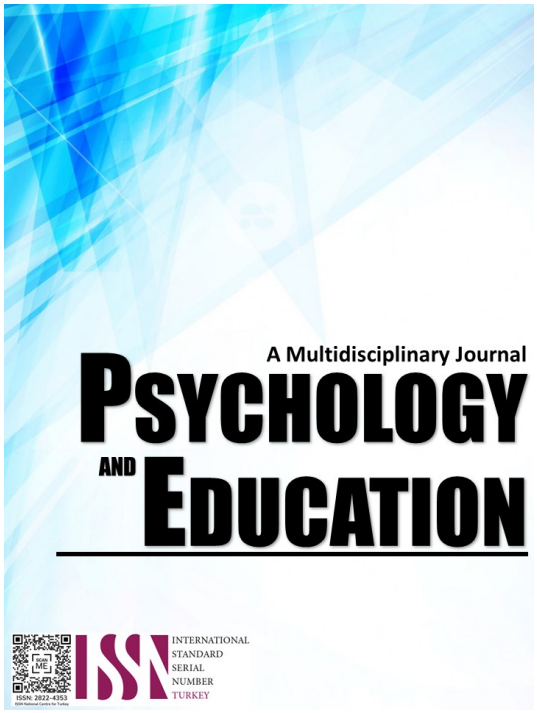
ACADEMIC PERFORMANCE, PERSONALITY TYPES, AND SELF-EFFICACY: PREDICTORS ON ALTERNATIVE LEARNING SYSTEM LEARNERS&RSQUO; EMPLOYABILITY SKILLS



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Research Article

Academic Performance, Personality Types, and Self-Efficacy: Predictors on Alternative Learning System Learners' Employability Skills

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Abstract

The five learning strands of the alternative learning system are intended to improve the employability skills of the learners. With improved employability skills, learners will have better chances of employment after graduation. This study was conducted to determine the level of employability skills of ALS learners and to find out the factors that are associated with predictors of employability skills. Employing the descriptive-correlational and causal research design, a total of 473 participants were selected through a random sampling technique. Adapted survey questionnaires for personality types, self-efficacy, and employability skills were administered to the participants. Results showed that the participants have a high level of employability skills, very satisfactory academic performance, and a high level of self-efficacy. Extraverts, sensors, feelers, and judgers were the dominant personality types of the participants and the majority were looking for employment after graduation. Correlation coefficients indicated that employability skills are significantly associated with academic performance, personality types, self-efficacy, and post-graduation plans. Multiple regression beta coefficients revealed that self-efficacy, communication skills, personality preferences, and sustainable resources were significant predictors to ALS learners' employability skills. From the findings, the conclusion is drawn that the level of employability skills among the participants is generally higher and the learners are employable for an appropriate job after their graduation while the best predictor of employability skills is the learners' self-efficacy.

Keywords: Academic Performance, Self-efficacy, Personality Types, Alternative Learning System, Employability Skills

Introduction

The alternative learning system (ALS) was created by the Department of Education as an alternative option for out-of-school children, youth, and adults to finish basic education. ALS was designed to address the needs of the learners in such a way that the schedules of learning sessions and modular instructions are flexible and could be based on the availability of the learners. This program of the government is appropriate for employees who dropped out of school or to those workers who cannot attend formal schooling due to the schedule of work. Education is the key to economic development. People who have earned diplomas and degrees have better chances of landing better jobs, but learners who dropped out of school may end up unemployed. It is because many of jobs require specific educational qualifications. Any individual who failed to graduate in high school may only manage to work for a less paying and contractual job or worst becomes unemployed.

The number of unemployed persons globally in 2017 is forecast to stand at just over 201 million – with an additional rise of 2.7 million expected in 2018 (WESO, 2017). According to a study conducted in April 2016 by the New York-based financial forecasting website, theTradingEconomics.com, there were about 2.6 million unemployed individuals in the Philippines and 42.6 percent were high school graduates (Alijandrino, 2017; Habito, 2017). In comparison, Thailand counts less than half a million unemployed, with the jobless rate at 1.2 percent in January of 2017. Considering this, the Philippines has the highest number of unemployed in South East Asia (Habito, 2017)

Based on the report from NEDA, the increase in unemployed Filipinos came from those with only elementary education, followed by those with high school education and the bulk of the increase in the number of unemployed came from adult workers (Morallo, 2017). In addressing this problem, the goal of the Philippine Development Plan for 2017-2022 is to target the unemployed to reduce the unemployment rate.

This unemployment rate which contributes to poverty is the reason some Filipinos are considered economically poor. The survey conducted by the Philippine Statistics Authority shows that as of July 2016, the employment rate is slightly down at 94.4 percent for July. Unemployment is experienced by out-of-school youth and adults who are jobless. Employers at present are raising the qualifications for job applicants. In many instances, for a job that requires a minimum salary, the applicant should be at least a high

school graduate with skills training and work experience. For job seekers who are school dropouts, ALS is the solution. It is a government program designed to improve the socio-economic status of the out-of-school youth and the poor by enhancing their basic educational capability through education, literacy, and continuing education programs. It is to enable them to become more self-reliant, be integrated more effectively into a productive social, economic life, sufficient and with self-growth opportunities (Manalili,2015).

As reported, the Philippines right now is the fastest growing economy in Asia, faster than China and other developed ASEAN countries like Singapore. With jobs pouring in especially in construction, many can get employed even if many have failed to graduate in High School. Data from the survey conducted by the Philippines Statistics Authority, of the 16.59 million Filipino workers in the Philippines for the year 2016, 39.03 % of the entire labor force are unable to finish basic education (DepEd, 2016).

This finding is alarming considering that ALS Programs especially the A&E started as early as 2004 and enrolling in ALS is free, and the learning materials also are given for free. Based on the data coming from DepEd, in the last ten years from 2005 to 2015, a total of 3, 968, 116 were enrolled in ALS and a total of 2, 890, 787 completed the A & E program. Unfortunately, 1, 602, 475 took the ALS A & E test, and the results released by DepEd showed that there were only 582,536 (36.35%) who passed the test (Panaligan, 2016).

Despite the efforts of DepEd and its partner organizations, ALS remains unpopular and less attractive to the public even to those out-of-school youth and adults. The low passing percentage for the A&E test is another barrier for ALS learners to proceed to college after completing the program. This state of affairs prompted this study to determine the learning strands performances of ALS learners as well as the employability skills. The researcher believes that once the public knows how good the ALS program is as testified by the higher employability skills, there will be an increase in public recognition, especially to school dropouts. Thus, ALS enrollment is also expected to increase.

There are good stories to tell on ALS that the out-of-school needs to know. For instance, Pacquiao is an ALS ambassador and now a senator and so is Del Rosario, a secondary LET and Nursing Topnotcher (Chowdhurry, 2017). There are more to come since for the first time DepEd appointed Assistant Secretary for ALS and the K to 12 ALS Curriculum will be modified in order for the ALS graduates to have four possible exits or outcomes, namely higher education, employment, entrepreneurship or middle-level skills development (Mateo, 2017).

This study was conducted since there are very few studies especially dissertations on Alternative Learning Systems whose focus is to assess the employability skills of the ALS learners. It is a must to study the employability skills of the ALS students since there were only a few empirical data that ascertained the employability skills of ALS learners. In this study, academic performance, personality types, self-efficacy, and demographic profile were ascertained whether these variables could significantly predict employability skills.

Assessing whether ALS learners' academic performance, personality preferences, and self-efficacy related to employability skills may provide valuable information that DepEd stakeholders such as school administrators, school counselors, school psychologists, and school human resource practitioners could use in career development support and counseling practices to improve employees' employability skills. Ultimately, scholars have identified a need for an additional study that examines the transition of new graduates to the workforce (Holden and Hamblett, 2007). In this context, the current study sought to contribute to the body of knowledge on the employability skills of the graduates of the Alternative Learning System.

Research Questions

The purpose of this study was to determine the variables that significantly predict the employability skills of the participants. Specifically, the study sought to answer the following questions:

1. What is the level of the academic performance of the participants in the five learning strands in terms of:
    1.1 communication skills;
    1.2 problem-solving and critical thinking skills;
    1.3 sustainable use of resources and productivity;
    1.4 development of self & a sense of community; and
    1.5 expanding one's world vision?
2. What are the personality types of the participants in terms of the 16 types of personality created by Jung and Myers?
3. What is the level of self-efficacy of the participants?
4. What is the level of the employability skills of the

participants in terms of
4.1 work ethics;
4.2 courtesy;
4.3 teamwork;
4.4 lifelong learning;
4.5 self-discipline and self-confidence;
4.6 conformity to prevailing norms;
4.7 problem-solving;
4.8 english proficiency; and
4.9 technical literacy?
5. Is there a significant relationship between the level of employability skills, academic performance, personality types, and self-efficacy?
6. Which of the variables best predicts the employability skills of the participants?

Literature Review

Employability Skills

This study is anchored on the employability skills framework of the Pennsylvania Department of Education. The framework defines employability skills as soft skills and is equally important as technical skills. According to Doyle (2017), soft skills allow one to work well with others, apply knowledge to solve a problem and fit into any work environment. Chang and Ngang (2015) on the other hand, described soft skills as skills required for a given job. According to Sean (2008) soft skills are "non-technical, intangible, personality-specific skills" that determine an individual's strength as "a leader, listener, and negotiator, or as a conflict mediator." Soft skills are the traits and abilities of attitude and behavior rather than of knowledge or technical aptitude (Tobin, 2006). The Center for Career Opportunities at Purdue University defines soft skills as "the cluster of personality traits, social graces facility with language, personal habits, friendliness, and optimism that mark each of us to varying degrees." Their list of soft skills includes work ethic, courtesy, teamwork, self-discipline, self-confidence, conformity to prevailing norms, and language proficiency.

The Pennsylvania Department of Education Employability Skills Framework which were used to assist this study consists of nine core skills namely, work ethic, courtesy, teamwork, lifelong learning, self-discipline/self-confidence, conformity to prevailing norms and Problem solving, language proficiency, and technical literacy (Pennsylvania Department of Education, 2006).

Work Ethics as an employability skill, it is defined as a motivating belief that employees owe their employer a full day of diligent work. It includes reporting to work on time and regularly, and following their supervisor's instructions (Pennsylvania Department of Education 2006). According to Doyle (2017) for graduates to get employed, they need to possess one of the five employability skills known as ethics. Overtoom (2000) on his theory on employability skills, describes work ethics as a core skill required by the 21st-century workplace. Vidyullatha et al. (2016) in a study on soft skills of graduating students, described professional ethics as a fundamental element of graduate employability. A factor analysis study conducted by Aigbavboa et al. (2017) reveals that work ethic is one of the five clusters of employability skills as the expected skills for graduate success. This is the belief that an employee needs to give an employer an honest day's work for a paycheck. How do we show that we have a good work ethic? Show up on time, look for ways to stay busy, be willing to accept challenges, stick at a task until it is done. These are all ways to demonstrate a good work ethic. In addition, people with a weak work ethic often require more management and oversight to keep them focused on their work, while people with a strong work ethic typically work well with minimum oversight (Munroe, 2017).

Courtesy is defined as the habitual use of please, thank you, excuse me and may I help you? In dealing with customers, supervisors, and colleagues ((Pennsylvania Department of Education, 2006). According to Bhanugopan and Fish (2009) skills, value, and personal attributes such as being courteous in dealing with other people are required at the workplace. McClain (2005) who conducted a survey on 400 employers on their perceptions of skills and competencies required for employees revealed that employers preferred employees who are courteous. This finding of McClain was supported by Allen (2017) who revealed that a positive attitude like courtesy is one skill employers are looking for in the employees.

Teamwork is described, as the ability to work with others and in teams. It is also described, as the ability to share responsibilities, confer with others, honor commitments, help others do their jobs, and seek help when needed (Pennsylvania Department of Education, 2000). Teamwork is described as one of the essential employability skills by(Doyle, 2017; Belwal, et al., 2017; Martin, et al., 2008; Zinser, 2003; Cassel & Kolstad, 1998;) and described as a soft skill by (Chan and Ngang, 2015). A local study conducted by Abas and Imam (2016) revealed that teamwork skill is

moderately correlated, with employee performance. On the other hand, numerous research studies indicate new employees' lack of needed employability skills such as teamwork. On the other hand, research, conducted in Oman on employability skills revealed that the ability to work in teams emerged as one of the five most significant employability skills (Belwal, R., Priyadarshi, P., & Al Fazari, M. H. 2017). On the one hand, employers expect graduates to not only have technical expertise but to be equipped with a wealth of generic skills such as team working (AAGE, 2012; CBI, 2011).

Lifelong Learning is described as the desire and capability to continually absorb new knowledge (Pennsylvania Department of Education, 2006). According to UNESCO (2015), every person, at every stage of their life should have lifelong learning opportunities to acquire the knowledge and skills they need to fulfill their aspirations and contribute to their societies. In the context of employment, International Labor Organization (ILO) defined lifelong learning as "all learning activities undertaken throughout life for the development of competencies and qualifications" where "competencies" cover the knowledge, skills, and know-how applied and mastered in a specific context, and "qualifications" mean a formal expression of the vocational or professional abilities of a worker which is recognized, at international, national or sectoral levels (Macaranas, 2007). Lifelong learning is now recognized by educators, governing bodies, accreditation organizations, certification boards, employers, third-party payers, and the general public as one of the most useful competencies that people must possess. Promoting lifelong learning as continuous, collaborative, self-directed, active, broad in the domain, everlasting, positive and fulfilling, and applicable to one's profession as well as all aspects of one's life has emerged as a major, global educational challenge (Collins, 2009).

Self-discipline and Self-confidence are the ability to arrange one's own tasks for best performance, to learn from experience, to ask questions and correct mistakes, and to absorb criticism and direction without feeling defeated, resentful or insulted (Pennsylvania Department of Education, 2006). According to Lingbayan (2005), ALS Program is aimed in the development of the individual to become self-reliant, self-sufficient, and self-disciplined to participate in all activities and become a productive citizen in the national development efforts not only their life but the government as a whole. A separate study on employability skills revealed that employers expect graduates to have the discipline (Lowden et al., 2011).

The results of the studies on student self-discipline accurately predicted their final grades, class attendance, standardized test scores—and even selection into a competitive high school program the following spring. In the second round, questions on study habits and IQ were added. The results were profound and unmistakable. Self-discipline accounted for more than twice as much impact as IQ did in grades, test scores, school selection, school attendance, hours spent doing homework, hours spent watching television, (inversely) and the time of day students began doing homework (Elmore, 2017). McClain (2005) who conducted a survey on 400 employers on their perceptions of skills and competencies required for employees revealed that employers preferred employees with personal quality skills like discipline, honesty, and courtesy.

Children with high self-discipline also behaved differently in relation to school. In particular, they were less frequently absent, did more hours of homework, spent less time watching television, and began their homework earlier in the day compared to children with low self-discipline. Perhaps most interesting of all, these scientists found that self-discipline was more important than IQ in predicting every outcome (Thill, 2017).

Conformity to Prevailing Norms is described as the ability to govern one's dress, grooming, body language, tone of voice, and vocabulary according to a particular culture of a given workplace (Pennsylvania Department of Education, 2006). It is the teamwork thing - being able to fit in with a group is important. Dressing and grooming appropriately, being mindful of our body language, the tone of our voice, and even the words we use affect how we work in a group. McClain (2005) surveyed results from 400 employers on their perceptions of skills and competencies required for employees. Employers reported that they preferred employees to possess employability skills over technology. Conformity to prevailing norms was rated as one of the most important skills to employers. In terms of cultural practices, Sincero (2017) stated that norm influences the manner we learn, live, and behave. Because of this, many theorists believe that the culture-norm is an important, shaper of our personality.

Problem Solving is described as recognizing that a problem exists, identifying the problem, devising a plan of action to solve the problem, and implementing that plan of action to solve the problem (Pennsylvania Department of Education, 2006). The findings suggest that, in order to increase new graduates' employability,

university programs and courses should focus on learning outcomes linked to the development of soft skills. In addition, when applying for jobs, university graduates should highlight their soft skills and problem-solving skills (Finch, 2013). Problem-solving skills are core to employability (Reid and Anderson, 2012). Problem-solving is a competency closely related to intelligence or general mental ability (Scherbaum *et al.,* 2012), which is the best predictor of job performance across a variety of occupations (Schmidt and Hunter, 2004). Problem-solving incorporates a range of competencies including critical thinking skills, creativity, leadership skills, and adaptability (Jabr, 2011; Barr et al., 2009). On2 the other hand, research conducted in Australia revealed that employers expect graduates to not only have technical expertise but to be equipped with a wealth of generic skills such as problem-solving. (AAGE 2012; CBI, 2011).

Language Proficiency is the ability to speak, read and write Standard English in a business-like way. (*Pennsylvania Department of Education, 2006)* findings show us that it is a need for graduates now to master the English language as it is used worldwide (Annie & Muk-Ngiik Wong, 2006). All employers look for job candidates with strong communication skills. Communication refers to one's ability to convey information clearly to others. Employers want employees with strong communication skills. Part of being a strong communicator also includes being good listener employees need to be able to understand the questions and concerns of their clients and listen to their employer's directions (Doyle, 2017). Communication skills are presumed to be useful in a range of working environments (Chamorro-Premuzic *et al.,* 2010). Specific soft skills that may affect employability include the following types of communication skills; written communication skills, verbal communication skills, and listening skills (Ariana, 2010; Graham et al., 2010; Gardner et al., 2005 Lewis, 2010). Employers expect graduates to not only have technical expertise but to be equipped with a wealth of generic skills such as communication (AAGE, 2012; CBI, 2011).

Technical Literacy is the ability to use computers and other technologies (Pennsylvania Department of Education, 2006). While most employability skills are soft skills, IT is a hard skill that is increasingly required, in almost every job. While jobs in the field of Information and Technology require extensive IT knowledge, every job requires a little bit of experience with information technology. Employers want job candidates who can use common programs like Microsoft Office, especially Word and Excel. Any other IT experience is almost always considered a plus (Doyle, 2017). On the one hand, knowledge of software is essential when considering an individual's employability. Generally speaking, these skills send a signal to employers that a new graduate has mastered the specific proficiencies needed to perform highly on a particular job (Huang and Lin, 2011; Laker and Powell, 2011). According to Becker (2014), a well-known American economist human capital refers to the abilities and qualities of people that make them productive.

Human capital is defined as the knowledge, skills, assets, and experiences that an individual has that add value to a company. It explains that not every employee has the same value; it depends on their knowledge, skills, and assets. The human capital theory asserts that human capital is a key determinant of economic success in all industries (Samoszuk, 2017). Human Capital Theory Promotes education as an "investment" that, yields returns in due course to the individual in terms of pay and to the state in terms of employment and economic growth, HCT provides a captivating model for neoliberal governance of state education. The theory thus promotes state education systems as subservient to the vaunted knowledge economy, as instrumental for economic growth (Gillies, 2017; Peers, 2015). A key strategy in determining economic performance has been to employ a conception of individuals as human capital and various economic metaphors such as "technological change," "research," "innovation," "productivity," "education," and "competitiveness (Fitzsimons, 2015).

Academic Performance

ALS curriculum has six learning strands namely, Communication Skills (English), Communication Skills (Filipino), Scientific Literacy and Critical Thinking Skills, Mathematical and Problem-Solving Skills, Life and Career Skills, Understanding the Self and Society, and Digital Literacy (DepEd-ALS, 2017). One concept of employability skills investigated by Wels (2013) is academic performance. Wels revealed that there is a link between academic achievement and graduate employment. The finding indicates that the higher the academic performance, the higher the employability skills learners have. This assumption was supported by the statement of Yorke (2004) who concluded that employees with developed employability skills would be more successful than those without the desirable skills employers require. Another study revealed that student academic

achievement may influence a student's success in obtaining an offer of employment (Fang et al.; 2004; Witterkind, 2010). On the part of Google Company, academic achievement is not a requirement for hiring in fact; the company hired more and more people who never even went to college (Nisen, 2013).

Personality Preferences

In one study conducted on employability skills, the researchers as a basis concluded that a graduate's personality is one of the five most significant employability skills (Belwal et al. 2017). In another survey conducted on employability skills among the employees, one major personal attribute of graduates was identified as a requirement in the workplace (Bhanugopan and Fish, 2009). According to professor Yorke (2016) employability has something to do about a set of personal attributes that make graduates more likely to gain employment and be successful as a basis in their chosen occupations. The study was conducted by Allen (2017). It revealed that employers are looking for employees who possess personal attributes like a positive attitude (a 'can do' approach, good work ethic, and willingness to learn. Xiaobing Zhang (2013) concluded that the employability skills perceived by Chinese employers whether in the service industry or in the manufacturing industry include personal qualities.

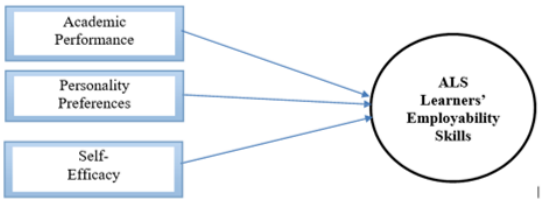

Figure 1. Conceptual Diagram Showing the Relationship of the Independent and Dependent Variables

Self-efficacy

The research findings determined self-efficacy as one of the key factors that influence alternative high school diploma graduates' success (Morrow-Gholson, 2016). A study on graduates revealed that self-efficacy is an important predictor of graduate employability (Dacre-Pool and Qualter, 2013). A study that examines the relationship between students career aspirations and self-efficacy, in a survey of 357 UK students from two post-92 universities found out that self-efficacy is the strongest predictor of career aspiration (Gbadamosi et al., 2015). The research finding shows that those who have self-efficacy lead to a gradual undermining of a person's self-confidence, an easy abandonment of effort, cultivation of insecurity, and the upcoming degradation of goals. Therefore, the perception of self-efficacy can predict the future actions of the person-educator and the course-accomplishment or not of goals that have been initially set (Bandura & Locke, 2009). According to Yorke and Knight (2004) employability is seen to be influenced, amongst other things by students' self-efficacy beliefs. One of the research findings revealed that self-efficacy as one of the key factors that influenced alternative high school diploma graduates' success (Morrow-Gholson, 2016). From the given theories and discussion of concepts, the researchers conceptualized that academic performance, personality preferences, and self-efficacy significantly predict learners' employability skills as seen on Figure 1.

Methodology

This study was conducted in one Schools Division of DepEd-10. It employed descriptive-correlational and causal design. A total of 473 ALS learners-participants enrolled last school year 2019-2020 were selected through random sampling were used in this study. To gather the data, adapted questionnaires for employability skills, personality preference, self-efficacy, and demographic profile were used while the grades of the students were used as indicators of academic performance. In terms of reliability, the employability skills questionnaire has a Cronbach alpha value of 0.889, Personality preference is .96.0 and self-efficacy is .803. To analyze the data, mean and standard deviation were used to determine the level of academic performance, self-efficacy, and employability skills while percent frequency was used to determine the personality types and the demographic profile of the participants. On the other hand, the Pearson product-moment correlation was used to determine the significant relationship between the level of employability skills, and the independent variables namely the academic performance in the five learning strands, personality types, self-efficacy, and the demographic profile. Lastly, multiple regression was used to identify the variables that best predict the employability skills of the participants.

Result

The purpose of this study was to determine the variables that significantly predict the employability skills of the participants. This answers the following

questions:

Problem 1. What is the level of the academic performance of the participants in the five learning strands in terms of:

1.1 communication skills;
1.2 problem-solving and critical thinking skills;
1.3 sustainable use of resources and productivity;
1.4 development of self & a sense of community; and
1.5 expanding one's world vision?

Table 1. Mean Distribution of the Academic Performance of the Participants in the five Learning Strands

Learning Strand	Mean	SD	Descriptive Rating
Communication Skills	87.01	0.90	Very Satisfactory
Problem Solving & Critical Thinking	86.10	0.89	Very Satisfactory
Sustainable Use of Resources and Productivity	86.50	0.88	Very Satisfactory
Development of Self & A Sense of Community	89.00	0.93	Very satisfactory
Expanding One's World Vision	87.32	0.90	Very Satisfactory
Over-all	87.19	0.90	Very Satisfactory

Table 1 presents the mean of the academic performance of the participants in the five learning strands of the ALS Accreditation & Equivalency Program. As shown in the table, the participants obtained the highest mean of 2.5 in Development of Self and A sense of community followed by communication skills with a mean of 2.4 and Expanding one's world vision with the mean of 2.36. On the other hand, lower means were obtained in Sustainable Use of Resources and productivity with the mean of 2.33 as well as problem-solving and critical thinking with the mean of 2.25. The overall mean is 2.37 which has a descriptive rating of low. The low level of academic performance is acceptable because students have limited contact hours with their teachers; it is also interesting for our ALS coordinators, mobile teachers, and instructional managers to find out if this level of academic performance is enough for ALS learners to pass the accreditation and equivalency test. In fact, these findings do not affirm the previous research findings that the intellectual abilities of ALS learners are "Very High" in Kabuhayan at Likas na Yaman, and Kasanayang Pangkomunikasyon.; are Matematika at Agham, and Pagpapalawak ng Pananaw "Very High" and as a whole, the general mean shows that the intellectual abilities of Indigenous Peoples (IPs) at the Brgy. Matag-ob, Municipality of Janiuay, Province of Iloilo, Philippines is "Very High (Moralista and Delarierte, 2014).

Problem 2. What are the personality preferences of the participants?

Table 2. Frequency and Percentage Distribution of the Personality Types of the Participants

Personality Type	Description	f	%	Rank
ESFJ (Extraverted, Sensing, Feeling and Judging)	Provider	82	17.3	1st
ENFJ (Extraverted, iNtuitive, Feeling and Judging)	Teacher	68	14.4	2nd
ESFP (Extraverted, Sensing, Feeling and Perceiving)	Performer	47	9.9	3rd
ENFP (Extraverted,iNtuitive,Feeling and Perceiving)	Champion	45	9.5	4th
ISFJ (Introverted, Sensing, Feeling and Judging)	Protector	32	6.8	5th
INFJ (Introverted, iNtuitive, Feeling and Judging)	Counselor	32	6.8	5th
ESTJ (Extraverted, Sensing, Thinking and Judging)	Supervisor	28	5.9	6th
ISFP (Introverted, Sensing, Feeling and Perceiving)	Composer	22	4.7	7th
INFP (Introverted, iNtuitive, Feeling and Perceiving)	Healer	22	4.7	7th
ENTJ (Extraverted, iNtuitive, Thinking and Judging)	Commander	18	3.8	8th
INTJ (Introverted, iNtuitive, Thinking and Judging)	Mastermind	17	3.6	9th
ISTJ (Introverted, Sensing, Thinking and Judging)	Inspector	15	3.2	10th
ESTP (Extraverted,Sensing,Thinking and Perceiving)	Dynamo	12	2.5	11th
INTP (Introverted, iNtuitive, Thinking, Perceiving)	Architect	12	2.5	11th
ENTP(Extraverted,iNtuitive,Thinkingand Perceiving)	Visionary	11	2.3	12th
ISTP (Introverted, Sensing, Thinking and Perceiving)	Craftsman	10	2.1	13th

Table 2 shows the frequency and percentage distribution of the Personality Types of ALS learners. As shown in the table, of the 473 participants, 82 (17.3%) have an ESFJ personality type, 68 (14.4%) have an ENFJ personality type, 47 (9.9%) have an ESFP personality type, 45 (9.5%) have ENFP personality types whereas ISFJ and INFJ have same personality type frequency of 32 (6.8%). ESTJ has a frequency of 28 (5.9%) whereas ISFP and INFP have the same frequency of 22 (4.7%). On the other hand, 18 (3.8%) have an ENTJ personality type, 17 (3.6%) have an INTJ personality type, and 15 (3.2%) have an ISTJ personality type. Personality types with fewer frequencies are ESTP and INTP both have 12 (2.5%) followed by ENTP with 11 (2.3%) and lastly, ISTP with 10 (2.1%).

These data revealed that the participants of this study are diverse in terms of personality types wherein the top five dominant personality types are ESFJ was also known as the provider, ENFJ also known as the teacher, ESFP was also known as the performer, ENFP was also known as the champion and ISFJ was also known as a protector. On the other hand, the top five lightly preferred personality types were the ISTP also known as a craftsman, ENTP was also known as visionary, INTP was also known as an architect, ESTP was also known as a dynamo, and ISTJ was also known as the inspector. For Myers (2003), knowing our personality type enables us to understand our own psychological behavior and personality. This belief in personality as an important factor that significantly influences the capacity of people to manage their career development proactively in a changing occupational world (Coetzee, 2012; Potgieter, 2012; Savickas and Porfeli, 2012).

Regarding employability skills, it is important for learners to be aware of their preferred personality. As Munroe (2017) stated Personality affects all aspects of a person's performance, even how he reacts to situations on the job. Not every personality is suited for every job position, so it is important to recognize

personality traits. Yorke (2016) on his part has noticed that people with outgoing personalities often work best in positions where they get to interact with others. However, outgoing people might not flourish in positions that keep them behind closed doors, separated from others.

As a whole, the data reveal that majority of the participants are *extraverts* in terms of how they use their energy, which means they are the type of learners who are energized by spending time with people and in busy, active surroundings and they tend to be more expressive and outspoken. *Sensors* in terms of how they process information, mean that they focus on their five senses and are interested in the information they can directly see, hear, feel, and so on they tend to be hands-on learners and are often described as practical. *Feelers* in terms of making a decision, which means that they tend to make decisions with their hearts; they are interested in how a decision will affect people, and whether it fits in with their values. Lastly, *Judgers* mean they appreciate structure and order; they like things planned, and dislike last-minute changes.

Problem 3. What is the level of self-efficacy of the participants?

Table 3. Mean Distribution of the Level of Self-Efficacy of the Participants

Indicators	Mean	SD	Description	Interpretation
1. I can learn what is being taught in class this year	3.4	1.4	Moderately Like of Me	Moderate
2. I can figure out everything if I try hard enough	3.5	1.2	Like of Me	High
3. If I practiced every day, I could develop just about any skill.	3.6	1.4	Like of Me	High
4. Once I have decided to accomplish something that is important to me. I keep trying to accomplish it even if it is harder than I thought.	3.5	1.3	Like of Me	High
5. I am confident that I will achieve the goals that I set for myself.	3.6	1.4	Like of Me	High
6. When I am struggling to accomplish something difficult. I focus on my progress instead of feeling discouraged.	3.5	1.3	Like of Me	High
7. I will succeed in whatever career path I choose.	3.4	1.3	Moderately Like of Me	Moderate
8. I will succeed in whatever college major I choose	3.4	1.3	Moderately Like of Me	Moderate
9. I believe hard work pays off.	3.5	1.4	Like Of Me	High
10. My ability grows with effort.	3.5	1.3	like of Me	High
11. I believe that the brain can be developed like a muscle.	3.5	1.3	Like of Me	High
12. I think that no matter who you are, you can significantly change your level of talent.	3.6	1.3	Like of Me	High
13. I can change my basic level ability considerably	3.6	1.3	Like of Me	High
Over-all Mean	3.5	1.3	Like of Me	High

Table 3 shows the mean distribution of the self-efficacy of the participants. As shown in the table, four indicators have obtained the highest mean of 3.6. Item number 3 “If I practiced every day, I could develop just about any skill”, item number 5 “I am confident that I will achieve the goals that I set for myself”, item number 12, “I think that no matter who you are, you can significantly change your level of talent” and item number 13 “I can change my basic level ability considerably”. On the other hand, the participants have the lower mean of 3.4 for item number 7 “I will succeed in whatever career path I choose” and item number 8 “I will succeed in whatever college major I choose.” The overall mean is 3.5 which has a descriptive rating of “like of me” and interpreted as high. This data implied that the participants have a high level of self-efficacy, though more efforts are needed to be done by learners and teachers to improve their level of self-efficacy. There is no doubt that self-efficacy is an essential factor for learners’ employability skills. Morrow-Gholson (2016) pointed out that self-efficacy is one factor that influenced alternative high school diploma graduates' success. In this relation, studies on graduates revealed that self-efficacy is an important predictor of graduate employability (Dacre-Pool and Qualter, 2013; Gbadamosi et al., 2015). On the other side, Yorke and Knight (2004) concluded that employability is seen to be influenced, amongst other things by students' self-efficacy beliefs.

Problem 4. What is the level of the employability skills of the participants in terms of
- 4.1 work ethics;
- 4.2 courtesy;
- 4.3 teamwork;
- 4.4 lifelong learning;
- 4.5 self-discipline and self-confidence;
- 4.6 conformity to prevailing norms;
- 4.7 problem-solving;
- 4.8 english proficiency; and
- 4.9 technical literacy?

Table 4. Summary of Means for the Employability Skills of the ALS Learners

Indicators	Mean	SD	Descriptive Rating	Interpretation
Work Ethics	4.17	1.03	Agree	Highly Employable
Courtesy	4.17	1.0	Agree	Highly Employable
Teamwork	4.07	1.0	Agree	Highly Employable
Lifelong Learning	4.18	0.95	Agree	Highly Employable
Self-discipline/Self confidence	4.18	1.4	Agree	Highly Employable
Conformity to Prevailing Norms	4.2	0.93	Agree	Highly Employable
Problem Solving	4.05	0.98	Agree	Highly Employable
Language Proficiency	3.9	0.97	Agree	Highly Employable
Technical Literacy	3.83	1.03	Agree	Highly Employable
Over-All Mean	4.08	1.03	Agree	Highly Employable

Table 4 presents the Summary of Means for the nine components of employability skills. As reflected in the table, of the nine components of employability skills included in this study, conformity to prevailing norms has the highest mean of 4.2 followed by lifelong learning 4.18, self-discipline and self-confidence 4.18, work ethics 4.17, courtesy 4.17, teamwork 4.07, problem-solving 4.05, language proficiency 3.9 and lastly technical literacy 3.83. Though these nine component skills vary in their mean scores, the description is the same which is “agree.” The overall mean is 4.08 which has a descriptive rating of agreeing and is interpreted as highly employable. The data

implied that the participants have a high level of employability skills thus they are employable if they decide to look for a job that is appropriate for their education attainment. Furthermore, it can be gleaned from the results that the participants have a better assessment in non-academic employability skills such as conformity to prevailing norms, lifelong learning, and self-discipline and self-confidence. On the other side, the participants have manifested a lower assessment of language proficiency and technical literacy. These findings did not affirm previous findings that the components of employability skills, technical skills, and communication skills are key factors in the employability of graduates (Kazilan, Fitrisehara, Hamzah, Ramlah, et al., 2013; Khandu, 2014). Meanwhile, the study of Thiessen and Looker (2009) on the components of employability skills were found out that supervisors have rated low points on communication skills, viewing basic literacy; and problem-solving skills of graduates.

Problem 5. Is there a significant relationship between the level of employability skills, academic performance, personality types, and self-efficacy?

Table 5. Pearson Moment-Product Correlation Analysis for the Significant Relationship between the Level of Employability Skills, Academic Performance, Personality Preference, and self- efficacy

Variable	N	R	P	Interpretation
Communication Skills	473	0.25**	0.00	Significant
Problem Solving & Critical Thinking	473	0.21**	0.00	Significant
Sustainable Use of Resources	473	0.24**	0.00	Significant
Development of Self & A Sense of Community	473	0.26**	0.00	Significant
Expanding One's World Vision	473	0.18**	0.00	Significant
Personality Preference	473	0.25**	0.00	Significant
Self-Efficacy	473	0.12**	0.012	Significant

**Correlation is significant at 0.05 level (2-Tailed)

Table 5 shows the results of correlation computation between the level of employability skills and academic performance in five learning strands, personality types, and self-efficacy of the participants. As shown in the table, communication skills, problem-solving and critical thinking, sustainable use of resources, development of self and a sense of community, expanding one's world vision, personality preference, and self-efficacy have P-values lower than the alpha value of 0.05 which applied a significant positive relationship. This implied that when these said variables will increase, the employability skills will also be likely increased. These findings affirmed the conclusion made by Wels (2013) that academic performance is significantly linked to graduate employment skills. The findings also supported a research conclusion that student academic achievement correlates with students' success in obtaining an offer of employment (Fang et al., 2004; Witterkind, 2010). The research finding of Sumanasiri (2015) which revealed that there is a clear relationship between employability skills of graduates and academic performance support this finding of the study. The figures indicate that there is a weak positive significant correlation between the level of employability skills and the personality types of the participants. The findings of this study conform to Professor Yorke's (2016) conclusion that employability skills are related to the graduates' employment and success. Another study conducted by Allen (2017) revealed that employability skills and personal attributes like a positive attitude are significantly correlated. On the other hand, a series of similar researches found out that personality is related to employability skills like courtesy, teamwork, self-discipline (Juhasz, 2010; Spears, 2015; Thill, 2017). Finally, Wertz (2015) research conducted has shown the positive relationship between employability skills and personality.

As to the correlation between the level of employability skills and self-efficacy of the participants, the P-value which is 0.012 is lesser than 0.05. This means that there is a weak positive correlation between the level of employability skills and the self-efficacy of the participants. This finding is affirmed by a study on graduates that reveals that self-efficacy is an important predictor of graduate employability (Dacre-Pool and Qualter, 2013). Another study concluded that there is a relationship between students' career aspirations and self-efficacy, and based on the computation it was found that self-efficacy is the strongest predictor of career aspiration(Gbadamosi et al., 2015). According to Yorke and Knight (2004) employability is seen to be influenced, amongst other things by students' self-efficacy beliefs. One of the research findings revealed that self-efficacy is one of the key factors that influenced alternative high school diploma graduates' success (Morrow-Gholson, 2016)

Lastly, as to the correlation between the level of Employability Skills and Post- Graduation Plans of the participants, the four post-graduation plans included in this study namely higher education ($P<0.05$), employment ($P<0.05$), entrepreneurship ($P<0.005$) and middle-skills training ($P<0.05$)have weak positive significant correlations to employability skills. This finding is being supported by research finding that states that graduates' self-efficacy is an important predictor of graduate employability (Dacre-Pool and Qualter, 2013; Gbadamosi, 2015). Also, Yorke and Knight (2004) concluded that employability is

influenced by students' self-efficacy. Similarly, one research finding revealed that self-efficacy is one of the factors that influenced alternative high school employability skills (Morrow-Gholson, 2016).

Problem Number 6. Which of the variables best predicts the employability skills of the participants?

Table 6. Multiple Regression Analysis Predicting the Variables that Best Predicts Employability Skills

Variables	Unstandardized Coefficients B	Standardized Coefficients *Beta*	t	Sig.	Interpretation
Constant	2.896		22.095	0.000	Significant
Self-Efficacy	0.097	0.188	3.55	0.000	Significant
Communication Skills	0.079	0.144	2.72	0.007	Significant
Personality Preference	0.153	0.127	2.99	0.003	Significant
Sustainable Resources	0.077	0.112	2.13	0.033	Significant

R=0.406, R^2 =0.165, F-value =18.39, Sig.(P) =0.000

Table 6 presents the Multiple Regression Analysis Predicting the Variables that Best Predicts Employability Skills. The R-value of 0.406 indicates a moderate relationship between the employability skills and the predictor variables. The R^2 value of 0.165 implied that the predictor variables explained 16.5 percent of the variability of the employability skills. The P-value of (F) which is 0.000 is less than 0.05 indicates a significant relationship between the employability skills and predictor variables and also it indicates that the model used to predict the dependent variable is a good fit for the data on hand. Based on the beta coefficients value, the best predictor is self-efficacy with the highest beta value of 0.188. From the B unstandardized coefficients, the regression equation is $Y=2.896 +0.097(X_1)+0.079 (X_2)+0.153 (X_3)+0.077 (X_4)$. The equation revealed that for every one-point increase for self-efficacy there will be a 0.097 increase in employability skills, a point increase of communication skills, the employability skills will increase by 0.079, a point increase of personality preference will increase 0.153 of employability skills, and a point increase of sustainable resources will increase the employability skills of 0.077.

The rest of the independent variables were excluded since they failed to significantly predict employability skills. This finding on self-efficacy as the best predictor of employability skills affirms the research finding of Moreau and Leathwood (2006) indicating self-efficacy as one factor influencing employability skills. It also supports the claim of a recent career-builder survey that self-efficacy may impact what you expect to get out of your career (Nauen, 2017). The finding on communication skills as predictors of employability skills strongly affirm the research findings that written and verbal communication as well as listening skill significantly affect employability (Ariana, 2010; Graham et al., 2010; Lewis, 2010).On the part of the employment plan as the predictor to employability skills, this relates to the finding of this study that the participants' top preference after graduation is to search for employment. This is also an indication that the participants are using the ALS program for employment purposes. As reported by Mateo (2017) that ALS learners need to have the same quality of education so they can avail themselves of employment as one of the four exits of K- 12(Mateo, 2017).

The finding here that the performance in communication skills performance is a predictor of employability skills of the participants indicates that the higher performance in this learning strand will increase the employability skills of the participants. This finding also did not support the conclusion of the study on ALS conducted by Tindowen (2017) that the level of development of ALS learners in communication skills is low. In sum, the predictors of the employability skills of the participants in this study are the realization of DepEd Order No. 30, series 2017 (DO 30, s. 2017), or Guidelines for Work Immersion, to provide learners with access to industry partners' facilities and employment simulation where they are given opportunities to apply their competencies, gain practical industrial skills, and develop good work ethics and values relevant to pursuing further education and/or joining the world of work (Mendoza, 2018). A study made by Ballon (2018) yielded similar findings that mode of job search, career choice, educational attainment, human relations, communication, and Information Technology serve as predictors and advantages to young graduates in looking for employment.

Discussion

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Conclusion

Based on the findings obtained, the following conclusions were drawn: The ALS implementers of the school's division of the department of education have done a tremendous job in providing quality and dedicated teaching that attributes learners' very satisfactory performance in the five learning strands. The participants of this study have unique types of

personalities that they used in learning the five learning strands of the ALS curriculum. Extraverts, sensors, feelers, and judgers are the types of personalities that ALS learners need to develop since these are good types of personalities suited to enhance employability skills. The higher mean scores obtained by the participants in self-efficacy are indicative that they have developed a strong belief for themselves that they can be successful as ALS learners. It is also a reflection that the learners have developed a genuine trust with their ALS implementers with a strong belief that the ALS curriculum will provide them the learning and experience they need to improve their employability skills. Improving further the learning performance in communication skills, problem-solving and critical thinking, sustainable use of resources and productivity, development of self & a sense of community, and expanding one's world vision should remain the focal point for our ALS implementers, especially the coordinators, mobile teachers, and instructional managers in order to provide learners' opportunities to increase their employability skills. Employability skills of ALS learners can be predicted using a regression model Y = 2.896 + 0.097 (self-efficacy) + 0.079(Communication Skills) + 0.153 (personality preference) + 0.077 (Sustainable Resources). What is accomplished in this study is a vast of learning experiences dealing with the ALS learners and the ALS implementers. ALS is a beautiful program because it improves the employability skills of the learners and it provides opportunities to all out-of-school youths and adults to finish basic education. With continued support from all the stakeholders, the employability skills of ALS learners could gradually be increased.

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