Exploring Paulinian's Demonstrated Competencies in Selected Industries: Basis for Enhancement of Outcomes-Based Education of St. Paul University Surigao

Jara Gertrudes M. Espiritu
St. Paul University Surigao, Philippines
espiritujarah@gmail.com
ORCID: 0000-0002-1598-8969

Abstract

This study evaluated the employability skills of graduates across various academic programs at St. Paul University Surigao using a mixed-method explanatory design, wherein the study focused on the effectiveness of their Outcomes-Based Education (OBE) strategies. The findings revealed that SPUS programs generally equipped their graduates with strong technical competencies essential for their respective fields. However, there exists a need for continuous enhancement in employability skills across all programs to ensure that the graduates are prepared to meet the evolving demands of various industries. For the Nursing program, while their graduates excelled in clinical skills, improvements in communication abilities were found necessary to better align with healthcare industry requirements. Similarly, it was found that the Criminology program prepared its graduates well for law enforcement roles, however, they need to strengthen their research capabilities. Moreover, the Secondary Education Major in English program effectively integrated technological proficiency and ethical standards but there were opportunities for enhancing the graduates' linguistic and literary knowledge. Additionally, the Mining Engineering program equipped its graduates with critical technical competencies but required further development in problem-solving skills and industry trend awareness. Likewise, the Information Technology program imparted robust technical skills, however, it should increase focus on the communication and teamwork abilities of its graduates. With this, SPUS should prioritize regular curriculum reviews and updates based on industry feedback. In addition, practical skills development such as hands-on learning experiences and workshops is crucial for enhancing employability skills across all disciplines concerned in this study.

Keywords: Acquired Skills, Employability Skills, Outcomes-Based Education, Demonstrated Competencies

1. Introduction
Background of the Study

St. Paul University Surigao (SPUS) has embraced Outcomes-Based Education (OBE) to produce graduates who excel in their professions and contribute significantly to society. This approach aligned with the educational philosophy of William Spady, who advocated for a focus on specific learning outcomes to prepare students effectively for future challenges. In compliance with the Commission on Higher Education's (CHED) guidelines, SPUS developed Program Educational Objectives (PEO), Program Outcomes (PO), and Life Performance Outcomes (LPO) for its various academic programs. The implementation of OBE at SPUS aimed to ensure that graduates were equipped not only with technical skills but also with essential soft skills such as communication, critical thinking, and leadership. However, it was found that while some graduates were proficient in their technical fields, others lacked these vital employability skills, which affected their overall job performance and employability. Tan et al. (2018) highlighted that OBE had positively impacted nursing students' competencies and knowledge acquisition. Nonetheless, they recommended further research to evaluate OBE's broader effectiveness in improving graduate outcomes and satisfaction. However, the COVID-19 pandemic had caused a significant shift to online learning, leading SPUS to implement a Remote Flexible Learning Experience (ReFLEx) from 2020 to 2022. Despite the

successful execution of ReFLEx, no studies have assessed the impact of this online instruction on the graduates' learning outcomes and skill acquisition (Arpilleda, 2022). Thus, the study sought to investigate the perspectives of both SPUS graduates and their employers regarding the graduates' employability skills and competencies. A mixed-method approach was used to gain a comprehensive understanding of whether OBE had effectively prepared graduates for their respective work fields and to evaluate how well SPUS's educational strategies translated into real-world success. For the scope and limitation, the study only involved 2019-2022 graduates of SPUS programs in Nursing, Secondary Education Major in English, Mining Engineering, Criminology, and Information Technology as these were the years, SPUS' OBE has progressed and has been fully implemented. Also, taking into consideration the researcher's availability and geographical location, the researcher was only able to utilize electronic means for data gathering procedures.

2. Literature Review

Spady (2020) highlighted the flexible nature of Outcome-Based Education (OBE), a system emphasizing competencies, learning goals, and student-directed education. OBE, developed by Spady in 1981, prioritizes learning outcomes over traditional content-focused teaching. OBE integrates real-world experiences, such as internships and projects, to meet market demands and enhance students' skills.

St. Paul University Surigao spearheaded the adoption of Outcome-based education (OBE) in Mindanao under the leadership of Sr. Marie Rosanne Mallillin, SPC. Dr. William Spady, a key figure in OBE, assessed SPUS's OBE implementation on-site in 2018. The university furthered its OBE efforts through a seminar workshop on Learning Outcomes Assessment in 2018, with Dr. Elias Sampa sharing expertise. However, the COVID-19 pandemic in 2020 necessitated a shift to online OBE instruction at SPUS, introducing the Paulinian Remote Flexible Learning Experience (ReFLEx) to adapt to the new educational landscape effectively. Sun & Lee (2020) highlighted the importance of establishing an Outcome-based Education (OBE) task force comprising academic and administrative staff well-versed in OBE principles to ensure its effectiveness in institutions. Comparative studies by Zamir et al. (2022) demonstrated the advantages of OBE over traditional education models, emphasizing clarity in learning outcomes, flexibility in teaching methods, and improved student engagement and understanding through standardized rubrics. Students in OBE programs exhibited enhanced problem-solving skills and appreciated the more interactive and creative learning approach. Teacher experiences also improved under OBE, aligning courses with institutional objectives. OBE implementation has proven successful in various countries, such as Indonesia, Malaysia, and South Africa, enhancing education quality, graduate competencies, and workforce readiness. OBE differs from content-based curricula (Mahrishi & Abbas, 2023) by emphasizing the measurement of students' acquisition of essential knowledge and skills for future employment, unlike traditional education systems that mainly focus on delivering content without assessing practical skill acquisition (Kendengis, 2023). Alonzo et al. (2023) identified challenges in Outcome-based Education (OBE) implementation, including unclear learning outcomes, limited assessment strategies, incoherent tasks, and overreliance on traditional paper-pencil tests. Despite the government's efforts to enhance education quality in Australia, some teachers hesitated to adopt OBE due to their entrenched traditional teaching mindset (Alonzo et al., 2023). Additionally, Donnelly (2007) noted the resistance to embracing OBE among educators accustomed to conventional teaching methods. Heavy teacher workloads further impeded OBE implementation, leading to challenges in curriculum execution and inadequate support from administrators (Alonzo et al., 2023). A recent study by Mufanti et al. (2024) highlighted lingering difficulties in OBE comprehension and syllabus design, emphasizing the need for enhanced teacher training programs to optimize OBE strategies and improve students' employability skills.

Employability skills, also referred to as soft skills, are essential for university students to develop alongside technical knowledge in the workplace. These skills, such as communication, teamwork, and problem-solving, play a crucial role in professional success (Ooi & Ting, 2015). Palanichamy & Veeramani (2019) emphasized eight key employability skills, including working independently, communicating, and problem-solving. These skills are vital for effective collaboration between employers, students, and institutions. Additionally, research highlights the significance of skills such as critical thinking and adaptability in job acquisition and success in various industries (Jackson, 2013; Ooi & Ting, 2015). Employers value candidates with strong interpersonal and communication skills,

emphasizing the importance of these soft skills in the workplace (Kumar et al., 2014). Engaging in academic projects, work experiences, and participating in conferences are ways for students to develop these skills (Matsuoka & Mihail, 2016). In other related studies on employability skills, Gagalang (2020), found that employers rated English-major graduates' skills and personal qualities as extremely important. While Holidi & Seman (2023) revealed that a gap was identified between youth and employers' perceptions of employability skills. Thus, the study recommended improved training and education to bridge this gap. In addition, when employers evaluated employability skills in Nepal, they found communication and teamwork as important and used a Likert scale and open-ended questions to assess skill validity and reliability (Sharma & Bhattarai, 2022).

3. Methodology

This study used a mixed-method approach, combining qualitative and quantitative methodologies to gather comprehensive insights from SPUS graduates and their employers. The research followed an explanatory sequential design, aiming to find convergence between the qualitative and quantitative findings. The quantitative phase involved a large-scale survey that collected statistical data on the employability skills and competencies of SPUS graduates. The qualitative phase used interviews and open-ended questions to gather perspectives from SPUS graduate students and their employers regarding employability skills and workplace contributions. The responses were integrated into the survey questionnaires. By combining both approaches, this research aimed to provide a holistic understanding of the SPUS OBE Teaching and Learning approach and identify areas for further development. Meanwhile, the sample and participant selection included graduates and employers from the Nursing, Mining Engineering, Secondary Education Major in English, Criminology, and Information Technology industries. Graduates from the 2019-2022 cohorts were eligible, as they had experienced the SPUS OBE curriculum and had at least a year of industry experience. Employers from the mentioned industries were also invited to participate. Google Forms was used to create the survey questionnaires, which included Likert scale items and demographic information. The questionnaires underwent content validity by three professional experts to ensure accurate data collection. Virtual interviews were conducted using the Zoom application. Data analysis involved using IBM SPSS Statistics Version 22. Mean and standard deviation were used to describe the importance of employability skills, the extent of skills demonstration, and the effectiveness of teaching and learning strategies. The interpretation of data was based on the defined qualitative descriptions for each scale range. Independent samples t-test was used to analyze the differences between the assessments of employability skills and competencies by graduates and employers. Pearson r was used to test the relationship between employability skills, competencies, and the effectiveness of teaching and learning strategies. Frequency count and ranking were used to identify and prioritize strategies to enhance employability skills and performance outcomes. The qualitative data, obtained from open-ended questions, were transcribed and analyzed to validate and complement the quantitative results. This analysis provided a more comprehensive and nuanced interpretation of the data, allowing for robust conclusions. On another note, SPUS graduates and their employers across various sectors who participated in this study all gave their consent for data gathering for this study. However, despite the rigorous methodology employed in this study, it is important to acknowledge a potential limitation related to selection bias wherein our study relied on volunteer participants who agreed to take part in this study. Hence, full representation of SPUS' broader population of OBE graduates from 2019-2022 was not possible. As a result, the findings may not be generalizable to all but only reflect the characteristics and experiences of those who chose to participate.

4. Results/Findings

The study's findings and outcomes aimed to shed light on the effectiveness of SPUS's current teaching and learning strategies. It explored the importance of employability skills from the employers' perspective, seeking to understand their importance in the current workforce landscape. In addition, it also examined the extent to which the graduates from various programs demonstrate employability skills and the competencies derived from the SPUS Program Outcomes. Both the employers' and graduates' perceptions provide a comprehensive view of the alignment between SPUS educational objectives and the demands of the current workforce. Ultimately paving the way for enhancements in SPUS' teaching and learning strategies.

Table 1. *Assessment of Employers on the importance of intended employability skills*

Employability Skills	Nursing			Criminology			Education			Mining			IT			Overall		
	M	SD	QD	M	SD	QD	M	SD	QD	M	SD	QD	M	SD	QD	M	SD	QD
Communication	3.89	0.19	VI	3.74	0.46	VI	4.00	0.00	VI	3.78	0.38	VI	4.00	0.00	VI	3.88	0.21	VI
Thinking	3.92	0.14	VI	3.79	0.43	VI	4.00	0.00	VI	4.00	0.00	VI	4.00	0.00	VI	3.94	0.12	VI
Interpersonal Skill/ Teamwork	3.93	0.12	VI	3.69	0.48	VI	3.87	0.23	VI	4.00	0.00	VI	4.00	0.00	VI	3.90	0.17	VI
Technology/ Information Technology	3.80	0.35	VI	3.74	0.50	VI	3.67	0.58	VI	4.00	0.00	VI	4.00	0.00	VI	3.84	0.29	VI
Planning and Resource Management	3.75	0.43	VI	3.64	0.61	VI	3.83	0.29	VI	4.00	0.00	VI	4.00	0.00	VI	3.85	0.27	VI
Personal Qualities	3.73	0.46	VI	3.67	0.53	VI	3.83	0.29	VI	4.00	0.00	VI	3.90	0.00	VI	3.83	0.26	VI
Average:	3.84	0.28	VI	3.71	0.50	VI	3.86	3.86	VI	3.96	0.06	VI	3.98	0.00	VI	3.87	0.94	VI

Table 1 presents the importance of employability skills as assessed by employers. Overall, all skills were rated as very important, with thinking skills being rated the highest and personal qualities being rated the lowest. Thinking skills, such as critical thinking and problem-solving, were highly valued by employers in today's dynamic job market. On the other hand, personal qualities, such as responsibility and self-management, were still considered important but ranked lower than other skills. Employers in different fields prioritize different skills, but all skills are seen as crucial for career success.

Moreover, the following themes highlighted the perspectives of the employers on the importance of employability skills per sector:

- Nursing: Career Success and Achievement and Contribution to Organizational Goals
- Mining Engineering: Career Advancement and Competitiveness; and Personal Development
- Education: Enhancement of Professional Appeal and Improving Career Success
- Criminology: Professional Effectiveness

Table 2. *Other employability skills desired by the graduates to be developed*

Other Employability Skills Desired by Graduates to be Developed				
Nursing	**Secondary Education (English)**	**Criminology**	**Mining Engineering**	**Information Technology**
1. Adaptability skills	1.Communication and Presentational Skills	1. Critical thinking skills	1. Research skills	1. Public Speaking Skills
2. Social awareness skills	2. Digital Marketing Skills	2. Social Responsibility	2. Data analysis application	2. Cloud platform knowledge
3. Empathy	3. Leadership Skills	3. Creativity Skills	3. Digital Literacy	
4. Networking skills	4. Networking Skills	4. Communication Skills	4. Adaptability	
5. Financial literacy skills	5. Research Skills	5. Leadership Skills	5. Self-confidence	
6. Digital Literacy	6. Classroom Management Skills	6. Time management skills	6. Skills in utilizing Computer applications in mining engineering	
	7. Cultural Competence Skills	7. Stress management skills		
	8. Digital Literacy Skills	8. Digital Literacy skills		
	9. Creativity Skills			

The table above summarized other employability skills mentioned by the graduates that they deemed beneficial. Thus, SPUS could also consider developing these skills for their students in various programs.

Table 3. *Other employability skills desired by the employers to be developed*

Other Employability Skills Desired by Employers to be Developed				
Nursing	**Secondary Education (English)**	**Criminology**	**Mining Engineering**	**Information Technology**
1.Attention to detail	1. Adaptability Skills	1. Communication Skills/ English Speaking Skills	1. Leadership Skills	1. Decision-making Skills
2. Organizational skills	2. Attention to detail	2. Humility	2. Problem Solving Skills	2. Problem-solving Skills
3. Stress Management Skills	3. Research Skills		3. Digital Literacy Skills	
4. Leadership Skills	4. Technology Skills		4. Environmental Awareness	
5. Emotional Management Skills	5. Organizational Skills		5. Safety Awareness	
6. Adaptability Skills	6. Empathy		6. Adaptability Skills	
	7. Networking Skills			

The table above summarizes other employability skills recommended by employers that they deem beneficial in various industries. Hence, SPUS could enhance and integrate these skills into their teaching and learning strategies.

Table 4. *Graduates' demonstrated employability skills as assessed by themselves*

Employability Skills	Nursing			Criminology			Education			Mining			IT			Overall		
	M	SD	QD	M	SD	QD	M	SD	QD	M	SD	QD	M	SD	QD	M	SD	QD
Communication	3.10	0.92	G	3.07	0.79	G	3.67	0.46	E	3.74	0.44	E	3.60	0.56	E	3.43	0.63	E
Thinking	3.30	0.78	E	3.23	0.70	G	3.56	0.56	E	3.50	0.53	E	3.61	0.52	E	3.44	0.62	E
Interpersonal Skill/ Teamwork	3.46	0.66	E	3.24	0.71	G	3.67	0.51	E	3.76	0.43	E	3.69	0.50	E	3.56	0.56	E
Technology/ Information Technology	3.32	0.81	E	3.27	0.65	E	3.71	0.59	E	3.67	0.51	E	3.71	0.49	E	3.54	0.61	E
Planning and Resource Management	3.38	0.64	E	3.29	0.61	E	3.58	0.53	E	3.67	0.49	E	3.71	0.49	E	3.53	0.55	E
Personal Qualities	3.47	0.62	E	3.41	0.51	E	3.73	0.45	E	3.68	0.51	E	3.71	0.49	E	3.60	0.51	E
Average:	3.34	0.74	E	3.25	0.66	E	3.65	0.52	E	3.67	0.48	E	3.67	0.51	E	3.52	0.58	E

Table 4 presents the extent of demonstration of the employability skills as assessed by the graduates themselves. As presented, in general, the demonstrated skills – communication, thinking, interpersonal skill/teamwork, technology/ information technology, planning and resource management, and personal qualities, were rated as *excellent* (M=3.52) suggesting that the graduates were using their skills excellently in their respective workplaces. Among the skills, *personal qualities* were rated as the highest (M=3.60) while *communication skills* were rated as the lowest (M=3.43) but were still described as *excellent.*

Notably, it can be seen from the table that the nursing and criminology graduates rated *communication skills* as *good* (M=3.10 and M=3.07, respectively). These were the lowest mean ratings for the two programs. It can also be noted that *thinking skills* (M=3.23) and *interpersonal skills/teamwork* (M=3.24) were rated as *good* by the criminology graduates.

Table 5. *The Graduates' Assessment of Their Strengths and Weaknesses*

Program	Graduates' Strengths	Graduates' Weaknesses
Nursing	-Adaptability, Self-awareness, conscience, open-mindedness, positive outlook, resilience, competence, and compassion,	-Stress management skills, communication skills
Mining Engineering	-Problem-solving skills, adaptability, technical proficiency, openness, and responsibility	-Research skills, emotional management skills
Secondary Education Major in English	-Confidence, empathy, self-belief, adaptability	- Time management skills, emotional management skills
Information Technology	-Attention to detail, adaptability, problem-solving, flexibility	- Productivity skills
Criminology	-Humility, creativity, critical thinking skills	-Writing skills, emotional management skills, time-management skills, communication skills

The table above presents a summary of employability skills desired by graduates to be explored and enhanced which can be integrated into their respective program curriculums.

Table 6. *Graduates' demonstrated employability skills as assessed by employers*

Employability Skills	Nursing			Criminology			Education			Mining			IT			Overall		
	M	SD	QD	M	SD	QD	M	SD	QD	M	SD	QD	M	SD	QD	M	SD	QD
Communication	3.61	0.67	VE	3.86	0.33	VE	3.78	0.38	VE	4.00	0.00	VE	3.17	0.00	E	3.68	0.28	VE
Thinking	3.67	0.58	VE	3.93	0.12	VE	3.50	0.58	VE	4.00	0.00	VE	3.25	0.00	VE	3.67	0.26	VE
Interpersonal Skill/ Teamwork	3.33	1.15	VE	3.89	0.30	VE	3.40	0.23	VE	4.00	0.00	VE	3.80	0.00	VE	3.68	0.34	VE
Technology/ Information Technology	3.80	0.35	VE	3.89	0.30	VE	3.47	0.58	VE	4.00	0.00	VE	4.00	0.00	VE	3.83	0.25	VE
Planning and Resource Management	3.17	0.93	E	3.86	0.38	VE	3.58	0.58	VE	4.00	0.00	VE	3.50	0.00	VE	3.62	0.38	VE
Personal Qualities	3.63	0.64	VE	3.76	0.43	VE	3.77	0.40	VE	4.00	0.00	VE	3.90	0.00	VE	3.81	0.29	VE
Average:	3.54	0.72	VE	3.86	0.31	VE	3.86	3.86	VE	4.00	0.00	VE	3.60	0.00	VE	3.77	0.98	VE

Table 6 presents the extent to which employers assessed the demonstration of employability skills by Paulinian graduates. The skills assessed include communication, thinking, interpersonal skills/teamwork, technology/information technology, planning and resource management, and personal qualities. Overall, the employers rated the demonstrated skills as very extensive, with an average rating of 3.83, while planning and resource management received the lowest rating of 3.62, still considered very extensive. It isalso worth noting that nursing employers rated planning and resource management as extensive (3.17), indicating potential skill gaps in this area for nursing graduates. Additionally, communication skills were rated as extensive by employers of IT graduates (3.17), suggesting a potential area for improvement in this skill for IT graduates, according to employer perceptions. Overall, the findings indicate that Paulinian graduates demonstrate strong employability skills, particularly in technology and information technology. However, there may be opportunities for further development in planning and resource management for nursing graduates, and in communication skills for IT graduates, based on employer feedback.

Table 7. *The Employers' Assessment of the Graduates' Strengths and Weaknesses*

Program	Graduates' Strengths	Graduates' Weaknesses
Nursing	- Humility, Christ-centered attitude, communication skills,	- Technology skills, leadership skills, planning and resource

	teamwork, kindness, politeness, adaptability, problem-solving skills	management skills
Mining Engineering	-Time management, Resilience,	
Secondary Education Major in English	-Responsibility, resourcefulness, problem-solving skills, integrity	
Information Technology	-Problem-solving skills	- Communication skills
Criminology	-Humility, honesty, decision-making skills, critical thinking skills, discipline	-Time-management skills, communication skills, research skills, technology skills, problem-solving and adaptability skills

The table above presents a summary of employability skills desired by employers to be explored and enhanced which can be integrated into their respective program curriculums.

Table 8. *The extent of effectiveness of the SPUS OBE Teaching and Learning Strategies on the employability skills as assessed by the graduates*

Employability Skills	Nursing			Criminology			Education			Mining			IT			Overall		
	M	SD	QD	M	SD	QD	M	SD	QD	M	SD	QD	M	SD	QD	M	SD	QD
Communication	3.41	0.59	VE	3.23	0.82	E	3.46	0.63	VE	3.57	0.51	VE	3.65	0.50	VE	3.47	0.61	VE
Thinking	3.17	0.86	E	3.33	0.75	VE	3.48	0.55	VE	3.50	0.53	VE	3.74	0.47	VE	3.44	0.63	VE
Interpersonal Skill/ Teamwork	3.40	0.64	VE	3.34	0.63	VE	3.56	0.54	VE	3.62	0.49	VE	3.63	0.61	VE	3.51	0.58	VE
Technology/ Information Technology	3.08	0.78	E	3.32	0.66	VE	3.72	0.49	VE	3.47	0.57	VE	3.68	0.49	VE	3.45	0.60	VE
Planning and Resource Management	3.16	0.86	E	3.36	0.63	VE	3.47	0.54	VE	3.47	0.58	VE	3.57	0.52	VE	3.41	0.63	VE
Personal Qualities	3.36	0.65	VE	3.36	0.67	VE	3.65	0.50	VE	3.59	0.51	VE	3.60	0.52	VE	3.51	0.57	VE
Average:	3.26	0.73	VE	3.32	0.69	VE	3.56	0.54	VE	3.54	0.53	VE	3.65	0.52	VE	3.47	0.60	VE

Table 8 indicates that the SPUS OBE Teaching and Learning Strategies have been positively received by graduates, with an average rating of 3.47. Interpersonal skills and teamwork received the highest rating, indicating graduates' readiness for collaborative work. Personal qualities and planning/resource management were also rated highly. Nursing graduates recognized the effectiveness of thinking skills, technology, and planning/resource management. Criminology graduates emphasized communication skills, while secondary education and IT graduates valued technology and thinking skills, respectively. Overall, the tailored approach of SPUS OBE strategies addresses specific skill needs across disciplines, preparing graduates for the workforce. Graduates mentioned adaptability, problem-solving, and teamwork as competencies developed through OBE.

Table 9. *Relationship between graduates' employability skills and the effectiveness of the teaching and learning strategies*

Program	r	p-value	Decision	Interpretation
Nursing	0.83	0.003	Reject H_o	Significant
Criminology	0.68	0.007	Reject H_o	Significant
Education	0.87	0.003	Reject H_o	Significant
Mining	0.70	0.035	Reject H_o	Significant
Information Technology	0.78	0.04	Reject H_o	Significant

Table 9 displays the relationship between graduates' employability skills and the effectiveness of teaching and learning strategies. The findings reveal significant correlations between effective teaching and learning strategies and employability skills in various fields. Nursing graduates exhibit a strong positive correlation (r=0.83), indicating that as teaching and learning strategies improve, their employability skills also increase. Meanwhile, Criminology graduates show a moderately strong positive correlation (r=0.68), suggesting a significant relationship between teaching and learning strategies and their employability skills. Furthermore, Secondary education graduates majoring in English demonstrate a very close to perfect correlation (r=0.87), emphasizing the primary role of teaching and learning strategies in shaping their employability skills. While the Mining engineering graduates display a positive correlation (r=0.70), highlighting the importance of effective strategies in developing their employability skills. Lastly, Information technology graduates exhibit a strong positive correlation (r=0.78_, indicating the significant role of strategies employed in their program in shaping their employability skills. Overall, these findings suggest that the teaching and learning strategies implemented in these programs effectively develop graduates' employability skills.

Table 10. *Relationship between graduates' demonstrated competencies derived from the Program Outcomes and the effectiveness of the teaching and learning strategies*

Program	r	p-value	Decision	Interpretation
Nursing	0.79	0.007	Reject H_o	Significant
Criminology	0.72	0.007	Reject H_o	Significant
Education	0.97	0.000	Reject H_o	Significant
Mining	0.57	0.106	Accept H_o	Not Significant
Information Technology	0.80	0.030	Reject H_o	Significant

In Table 10, the relationship between graduates' competencies and the effectiveness of teaching and learning strategies in various fields of study is presented. The key findings are as follows:

As for Mining Engineering, there is no significant relationship between graduates' competencies and teaching strategies. For Nursing department, there is a significant relationship, indicating effective teaching strategies. Meanwhile for Criminology department, there is a significant relationship, suggesting effective teaching strategies. While in the Secondary Education Major in English, there exists a highly significant relationship, indicating exceptionally effective teaching strategies. Finally, in the Information Technology department, there is a significant relationship, suggesting effective teaching strategies. These findings highlight the importance of aligning teaching strategies with program outcomes and competencies. They also indicate the success of the institution in implementing effective teaching strategies across different disciplines.

Table 11. *Teaching and learning strategies that can be adopted to enhance employability skills and Life Performance Outcomes*

Strategies for enhancement	Nursing	Criminology	Education	Mining	IT	Overall	Rank
SPUS could expose students to work while studying.	2	5	0	1	1	**9**	**5.5**
SPUS could encourage students to do volunteer work and community service projects.	2	3	2	1	1	**9**	**5.5**
SPUS could work with companies/institutions to identify required employability skills.	2	3	3	2	1	**11**	**3**
SPUS could introduce courses for particular identified skills needed.	2	4	2	1	1	**10**	**4**
SPUS could offer workshops for students	1	5	3	2	1	**12**	**2**

to develop employability skills.							
SPUS could establish robust career services (career counseling, job fairs, and other employer networking events).	2	3	1	1	1	**8**	7.5
SPUS could encourage students to participate in extracurricular activities and clubs that help them develop employability skills.	1	4	2	0	1	**8**	7.5
SPUS could invite industry experts to give guest lectures, participate in panel discussions, and engage in curriculum development.	2	6	2	2	1	**13**	**1**
Provide morally dignified and committed Criminologist Teachers(As they are the model for their students)	0	1	0	0	0	**1**	9

Table 11 highlights effective teaching and learning strategies for enhancing employability skills and life performance outcomes. The top recommendation, supported by thirteen employers, emphasizes the integration of industry expertise into the academic environment. This involves involving industry experts in guest lectures, panel discussions, and curriculum development.

Based on the findings, the following teaching and learning strategies for enhancement of graduates' employability skills and Life Performance Outcomes (LPO) were determined:

1. **Integration of Industry Expertise**: The top recommendation from employers emphasizes the importance of involving industry experts in academic activities like guest lectures and curriculum development to bridge the gap between theoretical knowledge and practical application, preparing students for the workforce.
2. **Workshops for Employability Skills**: Employers suggest workshops aimed at developing employability skills to provide students with the necessary competencies and practical experience required by employers, highlighting the significance of hands-on learning.
3. **Collaboration with External Partners**: Employers stress the need for collaboration between the educational institution and external companies to identify and incorporate essential employability skills into the curriculum. This collaboration ensures alignment with industry demands and enhances graduates' readiness for professional roles.
4. **Role of Faculty in Ethical Development**: One employer's feedback emphasizes the vital role of faculty members in shaping students' ethical and professional growth. The importance of morally upright and dedicated teachers, especially in disciplines like Criminology, influences students not only academically but also in terms of ethical conduct and commitment to their profession.

These strategies aim to better prepare students for the demands of the workforce by integrating practical experiences, industry expertise, and ethical development within the academic environment.

5. Conclusion and/or Recommendations

Based on the comprehensive findings presented in the study regarding employability skills and the demonstrated competencies derived from program outcomes across various disciplines at SPUS, the following implications were identified: first is the curriculum alignment with industry needs, the study emphasizes the importance of aligning educational programs with current industry requirements and evolving job market demands, thus, this suggests that SPUS should regularly review and update curriculum to ensure relevance and to prepare the graduates effectively for professional roles and ultimately to uplift the local workforce which can lead to a better economy. Thus, it is important for the management team to regularly conduct curriculum reviews and

update them based on the industries' needs and feedback. Additionally, on the importance of practical skills development, SPUS must incorporate hands-on learning experiences and workshops that may enhance critical thinking, problem-solving, and technical proficiency skills across all academic programs. The aforementioned skills are important to be developed to enhance the employability of the graduates. Furthermore, faculty members play a crucial role in shaping the students' ethical conduct and professional development as they serve as role models for students in demonstrating ethical behavior and professionalism. This entails that SPUS should invest in faculty training on ethical behavior and integrate ethical considerations into teaching practices to better prepare students for ethical dilemmas in their careers. Moreover, there is an alignment between the graduates' self-assessment and employer perceptions which indicates the effectiveness of educational programs in meeting industry expectations. With this, SPUS should continue to use feedback mechanisms from employers to adjust and improve educational strategies and curriculum content accordingly. Also, SPUS should consider implementing specialized training or workshops to address these skill gaps effectively. Additionally, collaboration with external companies and institutions is essential for keeping educational programs relevant and providing students with practical experiences and industry insights. Hence, SPUS should strengthen these partnerships to facilitate internships, research collaborations, and guest lectures that can enrich the learning experience and enhance the graduates' employability. Furthermore, educational institutions that are aiming to enhance graduate employability should focus on aligning their programs with industry-specific employability skills and competencies for them to better prepare their graduates for successful careers in the future. By understanding the effectiveness of SPUS's Outcomes-Based Education teaching and learning strategies, these other institutions can also adopt or refine their teaching methods to enhance their student's readiness for the workforce.

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