked another historic moment in the journey of the K–12 Basic Education Program in the country (Philippine Daily Inquirer, 2022).

Evaluating the graduates of the K–12 Basic Education Program is crucial for a multitude of reasons. First and foremost, the performance of the graduates provides a direct measure of the effectiveness of the K–12 curriculum. Their academic performance, employability, and the skills they have acquired can indicate how well the program has prepared them for higher education and the workforce. Secondly, evaluation can help identify areas in the curriculum that may need improvement. This could be in terms of the subjects being taught, the teaching methods used, or the balance between academic and vocational training (Almerino et al., 2020). Thirdly, the evaluation can shed light on whether the skills and knowledge gained by the students align with the demands of the industry. This is important to ensure that the curriculum remains relevant and continues to prepare students for the job market (Roxas, 2019). Furthermore, the results of the evaluation can inform policy decisions regarding the K–12 program. This could influence future reforms and initiatives in the education sector. Lastly, the K to 12 Basic Education Program recognizes the diversity of learners inside the classroom and the need for multiple

ways of measuring their varying abilities and learning potentials (Almerino et al., 2020). Therefore, regular and comprehensive evaluation of the graduates is essential to ensure the continued success and relevance of the K–12 Basic Education Program, along Filipino graduates' standing.

Information, Media, and Technology Skills

Skills in relation to information, media, and technology serve as the backbone in the technologically advancing society. These are the abilities to access the abundance of information even in digital forms, keep up with the drastic changes in technical tools, and collaborate while using individual contributions in a larger scale (Bellevue College, 2016a). Whether each component is used separately or all of them at the same time, the central idea fixates on how these are the effective instruments in exploring ubiquitous technology. These have become requirements for citizens because these enable them to critically judge, reflect, and utilize the whole media resources (Council of Europe, 2023). The acquisition of information, media, and technology skills is beneficial, but the learning itself of such skills is already critical and fundamental alongside the school curricula which play a huge role to support technology education (Hazar, Akkutay, & Keser, 2021).

The literacy and skills in information are the efficiency and effectivity in accessing information while evaluating and managing it critically. These are skills that ethically manage the flow of information from widespread sources to which issue it must be directed to (University of Minnesota, 2023). However, digital information skills are more than knowing how to use and evaluate information in digital mediums. It is the capacity to integrate problem-solving and cognitive skills, and basic knowledge in accomplishing online tasks and transactions, comprehend and filter computational thinking logic, and

contribute positive and rational information content in the online community (TechHub, 2019; European Commission, 2016; Joint Information System Committee, 2014; Korea Education & Research Information Service, 2019, as cited in Inter-American Development Bank, 2023). According to Renaissance Learning (2019), it also covers digital communication or proper intake of news in critical lenses, distinction of fabricated news, conduct of extensive research using databases and search engines, and creation of professional files. Plus, digital citizenship intersects with information skills in the case of observing empathy and online etiquette in responsibly perceiving what they discover and comprehending copyrights (Britannica, 2016).

Media skills are also pivotal in a world of all forms of media (Schmit & Orr, 2021). These are the abilities to decode media messages and their systems, assess their messages in emotional and behavioral aspects, and become a contributor of thoughtfully made media publications (Media Literacy Now, 2022). These skills are essential to utilize mass communication in personal and professional life. These include the ability to determine the media's source, impact reliability extent, target audience, perception impact, and purpose (Schmit & Orr, 2021). Also, these refer to being able to internalize mass communication's dominance in shaping, informing, and educating the world, and make sense of their meanings, which can lead to wise responses. These skills include the ability to distinguish and filter internet noise that help to stabilize focus and mold active actors of media consumption. Even the skills to differentiate genre conventions and determine when does integration exist, and be still cautious and sensitive to effects and credibility regardless of the media's source identity are under media skills (Osei-Hwere & Osei-Hwere, 2022).

Technology skills are also relevant for an effective digital world interaction. These allow an easier adaptation to dynamic technologies that are expanding its share in everyone's lives. Some of the technology skills to consider are proficiency in computer systems like computer skills in operating systems, organizational and analytical skills with a solid understanding in quantifying data on spreadsheets and multiple software, coding skills or proficiency in programming languages, editing skills in audio-visual content production, and digital marketing skills (Coursera, 2023a). Aside from these, the capability to expand the search criteria by inputting accurate keywords and technical filter systems, optimize search engine through knowing how to use appropriate formats and hyperlinks for a networked information (Indeed Editorial Team, 2023a), and design user experience and user interface or commonly known as *UX* and *UI* that deal with the development of software, social media accounts, and websites, are part of technology skills (Coursera, 2023; Arabaine, 2023).

Citizens and workers in the 21st century reside in a media-suffused space which means that they must exhibit a wide range of technical abilities in digital information, media, and technology aspects to be effective (Bellevue College, 2016a). Yet, digital and personal barriers obstruct access to acquisition, hence shaping technology integration in schools and education curricula be means of disseminating a greater depth of knowledge and training through learning and teaching processes (Hazar et al., 2021). Technology is everywhere and permeates in all facets, so it is a feat to effectively navigate it rather than let it hinder everyday life. It is challenging to manipulate and thus increase its danger risks (Terra, 2023). Currently, it is essential to incorporate technology education into student curriculum to equip them for upcoming opportunities. By providing students with

computer skills instruction within the classroom, they will become greater positioned for success compared to relying solely on a curriculum that was developed prior to the widespread integration of technology (Schwartz, 2021).

Learning and Innovation Skills of Progressive Individuals

The importance of learning and innovation skills is gaining recognition as the distinguishing factor between students who are ready for the ever-evolving complexities of life and work in the 21st century, and those who are not. Emphasizing creativity, critical thinking, communication, and collaboration is crucial in preparing students for the future (Bellevue College, 2016b). According to Ramos, Ramirez, and Medrano, 2018, the learning and Innovation skills has the mean score of 3.94 with “very satisfactory” adjectival description which indicates that the graduates are possessing the skill of creativity and innovation, critical thinking & problem solving, and communication & collaboration. These are the so-called *Four C’s* that require adequate time and strategies to set up learners towards success (Soderlund, 2020). In fact, these are part of the broader *Framework for 21st Century Learning* from the Partnership for 21st-Century Skills, derived from the traditional curriculum of arithmetic, reading, writing, language arts, geography, and history. In this framework, traditional subjects are still integral, yet learning and innovation skills help reinforce them (LanSchool, 2021).

Creativity and innovation do not literally refer to the capability to illustrate artistically, but the capacity to become an artist in brainstorming and envisioning. The ability to think of original ideas in a wider perspective and maximize efforts and ideas well is what it means. It may also be the capacity to create tangible contributions to a field or

executing visions. Another thing, being open to accept ideas and having a growth mindset still pertains to creativity, in a sense that learning from mistakes and being responsive to boundaries will aid in adapting to cyclical collaboration (US Digital Literacy, 2022). These skills are useful in devising solutions to complex problems (Birt, 2023). Other related skills are also ideation or the ability to segment work, from idea generation and selection to implementation, mind mapping or creating connections among various pieces of data, storyboarding for comprehending relationships among theories, role playing or taking an opposing personality of one's own, and to attribute listing or recognizing areas for improvement. Additionally, creativity and innovation revolve in morphological analysis or examining structural aspects of problem factors, daydreaming or establishing an emotional connection, and reverse thinking or opposite ideation (Luenendonk, 2020; Catapult Learning, 2022).

Critical thinking also does not necessarily mean as an immediate answer, but being able to generate it within a reasonable time frame (U.S. Department of Labor, 2013). For US Digital Literacy (2022), critical thinking encompasses effective reasoning, systems thinking, decision-making, and problem-solving skills. Reasoning effectively defines the appropriate use of inductive, deductive, and other justification strategies, systems thinking or analyzing how parts of a whole make up a system, reflective interpreting in alternating viewpoints, and problem-solving skills or throwing queries and realizing leadership in clarifying situations. Systems thinking skills, on the other hand, includes dynamic, scientific, operational, and systems-as-cause strategies in defining a problem and testing hypotheses before implementing necessary changes (Cheprasov, 2018). Contrarily, decision-making skills are also the capability to analyze the problem and use creativity to

address it while taking the lead (Kaplan, 2023a). Lastly, problem-solving skills identify suitable approaches for desired outcomes through key strategies, namely observation or data gathering and interpretation using different senses, and critical thinking or analytical thinking, synthesis, and strategic application (Rahman, 2019).

In addition, communication skills may be the simple conveyance of message, but these skills are part of the core skills in life and career due to its far-reaching subskills (Kurtuy, 2023). These skills express ideas clearly and convincingly both verbal and written methods, articulate opinions, convey clear instructions, and inspire through speech in a more modernized setting (Scott, 2023). But, there is no exact definition for communication skills and only attempts. What they have in common is the highlight of these skills' relevance in all activities and how they drive life. According to Shetye's (2017) communication types, these types are oral, written, formal, informal, upward, and downward communication. But, all of them must be rooted from communication principles like clarity, consistency, completeness and adequacy, media adaptation, appropriateness of time element, integration, flexibility, informality, and feedback. It is because of communication barriers that may cause an adverse effect on the morale of both senders and receivers and connection, such as external and mechanical barriers or communication tool defects; physical barriers or competing stimulus, environmental stress, subjective stress, ignorance about the medium; psychological barriers like self-image, assumption, redundancy, pre-judgment; semantic barriers like enunciation and pronunciation; cultural barriers or difference in language; insufficient time; distrust; and fear.

The last element are the collaborative skills. Collaboration is not merely cooperation, but an interpersonal arrangement that comprises productivity, respect,

compromise, and responsibility that focus on specific goals involving group members. With incorporation of varied roles, interactions, knowledge, and cognition, these skills help generate new ideas (Ilma, Al-Muhdhar, Rohman, & Saptasari, 2022). Work efficiency, complementary, and leadership skills may also be improved in a successful collaboration (Coppola, 2017). In the ACER Collaboration Skill Development Framework developed by the Australian Council for Educational Research (Scoular, Duckworth, Heard, & Ramalingam, 2020), the key components of collaboration are participation or learner engagement, perspective taking or adaptation of one another, and social regulation or navigation of collaborative space. In this framework, it is explained as well what are the collaborative strands, namely, building shared understanding to establish a pool of ideas and identify gaps together, collectively contributing or recognizing own efforts and others' by giving comments and constructive criticisms, as well as regulating by finding effective ways to resolve conflicts.

Learning and innovation skills are highly important in which they are embedded in academic curricula. According to the Department of Education in the Philippines (2016), quality education is the pillar of potential solutions for pressing issues in the fast-moving world of technology. It is because teaching, learning, and their respective results are also evolving to be updated with technical trends, hence having the fundamental movement to ensure the incorporation of learning and innovation skills in district, state, and global scales of educational platforms. The only hurdle for fostering such skills is scaling and sustaining innovation especially in a crucial time for digital inequity around the world (Torchia, 2021). Nevertheless, education still has the responsibility to create progressive and innovative citizens (Serdyukov, 2017).

Communication Skills of 21st Century Professionals

As the economy continues to evolve, schools are now including 21st-century skills in their strategic plans to better prepare students for their future endeavors (Buckle, 2023). Communication skills play a vital role in today's diverse living and working environments, serving as an anchor to what matters thus, the K-12 graduates assessed themselves as capable (3.30) of having this skill (Manalang, Garcia, Hilario, Morales, & Laquian, 2022). Effective communication is key to social integration in the 21st century (Roy, 2021), and it is also a prerequisite for companies to maintain profitability. Therefore, it is crucial for students to learn how to convey ideas effectively to different personality types (Thompson, 2020). The ability to articulate thoughts and ideas clearly using oral, written, and nonverbal communication skills in various forms and contexts is crucial in day-to-day transactions. Communication can be used for a range of purposes, such as to inform, instruct, motivate, and persuade (Roy, 2021).

Communication involves the exchange of thoughts and ideas with the intention of conveying information. It encompasses all the activities that a person performs when they wish to convey their message to others. Effective communication involves clarity and completeness of the message, facial expressions, eye contact, body postures, and external physical appearance (Mutuku & Mathooko, 2014). Effective communication skills can help individuals make better impressions and engage in clear conversations (McMillan, 2021).

Interpersonal communication involves a two-way interaction with another person, while interpretive communication involves understanding and interpreting one-way aural

or written text. Presentational communication also involves presenting information in a written or oral format (Roy, 2021). Communication skills are highly valued in the workplace and public life and are also shaped by current and emerging technologies, given the large proportion of messages that are mediated by one or more digital devices. Effective communication skills can help to avoid misunderstandings and miscommunications (Joynes, Rossignoli & Kuofi, 2019). According to the Connected Culture survey, 71% of employees who reported being more productive believe they are well-connected to their coworkers (Roy, 2021). Therefore, regular communication with colleagues can also increase productivity.

Effective communication is crucial for organizational success, particularly in the workplace. It refers to the process of exchanging information, thoughts, and feelings, which is critical for expressing oneself and building strong interpersonal relationships (McMillan, 2021). The need for communication arises from the fundamental human need to express oneself, which cannot be fulfilled by keeping one's feelings bottled up. Communication skills are vital in developing efficient management, organizational skills, and problem-solving abilities in the workplace (Mutuku & Mathooko, 2014).

Communication encompasses the ability to express thoughts clearly and persuasively, both orally and in writing, articulate opinions, communicate coherent instructions, and motivate others through speech (Joynes et al., 2019). According to NRC (1998) as cited by Thompson (2020), communication begins with developing oral language, then learning to read, comprehend, and produce written language, and finally, reading to learn. Active listening and respectful communication with others can help students build stronger relationships and deepen learning during discussions. It is a critical

skill for operating in multilingual and multicultural environments, both in the classroom and in daily life. Communication is an essential skill that students should develop through their core academic courses. Therefore, the importance of communication skills cannot be underestimated as it is a skill that are necessary in all walks of life.

Life and Career Skills of Graduates in a Competitive Workforce

Today's life and work environments require more than just thinking skills and content knowledge. In order to navigate the complex and globally competitive information age, students must pay rigorous attention to developing adequate life and career skills (Buckle, 2023). Life and career skills provide a contribution to students' academic competence by enhancing their ability to learn and perform well in educational settings. Students who possess these skills can analyze information, apply knowledge to real-world situations, and articulate their ideas effectively. As a result, they are more likely to excel in their studies, engage in deeper learning, and achieve academic success (Lettau, 2021). As students transition from education to the workforce, students who have developed these skills are better prepared to meet the demands of the workplace, collaborate with colleagues, solve problems, and adapt to changing circumstances (Anderson & Rainie, 2017).

Life and career skills are a competency that drives both personal and professional settings. These encompass a broad range of abilities, emphasizing flexibility, leadership, initiative, productivity, and social skills that drive the professional pursuits of a student for a brighter future. It is much known for the abbreviation called FLIPS, which is a skill that pertains to someone's personal life, but they also bleed into professional settings (Stauffer,

2022). According to Zahidi (2020), these skills are seen as crucial for navigating the challenges posed by technological advancements, automation, and globalization. Integrating these skills into academic curricula is vital for improving the competence level of students (Stehle & Peters-Burton, 2019). These skills empower students to navigate challenges, embrace change, and succeed in their personal and professional lives. In addition, by these skills throughout the curriculum and providing opportunities for their development, educators can equip students with the competencies needed to excel academically, thrive in their careers, and lead fulfilling lives (Mclure, 2023).

Flexibility as a life and career skill is a crucial skill that enables individuals to thrive in dynamic environments. They involve adapting to change, incorporating feedback effectively, and navigating diverse perspectives (University of Bradford, 2023). According to Stauffer (2022), flexibility requires to show humility and accept that there are always a lot to learn even when already experienced. Furthermore, flexibility is crucial to a student's long-term success in a career. Knowing when to change, how to change, and how to react to change is a skill that will pay dividends for someone's entire life. Students must embrace new challenges, adjust to changing circumstances, and work effectively in ambiguous situations. By cultivating these skills through activities, educators can empower students to navigate uncertainties, seize opportunities, and succeed in their personal and professional lives (Organisation for Economic Co-operation and Development, 2018).

Leadership and responsibility are essential life and career skills that involve guiding and leading others, leveraging strengths, inspiring through example, and demonstrating integrity (Doyle, 2022). Leadership skills encompass interpersonal and problem-solving abilities to influence and guide others toward a common goal. Effective leaders leverage

the strengths of their team members and inspire them to reach their best through their own example and selflessness. They also demonstrate integrity and ethical behavior when using their influence and power (Point Loma Nazarene University, 2023). Alongside leadership, responsibility involves acting in a responsible manner, considering the interests of the larger community. These skills are crucial for individuals to make a positive impact, collaborate effectively, and contribute to the betterment of society (University of Kansas, 2023).

The initiative only comes naturally to a handful of people. As a result, students need to learn it to fully succeed. This is one of the hardest skills to learn and practice. Initiative often means working on projects outside of regular working hours. The rewards for students with extreme initiative vary from person to person. Sometimes they're good grades. Other times they're new business ventures. Sometimes, it's spending an extra 30 minutes at their jobs wrapping something up before the weekend. Regardless, initiative is an attribute that earns rewards. It's especially indicative of someone's character in terms of work ethic and professional progress (Stauffer, 2022). Additionally, self-directed learners go beyond basic mastery of skills and curriculum to explore and expand their own learning. They demonstrate initiative in advancing their skill level towards a professional level and exhibit a commitment to lifelong learning (Annville-Cleona School District, 2023). These skills empower individuals to take ownership of their learning, pursue personal and professional growth, and continually strive for excellence.

21st century skills require students to learn about productivity. That is a student's ability to complete work in an appropriate amount of time, wherein it is a common goal of any individual to get more work done in less time. Such skills equip them with the practical

means to carry out the ideas they determine (Stauffer, 2022). Productivity and accountability skills encompass setting and meeting goals, prioritizing work, and effectively managing projects even in the face of obstacles and competing pressures. Individuals with these skills demonstrate attributes associated with producing high-quality work, such as working positively and ethically, managing time and projects effectively, multitasking, actively participating, being reliable and punctual, presenting themselves professionally with proper etiquette, collaborating effectively with teams, respecting and appreciating team diversity, and being accountable for the results they produce. These skills enable individuals to be efficient, reliable, and valuable contributors in their personal and professional endeavors (Skill It, 2023).

Social skills or somewhat called social and cross-cultural skills involve knowing when to listen and when to speak, conducting oneself in a respectful and professional manner, and respecting cultural differences when working with individuals from various social and cultural backgrounds (Skill It, 2023). Individuals with these skills respond open-mindedly to different ideas and values, leveraging social and cultural differences to generate new ideas and enhance innovation and the quality of work. By embracing diversity, demonstrating respect, and effectively collaborating with others, individuals can create inclusive and productive environments that lead to positive outcomes and meaningful connections (Reynolds, 2020).

As people navigate the complexities of the globally competitive information age, the development of robust life and career skills becomes essential for students. By incorporating these skills into educational curricula, we can empower students to thrive in the ever-changing landscape, adapt to technological advancements, and navigate the

challenges posed by automation and globalization (United States Department of Education, 2017). Educational reform that prioritizes the integration of life and career skills equips students with the competencies needed to succeed personally and professionally, paving the way for a brighter and more prosperous future (OECD, 2018).

Interactive Skills in Shaping Modern Workers

In the ever-changing global society, developing interactive skills is crucial as they enable individuals to compete in the evolving career landscape, leverage digital advancements, and navigate the increasingly competitive environments in both communities and workplaces (Chiaro, 2023). In the context of the Philippine Skills Framework, interactive skills are important enabling skills that are necessary for workers to develop to succeed in their job roles. These skills are used to interact with other people. They include developing people, building inclusivity, collaboration, communication, customer orientation and the influence one has as an individual. These skills are essential for workers to develop in order to work effectively with others, build relationships, and collaborate on creating projects. By developing these skills, workers will be better equipped to communicate effectively with colleagues, negotiate effectively with clients, and resolve conflicts in a constructive manner (Philippine Skills Framework, 2022).

According to Metzger, Dowling, Guinn, and Wilson (2020), inclusivity is the “intentional incorporation of practices that foster a sense of belonging by promoting meaningful interactions among persons and groups representing different traits, perceptions, and experiences” (p. 5). An employee that fosters diversity, equity, and inclusion will enhance retention of a diverse workforce with limitless talent, and ultimately

optimize skills and satisfaction (Aysola et. al, 2018). Building inclusive communication relies on understanding how people communicate daily, as communication style and words significantly impact how employees feel within the workplace (Scott, 2023). Inclusivity is critical to organizational success because it is directly related to employee commitment and job satisfaction (Chung, Ehrhart, Shore, Randel, Dean, & Kedharnath, 2020). When working in an inclusive environment where “outside the box” ideas are heard, and a “speak up” culture is maintained, employees are 3.5 times more likely to contribute their full innovative potential (Hewlett, Marshall, & Sherbin et al., 2013). In addition, diversity is crucial to employee development as well as the organization's development. Therefore, in inclusivity, diversity of employee resources management must be imperative to attract, develop, retain, and manage a diverse workforce (Corritore, Goldberg, & Srivastava 2020).

Collaboration is the process of working with individuals who possess different skill sets to achieve shared goals, such as completing a project or solving complex tasks. It is a set of learned skills that can enhance productivity, problem-solving abilities, relationships, and teamwork. Effective collaboration fosters a positive work culture and environment that enables teams to achieve goals efficiently and promotes innovation, job satisfaction, problem resolution, and the development of essential soft skills (Indeed Editorial Team, 2023b). Successful collaboration involves clear communication, active listening, taking responsibility for mistakes, and respecting the diversity of colleagues. Employers typically seek employees who can function effectively as part of a team and balance personal achievement with group goals (Doyle, 2022).

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According to Choi and Song (2019), communication is a process of exchanging information from two people or even more where the person can be a unit or group in an organization which then the process of exchanging information can create the same views, understanding, and feelings. Communication can move in various directions and has two characteristics, namely formal and informal. Then, success in communication in a workforce is influenced by the existence of obstacles and disturbances caused by various organizational factors such as restrictions on the flow of communication flows, changes in the content of information from senders and recipients. That way, the communication process in a workforce can be described as a combination of the entire process of communicating between employees in an organization. In relation to that, Chitrap (2014) indicates that positive and good communication can increase job satisfaction and reduce complaints to the employee. Effective employee communication in the workplace is an integral part to the success of any organization. It is what drives productivity, relationships and engagement and also mitigates conflict. Poor employee communication can have significant negative impacts on the workplace. Thus, it leads to misunderstandings, errors

and mistakes, leading to wasted time and resources (Driver, 2023). The role of communication in the workplace is an essential element in ensuring performance to achieve organizational objectives (Femi, 2014).

Customer orientation focuses on understanding and addressing customers' latent and future needs. It prioritizes creating long-term relationships by ensuring customer satisfaction and engagement through good customer service, responsiveness to feedback, and tailored products and services (Kisielewska, 2022). Organizations need to emphasize service quality and relationship quality to enhance customer satisfaction (Segoro, 2013). Open-minded employees who value and implement customer feedback can lead to higher job satisfaction, increased productivity, and higher-quality work (Lau, 2023). Customer orientation focuses on understanding and addressing customers' latent and future needs. It prioritizes creating long-term relationships by ensuring customer satisfaction and engagement through good customer service, responsiveness to feedback, and tailored products and services (Kisielewska, 2022). Organizations need to emphasize service quality and relationship quality to enhance customer satisfaction (Segoro, 2013). Open-minded employees who value and implement customer feedback can lead to higher job satisfaction, increased productivity, and higher-quality work (Lau, 2023).

Developing people is the process by which human resource departments equip employees with the skills, knowledge, and attitudes they need to reach work goals. People development is often used interchangeably with people development which is about helping employees advance up in the organization. In contrast, people development is so much more about closing skills gaps in the organization. Taking an active role in the development of people demonstrates confidence and concern for the future of the

organization. It also gives employees feelings of significance, community and value (Grossman, 2023). Allowing employees to build their skills and knowledge increases their confidence, allowing them to complete work more efficiently and effectively. As employees struggle to retain talent, investing in developing is a way to show your people that you care about their growth (Herrity, 2023a). It covers a variety of learning opportunities, including seminars, professional certifications, higher education courses and mentorship programs. Employees who invest in developing people help themselves in honing strengths and grow skills, which better equip them for their current roles (Heinz, 2023). Allowing employees to build their skills and knowledge increases their confidence, enabling them to complete work more efficiently and effectively. As employees struggle to retain talent, investing in developing is a way to show your people that you care about their growth (Herrity, 2023b)

Influence can be defined as the ability to affect the character, development, or behavior of someone or something, and it requires developing a strong emotional connection with yourself and others. Those who master the art of influence are often skilled at tapping into the emotions that drive people's actions (Laker & Patel, 2020). Influencing employees can help shape and improve the outcomes of relationship initiatives, such as retention, engagement, performance, and culture. According to Asmawati, Rahayu, and Choiriyah (2022), leadership is related to a process of social influence, in which influence is deliberately carried out by someone on another person to structure activities and relationships within an organization or group to achieve goals. Training provides people with the knowledge, skills, and tools that they need to perform their tasks and roles effectively. Rewards acknowledge and appreciate employees for their contributions and

achievements. All of these strategies can help you influence employee behavior by setting expectations, providing direction, giving recognition, offering support, improving competence and productivity, fostering learning and growth, reinforcing desired behavior, increasing satisfaction and loyalty, and motivating employees to perform better (Employee Relations, 2023). Influence is crucial for achieving goals and thriving in team-oriented environments (Hanke, 2019).

In conclusion, these interactive subskills complement and rely on each other in interactive scenarios. For instance, inclusivity fosters a welcoming environment for collaboration. Effective communication is essential for productive collaboration, customer orientation relies on communication to understand and meet customer needs, developing people often involves collaborative efforts, and influence can be a powerful tool to facilitate collaboration and teamwork. These skills collectively contribute to the success of interactions in various settings. On top of that, interactive skills are vital as they underpin many aspects of our lives, from our ability to work effectively with others to our capacity to lead, communicate, and build strong relationships. It contributes to personal and professional success and is essential for navigating a wide range of social and professional situations.

Critical Thinking Skills to Enhance Workplace Performance

In today's fast-paced and ever-evolving workplace, critical thinking skills are among the most valuable assets an employee can possess. According to the World Economic Forum, critical thinking skills is the top list of skills that employers believe will grow in prominence as it ranks one of the top 10 reskilling by 2025 (WEF, 2020).

Moreover, as recorded from the *Global Critical Thinking Survey: The Results*, conducted by Pitts (2019), 93% of teachers valued the importance of critical thinking skills as it is an essential skill that will prepare students to be globally competitive in the workforce. An employee that possesses effective Critical Thinking Skills is valued in the workplace since it enables employees to be disciplined to think in a specific way before establishing an action towards a challenge (LMS Hero Team, 2023). They empower individuals to analyze situations, identify potential issues, and devise workable solutions (Munodawafa, 2023).

According to the Philippine Skills Framework (2022), critical thinking skills are identified as enabling skills that form the foundation necessary for workers to develop the technical skills and competencies required for their job roles. Critical thinking is an essential skill for workers to cultivate to make informed decisions, solve complex problems, and construct sound arguments. It involves the ability to systematically and objectively analyze, evaluate, and interpret information to form well-reasoned judgments. Critical thinking also requires awareness of one's own biases and assumptions when encountering information and the consistent application of standards when evaluating sources. To effectively demonstrate critical thinking, it involves sense making (Herrity, 2023a), transdisciplinary thinking (Thornton, 2022), decision-making, and problem-solving (Heywood, 2018).

The capacity to generate original to problems is known as creative thinking in the workplace. It is a highly sought-after soft skill that can be applied to a wide range of professions. The process of approaching issues or circumstances creatively allows one to come up with novel solutions (The Peak Performance Center, 2016). In addition to coming up with a lot of ideas, creative thinkers also come up with a variety and range of ideas.

They also test their ideas, consider them from different angles, and consider how their solutions fit into the larger picture of the project they're working on. Fostering a setting where people feel empowered to take risks, express their original insights, and disagree with others' viewpoints is essential to creating a safe space for creative exploration and experimentation (Gayle, Cortez, & Preiss, 2013). Innovation is the effective application of creative ideas that make a positive impact on the organization, whereas creativity is the capacity to produce original and practical ideas (Leading Effectively Staff, 2020). Divergent thinking is a strategy used to generate creative ideas by exploring many possible solutions, whereas convergent thinking aims to arrive at a single, correct solution to a problem. Lateral thinking entails approaching a problem creatively and solving it using unconventional ways or new approaches. Divergent thinking is a strategy used to generate creative ideas by exploring many possible solutions (Khalaf, 2023).

A comprehensive understanding of the issue at hand is the first step in effective decision-making (Jabbar, 2023). Effective decision-making requires the ability to critically analyze information, synthesize relevant data, and evaluate the reliability of sources. Being objective is essential for critical thinking, which includes assessing information sources, recognizing and challenging biases, and weighing options using logic and evidence (Clauburg, 2023). To avoid biases, fallacies, and reasoning mistakes, challenging beliefs and viewpoints can assist people in growing their capacity to critically evaluate the information they encounter (Turan, Fidan, & Yıldırın, 2019). In decision-making, creating alternatives and solutions for the identified issue can help people expand their capacity for original thought and the generation of creative ideas (Davison, 2023). Hastily identifying problems can lead to poorly conceived solutions or even worsen the situation. Without

critical thinking, we may overlook crucial aspects of the issue, resulting in muddled or misdirected communication (Jabbar, 2023).

In the workplace, the ability to manage challenging or unforeseen circumstances and come up with solutions for intricate business problems is referred to as problem-solving. Resolving issues effectively entails sorting out opinions from facts, identifying the process where the issue is occurring, reviewing company policies and procedures, and making a list of potential fixes (Hicks, 2023). To address social, political, economic, and cultural factors that affect stakeholder relationships, classifying stakeholders based on their levels of influence and interest can assist in creating plans that cater to their needs and concerns (Grégoire, 2023). Determining the problem, obtaining data, coming up with potential solutions, assessing those solutions, and putting the selected solution into practice are all essential components of effective problem-solving (Hicks, 2023). Employees that possess problem-solving abilities are better able to coordinate all the moving components, plan how to satisfy various demands, and spot opportunities when faced with challenges (E-Jam Jobs, 2023).

Making sense of complex situations in the workforce involves understanding relationships, patterns, and trends by approaching the issue from various angles and considering a wide range of perspectives to produce deeper insights (Young, 2023). Evaluating the validity and reliability of extrapolations may entail comparing assumptions and judgments to actual data, seeking feedback from others, or considering alternative extrapolations that might contradict your viewpoint. Additionally, the evaluation of the credibility of sources, involving challenges to their authority, accuracy, objectivity, currency, and coverage, is crucial in determining the accuracy of information and data

(George, 2023). To evaluate the features and limitations of information and data sources, it is essential to understand the context of the sources, including the information's origin, the intended audience, and the purpose of the data (Leighton, Cui, & Cutumisu, 2019).

Transdisciplinary thinking involves integrating perspectives from different disciplines to solve problems. It develops when experts interact in an open discussion, giving equal weight to each perspective and relating them to one another (Thornton, 2022). Recognize that different projects and contexts may require different knowledge integration mechanisms and be willing to modify your approach to collaboration and knowledge integration as necessary (Eslami, Lakemond, & Brusoni, 2018). Critical filtering, which involves sorting through data to make an objective, logical judgment that directs better thought and action, is a crucial component of critical thinking (Nye, 2022). Collaborative approaches, such as working together to find mutually beneficial resolutions to conflicts, require a high degree of cooperation from all parties, avoiding emotional reactions and keeping the discussion objective by focusing on the facts of the conflict rather than the involved parties (Coursera, 2023).

Critical thinking abilities such as creativity, problem-solving, effective decision-making, sense-making, and transdisciplinary thinking are all critical in the workplace because they allow people to approach problems creatively, make well-informed decisions, and navigate complex issues. Developing these skills via practice and education is vital for both professional and personal development. In the end, developing these critical thinking abilities allows people to assess, evaluate, and interpret information.

Job market is constantly evolving in the rapidly changing world and it can be challenging to stay relevant and competitive. Staying relevant in a changing job market requires continuous learning, adaptation, and innovation as it is essential for career success. By being adaptable in your career, having a strong digital influence (Kgoadi-Molaba, 2023), developing a global viewpoint, agility in your learning, and mastering the art of self-management, one can stay competitive and adapt to changes in the job market. Embrace a growth mindset and be open to learning new things (WEF, 2022). By implementing these strategies, one can position himself for long-term success and remain relevant in his field (Evona, 2023).

Adaptability refers to the ability to adapt to changing conditions. The behaviors like career planning and career exploration are examples of adaptation since people employ them to solve career development goals and changing work and career situations. It may be claimed that, in addition to behaviors, beliefs and impediments are examples of adaptive responses to career challenges and changes. Profession beliefs include assumptions and generalizations about themselves and the world of work, such as self-efficacy beliefs, which demonstrate confidence in one's ability to address obstacles in one's profession (Hirschi, Herrmann, & Keller, 2015). Having adaptability skills reflects highly of your initiative and leadership skills, making it an excellent soft skill. Thus, A person who is adaptable possesses a number of soft skills that enable them to make necessary adjustments (Ariella, 2023). According to Han and Rojewski (2015) propose a framework for measuring career adaptability, consisting of two components: assessing consistency in work choices, which is crucial for career exploration, and career planning, which involves identifying professional goals, personal growth, and strategies to achieve these objectives,

as part of a comprehensive approach to career exploration. Moreover, the "Career Construction Theory" emphasizes the importance of adaptability skills in enhancing an individual's career adaptability, as emphasized by (Hirschi et al., 2015).

According to Oxford English Dictionary (2023) Digital fluency is much more than just knowing how to use technology and digital gadgets, rather signifies the capacity to leverage the potential of digital instruments to improve daily existence. Effective digital fluency is a cross-cutting skill that is applicable in all sectors and job role (Philippine Skills Framework, 2022). Thus, digital fluency offers numerous benefits to employees and organizations, including improved productivity, better communication, increased efficiency, and enhanced collaboration (Masero, 2023). They can apply their technological knowledge in adaptable ways that are customized for decision-making or problem-solving in a variety of contexts (both personal and professional), enabling them to increase productivity while preserving overall quality. It includes both the ability to operate digital devices and the ability to formulate concepts that are significant in the context of digital technology (Kara & Eryilmaz, 2021). Employers want candidates who can utilize technology with a deep level of competence, but part of that skill is knowing the fundamentals and being able to apply them. Digital fluency is the term for this proficiency. The capacity to select the appropriate digital tools to achieve a desired result is the definition of digital fluency (Philippine Skills Framework, 2015). These days, digital fluency is required for practically all professional roles, not just technical ones (Crain, 2022).

Global perspectives are influenced by an individual's unique position in the world and their understanding of various cultural factors. As individuals gain knowledge about

these cultural factors, it shapes their perception of their own identity and the identities of those they interact with. Fostering global perspectives aims to develop critical thinking abilities, a deep understanding of global issues, strong written communication skills, and a respect for diversity (Butler & Reinke, 2020). A global perspective is a comprehensive lens through which you perceive the world around you. As you start to comprehend the factors that influence culture, it changes the way you view and comprehend both your own identity and the identities of others you contact with. A global mentality also includes realizing how intertwined all regions of the world are, politically, socially, and economically. Gaining a global perspective is becoming more and more necessary to prosper in the twenty-first century. An international perspective may also be incorporated into the job market (Doliner, 2020).

Learning agility is the ability to make sense of an unclear circumstance by reflecting on both previous and present experiences to deal with a new scenario without actually knowing what to do. Additionally, it involves inventing and staying open to new ideas rather than depending on out-of-date knowledge. Over the last decade, learning agility has grown in popularity. Employers' increased focus on internal mobility has led to a significant uptick in interest in mastering agility skills. Around the world, establishing an organizational culture of continuous learning to encourage the adoption of new learning approaches and identification of new learning opportunities (Harver Team, 2023). The idea of learning agility has grown in significance as businesses and individuals struggle to remain competitive and relevant in a constantly changing environment (Singh, 2023).

The capacity to constructively regulate your ideas, feelings, and behaviors is known as self-management. To manage one's own well-being, personal effectiveness, and

personal brand (Raeburn, 2023). A person with good self-management abilities understands how to respond and behave in various circumstances; anticipate potential workload or stress triggers to implement mitigating actions. In addition, reflect on personal and professional life to improve prioritization, time, and stress. Integrate emerging trends, approaches, and theories in self-management to improve your own personal effectiveness and well-being. Design a strategy to build your own personal brand across organization, industry, and networks. Evaluate own personal branding strategies to identify areas for improvement (Philippine Skills Framework, 2022). They follow through because they are aware of the necessary steps to reach their fitness objectives. Self-management is the ability to recognize and take responsibility for many parts of your life, as well as the necessary actions to carry them out (Munro, 2021).

Additionally, having digital fluency is crucial in today's digital age, as it involves not only technical proficiency but also critical thinking, creativity, and collaboration skills. Gaining a global perspective is also important, as it enhances critical thinking abilities, understanding of global issues, and respect for diversity. Lastly, learning agility and self-management are essential skills for navigating uncertain situations and effectively regulating thoughts, feelings, and behaviors. By incorporating these strategies, individuals can position themselves for long-term success and remain relevant in their field. To remain relevant in the evolving job market, individuals need to focus on continuous learning, adaptability, and innovation.

In summary, these were all of the indicators that were considered as influential in the study. These aided in the acquisition of the necessary data, in which each of them was discussed and reviewed thoroughly for a better analysis and incorporation of related and

accurate questions in the survey questionnaire. The subskills for each main variable indicator served as a basis for measuring the graduates' level of perceived skills and employability skills, aside from the other indicators that stood as demographic factors.

Theoretical Framework

This study was grounded in the "Human Capital Theory," as proposed by the late American economists Gary Becker (1962) and Sherwin Rosen (1976). It is a fundamental concept in economics that centers on the notion that individuals' skills, knowledge, education, and experiences serve as valuable resources that significantly contribute to both their personal productivity and the broader potential for economic growth (McCracken, McIvor, Treacy & Wall, 2017). According to Becker (1962), as articulated in his journal article "Investment in Human Capital: A Theoretical Analysis," the theory underscores the significance of investing in human capital through education and training, leading to the potential for higher earnings and improved job opportunities. Education plays a crucial role as a signaling mechanism for employers to assess an individual's abilities. Also, it is important to note that the accumulation of human capital is a lifelong process which carries positive externalities for society (Huntington-Klein, 2021).

In the workplace, an increase in workers' productivity depends on their continuous learning, encompassing the acquisition of new skills and the enhancement of existing ones. This growth is integral to the notion of competence and productivity costs, which represent the value and effort invested in educating and training citizens, thereby enabling them to become more effectively employable (Becker, 1962). Also, Rosen (1976), in his book "Social Economics," elucidated that human capital represents a stock of abilities inherent in individuals, contributing to the effectiveness of a nation's decision-making skills and

overall growth. Both Becker and Rosen implied the essential investment in human development through education and training, fostering a functional and progressive society (Health Assured Team, 2021).

In conclusion, the Human Capital Theory served as the cornerstone of this study, providing the essential framework for evaluating graduates' perceived skills in relation to their level of employability following the completion of the K-12 program. This theory in economic principles, enabled the researchers to not only assess the alignment between educational expectations and practical workforce readiness but also to comprehensively understand the critical role of skills, knowledge, and lifelong learning in shaping individuals' capacity to thrive in a competitive job market. This study gained a solid foundation, illuminating the pivotal link between education, skills development, and the realization of employability goals, ultimately contributing to the workforce's effectiveness in the ever-evolving economic landscape.

Conceptual Framework

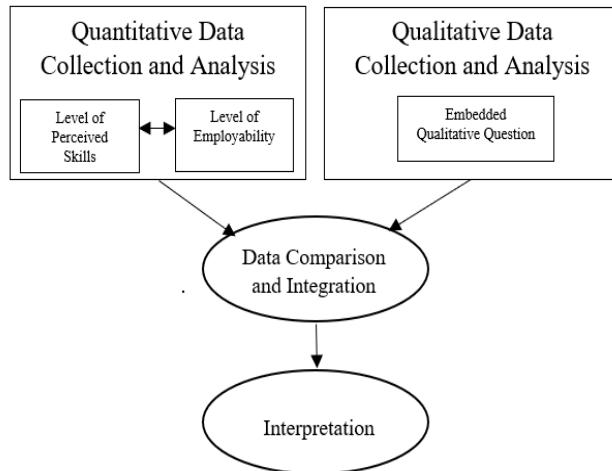


Figure 1. Conceptual Framework

This study employed a mixed-method approach. It utilized diverse viewpoints, data collection methods, and analysis techniques simultaneously as depicted in Figure 1. This study specifically used an embedded design, where qualitative data was collected through an open-ended question within a larger quantitative survey.

The integration of qualitative and quantitative data is a key aspect of the mixed-method approach. In this study, the quantitative data, which included the level of perceived skills and level of employability skills of the first batch of K-12 Basic Education Program graduates, were statistically analyzed to identify trends and correlations. On the other hand, the qualitative data collected through open-ended questions provided deeper insights into the experiences and perceptions of the graduates. This data was analyzed thematically to identify common themes and patterns.

The integration of these two types of data occurred during the data interpretation phase. The quantitative results provided a broad overview of the trends and correlations, while the qualitative results provided context and depth to these findings. By comparing and integrating these results, the study provided a comprehensive understanding of the research question. This approach ensured that the findings were not only statistically valid but also contextually rich and meaningful.

Significance of the Study

The study aimed to thoroughly evaluate the perceived skills and employability skills levels of the inaugural batch of graduates from the K-12 Basic Education Program as well as the relationship shared between both. The findings of this study were substantial and will be having meaningful implications for various stakeholders.

For the graduates, this study holds a significant value for them as the first batch of K-12 Basic Education Program graduates. By evaluating their perceived skills in alignment with the program's competencies and correlating this with their employability in reference to the standards of the Filipino workforce qualities, the graduates will gain valuable insights into their current level in terms of the variables. They will understand how well their skills match the expectations of the job market, enabling them to make informed decisions about career paths and potentially identify areas for personal skill development. Moreover, this may also permit the succeeding graduates to gain awareness of the program with the use of the status of the first cohort of graduates.

For the employers, the outcome of this study will be beneficial for them in gaining a better understanding of the skill level and employability of the first batch of K-12 graduates. The findings will help them tailor their hiring strategies to align with the skills possessed by these graduates, potentially leading to more efficient and effective recruitment. It can also assist employers in identifying specific areas where additional training or support might be needed for these graduates to excel in the workplace.

For the administrators, the findings can help them identify areas where the program excels and areas that may need refinement. Understanding the strengths and weaknesses of the K-12 Basic Education Program's graduates can help them fine-tune the curriculum, teaching methods, and overall educational approach. This information is crucial for continuous improvement, ensuring that future batches of graduates are better equipped to meet the demands of the job market.

To the Department of Education (DepEd) and Commission on Higher Education (CHED), these government agencies play a critical role in shaping educational policies. Thus, the research outcomes will be used to gauge the success of the K-12 Basic Education Program in terms of producing job-ready graduates. It will help them identify areas where adjustments may be necessary to enhance the program's overall effectiveness, ensuring that it fulfills its mission of providing quality education that aligns with the needs of students and the workforce.

To the Public Employment Service Offices (PESO) and Department of Labor and Employment (DOLE), these government agencies play pivotal roles in facilitating employment opportunities and workforce development. The research findings can help the agencies understand the skillsets in demand by employers, allowing them to aid these agencies in tailoring their support services for K-12 graduates, such as job placement, training, and career counseling. This alignment ensures that their efforts are more effective in integrating these graduates into the labor market.

Lastly, for the future researchers, as a foundational piece, this study paves the way for them to build upon its methodological framework. Subsequent research can delve deeper into more granular aspects of education and employability, expand the study's temporal scope, or explore emergent dimensions of the academic-to-professional transition, thereby further enriching the discourse on the interplay between education and workforce readiness.

In summary, this study holds paramount significance for a diverse array of beneficiaries including graduates, employers, educational administrators, government

entities, labor market facilitators, and prospective researchers. Its potential to inform educational reform, optimize workforce alignment, and contribute to the cultivation of a skilled, job-ready citizens signify a constructive and holistic impact, fostering individual growth, socio-economic advancement, and the continuous refinement of educational and employment system.

Scope and Delimitation

The study focused on evaluating the level of perceived skills of the first batch graduates of the K-12 Basic Education Program by how they perceive their skills according to the areas set by the program, and their level of employability skills now that they are in the actual field of work. Additionally, the researchers determined if there was a significant relationship between these two areas of concern or not.

As for the delimitation of the study, its respondents were only limited to the SHS graduates of the academic year 2017-2018. It was only applied to the graduates from the academic track, except for the General Academic Strand. Likewise, it was only limited to participants who graduated tertiary education. Additionally, it also covered the graduates' level of perceived skills and employability skills based on self-assessment of skills rather than on a close observation of their skills and knowledge application.

Definition of Terms

The following were the key terms used in the study clarity and consistency. These terms were defined by their operational use.

- Perceived Skills** — These were the skills that were personally perceived and self-evaluated by the first cohort of graduates following the general competencies of the K-12 Basic Education Program that they underwent through.
- Employability Skills** — These were the set of skills and knowledge of the graduates to obtain a spot in the meticulous labor market. These were capabilities that met the demands of the global job market.
- First Batch Graduates** — The first cohort of K-12 Basic Education Program Grade 12 graduates of 2018.
- K-12 Basic Education Program** — A year of preparatory education and 12 years of basic education in the Philippines that oversee the provision of sufficient time for mastery of concepts and skills, development of lifelong learners, preparation for graduates in entering tertiary education, middle-level skills development, employment, and entrepreneurship.
- Acquired Skills** — Both the soft and hard skills acquired by the first cohort of graduates from the K-12 Basic Education Program.

Chapter 2

METHODS

This chapter presented the design, participants, and locale of the study. It also covered the research instrument that was used, including the data gathering procedure and data analysis in accordance with the stated ethical considerations.

Research Design

This study used a mixed methods design, combining quantitative and qualitative data to explore research questions from various perspectives (Shorten & Smith, 2017). It utilized an embedded mixed methods design to integrate both quantitative and qualitative data within the study's time constraints while maintaining a broader research framework. This approach strengthened conclusions by incorporating numerical scores from the quantitative results with the supplementary subjective views from the participants. This was particularly valuable in a relatively understudied area, as the new graduates just recently entered the workforce. Correlational research design, on the other hand, delved into the relationship that may be positive, negative, or in zero correlation between uncontrolled variables (Bhandari, 2022). It was non-experimental and examined existing patterns in data (Pallister, 2023).

Additionally, descriptive-correlational method was used in the study. It was essential to describe the respondents' demographic profiles in terms of age, sex, and senior high school strand. It was also used in analyzing the graduates' level of perceived skills information, media, and technology skills; learning and innovation skills; communication skills; and life and career skills competencies from the K-12 Basic Education Program.

Likewise, such method was utilized in analyzing the graduates' level of employability skills in terms of interactive skills, critical thinking skills, and skills in remaining relevant. As per determining whether there is a significant relationship or not and at what extent was the relationship between the two variables, the correlational aspect was used.

Research Respondents

This study focused on the graduates of the first batch of the K to 12 Basic Education Program of a specific participating school. In determining the respondents of the study, the proponents utilized simple random sampling and calculated an initial sample size of 115 out of the total population of 162 graduates. However, the final sample only comprised 90 graduates due to graduate unavailability, scheduling conflicts, and geographical restraints that limited the number of responses achievable (28 males, 62 females). Still, it was acceptable as stated by Putra (2017) due to the minimum acceptable sample size for a correlational study was considered to be no less than 60% of the whole population. As for the interviews, the researchers employed a purposive sampling approach, aiming for a sample size calculated through ratio and proportion based on the survey respondents' distribution across academic tracks. This resulted in 10 interviews: 5 from HUMSS, 3 from STEM, and 2 from ABM, reflecting the proportions within the larger survey sample. This approach ensured qualitative data collection captured the perspectives of each academic track.

Research Locale

This study was conducted in one of the private Catholic Schools in Davao City administered by the Presentation of Mary Sisters. It was located at the Davao-Bukidnon Road, Calinan, Davao City, known as the home of the Philippine Eagle and the king of fruits called durian, and was founded by the PME Fathers in 1948 that served students from preschool to college levels. It boasted PAASCU accreditation at level 2 for both its Basic Education and College Departments, highlighting its commitment to providing quality education. In academic year 2012-2013, the school's educational system shifted into the K-12 Basic Education Program to align its vision and mission with the competencies for future employability and exemplary citizen standing. In fact, the school actively engaged in various activities and initiatives in line with the program to produce employable and skillful graduates.

The K-12 program, as emphasized by Estacio (2015), played a pivotal role in channeling students with the essential skills for future employment opportunities. In line with this, the Department of Education in Region XI had foreseen a seamless implementation of Senior High School within the Davao Region, as reported by Opada (2016). Davao City, a key location for the K-12 program and the participating school, had achieved a "70% ready" status even by 2015 (Mindanews, 2015). However, the program had received diverse feedback with varying perspectives on its educational rankings and the readiness of K-12 graduates at present (Lalu, 2023).

Research Instrument

The survey questionnaire that was used in determining the graduates' level of perceived skills according to the K-12 Basic Education Program's competencies was a researcher-made survey questionnaire. The researchers developed the questionnaire based on the competencies outlined by the Department of Education (DepEd), which were categorized into four domains: information, media, and technology skills; communication skills; life and career skills; and learning and innovation skills, following the five-point Likert scale type using the following descriptions: very poor, poor, average, good, and excellent with the corresponding score weights of 5, 4, 3, 2, and 1. Moreover, the research-made items were organized in a table and grouped according to the identified indicators namely information, media, and technology skills; learning and innovation skills; communication skills; and lastly, life and career skills.

In addition, the survey questionnaire used in determining the level of employability skills of the graduates was adapted from the Philippine Skills Framework – Human Capital Development. It was a framework of the core skills of employees in the 21st century Filipino context that was required by different industries. It also aimed to address skills mastery and constant learning of employees and thus assisted to close skills gap (Philippine Skills Framework, 2022). With this, the researchers used the enabling skills, namely interactive skills, critical thinking skills, and skills in remaining relevant in the framework, as the indicators of the graduates' level of employability. Each of the indicators' descriptions came from their respective proficiency descriptions and skills application examples in the framework. Similarly, with the former variable, the survey followed a five-

point Likert scale with the descriptions of very poor, poor, average, good, and excellent, with score weights of 5, 4, 3, 2, and 1, respectively.

As for the qualitative part of the research, a structured open-ended interview was used. It was a type of interview that allowed respondents to elaborate and share their experiences with set of predetermined questions (Denomme, 2023). These questions were related to the fifth statement of the problem were asked to selected respondents in both in person and virtual settings.

Data Gathering Procedure

The validation process for the self-made survey questionnaire commenced with the proponents sending a letter to the validators to validate the survey questionnaire, ensuring its accuracy and validity. Following this, permission letters were dispatched, beginning with the school's president and followed by the basic education principal. This step was vital to adhere to research ethics prior to initiating the study. Each letter comprehensively outlined the research's objectives, its significance to the educational institution and its graduates, and the pivotal role of the recipients in ensuring the study's success. Upon obtaining approval, the researchers submitted a requisition letter to the institution's registrar office, requesting access to the academic year 2017-2018 graduates' profiles. After acquired, the researchers employed a simple random sampling technique to determine the required number of samples. This method was chosen for its efficiency with a large population; particularly considering potential geographical and communication constraints when contacting respondents who were already tertiary graduates and dispersed in various locations.

After establishing the necessary sample size, consent forms were distributed. These forms explicitly elucidated the voluntary nature of participation, the confidentiality of responses, and the study's purpose. The delivery of these letters was through electronic mail, catering to respondents' preferences and convenience and them being beyond immediate reach.

Moreover, prior to administering the survey questionnaire and conducting interviews, the researchers utilized the ratio and proportion method to identify interviewees from the comprised sample size, ensuring representation from all strands. Subsequently, researchers sought participation approval from the respondents through online contact. After approval was secured, an individual orientation session was arranged, accommodating the convenience of the graduates. During the orientation, the researchers acquainted the participants with the study's objectives, their role in the research process, and the ethical considerations upheld throughout the study. A comprehensive presentation was prepared, detailing the research's purpose, methodology, and potential implications. A dedicated segment was allocated for participants to raise questions and express concerns. Prepared responses addressed inquiries related to confidentiality, withdrawal, and expected outcomes of the research. Throughout the orientation, the voluntary nature of participation was emphasized, highlighting that graduates had the prerogative to withdraw at any stage without facing consequences.

During the orientation, updated contact information was collected from the graduates to ensure effective communication during the research phase. Physical copies of the informed consent forms were provided, and the signing process will be offered. Finally, data was gathered through electronically distributed questionnaires via Google Forms to

overcome potential location barriers. Face-to-face interactions was also used for those accessible in person.

Ethical Considerations

Adhering to ethical norms in research are important for they promote the realization of the study's objectives, namely truth, knowledge, and prevention of error through avoidance of falsification and fabrication. It is a crucial element for research, albeit some may perceive it as 'only' common sense despite the occurrence of many ethical disputes persisting until present. Ethical considerations strengthen rightful values such as honesty, accountability, respect, and fairness that are principal parts in research (Resnik, 2020). In this study, the researchers regarded such considerations as important and thus followed these accordingly.

In line with this, the researchers were with conviction in exemplifying the ethical considerations. As for voluntary participation, the respondents were allowed to choose to participate or not, or withdraw midway the study without the obligation to provide reason. In terms of informed consent as well, the participants received proper orientation about the research benefits and its purposes. There was also a guarantee to anonymity, in which the respondents' profiles were strictly kept as confidential regardless of the circumstances. The care was also personified, as safeguarding the information happened by keeping the data complete and handled with attentiveness and caution during the collection and analysis. Ultimately, integrity was evident in the study for the researchers did not act on plagiarism and fraud, but rather on honesty through remaining unbiased and objective, transparency through being open and honoring intellectual properties being referenced to, open communication through being open with queries and clarifications, and accountability by

being responsible with the study's critical analysis and promoting the integrity of the research.

Data Analysis

In analyzing the gathered data, the researchers utilized the frequency and percentage distribution to explore the demographic profile of the graduates in terms of sex, age, and senior high school strand. According to Burrell and Motel (2023), frequency and percentage distributions serve as descriptive statistics, offering informative and summarized datasets by providing categorical information on the number of occurrences. To facilitate this process, the researchers established a frequency range along with its corresponding description.

Moreover, the mean and standard deviation was utilized to effectively measure the level of perceived skills and employability skills. The mean is the mathematical average of a set of numbers that can help assessment by identifying the average, helping to contextualize each data point (Hayes, 2023). Contrarily, the standard deviation is a measure of the dispersion of data in relation to the mean (Timpone, 2023), indicating how much the individual responses to a question vary or deviate from the mean. This approach was employed in systematically quantifying the average score of the graduates' perceived skills in terms of the program's competencies and their level of employability in terms of the PSF-HCD skills.

Table 1. Table Interpretation on the Level of Perceived Skills of the First Batch Graduates of K-12 Basic Education Program

Range of Means	Description	Interpretation
4.21 - 5.00	Excellent	<p>This indicates that the first batch of K-12 Basic Education Program graduates perceive their skills as excellent, reflecting their proficiency and confidence in their abilities across the following areas:</p> <ul style="list-style-type: none"> (a) information, media, and technology; (b) learning and innovation; (c) communication; and (d) life and career.
3.41 - 4.20	Very Good	<p>This indicates that the first batch of K-12 Basic Education Program graduates perceive their skills as Very Good, reflecting their proficiency and confidence in their abilities across the following areas:</p> <ul style="list-style-type: none"> (a) information, media, and technology; (b) learning and innovation; (c) communication; and (d) life and career.
2.61 - 3.40	Good	<p>This indicates that the first batch of K-12 Basic Education Program graduates perceive their skills as Good, reflecting their proficiency and confidence in their abilities across the following areas:</p> <ul style="list-style-type: none"> (a) information, media, and technology; (b) learning and innovation; (c) communication; and (d) life and career.
1.81 - 2.60	Poor	<p>This indicates that the first batch of K-12 Basic Education Program graduates perceive their skills as Poor, reflecting their proficiency and confidence in their abilities across the following areas:</p> <ul style="list-style-type: none"> (a) information, media, and technology; (b) learning and innovation; (c) communication; and (d) life and career.
1.00 - 1.80	Very Poor	<p>This indicates that the first batch of K-12 Basic Education Program graduates perceive their skills as Very Poor, reflecting their proficiency and confidence in their abilities across the following areas:</p> <ul style="list-style-type: none"> (a) information, media, and technology; (b) learning and innovation; (c) communication; and (d) life and career.

Table 2. Table Interpretation on the Level of Employability of the First Batch Graduates of K-12 Basic Education Program

Range of Means	Description	Interpretation
4.21 - 5.00	Excellent	This means the level of employability skills of the first batch of K-12 Basic Education Program graduates indicates excellent command and confidence in the working environment, excellently demonstrating top-tier proficiency and preparation for professional challenges in the following areas: (a) interactive; (b) critical thinking; and (c) adaptability.
3.41 - 4.20	Very Good	This means the level of employability skills of the first batch of K-12 Basic Education Program graduates indicates very good command and confidence in the working environment, excellently demonstrating top-tier proficiency and preparation for professional challenges in the following areas: (a) interactive; (b) critical thinking; and (c) adaptability.
2.61 - 3.40	Good	This means the level of employability skills of the first batch of K-12 Basic Education Program graduates indicates good command and confidence in the working environment, excellently demonstrating top-tier proficiency and preparation for professional challenges in the following areas: (a) interactive; (b) critical thinking; and (c) adaptability.
1.81 - 2.60	Poor	This means the level of employability skills of the first batch of K-12 Basic Education Program graduates indicates poor command and confidence in the working environment, excellently demonstrating top-tier proficiency and preparation for professional challenges in the following areas: (a) interactive; (b) critical thinking; and (c) adaptability.
1.00 - 1.80	Very Poor	This means the level of employability skills of the first batch of K-12 Basic Education Program graduates indicates very good command and confidence in the working environment, excellently demonstrating top-tier proficiency and preparation for professional challenges in the following areas: (a) interactive; (b) critical thinking; and (c) adaptability.

Meanwhile, to investigate the relationship between the graduates' level of perceived skills and employability, Pearson's correlation coefficient, denoted as Pearson r, was employed. The Pearson correlation coefficient is an inferential statistic used to assess the connection between two quantitative variables and the extent to which they are linearly related. According to Kenton (2022), the Pearson coefficient is suitable for variables measured on an interval or ratio scale. It ranges from -1.0 to 1.0, indicating a perfect negative correlation for -1.0 and a perfect positive correlation for 1.0. Values beyond this range are not possible. A positive value signifies a positive relationship, while a negative value represents a negative relationship. A value of zero indicates no relationship between the variables (Nickolas, 2021).

Table 3. The Quantitative Interpretation of the Degree of Relationship of Pearson Correlation Coefficient

R	Descriptive Level
± 1.00	Perfect Correlation
between ± 0.75 to ± 0.99	High Positive (Negative) Correlation
between ± 0.51 to ± 0.74	Moderately High Positive (Negative) Correlation
between ± 0.31 to ± 0.50	Moderately Low Positive (Negative) Correlation
between ± 0.01 to ± 0.30	Low Positive (Negative) Correlation
0.00	No Correlation

To analyze the qualitative data that served as supportive evidence to complement the quantitative data collection's conclusions, a thematic analysis was employed, specifically Moustakas Method. According to Greening (2019), Moustakas' method involves several key steps. The first step was bracketing, also known as epoché, where the

researcher set aside their biases, assumptions, and expectations about the phenomenon under study. Following this, the researchers immersed themselves in the data, intuitively grasping the meanings and essences of the phenomenon from the participants' perspectives. The next step was analysis, where significant statements or quotes from the data were identified and clustered into themes or categories that reflected common aspects of the phenomenon. These themes were then synthesized into a description of the structure and texture of the phenomenon, using verbatim examples to support the analysis. Finally, the researchers integrated the results of the analysis into a coherent and comprehensive description of the phenomenon, capturing its essence and meaning with the support as well from the studies reviewed in the research.

Trustworthiness

In a research, trustworthiness is a critical component in ensuring the overall quality of the study. It is the utmost degree of confidence in data, interpretation, and methods used that enables the readers' consideration to the findings (Connelly, 2016). What it generally contributes is its ability to yield useful results (Nowell, Norris, White, & Moules, 2017). Trustworthiness covers the following criteria; credibility, dependability, confirmability, and transferability (Elo, Kääriäinen, Kanste, Pölkki, Utriainen, & Kyngäs, 2014).

The credibility criterion was one of the challenges that the researchers have to deal with. Credibility is the confidence in the research results, which includes the accurate representation of information drawn from the original data and view of the respondents (Korstjens & Moser, 2018). To establish the highest level of credibility in the study, the researchers used the simple random sampling method wherein the population had equal

chances to be selected as respondents and accurately represented the whole population when extracted (Depersio, 2021). Moreover, triangulation was used which referred to the use of several datasets and methods to address the problem (Bhandari, 2022). In the study, the researchers conducted a quantitative survey simultaneously with an in-depth qualitative survey. Furthermore, member checking was done for the qualitative data; returning the results to the participants for them to check and clarify the accuracy and experience resonance.

On the other hand, transferability is a sub-characteristic that describes at what extent does the study become applicable to other contexts (Trochim, 2023). It is also the degree at which the readers can sensibly make use of the data according to their own intentions (Nowell et al., 2017). In properly implementing it in the research, the researchers had the thick description strategy, clearly stating the pondered conditions and procedures. It also provided sufficient descriptions in comprehensive contexts that were central to the research to assist future researchers on the assessment of the study.

Dependability is also a significant element of trustworthiness. It is the stability of data over time within a set of conditions (Universal Teacher, 2016). To act on dependability, the study upheld transparency all throughout the research by audit trailing. The researchers were meticulous in recording raw data, and simultaneously abided with the ethical considerations. In addition, there was repetitive reviewing of responses and analyses for bias and error detections. Likewise, triangulation was still applied to this criterion as multiple sources aided the determination of the consistency of the data gathered.

At the same wavelength, confirmability was also employed in the study. As stated by Korstjens and Moser (2018), it is the degree at which the results are confirmable by other researchers and are completely regarded as truly derived from data without subjectivity. Although the researchers had familial relation with one of the first batch of graduates of the K-12 Basic Education Program that could serve as a bias fragment, the researchers still maintained an objective view and carried neutral actions. These included the documentation of repetitive peer review as well as data auditing after the data collection and analyses to make judgments on the potential traces of biases in the study.

Chapter 3

RESULTS AND DISCUSSIONS

This chapter contained the results of the data analysis and the discussion of the problem statements presented in the study. This also presented the interpretation of the results and its analysis together with the references that supported the response to each research question.

Research Question #1: What is the demographic profile of the employed respondents in terms of sex, age, and SHS strand?

Table 4. The Demographic Profile of the Employed Respondents

Indicators	Category	Frequency (n)	Percentage (%)
Sex	Male	18	26.47%
	Female	50	73.53%
Age	23 years old	18	26.47%
	24 years old	48	70.59%
	25 years old	2	2.94%
SHS Strand	STEM	19	27.94%
	HUMSS	34	50%
	ABM	15	22.06%

Table 4 showed the demographic profile of the respondents according to sex, age, and SHS strand. In terms of sex, a total of sixty-eight (68) respondents were taken, 73.53% (50) of the respondents were female while 26.47% (20) of the respondents were male. In terms of age, from a total of sixty-eight (68) respondents, the 23 years old respondents accounted for 26.47% (18), the 24 years old respondents for 70.59% (48), and the 25 years old respondents for 2.94% (2). In terms of SHS strand, the STEM strand consisted of 27.94% (19) while the ABM strand made up for 22.06% (15). The largest number of respondents in terms of SHS strand in this study was the HUMSS strand which consisted of 50% (34) from 68 respondents.

From this demographic profile, it could be inferred that among the first batch of graduates, more females were employed than males. Specifically, respondents who were 24 years old comprised the largest age group, followed by those who were 23 years old, and then those who were 25 years old. Additionally, when grouped according to SHS strands, respondents from the HUMSS strand made up the largest group, followed by those from the STEM strand and then those from the ABM strand.

The respondents' demographic profile in terms of sex aligned with the study conducted by Rudhumbu et al. (2016) which reported a higher employment rate among female graduates. But this contrasted with some surveys, which stated that men had a higher employment rate than women (Rothberg, 2021; PSA, 2023; O'Neill, 2023; Pheko and Molefhe, 2016). Hence, there was also a variation in the employment status of the graduates based on their strand. These findings contradicted the notion presented in some studies, which suggested that STEM graduates were more employable due to their specialized skills (Almerino, et al., 2020; Okrent and Burke, 2021; McGunagle and Zizka, 2020; Black, et al., 2021).

Research Question #2: What is the level of perceived skills of the first batch of graduates of the K-12 Basic Education Program in the following areas, Information, Media, and Technology, Learning and Innovation, Communication, and Life and Career?

Table 5. Level of Perceived Skills of the First Batch of Graduates of the K-12 Basic Education Program

Indicators	Mean	Standard Deviation	Description
Information, Media and Technology	4.53	0.60	Excellent
Learning and Innovation	4.47	0.54	Excellent
Communication	4.51	0.49	Excellent
Life and Career	4.50	0.52	Excellent
Overall	4.50	0.54	Excellent

Table 5 presented the perceived skill levels of the first batch graduates of the K-12 Basic Education Program, assessed across Information, Media, and Technology; Learning and Innovation; Communication; and Life and Career. The overall mean of 4.50 fell within the “excellent” category according to the Likert Scale. In terms of Information, Media, and Technology, it had a mean score of 4.53 with a standard deviation of 0.60. Similarly, Learning and Innovation, reflected by a mean score of 4.47 with a standard deviation of 0.54. Effective Communication, evidenced by a mean score of 4.51 with a standard deviation of 0.49. Furthermore, Life and Career, with a mean score of 4.50 and a standard deviation of 0.52.

The perceived skill levels of the first batch of graduates from the K-12 Basic Education Program across various skill areas—Information, Media, and Technology; Learning and Innovation; Communication; and Life and Career—are rated as excellent, with a consistent mean score of 4.5 across all categories. This excellent self-assessment suggests that the graduates believe they possess exceptional proficiency in these key areas, indicating a strong command and confidence in their abilities. Given the low standard deviation scores across all skill categories, the ratings are closely concentrated around the mean, pointing to a general consensus among the graduates about their high level of skills. This excellent rating across multiple areas imply that the program effectively prepared these graduates for professional challenges and equipped them with the necessary skills to succeed in their respective fields.

In relation to the findings regarding Information, Media, and Technology among the first batch of graduates, it aligned with the literature emphasizing the importance of these skills in today's technologically advancing society (Bellevue College, 2016a; Council

of Europe, 2023). Also, these skills were deemed fundamental in navigating digital platforms, critically accessing information, and contributing effectively to media discourse (TechHub, 2019; European Commission, 2016). Thus, possessing strong digital information skills, will lead to advanced problem-solving abilities, cognitive skills, and the capacity to create rational online content (TechHub, 2019; European Commission, 2016). Therefore, the emphasis on media skills underscored the abilities in decoding media messages, assessing their impact, and actively participating in media consumption (Media Literacy Now, 2022). While the mean score indicated an excellent level of these skills, the standard deviation suggested variability among respondents, reflecting differences in access to technology education and digital resources (Schwartz, 2021).

On a similar note, the findings on the skills level in Learning and Innovation among the first batch of graduates, resonated with the literature that explained how these skills encompassed creativity, critical thinking, communication, and collaboration once possessed (Bellevue College, 2016b; Ramos, Ramirez, & Medrano, 2018; US Digital Literacy, 2022; Birt, 2023). Furthermore, graduates could be perceived as proficient in reasoning, system analysis, decision-making, and problem-solving. (U.S. Department of Labor, 2013; Cheprasov, 2018; Kurtuy, 2023; Scott, 2023). In addition, graduates had a collaborative skill that meant awareness of inclusive productivity, respect, compromise, and shared responsibility (Ilma et al., 2022; Coppola, 2017). Yet, the variability in these skill levels among graduates as indicated by the standard deviation, depicted the need for educational institutions to embed more learning and innovation learning areas within academic curricula to cultivate progressive and innovative graduates (Department of Education in the Philippines, 2016; Serdyukov, 2017).

In another lens, the findings regarding Effective Communication among the graduates closely aligned with the literature highlighting the significance of communication skills in the 21st century (Manalang et al., 2022; Roy, 2021; Thompson, 2020). In the results, the graduates had clear articulation of thoughts and conveying ideas effectively that were crucial for social integration, professional success, and organizational profitability (Roy, 2021; Thompson, 2020). Effective Communication skills covered transmission of clear and complete messages, nonverbal cues, interpersonal interactions, and interpretive and presentational communication (Mutuku & Mathooko, 2014; Roy, 2021). These skills facilitate efficient management, problem-solving, and relationship-building in the workplace (McMillan, 2021; Joynes et al., 2019). Moreover, they were essential for navigating multilingual and multicultural environments, fostering productivity and stronger relationships among colleagues (NRC, 1998, as cited by Thompson, 2020; Roy, 2021; Joynes et al., 2019). Their communication with coworkers could be associated with increased productivity, showing the importance of effective communication in professional settings (Joynes et al., 2019).

The findings revealed that graduates excelled in Life and Career. These skills which included flexibility, leadership, initiative, productivity, and social skills, extended beyond academic knowledge and were essential for success in personal and professional pursuits (Lettau, 2021; Anderson & Rainie, 2017). Notably, graduates demonstrated outstanding proficiency in these areas, as evidenced by their high scores. Flexibility enabled individuals to thrive in dynamic environments, while leadership and responsibility involved guiding others and demonstrating integrity (University of Bradford, 2023; Doyle, 2022). Initiative

drove personal and professional progress, and productivity and accountability skills were crucial for effective project management (Stauffer, 2022; Skill It, 2023).

Additionally, social and cross-cultural skills fostered their innovation through respectful communication and effective collaboration (Reynolds, 2020). By integrating these skills into educational curricula, educators can provide students with the essential tools they need to excel academically, succeed in their careers, and make meaningful contributions to society (United States Department of Education, 2017). This approach, as supported by the results of the first batch graduates of the K-12 Basic Education program, was vital for preparing students to thrive in the dynamic and evolving landscape of today's world.

Research Question #3: What is the level of employability skills of the first batch of graduates of the K-12 Basic Education Program in terms of Interactive, Critical Thinking, and Adaptability?

Table 6. Level of Employability Skills of the First Batch Graduates of K-12 Basic Education Program.

Indicators	Mean	Standard Deviation	Description
Interactive Skills	4.28	0.62	Excellent
Critical Thinking Skills	4.18	0.70	Very Good
Adaptable	4.19	0.67	Very Good
Overall	4.22	0.66	Excellent

Table 6 showed the level of employability skills of the first cohort of the K-12 Basic Education program, assessed across Interactive, Critical Thinking, and Adaptability. Notably, Interactive demonstrated an excellent performance with a mean score of 4.28 and a standard deviation of 0.62. While Critical Thinking, on the contrary, reflected a mean score of 4.18, a wider standard deviation of 0.70. Similarly, Adaptability exhibited a

commendable mean score of 4.19, with a standard deviation of 0.67. This simply meant that the graduates excellently acquired the three fundamental skills in a working environment. Further, the standard deviation score of 0.66 also meant that all the respondents rating went beyond the mean.

The data from Table 6 indicates that the first cohort of the K-12 Basic Education program rated their employability skills across Interactive, Critical Thinking, and Adaptability as excellent, with mean scores of 4.28, 4.18, and 4.19 respectively. This suggests that the graduates excel in interactive communication, critical thinking, and adaptability, demonstrating the highest quality of skills in these areas, indicates a strong command and confidence for the working environment, and inferred that the graduates possess top-tier proficiency and are well-prepared for the professional challenges they may encounter. The low standard deviation scores imply consistent self-assessments among the graduates, reinforcing their confidence and ability to apply these employability skills effectively in various work environments. This excellence across fundamental skills suggests the program has successfully equipped graduates with the competencies needed for professional success.

The excellent performance of graduates in Interactive showed importance of these skills in shaping modern workers. Thus, these skills enabled them to thrive in diverse environments and effectively leverage digital advancements (Chiaro, 2023). The Philippine Skills Framework (2022) displayed the significance of these skills, emphasizing their role in fostering effective communication, collaboration, and inclusivity. The awareness of inclusivity fostered diversity with equity, and ultimately enhanced employee satisfaction and retention (Aysola et al., 2018). Collaboration, another essential subskill,

drove productivity, innovation, and problem-solving abilities that the graduates prominently had (Indeed Editorial Team, 2023b).

Moreover, effective communication was fundamental for productive collaboration and successful interaction in the workplace (Choi & Song, 2019). Additionally, as noted by Kisielewska (2022), Grossman (2023), and Laker & Patel (2020), the high mean score in graduates' interactive skills suggested proficiency in customer orientation, developing people, and influence, which were vital for enhancing interpersonal relationship, leadership, and customer service. Overall, these interactive skills complemented each other and contributed to personal and professional success of the graduates.

On a similar note, exceptional results of graduates in Critical Thinking, interpreted as very good. These skills were highly valued in today's fast-paced and evolving work environment, as highlighted by the World Economic Forum's projection of their increasing prominence (WEF, 2020). Graduates were able to analyze situations, solve problems, and make informed decisions as evidence by the results (Pitts, 2019). They formed the foundation necessary to develop technical competencies, enabling them to navigate complex challenges effectively (Philippine Skills Framework, 2022). It could be inferred that the graduates possessed creative thinking, a component of critical thinking, which fostered innovative solutions and enhanced problem-solving abilities (The Peak Performance Center, 2016); effective decision-making that relied on critical analysis, and synthesis of information to arrive at well-reasoned judgments (Jabbar, 2023).

Additionally, Problem-Solving skills, such as those highlighted by Hicks (2023), played a crucial role in equipping graduates with the ability to manage challenges and identify effective solutions. The inclusion of sense-making and transdisciplinary thinking,

as emphasized by Thornton (2022), contributed to a deeper understanding of complex issues by integrating perspectives from different disciplines. These aspects collectively demonstrate the graduates' proficiency in critical thinking, enabling them to assess, evaluate, and interpret information effectively.

The commendable mean score in Adaptable, with a standard deviation of 0.67, showed the graduates capacity to stay updated and competitive in the evolving job market. The results depicted that graduates who remained relevant in today's dynamic workplace met the demands: continuous learning, adaptability, and innovation (WEF, 2020). It aligned with the study conducted by Hirschi et al., (2015) which said that adaptability was a cornerstone of staying relevant that involved behaviors like career planning and exploration, reflecting initiative and leadership skills. Digital fluency was also had that covered technical proficiency, critical thinking, and collaboration skills (Kgoadi-Molaba, 2023) for it offered benefits such as improved productivity and better communication (Masero, 2023). Gaining a global perspective, as highlighted by Butler and Reinke (2020), not only fosters critical thinking but also promotes respect for diversity, essential qualities for remaining relevant in today's interconnected world.

In addition, self-management, as discussed by Raeburn (2023), plays a crucial role in ensuring personal effectiveness and well-being. By regulating their thoughts, feelings, and behaviors effectively, graduates equipped with Skills in Remaining Relevant demonstrate the capacity to adapt to changing circumstances and meet the demands of a dynamic job market. In essence, possessing these skills encompasses not only staying updated and competitive but also developing vital subskills such as critical thinking, respect for diversity, and personal effectiveness.

Research Question #4: What is the level of perceived skills of the first batch of graduates of K-12 basic education program when grouped according to sex, age, and SHS strand?

Table 7. Level of Perceived Skills of the First batch Batch of Graduates of K-12 Basic Education Program When Grouped According to Sex, Age, and SHS Strand

Indicators	Classification	Perceived Skills	Standard Deviation	Description
Sex	Male	4.56	0.51	Excellent
	Female	4.48	0.42	Excellent
	Overall	4.52	0.47	Excellent
Age	23 years old	4.64	0.41	Excellent
	24 years old	4.45	0.46	Excellent
	25 years old	4.63	0.53	Excellent
	Overall	4.57	0.47	Excellent
Senior High School Strand	STEM	4.44	0.50	Excellent
	HUMSS	4.47	0.46	Excellent
	ABM	4.65	0.35	Excellent
	Overall	4.52	0.44	Excellent

Table 7 showed the level of perceived skills of the first batch of graduates when grouped according to sex, age, and shs strand. In terms of sex, the perceived skills of the male respondents had a mean of 4.56 while the female respondents had 4.48. Although the male respondents accumulated a higher mean than the female respondents, such results indicated that both male and female respondents had an excellent level of perceived skills when grouped according to sex. In addition, the perceived skills scores of male respondents had a standard deviation of 0.51. This meant that, on average, the perceived skills of males deviated by approximately 0.51 units from the mean score of 4.56. The relatively moderate standard deviation suggested that male perceived skills were somewhat consistent around the mean. On a similar note, the standard deviation for females was 0.42 which implied that female perceived skills deviated by about 0.42 units from the mean score of 4.48. Overall, the excellent rating is consistent across two sex categories with a mean score of

4.52. This is supported by the standard deviation score of 0.47 which means that the ratings of the first batch are concentrated around the mean.

Different trends could be seen when examining the variable across different age groups. Among **23-year-olds**, the mean score stood at **4.64**, with a relatively tight standard deviation of approximately **0.41 units**. This indicated consistently excellent perceived skills with minor fluctuations around the mean. Similarly, respondents aged 24 exhibited a commendable mean score of **4.45**, with a slightly wider standard deviation of **0.46 units**. Despite this slight decrease compared to the 23-year-olds, the perceived skills of 24-year-olds remained noteworthy. On the other hand, **25-year-olds** presented a mean score of **4.63**, signaling an excellent perceived skill, in addition with a slightly broader spread around the mean as indicated by a standard deviation of **0.53 units**. Despite these differences, all age groups displayed an excellent level of perceived skills, specifically, the excellent rating is consistent across three age categories with a mean score of 4.57. This is supported by the standard deviation score of 0.47 which means that the ratings of the first batch are concentrated around the mean.

In terms of SHS strand, the ABM strand got a corresponding mean score of 4.65 with a relatively tight standard deviation of 0.35, while the HUMSS strand that was about 0.46 standard deviation deviated around the mean score of 4.47. The STEM strand, on the other hand, had a mean score of 4.44 with a standard deviation of 0.50. Such results indicated that when grouped according to SHS strand, the respondents under ABM strand had a higher level of perceived skills followed by the HUMSS strand graduates and then STEM strand graduates. However, same with the preceding indicators, the excellent rating

is consistent across three SHS Strand categories with a mean score of 4.52. This is supported by the standard deviation score of 0.44 which means that the ratings of the first batch are concentrated around the mean.

The analysis of perceived skills among the first batch graduates, categorized by sex, revealed notable insights. Despite a slightly higher mean perceived skills score among male respondents compared to female respondents, the difference did not significantly affect the overall consistency of perceived skills within each group. Both male and female respondents exhibited moderate consistency in their perceived skills, indicating a level of uniformity in skills perception regardless of gender.

Similarly, a study conducted by Carada, et. al, (2022) explored the perceived skills of SHS graduates and their potential impact on employability skills. The findings revealed a consistent trend across different age groups: graduates consistently demonstrated excellent perceived skills which aligns with the findings of this study. Specifically, respondents aged 23, 24, and 25 exhibited commendable mean scores, with minor fluctuations around the mean. Regarding the comparison of perceived skills among different strands, the discrepancy between the findings of this study and those of Carada et al. (2022) suggested that STEM graduates had a vast majority of perceived skills, contradicting the results of our study found that the Academic strand ABM exhibited the highest mean score, surpassing HUMSS and STEM strand.

Research Question #5 What is the level of employability skills acquired by the first batch of graduates of K-12 basic education program when grouped according to sex, age, and SHS strand?

Table 8. Level of Employability Skills Acquired by the First Batch of Graduates of K-12 Basic Education Program When Grouped According to Sex, Age, and SHS Strand.

Indicators	Classification	Employability Skills	Standard Deviation	Description
Sex	Male	4.34	0.58	Excellent
	Female	4.17	0.61	Good
	Overall	4.26	0.60	Excellent
Age	23 years old	4.34	0.55	Excellent
	24 years old	4.15	0.62	Excellent
	25 years old	4.7	0.42	Excellent
	Overall	4.40	0.53	Excellent
Senior High School Strand	STEM	4.26	0.53	Excellent
	HUMSS	4.11	0.65	Good
	ABM	4.39	0.57	Excellent
	Overall	4.25	0.58	Excellent

Table 8 showed the level of employability skills acquired by graduates when grouped according to sex, age, and SHS strand. In terms of sex, the employability skills of the male respondents had a mean of 4.34 while the female had 4.17. Although the male respondents had a higher mean than the female respondents, such results showed that both male and female respondents had an excellent level of employability skills. In addition, the employability skills scores of male respondents had a standard deviation of 0.58. This meant that, on average, the employability skills of males deviated by approximately 0.58 units from the mean score of 4.34. The relatively moderate standard deviation suggested that male employability skills were somewhat consistent around the mean. As for the female class, it had a standard deviation of 0.6 which meant that female employability skills deviated by about 0.61 units from the mean score of 4.17. Overall, the excellent rating is consistent across two sex categories with a mean score of 4.26. Supported by the standard deviation score of 0.60, which means that all the respondents rating goes beyond the mean.

For the age aspect, among **23-year-olds**, the mean score stood at **4.34** with a relatively scattered standard deviation of approximately **0.55 units**. This implied inconsistently excellent employability skills with major fluctuations around the mean. Similarly, respondents aged **24** exhibited a commendable mean score of **4.15**, with a wider standard deviation of **0.62 units**. Despite this major decrease compared to the 23-year-olds, the employability skills of 24-year-olds remained noteworthy. On the other hand, **25-year-olds** presented a mean score of **4.7**, signaling an excellent employability skill, in addition with a slightly spread around the mean as shown by a standard deviation of **0.42 units**. Despite these differences, the excellent rating is consistent across three age categories with a mean score of 4.40. This is supported by the standard deviation score of 0.53 which means that the ratings of the first batch are concentrated around the mean.

In terms of SHS strand, the ABM strand got a corresponding mean score of 4.39 with a relatively spread-out standard deviation of 0.57, while the HUMSS strand that was about of 0.65 standard deviation deviated around the mean score of 4.11. The STEM strand, on the other hand, had a mean score of 4.26 with a standard deviation of 0.53. Such results stipulated that when grouped according to SHS strand, the respondents under ABM strand had an excellent level of employability skills followed by the STEM strand graduates then HUMSS strand graduates.

However, while the mean scores for each SHS strand were interpreted as indicating an overall excellent level of employability skills, variations were observed among the different strands. Specifically, the ABM strand demonstrated the highest mean score, which is excellent, followed by the STEM strand, also excellent, and the HUMSS strand, which falls under the 'very good' category. Therefore, while the majority of respondents

across all strands exhibited excellent levels of employability skills, there is a difference observed, particularly in the 'very good' level associated with the HUMSS strand. Overall, the excellent rating is consistent across three SHS strand categories with a mean score of 4.25. This is supported by the standard deviation score of 0.58 which means that the ratings of the first batch are concentrated around the mean.

On a relevant note, it is interesting to consider that both male and female respondents had the same level of employability skills. However, the data which indicated a slightly higher mean employability skills score among male respondents compared to female respondents was in studies such as Rudhumbu et al. (2016). These parallel emphasized a consistent trend of male graduates exhibiting marginally better employment outcomes in certain contexts. The moderate consistency in employability skills levels, as indicated by the standard deviations for both male and female respondents, echoed findings from Rothberg's (2021) examination of labor force participation rates in the Philippines. Despite gradual increases in women's participation, persistent disparities persisted, suggesting a nuanced interplay of factors influencing employability.

Also, the findings shed light on the employability skills acquired of the first batch of graduates when grouped by their SHS strands. Notably, graduates from the ABM strand exhibited the highest mean score of employability skills, followed by those from the STEM, and finally from the HUMSS. This ranking aligned with the common perception that STEM graduates often possessed specialized skills highly sought in the job market like such as critical thinking and problem-solving abilities (Okrent & Burke, 2021). However, such interpretations intersected with complexities highlighted in the literature review. While STEM graduates may hold an advantage in technical proficiency, employability

outcomes could vary widely based on individual factors and market demands. The findings, as demonstrated in the results, indicate that regardless of the senior high school strand, graduates still possess excellent and good levels of employability skills. This suggests that the selection of a specific strand does not significantly impact graduates' employability, contradicting the statement made by Manuba et al. (2018) that the curriculum and experiences associated with each strand can impact graduates' acquisition of skills and their preparedness for the workforce. However, it's important to recognize that while the process of selecting a senior high school strand may not directly influence an individual's employability skill level, the educational pathways chosen during senior high school can have significant implications for graduates' readiness for employment.

Research Question #6: *Is there a significant relationship between the level of perceived skills and level of employability skills of the first batch of graduates of the K-12 basic education program when grouped according to sex, age, and SHS strand?*

Table 9. The Relationship Between the Level of Perceived Skills and Level of Employability Skills of the First Batch of Graduates of K-12 Basic Education Program When Grouped According to Sex, Age, and SHS Strand.

Indicators	Classification	r value	p value	Description
Sex	Male	0.84	2.21623E-05	High Positive Correlation
	Female	0.75	3.07963E-10	High Positive Correlation
Age	23 years old	0.63	0.005114666	Moderately High Positive Correlation
	24 years old	0.83	3.99926E-13	High Positive Correlation
	25 years old	1		Positive Correlation
Senior High School Strand	STEM	0.87	5.10111E-07	High Positive Correlation
	HUMSS	0.75	9.81389E-07	High Positive Correlation
	ABM	0.85	0.000134751	High Positive Correlation

Table 9 showed the relationship between the level of perceived skills and level of employability skills of the first batch graduates of k-12 basic education program when grouped according to sex, age, and SHS strand. As can be seen in the table, in terms of sex,

the correlation value for the male respondents was 0.84 with a corresponding *p*-value of 2.21623E-05 that was less than the alpha ($\alpha = 0.05$). Further, the correlation value for the female respondents was 0.75 with a corresponding *p*-value of 3.07963E-10 < 0.05 . Both results implied that there was a relationship between the level of perceived skills of male and female graduates and their employability skills and that it could be interpreted as a high positive correlation.

In terms of age, the 23 years old respondents had accumulated the *r*-value of 0.63 with a corresponding *p*-value of 0.005114666 < 0.05 that could be interpreted as Moderately High Positive Correlation. Also, the 24 years old respondents had a correlation value of 0.83 with a corresponding mean score of 3.99926E-13 < 0.05 that could be interpreted as High Positive Correlation. These results implied that there was a relationship between the level of perceived skills of the 23- and 24-years old graduates and their employability skills. On the other hand, the 25 years old respondents accumulated a correlation value of 1, however the small sample size of 25 years old graduates led to invalidity of getting the *p*-value. Such a result could be interpreted as a Positive correlation between the level of perceived skills of the 25 years old graduates and their employability skills.

In terms of SHS, the STEM strand had a correlation value of 0.87 with a *p*-value of 5.10111E-07 < 0.05 while the HUMSS had a corresponding *r*-value of 0.75 with a *p*-value of 9.81389E-07 < 0.05 . Further, the ABM strand had an *r*-value of 0.85 with a *p*-value of 0.000134751. With these results at hand, it implied that in terms of senior high school strand, there was a relationship between the level of perceived skills and level of employability skills of the first batch graduates of K-12 Basic Education Program.

However, as presented in the table, the results of all the senior high school strand had a High Positive Correlation.

The results presented in Table 9 showed that there was a relationship between the level of perceived skills of the first batch graduates and their employability skills when grouped according to sex, age, and senior high school strand. Although only one of the results showed a perfect correlation, all the positive correlation values still implied that the graph was going upward, hence the said interpretation. In simple terms, this meant that the higher the level of perceived skills on the respondents, the higher the possibility of increase in employability skills.

Starting with the analysis based on sex, both male and female graduates showed a strong positive correlation between their perceived skills and employability skills. These results suggested that regardless of gender, graduates who perceived themselves to possess higher skills also tend to have higher levels of employability (Menz, 2020; Blom & Saeki, 2016). Regarding age, graduates aged 24 demonstrated the highest correlation value, indicating a high positive correlation between their perceived skills and employability skills. These findings suggested that as graduates progress in age within the specified range, their perceived skills become increasingly correlated with their employability skills (Robinson & Garton, 2018).

Analyzing the data based on senior high school strand, graduates from all strands exhibited high positive correlations between their perceived skills and employability skills. STEM, HUMSS, and ABM graduates all displayed correlation values above 0.75 that aligned with the study which stated the existence of strong relationships between perceived skills and employability skills across different strands of senior high school education

(Baird & Parayitam, 2019; Finch et al., 2013).

In light of the reviewed literature, these findings aligned with previous research emphasizing the importance of graduates possessing transferable skills acquired during their education to effectively transition into the workforce. They also corroborated the idea that higher perceived skills generally translated into increased employability skills. However, it was crucial to acknowledge that despite these positive correlations, challenges and disparities in employability still persisted, particularly concerning gender-based differences (Stoet & Geary, 2019; Rudhumbu et al., 2016).

Research Question #7: Is there a significant relationship between level of perceived skills and level of employability skills of the first batch of K-12 graduates?

Table 10. Data and Results of Coefficient of Correlation Between the Level of Perceived Skills and Employability Skills and p value for Significance

Variables	Pearson Correlation (r)	Description	Level of Significance (p)
Level of Perceived Skills and Employability	0.79	High Positive Correlation	2.83752E-15

Table 4 showed the data and results of the coefficient of correlation between perceived skills, employability skills, and the corresponding *p*-values for significance. The table indicated an *r*-value of 0.79, suggesting a high positive correlation between the variables, that was significant at the 2.83752E-15 which was less than the alpha ($\alpha=0.05$). Consequently, it could be inferred that a significant relationship between the level of perceived skills and the level of employability skills among the first batch

graduates existed. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted.

The results presented in Table 10 showed that there was a relationship between the level of perceived skills of the first batch graduates and their employability skills. Although none of the results showed a perfect correlation, all the positive correlation values still implied that the graph was going upward, hence the said interpretation. In simple terms, this meant that the higher the level of perceived skills on the respondents, the higher the possibility of increase in employability skills.

This finding was consistent with the study conducted by Carada et al. (2022), which found that graduates demonstrated a high level of cognitive, technical, and emotional skills, or what were commonly referred to as soft skills or some of the abilities in the perceived skillset, and that these skills were positively correlated with their employability skills. However, it contrasted with the findings of a study by Abas and Imam (2016), which found that some skills, such as fundamental skills namely thinking, problem-solving, personal management, and teamwork skills were only moderately related to employees' contextual performance, an indicator of the level of employability skills. These contradictory findings highlight the complexity of the relationship between perceived skills and employability skills which needed for further research in this area.

Research Question #8: How did the graduates' acquired skills during SHS years contribute to their employability?

For qualitative analysis, 10 respondents were randomly selected through ratio and proportion, so that all strands included in the study were fairly represented.

Table 11. Thematic Analysis of the Significant Statements for Statement of the Problem #5

Significant Statements	Codes	Major Themes
I am not shy and I was able to answer		
I can communicate effectively, manage people, and handle responsibilities		
This helped to develop our communication skills with people		
We effortlessly communicated our qualifications to potential employers		
Being able to confidently present findings		
Communication skills essential for handling students, parents, and coworkers		
I frequently communicate via email and my confidence in writing has been bolstered		
My creativity was nurtured through HUMSS, particularly in writing	Writing and Literary Skills Development	Weaver of Understanding and Shared Vision
I have utilized my leadership skills by making quick and decisive decisions	Adeptness in Collaborative Responses	
This experience helped me to develop my competitiveness particular in my field, wherein I was taught to put effort in every simple thing	Competitiveness and Adaptability	
I learned competitiveness and adaptability		
I embraced factors that helped me avoid embarrassment and strive for excellence		
We would not have matured as much without it	Motivation and Growth Mindset	Torch of Lifelong Learning and Self-Discovery
Developing qualities like humility, adaptability, and a growth mindset was invaluable for overcoming challenges		
In research endeavors, we were well-prepared and trained		
We received thorough preparation on how to do research effectively (P7)		
A strong emphasis on research, which is crucial for me as a Social Studies teacher	Research and Investigatory Skills Proficiency	

Strong research abilities significantly enhance employability		
As long as you have the foundation of it and analytical skills, then you are good already		
When faced with tasks like Calculus problems, I could simply revisit my skills and confidently offer what I could contribute to the company	Foundational Analytical and Problem-Solving Skills	
Analytical skills are crucial		
The K-12 curriculum, designed for STEM students like me, aimed to improve our ability to analyze information		
I can deal with pressure. I can handle it well, which makes me hirable because I know how to adjust to such situations and manage my time efficiently		
Time management is also really utilized when you are already employed		
It had a significant impact, especially during that time when there was a heavy workload. Multitasking and time management became essential	Efficient Time Management and Adaptability	
I have been flexible in handling changing situations and work efficiently		
Time management, I handle both full-time and part-time jobs		
Organizational skills are also crucial		Adaptive Compass Towards Evolving Realities
The investigatory skills, doing reports, and document making		
Building confidence, improving analytical thinking, conducting research, or enhancing communication, each aspect helped me grow as a person and get ready for college and work	Skillset Transferability	
Organizational skills, critical thinking skills, responsibility in all tasks, and creativity		
With my computer skills learned during Senior High School, I have been able to contribute significantly to my work		

Soft skills like computer literacy, troubleshooting, and proficiency in tools such as Microsoft Excel	Computer Literacy	
The media-related subject during Senior High School has equipped me with the skills to effectively utilize different applications in my work		

In today's dynamic and interconnected world, the need for effective communication skills has never been more crucial. As workplaces become increasingly diverse and collaborative, the ability to weave together diverse perspectives and ambitions through communication is essential for fostering understanding and shared vision. Effective communication serves as the foundation upon which teams build trust, navigate complexities, and achieve collective goals. Whether in face-to-face interactions or digital environments, the capacity to articulate ideas, actively listen, and empathize with others is indispensable for promoting collaboration and driving organizational success. Thus, the **“Weaver of Understanding and Shared Vision”** emerges as a symbol of the transformative power of communication skills in shaping harmonious and purpose-driven work environments.

In the graduates' academic journey, they passionately championed their communication skills as the very thread that wove together diverse viewpoints and ambitions. They looked back on their K-12 education with reverence, seeing it as the foundation upon which they built bridges of understanding among individuals and groups. Their communication skills were the heartbeat of their success, breathing life into their work responsibilities and nurturing collaboration. They spoke of their journey with emotion, describing their struggle to overcome shyness as a pivotal moment in their quest for self-expression. This triumph transformed their workplaces into havens of inclusivity,

where ideas danced freely and discussions rose with vigor. They understood the power of communication to bridge the gap between their abilities and employer expectations, going beyond mere qualifications to showcase their value as indispensable team players. Their ability to actively listen and empathize with others was a beacon of light in forging bonds of unity. Through this, they emerged as trusted leaders within their teams. Even in the digital realm of email communication, their words also carried weight, ensuring alignment across asynchronous work settings. Their creativity in crafting compelling messages was the summit of their communication skills that inspired and motivated their colleagues to new heights of achievement. In the end, it was their ability to weave threads of understanding with empathy that made them true catalysts for personal and organizational growth.

Kanang dili ko maulaw mag ano, mag-answer
I am not shy and I was able to answer (Participant 1)

Kabalo ko mostorya, I can manage people, I can manage my students, so yeah.
I can communicate effectively, manage people, and handle responsibilities
(Participant 2)

Na-develop among communication skills sa tao and most especially kami pag-employ
This helped to develop our communication skills with people (Participant 4)

Ang daloy sa among pagka-employed ditso-ditso nga mao na to nga, ah okay, naa nami kuan ani so dali-dali nalang siya pag-communicate sa kungkinsa imong gi-applyan para mahire
We effortlessly communicated our qualifications to potential employers (Participant 4)

The confidence to present your report on the board during board meetings so kinakailangan mong ipresent yung findings
Being able to confidently present findings (Participant 6)

The confidence to present your report on the board during board meetings so kinakailangan mong ipresent yung findings
Being able to confidently present findings (Participant 6)

Communication skills, the way you handle your students, the way you communicate to the parents of your students, ganyan to coworkers that is very important

Communication skills essential for handling students, parents, and coworkers
(Participant 8)

Akoang work is more on naga-email ko ganyan, so I am more confident to ano ba tawag diyan? To write my emails

I frequently communicate via email and my confidence in writing has been bolstered
(Participant 8)

And also, my creativity, creativity skills na, ah ano siya, na napa-better siya since ang HUMSS diba more on kanang writing, so ganun.

My creativity was nurtured through HUMSS, particularly in writing (Participant 8)

So, ang akong pagka leader is nagamit nako siya by having the right decision kuntahay 'nay mga task nga kailangan desisyonan kung unsay tama himoon, so with that leadership na ingon nako nga I was quick to decide what is right and what is just. I have utilized my leadership skills by making quick and decisive decisions
(Participant 10)

Developing people, fostering inclusivity, promoting collaboration, enhancing communication, prioritizing customer orientation, and influencing others (Philippine Skills Framework, 2022) were all encompassed by an employee's ability to weave a unified understanding and purpose in a professional context. The graduates testified by sharing their experiences, which solidly included effective communication and social skills, adeptness in collaborative responses, and the development of writing and literary skills.

Firstly, the graduates attributed an increased level of employability to the effective communication and social skills developed through the K-12 program. They highlighted the significant impact of these skills on their confidence and self-esteem, essential attributes in any workplace setting. This confidence was needed as a communicative culture is inherently present in work, vital for both employee and organizational development and productivity. This aligned with research indicating that employees with reduced shyness were more likely to realize their innovative potential, thus enhancing employability (Hewlett et al., 2013). Moreover, the graduates demonstrated proficiency in

managing people and handling responsibilities, key indicators of higher employability. Social skills were crucial for effective communication, collaboration with colleagues, managing clients, and resolving conflicts while maintaining accountability (Philippine Skills Framework, 2022; Doyle, 2022). Individuals who were sociable could create inclusive and collaborative environments productive of meaningful outcomes (Reynolds, 2020). Furthermore, the graduates felt well-prepared during job interviews, knowing precisely how to present themselves to secure employment. This aligned with Chiaro's (2023) description of employable individuals who were competent in job procurement in an evolving career landscape.

The adeptness in collaborative responses demonstrated by the graduates aligned with the support provided by research as well. Effective collaboration fostered a positive work culture and environment, enabling teams to achieve goals efficiently while promoting innovation, job satisfaction, and problem resolution (Indeed Editorial Team, 2023c). The graduates' ability to navigate work complexities through leadership and quick collaborative decision-making reflected the importance of clear communication, active listening, and taking responsibility for successful collaboration (Doyle, 2022). Employers typically sought employees who could function effectively as part of a team, balancing personal achievement with group goals, further emphasizing the significance of collaborative skills in the workplace.

Moreover, many occupations required literary skills. Therefore, writing skills enhanced one's employability, as writing was a fundamental aspect of communication itself that encompassed all forms of conveying ideas. It was important to note that success in communication depended on various factors, including barriers that disrupted

communication flow and changes in the content shared between senders and recipients. This held true for written language, whether it was traditional or electronic (Chitrap, 2014). For the graduates, proficiency in writing skills acquired during senior high school had been instrumental in excelling in both modern and conventional careers. This was particularly notable for those who graduated from the HUMSS strand, although it was important to recognize that students from all strands had experienced similar benefits. However, writing skills were more predominant and advantageous for HUMSS students, given the nature of their curriculum and focus on humanities and social sciences subjects. For them, creativity was fostered along writing, in which the former lead to expression of novel insights and a variety of ideas, by definition (Gayle et al., 2013).

All of these subskills fell under the ability to weave understanding and a shared vision, which were incorporated within the Philippine Skills Framework of 2022. In this context, the graduates demonstrated employability by meeting the country's occupational standards. They excelled in their respective job roles, with their competence in interactive skills played a significant role in their success whether during the screening phase or in collaborative and communicative work dynamics.

In today's rapidly changing world, the need for lifelong learning and self-discovery has never been more critical. As technological advancements reshape industries and organizational structures, individuals must continually adapt and acquire new skills to remain relevant and competitive. Moreover, the pursuit of self-discovery enables individuals to align their passions and values with their career paths, fostering a sense of purpose and fulfillment. This ethos reflects a fundamental shift in mindset, where learning is not confined to formal education but is embraced as a lifelong journey of growth and

exploration. Thus, the "**Torch of Lifelong Learning and Self-Discovery**" symbolizes the continuous pursuit of knowledge and personal growth throughout one's lifetime. It represents a commitment to embracing new experiences, learning from mistakes, and striving for excellence. Like a guiding light, it illuminates the path of enabling individuals to uncover their passions, values, and purpose in life.

This theme shone a light on how the graduates held dear the skills they had from K-12, seeing them as keys to unlock a world of endless learning and discovery. They spoke passionately about how these skills ignited a fire within them, driving them to always seek out new knowledge and experiences. It was not just about doing well — it was about pushing themselves to be their best selves, to constantly grow and evolve. The graduates shared how they started off feeling nervous about making mistakes, but as they journeyed through their education, they realized that every stumble was a chance to learn and improve. They found courage in embracing their journey towards excellence, understanding that it was not about being perfect, but about striving for greatness with every step. They saw each obstacle as an opportunity to learn and grow. They learned the power of humility, recognizing that true wisdom came from being open to learning from others. For them, personal growth instilled in them the passion to keep growing even in the face of uncertainty. They found joy in the process of discovery, in the thrill of uncovering new ideas and insights. And as they looked towards the future, they knew that their journey of lifelong learning would continue to fuel their passion and drive, guiding them towards new horizons and endless possibilities.

I think also, I also developed my competitiveness particular my field siguro na kanang kuan, and I also learned that really put an effort in a very simple thing

This experience helped me to develop my competitiveness particular in my field, wherein I was taught to put effort in every simple thing (Participant 2)

Kana gung dili ko maulaw kung unsa ko karon. Kana nga factor, kanang proud kayo ko Senior High School palang daan

I embraced factors that helped me avoid embarrassment and strive for excellence (Participant 2)

I think also, I also developed my competitiveness particular my field siguro na kanang kuan, and I also learned that really put an effort in a very simple thing

This experience helped me to develop my competitiveness particular in my field, wherein I was taught to put effort in every simple thing (Participant 2)

Ug wala ang Senior High dili pud siguro mi mag-mature

We would not have matured as much without it (Participant 4)

Developing qualities like humility, adaptability, and a growth mindset was invaluable for overcoming challenges (Participant 6)

Diba sa research palang daan trained nata daan diri, I really believe na hirable jud ko and na train na gud ko diri daan

In research endeavors, we were well-prepared and trained (Participant 2)

It did prepare me; a whole lot of preparation of how to do the research effectively

We received thorough preparation on how to do research effectively (Participant 7)

Especially sa pagbuhat ug research. Well, kana siya na aspect kay as a Social Studies teacher, in a grade ten level, I need to teach my students also on how to prepare a case study

A strong emphasis on research, which is crucial for me as a Social Studies teacher (Participant 8)

It's actually very important to have good research skills. So, yeah. It's ver-very, it's a very big help for employability

Strong research abilities significantly enhance employability (Participant 9)

I obtained that those necessary skills, so in mathematical skills, uhm average, so not necessarily na hawd kay ka so, okay lang ba basta yung foundation mo in mathematics is good, your analytical skills 'yon, 'yon, obtained natin 'yon

As long as you have the foundation of it and analytical skills, then you are good already (Participant 6)

'Yung mga foundation na nakuha ko, at during employment, during employment ng example Calculus problem so, you will just uhm recap yourself, uhm what you get to look up on your skills, so what you can offer on the company

When faced with tasks like Calculus problems, I could simply revisit my skills and confidently offer what I could contribute to the company (Participant 6)

Analytical skills are crucial (Participant 6)

I think yung K-12 curriculum kasi ganito yun naka strand siya diba so, hindi siya, hindi like dati na yung samin, yung science, yung biology is isa lang, in Senior High School, isa-isahin. So, for STEM students so in my part is yung analysis talaga

The K-12 curriculum, designed for STEM students like me, aimed to improve our ability to analyze information (Participant 6)

The graduates' acquired skills during SHS played a crucial role in shaping their employability skills in today's ever-evolving world. Graduates themselves emphasized the importance of lifelong learning and self-discovery, aligning with the Philippine Skills Framework (2022) that stressed staying relevant. Their journey involved developing a competitive spirit, fostering adaptability, and building a growth mindset. They honed their research and investigative skills, solidifying their foundation in analytical thinking and problem-solving. This entire experience ignited the "Torch of Lifelong Learning and Self-Discovery" within them, preparing them to excel in the competitive workforce.

Primarily, the graduates placed particular emphasis on competitiveness or the effort investment in tasks. This skill was deemed vital in the contemporary job market where individuals must effectively position themselves within their respective fields (Kgoadi-Molaba, 2023; Evona, 2023). Additionally, they recognized the importance of adaptability or the ability to navigate changing circumstances, which was essential in dynamic professional environments. Being adaptable increased employability skills level potential due to how it helped one to identify professional and personal goals as an approach to career exploration and planning (Han & Rojewski, 2015) and self-efficacy beliefs in professional tasks and adversities (Hirschi et al., 2015).

As the skills in remaining relevant was a reference employability skills level indicator, the graduates also mentioned the drive or the motivation and growth mindset

development that was covered by it through the acquired skills engraved to them. This theme was actually mentioned in the self-management aspect of employability, in which it regarded a person as employable if he could personify theories of personal effectiveness and well-being like area improvement discernment (Raeburn, 2023; Philippine Skills Framework, 2022) similar to the graduates who realized maturity and self-identity through the program's training. In addition, the first cohort's cultivation of humility, adaptability, and a growth mindset to overcome challenges mirrored the notion of an employable individual who could reflect on personal and professional life to effectively manage priorities, time, and emotional challenges (Philippine Skills Framework, 2022).

Graduates also demonstrated proficiency in research and investigatory skills, highlighting their senior high school experience where they were well-prepared and trained in research contexts. Some graduates noted how their research experience prepared them for their jobs, showing the link between education and work. Research skills proved useful beyond academic settings, applicable to various work contexts. It was worth considering that publication, especially in the academic sector was crucial due to the requisite skills for information intake, extensive study using databases and search engines for professional file creation (Renaissance Learning, 2019), particularly emphasizing empathy and media literacy in the learning sector (Britannica, 2016). For example, one participant mentioned the relevance of investigatory skills for publishing findings, especially in academia. Another stated the importance of research skills in teaching, particularly in academic settings.

Likewise, foundational analytical and problem-solving skills were developed. Graduates who possessed a strong grasp of fundamental mathematical and scientific

principles found themselves well-prepared to excel in related fields. This was supported by the notion that skills acquired during senior high school are transferable to both college-level studies and the professional workplace (ACTE, 2013). These skills contributed to the development of generic skills applicable in various work settings (EUA, 2021). Senior High School education also introduced topics early on, particularly for those in the STEM strand that facilitated a seamless transition from high school to tertiary education and proving beneficial in employment scenarios that required analytical skills. The graduates claim aligned with Munodawafa's (2023), in which these skills helped to empower individuals to analyze situations and their corresponding potential issues and workable solutions (Munodawafa, 2023).

These skills were carried by the graduates like a torch, illuminating their path towards lifelong learning in both their personal and professional lives. The acquisition of these skills significantly contributed to fostering these traits and skills for job procurement. These abilities were precisely what today's ever-changing workplaces value the most.

The world of work has been in constant flux. Changing technologies and organizational objectives and strategies needed timely skills, thus such a landscape necessitated a set of skills that led to constant learning, adaptation, and resilience in times of change. These graduates summed up these skills as the "**Adaptive Compass Towards Evolving Realities**," which included their abilities to efficiently manage their time, adapt, transfer their skills, literally explore the computer world, and do operational tasks with agility. It spoke volumes about the graduates' extraordinary resilience in a world that is always shifting. They did not just survive; they thrived. They amazed everyone with how well they managed their time and stayed flexible, even when things felt overwhelming.

One graduate effortlessly juggled multiple tasks, a true master of adaptation. And another shared how flexibility was their secret weapon against uncertainty, a beacon of hope in the storm. Despite the different scenery of the workplace, they found their skills still held true. They spoke passionately about how their education taught them to think critically, speak confidently, and explore new ideas fearlessly. These skills were their armor against the daily struggles they faced at work. When it came to technology, they embraced it wholeheartedly, knowing its importance in the ever-changing landscape of their jobs. But, what was touching the most was their unwavering commitment to problem-solving and effective communication. They knew that these skills were not just important at work as they were essential for navigating life's twists and turns. With hearts full of courage and minds sharp with determination, they faced every challenge head-on, knowing that together, they could overcome anything.

Yung investigatory skills, doing reports, ah document making, so those are the vital skills na ino-offer ng SHS

The investigatory skills, doing reports, and document making (Participant 6)

So, first, self-confidence, ikaduha is analytical, so analytical kani murelate siya sa calculus, and stuff. Next is research, mga document making, next is yung communication, then ano yung pang lima? Yung soft skills, then pang-anim is yung attitudes, na makukuha mo it's also a kind of skills

Building confidence, improving analytical thinking, conducting research, or enhancing communication, each aspect helped me grow as a person and get ready for college and work (Participant 6)

Organizational skills, also the critical thinking skills. And uhm, being responsible talaga sa lahat ng ginagawa mo mao ng mga importante na mga skills na na-develop ko in Senior High School years and also my creativity skills

Building confidence, improving analytical thinking, conducting research, or enhancing communication, each aspect helped me grow as a person and get ready for college and work (Participant 6)

Through my computer skills that I've learned from my experiences at Senior High is a big, uhm, it is a big help for me to be able to work in the company in the outsourced doers

With my computer skills learned during Senior High School, I have been able to contribute significantly to my work (Participant 5)

Soft skills like computer literacy, troubleshooting, and proficiency in tools such as Microsoft Excel (Participant 6)

While in Senior High School years naa man toy murag media something gud na subject diba? I am more confident to manipulate different apps or different applications so nagamit nako siya sa akoang work, ganyan

The media-related subject during Senior High School has equipped me with the skills to effectively utilize different applications and solve in my work (Participant 8)

Need gyud nimo na maging organized ka sa lahat in aspect sa tanan
Organizational skills are also crucial (Participant 7)

Mainly, the graduates emphasized that the efficient time management and flexibility they developed during Senior High School, recognized as common employability skills (Olivier et al., 2014), had a significant impact on increasing their employability. They highlighted the significant impact of these skills on performing under pressure and self-management, enabling them to be hirable and work efficiently in the workplace. This mastery of self-management, enabling efficient work under pressure, was a timely and relevant skill influential in securing employment (Aguilar & Torres, 2023). These statements aligned with the study conducted by Ariella in 2023, which suggested that a person who was flexible and knew how to adjust to changing situations reflected highly on their initiative, enabling them to make necessary adjustments, making it an excellent soft skill invaluable in the workforce. Moreover, the graduates demonstrated proficiency in multitasking and time management, falling under the umbrella of efficiently managing oneself, which was the capacity to understand how to respond and behave in various circumstances (Philippine Skills Framework, 2022).

The graduates also underscored the crucial role played by Senior High School practical training in honing their organizational skills, critical in efficiently managing workloads. In line with the study conducted by Harver Team (2023), establishing an organizational culture involved continuous learning to encourage new approaches and identifying opportunities, invaluable for workplace success (McMillan, 2021). Furthermore, as stated by Tholen, et al. (2016), one of the key skills that graduates were critically judged on was being organized in task execution, enabling them to seize opportunities and ensure future success.

Additionally, the graduates explored the transferability of skills acquired during senior high school and their impact on employability skills both during college and beyond in the workforce. Investigatory skills, report writing, and document creation were underlined. While it exposed students to various subjects during grades eleven and twelve, it was imperative to acknowledge the depth of understanding required for these skills, emphasizing their practical application in investigating, report creation, and document handling. Appreciating the depth behind these skills was essential for success in both college and employment, aligning with Suleman's study in 2018, which emphasized the integration of different soft and hard skills for graduates to excel in specific fields.

Furthermore, computer literacy was developed through the skills acquired during senior high school. Graduates considered this proficiency crucial for enhancing employability, especially for those whose roles heavily relied on technology. They found these skills valuable, which was a recognition of these skills' endowment to cognitive development, problem-solving abilities, efficient completion of digital tasks, and positive engagement within online job communities (TechHub, 2019; European Commission,

2016; Joint Information System Committee, 2014; Korea Education & Research Information Service, 2019, as cited in Inter-American Development Bank, 2023). These skills were evident in graduates' experiences working in digital outsourcing companies and jobs where proficiency in various software applications and problem-solving skills in technical issues were needed.

The skills in efficient time management and adaptability, skillset transferability, computer literacy, and operational agility converged to form a foundational "Adaptive Compass Towards Evolving Realities" for these graduates. It made them grasp the ever-shifting demands of the workplace. Ultimately, this confluence of skills equipped graduates to not only survive but thrive in a world of constant changes.

All in all, the sentiments expressed by the graduates provided evidence of how the skills acquired during the K-12 Basic Education Program, particularly during the SHS, contributed to their level of employability skills. This validated the Human Capital Theory referenced in this study, as described by Becker and Rosen, which emphasized investment in human development through education and training for economic and societal development pursuits (Health Assured Team, 2021). The study demonstrated how the efforts of the K-12 program positively impacted the graduates and led them to attribute their level of employability skills to their acquired and perceived skills. Moreover, the graduates emphasized their personal growth that significantly contributed to their excellence and organizational development, aligning with the theory's claim that individuals' skills and knowledge were major contributors to broader occupational productivity and competence (McCracken, McIvor, Treacy, & Wall, 2017). The graduates' acknowledgment of how their skills led to better job opportunities further validated the

theory's manifestation (Becker, 1962). Throughout their employment, they consistently contributed to establishing a progressive work environment (Health Assured Team, 2021).

Chapter 4

CONCLUSION AND RECOMENDATIONS

This chapter contained the conclusions and recommendations drawn from the data analyzed in the previous chapter.

Conclusion

This study affirmed a strong positive correlation between the level of perceived skills and employability skills of the first batch graduates of the K-12 Basic Education Program. Notably, the results indicated excellent level of perceived skills across various domains, including Information, Media and Technology Skills, Learning and Innovation Skills, Communication Skills, and Life and Career Skills. Furthermore, the graduates exhibited excellent level of employability skills in Interactive skills, and a good level in Critical Thinking and Adaptability skills. Interestingly, these findings held true regardless of sex, age, or SHS strand, except for female and HUMSS graduates, whose employability skills fell under the good level. Additionally, when examining the relationship between perceived skills and employability skills based on sex and SHS strand, a high positive correlation was evident. However, age showed some variation, with a moderately high positive correlation at 23 years old, high positive correlation at 24 years old, and positive correlation at 25 years old. These results suggested that higher perceived skills correlated with increased employability skills among respondents. In support, the graduates emphasized the role of their acquired skills from during Senior High School in contributing to their employability skills level. The acquired skills served as the Weaver of Understanding and Shared Vision, Torch of Lifelong Learning and Self-Discovery, and the

Adaptive Compass Towards Evolving Realities. These assertions were further supported by analysis in this research, referencing relevant studies.

Recommendations

Based on the findings, the following recommendations were formulated that can be considered by the school administrators, employer, DepEd, CHED, DOLE, PESO, parents and alumni, and future researchers based on the scope and delimitation of the study.

First, school administrators are recommended to continuously establish partnerships with local industries, businesses, and organizations aligned with the different academic strands, specifically the HUMSS strand. Although students in this strand possessed a good level of employability skills in this study, improvements and consistency must be provided for students in the STEM and ABM strands to consistently achieve an excellent level of employability skills. These collaborations could lead to internships, apprenticeships, and mentorship programs, providing students with real-world exposure to enhance their employability skills and hone their abilities. Additionally, administrators could establish robust career guidance programs to offer standardized career assessments and counseling services.

Secondly, DepEd and CHED are advised to strengthen their collaboration to ensure that teacher education programs align with the Most Essential Learning Competencies (MELCs) and the new Philippine Professional Standard for Teachers (PPST), consistently updating them to reflect emerging job trends, market demands, and skill requirements. These departments should integrate soft skills training into the curriculum and provide workshops, seminars, and bridging programs for students. Since the critical thinking and

skills of graduates were at a good level, efforts should be made to elevate them to an excellent level in the coming years.

Thirdly, employers, DOLE, and PESO are recommended to facilitate connections by annually organizing job fairs, industry talks, and networking events. This initiative aims to design targeted skill development programs aligned with the employability skills identified in this study, specifically addressing the lack of critical thinking skills and skills in remaining relevant. Consistency should be established in interactive skills since they are already at an excellent level. Establishing a forum for employers to provide feedback on graduates' skills ensures educational programs remain relevant and meet industry expectations.

Fourth, parents and alumni can contribute to student development by serving as mentors, sharing insights, and providing career advice. Creating strong interconnectedness between successful graduates and current students that will foster a sense of community and inspire students in their career paths.

Lastly, for the future researchers, it is advisable to expand the pool of respondents to achieve the target sample size based on mathematical computations. The study encountered challenges in reaching the desired sample size due to difficulties in accessing and engaging potential respondents. Nevertheless, it is essential to acknowledge that the obtained results remain valid, as supported by literature affirming the significance of the study's sample size (Putra, 2017). Moreover, future research should include respondents from various tracks and their corresponding strands within the K-12 Basic Education

Program, such as the General Academic Strand, Technical-Vocational Livelihood, Sports, and Arts and Design Tracks.

Additionally, researchers are recommended to consider conducting a strand-specific evaluation of the variables among graduates so that specified analyses can provide insights into the effectiveness of the K-12 Basic Education Program in preparing students for diverse career pathways and facilitate interventions aimed at enhancing their employability aspects specifically. Conducting in-person observations of the graduates' proficiency in identified skills to gain a deeper understanding of skill development is also advised. Incorporating feedback from the graduates' employers regarding the evaluation of employability can offer valuable inputs into the practical application of acquired skills in the workforce as well.

To further enhance the analysis, it is recommended to include other areas from the K-12 Basic Education Program and employability indicators from the Philippine Skills Framework. Lastly, incorporating more inquisitive questions and delving deeper into the subjective views of the graduates can enrich the research findings and provide a comprehensive understanding of the relationship between skills acquisition and employability.

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Appendix 1: Letter of Permission



HOLY CROSS COLLEGE OF CALINAN, INC.
Davao-Bukidnon Highway, Calinan Poblacion, Davao City

January 8, 2024

Sr. Cherie Eloisa Garrote, PM
School President
Holy Cross College of Calinan, Inc.

Dear Sister Garrote,

Greetings of peace and solidarity!

We are writing this letter to inform you that we will be conducting a research study entitled: **LEVEL OF PERCEIVED SKILLS AND EMPLOYABILITY OF THE FIRST BATCH GRADUATES OF K-12 BASIC EDUCATION PROGRAM** as the major requirement in our Practical Research 1 and 2. The purpose of this study is to evaluate the level of perceived skills acquired by the first batch of graduates of K-12 Basic Education Program and their level of employability. Questionnaires will be used to gather data from the first cohort of graduates of Holy Cross College of Calinan, Inc., specifically, batch 2017-2018. The result of the study will be part of our contribution to give information on the skills acquired by the school's graduates that are relevant to their current employment.

In line of this, we kindly request permission to get the list of graduates and their corresponding strands of the SY 2017-2018 from the Registrar's office.

Participation in this study is completely voluntary, therefore, participants are free to withdraw from the study at any time without moral obligation to the researcher and to the school. Further the participants have the right to verify the data to be included in the final manuscript. Also, confidentiality of the information obtained is assured as there will be no other individuals who will have access on them except the researchers and their research adviser.

Should you wish to know more about the study, please feel free to contact:

Lorraine C. Alisin at alisinlorrainec@gmail.com or 09690752837.

Thank you very much.

Very truly yours,

Lorraine C. Alisin
Researcher

Sorenia Diel Thalia D. Albaran
Researcher

Jay P. Pasagui
Researcher

Ednylkein D. Ouano
Researcher


Jannella Aliyah A. Coroña
Researcher


Philip John B. Prequenza
Researcher

Noted by:


Melina Gonzales, EdD
Research Adviser

Approved by:


Sr. Cherie Elisa Garrote, PM
School President

Complaints about this research:

The Holy Cross College of Calinan requires that all the participants are informed and if they have complaints regarding the manner in which the research is conducted, it may be given to the researcher, or if an independent person is preferred, to the Research and Publication Head, Research Office, Holy Cross College of Calinan with the following numbers: 295-0797 or 09491985644.

Appendix 1: Letter of Permission



HOLY CROSS COLLEGE OF CALINAN, INC.
Davao-Bukidnon Highway, Calinan Poblacion, Davao City

January 8, 2024

Ma. Corazon C. Sunga, PhD
Basic Education Principal
Holy Cross College of Calinan, Inc.

Dear Dr. Sunga,

Greetings of peace and solidarity!

We are writing this letter to inform you that we will be conducting a research study entitled: **LEVEL OF PERCEIVED SKILLS AND EMPLOYABILITY OF THE FIRST BATCH GRADUATES OF K-12 BASIC EDUCATION PROGRAM** as the major requirement in our Practical Research 1 and 2. The purpose of this study is to evaluate the level of perceived skills acquired by the first batch of graduates of K-12 Basic Education Program and their level of employability. Questionnaires will be used to gather data from the first cohort of graduates of Holy Cross College of Calinan, Inc., specifically, batch 2017-2018. The result of the study will be part of our contribution to give information on the skills acquired by the school's graduates that are relevant to their current employment.

RECEIVED BY :
Ericleen S. Alisin
DATE: 01-08-2024

In line of this, we kindly request permission to allow us to get the list of graduates and their corresponding strands of the SY 2017-2018 from the Registrar's office.

Participation in this study is completely voluntary, therefore, participants are free to withdraw from the study at any time without moral obligation to the researcher and to the school. Further the participants have the right to verify the data to be included in the final manuscript. Also, confidentiality of the information obtained is assured as there will be no other individuals who will have access on them except the researchers and their research adviser.

Should you wish to know more about the study, please feel free to contact:

Lorraine C. Alisin at alisinlorrainec@gmail.com or 09690752837.

Thank you very much.

Very truly yours,

Lorraine C. Alisin
Lorraine C. Alisin
Researcher

Sorenia Diel Thalia D. Albaran
Sorenia Diel Thalia D. Albaran
Researcher

Jay P. Pasagui
Jay P. Pasagui
Researcher

Ednylkein D. Ouano
Ednylkein D. Ouano
Researcher


Jannella Alliyah A. Coroña
Researcher


Philip John B. Prequenza
Researcher

Noted by:


Melina Gonzales, EdD
Research Adviser

Approved by:


Ma. Corazon C. Sunga, PhD
Basic Education Principal

Complaints about this research:

The Holy Cross College of Calinan requires that all the participants are informed and if they have complaints regarding the manner in which the research is conducted, it may be given to the researcher, or if an independent person is preferred, to the Research and Publication Head, Research Office, Holy Cross College of Calinan with the following numbers: 295-0797 or 09491985644.

Appendix 2: Letter of Request



HOLY CROSS COLLEGE OF CALINAN, INC. Davao-Bukidnon Highway, Calinan Poblacion, Davao City

January 8, 2024

Merry Angel T. Jala
Basic Education Registrar Office
Holy Cross College of Calinan, Inc.

Dear Ma'am,

Greetings of peace and solidarity!

We are writing this letter to inform you that we will be conducting a research study entitled: **LEVEL OF PERCEIVED SKILLS AND EMPLOYABILITY OF THE FIRST BATCH GRADUATES OF K-12 BASIC EDUCATION PROGRAM** as the major requirement in our Practical Research 1 and 2. The objective of our study is to evaluate the level of perceived skills acquired by the first batch graduates of K-12 Basic Education Program, their level of employability, and the relationship between both. The result of the study will be part of our contribution to give information on the skills acquired by the school's graduates that are relevant to their current employment.

In lieu of this, we would like to request permission to get from your office the academic year 2017-2018 graduates' list of names with their respective senior high school strands. Confidentiality of the information obtained is assured as there will be no other individuals who will have access on them except the researchers and their research adviser.

Should you wish to know more about the study, please feel free to contact:

Lorraine C. Alisin at alisinlorrainec@gmail.com or 09690752837.

Thank you very much.

Very truly yours,

Lorraine
Lorraine C. Alisin
Researcher

Jay P. Pasagui
Jay P. Pasagui
Researcher

Sorenia Diel Thalia D. Albaran
Sorenia Diel Thalia D. Albaran
Researcher


Ednykein D. Ouano
Researcher


Jannella Alliyah A. Corona
Researcher


Philip John B. Prequenza
Researcher

Noted by:


Melina C. Gonzales, EdD
Research Adviser

Approved by:


Merry Angel T. Jala
Basic Education Registrar Office

Complaints about this research:

The Holy Cross College of Calinan requires that all the participants are informed and if they have complaints regarding the manner in which the research is conducted, it may be given to the researcher, or if an independent person is preferred, to the Research and Publication Head, Research Office, Holy Cross College of Calinan with the following numbers: 295-0797 or 09491985644.

Appendix 3: Letter to the Validator



HOLY CROSS COLLEGE OF CALINAN, INC.
Davao-Bukidnon Highway, Calinan Poblacion, Davao City

January 12, 2024

Mr. Cris Dan R. Makiling
 Internal Quality Assurance Officer
 Holy Cross College of Calinan, Inc.

Dear Mr. Makiling,

Greetings of peace and solidarity!

We, Lorraine C. Alisin, Jay P. Pasagui, Sorenia Diel Thalia D. Albaran, Ednylkein D. Ouano, Jannella Alliyah A. Corofña, and Philip John B. Prequenza, enrolled in the class of Practical Research 1 and 2 and conducting research entitled: **LEVEL OF PERCEIVED SKILLS AND EMPLOYABILITY OF THE FIRST BATCH GRADUATES OF K-12 BASIC EDUCATION PROGRAM**. This study aims to evaluate the level of perceived skills of the first batch graduates of the K-12 Basic Education Program in accordance with the program's competencies, their level of employability that are relevant to their current employment, and attempt to gather the responses from the respondents toward the following questions:

1. What is the demographic profile of the graduates in terms of:
 - 1.1. sex;
 - 1.2. age;
 - 1.3. senior high school strand; and
 - 1.4. employment status?
2. What is the level of perceived skills of the first batch graduates of K-12 Basic Education Program according to the program's competencies in terms of:
 - 2.1. information, media, and technology skills,
 - 2.2. learning and innovation skills;
 - 2.3. communication skills; and
 - 2.4. life and career skills?
3. What is the level of employability of the first batch graduates of K-12 Basic Education Program in terms of:
 - 3.1. interactive skills;
 - 3.2. critical thinking skills; and
 - 3.3. skills in remaining relevant?
4. Is there a significant relationship between the level of perceived skills and level of employability of the first batch of K-12 graduates?
5. To what extent do the graduates believe that their level of perceived skills is related to their level of employability?

May we request your kind assistance in validating the questionnaire of the research study. Would you please fill out the attached validation sheet and give suggestions/comments for the improvement of our questionnaire.

Should you wish to know more about the study, please feel free to contact:

Lorraine C. Alisin at alisinlorrainec@gmail.com or 09690752837.

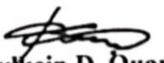
Thank you very much for your help.

Very truly yours,


Lorraine C. Alisin
 Researcher


Jay P. Pasagui
 Researcher


Sorenia Diel Thalia D. Albaran
 Researcher


Ednylkein D. Ouano
 Researcher


Jannella Aliyah A. Coroña
 Researcher


Philip John B. Prequenza
 Researcher

Noted by:


Melina C. Gonzales, EdD
 Research Adviser

Approved By:


Cris Dan R. Makiling
 Validator

Appendix 3: Letter to the Validator



HOLY CROSS COLLEGE OF CALINAN, INC.
Davao-Bukidnon Highway, Calinan Poblacion, Davao City

January 12, 2024

Rialyn V. Baguio
 Mathematics Coordinator
 Holy Cross College of Calinan, Inc.

Dear Ms. Baguio,

Greetings of peace and solidarity!

We, Lorraine C. Alisin, Jay P. Pasagui, Sorenia Diel Thalia D. Albaran, Ednylein D. Ouano, Jannella Alliyah A. Coroña, and Philip John B. Prequenza, enrolled in the class of Practical Research 1 and 2 and conducting research entitled: **LEVEL OF PERCEIVED SKILLS AND EMPLOYABILITY OF THE FIRST BATCH GRADUATES OF K-12 BASIC EDUCATION PROGRAM**. This study aims to evaluate the level of perceived skills of the first batch graduates of the K-12 Basic Education Program in accordance with the program's competencies, their level of employability that are relevant to their current employment, and attempt to gather the responses from the respondents toward the following questions:

1. What is the demographic profile of the graduates in terms of:
 - 1.1. sex;
 - 1.2. age;
 - 1.3. senior high school strand; and
 - 1.4. employment status?
2. What is the level of perceived skills of the first batch graduates of K-12 Basic Education Program according to the program's competencies in terms of:
 - 2.1. information, media, and technology skills;
 - 2.2. learning and innovation skills;
 - 2.3. communication skills; and
 - 2.4. life and career skills?
3. What is the level of employability of the first batch graduates of K-12 Basic Education Program in terms of:
 - 3.1. interactive skills;
 - 3.2. critical thinking skills; and
 - 3.3. skills in remaining relevant?
4. Is there a significant relationship between the level of perceived skills and level of employability of the first batch of K-12 graduates?
5. To what extent do the graduates believe that their level of perceived skills is related to their level of employability?

May we request your kind assistance in validating the questionnaire of the research study. Would you please fill out the attached validation sheet and give suggestions/comments for the improvement of our questionnaire.

Should you wish to know more about the study, please feel free to contact:

Lorraine C. Alisin at alisinlorrainec@gmail.com or 09690752837.

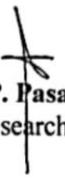
Thank you very much for your help.

Very truly yours,


Lorraine C. Alisin
Researcher


Sorenia Diel Thalia D. Albaran
Researcher

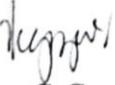

Jannella Alliyah A. Coroña
Researcher


Jay P. Pasagui
Researcher


Ednylkein D. Ouano
Researcher


Philip John B. Prequenza
Researcher

Noted by:


Melina C. Gonzales, EdD
Research Adviser

Approved By:


Rialyn V. Baguio
Validator

Appendix 4: Validation Sheet



Holy Cross College of Calinan, Inc.
Davao-Bukidnon Highway, Calinan Poblacion, Davao City

Research Assessment Tool and Validation Sheet

Name of Evaluator : Cris Dan R. Makiling
 Degree : BSED-Social Studies
 Position : Internal Quality Assurance Officer
 Institution : Holy Cross College of Calinan, Inc.

To the Evaluator: Please check the appropriate box for your ratings.

POINT EQUIVALENT: 1 – Poor 3 – Good 5 - Excellent
 2 - Fair 4 – Very Good

Criteria/ Indicators		1	2	3	4	5
1	CLARITY OF DIRECTIONS AND ITEMS The vocabulary level, language structure, and conceptual level of questions suit to level of respondents. The test directions and items are written in clear and understandable manner.					/
2	PRESENTATION/ ORGANIZATION OF ITEMS The items are presented and organized in logical manner.					/
3	SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the condition, knowledge, perception and attitudes that are supposed to be measured.				/	
4	ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the question needed for the research.					/
5	ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.				/	
6	OBJECTIVE Each item question requires only one specific answer or measure only one behavior and no aspect of questionnaire suggests bias on the part of the researcher.				/	
7	SCALE AND EVALUATION RATING SYSTEM The scale adapted is appropriate for the items.					/

Comments and Suggestions: _____


 Signature Evaluator

Appendix 4: Validation Sheet



Holy Cross College of Calinan, Inc.
Davao-Bukidnon Highway, Calinan Poblacion, Davao City

Research Assessment Tool and Validation Sheet

Name of Evaluator : Rialyn V. Baguio
 Degree : BSED-Mathematics
 Position : Mathematics Teacher
 Institution : Holy Cross College of Calinan, Inc.

To the Evaluator: Please check the appropriate box for your ratings.

POINT EQUIVALENT: 1 – Poor 3 – Good 5 - Excellent
 2 - Fair 4 – Very Good

Criteria/ Indicators		1	2	3	4	5
1	CLARITY OF DIRECTIONS AND ITEMS The vocabulary level, language structure, and conceptual level of questions suit to level of respondents. The test directions and items are written in clear and understandable manner.				/	
2	PRESENTATION/ ORGANIZATION OF ITEMS The items are presented and organized in logical manner.				/	
3	SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the condition, knowledge, perception and attitudes that are supposed to be measured.				/	
4	ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the question needed for the research.				/	
5	ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.				/	
6	OBJECTIVE Each item question requires only one specific answer or measure only one behavior and no aspect of questionnaire suggests bias on the part of the researcher.				/	
7	SCALE AND EVALUATION RATING SYSTEM The scale adapted is appropriate for the items.				/	

Comments and Suggestions: _____



 Signature Evaluator

Appendix 5: Letter to the Respondent



HOLY CROSS COLLEGE OF CALINAN, INC.

Davao-Bukidnon Highway, Calinan Poblacion, Davao City

January 25, 2024

**LEVEL OF PERCEIVED SKILLS AND EMPLOYABILITY OF THE FIRST
BATCH GRADUATES OF K-12 BASIC EDUCATION PROGRAM**

Dear Respondent,

Greetings of peace and solidarity!

You are invited to participate in the research project identified above which will be conducted by Lorraine C. Alisin, Jay P. Pasagui, Sorenia Diel Thalia D. Albaran, Ednylein D. Ouano, Jannella Alliyah A. Coroña, and Philip John B. Prequenza, together with Ms. Melina Gonzales as our research adviser. This research study is one of the major requirements in Practical Research 1 and 2. Questionnaires and interviews will be used to gather data from the respondents about the evaluation of the level of perceived skills of the first batch graduates of K-12 Basic Education Program in accordance with the program's competencies, their level of employability, and the relationship between both. The result of the study will be part of our contribution to give information on the skills and employability of the graduates and insights on educational and employment refinement.

Participation in this study is completely voluntary, therefore, participants are free to withdraw from the study at any time without moral obligation to the researcher and to the school. Further, the participants have the right to verify the data to be included in the final manuscript.

Should you wish to know more about the study, please feel free to contact:

Lorraine C. Alisin at alisinlorrainec@gmail.com or 09690752837.

Thank you very much.

Very truly yours,


Lorraine C. Alisin
 Researcher


Sorenia Diel Thalia D. Albaran
 Researcher

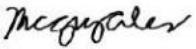

Jannella Aliyah A. Corona
 Researcher


Jay P. Pasagui
 Researcher


Ednylkein D. Ouano
 Researcher


Philip John B. Prequenza
 Researcher

Noted by:


Melina Gonzales, EdD
 Research Adviser

Complaints about this research:

The Holy Cross College of Calinan requires that all the participants are informed and if they have complaints regarding the manner in which the research is conducted, it may be given to the researcher, or if an independent person is preferred, to the Research and Publication Head, Research Office, Holy Cross College of Calinan with the following numbers: 295-0797 or 09491985644.

Appendix 6: Informed Consent

**HOLY CROSS COLLEGE OF CALINAN, INC****Davao- Bukidnon Highway, Calinan Poblacion, Davao City****LEVEL OF PERCEIVED SKILLS AND EMPLOYABILITY OF THE FIRST
BATCH GRADUATES OF K-12 BASIC EDUCATION PROGRAM**

I, _____, agree to participate in the study in which purpose is to evaluate the level of perceived skills and employability of the first batch graduates of the K-12 Basic Education Program, including their correlation. I am fully aware that the study will be conducted by Lorraine C. Alisin, Jay P. Pasagui, Sorenia Diel Thalia D. Albaran, Ednylkein D. Ouano, Jannella Alliyah A. Coroña, and Philip John B. Prequenza, and will be supervised by Melina C. Gonzales, EdD, their research adviser.

Before the onset of the study, the researchers explained to me the nature and extent of my involvement in this project. Also, during the orientation, participants were informed of the following:

- a. that there are no known risks in our participation;
- b. that my participation will involve responding to the provided survey questionnaires, which may also include a follow-up interview regarding the graduates' level of perceived skills, employability, and the relationship between both.
- c. that the information they obtained from me will be kept confidential and that only them and their research adviser will have access on it; and
- d. that my name and the organization where I am connected will never be mentioned in the final report.

In this study, my participation is entirely voluntary and I am free to withdraw at any time without affecting my relationship with the researchers and Holy Cross College of Calinan.

For possible queries and complaints regarding the conduct of the study, contact details of the researchers and their adviser, Ms. Melina C. Gonzales are provided.

Participant's signature

Date

Lcalum

Researcher's signature

January 24, 2024

Date

Complaints about this research:

This project has been approved by their research adviser. Should you have concerns about your rights as a participant in this research, or should you have a complaint about the manner in which the research is conducted, please feel free to contact Ms. Melina C. Gonzales through her number or email her. Alternatively, you can direct your queries to the school's Research and Publication Officer through number: 2950797.

Appendix 7: Survey Questionnaire



HOLY CROSS COLLEGE OF CALINAN, INC.
Davao- Bukidnon Highway, Calinan Población, Davao City

SURVEY QUESTIONNAIRE

LEVEL OF PERCEIVED SKILLS AND EMPLOYABILITY OF THE FIRST BATCH GRADUATES OF K-12 BASIC EDUCATION PROGRAM

We are carrying out an evaluation of the Perceived skills and Level of Employability of the First Batch Graduates of the K-12 Basic Education Program. Your response to this survey is crucial in providing the necessary information.

If you have any queries about the questionnaire, please do not hesitate to approach any of the researchers. Your honest and sincere response and the time given to answer the evaluation are greatly appreciated.

Thank you very much for your cooperation.

Instruction: Please check or supply the information needed in the space provided.

Name (Optional) _____

Part I: Demographic Profile

1. Sex

[] Male [] Female

2. Age

[] Below 21 [] 21-30 [] 31-40 [] Above 40

3. Senior High School Strand

[] ABM [] STEM [] HUMSS

4. Employment Status

[] Employed [] Unemployed

Research Question #2: What is the level of perceived skills of the first batch graduates of K-12 Basic Education Program according to the program's competencies in terms of:

1=Very poor 2= Poor 3= Average 4= Good 5= Excellent

I. Information, Media, and Technology Skills		5	4	3	2	1
1	I am able to identify reliable and credible sources of information					
2.	I am able to use search engines (e.g., Google, PubMed, etc.) and databases to find relevant information					
3	I am able to understand the ethical implications of media use, such as privacy concerns, copyright laws, intellectual property rights and digital rights					
4	I am able to engage in discussions about media topics and promote media literacy among others					
5	I am able to integrate different ICT tools and technologies seamlessly into my work or study tasks.					
II. Learning and Innovation Skills						
1	I am able to use various idea-creation techniques, (e.g., brainstorming) to generate a diverse range of information					
2	I am able to generate fresh and valuable ideas, encompassing both incremental improvements and radial concepts, to address the challenges encountered in my personal pursuits					
3	I am able to proficiently elaborate, analyze, and evaluate my own ideas with the objective of enhancing and maximizing creative efforts					

4	I am able to perceive failure as an opportunity for learning and growth, recognizing that creativity and innovation follow a cyclical process of small success and frequent over the long term				
5	I am able to demonstrate openness and responsiveness to new and diverse perspectives, actively incorporating group input and feedback into the work				

III. Communication Skills

1	I am able to convey my ideas and thoughts clearly and effectively				
2	I am able to provide constructive feedback in a clear and respectful way as possible and clarify questions to ensure I understand what others are saying				
3	I am able to maintain eye contact when speaking with others and listen attentively when they are speaking				
4	I am able to communicate and collaborate with others to achieve common goals and adapt my communication style to meet their needs				
5	I am able to acknowledge and validate others' feelings and experiences				

IV. Life and Career Skills

1	I am adaptable and proactive in the face of change				
2	I am self-motivated individual who strives for excellence				
3	I am a goal-oriented and resilient worker				
4	I am a professional and ethical team player				

5	I am a responsible and adaptable leader					
---	---	--	--	--	--	--

Research Question #3: What is the level of employability of the first batch graduates of K-12 Basic Education Program in terms of:

1=Very poor 2= Poor 3= Average 4= Good 5= Excellent

I. Interactive Skills		5	4	3	2	1
1	I oversee the development and implementation of processes and practices which build an inclusive work environment and enable diverse groups to work effectively together					
2	I am able to establish team effectiveness and manage partnerships to create a cooperative working environment which enables the achievement of goals					
3	I am able to synthesize information and inputs to communicate an overarching storyline to multiple stakeholders					
4	I am able to foster a conducive environment to enable employees' professional and personal development, in alignment with the organization's objectives and goal					
5	I am able to build consensus with stakeholders to achieve desired outcomes on matters of strategic importance					
II. Critical Thinking Skills						
1	I am able to foster a culture of flexibility that caters to changes and evolving contexts					
2	I can drive the creation of a digital culture and environment, educating stakeholders across the organization on the benefits and risks of digital technology tools, systems, and software					
3	I can lead the resolution of the challenges of operating in a cross-cultural environment and build					

	the organization's capabilities to compete in a global environment				
4	I am able to establish an organizational culture of continuous learning to encourage the adoption of new learning approaches and identification of new learning opportunities				
5	I can evaluate strategies to manage own well-being, personal effectiveness, and personal brand				
III. Skills in Remaining Relevant		5	4	3	2
1	I can cultivate a culture of innovation and creativity across the organization to push boundaries and reshape goals and possibilities				
2	I can define decision-making criteria, processes, and strategies and evaluate their effectiveness				
3	I am able to anticipate potential problems to drive a culture of continuous improvement which seeks to turn problems into opportunities across the organization				
4	I can evaluate relationships, patterns, and trends to inform actions and generate wider insights				
5	I am able to endorse collaboration and the integration of knowledge across disciplines to make decisions and solve problems within and outside the organization				

Research Question #5: To what extent do the graduates believe that their level of perceived skills is related to their level of employability?

To what extent do you believe that your level of perceived skills is related to your level of employability?

Appendix 8: Interview Guide



HOLY CROSS COLLEGE OF CALINAN, INC.
Davao-Bukidnon Highway, Calinan Poblacion, Davao City

INTERVIEW GUIDE

LEVEL OF PERCEIVED SKILLS AND EMPLOYABILITY OF THE FIRST BATCH GRADUATES OF K TO 12 BASIC EDUCATION PROGRAM

This interview protocol aims to explore on how your skills acquired during your Senior High School years have contributed to your employability. Rest assured that your responses and insights to the queries will be dealt with utmost care and confidentiality. If you have concerns to this protocol or to the study as a whole, please do not hesitate to call my attention. The interview will be done when you are ready and at your most convenient time and place.

Thank you very much.

The following is the research question to be addressed in this study:

Research Question #8: How did the graduates' acquired skills during Senior High School years contribute to their employability?

1. How did your acquired skills during Senior High School years contribute to your employability?
 - 1.1 What hard skills did you develop in Senior High School that are very useful in your workplace?
 - 1.2 What soft skills did you acquire in Senior High School that helped you adapt more?

Appendix 9: Raw Data

Raw Data

Demographic profile of the First-Cohort

Respondent	Sex	Age	Strand	Employment Status
1	Female	23	HUMSS	Employed
2	Female	24	HUMSS	Employed
3	Male	24	HUMSS	Employed
4	Female	24	HUMSS	Employed
5	Male	24	HUMSS	Employed
6	Male	25	STEM	Employed
7	Female	24	HUMSS	Unemployed
8	Female	23	HUMSS	Unemployed
9	Male	23	STEM	Employed
10	Female	24	HUMSS	Employed
11	Female	24	ABM	Employed
12	Female	24	ABM	Employed
13	Female	24	HUMSS	Employed
14	Female	24	HUMSS	Employed
15	Female	24	STEM	Employed
16	Male	24	STEM	Employed
17	Female	24	ABM	Employed
18	Female	24	STEM	Unemployed
19	Female	23	STEM	Employed
20	Male	23	STEM	Employed
21	Male	23	STEM	Employed
22	Female	23	ABM	Unemployed
23	Female	25	STEM	Unemployed
24	Male	23	ABM	Employed
25	Female	24	ABM	Employed
26	Male	24	STEM	Employed
27	Male	24	STEM	Unemployed
28	Male	23	STEM	Unemployed
29	Male	24	STEM	Employed
30	Male	24	STEM	Unemployed
31	Male	24	STEM	Employed
32	Female	24	HUMSS	Employed
33	Female	24	HUMSS	Employed
34	Female	24	HUMSS	Employed
35	Female	24	HUMSS	Employed
36	Female	24	HUMSS	Employed

37	Female	23	HUMSS	Employed
38	Male	24	HUMSS	Employed
39	Female	24	ABM	Unemployed
40	Female	24	ABM	Employed
41	Female	24	STEM	Employed
42	Female	23	STEM	Employed
43	Female	23	ABM	Employed
44	Male	23	STEM	Employed
45	Female	24	HUMSS	Employed
46	Female	23	HUMSS	Employed
47	Female	24	HUMSS	Employed
48	Female	24	HUMSS	Employed
49	Female	23	STEM	Unemployed
50	Female	24	STEM	Unemployed
51	Female	24	HUMSS	Employed
52	Female	24	HUMSS	Employed
53	Female	23	ABM	Employed
54	Female	24	HUMSS	Employed
55	Female	23	HUMSS	Employed
56	Female	24	STEM	Employed
57	Male	23	HUMSS	Employed
58	Female	24	HUMSS	Unemployed
59	Female	23	ABM	Employed
60	Female	23	STEM	Unemployed
61	Male	24	HUMSS	Unemployed
62	Female	24	ABM	Employed
63	Male	24	STEM	Unemployed
64	Male	23	STEM	Unemployed
65	Male	23	STEM	Unemployed
66	Female	24	ABM	Employed
67	Female	24	HUMSS	Employed
68	Female	24	HUMSS	Employed
69	Female	24	STEM	Employed
70	Female	24	ABM	Employed
71	Female	24	HUMSS	Employed
72	Female	24	HUMSS	Unemployed
73	Female	24	STEM	Employed
74	Male	24	STEM	Employed
75	Female	23	HUMSS	Employed
76	Male	24	HUMSS	Unemployed
77	Female	23	ABM	Employed
78	Female	23	ABM	Unemployed
79	Male	24	HUMSS	Unemployed

80	Female	25	STEM	Employed
81	Male	25	HUMSS	Unemployed
82	Male	24	HUMSS	Employed
83	Female	24	ABM	Employed
84	Female	24	HUMSS	Employed
85	Female	24	HUMSS	Employed
86	Male	24	ABM	Employed
87	Female	23	HUMSS	Employed
88	Female	24	STEM	Employed
89	Male	24	HUMSS	Employed
90	Female	24	HUMSS	Employed

Level of Perceived Skills of the First Batch Graduates of K-12 Basic Education Program

Respondents	Information, Media, and Technology Skills						Learning and Innovation Skills						Communication Skills						Life and Career Skills					
	Q 1	Q 2	Q 3	Q 4	Q 5	ME AN	Q 1	Q 2	Q 3	Q 4	Q 5	ME AN	Q 1	Q 2	Q 3	Q 4	Q 5	ME AN	Q 1	Q 2	Q 3	Q 4	Q 5	ME AN
1	3	2	3	1	3	2.4	3	4	4	5	5	4.2	5	4	4	4	5	4.4	5	4	4	4	4	4.2
2	4	5	4	3	3	3.8	3	3	4	4	5	3.8	4	4	4	4	5	4.2	5	5	5	4	4	4.6
3	3	3	2	2	2	2.4	3	3	3	4	4	3.4	4	4	3	3	4	3.6	4	4	4	4	3	3.8
4	4	4	5	5	5	4.6	5	5	4	4	5	4.6	4	5	5	5	5	4.8	4	4	4	4	4	4
5	5	4	4	4	5	4.4	4	4	4	5	5	4.4	5	4	5	5	5	4.8	5	5	5	5	5	5
6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
7	3	3	2	4	3	3	4	3	3	4	4	3.6	4	3	4	4	5	4	5	4	3	5	3	4
8	5	5	4	5	5	4.8	5	4	4	3	4	4	4	5	4	4	5	4.4	5	3	4	5	4	4.2
9	5	4	4	4	5	4.4	4	3	3	4	4	3.6	4	4	4	5	5	4.4	4	5	4	5	4	4.4
10	4	4	5	4	5	4.4	4	3	3	3	3	3.2	4	5	5	4	5	4.6	3	4	4	3	3	3.4
11	5	5	5	5	5	5	4	4	4	4	5	4.2	4	4	3	4	4	3.8	4	4	5	4	4	4.2
12	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3.8
13	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
14	5	5	5	5	5	5	5	4	5	5	5	4.8	5	5	5	5	4	4.8	5	5	5	5	5	5
15	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	4.8	5	5	4	4	5	4.6
16	4	5	5	4	4	4.4	4	4	4	4	5	4.2	4	5	5	4	4	4.4	5	5	5	5	4	4.8
17	5	5	5	5	4	4.8	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	4	4.4
18	4	5	5	4	4	4.4	4	3	3	2	3	3	4	4	5	5	5	4.6	5	5	5	5	5	5
19	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	4.6	5	5	5	5	5	5
20	5	4	4	4	4	4.2	5	4	4	4	4	4.2	5	5	4	4	4	4.4	4	4	4	4	4	4
21	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	4.6
22	5	5	5	4	5	4.8	5	4	4	5	5	4.6	5	5	5	5	5	5	5	5	4	5	4	4.6
23	4	5	5	5	5	4.8	4	4	4	4	4	4	4	4	4	4	4	5	4	5	5	5	4.8	

24	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	3	3.4	
25	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
26	4	5	5	5	5	4.8	4	4	4	4	4	4	3	4	3	3	4	3.4	4	4	4	4	4	4
27	3	5	4	3	5	4	4	3	3	4	5	3.8	4	5	4	3	5	4.2	4	3	3	3	3	3.2
28	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
29	5	5	5	5	5	5	5	5	5	5	4	4.8	4	5	4	5	5	4.6	5	4	5	5	5	4.8
30	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
31	5	5	5	5	4	4.8	4	4	4	5	5	4.4	4	4	5	5	4	4.4	4	5	4	5	5	4.6
32	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
33	5	5	5	5	4	4.8	5	5	5	5	5	5	5	4	4	4	4	4.2	5	5	5	5	5	5
34	4	5	5	4	5	4.6	4	5	5	4	5	4.6	4	5	5	5	5	4.8	4	4	5	5	5	4.6
35	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
36	4	5	5	5	4	4.6	5	5	5	4	5	4.8	5	5	5	5	4	4.8	4	4	5	5	4	4.4
37	5	4	5	4	4	4.4	4	5	5	5	4	4.6	4	4	4	4	5	4.2	5	4	5	4	4	4.4
38	3	4	4	3	4	3.6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
39	4	5	5	4	5	4.6	5	4	5	5	5	4.8	4	4	4	4	5	4.4	5	5	5	4	4	4.6
40	5	5	5	4	4	4.6	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4.8	
41	4	5	5	5	5	4.8	4	5	5	3	4	4.2	4	4	4	4	5	4.2	5	5	5	5	5	5
42	5	5	5	5	5	5	4	4	5	5	5	4.6	5	4	5	5	5	4.8	4	5	5	5	4	4.6
43	4	5	5	3	4	4.2	4	5	4	5	4	4.4	4	4	5	4	5	4.4	4	4	5	5	4	4.4
44	4	5	4	4	5	4.4	5	5	4	5	5	4.8	4	4	5	5	4	4.4	5	5	5	4	5	4.8
45	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
46	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
47	5	5	5	5	5	5	5	4	5	5	5	4.8	4	5	5	5	5	4.8	5	5	5	5	5	5
48	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
49	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	

50	4	4	5	4	4	4.2	5	4	5	5	5	4.8	4	4	5	5	5	4.6	5	4	5	5	5	4.8
51	3	5	5	5	5	4.6	4	4	4	4	4	4	5	5	5	5	5	5	3	4	4	4	5	4
52	4	5	5	5	5	4.8	4	4	4	3	5	4	5	4	5	5	4	4.6	4	5	5	5	5	4.8
53	4	5	4	4	3	4	5	5	4	5	4	4.6	4	4	3	4	4	3.8	4	4	5	5	4	4.4
54	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
55	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4.8	5	5	5	5	4	4.8
56	3	3	3	3	3	3	3	3	3	4	3	3.2	3	3	4	3	4	3.4	4	4	3	3	3	3.4
57	5	5	5	5	4	4.8	4	5	4	3	5	4.2	3	3	2	3	3	2.8	5	4	4	4	4	4.2
58	4	5	5	5	5	4.8	5	4	5	5	5	4.8	5	5	5	4	5	4.8	4	5	5	5	5	4.8
59	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
60	4	5	5	4	4	4.4	4	4	5	3	5	4.2	4	4	5	5	4	4.4	4	4	4	4	4	4
61	4	4	4	4	4	4	4	5	4	4	5	4.3	4	4	4	4	4	3.9	4	4	4	4	4	4
62	5	5	5	5	5	5	4	4	4	4	5	4.2	4	5	4	5	5	4.6	5	5	5	5	4	4.8
63	5	5	5	5	4	4.8	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
64	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
65	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
66	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
67	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4.2
68	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3

Level of Employability of First Batch Graduates of K-12 Basic Education Department

Respondents	Interactive Skills					MEAN	Critical Thinking Skills					Skills in Remaining Relevant					MEAN	
	Q1	Q2	Q3	Q4	Q5		Q1	Q2	Q3	Q4	Q5	MEAN	Q1	Q2	Q3	Q4	Q5	
1	3	3	3	3	3	3	3	4	4	4	4	3.8	4	4	4	3	4	3.8
2	4	4	4	4	4	4	3	3	3	3	3	3	3	4	3	3	3	3.2
3	3	3	3	3	3	3	3	2	2	3	3	2.6	4	3	3	3	2	3

4	3	4	4	4	3	3.6	4	3	3	3	4	3.4	3	4	3	4	4	3.6
5	5	4	5	4	4	4.4	5	5	4	4	5	4.6	5	5	5	5	5	5
6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
7	4	4	4	3	4	3.8	4	3	3	4	3	3.4	3	3	4	3	3	3.2
8	3	2	3	3	3	2.8	4	4	4	5	5	4.4	4	5	5	5	4	4.6
9	4	4	4	5	4	4.2	3	3	3	3	3	3	3	3	3	3	2	2.8
10	4	4	3	3	4	3.6	4	3	4	3	4	3.6	4	4	4	5	4	4.2
11	4	3	4	3	3	3.4	3	4	3	3	4	3.4	3	4	3	4	3	3.4
12	4	4	4	4	4	4	4	4	3	3	4	3.6	3	4	4	4	4	3.8
13	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
14	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
15	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	4.6
16	4	5	4	4	4	4.2	5	4	4	4	5	4.4	4	4	5	4	4	4.2
17	5	5	5	5	5	5	5	5	4	4	5	4.6	5	5	5	4	5	4.8
18	5	5	4	4	4	4.4	4	4	4	3	3	3.6	4	5	4	5	4	4.4
19	4	5	5	4	4	4.4	5	5	4	5	5	4.8	5	5	5	5	4	4.8
20	4	4	4	4	4	4	3	4	4	4	4	3.8	4	4	4	4	4	4
21	5	4	4	4	4	4.2	5	5	5	5	5	5	5	5	5	5	5	5
22	5	5	4	5	5	4.8	4	4	5	4	5	4.4	5	4	5	5	4	4.6
23	4	5	4	5	4	4.4	4	4	4	4	4	4	4	4	4	4	4	4
24	4	3	4	3	3	3.4	3	3	3	4	4	3.4	3	3	4	4	4	3.6
25	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
26	4	3	3	3	4	3.4	4	4	3	3	3	3.4	4	3	3	3	3	3.2
27	4	3	3	3	3	3.2	3	3	3	3	4	3.2	3	4	4	4	3	3.6
28	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
29	4	5	5	5	5	4.8	2	2	3	2	2	2.2	3	3	2	2	2	2.4

30	5	5	5	5	5	5	5	4	4	4	4	4.2	4	4	4	3	3	3.6
31	4	3	3	4	4	3.6	4	4	4	4	4	4	4	3	4	4	4	3.8
32	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
33	5	5	4	4	4	4.4	5	5	4	3	4	4.2	3	3	3	3	3	3
34	5	5	5	5	5	5	5	5	5	4	5	4.8	4	5	5	4	5	4.6
35	5	5	4	4	4	4.4	4	4	4	4	4	4	4	5	5	4	4	4.4
36	4	4	4	5	5	4.4	5	4	4	5	5	4.6	4	4	4	5	4	4.2
37	4	4	4	5	4	4.2	5	5	5	5	5	5	5	5	4	4	5	4.6
38	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
39	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4.2
40	4	5	5	4	5	4.6	4	3	3	4	5	3.8	4	4	4	2	2	3.2
41	4	5	5	5	5	4.8	4	4	5	4	5	4.4	5	5	5	5	5	5
42	4	5	4	4	4	4.2	4	4	4	4	4	4	4	4	4	5	4	4.2
43	4	4	4	5	4	4.2	4	3	3	4	4	3.6	4	4	5	4	4	4.2
44	4	5	4	4	4	4.2	5	5	4	4	4	4.4	4	4	5	4	5	4.4
45	4	5	4	5	5	4.6	5	5	5	5	5	5	5	5	4	5	5	4.8
46	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4
47	5	5	4	5	5	4.8	5	5	4	5	5	4.8	5	5	4	5	5	4.8
48	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	4	5	4.4
49	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
50	4	5	4	5	4	4.4	4	4	4	4	4	4	4	4	4	4	3	3.8
51	5	5	4	5	4	4.6	5	4	5	5	5	4.8	4	5	5	4	5	4.6
52	5	4	4	5	5	4.6	4	4	5	4	4	4.2	5	5	4	5	4	4.6
53	4	4	4	4	3	3.8	4	4	4	4	4	4	3	4	4	5	5	4.2
54	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
55	5	5	5	5	5	5	4	5	5	5	5	4.8	5	5	5	5	5	5

56	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
57	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
58	4	4	4	5	4	4.2	5	4	4	4	4	4.2	5	4	5	4	5	4.6
59	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	4.6
60	4	4	4	5	5	4.4	5	5	4	4	3	4.2	4	4	5	5	5	4.6
61	4	4	4	4	4	4	4	3	4	3	3	3.4	5	4	4	4	3	4
62	4	4	4	3	4	3.8	4	4	4	4	4	4	4	4	4	4	4	4
63	5	5	4	5	5	4.8	5	5	5	5	5	5	5	5	5	5	5	5
64	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
65	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	4.6
66	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
67	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
68	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Appendix 10: Tabulated Results

Tabulated Results

The Demographic Profile of the Employed Graduates in Terms of Sex, Age, SHS Strand

Binomial Test

Variable	Level	Counts	Total
Sex (0-M, 1-F)	0	28	90
	1	62	90
Age	23	26	90
	24	60	90
	25	4	90
SHS Strand (0-STM, 1-HUMSS, 2-ABM)	0	30	90
	1	42	90
	2	18	90
Employment Status (0-Employed, 1-Unemployed)	0	68	90
	1	22	90

Note. Proportions tested against value: 0.5.

The Demographic Profile of the Unemployed Graduates in Terms of Sex, Age, SHS Strand

Binomial Test ▼

Variable	Level	Counts	Total
Sex (0-M, 1-F)	0	18	68
	1	50	68
Age	23	18	68
	24	48	68
	25	2	68
SHS Strand (0-STM, 1-HUMSS, 2-ABM)	0	19	68
	1	34	68
	2	15	68
Employment Status (0-Employed, 1-Unemployed)	0	68	68

Note. Proportions tested against value: 0.5.

The Level of Perceived Skills of the Employed Graduates

Descriptive Statistics

	Information, Media, and technology skills	Learning and Innovation Skills	Communication Skills	Life and Career Skills
Valid	68	68	68	68
Mean	4.532	4.466	4.513	4.503
Std. Deviation	0.602	0.539	0.492	0.519

The Level of Employability Skills of the Employed Graduates

Descriptive Statistics

	Interactive Skills	Critical Thinking Skills	Skills in Remaining Relevant
Valid	68	68	68
Mean	4.279	4.176	4.194
Std. Deviation	0.621	0.701	0.672

The Level of Employability Skills of the Employed Graduates

Pearson's Correlations

Variable	Level of Perceived Skills	Level of Employability
1. Level of Perceived Skills	Pearson's r p-value	— —
2. Level of Employability	Pearson's r p-value	0.792 < .001

The Correlation Between Level of Perceived Skills and Employability Skills of the Respondents in Terms of Sex, Age, and SHS Strand

Female		Male								
SUMMARY OUTPUT		SUMMARY OUTPUT		CORRELATION		INTERPRETATIONS				
Regression Statistics		FEMALE	Level of Perceived Skills	Level of Employability Skills	SEX	r-value	p-value			
Multiple R	0.75198785				Male-0	0.84	2.21623E-05	High Positive Correlation		
R Square	0.565485727				Female-1	0.75	3.07963E-10	High Positive Correlation		
Adjusted R Square	0.556433346				Overall	0.79	9.1125E-06	High Positive Correlation		
Standard Error	0.284686524									
Observations	50									
ANOVA		df	SS	MS	F	Significance F				
		Regression	1	5.062821988	5.062821988	62.46817788	3.07963E-10			
		Residual	48	3.890228012	0.081046417					
		Total	49	8.95395						
		Coefficients	Standard Error	t Stat	P-value	Lower 95% Upper 95%	Lower 95% Upper 95%	Lower 95% Upper 95%		
		Intercept	2.273912401	0.282385892	8.052500012	1.83471E-10	1.706137511 2.841687291	1.706137511 2.841687291		
		Level of Employability Skills	0.529672538	0.067015928	7.93681287	3.07963E-10	0.394927983 0.664417093	0.394927983 0.664417093		
Male		SUMMARY OUTPUT								
		Regression Statistics								
		Multiple R	0.84227735							
		R Square	0.709431134							
		Adjusted R Square	0.690059877							
		Standard Error	0.234709264							
		Observations	17							
ANOVA		df	SS	MS	F	Significance F				
		Regression	1	2.017496952	2.017496952	36.6228742	2.21623E-05			
		Residual	15	0.826326577	0.055088438					
		Total	16	2.843823529						
		Coefficients	Standard Error	t Stat	P-value	Lower 95% Upper 95%	Lower 95% Upper 95%	Lower 95% Upper 95%		
		Intercept	1.224504836	0.566477457	2.161612648	0.04722309	0.017086718 2.431922954	0.017086718 2.431922954		
		2.866666667	0.769691387	0.127186324	6.051683584	2.21623E-05	0.498600155 1.040782618	0.498600155 1.040782618		

23 years Old						
SUMMARY OUTPUT						
Regression Statistics		CORRELATION				
Multiple R	0.629564426	SEX	r-value	p- value	INTERPRETATIONS	
R Square	0.396351366	23 years old	0.63	0.005114666	Moderately High Positive Correlation	
Adjusted R Square	0.358623327	24 years old	0.83	3.99926E-13	High Positive Correlation	
Standard Error	0.330076043	25 years old				
Observations	18	Overall	0.79	9.1125E-16	High Positive Correlation	
ANOVA						
	df	SS	MS	F	Significance F	
Regression	1	1.144574668	1.144574668	10.50548532	0.005114666	
Residual	16	1.74320311	0.108950194			
Total	17	2.887777778				
Coefficients		Standard Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	2.603935141	0.632638379	4.115993006	0.000808969	1.26280169	3.945068593
Level of Employab	0.468803338	0.144638076	3.241216642	0.005114666	0.162184315	0.775422361
24 years old						
SUMMARY OUTPUT						
Regression Statistics						
Multiple R	0.832600453	SEX	r-value	p- value	INTERPRETATIONS	
R Square	0.693223514	23 years old	0.87	5.1011E-07	High Positive Correlation	
Adjusted R Square	0.686406259	24 years old	0.75	9.81389E-07	High Positive Correlation	
Standard Error	0.257961991	25 years old	0.85	0.000134751	High Positive Correlation	
Observations	47	Overall	0.79	9.1125E-16	High Positive Correlation	
ANOVA						
	df	SS	MS	F	Significance F	
Regression	1	6.766672713	6.766672713	101.6866009	3.99926E-13	
Residual	45	2.9944975	0.066544389			
Total	46	9.761170213				
Coefficients		Standard Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	1.845610042	0.261518705	7.05727738	8.3804E-09	1.31884332	2.372335753
	3.4	0.626436813	0.062121997	10.08397743	3.99926E-13	0.501316689
					0.751556937	0.751556937
25 years old						
SUMMARY OUTPUT						
Regression Statistics						
Multiple R	0.787125362	SEX	r-value	p- value	INTERPRETATIONS	
R Square	0.619566336	23 years old	0.87	5.1011E-07	High Positive Correlation	
Adjusted R Square	0.61371351	24 years old	0.75	9.81389E-07	High Positive Correlation	
Standard Error	0.276463785	25 years old	0.85	0.000134751	High Positive Correlation	
Observations	67	Overall	0.79	9.1125E-16	High Positive Correlation	
ANOVA						
	df	SS	MS	F	Significance F	
Regression	1	8.090935271	8.090935271	105.8576451	2.83752E-15	
Residual	65	4.96809458	0.076432224			
Total	66	13.05902985				
Coefficients		Standard Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	2.043930858	0.242457058	8.430073673	5.03406E-12	1.559710677	2.528151039
	3.533333333	0.584416075	0.056801661	10.28871445	2.83752E-15	0.697856827
					0.470975324	0.470975324
STEM						
SUMMARY OUTPUT						
Regression Statistics		CORRELATION				
Multiple R	0.873003903	STRAND	r-value	p- value	INTERPRETATIONS	
R Square	0.762135814	STEM	0.87	5.1011E-07	High Positive Correlation	
Adjusted R Square	0.748921137	HUMSS	0.75	9.81389E-07	High Positive Correlation	
Standard Error	0.250789264	ABM	0.85	0.000134751	High Positive Correlation	
Observations	20	Overall	0.79	9.1125E-16	High Positive Correlation	
ANOVA						
	df	SS	MS	F	Significance F	
Regression	1	3.627385407	3.627385407	57.67343495	5.1011E-07	
Residual	18	1.132114593	0.062895255			
Total	19	4.7595				
Coefficients		Standard Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	0.89776708	0.470445602	1.908333454	0.072427343	-0.090602453	1.886136614
Level of Employability	0.832032741	0.109560122	7.594302795	5.1011E-07	0.601855466	1.062210016
HUMSS						
SUMMARY OUTPUT						
Regression Statistics						
Multiple R	0.745469139	SEX	r-value	p- value	INTERPRETATIONS	
R Square	0.555724237	23 years old	0.87	5.1011E-07	High Positive Correlation	
Adjusted R Square	0.540915045	24 years old	0.75	9.81389E-07	High Positive Correlation	
Standard Error	0.30273815	25 years old	0.85	0.000134751	High Positive Correlation	
Observations	32	Overall	0.79	9.1125E-16	High Positive Correlation	
ANOVA						
	df	SS	MS	F	Significance F	
Regression	1	3.439238373	3.439238373	37.52562825	9.81389E-07	
Residual	30	2.749511627	0.091650388			
Total	31	6.18875				
Coefficients		Standard Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	2.389502913	0.347648657	6.873327033	1.25093E-07	1.679509636	3.09840619
	3.533333333	0.509862999	0.083131843	6.125816537	9.81389E-07	0.339880899
					0.679845099	0.679845099

ABM	
SUMMARY OUTPUT	
<i>Regression Statistics</i>	
Multiple R	0.846456
R Square	0.71648776
Adjusted R Square	0.69286174
Standard Error	0.188756144
Observations	14

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	1.080489131	1.080489131	30.32621487	0.000134751
Residual	12	0.427546584	0.035628882		
Total	13	1.508035714			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	2.115023292	0.468883839	4.510761759	0.00071317	1.093413167	3.136633417	1.093413167	3.136633417
	3.333333333	0.574728261	0.104364657	5.506924266	0.000134751	0.347337208	0.802119314	0.347337208

Appendix 11: Transcripts and Translations

PARTICIPANT 1

Researcher: Our first question po, is that, during your Senior High School years po, what are the specific skills that you developed po at that time, ma'am? (*Our first question is that, what are the specific skills that you developed during your Senior High School Years, ma'am?*)

Participant: I think, uhm, communication and interactive skills.

Researcher: Okay po, ma'am. So, with your communication skills and interactive skills po, ma'am, what do you think po, were the factors on why you were able to develop those specific skills po in Senior High School? (*Alright, ma'am. So, with your communication skills and interactive skills, what do you think were the factors on why you were able to develop those specific skills po in Senior High School?*)

Participant: Uhm, ano...tungod ana kay I be able to, kanang dili ko maulaw mag ano, mag answer in front labi na sa pag-college years. Tapos aside ana, nagaparticipate ko sa tanang activities. Murag dihaa mi na mold sa Holy Cross [P1's SHS school] na mag-participate ug kanang makig-atubang sa tanan. (*Uhm, because of that, I am not shy and I was able to answer in front (of others), especially during my college years. Then, aside from that, I participated in all activities. I think that we were molded by Holy Cross [P1's SHS school] in those areas through making us participate and facing a lot of people.*)

Researcher: With that po, what do you think po were the reasons on why you were able to develop those skills po, ma'am? (*With that, what do you think were the reasons on why you were able to develop those skills, ma'am?*)

Participant: Ano, murag requirement jud siya... Required na mag-participate. (*I think it is because it was a requirement. It was required to participate.*)

Researcher: Okay po, ma'am. So, thank you po, and we are now down to our last question po. How did the skills po that you have acquired in Senior High School has help you po to become employable during the time that you entered the workforce na po, ma'am? (*Alright, ma'am. So, thank you, and we are now down to our last question. How did the skills that you have acquired in Senior High School help you to become employable during the time that you entered the workforce?*)

Participant: Ay, ay kani nga mga skills kay mostly na ginapangita gud, apil sa ilahang ano, qualifications 'pag mag-hire silag tao. Diba, isa man jud na ang communication skills, ang imohang time management. Ay o, isa pud diay nang time management jud na gi-ano, magamit jud nimo when it comes to ano na, employed naka. (*Oh, these skills are mostly*

sought after. These are included in their qualifications when they hire people. Right? One of them is communication skills, your time management. Oh, time management is also really utilized when you are already employed.)

PARTICIPANT 2

Researcher: My first question po is, what are the specific skills that you developed during Senior High School?

Participant: Okay, basically, in my Senior High, it is very best with my uhm, for my high school life because I am part of a section that is very competitive even though I am not here for the first week of the school ‘cause I am from Holy Child [P1’s previous school]. I go back here because, uhm, I have some issues there so I go back here and then when I entered my classroom, uhm, the HUMSS of ah... HUMSS A kasi kami. I was shocked that there are kanang, invaded by transfer students from other schools and didn’t, we didn’t expect that those students were very competitive. There, we have a valedictorian from other schools, and we did not feel alone. Kanang, wala mi, wala mi gi kanang, kanang part gyud mi daan ba. And then, it was really amazing because our section really, really developed on how to communicate each other. It is really amazing also, because our section is one of the most competitive, amazing, our teachers also really, kanang really loved to teach in our section because again, uh, kanang murag feel nila bright mi tanan even in a simple reporting, we will do acting. Uhm, even though simple roleplaying; really makes props, costumes, that way I can, I really learned and developed my social interaction with them. And basically, because of that section, pag-abot nakos college, very easy to me to compete also because in HUMSS, uhm, in my Senior High School Year we are able to present in... Buwan ng Wika, which is the one of the most memorable and very kanang, gusto nako balikan. It is because, uhm, it’s really a trademark that our section provided a really beautiful and wonderful opening salvo in that year. I think also, I also developed my competitiveness particular my field siguro na kanang kuan, and I also learned that really put an effort in a very simple thing, so mao na siya, kana lang soguro na ika-proud gyud nako na even though nga gamay siya nga task nga gihatag sa amo we do as possible and put particular effort because our classmates is also dili pud siya kanang magpapildi. So, ana siya. (*Okay, basically, in my Senior High, it was the best in my High School life. It is because I was part of a section that was very competitive although I was not in school during its first week, for I was a transferee from Holy Child (of Davao). I went back to Holy Cross because I had some issues there. When I entered the HUMSS A’s classroom, I was shocked that most of the students were transfer students who were unexpectedly competitive. We had valedictorian graduates from other schools, and we felt united. It seemed like belongingness was already there. And then, it was also amazing because our section really developed on how to communicate. Moreover, the teachers also loved to teach us as they perceived everyone in the class as smart. That even in simple class reports,*

(we could add other gimmicks like role-playing. Although the mentioned activity was simple, the creation of props and costumes allowed me to develop my social interactive skills with them. And basically, because of my experience in that section, transitioning to college and competing there was relatively easy for me. In my Senior High School years, we participated in events like Buwan ng Wika as part of the HUMSS course. It was memorable and I wish to go back at that time due to how it became our section's trademark: our section provided a beautiful and wonderful opening salvo. This experience helped me to develop my competitiveness particular in my field, wherein I was taught to put effort in every simple thing. I take pride in my section's efforts even in the smallest tasks as well as its commitment towards competence.)

Researcher: So, with all of these skills that you considered, how did these skills that you acquired po in Senior High help you to become employable upon entering the workforce? (*So, with all of these skills that you considered, how did these skills that you acquired in Senior High School help you to become employable upon entering the workforce?*)

Participant: Especially, uhm, sa uhm, sa Holy Cross [P1's SHS school] kasi, if you are in a Holy Cross School, especially in Holy Cross Calinan, they expected that we are trained to be uhm, passionate about their work, so driven, so that way, if you are part of a Catholic School, even in Holy Cross Davao, you are very hirable because they really expected you have a good training. We have a good, kanang, diba sa research palang daan trained nata daan diri. Sa among panahon, sauna, it's really kanang, we have top...top group sa research na kanang nangadto sa laing lugar. Inana, kana palang daan, diri palang daan kay natrain jud ko nga kana palang na state, teKanang kabalo nako's pressure. Kabalo nako if mag gamay rag time, kabalo nako's buhaton nga kanang mapasa dayon siya. Kana palang daan, it's a very big, big, kanang ability gyud in a short period of time. Pressure pa, mouli paka nga walay tulogay, and that way, can really that, hirable jud ko kay kabalo pud ko mo-adjust sa inana nga time, so yeah. (*In Holy Cross schools, especially in Holy Cross Calinan [P1's SHS school], there is an expectation that we are trained to be passionate and driven on our work. Attending a Catholic school, such as Holy Cross Davao, you are hirable because of the rigorous training received. Even in research endeavors, we were well-prepared and trained as evidenced by the research groups in our time that competed in other places. This made me realize on how hirable and well-trained I am. Plus, I can deal with pressure. Even under pressure, like when you return without having slept, I can handle it well, which makes me hirable because I know how to adjust to such situations and manage my time efficiently.*

Researcher: So, for our last question po, in your occupation currently, which areas po do you feel that your abilities are very seen? (*So, for our last question, which areas in your current occupation do you feel that your abilities are very seen?*)

Participant: Siguro, Senior High, sige raman ko'g volleyball gud so 'wa koy laing nabuhat. So, volleyball lang jud siguro. In my volleyball lang jud siguro, na until karon, I can really see that I'm still developing na kabalo gihapon ko and also siguro on how I identify also my kanang, what you call this one? My identity. Kana gung dili ko maulaw kung unsa ko karon. Kana nga factor, kanang proud kayo ko Senior High School palang daan. I really embraced also, kanang mga inana nga factor na kanang dili ta maulaw ana ana, mahimo palang galing maperfect ming tanan unya ang plus points lang kay ang effort na nimo. Kanang costumes, ana in that way, I can really see na in this way, I can really see na kanang competitive ko na adaptable nga nakalearn ko somehow kay first batch pud ko sa Senior High School and experimental pana nga day, time. I think that for that two years, I really see na fit ko sakong work today. Kabalo ko mostorya, I can manage people, I can manage my students, so yeah. (*Perhaps in Senior High, I was mostly focused on volleyball, so I didn't engage much in something else. Perhaps through my involvement in volleyball until present, I can see that I am still developing as I can still do the activity and identify my identity. This pride stems from Senior High, where I embraced factors that helped me avoid embarrassment and strive for excellence. I was part of the first batch, an experimental time, where I learned competitiveness and adaptability. Over those two years, I realized that my current career suits me well. I can communicate effectively, manage people, and handle responsibilities.*)

PARTICIPANT 3

Researcher: What are the skills you developed during your Senior High School Years?

Participant: First and foremost, diyan is the research skills. So, 'saman ha? When I transferred here in Holy Cross [P3's SHS school], kay ah...when I was in Junior High, dili ko diri nagskwela. Bale, eleven and twelve lang and diri gyud na introduce sa 'ko nga this, mao diay ni research like ana gud. Like, ha? Something new gud siya sa amoaa so research skills gyud then ikaduha is critical thinking skills. As we all know that the students here in Holy Cross are very competent and dira machallenge pud ko's ilaha so magamit gyud nimo imong critical thinking skills. And number three is time management skills. Mao gyud na siya ang makaingon gud ko na true, hahaha. Kanang time management during our Senior High School years...we are a pioneering batch so it's so hard. Grabeng adjustment kay it's so new for us at the same time kami nga batch, 'unsa kahay padulangan ani sa ilaha' then mao to, gi subukan pud mi nila like mga different tasks. Kanang mga tasks ninyo karon murag makaingon siguro pud mi nga mas labaw pa siguro ang among experience sauna kay kumbaga experimental gyud siya kumbaga. Wala pa kay na nagdiscover pa sila nga. "Ah, if effective ni sa amoaa, effective ni sa mga bata." So... kato, time management skills kay task diri, task kanang inyong collaborative ano bitaw, PT sauna, wala mi nagtuo nga collaborative diay. Na kanang kuan, among nahibal-an lang sauna magperform lang mi. magperform unya at the same time kanang ang mga classmate namo ma ana nga

magpresent daw ta ani pero wala mi kabalo nga gicollab na diay siya sa laing subjects then ana na among effort tanan gi ano time management skills gyud among nalearn kay dili lang man isa ka subject among ifocus. Kay naa man puy laing subjects na kailangan namo atimanon and then unsa ba? Oh, collaborative skills...kana apil na siya kay makicollaborate man kay kay especially during Senior High School years naa gyud ng mga inana na skills and maybe twenty-first century skills. Ah, dili na nako maisa-isa pero daghan na ssiyag skills pero ang kuan nalang kanang technology nalang kay part mana siya as a twenty-first century learner ang technology sills. Sa technology skills on how to use computers so mas na ano pa...mas napalalom among pag-ano ang understanding...sa paggamit sa computers especially sa reserch kay statistics kailangan na siya ug kuan. So na ano man o pud mi sauna gamit ning computers so mao rana siya among ano. (*First and foremost are research skills. I did not spend my Junior High School years in Holy Cross [P3's SHS school], so research was introduced to me when I transferred here during my grades eleven and twelve years. It was entirely new to us; so definitely research skills. Second, are critical thinking skills. As we all know, students from Holy Cross are competent. Thus, I really had to use my critical thinking skills due to being challenged by their capability. Third, is time management skills. I think that among all the skills, this is the most truthful one. Taking into account that we were the pioneering batch; it was a significant adjustment for us since everything was new. We were wondering where this would lead us. They also tested us with various tasks. Looking at the tasks now, we might say that our experience back then was even more profound because it was truly experimental. They had not discovered yet if certain methods would be effective for us. They were like, 'If this works for us, it will work for the students.'*)

Researcher: With those skills po, what were the major factors po talaga aside from that, during your Senior High School that made you realize that those were the specific skills that you developed? (*With those skills, what were the major factors, aside from that, during your Senior High School, that made you realize those were the specific skills you developed?*)

Participant: Hmm. Major factors? What do you mean factors?

Researcher: For instance, po, if uh, aside from the environment, can you consider as well other reasons? (*For instance, if aside from the environment, can you consider as well other reasons?*)

Participant: Yes, uhm, especially gyud ang teaching methods gyud. Kay dili man gud siya like... among naandan sa public ng i-ano sa amo...like kumbaga i-spoon feeding. Diria, malearn gyud ka ng independent learner kay kailangan gyud nimo mag do ug kuan maningkamot gyud ka independent mga task, mga ing-ana so isa na siya sa factors nga kanang teaching strategy gyud sa teachers kung gi unsa mi nila pag mold. Maging

independent kay naanad na gyud mi, were used to anang ano lagi...spoon feeding then ‘pag transfer namo diria makalearn nami nga mahimo kang independent at the same time siguro mao tong mga skills na akong gimention dinihi na magamit gyud. (*Yes, especially the teaching methods. It was not like we were accustomed to in public schools, where everything was spoon-fed to us. Here (SHS school), you will truly learn to become an independent learner because you need to put effort into tasks independently. The teaching strategies are really one of the major factors; on how they molded us. We were used to spoon-feeding, but when we transferred here, we learned to become independent. Perhaps, these are the skills I mentioned earlier that are truly applicable.*)

Researcher: So, with this po, how did these skills you acquired in your Senior High School years help you to become employable upon, uh, entering the workforce po?

Participant: Okay, so the skills that I have learned in my Senior High School years has significantly impact dili lang sa, dili lang kay sa employability, at the same time ‘dun sa college po kay first pagsugod kay dira man magsugod so sa college ko na nadala nako to ang mga skills na akong na learn sa college which is na-apply gud nako siya at the same time kumbaga, I mean we are best friends (with my co-interviewee), and naagian jud namo during Senior High School years kung giunsa mi pag mold sa Holy Cross. Tapos, nadala namo sa college makaingon gud ko na, “Hala uy, dako gyud tabang ang Holy Cross sa amo,” like ana, kay we are enrolled man gud in the university state... university uh, USEP [P3’s college school]. Sa USEP nagalearn pud mi kay college, mhm. Katong mga skills na nagamit namo which is paggraduate namo nagamit gud namo diria so nibalik ra pud mi diri sa Holy Cross. Ah, gi apply rapud namo diria, ang kumbaga dako kaayo siyag impact, especially kana pung time gud, gina emphasize, kana, kay karon daghan kaayo mig workloads. Grabe gyud na kailangan multitasking, kana time management kung giunsa nimo pag-ano, ana ang imong time kay daghan kay mig trabahuon ‘tas dili lang about sa lesson planning, dili lang about sa pagbuhat ug grade. Kay pati exams...kami pud ang magformulate so ano siya, isa sa mga kuan nga dako siyag impact. Kumbaga, giunsa mi pagmold sa Holy Cross pero not as a student, pero as a teacher na. (*Okay, so the skills that I have learned in my Senior High School years had a significant impact during my college days and not solely on my employability. We (me and my co-intervieeee) experienced how Holy Cross molded us during our Senior High School years. Then, when we reached college, I realized, 'Wow, Holy Cross really helped us a lot.' Because even though we enrolled at the state university, USEP [P3’s college school], we still applied the skills we learned at Holy Cross. These skills were useful upon graduation and even when we returned to Holy Cross. We applied them here, and it had a significant impact, especially during that time when there was a heavy workload. Multitasking and time management became essential, not just for lesson planning and grading, but also for formulating exams. It was how Holy Cross shaped us, not only as students but also as teachers.*)

PARTICIPANT 4

Researcher: Our first question is, what are the specific skills that you developed po in your Senior High School years?

Participant: Our first question po, what are the specific skills that you developed po in your Senior High School years?

Researcher: Ah, siguro, if I will identify specific skills, I will really put into point the critical thinking skills. Of course, the research skills. Most especially the perseverance that really molded me in my college, because during my... you know, Junior High School. I really, ingon ko nga ani-ani lang ‘pag mag role play gani kay abtan ‘pag two to three days. Hala! Pagka-Senior High School, mura gyud ing-ani kay role play na fifteen minutes lang diretso na and then mao to pud na pagka-college nako. It really helped me a lot gyud then mao to pud na pagka-college nako it really helped me a lot gyud kay especially in having thesis also kay, diri man gudd, is kanang, focus siya sa research-based gyud siya. Then, pagka-college namo, didto na nga kung kinsa tong product sa Holy Cross [P4’s SHS school] mao ang naging leader pud sa ano, pagka-college and uhm, in terms of technology pud didto na kanang na ano mi. Naopen mi sa APA format, sa kay kanang ana gud kay gyud, wala lang jud kay na although daghan kayo nagreklamo nga grade twelve is not good jud kay experimental ra siya sa amo, but kami siguro at some point, maka prove mi nga it really helped us kay, siguro, ug wala ang Senior High dili pud siguro mi mag-mature. Dili pud siguro namo maacquire tanan namo twenty-first century skills na among makuan. Because I really believe that...it follows a process nga gikan sa imong Senior High, mas nakuan siya, mas naimprove siya sa imohang college. Bale...it serves as blueprint ba nga. ‘Pag, ‘pag-enter namog college kay naa nami murag background na ing-ani diay, dili lang diay siya nga into giving na, dili siya, nga kanang kuan tang nga teacher, tanan teacher, teacher pagkakuan, kay ikaw na diay. Ikaw na maglearn, ikaw na ang magresearch sa imoha para makasabot ka sa topic. Kay dili lang man siya bata nga kuan, diba. Senior High dili na jud siya nga give lang nga give ang teacher. Ikaw na jud ang magmessage ang student learning ano na gyud siya...student-centered na gyud siya na mga learning. Siguro, that ano na mga skills na akong nagamit. (*If I were to identify specific skills, I will really put into point the critical thinking skills, research skills, and especially perseverance, which significantly molded me for college. In Junior High School, I used to take days to prepare for activities, like role play, but in Senior High School, it became a matter of minutes. This transition continued into college. It helped me a lot to prepare for college, especially when working on my thesis as the focus was on research-based work. Then, actually those who graduated from Holy Cross [P4’s SHS school] emerged as leaders in college. Furthermore, we developed technological skills. For example, being introduced to APA format in research references. Despite the complaints about the grade twelve being only experimental, I believe that at some point, we can attest that it really aided us, because*

(we would not have matured as much without it. I firmly believe that there is a developmental process starting from Senior High that continues and improves in college. It serves as a blueprint. When we entered college, we already had a background in this kind of learning. It is not just about teachers imparting knowledge; it is about students taking ownership of their learning. Senior High is not just about receiving information; it is about student-centered learning. These are the skills that I have utilized.)

Researcher: So, taking this into account po, ma'am. How do you think your skills acquired in your Senior High School help you to become employable in the workplace scenario?

Participant: Uhm. Siguro, in my communication skills kay duri — employa — knowing employability naay interview. Naa diraay mga demo-demo kanang kuan, and in Senior High, diraa naa mga ano gud. Ay! Unsa na siya nga subject? Katong, kalimot ko, haha. Oh! Kana, work immersion. Kana man gud ang nagkuan ba nga mura man gud na siyag intern na nga. Uh, ing-ani kanang open na siya to reality ba kung unsa pag...most especially katong among time since experimental, niadto jud mi sa kanang isa lang jud ka office like ako, na-assign ko sa Ungab na office [P4's SHS work immersion office]. And then, didto mana nag kuan nga, "Ma'am, unsa man imoha?" Kanang mura na gyud mig korek, haha. "O sige ma'am, unsa man among matabang?" ana-ana. Mao to na develop among communication skills sa tao and most especially kami pag-employ nga murag.... kuan nalang siya ba, ang daloy sa among pagka-employed ditso-ditso nga mao na to nga, ah okay, naa nami kuan ani so dali-dali nalang siya pagcommunicate sa kung kinsa imong gi-applyan para mahire gyud ka diretso. (*Maybe in my communication skills. Knowing employability, there is a need for an interview. That includes demonstrations, which is already foreseen due to the Senior High School subject we had back then called Work Immersion. It made us experience being an intern in reality. For example, as we were an experimental cohort, we went to a specific office for internship. I was assigned in Ungab's office [P4's SHS work immersion office]. I got to ask visitors questions such as, "Ma'am, what can I assist you with?" or "How can we help, ma'am?" This helped to develop our communication skills with people, especially when it came to employment. It felt like a smooth flow, where we effortlessly communicated our qualifications to potential employers, knowing exactly what to say to secure the job.*)

Researcher: So, currently ma'am, in your profession, ca you still consider that these skills you mentioned are still the most relevant ones among all of the skills you acquired in your Senior High School?

Participant: Yes, especially that I am in an educational institution. Like...kuan skills are really helpful na kailangan gyud na ano nga especially teacher. Flexible dapat ka, adapt ka sa tanan kuan kay imong mga ginatudluan students with different phase sa ilahang learning kailangan nimo hawd ka didto mag-communicate....hawod ka mura kag mag-abogado ka

kunuhay, hawod ka kanang mag research pud ug kanang kuan para naa pud kay malabay sa ilaha nga facts gyud siya nga evidence maka-prove sa ilaha para mo tuo pud siya sa imoha. Like ang imohang teaching naa siyay prove nga na, I mean, naa siyay bala pud na references para maka kuan siya sa imoha. (*Yes, especially being in an educational institution. Various skills are crucial, especially for teachers. You need to be flexible and adaptable, as you teach students in different stages of learning. Effective communication is essential, as you need to explain concepts clearly, present arguments effectively, and conduct research to provide evidence that convinces students to trust you. Your teaching should be supported by evidence and references to support your claims.*)

PARTICIPANT 5

Researcher: What are the skills you developed in Senior High School?

Participant: During my Senior High, here are the skills I have gained. For my hard skills: accounting skills, business management, financial management, computer skills. For my soft skills; communication skills, active listening skills, and problem solving.

Researcher: how did the skills you acquired in your Senior High School years help you to become employable?

Participant: Senior High student, uhm helped me become an employable person through a-as what I have said, through the skills that I have gained like I'm working. I'm currently working now as a Digital Marketing Virtual Assistant. I-I know all of you knows that I graduated as, BS Education major in English, but I became a Virtual Assistant. And, through my computer skills that I've learned from my experiences at Senior High is a big, uhm, it is a big help for me to be able to work in the company in the outsourced doers and, also it trained me a lot to become professional like the ability to guide and motivate and be able to analyze issues and finding create- creative solutions. Uhm, I was able to become a person who's flexible in handling changing situations, and also to the skills I've learned when I was grade eleven and grade twelve student, I was able to efficiently organized task especially in meeting deadlines and working well with my colleagues and stakeholders, especially my founders, because I handle three clients right now. So, uh, three clients right from different countries. So, those skills that I've gained throughout my journey as a Senior High student and the skills that I've learned are really important and we must uhm always uhm keep in our mind that we must also be, always disciplined also. Not just in the, but in, you know in the future when we become professional it is really important and time management. Am I making sense? Mas ni far out ra akong mga gipangistorya. So, all of the experiences, in short, all the experiences and skills that I have learned from the school, in academic field and extra-curricular activities are really important. (*Being a Senior High School student before helped me to become employable through the skills that I have gained. I am currently working as a Digital Marketing Assistant, although I know that you*

are aware that I graduated with a degree in Bachelor of Secondary Education Major in English. Still, with my computer skills learned during Senior High School, I have been able to contribute significantly to my work in the outsourced company. I have been trained to become professional in guiding and motivating others, and analytical in issues through finding creative solutions. Also, I have been flexible in handling changing situations and work efficiently through organizing tasks to meet deadlines and collaborate with colleagues, stakeholders, and founders. A proof for that is how I manage my three clients right now. Therefore, the skills that I gained in my Senior High School are really important, however, values like discipline must be actualized as well. Time management as well; am I making any sense? I think that I was not able to answer the question effectively. Overall, both the experiences and skills obtained in academic and extra-curricular fields are highly significant.)

PARTICIPANT 6

Researcher: Shall we start na po? So, first question po will be, what are the skills po that you developed in Senior High School? (*What are the skills that you developed in Senior High School?*)

Participant: Okay, uhm, it's a broad question, uhm, but with regards to employability, uhm, I think yung skills na na earn ko during Senior High School years is, uhm. First, is the confidence of uhm, dealing with people and then is parang yung foundation ng kasi yung strand kasi na STEM so we have prospect course sa college na. And there, so for me, yung na develop talaga is yung analytical skills, investigatory skills, doing case study, doing research, reports, those are the key skills that we need. Ay, that I have obtained, during my Senior High School years, because, just to share a few lang, uhm, medyo broad kasi yung title niyo, yung parang Senior High School, then employability, pero since yun na_yung, yun yung title niyo, so yun. Yung analytical skills so I enter engineering, so if you are in University of Mindanao [P6's college school], so once I entered engineering, so nandun na parang chill nalang lahat. So, although maraming meme na nagpapakita na when you enter engineering, it's mura jug hago kaayu no, lisod kayo. But, somehow during uhm SHS years so I ob-... I obtained that those necessary skills, so in mathematical skills, uhm average, so not necessarily na hawd kayka so, okay lang ba basta yung foundation mo in mathematics is good, your analytical skills yun, yun obtained natin yun. Yung investigatory skills, doing reports, ah document making, so those are the vital skills na ino-offer ng SHS so parang a lot of subjects introduced to us during this time grade eleven and twelve. But, those skills na behind those subjects are very vital so madadala mo yun during college and during your employment. So mayroon kayong ibang tanong pa nito, yung ah, ah what do you call ah. (*It's a broad question, but with regards to employability. I think the skills that I earned during Senior High School years is first, the confidence in dealing with people. Upon entering our strand which is STEM, we already had a college course prospect. That*

(is why, for me, I really developed analytical skills, investigatory skills, doing case study, doing research, reports. Those are the key skills that we need that I have obtained during my Senior High School. To share a few, your title is slightly broad since the title you have is in the context of Senior High School transitioning to employability. But since, that is your title, I cannot do anything about that. In the context of analytical skills, I entered engineering in University of Mindanao [P6's college school]. And to be specific, it was not that stressful. Although there are some jokes circulating online that when you enter engineering in college, it is full of frustration and difficulties. But somehow, I already obtained the necessary skills just like the average knowledge in mathematical skills during Senior High School years. So, in entering engineering, it is not necessary to be so brilliant in mathematics; as long as you have the foundation of it and analytical skills, then you are good already. The investigatory skills, doing reports, and document making, those are the vital skills that Senior High School offers. While Senior High School introduced us to numerous subjects, it's the depth of understanding behind these skills that truly matters in college and employment.)

Researcher: Yes po. Uhm, for follow up questions lang po, if uhm, what are the major factors po that prepared you during your college years? And somehow, uhm sa inyung, sa inyung, SHS din po, ay sa inyong uhm, sa inyong workforce po? (*What were the main factors that prepared you for college? And, somehow, in your Senior High School experience, how did it prepare you for your future workforce?*)

Participant: Uhm, I think so. Ah, well, ah, it's funny man gud is during, great factor talaga yung school kung 'san ka galing so, as a Holy Cross [P6's SHS school], then another factor is yung so, for me during SHS, so prepared me like uhm for example uhm, ah, we already know about Calculus, doing research, a lot basic, so a when I entered college parang review nalang lahat, so yun yung mga foundation na nakuha ko, at during employment, during employment ng example Calculus problem so, you will just uhm recap yourself, uhm what you get to look up on your skills, so what you can offer on the company, for example on my part so I am working in uhm Honest Farm Incorporated [P6's current workplace], it is ah, dressing plant, so, yung there are 17 poultry farms na kina-cater ng company at yung tsaka yung dressing plants is duon pinoprocess ang mga chickens, may dress chicken kami, may canned goods, uhm ah, may organic fertilizer, may oat milk, so for example, uhm need sila ng chem eng (engineer), so sa chem eng na part so parang yung need na skills nila is being analytical. So, being analytical, have the confidence to present your report on the board during board meetings so kinakailangan mong ipresent yung findings mo so parang ganun lang. Like for two years in SHS is natrain ka na to you earn your confidence ah to, to, ah to have a foundation for mathematical skills, analytical skills, so parang chain lang ng reaction like, dinevelop mo during SHS pagdating sa college, is review nalang, mura najud siyang review, sa akoang part lang ha pag, yung question mo ah binabalik tayo if it will matter to school talaga kung saan ka nag college, yung curriculum na din so ah kasi

hindi naman, sorry for the other strand pero kunwari ay nakasabayan ako na ABM, GAS, ah HUMSS, ah entered engineering, so kasanayan ko yun first year so, yung ano pala first mathematics palang namin, yung calculus like from chemical engineering, I think 82 kami 'non, so pagdating ng second sem, naging 40 nalang. So, marami sa mga natanggal or naging irregular dun is yung from other strand, so it's a broad question talaga. But, I think yung pagset ng curriculum during ng STEM is yung, edge talaga, when you enter college, then in employability also. (*I believe so. It is quite interesting how influential the school you come from is. For me, attending Holy Cross for Senior High was a significant factor. During Senior High School, I felt well-prepared; for instance, we already covered topics like Calculus and conducted research, which provided a solid foundation. When I entered college, it felt like a review of what I had already learned. Similarly, during employment, when faced with tasks like Calculus problems, I could simply revisit my skills and confidently offer what I could contribute to the company. Currently, I work at Honest Farm Incorporated [P6's current workplace], a dressing plant catering to 17 poultry farms. They process chickens into dressed chicken, canned goods, organic fertilizer, and oat milk. For instance, when they need a chemical engineer, analytical skills are crucial. Being able to confidently present findings during board meetings is also essential. It's like a chain reaction; the skills developed during Senior High School are carried forward to college, where it is more of a review. Regarding the importance of the college you attend and its curriculum, pardon to the other strands, but let us say, for example, I was with students from ABM, GAS, and HUMSS, and then I pursued engineering. I was well-versed in the skills required for the first year. However, when it came to our first mathematics course, such as calculus for chemical engineering, there were 82 of us initially, but by the second semester, only 40 remained. Many of those who dropped out or became irregular were from other strands. It is a broad question indeed. However, I believe that the curriculum set for STEM provides a significant advantage both when entering college and in terms of employability.*)

Researcher: Thank you very much po for that insightful answer po. So, last nalang po na question is, how did the skills po that you acquired in your Senior High School years help you become employable na po? (*How did the skills that you acquired in your Senior High School years help you become employable?*)

Participant: Uhm, so anything no kahit hindi specific? Okay so let me just enumerate it. So, first is, self-confidence. Number one, self-confidence kasi there are a lot of subjects in Senior High School. I think during my Holy Cross years, eleven yung subjects ko, so confidently enough ka ba na lot of teacher na ah, kaka 啊, kakaharapin mo so during do, do you plan for the skills that you have working in first yun, secondly is being analytical so I think yung K-12 curriculum kasi ganito yun naka strand siya diba so, hindi siya, hindi like dati na yung samin, yung science, yung biology is isa lang, in Senior High School , isa-isahin, like parang stairs, so dun, so parang yung pangalawa is yung analytical skills

talaga, uhm, they designed the students in our curriculum the SHS curriculum to be analytical, and to be ready in the workplace, so for STEM students so in my part is yung analysis talaga, for example, tine-train tayo during our time na, physics, calculus, so for calculus is we are going to get the, uhm the optimum and maximum area of this kind of place, so optimum h of distance so parang ganun, like time rates, for example, may nandyan paba si raf- si sir Raffy C?, kasi si sir RC [one of P6's SHS teachers] during our calculus time, ah may parang may simple problem lang like, isa ragud ka balde, like ang balde imo daw siyang paagasan ug tubig, then buslutan nimu, ingun ani ka dako ang buslot sa balde, so identify lang nimo, kung mapuno ba ang balde after this ah set given of time or dili, or mahubas ba siya, like for example so that's the kind of analytical skills na nalearn na nato, so even though in physics, for example, physics, so considering the traffic, considering the simultaneous accident so iconsider nimu na, so dun palang na bubuild na yung analytical skills mo. Third na naearn ko aside, aside from analytical skills is of course doing report, like ah, doing research, ah, any investigatory project, ah include nayun, ah diba ang research natin sa SH is PR 1 and 2 so if you pursue your STEM strand even though in college like yung STEM talaga especially if engineering yung kinuha mo so pagdating ng college yung PR mo, 1 and 2 mo during your SHS is, pagdating ng college is assignment nalang yun so parang ganun yung kinompress, so, maligutgut kay ta sa PR 1 and 2 kapoy kaayo pero pag-abot sa college assignment nalang to siya, so ingun ana, ingun ana ang ano. So, next is uhm, doing report is of course your communication skills. Uhm, what I mean during, uhm in this communication skills not necessarily yung more grammar or like this, like that ah yung how you connect to people, a lot of presentation ang ano, pina-project natin sa, a lot of role play ah, ano pa ba yun, ah role play, ah presentation, ah like, more on role play talaga, then a lot of task na kinakailangan mo magconnect sa teacher mo example, even though manghangyo kag grades, or hehe example ibutang nato na siya, like kay ma'am Mel [one of P6's SHS teachers] dati ah, she is my Physics 1 so, yung Physics 1 ko dati, mahadlok ko kay Ma'am Mel sauna, mao jud to akong kuan, mahadlok ko kay Ma'am Mel kay sugod palang to, PR is wala eh, PR raman, pero ang Physics, Physics 1 didto nahadlok ko, kay ang ingon man gud nila is ani, ani ingon ana, but along the way, is didto diay nako nadiscover na she is the best teacher for that subject, so example Physics 1 and 2 so let me just, sa akoang pagpahinumdum is gihatagan ko niya ug I think 83 on my Physics 1 first grading so mao na siya ang pinaka gamay nako na grades since grade 1 so 83 Physics, so yun. Kinausap ko si ma'am Mel sa subject nayun, na ma'am Mel, kanang ganyan ganyan. So, while gireview sad nako ang mga grades sakong mga classmate uy gagmay man pud diay siya, so okay ra heh. Second grading so I think 86, so yun naintegrate nayung curriculum natin yung analytical skills, at tsaka yung communication skills, kasi diba imagine ahm imagine mo terror na teacher yun pero along the way is nakakausap mo na, so nabuibuild nayung communication skills mo, so from 86, naging 92 pag 3rd grading then my final grading is naging 96 so iyun mapapatunayan ko yun from yung grades na yun na 83-86-92 then 96 yung trend na pataas yun nabuild ko nayun, so from

communication palang, kasi diba, during your time you are not interactive in schools, ahm wala talaga like hilumon lang ka, you are not interactive, ‘di ka mutubag sa klase ingun ana so wala jud kay matun-an so, yung valedictorian namin dati is si Tian Ruy Ong, so civil engineer na din siya ngayon so, ah yung ah yes he is he is very interactive jud sa klase so example uhm paangutan-on niya si ma’am Mel na, “Ma’am, nganong ingon ana man ang answer?” So, kami ato na wala mi kasabot like bitaw no nganong nakapangutana siya atu, na wa gani mi kapangutana ato, tando-tando raman mi, unya siya kay kaya niya na ipangutana kay ma’am Mel, so based on those observation, communication palang na nabuild natin along the way during SHS is a key player talaga kasi during the workplace naman gud is, it’s not the grades that matter, it’s your skills talaga so include na yung communication skills, so for example, uhm I am currently right now, may tinotroubleshoot kami na troubleshoot kami in our water waste water treatment plant facility so a lot of chemistry, biology, so example, I have my problem with *premalintus* bacteria sa aming plant so supposedly hindi siya mag eexist. Doing research ah, so let me just recap, so yung self-confidence, yung analytical, yung pangatlo is doing research a lot of stuff like that, so yung communication dun tayo sa part na for example when you are all professionals na soon, sample, all of you will become engineer someday so example, may problems sa, kunwari kayo lahat kayo naging chemical engineer, so uhm kunyare may problem sa plan na, sa plant na nagtratrabaho kayo, for example sa aking part is I have a problem on the existence of the unnecessary bacteria sa system namin, so how can I communicate it to my manager, so not necessarily na, “Sir, naay mali sa system, naay ingon ani o, naa tay daghan na bacteria na ingun ani so ito nalang,” You need to communicate in a way that is yung parang convincing, example, “Sir, based on my report, uhm, based on my preparation, uhm based sa aking study, may problem sa bacteria natin. So, there are lot of bacteria na that is not neccesary sa ating system. So, here kinakailangan natin na gawin ang steps na ganito sir, ganyan, ganyan.” So, not feeling of, feeling boastful and not na alam mo lahat, yung feeling na subject of correction ka, pero yung kino-convey mo during your report is yung mga idea mo, so yun yung communication. Yung pang ah, panglima naman is I think ito na yung last is yung soft skills. So even though, ambot magkatawa ko sauna na naay nag grade eleven sa HC na di pud nato majudge kay ‘di siya kabalo mag kuan, di siya kabalo mag kuan gud mag kuan gud ug mga kuan like Microsoft document, PowerPoint, ug Microsoft Excel, ana ko na, hala wala diay mo gitudluan atong junior high, like ingun ana gud na problem but, during the SHS the soft skills is like, that the computer, troubleshooting is na learn mo dun na part, for example uhm, my subject ata tayo na Statistic, Probability and Statistic, so may tinatawag dati is gumagawa kami ng r programming yung irereject ba namin ang null hypothesis o hindi so mayroon din, gagawa kami ng Word Press account, or Word Express website, so parang ganun, then hmm sa entrepreneurial, kailangan namin gumawa ng yung ano ba yun nakalimutan ko na, basta yun, hindi ko ibalance, so from those uhm soft skills, yung computer skills, dun, a lot of computer skills is malelearn mo sa SHS, so pagdating mo sa college, you will be given a

lot of data point like, time one ganito yung nangyari, ito yung record mo, time two, time three, time four and so on and so forth, then your teacher or your professor in college ask you to create a graph based from those data, then interpret mo then explain mo sa klase in a way na you could create a function. For example, yung polynomial function ah, nakaorder form siya, so mga soft skills dun is hindi, kasi pagdating mo sa college, or even in the workplace, kapoy kaayo mag mano-mano, ahm, unsaon man kunang x-ray, $0.11x$ raise to the power of 4 so lisod siya pag explain sa ilaha, so if you know Excel, even in the workplace kaayo, even though in college, magtuon mig AutoCAD, Solid Words, mga design, so pag-abot man gihapon sa workplace is mag Microsoft Excel man gihapon mi. But, kato lang pag master to nimo during SH, pag abut nimuo sa college, then pag-abot nimo sa imohang workplace yun parang chill nalang lahat, example your boss, "O, ingon ani ang data na akoang nakuha." So, example, naghandle ko ug boiler plant so I think, yung boiler plant is para siyang planta, na iniinit lang yung tubig then yung tubig is ginagawang steam, at tsaka yung steam, is yun na, mao tu ang ginagamit sa pagluto ug manok, sa pag pasteurize sa mga lata, sa pagluto sa mga rendered meal, ginagamit sa pagkaon ug isda. So mga ingon ana, so hatagan kag numbers na ingun ato, like time one, ingon ani imohang temperature sa imong tubig, in time two, ingon ani ang temperature sa tubig; ang pressure sa imong tubig. Without those soft skills, for example soft skills, computer skills or being a computer literate, proficient in Excel, sample in my part you cannot present in the board meeting na ingun atu lang, like unsaon nako nang isolve nimo, like manumanuhon nako na siyag solve, langay kaayo. So ug naa ka atung soft skills example, katong being computer literate, in Excel, you can just flash it up during meetings, so when you are professionals soon, matingala mo na ang discussion sa inyung meeting is about millions of pesos na so naa tay problem ani sir, ingun ani atuang tubig, ingun ani, guba atuang equipment, one million atuang gasto ingon ana. So, if explain lang na nimu siyag ingun ana, in a way na dili nimo siya maexplain through PowerPoint presentation, maglisod kag pasabot sa imuhang audience so, kato, katong soft skills na namaste ninyo sa Senior High then maenhance pa jud sa college gamit kaayo na siya sa inyung employability, even katong mga wala ka kuan, katung mga wala ka kahuman ug ug ug senior high, as long as. Sa amoang planta, so pag ingnan kag ingun ana. Then, lastly nalang siguro yung attitude talaga, diba yung sa senior high 11 yung subjects natin so sauna, naga rant jud ko kay sa amoa 11 ang subject, wanakuy tulog, syempre diba ug gahut gahut ka gamay dati kay dapat, ay dapat mag excell ko aning 11 ka subjects but in reality dili jud ka mu enhance, naa juy subject mubira saimoha. Sa akoa na time is katung kuan katung, nibira jud sa akoa ug taman, unsa gani na, religion education, mao bana, gamay kaykug grado, although I am good in physics, in research, ay yati christian living, 88 tas ingun ana ang other subject is 90+ na so even ingun ana, even though ingun ana, pag abut nako sa workplace didtu diay sakto rajud diay na ma humble down ka, apil natu siya, ma humble down ka sa imohang experience, so let's consider that as a skill so diba sa senior high a lot of subjects, so coming atu ma humble down ka sa imohang mga coming from your experience, sa imohang mga

kuan jud ditu, so example sa christian living. Wala ko nag-. Unsa maning christian living uy mao mani ang mu bring down sa akoa but in reality man gud, na train ka atu, na humble down ka, kay ppag abut nimug college is kana imohang 85 puhon, imohang kailangan is pag abut nimug college, ang 75 nimu, is lipay na kayka ana kay mura nakag naka daug ug lotto gud. Pag abot nimo's workplace, pag abut nimus workplace ang 75 nimu ang pag abut nimu sa workplace, is equivalent na siya sa kasaba. Kasab-an kas imohang manager, nagnong ingun ani ingun ani mani imohang output, so mura gihapon siyag subject na ma consider, nganong ingun ani mani imuhang output, ngano ingun ani mani atuang gasto, ngano ingun ani attuang accounting, nganong ingun ani imohang design sa process. So katu lang, attitude jud ko. So mao tu siya apil natu siya so let me just, recap it. So, first self-confidence, ika duha is analytical, so analytical kani murelate siya sa calculus, and stuff. Next is research, mga document making, next is yung communication, then ano yung pang lima? Yung soft skills, then pang anim is yung attitudes, na makukuha mo it's also a kind of skills. Any question pa from the team? (*First, self-confidence, during Senior High School years there are a lot of subjects. I think, during my Holy Cross years, it has eleven subjects. It was crucial to muster the confidence to interact with numerous teachers and plan skill development. Secondly, developing analytical skills was another important focus. The K-12 curriculum, designed for STEM students like me, aimed to improve our ability to analyze information. Subjects like physics and calculus helped us practice these skills, allowing us to solve problems in different situations, like studying traffic patterns or figuring out the best solutions for certain calculations. Thirdly, earning through report writing, research, investigatory projects, engaging in research projects, and mastering report writing were pivotal components, particularly for STEM learners. Through reporting, I learned effective communication that was also paramount, encompassing not only presentation skills but also the ability to engage with educators and classmates. The ability to express our thoughts, ideas, and concerns to our educators. Fifth, soft skills like computer literacy, troubleshooting, and proficiency in tools such as Microsoft Excel were highlighted as crucial for success in both academic and professional settings. In addition to these technical abilities, attitude also played a vital role. Developing qualities like humility, adaptability, and a growth mindset was invaluable for overcoming challenges and making the most of opportunities for personal growth. So, as a recap, self-confidence, analytical skills, doing reports, communication skills, soft skills and lastly attitude. My time in Senior High School showed me that developing skills is complex. Whether it's building confidence, improving analytical thinking, conducting research, or enhancing communication, each aspect helped me grow as a person and get ready for college and work.*)

PARTICIPANT 7

Researcher: Our first question is, how did the skills you acquired in your Senior High School years help you to become employable?

Participant: Uhm, some of those are soft skills and hard skills and, I developed, these things during my Senior High School: communication skills, time management, writing proficiency, photo and video editing, ‘cause I was a — back in Senior High School, I was uhm, what you call that one? Uhm, a HUMSS student. HUMSS student, yeah, and uh, that’s it. (*During my Senior High School, I developed both soft and hard skills, including communication, time management, writing, and proficiency in photo and video editing. This was because I was a HUMSS student.*)

Researcher: What are the major factors po that prepared you in college and eventually po helped you being employable?

Participant: Yes, to be honest, my teachers from Senior High School are giving us, you know, the things that we should know about on how we, prepare ourselves from the real world. For example, when we were in grade twelve, when we had our immersion, yes, it did prepare me; a whole lot of preparation of how to do the research effectively and, you know stuffs like that. So, I was grateful for that one as well, and yeah. (*My Senior High School teachers prepared us for the real world. For example, during our immersion in grade twelve, we received thorough preparation on how to do research effectively. I am grateful for that.*)

Researcher: How did these skills that you acquired in Senior High School years po like communication skills po, time management, video editing skills, help you po become employable?

Participant: Uh, the skills that I acquired from then on was, was very useful from job hunting process ‘cause uh, the job-hunting process up to, position in this certain company and I was able to apply these skills. In creating my job portfolio like what are the thigs that I needed to do in my job and constructing you know? Passing the interview, proving that I could — I could perform well and excel well in my field of work and, yeah. (*The skills I acquired during Senior High School was very useful during the job-hunting process. From creating my job portfolio to passing the interview, these skills helped me to prove that I could secure a job, perform, and excel in my field of work.*)

PARTICIPANT 8

Researcher: Our first question po ma’am is, what are the skills that you acquired po during your Senior High School years?

Participant: Uhm, actually, I have a lot of skills. Uh, can I talk in vernacular? Or?

Reseacher: Yes po, ma’am.

Participant: Okay, okay, uhm, marami. During, ah, I was a teacher in Holy Cross of Mintal [P8's previous workplace], ah last school year 2022-2023. So, the important skills that I developed during in my Senior High School years is first, organizational skills, also the critical thinking skills. And uhm, being responsible talaga sa lahat ng ginagawa mo mao ng mga importante na mga skills na nadvelop ko in Senior High School years and also my creativity skills. Creativity skills, oo, tama, hm. (*During the last school year 2022-2023, I worked as a teacher at Holy Cross of Mintal [P8's previous workplace]. The important skills I developed during my Senior High School years include organizational skills, critical thinking skills, responsibility in all tasks, and creativity. These skills were essential in my teaching role.*)

Researcher: So, thank you for that, ma'am. But, just a follow up question po, what do you think po were the factors pala during your Senior High School years that helped to shape those specific skills that you mentioned po? (*Thank you for that, ma'am. But, just a follow up question, what do you think were the factors during your Senior High School years that contributed to the development of the specific skills you mentioned?*)

Participant: When I was in Senior High School, I was enrolled to HUMSS strand and then I took Bachelor of Secondary Education Major in Social Studies, then naging teacher ako so these skills have really honed me into a better person or into a better version of myself, especially as a teacher. You really need to develop or you really need to enhance your communication skills, the way you handle your students, the way you communicate to the parents of your students, ganyan to coworkers that is very important. Next, is the organizational skills. Being a teacher is need gyud nimo na maging organized ka sa lahat in aspect sa tanan palang na mga uhm, ah records sa imong students, ah records or lesson plans o sa 'pag, especially sa pagbuhat ug lesson plans you need to, ah, have organizational skills talaga para at least imohang, imohang mind is on the right track. And also, my creativity, creativity skills na, ah ano siya, na napa-better siya since ang HUMSS diba more on kanang writing, so ganun. So, in my recent- recent work naman, I am a Virtual Assistant working as a sales administrator. So ngayon, ang akoang work is more on naga-email ko ganyan, so I am more confident to ano ba tawag diyan? To write my emails and also diba while in Senior High School years naa man toy murag media something gud na subject diba? I am more confident to manipulate different apps or different applications so nagamit nako siya sa akoang work, ganyan. (*During my time in Senior High School, I was enrolled in the HUMSS strand and later pursued the course Bachelor of Secondary Education Major in Social Studies, which led me to become a teacher. These experiences have greatly shaped me, especially in terms of communication skills essential for handling students, parents, and coworkers. Organizational skills are also crucial for a teacher in managing records, lesson plans, and ensuring everything runs smoothly. Additionally, my creativity was nurtured through HUMSS, particularly in writing. In my recent role as a Virtual Assistant, where I work as a sales administrator, I frequently communicate via email and*

(my confidence in writing has been bolstered. Furthermore, the media-related subject during Senior High School has equipped me with the skills to effectively utilize different applications in my work.)

Researcher: Okay po, so with these skills po, how did you think po that these skills that you acquired during your Senior High School help you to become employable upon entering the workforce?

Participant: Uhm actually kuan gyud siya, uhm ah, akoa ra gyung ma ingon is since, ah nagskwela man ko both ah private ah both public and private then transfer into a private school didto ra nako narealize na uh mas uhm focus sa private schools ug kanang academics so academically na ready ko, naready akoang self. And then sa, sa school pud kasi during my ah, dira sa Senior High dira sa Holy Cross [P8's SHS school] since first batch mi murag na ah, focusan pud mi ba kung especially — especially sa pagbuhat ug research. Well, kana siya na aspect kay as a Social Studies teacher, in a grade ten level, I need to teach my students also on how to prepare a case study, so same same ra mana siya sa research diba? So, kana siya na, kana siya na ano mao lang gyud na ang akong always ma ingon na ang Senior High School years for me is a big advantage for me kay kani ang nag pa ready sa akoa sa workforce something kana. (*Actually, what can I say is that I have attended both public and private schools, and later transferred to a private school. I realized that private schools tend to focus more on academics. So, academically, I was prepared and ready. Moreover, in our school, particularly during Senior High at Holy Cross [P8's SHS school], as part of the first batch, there was a strong emphasis on research, which is crucial for me as a Social Studies teacher. Teaching my grade ten students how to prepare a case study is similar to conducting research. Overall, my Senior High School years have been a significant advantage for me, as they prepared me well for the workforce.*)

PARTICIPANT 9

Researcher: Our first question is that, what are the skills that you developed po during your Senior High School years po?

Participant: Let's see — uhm, skills? Is research a skill? I — I'd say research is a pretty important skill. I'd say it's one of the main skills that I gained from Senior High School is research in general. Not just research, you know, researching? Research like writing, making sure everything's valid, you know, stuff like that. Mostly, if that's the question. Research; making sure that how the word does uhm, you know, correct. Making sure that there — what's the word? Making sure there are valid sources of information if, if you know, with the many things you can find online.

Researcher: So, with that skill you've mentioned po, just a follow up question, what do you think po were the factors po for developing that certain skill po during your Senior High School years po?

Participant: Mhm, factors if, by factor you mean — you know the — activities. Or, or, or, like, like subjects that we took for that it's, it's, I believe the it's the, aside from the research cour— uhm, subjects, it's the design of the research subjects themselves. It's because the qualitative and quantitative research were not you know, divided into two, instead of it actually being divided into two, so we got to focus the one specific type of research instead of like two separate papers in the two years that we studied. Uhm, while practical research, so yeah, I think that's one factor that helped me understand quantitative research better and probably another one is uhm the school's access to the internet as well, because one of the resources are online so, yun. (*Well, when you mention factors, I think you are referring to activities or subjects. Apart from the research courses, I think it is the design of the research subjects themselves in my school. Unlike splitting qualitative and quantitative research into two separate courses, they were integrated. This approach contributed to my understanding in quantitative research better as we got to focus on one type of research instead of dividing our attention. Additionally, the school's access to the internet was essential, as many resources were available online.*)

Researcher: So, with your research skills po, uhm, how do you think po that the skill helped you become employable upon entering the workforce na po, sir? (*So, with your research skills, how do you think that the skill helped you become employable upon entering the workforce, sir?*)

Participant: Ah yeah, that's how do I think — sorry, what's the question? How do you think it's; it helped my employability?

Researcher: Yes po, how do you think po that the skills that you've mentioned po helped you to become employable in entering the workforce po, sir? (*Yes, how do you think that the skills that you've mentioned helped you to become employable in entering the workforce, sir?*)

Participant: Well, in the workforce, it's quite important to have, uhm, not just basic research skills, but actually, if you could publish your research then that would be very important most especially if you know people, planning on the academe. So, it's actually very important to have good research skills. So, yeah. It's ver-very, it's a very big help for employability if you know, if you plan on working on the academe, that is. (*In the workforce, advanced research skills are essential, especially if you aim to publish your findings, particularly in academia. Strong research abilities significantly enhance employability, particularly for those pursuing careers in academia.*)

Researcher: So, now that you are in the actual scenario or the workplace po, so which area po ba do you think that your skill is very evident po during your application these skills? (*So, now that you are in the actual scenario or the workplace, which area do you think that your skill is very evident during your application of these skills?*)

Participant: Uhm, objectively speaking, I'd say, this is best, ah, how do I say this. This is best manifested in, in since it is a published set, so I can't say just yet, but the application of my research skills best applied to uhm, the most recent presentation that I had last December. Online or virtual, uhm, for a research conference in somewhere, somewhere outside the country. So, yeah. Obviously, I'm gonna have to have research con before actually making something that's publishable. So, there, that's the key application I'd say.

PARTICIPANT 10

Researcher: Thank you po for your cooperation. So, let's start na po the first, uhm, question. What are the skills po that you developed during your Senior High School po? (*Thank you for your cooperation. Let's start. For the first question, what skills did you develop during your Senior High School?*)

Participant: Ah, Senior High uhm, maconsider nako ang skills nako na na develop during Senior High is connected sa akong, sa akong Junior High throughout sa basic education sa Holy Cross College of Calinan [P10's SHS school]. Ang skills jud nako na na develop is leadership, uhm, I've been since grade eight na, uh, na uh, student council sa Student Executive Council or SEC. Dati, JEC pud na siya. I was a-ano na assistant treasurer na then until sa grade eleven so sulod sya sa Senior High I was the student council president so that was one of the skills I developed. Also, siguro, ano uhm, skills organizing since during my leadership uhm nag, nagamit man pud namo ang pag-organize sa uhm documents, organize ug events, uhm time management sad. Maybe that will be all the three. (*In Senior High, I consider the skills I developed to be connected to my junior high experience at Holy Cross College of Calinan [P10's SHS school]. My main skill is leadership; I've been part of the student council since grade 8, initially as an assistant treasurer, then as the student council president in grade eleven. I've also honed skills in organizing documents, events, and time management during my leadership role.*)

Researcher: Thank you po, uhm, last question nalang po. So, uhm, you mentioned three or four po ata na skills po. These specific skills you acquired in your Senior High School po, uhm, helped you to become employable po? (*Thank you. The last question. You mentioned three or four skills, I think. How did these specific skills you acquired in your senior high school help you become employable?*)

Participant: Ah sige, start ta sa I mentioned diba three; leadership, organization, and ah, time management. Uhm, being an employee, kay employee man jud. Dili man mo mga

bossing ditso start. Ah, those three are very essential kay ano, kanang mag-apply. Since kadto siya basic na requirements if ever maghiring ang mga companies kay they also need a leader. So, ang akong pagka leader is nagamit nako siya by having the right decision kuntahay 'nay mga task nga kailangan desisyonan kung unsay tama himoon, so with that leadership na ingon nako nga I was quick to decide what is right and what is just. And to time management, sa ah, katong time management kato lang na ano, I am not lang na ano, kaning full time employed. I also have another part-time job nako nga mamanage nako akong time pero wala lang jud kay nako na imply sa inyoha because daghan kog training ginaapilan sad. And, katong organization, since I am a cost engineer and mainly sa office ko nagawork, pero nagaside ko usahay. Uhm, I am handling documents, I am handling uhm, cost estimate sa price sa project and didto nako magamit akong pagka-organized sa mga butang, things, organize ug document, organize ug file, organize pud mi sa about sa cost. That would be all.

Appendix 12: Thematic Analysis

Thematic Analysis of the Significant Statements for Statement of the Problem #5

Statement of the Problem #5	Significant Statements	Codes	Major Themes	
How did the acquired skills during Senior High School years contribute to employability?	I am not shy and I was able to answer (P1)	Dark Blue – Effective Communication and Social Skills	Weaver of Understanding and Shared Vision	
	I can communicate effectively, manage people, and handle responsibilities (P2)			
	This helped to develop our communication skills with people (P4)			
	We effortlessly communicated our qualifications to potential employers (P4)			
	Being able to confidently present findings (P6)			
	Communication skills essential for handling students, parents, and coworkers (P8)			
	I frequently communicate via email and my confidence in writing has been bolstered (P8)			
	My creativity was nurtured through HUMSS, particularly in writing (P8)	Blue Green – Writing and Literary Skills Development		
	I have utilized my leadership skills by making quick and decisive decisions (P10)	Brown – Adeptness in Collaborative Responses		
	This experience helped me to develop my competitiveness particular in my field, wherein I was taught to put effort in every simple thing (P2)	Red – Competitiveness and Adaptability		
	I learned competitiveness and adaptability (P2)			
	I embraced factors that helped me avoid embarrassment and strive for excellence (P2)			
	We would not have matured as much without it (P4)			
	Developing qualities like humility, adaptability, and a growth mindset was invaluable for overcoming challenges (P6)	Pink – Motivation and Growth Mindset	Torch of Lifelong Learning and Self-Discovery	
	In research endeavors, we were well-prepared and trained (P2)			
	We received thorough preparation on how to do research effectively (P7)			
	A strong emphasis on research, which is crucial for me as a Social Studies teacher (P8)	Yellow – Research and Investigatory Skills Proficiency		
	Strong research abilities significantly enhance employability (P9)			

	As long as you have the foundation of it and analytical skills, then you are good already (P6)	Light Green – Foundational Analytical and Problem-Solving Skills	
	When faced with tasks like Calculus problems, I could simply revisit my skills and confidently offer what I could contribute to the company (P6)		
	Analytical skills are crucial (P6)		
	The K-12 curriculum, designed for STEM students like me, aimed to improve our ability to analyze information (P6)		
	I can deal with pressure. I can handle it well, which makes me hirable because I know how to adjust to such situations and manage my time efficiently (P6)	Green – Efficient Time Management and Adaptability	
	Time management is also really utilized when you are already employed (P1)		
	It had a significant impact, especially during that time when there was a heavy workload. Multitasking and time management became essential (P3)		
	I have been flexible in handling changing situations and work efficiently (P5)		
	Time management, I handle both full-time and part-time jobs (P10)		
	The investigatory skills, doing reports, and document making (P6)		
	Building confidence, improving analytical thinking, conducting research, or enhancing communication, each aspect helped me grow as a person and get ready for college and work (P6)	Peach – Skillset Transferability	Adaptive Compass Towards Evolving Realities
	Organizational skills, critical thinking skills, responsibility in all tasks, and creativity (P6)		
	With my computer skills learned during Senior High School, I have been able to contribute significantly to my work (P5)		
	Soft skills like computer literacy, troubleshooting, and proficiency in tools such as Microsoft Excel (P6)	Violet – Computer Literacy	
	The media-related subject during Senior High School has equipped me with the skills to effectively utilize different applications in my work (P7)		
	Organizational skills are also crucial (P7)	Cyan – Operational Agility and Adaptability	

CURRICULUM VITAE

PERSONAL INFORMATION

Name: Lorraine C. Alisin

Age: 18 years old

Date of Birth: September 26, 2005

Place of Birth: Davao City

Address: Penano St., Calinan, Davao City

Sex: Female

Civil Status: Single

Citizenship: Filipino

Religion: Roman Catholic

Father's Name: Elmer P. Alisin

Occupation: Driver

Mother's Name: Anna Lissa C. Alisin

Occupation: Teacher

EDUCATIONAL BACKGROUND

	SCHOOL	YEAR GRADUATED
Elementary	: Calinan Central Elementary School	2018
Junior High School	: Holy Cross College of Calinan, Inc.	2022
Senior High School	: Holy Cross College of Calinan, Inc.	2024
Track:	Academic Track	
Strand:	Science, Technology, Engineering, and Mathematics	



CURRICULUM VITAE

PERSONAL INFORMATION

Name: Jay Pasagui

Age: 17 Years Old

Date of Birth: June 06, 2006

Place of Birth: Davao City



Address: Purok Kalinaw, Brgy. Salaysay,

Marilog District, Davao City

Sex: Male

Civil Status: Single

Citizenship: Filipino

Religion: Roman Catholic

Father's Name: Jurey G. Pasagui

Occupation: Mechanic

Mother's Name: Jeniffer P. Pasagui

Occupation: Housewife

EDUCATIONAL BACKGROUND

	SCHOOL	YEAR GRADUATED
Elementary	: Santa Rosa Elementary School	2018
Junior High School	: Salaysay National High School	2022
Senior High School	: Holy Cross College of Calinan, Inc.	2024
Track:	Academic Track	
Strand:	Science, Technology, Engineering, and Mathematics	

CURRICULUM VITAE

PERSONAL INFORMATION

Name: Sorenia Diel Thalia D. Albaran

Age: 17 years old

Date of Birth: May 07, 2006

Place of Birth: Davao City

Address: 20, Bagobo Village, Mandaguit

Compound Calinan Davao City

Sex: Female

Civil Status: Single

Citizenship: Filipino

Religion: Roman Catholic

Father's Name: Socorro C. Albaran

Occupation: Seafarer

Mother's Name: Ireen D. Albaran

Occupation: Housewife

EDUCATIONAL BACKGROUND

	SCHOOL	YEAR GRADUATED
Elementary	: Lt. C. Villafuerte Sr., Elementary School	2018
Junior High School	: Calinan National High School	2022
Senior High School	: Holy Cross College of Calinan, Inc.	2024
Track:	Academic Track	
Strand:	Science, Technology, Engineering, Mathematics	



CURRICULUM VITAE

PERSONAL INFORMATION

Name: Ednylvlein D. Ouano

Age: 17 Years Old

Date of Birth: August 10, 2006

Place of Birth: Davao City

Address: Purok 7 Dacudao Calinan Davao City

Sex: Male

Civil Status: Single

Citizenship: Filipino

Religion: Roman Catholic

Father's Name: Edgar D. Ouano

Occupation: Laborer

Mother's Name: Everlyn D. Ouano

Occupation: OFW

EDUCATIONAL BACKGROUND

	SCHOOL	YEAR GRADUATED
Elementary	: General Roxas Elementary School	2018
Junior High School	: Dacudao National High School	2022
Senior High School	: Holy Cross College of Calinan, Inc.	2024
Track:	Academic Track	
Strand:	Science, Technology, Engineering, and Mathematics	



CURRICULUM VITAE

PERSONAL INFORMATION

Name: Janella Alliyah A. Coroña
Age: 17 Years Old
Date of Birth: August 12, 2006
Place of Birth: Davao City
Address: Tamugan, Marilog District, Davao City
Sex: Female
Civil Status: Single
Citizenship: Filipino
Religion: Roman Catholic
Father's Name: Jeomar R. Coroña **Occupation:** OFW
Mother's Name: Faith C. Coroña **Occupation:** Nurse



EDUCATIONAL BACKGROUND

	SCHOOL	YEAR GRADUATED
Elementary	: Lower Tamugan Elementary School	2018
Junior High School	: Lower Tamugan National High School	2022
Senior High School	: Holy Cross College of Calinan, Inc.	2024
Track:	Academic Track	
Strand:	Science, Technology, Engineering, and Mathematics	

CURRICULUM VITAE

PERSONAL INFORMATION

Name: Philip John Prequenza

Age: 17 Years Old

Date of Birth: April 19, 2006

Place of Birth: Davao City

Address: Purok 2 Carmen Baguio District Davao city

Sex: Male

Civil Status: Single

Citizenship: Filipino

Religion: Roman Catholic

Father's Name: n/a

Occupation: n/a

Mother's Name: Joan B. Prequenza

Occupation: Business Woman

EDUCATIONAL BACKGROUND

	SCHOOL	YEAR GRADUATED
Elementary	: Malalan Elementary School	2018
Junior High School	: Holy Cross College of Calinan, Inc.	2022
Senior High School	: Holy Cross College of Calinan, Inc.	2024
Track:	Academic Track	
Strand:	Science, Technology, Engineering, and Mathematics	

