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**GENERIC SKILLS AND EMPLOYABILITY OF THE ELECTRICAL INSTALLATION - INDUSTRIAL
ARTS SHS STUDENTS IN PANTUKAN**

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ABSTRACT

The concept of employability, which refers to the person's readiness or graduate's potential job performance and career advancement in the workplace, has barely ever been investigated. It's also necessary to continue to assess and evaluate the quality of the job-readiness components of the SHS curriculum. Thus, this study was conducted to gather empirical evidence of the relationship between Generic Skills and Employability of the Electrical Installation - Industrial Arts SHS Students in Pantukan. The descriptive-correlational design with researcher made questionnaires was employed using two hundred and forty-seven (247) respondents. Probability, and mean were used in the statistical treatment while Pearson correlation analysis was used to determine the relationship of the main variables. The results revealed that the level of generic skills in terms of communication skills and working with others is very high. Which means that generic skills are manifested most of the time. On the other hand, the level of employability in terms of learning and personal skills are very high, which means that employability in all terms is manifested most of the time. Moreover, it was found that there was a significant relationship between the generic skills and employability. This implies that the more generic skills acquired by the students the more their employability will be affected positively. Therefore, there is a

likelihood that the students will be employed if they possess those generic skills such as communication skills, numeracy, IT skills, learning how to learn, problem-solving skills, working with others, and subject-specific competencies.

INTRODUCTION

Crucial attributes that students should indeed master are generic skills. (Nor, Hamzah, Razak, & Elias, 2019). Generic skills must be present in an individual to make it an excellent human capital based on knowledge, increased productivity, and a competitive attitude (Amiruddin, 2015).

According to Husain, Mokhtar, & Alias (2015), non-technical abilities, or generic skills, are essential for graduates' employment. These are referred to as fundamental skills, required skills, necessary skills, or workplace expertise (Nor, Hamzah, Razak, & Elias, 2019). Recent graduates must improve their abilities (Ahmad et. al, 2015). The TVET graduates who are seeking employment must be provided with crucial generic skills that are vital to boost efficiency and competitiveness to develop human resources that are both outstanding and skilled (Amiruddin, Samad, & Othman, 2015). As cited by Haron, Mohammad Hussain, Ali, Che Rus, & Mohammad Zulkii, (2019) assert that individuals who possess such general talents will be more successful and enjoy their jobs than those who just possess technical skills. The majority of graduates, according to companies in the field, are currently unable to obtain the careers they desire because they lack general qualities such as positive workplace ethics, language skills, teamwork, decision-making abilities, and leadership (Hanapi et. al, 2016).

The capacity to find and keep a job based on one's abilities, knowledge, and/or experiences is known as employability (Faulkner, Begum, & English, 2019). According to Onyebuenyi (2017), most electrical installation and maintenance work graduates roam the streets unemployed because they cannot get employed or establish their own business since they lack saleable skills which may be a result of ill training or inadequate skill acquisition amongst graduates of electrical installation and maintenance work. Añago (2021), further claims that SHS graduates claim they lack confidence in their ability to compete with college graduates for jobs, feel unprepared for the workforce, and that few employers are willing to hire them. Most organizations view SHS graduates as unprepared for the workforce, highlighting worries about their poor technical and behavioural abilities, lack of duration and level of employment immersion, and a perception that businesses prefer recent graduates over them (Orbeta et. al, 2019). Moreover, employers look for graduates with a variety of capabilities when hiring new employees, including logical reasoning, quick learning, communication skills, adaptability,

passion, enthusiasm, innovation, critical reasoning, leadership, collaboration, and the ability to work under pressure (Tangaro, 2018). In the locality of Pantukan, as we observe, students seem to be unready for the workforce and not greatly confident that they will be employed after graduation. As a student who graduated from Senior High School in Industrial Arts Strand with a specialization in Electrical Installation and Maintenance, I've observed that my classmates are also not ready to be employed and even I am not confident that I can get a job after graduating.

A study conducted by Orbeta and Potestad (2020), entitled "On the Employability of the Senior High School Graduates: Evidence from the Labor Force Survey" underscored that since there isn't a certain benefit or drawback for SHS graduates compared to G10 and second-year college graduates, it is necessary to continue to assess and evaluate the quality of the job-readiness components of the SHS curriculum. Furthermore, it is important to keep working with companies to inform and demonstrate to them what SHS graduates are capable of, and eventually clearly define the ideal employment niche for them. Despite that, most employers are still prepared to accept SHS graduates as long as they meet certain standards, such as having certain competencies and specialized abilities, having more job experience, or having low-rank positions available.

In light of this, the researchers are motivated to conduct this study to gather empirical evidence that will shed light on the pressing concern about employability among the senior high school students currently enrolled in the Industrial Arts Strand, specifically on electrical installations, as they possess the required generic skills.

Statement of the Problem

The purpose of this study is to gather empirical evidence of the relationship between generic skills and Employability of the Electrical Installation - Industrial Arts SHS Students in Pantukan. This study aims to know whether generic skills relate to the employability of the students.

Specifically, this study sought to answer the following questions:

1. What is the level of the generic skills of the industrial arts senior high school students in terms of;
 - 1.1. communication skills;
 - 1.2. numeracy;
 - 1.3. IT skills;

- 1.4. learning how to learn;
- 1.5. problem-solving skills;
- 1.6. working with others and
- 1.7. subject-specific competencies?

2. What is the level of employability of the electrical installation-industrial arts senior high school students in terms of;

- 2.1. learning;
- 2.2. achievements; and
- 2.3. personal skills?

3. Is there a significant relationship between the level of generic skills and employability of the electrical Installation - industrial arts senior high school students?

Null Hypothesis

The null hypothesis was tested at a 0.05 level of significance.

HO1: There is no significant relationship between the generic skills and electrical installation employability of the industrial arts senior high school students and is not statistically correlated.

Review of the Related Literature

This section includes readings that were taken from online theses, books, and articles and are relevant to the current research. The discussions are focused on Generic Skills and Employability of the Electrical Installation – Industrial Arts SHS Students in Pantukan.

The independent variable of the study is Generic Skills with indicators which include communication skills, numeracy, Information technology, learning how to learn, problem-solving skills, working with others, and subject-specific competencies (Hadiyatno and Suratno, 2015).

The dependent variable of the study is Employability with the indicators of learning, achievements, and personal skills (Yorke and Knight, 2004).

Generic Skills

Generic skills, such as creative reasoning, teamwork, communication, reasoning, and problem-solving, typically refer to cognitive abilities and higher-order thinking abilities, as well as future citizens'

literacy and 21st-century competence (Hyytinen and Tuononen, 2019). According to Husain, Mokhtar, & Alias (2015), The employability of graduates depends heavily on their generic skills, which are non-technical skills. Meanwhile, a study conducted by Haron, Mohammad Hussain, Ali, Che Rus, & Mohammad Zulkii (2019), entitled "The Importance of Generic Skills for Technical and Vocational Students Employability", emphasizes that Generic skills are cognitive components of non-academic talents like teamwork, communication, leadership, moral principles, and ongoing education. Moreover, the term "generic skills" is also used to refer to the qualities, competencies, and comprehension that students must acquire while attending schools or universities (Setiana, 2018).

Communication Skills

As cited by Hadiyanto & Suratno (2015), to build successful communication, one must be able to use active listening, writing, oral communication, presentation, and questioning and feedback abilities. A study conducted by Abena Abokoma Asemanyi (2015), entitled "An Assessment of Students' Performance in Communication Skills: A Case Study of the University of Education Winneba". A course in communication skills equips students with the knowledge or practical skills they need to communicate effectively. Similar to how personality develops throughout human history, communication skills are seen to be a talent used to deliver and receive various types of information (Abdikarimova, Tashieva, Ashbolot, & Abdullaeva, 2021).

Numeracy

According to NCEA Education (2022), numeracy is a fundamental skill that opens doors to higher learning, fosters the development of crucial life skills, and helps people to participate fully in their organizations and at the workplace. As cited by Hadiyanto & Suratno (2015), numeracy is the collection of abilities that people require to effectively perceive and manage quantitative circumstances and issues in the real world. It also includes the associated communication and problem-solving processes.

IT Skills

According to Career Guide (2020), IT skills cover a wide spectrum of technical abilities and software expertise, as well as critical interpersonal abilities that support teamwork. Establishing communication systems, protecting confidential information, and diagnosing computer issues are all included in the large professional field of information technology (IT) (Gershon, 2022). The application of technology for instruction and education to give teachers and students a variety of possibilities to advance their lifetime learning is referred to as information technology (Hadiyanto & Suratno, 2015).

Learning How to Learn

Learning How to Learn offers useful methods for learning efficiently in languages, technology, and

mathematics. With a solid neuroscience foundation, this also tackles significant concerns like laziness and how to maximize pupils' capabilities (Oakley, 2020). Knowing how to learn encourages learners to capitalize on their existing understanding and real-world experiences so they can use their skills and information in a wide range of situations (International Bureau of Education, 2022). Developing the information and abilities necessary to learn successfully and quickly in any educational scenario is known as learning how to learn (Hadiyanto & Suratno, 2015).

Problem-solving Skills

A study conducted by Ismet Rauf and Nyimas Aisyah (2020), entitled "Problem-Solving Skill: What is the Difference between Practitioners and Experts?". The capacity to use cognitive functions to comprehend and resolve issues in which a solution is not immediately apparent is referred to as having problem-solving skills. As cited by Özdayı (2019), Problem-solving is a behavioural and intellectual process that involves choosing the best course of action from a variety of options to get out of a challenging circumstance that the person is in. When an issue cannot be solved by the problem solver, problem-solving is described as a psychological process intended to resolve the issue (Shute and Emihovich, 2018).

Working with others

As cited by Hadiyanto & Suratno (2015), The capacity to fulfil one's obligations and collaborate in a partnership or team to accomplish common goals is referred to as working with others. Working cooperatively with other people is possible, but collaboration starts with a mindset shift from "myself" to "our," from hierarchical structures to teamwork (McDaniel and Salas, 2018).

Subject-specific Competencies

The knowledge, abilities, and personalities necessary to arrange and present information at the proper level of study about the topic content taught are referred to as subject-specific competencies (Hadiyanto & Suratno, 2015). Meanwhile, (Quebec, 2022) also defines subject-specific competencies as the specific skills that students must develop in each subject. In addition to this, knowledge of theories, concepts, and techniques as well as their application to specific fields are considered subject-specific competencies (Zurich, 2023).

Senior High School Employability

A study conducted by Orbeta and Potestad (2020), entitled "On the Employability of the Senior High School Graduates: Evidence from the Labor Force Survey". Most businesses view SHS graduates as unprepared for the workforce, voicing worries about their poor technical and behavioural abilities as well as their insufficient duration and level of employment immersion. Yet, most employers are still open to hiring

SHS graduates with restrictions, such as those requiring particular competencies and global capabilities, improved work immersive experience, or low-ranking job opportunities. While the 2019 study by Orbeta et al. offers a broad spectrum of knowledge to comprehend the potential of the future employment of SHS graduates. It is similarly crucial to figure out whether the SHS graduates can find employment after completion, the types of jobs they can find, and any discernible differences in the jobs they can find when compared to other 10th-grade and post-secondary graduates.

A study conducted by Manasan (2020) compared the results of SHS graduates and their contemporaries in the labour force. She contrasted the outcomes for post-secondary graduates, second-year college graduates, and JHS and SHS graduates in terms of the workforce. She looked at the job market performance six, nine, and twelve months after SHS graduates graduated, which corresponds to the rounds of the LFS conducted in October 2018 and January and April 2019 respectively. Using the 2017 APIS data, she determined the group of concern. She examined involvement in the labour force, occupation by industry, by worker class, and basic pay by industry, by worker class. She summed up her findings as "cup half full," finding that SHS graduates had better job quality than JHS graduates yet not as well as second-year college graduates.

Learning

A study conducted by Munna & Kalam (2021), entitled "Teaching and learning process to enhance teaching effectiveness: A literature review". Since a teacher uses methods like teaching pupils to acquire particular talents, alter certain attitudes, or comprehend certain scientific laws underlying a learning environment, learning can be thought of as a permanent change in learners. Thakuri (2022), also emphasizes that Learning is a gradual, comparatively permanent modification of a human's actions or mindset.

Achievements

As cited by Joseno G. Saclao (20), achievement refers to something effectively completed by a person, especially with great effort and knowledge. The achievement is a productivity output that shows how well a person performed against certain objectives which have been the emphasis of activities in educational settings, particularly in schools, colleges, and universities (Steinmayr, 2020). In addition, this achievement is the capacity to demonstrate academic success in obtaining the desired result (Nabizadeh et. Al, 2019).

Personal Skills

According to Jobsite (2021), personal qualities are acknowledged as transferable skills that are

challenging to teach but not unachievable. These are also referred to as "people skills" or interpersonal skills. Dependability, flexibility, drive, problem-solving, and analytical abilities are a few examples. Your successes in both your job and your private life can be attributed to your capabilities (Bhasin, 2020).

After reading the literature, one could recognize the importance of the chosen academic sources. The studies reviewed above enable us to study literary works and conduct additional theme-related research with an emphasis on certain areas of study. To be more specific, the reviewed works give the viewer the necessary knowledge about generic skills and how it relates to the employability of the students enrolled in Electrical Installation – Industrial Arts. It is necessary to research the literary means of generic skills to shed light on the pressing concern about the employability of students. Therefore, generic skills are necessary skills that may help students to become ready for the workforce.

Theoretical and Conceptual Framework

The generic skills model mentioned in this work is quite similar to that proposed by Jelas and Azman (2005), as cited in Hadiyatno and Suratno (2015) in the published study titled "The Practices of Students' Generic Skills Among Students at National University of Indonesia." The three possible objectives for students—meeting the expectations and demands of companies in the workplace, pursuing continuous learning, and being decent citizens—are collectively referred to as generic skills. Communication, numeracy, IT, learning how to learn, problem-solving, working with people, and subject-specific competencies were all regarded as components of the generic skill set in this research (Hadiyatno and Suratno, 2015).

The parts below provide a quick explanation of the seven generic skills as shown in the model to Hadiyatno and Suratno (2015); a. Communication skills; b. Numeracy; c Information Technology; d. Learning how to learn; e. Problem-solving skills; f. Working with others; and g. Subject-specific competencies.

On the other hand, the Theory of Employability by Yorke & Knight, (2004) states that employability is the result of one's education, achievements, and comprehension of personal skills necessary for success in the workplace in their chosen career. The theory posited that students' learning at school plays a crucial role in future employment as it encapsulates the needed skills for a particular job, while the acquired achievements contribute to the success of getting the job, and personal skills are those competencies developed and obtained through the educational process (Yorke and Knight, 2004).

Presented in Figure 1 is the conceptual paradigm of the proposed study. It shows the relationship

between generic skills as the independent variable and employability as the dependent variable. The generic variable shall be measured in terms of communication skills, numeracy, IT skills, learning how to learn, problem-solving, and subject-specific competencies. On the other hand, the employability variable shall encompass the learning, achievements, and personal skills among the electrical installation-industrial arts senior high school students.

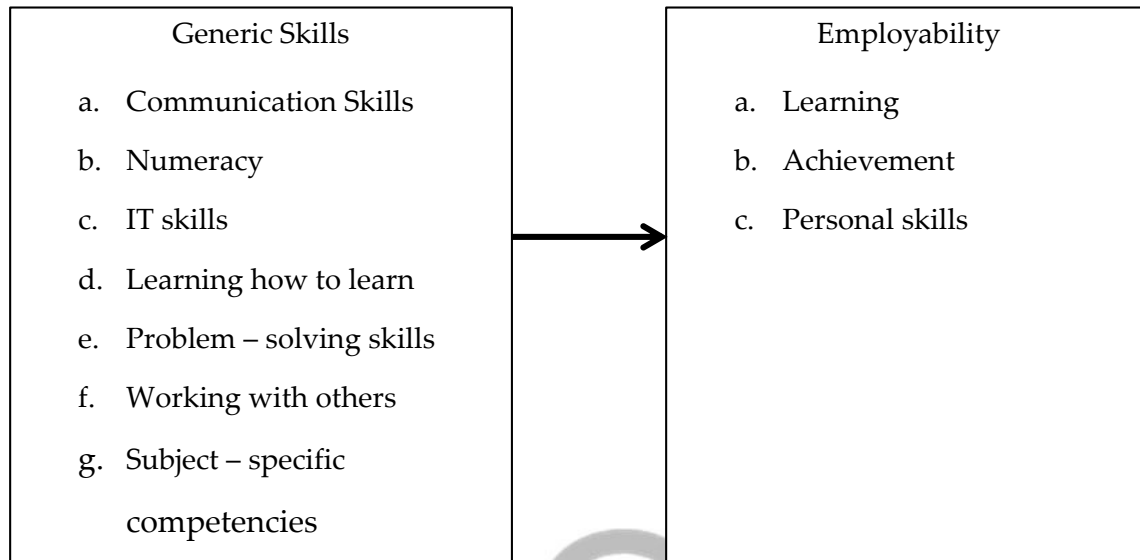


Figure 1: Conceptual Framework of Study

Significance of the Study

To gather empirical evidence on generic skills as it relates to the employability of the senior high school students enrolled in the Industrial Arts, specifically Electrical Installation, this study is seen to be beneficial to the following:

Department of Education. The data that will be derived in this proposed study will be useful in their program and policy formulation on senior high school employability.

Teachers. They will gain insights and ideas on the particular skills they need to develop among their students to ensure the employability of the graduates.

Employers. The results will make employers aware of the employability of senior high school graduates.

TLE Students. The results will inform them of the necessary skills needed in the Industrial Arts employability.

Future Researchers. This study will help future researchers when it comes to the employability of

graduates. In addition, for the next scholars that intend to investigate the same subject, this study can be used as relevant literature.

Definition of Terms

The terms used in this proposed study will be conceptually and operationally defined for the readers to fully understand the content of the research.

Generic Skills. The three potential objectives of higher education—meeting the demands and requirements of companies in the labour market, pursuing continuous learning, and being a responsible citizen—are collectively referred to as generic skills (Hadiyatno and Suratno, 2015). In this research, this refers to the skills that are possessed or acquired by students that will help them become employable in the future.

Employability. Employability is referred to in this work as the result of one's education, successes, and comprehension of one's individual qualities to be effective in employment with one's career path. (Yorke and Knight, 2004). This research refers to a person's readiness as a graduate's potential job performance and career advancement in the workplace.

Electrical Installation. Electrical Installation is a competency that one needs to possess to construct and maintain electrical cables, lighting, and associated systems and appliances (TESDA, 2015). This research also refers to the qualification that a student must attain to install and maintain electrical wiring, lighting, and related equipment and systems.

Industrial Arts. A component of general education known as "industrial arts" focuses on the components, procedures, and end products of manufacturing as well as the contributions of those working in the industry (BULLETIN 1937, No. 34). In this research refers to a strand/area that a student may take to prepare for their chosen degree in the future.

Communication Skills. Students must possess communication abilities to present their thoughts both individually and collectively (Hadiyatno and Suratno, 2015). This research refers to the interpersonal skills of a student that is crucial for the employment of the students.

Numeracy. To effectively comprehend and manage mathematical events and issues in real life, people need a variety of abilities, learning, attitudes, thinking patterns, and related communication and problem-solving processes, according to the definition of numeracy (Hadiyatno and Suratno, 2015). This research refers to the knowledge of the students to use the mathematical skills that will help them become employable in the future.

IT Skills. The capacity of "individuals to employ technology, such as computers, programming

languages, networks, and other technologies, to accomplish a diverse range of educational, career-related, and personal goals" is referred to as IT skills (Hadiyatno and Suratno, 2015). This research refers to the skills of the students that focus on information technology skills that may help the students to become employable in the future.

Learning how to learn. Developing the information and abilities necessary to learn anything successfully and quickly is known as "learning how to learn." (Hadiyatno and Suratno, 2015). This research refers to the ability of the learner to pursue learning that may help the students become employable in the workplace.

Problem-solving skills. Having problem-solving abilities is being able to approach issues methodically to find solutions and gain knowledge from the experience (Hadiyatno and Suratno, 2015). This research refers to the ability of the student to tackle and solve problems which will help them become employable in the future.

Working with others. Working with others is the capacity to fulfil one's obligations and cooperate in a team or grouping to accomplish common goals (Hadiyatno and Suratno, 2015). This research refers to the ability of a student to collaborate with other students which may help him become employable in the workplace.

Subject-specific competencies. The expertise, capacities, and attitudes necessary to arrange and present information at the proper level of study about the topic content taught are referred to as subject-specific competencies (Hadiyatno and Suratno, 2015). This research refers to the knowledge of the students that are applied in their daily endeavour and this may also help them in their future employment.

Learning. Learning can be seen as a change that an educator consistently instils in a pupil by methods like the acquisition of particular abilities, modification of certain attitudes, or comprehension of particular scientific principles underlying an environment for learning (Munna & Kalam, 2021). This research refers to the ability of the student to change and increase potential improvements that may help them be ready for the workplace.

Achievements. The achievement is a productivity outcome that shows how well an individual performed against certain objectives which have been the focus of activities in educational settings, particularly in school, college, and university (Steinmayr, 2020). This research refers to the attainment of a student that will help them become ready for the workplace.

Personal skills. Personal qualities or characteristics are those that pertain to human engagement in many ways and are also known as transferable skills, the ability to work under pressure, or interpersonal abilities (Zane, 2023). This research refers to how a person interacts with other people and his surroundings which may help him be ready for the workplace.

METHODOLOGY

This chapter presents the research design, respondents, research instrument, data-gathering procedure, and statistical tools that will be used in the study.

Research Design

This study utilizes the quantitative research method. According to Creswell (2018), this method entails collecting data through survey questionnaires to generalize from a sample to the population.

Specifically, this study employed a descriptive correlational design. The descriptive correlation method looks into relationships between variables without the researcher influencing or modifying them (Bhandari, 2021).

The variables that are correlated in this study are the generic skills and the employability of the senior high school students enrolled in Industrial Arts - Electrical Installation.

Respondents

The study's participants are Senior High School students enrolled in the Industrial Arts track among the schools in Pantukan offering the Electrical Installation strand.

The researchers used a complete enumeration with the total population of Two Hundred and Forty-Seven (247) male and female students for the two schools. According to the Office of the Registrar of the two schools, there were 142 total students enrolled in Electrical Installation and 105 students currently enrolled in Electrical Installation in Pantukan.

	Total Population	
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School	Male	Female	Total
Bongabong NHS	108	34	142
Pantukan NHS	92	13	105
TOTAL	200	47	247

Table 1: Distribution of the Respondents

Research Instrument

In this study, the researchers utilized a 5-item researcher-made survey questionnaire. Researcher-made survey questionnaire refers to the instrument to be used in research prepared or crafted by the researcher himself or herself (Canonizado, 2021). To establish the validity of the survey instrument, content validity was facilitated. The validation of the instruments was conducted by research experts, eld experts, and quantitative research experts. All corrections and suggestions from the validators were consolidated before a pilot test was conducted. Meanwhile, a reliability test was run to assess the internal coherence of the research instrument. Based on the reliability test Cronbach's alpha ($\alpha = .9$) was derived. As a rule of thumb, Cronbach's alpha of $\alpha > .9$ is considered to have excellent internal consistency (Salkind, 2015). Thus, the survey instrument was administered.

The questionnaire is used for gathering data regarding the generic skills and employability of the senior high school students enrolled in Industrial Arts - Electrical Installation among the schools in Pantukan.

Each of the indicators has questions with a response option following a Five-point Likert Scale with numerical weights; 5 - Very High, 4 - High, 3- Moderately High, 2- Low, and 1- Very Low. Five Point Likert scales measure attitudes by asking participants to rate their level of agreement or disagreement with a collection of opinions on a subject (McLeod, 2019).

For the independent variable, the researchers employed the following parameter limits. The descriptive equivalents are the following:

Parameter Limits	Description	Interpretation
4.50-5.00	Very High	This means that the level of generic skills towards Employability is extremely high.
3.50-4.49	High	This means that the level of generic skills towards Employability is high.
2.50-3.39	Moderately High	This means that the level of generic skills towards Employability is moderately high.
1.50-2.49	Low	This means that the level of generic skills towards Employability is low.
1.00-1.49	Very Low	This means that the level of generic skills towards Employability is very low.



For the dependent variable, the researchers employed parameter limits. The descriptive equivalents are the following:

Moreover, the instruments were subjected to content validation, pilot testing, and reliability test to guarantee the validity and dependability of the instrument.

Data Gathering Procedure

Parameter Limits	Description	Interpretation
4.50-5.00	Very High	This means that the level of Employability is extremely high.
3.50-4.49	High	This means that the level of Employability is high.
2.50-3.49	Moderately High	This means that the level of Employability is moderately high.
1.50-2.49	Low	This means that the level of Employability is low.
1.00-1.49	Very Low	This means that the level of Employability is very low.

The following steps were taken by the researchers to collect the data required for the study:

Seeking Permission to Conduct the Study. The researchers sought approval to conduct the said study from the Program Head of Bachelor of Technology and Livelihood Education. Upon receipt of the approval letter, the researchers furnished a copy of the approval letter to the President of Kolehiyo Ng Pantukan regarding Generic Skills and Employability of The Electrical Installation - Industrial Arts SHS Students in Pantukan. After that, the researchers also sought approval to conduct the said study from the principals of Pantukan NHS and Bongabong NHS. The researchers also seek the parents' approval to conduct the study.

Administration and Retrieval of the Questionnaire. When the permission letter was approved, the researchers distributed the online questionnaire to the respondents. For the validity of the study, before answering instructions were provided for the questionnaire to guarantee truthful, precise, and comprehensive responses. After the respondents answer the questionnaires, it is automatically recorded.

Checking, Collating, and Processing of Data. All of the participants' responses were reviewed, compiled, and tallied. The aforementioned dataset was given to a statistician for statistical analysis to find solutions to the issues raised in the first chapter.

Statistical Treatment

The statistical tools beneath are used to tabulate and evaluate the information that is being collected.

Mean. This tool was employed to decide the impact of generic skills on the Employability of the Electrical Installation - Industrial Arts SHS students in Pantukan. (Sykes, 2016).

Pearson r Correlation. This tool was used for determining the relationship between generic skills and employability of the Electrical Installation - Industrial Arts SHS students in Pantukan (Allen, 2018).

Probability. Involves complete enumeration, enabling you to draw strong conclusive results about the entire group (McCombes, 2022).

Ethical Consideration

The following ethical principles are observed in this study.

Voluntary Participation. The researchers inform the respondents of their willingness to participate in this study. This will be determined upon signing their informed assent or consent forms.

Privacy and Confidentiality. The researcher shall fully adhere to the Data Privacy Act of the Philippines and will observe the confidentiality of the respondents. All data will be secured and kept private, and the identities of the respondents shall be kept confidential.

Informed Consent Process. The principle of respect for persons that are solicited with consent, and how and when it will be done will be undertaken and secured.

Recruitment. The respondents in this study shall be determined with inclusion criteria after getting the right sample size.

Risks and Benefits. The researcher ensures that this study was free from any risk that can harm the respondents and that the benefits of this study will be for the respondents.

RESULTS AND DISCUSSIONS

In this chapter, the researcher presents, analyzes, and interprets the data gathered in textual and tabular forms.

**The Level of Generic Skills of the Electrical Installation –
 Industrial Arts SHS Students in Pantukan
 in terms of Communication Skills**

Presented in Table 2 is the level of generic skills in terms of communication skills as to the weighted mean obtained from the respondent on the items concerning the level of communication skills. The results reveal that item number 1- *I am confident in communicating with my workmates* has got the highest weighted average mean of 4.14 with a descriptive equivalent of high. On the other hand, item number 3 - *I am confident in starting conversations with other students* gets the weighted mean of 4.00 with a descriptive equivalent of high. Followed by item 2 - *I am confident speaking about my own opinion* gets the weighted mean of 3.89 while item 4 - *I am confident in negotiating with other students* to get the average mean of 3.87. And item 5 - *I am confident in answering any questions clearly and completely* with a weighted mean of 3.81 with a descriptive equivalent of high.

The Level of Generic Skills in terms of Communication Skills gets an overall average mean of 3.94 with an adequate description of high. Which implies that manifested most of the time.

The result of this study is supported by Hadiyanto & Suratno, (2015) who stated that graduates must possess communication abilities to present their thoughts both individually and collectively. According to Tan (2019), building teams, improving employee productivity, and lowering employee turnover are all results of effective communication, which is a critical means of attaining elevated outcomes and sustaining solid working relationships inside the organization. In addition, researchers also found that communication is important in an organization (Husin, 2019).

Table 2.

The Level of Generic Skills in terms of Communication Skills

ITEMS	Mean	Interpretation
1.) I am confident in communicating with my workmates.	4.14	High

2.) I am confident speaking about my own opinion.	3.89	High
3.) I am confident in starting conversations with other students.	4.00	High
4.) I am confident in negotiating with other students.	3.87	High
5.) I am confident in answering any questions clearly and completely.	3.81	High
OVERALL MEAN	3.94	High

**The Level of Generic Skills of the Electrical Installation –
 Industrial Arts SHS Students in Pantukan
 in terms of Numeracy**

Table 3 shows the Level of Generic Skills in terms of Numeracy as to the weighted mean obtained from the respondent on the items concerning the level of Numeracy. Item number 4- *I am confident in my ability to read scales on measuring instruments such as a measuring tape, an ammeter, a voltmeter, and a multi-tester* get the highest weighted mean of 3.87 with an adequate description too high. Meanwhile, item number 1- *I am confident in calculating the power in an electrical circuit* gets a weighted mean of 3.85 with an adequate description of high. Followed by item 5- *I am confident in solving for voltage, resistance, amperes, and current in a circuit* that gets a weighted mean of 3.78 with an adequate description of high. Item number 3 - *I am more comfortable solving electrical equations than writing them down* has a weighted mean of 3.77 with an adequate description of high while item number 2 - *I am confident in calculating Ohm's law equations* gets a weighted mean of 3.74 with an adequate description of high.

The level of generic skills in terms of Numeracy gets an overall average mean of 3.80 with an adequate description of high. Which implies that manifested most of the time.

This study's findings are supported by OECD, (2016) in which the ability to acquire, use, comprehend, and express numerical knowledge and concepts, as well as to participate in and handle the numerical demands of a variety of circumstances in adult life, is referred to as numeracy. Thus, the usefulness of numeracy in many everyday situations in which graduates or adults need to react to mathematical facts, concepts, or reasoning is offered in various ways to handle data and resolve issues. According to Brown, (2020) in recruiting fresh hires, companies across a wide range of industries give considerable weight to candidates' numerical abilities, which are also linked to improved labour market results for individuals. Strong numerical aptitude increases productivity or improves workplace judgment in employees (Spycher, 2020).

Table 3.

The Level of Generic Skills in terms of Numeracy

ITEMS	Mean	Interpretation
1.) I am confident in calculating the power in an electrical circuit.	3.85	High
2.) I am confident in calculating Ohm's law equations.	3.74	High
3.) I am more comfortable solving electrical equations than writing them down.	3.77	High
4.) I am confident in my ability to read scales on measuring instruments such as a measuring tape, an ammeter, a voltmeter, and a multi-tester.	3.87	High
5.) I am confident in solving for voltage, resistance, amperes, and current in a circuit.	3.78	High

OVERALL MEAN	3.80	High
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**The Level of Generic Skills of the Electrical Installation –
 Industrial Arts SHS Students in Pantukan
 in terms of IT Skills**

Table 4 shows the level of generic skills in terms of IT skills as to the weighted mean obtained from the respondent on the items concerning the level of IT skills. Item 3 - *I am confident in making electrically related video projects using different video editing platforms* to get the highest weighted mean of 3.89 with an adequate description of high. Item 1 - *I am confident in laying out schematic diagrams using a computer and diagram tools* to get a weighted mean of 3.88 with an adequate description of high. Item 4 - *I am good at gathering data on electrical theories using different software platforms* and get a weighted mean of 3.84. While item number 2 - *I am confident in making floor plans using floor plan software* and item 5 - *I can carry out computer maintenance that involves connecting wires* have the same weighted mean of 3.74 with an adequate description of high.

The level of generic skills in terms of IT skills gets the overall average mean of 3.82 with an adequate description of high. Which implies that manifested most of the time.

The result of this study is supported by Hadiyanto & Suratno, (2015) who state that IT expertise is the capacity for "individuals to apply technology such as computers, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals" thus provides an opportunity enables students to advance their pursuit of continuous learning. Information technology (IT) enables job development and firm productivity, and research suggests that these benefits may also lead to a rise in employment levels (Atasoy, 2016).

Table 4.

The Level of Generic Skills in terms of IT Skills

ITEMS	Mean	Interpretation
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1.) I am confident in laying out schematic diagrams using a computer and diagram tools.	3.88	High
2.) I am confident in making floor plans using floor plan software.	3.74	High
3.) I am confident in making electrically related video projects using different video editing platforms.	3.89	High
4.) I am good at gathering data on electrical theories using different software platforms.	3.84	High
5.) I can carry out computer maintenance that involves connecting wires.	3.74	High
OVERALL MEAN	3.82	High

**The Level of Generic Skills of the Electrical Installation –
Industrial Arts SHS Students in Pantukan
terms of learning how to learn**

Table 5 shows the level of generic skills in terms of learning how to learn as to the weighted mean obtained from the respondent on the items concerning the level of Learning how to learn. Item 5 - *I am confident in learning electrical installation by observing my instructor* get the highest weighted mean of 3.91 with an adequate description of high. Item 3 - *I improve my learning on electrical installation and solving equations through modules, books, and other learning materials* getting a weighted mean of 3.90 with an adequate description of high. Both item number 1 - *I am confident in learning electrical formulas on my own* and item number 4 - *I improve my learning in the electrical installation by modelling or imitating my instructor* both got a weighted mean of 3.86 with an adequate

description of high. While item number 2 - *I am confident in learning complicated electrical formulas with my classmates* has a weighted mean of 3.9 with an adequate description of high.

The level of generic skills in terms of Learning how to learn to get the overall average mean of 3.86 with an adequate description of high. Which implies that manifested most of the time.

The result of this study is supported by Hadiyanto & Suratno (2015), once a person has mastered learning how to learn, they may study effectively and efficiently at any age since learning how to learn requires procedures, interpretations, and abilities that can be learnt and taught. The idea of continuous learning as well as the self-managed learner are thought to benefit from this competency. In addition, acquiring how to learn also discusses practical strategies for enhancing your capacity to learn more successfully and effectively (Oakley, 2023). Moreover, Main, (2023) states that the capacity to seek out and continue learning demonstrates the capacity to synthesize knowledge through efficient time and data management on both an individual and collective level.

Table 5.
The Level of Generic Skills in terms of Learning how to learn

ITEMS	Mean	Interpretation
1.) I am confident in learning electrical formulas on my own.	3.86	High
2.) I am confident in learning complicated electrical formulas with my fellow classmates.	3.79	High
3.) I improve my learning on electrical installation and solving equations through modules, books and other learning materials.	3.90	High

4.) I improve my learning in the electrical installation by modeling or imitating my instructor.	3.86	High
5.) I am confident in learning electrical installation by observing my instructor.	3.91	High
OVERALL MEAN	3.86	High

The Level of Generic Skills of the Electrical Installation – Industrial Arts SHS Students in Pantukan in terms of Problem - Solving skills

Table 6 shows the level of generic skills in terms of problem-solving skills as to the weighted mean obtained from the respondent on the items concerning the level of problem-solving skills. Item 4 - *I think carefully and spend enough time-solving electrical problems to avoid failures* gets the highest weighted mean of 3.9 with an adequate description of high. Item 1 - *I am confident in identifying non-standard and standard materials for wiring* gets the weighted mean of 3.88 with an adequate description of high. Items 2 - *I am confident in solving problems like troubleshooting when there is a short circuit*; 3 - *I immediately identify the most possible causes of short circuits* and 5 - *I am confident in doing Electrical Installation in any houses or buildings* all got the same weighted mean of 3.78 with an adequate description of high.

The level of generic skills in terms of problem-solving skills gets the overall average mean of 3.82 with an adequate description of high. Which implies that manifested most of the time.

The outcome of this research is supported by the study of Hadiyanto & Suratno, (2015) which stated that problem-solving skills constitute the ability to approach issues methodically, seek answers, and gain knowledge from the encounter. The student’s achievement will be significantly impacted by their capacity for problem-solving "real life" endeavours; hence these skills empower students to approach issues methodically in the workplace, seeking out suitable solutions and acquiring knowledge from the process in the approach. As cited by Kim, (2018) It has been established that the ability to solve problems is one of the essential ingredients for progress in both companies and individual professions. Hence, previous experience and problem-solving skills

are crucial for stimulating innovation and sustaining the industry's expansion and progress in a volatile and complex knowledge and technology-based sector (Choi, 2018).

Table 6.

The Level of Generic Skills in terms of Problem - Solving skills

ITEMS	Mean	Interpretation
1.) I am confident in identifying non-standard and standard materials for wiring.	3.88	High
2.) I am confident in solving problems like troubleshooting when there is a short circuit.	3.78	High
3.) I immediately identify the most possible causes of short circuits.	3.78	High
4.) I think carefully and spend enough time solving electrical problems to avoid failure.	3.89	High
5.) I am confident in doing Electrical Installation in any houses or buildings.	3.78	High
OVERALL MEAN	3.82	High

**The Level of Generic Skills of the Electrical Installation –
 Industrial Arts SHS Students in Pantukan
 in terms of Working with others**

Table 7 shows the level of generic skills in terms of working with others as to the weighted mean obtained from the respondent on the items concerning the level of working with others. Item 1 - *I am confident in working on a team when solving complex electrical problems* and get the highest weighted mean of 4.03 with an adequate description of high. Item 2 - *Exchange thoughts and ideas with my classmates when performing electrical installations in the laboratory* to get the weighted mean of 4.00 with an adequate description of high. Item 3 - *I am sure that I can lead a group and help individuals solve electrical equations in a way that everyone is happy* to get the weighted mean of 3.90 and item 5 - *I work with a group of individuals to solve electrical problems more easily* get the weighted mean of 3.87 at the same time with the same adequate description of high. And item 4 - *I'm sure I can help people settle their disagreements and work together as a team* gets a weighted mean of 3.81 with an adequate description too high.

The level of generic skills in terms of working with others gets the overall average mean of 3.92 with an adequate description of high. Which implies that manifested most of the time.

The result of this study is supported by that of De Prada, (2022) who states that abilities in teams are considered necessary for personal, both academic and professional success. Corporations have come to consider collaborative structures as a crucial tactic for fostering individual growth and utilizing employees' talents to increase production (Laksov, Elmberger, Liljedahl, & Björck, 2020).

Furthermore, since the importance of team effectiveness has sparked a growing interest in team frameworks to enhance organizational efficiency and obtain a greater place of work, the majority of managers believe that teams are more adaptable and attentive to paradigm shifts than conventional departments or other aspects of perpetual clustering in companies. (Lacerenza, Marlow, Tannenbaum, & Salas, 2018).

Table 7.

The Level of Generic Skills in terms of Working with others

ITEMS	Mean	Interpretation
1.) I am confident in working on a team when solving complex electrical problems.	4.03	High

2.) Exchange thoughts and ideas with my classmates when performing electrical installations in the laboratory.	4.00	High
3.) I am sure that I can lead a group and help individuals solve electrical equations in a way that everyone is happy with.	3.90	High
4.) I'm sure I can help people settle their disagreements and work together as a team.	3.81	High
5.) I work with a group of individuals to solve electrical problems more easily.	3.87	High
OVERALL MEAN	3.92	High

The Level of Generic Skills of the Electrical Installation – Industrial Arts SHS Students in Pantukan in terms of Subject-specific competencies

Table 8 shows the level of generic skills in terms of subject-specific competencies as to the weighted mean obtained from the respondent on the items concerning the level of subject-specific competencies. Item 5 - *I can utilize my subject-content knowledge in practicum, industrial training, and other practice* getting the highest weighted mean of 4.00 with an adequate description of high. Item 1 - *I am confident to apply my subject-content knowledge in performing electrical installation given by my instructor* getting a weighted mean of 3.98 with an adequate description of high. Item 2 - *I am confident to discuss ideas from my readings or classes with others outside of class* getting a weighted mean of 3.95 and item 4 - *I am confident to answer questions proposed by my instructor using knowledge based on subject content* getting the weighted mean of 3.85 at the same time with the same adequate description of high. While item number 3 - *I am confident to explain solutions to electrical problems learned in lectures to other students*, got a weighted mean of 3.81 with an adequate description of high.

The level of generic skills in terms of subject-specific competencies gets the overall average mean of 3.92 with the descriptive equivalent of high. Which implies that manifested most of the time.

The result of this study is supported by the study of Hadiyanto & Suratno, (2015) which states that Subject-specific competencies are the skills, abilities, and attitudes necessary to arrange and present knowledge about the subject matter offered at the proper level of study. Thus, every graduate must possess specialized subject knowledge about his or her chosen area, as well as the ability to connect this expertise towards other areas and comprehend how it can be implemented in real life.



Table 8.
The Level of Generic Skills in terms of Subject-specific competencies

ITEMS	Mean	Interpretation
1.) I am confident to apply my subject-content knowledge in performing electrical installation given by my instructor.	3.98	High
2.) I am confident to discuss ideas from my readings or classes with others outside of class.	3.95	High

3.) I am confident to explain solutions in electrical problems learned in lectures to other students.	3.81	High
4.) I am confident to answer questions proposed by my instructor using knowledge based on subject content.	3.85	High
5.) I am able to utilize my subject-content knowledge in practicum, industrial training and others practice.	4.00	High
OVERALL MEAN	3.92	High



Summary of the Level of Generic Skills

Presented in Table 9 is the summary of the level of generic skills. The study shows that of all the indicators surveyed, communication skills get the highest weighted mean of 3.94 which is described as high and implies that communication skills are manifested most of the time. On the other hand, working with others and subject-specific competencies both get a weighted mean of 3.92 which is described as high and implies that working with others and subject-specific competencies are manifested most of the time. While learning how to learn, get a weighted mean of 3.86 which is described as high and means that learning how to learn is manifested most of the time. Problem-solving skills and IT skills both got a weighted mean of 3.82 which is described as high and implies that problem-solving skills and IT skills are manifested most of the time. Lastly, numeracy has a weighted mean of 3.80 with an adequate description as high and implies that numeracy is manifested most of the time.

The summary on the level of generic skills gets the overall average mean of 3.97 with an adequate description of high. This implies that the generic skills in this term are manifested most of the time.

The result of this study is supported by Singh, (2015) who states that generic skills empower people to develop new abilities that aid in success in novel circumstances, in managing and adapting to changes, and in flourishing by producing what is essential despite diversity. Those who grasp generic abilities do better at work since some employers choose to hire and promote individuals with these skills above smarts when making hiring and promotion decisions (Setiana, 2018). Researchers also found that every graduate needs general skills to increase the calibre of their employment, and graduates who have mastered high levels of general skills will have a greater chance of finding employment in their field and sustaining their careers. (Haron, Mohammad Hussain, Ali, Che Rus, & Mohammad Zulkii, 2019).



Table 9.

Summary on the Level of Generic Skills

ITEMS	Mean	Interpretation
Communication Skills	3.94	High
Numeracy	3.80	High

IT Skills	3.82	High
Learning how to learn	3.86	High
Problem - solving skills	3.82	High
Working with others	3.92	High
Subject - Specific competencies	3.92	High
OVERALL MEAN	3.87	High

**The Level of Employability of the Electrical Installation –
 Industrial Arts SHS Students in Pantukan
 in terms of Learning**

Table 10 shows the level of employability in terms of learning as to the weighted mean obtained from the respondent on the items concerning the level of learning. Item 2 - *I'm sure that I can learn different electrical equations by talking with my classmates and coming up with ideas* and 3 - *I can think critically about demonstrations of electrical installation to help me make progress in the future* both get the highest weighted mean of 3.98 with the same adequate description of high. Followed by item 1 - *I am confident in learning electrical theories through the use of books, modules, and instructional materials* that get the weighted mean of 3.97 with an adequate description of high. Item number 4 - *I improve my learning on electrical installation and solving equations by observing teachers and students*

has a mean of 3.93 with an adequate description of high. While item number 5 - *I am confident in learning electrical installation through hands-on experience* got a mean of 3.89 with an adequate description of high.

The level of employability in terms of learning gets the overall average mean of 3.95 with an adequate description of high. Which implies that manifested most of the time.

This study is supported according to Yorke and Knight (2004) students' learning at school plays a crucial role in future employment as it encapsulates the needed skills for a particular job. Additional learning education will assist individuals in achieving their job objectives, such as increasing their income, moving ahead in their current field, or beginning a new one (Smith, 2018). As cited by Cornerstone University, (2018) learning makes individuals more competent at their present employer as well as in the wider job market by expanding their range of marketable talents and qualifications.



Table 10.

Level of Employability in terms of Learning

ITEMS	Mean	Interpretation
1.) I am confident in learning electrical theories through the use of books, modules and instructional materials.	3.97	High

2.) I'm sure that I can learn different electrical equations by talking with my classmates and coming up with ideas.	3.98	High
3.) I can think critically about demonstrations of electrical installation to help me make progress in the future.	3.98	High
4.) I improve my learning on electrical installation and solving equations by observing teachers and students.	3.93	High
5.) I am confident in learning electrical installation through hands-on experience.	3.89	High
OVERALL MEAN	3.95	High

**The Level of Employability of the Electrical Installation –
 Industrial Arts SHS Students in Pantukan
 in terms of Achievements**

Table 11 shows the level of employability in terms of achievements as to the weighted mean obtained from the respondent on the items concerning the level of achievements. Item 5 - *I am determined to set goals to achieve success* and get the highest weighted mean of 4.03 with an adequate description of high. Followed by item 4 - *I am determined to perform the electrical installation to the best of my ability* and got a weighted mean of 3.86 with an adequate description of high. Item 1 - *I am determined to do things like troubleshoot circuits with my capabilities* and item 3 - *I am determined to show clear personal improvements in demonstrating electrical installation* both get the

weighted mean of 3.85 with the same adequate description of high. Lastly, item number 2 - *I'm determined to put in extra time studying floor plans and electrical connections for future gains* got a weighted mean of 3.81 with an adequate description too high.

The level of employability in terms of achievements gets an overall mean of 3.88 with an adequate description of high. Which implies that manifested most of the time.

The result of this study is supported by Tentama, (2019) who states that excellent academic achievement is thought to be a realistic requirement for people entering the job since those who have excellent academic accomplishments typically have quite a greater awareness, and competence in the industry. According to Abdillah, (2019), high academic achievers will push themselves to increase their employment by honing their prospective skills and expertise.

Table 11.

Level of Employability in terms of Achievements

ITEMS	Mean	Interpretation
1.) I am determined to do things like troubleshoot circuits with my own capabilities.	3.85	High
2.) I'm determined to put in extra time studying floor plans and electrical connections for future gains.	3.81	High
3.) I am determined to show clear personal improvements in demonstrating electrical installation.	3.85	High
4.) I am determined to perform electrical installation to the best of my ability.	3.86	High
5.) I am determined to set goals to achieve success.	4.03	High

OVERALL MEAN	3.88	High
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**The Level of Employability of the Electrical Installation –
Industrial Arts SHS Students in Pantukan
in terms of Personal skills**

Table 12 shows the employability in terms of personal skills as to the weighted mean obtained from the respondent on the items concerning the level of personal skills. Item 5 - *I am determined to work with others and stimulate personal growth*, getting a weighted mean of 4.04, and item 1 - *I am determined to install electrical materials with my skills and capabilities*, getting a weighted mean of 3.98 with the same adequate description of high. Item 2 - *I am confident in my ability to use my knowledge and skills in electrical installation in my daily life* gets a weighted mean of 3.96 while item 4 - *I am confident in my ability to manage my time, manage my workload, and work independently* get the weighted mean of 3.87 with the same adequate description of high. And item 3 - *I am confident in demonstrating electrical installation in any house or building* gets the weighted mean of 3.86 with an adequate description of high.

The level of employability in terms of personal skills gets the overall average mean of 3.94 with an adequate description of high. Which implies that manifested most of the time.

The result of this study is supported by Faharyati, (2020) who states that future employment requires, individual talents. Furthermore, those who are conscious of how to enhance their skills and abilities can attain their objectives in life, notably being able to find future job prospects (Kapur, 2020). However, the failure of the education system in generating graduates supported with personal skills is often associated with high levels of unemployment (Akhyar, 2020).

Table 12.

Level of Employability in terms of Personal skills

ITEMS	Mean	Interpretation
-------	------	----------------

1.) I am determined to install electrical materials with my own skills and capabilities.	3.98	High
2.) I am confident in my ability to use my knowledge and skills in electrical installation in my daily life.	3.96	High
3.) I am confident in demonstrating electrical installation in any house or building.	3.86	High
4.) I am confident in my ability to manage my time, manage my workload, and work independently.	3.87	High
5.) I am determined to work with others and stimulate personal growth.	4.04	High
OVERALL MEAN	3.94	High

Summary of the Level of Employability

Presented in Table 13 is the summary of the level of generic skills. The study shows that of all the indicators surveyed, learning gets the highest weighted mean of 3.95 which is described as high and implies that learning is manifested most of the time. On the other hand, personal skills get a weighted mean of 3.94 which is described as high and implies that personal skills are manifested most of the time. While achievements, get a weighted mean of 3.88 which is described as high and implies that achievements are manifested most of the time.

The summary on the level of employability gets the overall average mean of 3.92 with an adequate description of high. This implies that employability in this term is manifested most of the time.

The result of this study is supported by Chigbu, (2022) who asserts that the terms "work preparedness" and "employability," which focus on a person's chance of landing a job they want, are commonly used interchangeably. In addition, work readiness is seen as a strong indicator of a graduate's considerably longer performance and career advancement possibilities, and companies place an increasing value on work-ready graduates (Nekhwevha, 2022).

Table 13.

Summary on the Level of Employability

ITEMS	Mean	Interpretation
Learning	3.95	High
Achievements	3.88	High
Personal skills	3.94	High
OVERALL MEAN	3.92	High

Significant Relationship between Generic Skills and Employability

One of the objectives of this research is to identify the relationship between the generic skills and employability of the Electrical Installation - Industrial Arts SHS students in Pantukan. Table 14 displays the relationship between Generic skills and Employability of the Electrical Installation - Industrial Arts SHS Students in Pantukan. The correlation between the independent and dependent variable's indicators, the following results are obtained:

The result of the r- value is 0.853 which indicates a high positive correlation. The result of the P-value is 0.001 which is less than the significance $\alpha= 0.05$. Therefore, the hypothesis is rejected. It implies that there is a

significant relationship between Generic skills and the Employability of the Electrical Installation - Industrial Arts SHS Students in Pantukan.

The percentage of the variation in the dependent variable that can be predicted from the independent variable is known as the coefficient of determination, abbreviated R^2 or r^2 and pronounced "R squared". In other words, 72.8% of the variation of employability of Electrical Installation - Industrial Arts SHS students in Pantukan is attributed to the generic skills and the remaining 27.92% are chance variation: these are other generic skills that affect the Employability of the Electrical Installation - Industrial Arts SHS Students in Pantukan.

The result implies that the more generic skills acquired by the students the more their employability will be affected positively. Therefore, there is a likelihood that the students will be employed if they possess those generic skills such as communication skills, numeracy, IT skills, learning how to learn, problem-solving skills, working with others, and subject-specific competencies.

The result of the study is supported by Setiana, (2018) who states that those who grasp generic abilities do better at work since some employers choose to hire and promote individuals with these skills above smarts when making hiring and promotion decisions.

Moreover, Hadiyanto & Suratno, (2015) states that graduates must possess a broad range of transferable abilities "sell themselves" to become more successful, self-directed learners while pursuing their education, and using these generic skills both inside and outside of the school will improve their employment prospects after graduating.

Table 14.

**Significant Relationship between Generic skills and Employability of the
 Electrical Installation –Industrial Arts SHS Students in Pantukan**

VARIABLES	r-value	Interpretation	Value $\alpha= 0.05$	Decision on Ho	Conclusion
Generic skills					

Employability	0.853	High Positive Correlation	0.001	Rejected	Significant
Coefficient of Determination					0.728



SUMMARY

The summary is posted based on the findings of the study:

- 1.) The generic skills in terms of communication skills obtained a mean of 3.94; numeracy with a mean of 3.80; IT skills with a mean of 3.82; learning how to learn with a mean of 3.86; problem-solving with a mean of 3.82; working with others with a mean of 3.92 and subject-specific competencies with a mean of 3.92. Overall, the generic skills obtained a mean of 3.87. Thus, the level of generic skills toward Employability is high.
- 2.) Employability in terms of learning with a mean of 3.95; achievements obtained a mean of 3.88; and personal skills with a mean of 3.94. Overall, employability obtained a mean of 3.92. Thus, the level of Employability is high.
- 3.) The r-value obtained from the calculated data of both variables is 0.853 with a p-value of 0.001 which makes

the data reject the null hypothesis.

CONCLUSION

Based on the data derived, the following conclusions are drawn:

1. The level of generic skills in terms of communication skills is high; numeracy is high; IT skills are high; learning how to learn is high; problem-solving skills are high; working with others is high; and subject-specific competencies are high. This means that generic skills in general are manifested most of the time.
- 2.) The level of employability in terms of learning is high; achievements are high; and personal skills are high. This means that employability in all terms is manifested most of the time.
- 3.) There is a significant relationship between the generic skills and employability of the Electrical Installation - Industrial Arts SHS students in Pantukan. Therefore, the null hypothesis is not accepted.



RECOMMENDATION

Considering the results, the researchers have drawn the following recommendations:

- 1.) There is a high generic skill recorded especially in communication skills therefore the researchers recommend that the student may maintain this score and improve consistency in manifesting generic skills to make their mean higher. To achieve this, the research suggests to the Department of Education develop ways of enhancing generic skills, such as providing seminars or training programs for students to acquire generic skills such as communication skills, numeracy IT skills, learning how to learn, problem-solving skills, working with others, and subject-specific competencies. The researcher also suggests that school administrators train the teachers or lecturers through seminars or webinars so they can implement what they have learned to the student and some of the subjects that are related to generic skills that show the awareness of students towards generic skills.
- 2.) The results found that employability is high hence readiness is manifested. With this, the researchers may

recommend students to be consistent or be better further in becoming ready to be employed to reach a mean score of very high. To achieve the highest score, the Department of Education should also strengthen the work-ready skills of the students by exposing learners to the field just like work immersion and other hands-on experiences that may strengthen the work readiness of students. The researcher also encourages teachers to create instructional strategies such as grouping students by abilities, online training simulations, and gamification in teaching the students the skills that are needed for them to become ready for the workplace.

3.) There is a significant relationship recorded hence the researchers suggest that students and teachers consider generic skills as a top reason for work readiness. To achieve this the researcher recommends that teachers must develop a conducive learning environment to promote the acquiring of those generic skills and to help the students become ready for employment. The researchers also recommend that future researchers may choose to confirm or refute the findings of this study using a different variable, more participants, and mixed approaches.



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