PERCEIVED SELF-EFFICACY IN TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE) AND THE WORK READINESS AND EMPLOYABILITY SKILLS OF JUNIOR HIGH SCHOOL LEARNERS OF SAN FERNANDO INTEGRATED SCHOOL, BISLIG CITY DIVISION: A DESCRIPTIVE-SURVEY STUDY

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ABSTRACT

This study described the perceived self-efficacy in Technology and Livelihood Education (TLE) and the work readiness and employability skills of junior high school learners of San Fernando Integrated School, Bislig City Division, for School Year 2025-2026. Anchored on Bandura's Social Cognitive Theory and Human Capital Theory, the study used a quantitative descriptive-survey design. The respondents were all 105 junior high school learners from Grades 7 to 10, selected through total enumeration. Data were gathered using adapted and validated questionnaires covering four self-efficacy dimensions—mastery experiences, vicarious experiences, verbal persuasion, and physiological feedback—and six employability domains—communication and interpersonal skills, problem-solving and critical thinking skills, teamwork and collaboration, work ethic and responsibility, adaptability and self-management, and technology and productivity skills. Weighted mean, standard deviation, and rank ordering were used in the analysis. Findings showed that learners manifested a High overall level of perceived self-efficacy in TLE (M = 3.61, SD = 0.52). Verbal Persuasion registered the highest mean (M = 3.85), while Physiological Feedback obtained the lowest mean (M = 3.28) and was interpreted as Moderate. Learners also manifested a High overall level of work readiness and employability skills (M = 3.65, SD = 0.47). Work Ethic and Responsibility ranked highest (M = 4.05), whereas Technology and Productivity Skills ranked lowest (M = 3.33) and was interpreted as Moderate. The findings suggest that TLE provides a meaningful space for developing learners' confidence and transferable work-related competencies, but emotional readiness during performance tasks and technology-supported productivity still require targeted instructional support.

Keyword: *Perceived Self-Efficacy, Technology And Livelihood Education, Work Readiness, Employability Skills, Junior High School Learners, Descriptive-Survey*

1. INTRODUCTION

Developing learners' confidence to perform technical and livelihood-oriented tasks is a major concern in basic education, especially in subjects where performance is judged through demonstrations, products, and applied problem solving. In Bandura's Social Cognitive Theory, self-efficacy refers to the belief that one can successfully organize and perform actions needed to achieve desired outcomes. In practical learning areas such as Technology and Livelihood Education (TLE), this belief is important because it shapes effort, persistence, and willingness to engage in hands-on tasks, even when activities are demanding or unfamiliar (Bandura, 1997; Usher & Pajares, 2008).

At the same time, education systems are under pressure to prepare young people for productive work and lifelong adaptability. Global and regional evidence shows continuing gaps between schooling and labor-market readiness, with many young people still facing unemployment, underemployment, or skills mismatch despite years of schooling (International Labour Organization, 2022; Torkington, 2023; ASEAN Secretariat, 2023). Skills outlooks also note that learners need not only technical competence but also communication, teamwork, self-management,

and technology-related skills to navigate increasingly complex work environments (OECD, 2023; World Economic Forum, 2025).

Within the Philippine context, TLE serves as a foundational learning area intended to cultivate both technical-vocational competencies and work-related habits. Existing studies have already pointed to moderate levels of employability and work readiness among Filipino learners, but much of the literature focuses on senior high school or tertiary students rather than those in the early years of secondary education (Carada et al., 2022). This leaves a local evidence gap on how junior high school learners perceive their own capabilities and preparedness while they are still developing foundational technical and behavioral competencies.

This study addressed that gap by describing the perceived self-efficacy in TLE and the work readiness and employability skills of junior high school learners of San Fernando Integrated School, Bislig City Division. Specifically, it examined the levels of self-efficacy across mastery experiences, vicarious experiences, verbal persuasion, and physiological feedback, and described work readiness across communication and interpersonal skills, problem-solving and critical thinking, teamwork and collaboration, work ethic and responsibility, adaptability and self-management, and technology and productivity skills. The study also identified the highest and lowest dimensions and drew instructional implications for TLE practice.

2. METHODOLOGY

Research Design. A quantitative descriptive-survey design was employed to determine and describe the current levels of perceived self-efficacy in TLE and the work readiness and employability skills of the respondents without manipulating the variables (Creswell & Creswell, 2018).

Research Locale and Respondents. The study was conducted at San Fernando Integrated School, a public integrated school in Barangay San Fernando, Bislig City, under the Department of Education Division of Bislig City. The respondents were all 105 junior high school learners enrolled in Grades 7 to 10 and taking TLE during School Year 2025-2026. Because the population was manageable, total enumeration was used.

Instrument and Measures. Data were gathered through two adapted and validated questionnaires. The Perceived Self-Efficacy in TLE Questionnaire covered four dimensions: mastery experiences, vicarious experiences, verbal persuasion, and physiological feedback. The Work Readiness and Employability Skills Questionnaire covered six domains: communication and interpersonal skills, problem-solving and critical thinking skills, teamwork and collaboration, work ethic and responsibility, adaptability and self-management, and technology and productivity skills. Responses were summarized using the study's descriptive rating scales.

Data Collection and Analysis. After the necessary approvals and consent procedures, the questionnaires were administered to all respondents during scheduled class periods. Weighted mean and standard deviation were used to describe the level of each dimension and domain, while rank ordering identified the highest and lowest mean levels among the indicators. Data were processed through SPSS.

3. RESULTS AND DISCUSSION

Problem 1: Level of Students' Perceived Self-Efficacy in TLE. The respondents manifested a High overall level of perceived self-efficacy in TLE (M = 3.61, SD = 0.52), indicating that confidence in carrying out TLE-related tasks was often evident among the learners.

Table 1
Level of Perceived Self-Efficacy in TLE by Dimension (n = 105)

Dimension	Mean	SD	Description
Mastery Experiences	3.78	0.58	High
Vicarious Experiences	3.52	0.61	High
Verbal Persuasion	3.85	0.55	High
Physiological Feedback	3.28	0.64	Moderate
Overall Perceived Self-Efficacy	3.61	0.52	High

Note. Interpretation followed the study's descriptive scale: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low.

Among the four dimensions, Verbal Persuasion obtained the highest mean, suggesting that teacher feedback, encouragement, and supportive guidance were strong sources of confidence in the TLE classroom. Mastery Experiences also registered a high mean, showing that learners often interpreted successful task completion as evidence of capability. In contrast, Physiological Feedback obtained the lowest mean and was interpreted as Moderate, which implies that some learners still experienced nervousness, pressure, or uncertainty during demonstrations and performance-based activities. This pattern is consistent with self-efficacy theory, which holds that persuasive feedback and successful experiences strengthen confidence, while stress-related responses may weaken it when not adequately managed (Bandura, 1997; Usher & Pajares, 2008).

Problem 2: Level of Students' Work Readiness and Employability Skills. The respondents also manifested a High overall level of work readiness and employability skills (M = 3.65, SD = 0.47), suggesting that work-related competencies were often demonstrated in the TLE context.

Table 2
Level of Work Readiness and Employability Skills by Domain (n = 105)

Domain	Mean	SD	Description
Communication and Interpersonal Skills	3.62	0.56	High
Problem-Solving and Critical Thinking Skills	3.45	0.60	High
Teamwork and Collaboration	3.88	0.54	High
Work Ethic and Responsibility	4.05	0.50	High
Adaptability and Self-Management	3.57	0.59	High
Technology and Productivity Skills	3.33	0.66	Moderate
Overall Work Readiness and Employability Skills	3.65	0.47	High

Note. Interpretation followed the study's descriptive scale: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low.

Work Ethic and Responsibility obtained the highest mean, indicating that punctuality, task completion, and accountability were visible strengths among the learners. Teamwork and Collaboration also yielded a high rating, suggesting that the respondents frequently engaged well in cooperative activities and shared tasks. Technology and Productivity Skills obtained the lowest mean and was interpreted as Moderate, implying that some learners still needed more exposure to digital tools, productivity applications, or technology-supported routines that are increasingly important for contemporary work readiness. These results align with employability literature emphasizing that work readiness depends not only on behavioral and interpersonal strengths but also on learners' ability to use tools and technologies efficiently in practical settings (OECD, 2023; National Association of Colleges and Employers, 2024; World Economic Forum, 2025).

Problem 3: Highest and Lowest Mean Levels Among the Dimensions and Domains. To identify the strongest and weakest areas, the dimensions of self-efficacy and the domains of work readiness and employability were ranked according to their weighted mean scores.

Table 3
Ranking of Self-Efficacy Dimensions and Employability Domains (n = 105)

Dimension / Domain	Mean	Rank
A. Perceived Self-Efficacy in TLE		
Verbal Persuasion	3.85	1

Mastery Experiences	3.78	2
Vicarious Experiences	3.52	3
Physiological Feedback	3.28	4
B. Work Readiness and Employability Skills		
Work Ethic and Responsibility	4.05	1
Teamwork and Collaboration	3.88	2
Communication and Interpersonal Skills	3.62	3
Adaptability and Self-Management	3.57	4
Problem-Solving and Critical Thinking Skills	3.45	5
Technology and Productivity Skills	3.33	6

Note. Rank 1 indicates the highest mean level within each set of dimensions or domains.

The rankings show that external support and classroom accountability were the strongest features reported by the learners. Verbal Persuasion ranked highest among the self-efficacy dimensions, while Work Ethic and Responsibility ranked highest among the employability domains. By contrast, Physiological Feedback and Technology and Productivity Skills were the lowest-ranked areas, suggesting that emotional readiness during performance tasks and technology-supported productivity remain important targets for improvement. These findings point to the value of instructional approaches that combine guided practice, supportive feedback, low-stakes demonstrations, and more deliberate use of technology in authentic TLE tasks.

4. CONCLUSIONS

Junior high school learners of San Fernando Integrated School generally demonstrated high perceived self-efficacy in TLE and high work readiness and employability skills. This indicates that the respondents often viewed themselves as capable of accomplishing TLE-related tasks and of demonstrating work-related behaviors and competencies.

Among the self-efficacy dimensions, verbal persuasion emerged as the strongest source of confidence, highlighting the importance of teacher encouragement, clear instructions, and supportive feedback in skill-based learning. Mastery experiences also contributed positively, while physiological feedback remained the weakest area, indicating that nervousness or performance-related stress still affected some learners.

Among the employability domains, work ethic and responsibility ranked highest, followed by teamwork and collaboration. Technology and productivity skills ranked lowest, revealing a need for stronger exposure to digital tools and more structured practice in technology-assisted tasks.

Overall, the results affirm the role of TLE as a meaningful platform for building both technical confidence and transferable work competencies among junior high school learners. At the same time, they show that supportive performance conditions and deliberate technology integration are necessary to strengthen weaker areas of readiness.

5. RECOMMENDATIONS

TLE teachers may continue to provide step-by-step mastery experiences, timely formative feedback, and structured peer modeling so that learners can build confidence through repeated successful performance.

Schools may strengthen performance support systems by allowing more guided practice before graded demonstrations, promoting positive classroom climates, and teaching simple coping strategies that help learners manage anxiety during practical tasks.

Technology-supported activities such as digital documentation of outputs, productivity-tool use, and supervised technology-based projects may be integrated more consistently to strengthen learners' technology and productivity skills.

Future studies may replicate the research in other schools or use correlational and intervention designs to explore how self-efficacy and employability skills develop over time and respond to targeted instructional programs.

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