

Psychological Services and Employability Skills Assessment as Basis for Student Development Plan

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Abstract – This study is focused on the importance of direct psychological services, level of implementation of university activities, and level of employability as basis for a student development plan. It employed sequential explanatory design that incorporates two phases. In selecting the respondents, the researcher used stratified proportional sampling on the first phase and purposive sampling on the second phase. The study involved 380 students for the quantitative phase and 10 for the qualitative phase who came from the different campuses of one state university in Southern Luzon area. The researcher used self-developed assessment known as the Psychological Services Scale (PSS) which covers the direct psychological services and university activities. It also utilized a standardized assessment tool known as Skills to Succeed- Employability Assessment tool (S2S-EAT) and in-depth interview guide. Correlation was used to assess the quantitative data and thematic analysis using grounded theory for the qualitative data. Results showed that respondents considered direct psychological services as very important and university activities as partly implemented. It is also seen from the results that the students' employability skills are high. The direct services and university activities; and employability skills were found no significant difference when grouped according to the profile of the respondents. Lastly, it is recommended that the universities' should have psychological services that will implement the student development plan that may develop students' employability skills.

Keywords –direct psychological services and activities, employability skills, student development plan

INTRODUCTION

In the academic setting, psychological services are the best tool to hone students' emotional, cognitive, and social capabilities in order to attain employable skills towards quality of work and life. However, based from the study of Aspiring Minds Philippines National Employability Report in 2017, 65% or 1 out of 3 graduates in Philippines found unemployable in the careers of their choice [1]. Moreover, according to the Philippine Statistics Authority (PSA) in 2018, 6 in 10 of the population 15 years old and over are in the labor force. It is also seen from that labor force survey that 63.3% were employed in Region IV-A [2].

In conformance to the relative provisions of Higher Education Act of 1994, CHED pursue its dedication to the maximum fulfillment of quality necessary and productive institution in the country and publish the "Enhanced Policies and Guidelines on Student Affairs and Services", which define the implementing rules and regulation same with the functions of evaluating student welfare and activities [3].

The researcher intends to use these guidelines to have a standard parameter for the school student services specifically for the psychological services that will be assessed. The services and activities that were included in the study were currently implemented in one state university as seen from their University's Student Handbook AY 2017-2018 [4]. While for the Employability skills the researcher used the USAID – "Workforce Connections: Key 'Soft Skills' that Foster Youth Workforce Success: Toward a Consensus across Fields", Child Trends (2015) as basis [5].

In order to assess if one State University is ready to integrate psychological services that enhance the employability skills of the students in its system, needs assessment was employed. Conducting needs assessment is a systematic process of investigating a certain population to assess the state of current services. It is focused on the analysis of the way services currently are and the way services can or should be in order to fill a gap in services. For this study the

researcher used Psychological services scale. The current psychological services at the said university were implemented by different offices under the Office of Student Affairs and Services (OSAS) [4].

The researcher assessed the different services such as Individual Interview or Counseling service (IICCS); Information and Orientation service (IaOS), Appraisal or Testing service (AoTS), and Career and Job Placement service (CaJPS) which were among the Direct services being offered by OSAS [4]. Furthermore, the level of implementation of the Activities of the University that focuses on the attainment of the Personal and Social needs (PaSN) and Career or Vocational needs (CoVN) is also considered [9]. Lastly, it involves the five factors of employability skills such as positive self-concept, self-control, social skills, communication skills and higher-order thinking skills [5].

In order to prepare an institution for the strategic integration of particular services and/or implementation of an imperative program it needs an assessment designed to give an in-depth insight into the clientele perception of the relevance of particular services and the organization's current ability to perform value-oriented competencies. It would help the institution to adapt a change agenda for the competencies requiring improvement. This improvements is set be included in the student development plan.

OBJECTIVES OF THE STUDY

In general, the study aimed to propose a student development plan at one State University. Specifically, it intended to (1) assess the importance of the direct psychological services, level of implementation of university activities and level of employability skills, (2) test the significant difference among the students' assessed psychological services and employability skills when grouped according to profile; (3) test if there is a significant relationship among the students' assessed psychological services and employability skills; and (4) propose a student development plan to enhance the psychological services and cultivate the employable skills of the students.

MATERIALS AND METHODS

Research Design

This research used mixed method using the sequential explanatory design. In here the researcher usually links the two phases while choosing the respondents for the qualitative supplemental analysis grounded on the quantitative outcomes from

the first phase [6]. This research design was used for this academic manuscript, it helped the researcher to facilitate the needs assessment which requires the participation of the respondents that was relevant in the construction of a student development plan. It was deductive in nature where it developed an idea which becomes the basis of the proposed output through the specific gathered data. These gathered data were tested and further discussed. This design was very applicable to social sciences, for it is a organized firsthand analysis of evident phenomena via statistical, measured, or accurate procedures.

Participants

Table A. Demographic Profile of the Participants

Demographic Profile	Frequency
Sex	
Male	171
Female	209
Age	
16 yrs. and below	48
17 yrs. old	85
18 yrs. old	55
19 yrs. old	139
20 yrs. old	17
21 yrs. old and above	36
Birth Order	
First	26
Second	69
Third	68
Fourth	48
Fifth	27
Others	142
Number of Siblings	
First	26
Second	69
Third	68
Fourth	48
Fifth	27
Others	142
Years in College	
First Year	61
Second Year	45
Third Year	84
Fourth Year	125
Fifth Year	65

The random sampling technique employed in this research was the stratified proportional sampling for the quantitative part and purposive sampling for the qualitative part. The researcher used it because the total population of the respondents comes from the different campuses of University. The total sample size for the quantitative part is 380 students while for the

quantitative part is 10. However, this research only gathered different responses from the computed sample size of respondent collected from the student respondents enrolled in the First Semester of the AY 2018-2019.

Measures

Psychological services scale (PSS). This self-developed assessment tool is a rating scale, developed by the researcher to assess the importance of the current psychological services provided by the university. It is divided into terms of direct services, and university activities as support to students' domain needs based from the ASCA National Model.

Skills to Succeed Employability skills (S2S-EAT). This standardized assessment tool is a rating scale, developed to assess the level of employability skills among the student respondents.

In-depth interview. This was composed of guide questions that serves as additional tool to deepen and validate the statistical results. For the psychological services the researcher focused on the effectiveness of the services and university activities and also covered the strengths, weaknesses, opportunities and threats of the said services. While, for the employability skills the questions were based from the different soft skills assessed in the S2S-EAT.

Procedure

In the first step for data gathering, the researcher has read several books, manuals, journals, articles on and offline which helped in the construction of the instrument. For the quantitative part, the researcher came up with a copy of questionnaire, and validated and run for reliability testing; and eventually set dates for distribution. While for the qualitative part, the researcher was able to make the set of questions for the in-depth interviews. In distributing questionnaire and scheduling for the interview the researcher first made a request letter to the university administrators asking for approval for survey distribution and interview. Upon consent the researcher started on the administration and facilitation of interview.

The researcher was able to disseminate the surveys to the respondents and was also able to retrieve the questionnaire. The encoded data were interpreted and analyzed by using the statistical analysis and thorough discussion. The researcher was also able to conduct the in-depth interviews and put it into transcriptions. The transcriptions were used to make themes and strengthen the result of the statistical results. In order to make themes, the researcher

consulted experts in coding. These experts were composed of the researcher, the adviser and some of the panel examiners.

Data Analysis

Weighted Mean were calculated in the study that determine the respondents' level of importance of the direct psychological services and the level of implementation of the university activities; and students' level of employability skills. Likewise, analysis of variance with post hoc test using scheffe method was used to compute the significant difference of responses on the importance of direct psychological services and level of implementation of university activities, and employability skills when grouped according to respondents' profile. Furthermore, Pearson Product Moment Correlation served as the formula to compute the relationship of the assessed importance of direct psychological services, level of implementation of university activities, and level of employability skills of the respondents [14].

In evaluating the scales for Direct Psychological Services composite mean are 4.50 – 5.00 as extremely important; 3.50 – 4.49 as very important; 2.50 – 3.49 as important; 1.50 – 2.49 as somewhat important; and 1.00 – 1.49 as not important. While for the University Activities the scales for composite mean are 4.50 – 5.00 as thoroughly implemented; 3.50 – 4.49 as partly implemented; 2.50 – 3.49 as some effort made to implement; 1.50 – 2.49 as very little effort made to implement; and 1.00 – 1.49 as not implemented at all.

In the students' employability skills, the scales for the weighted mean are 4.50 – 5.00 as strongly agree; 3.50 – 4.49 as agree; 2.50 – 3.49 as neutral; 1.50 – 2.49 as disagree; and 1.00 – 1.49 as strongly disagree. While for the composite mean the scales are 4.50 – 5.00 as very high; 3.50 – 4.49 as high; 2.50 – 3.49 as average; 1.50 – 2.49 as low; and 1.00 – 1.49 as very low.

And lastly, the qualitative part used grounded theory approach to give an explanation or principle behind the events. This approach uses interviews and current documents to construct a theory based on the data. It gone through a sequence of open and axial coding procedures to recognize themes and build the theory. In here responses were coded and grouped by themes. The themes emerged from the transcript were validated by the key informants themselves.

Ethical Considerations

In order to adhere to ethical guidelines in conducting scientific research, voluntary participation of the tertiary students in the study was solicited. The

standard informed consent includes researcher providing necessary information and assertion for the respondents recognize the implications of involvement and to grasp the full commitment, careful and liberally given decision about whether or not to do so, without the application of any force or intimidation. They were also fully informed regarding the procedures of the study and any potential risks.

Confidentiality and secrecy of participants is of an utmost importance. Thus, no personal identification was asked from them; instead, their questionnaire was labelled using codes to be used in analysing and summarizing the data to be gathered. Credit of works of relative previous researchers used in whichever part of this study with the use of APA referencing system was also made. Preservation of the highest degree of neutrality in discussions, interpretations and analyzes during the course of the research was ensured. Finally, adherence to Data Privacy Act of the Philippines (2012) was also made [7].

RESULTS AND DISCUSSION

Table 1. Respondents' Perceived Importance of Direct Psychological Services and Level of Implementation of University Activities

Psychological Services	Composite Mean	Verbal Interpretation
<i>Direct Psychological Services</i>		
1. IIoCS	4.27	VI
2. IaOS	4.20	VI
3. AoTS	4.17	VI
4. CaJPS	4.22	VI
<i>University Activities</i>		
1. PaSN	4.13	PI
2. CoVN	4.14	PI

The total composite mean of the Perceived Importance of Individual Interview or Counseling Service was 4.27, verbally interpreted as very important. It shows in order to ensure that every student's need for guidance and counseling and psycho-social services may be provided in a timely manner an appropriate and pro-active intervention programs and strategies may be adopted by HEI's [2].

In addition, the Information and Orientation Service' total composite mean was 4.20, verbally interpreted as very important. This service refers to informational activities and materials designed to cater to students' adjustment to tertiary /higher educationn as

well as to become an active participant of the society. The information materials are based on institutional mission, vision and goals. The information should be accessible to all students as it is important for student development.

Moreover, verbally interpreted as very important, the total composite mean of the Perceived Importance of Appraisal or Testing Service was 4.17. In here, the maintenance of cumulative records of students which contain relevant personal information such as their family background, test data, disability records, etc. inside the institution is necessary in providing effective services. Records that are appropriate and usable are updated regularly. This can serves as another basis for a well-designed assessment program for students.

Furthermore, it can be seen that the total composite mean of the Perceived Importance of Career and Job Placement Service was verbally interpreted as very important based from the computed value of 4.22. The Guidelines for Student Internship Program in the Philippines (SIPP) for all Programs with Practicum Subject is in accordance with CHED Memorandum Order No. 23, s. 2009. The Revised policies, Standards and Guidelines on Student Internship Abroad Program or CHED Memorandum Order No. 22, s. 2013 and One State Unviersity Norms of Conduct for College Students are adopted to develop policies and guidelines for Intership Training in One State University towards compliance of all concerned [8].

However, it can be seen from the total composite mean of the Level of implementation of University Activities to Develop Students' Employability Skills as to Personal and Social Needs was 4.13, verbally interpreted as partly implemented. It suggests that in order to assist students manage their emotions and learn to apply interpersonal skills their Personal and Social Needs must be suffice [9].

While, the computed total composite mean of the Level of implementation of University Activities to Develop Students' Employability Skills as to Career or Vocational Needs was 4.14, verbally interpreted as partly implemented. Career or vocational development standards must be considered in school psychological services or programs to aid students (1) understand the interconnectedness of school work and world of work and (2) plan for a successful transition from school to post-secondary education and/or the world of work and from job to job across the life span [9].

It can be seen from figure 1, that the development of professional attributes can be attained thru the two domains the affective and cognitive. The affective

domain focuses on learning that is concerned on how an individual see him or herself and how he or she relate to others. It is divided into two types of skills such as interpersonal and intrapersonal. Interpersonal skills are the attributes of a person which is concerned in how they interact with others which is a prerequisite for many positions in an organization. While, the intrapersonal skills develop awareness of the person to own perception about themselves which influence how they relate, decide and solve problems within a group or organization.

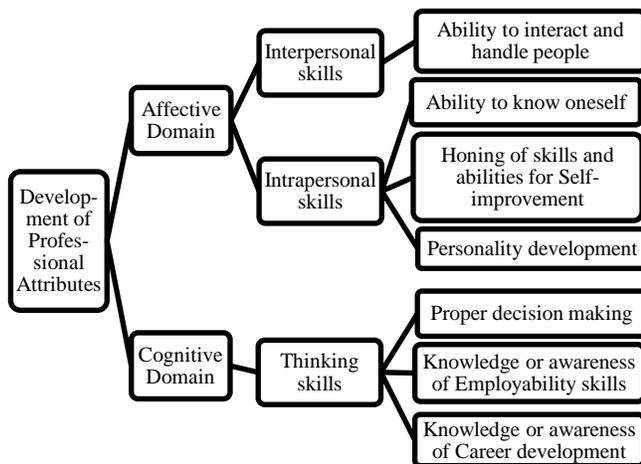


Fig 1. Framework of Effective Psychological Services

Moreover, the cognitive domain involves the thinking skills and the way the person acquires knowledge. The thinking skills cover the mental activities and how they use information which plays vital role in decision making as well as problem solving skills. The following skills are some of the reasons why an individual can be employed for a job.

Effective Psychological Services are composed of activities that develop students' social and communication skills, assist academic learning and self-assessment, improve thinking and job-search skills, and enhance professional attributes. The said service should able to help student develop their ability to interact and handle people; ability to know oneself; hone skills and abilities for self-improvement; and to properly decide through thinking of the pros and cons of any choice. Furthermore, there should be activities that enhance the personality of the students; and enhance the awareness or the knowledge of employability skills; and knowledge or awareness of career development. If the university is able to provide these to the students, then there is a possibility to have a high percentage of employment among its graduates.

As seen from table 2, the total composite mean of the Employability Skills of the Students as regard to Positive Self-concept was 4.06, verbally interpreted as high. It is said in education that emotion is the on and off of learning. If the student is happy and positive then it is a lot easier to learn new knowledge, abilities, and skills needed to be employed. Whether self-concept is positive or negative, it can influence important areas of a student's development and achievement. Students with poor self-concepts may find it difficult to make or keep friends because of their negative attitudes and behavior. Self-concept also affects the quality of academic, family, and work life.

Table 2. Employability Skills of the Students

Employability Skills	Composite Mean	Verbal Interpretation
1. Positive Self-concept	4.20	High
2. Self-Control	4.17	High
3. Social Skills	4.28	High
4. Communication	4.08	High
5. Problem Solving	4.16	High
6. Job Search	4.00	High

In addition, verbally interpreted as high, the total composite mean of the Employability Skills of the Students as regard to Self-Control is 4.17. The benefits of self-control for adult functioning are partially mediated by better decision making during adolescence. Specifically, self-controlled individual is less likely to smoke, drop out of school, or become parents during adolescence, and stay out of those three kinds of trouble that statistically explain some of the effects of self-control on adult outcomes. Partial rather than full mediation suggests that there are, in addition, other pathways by which self-control might produce its beneficial effects. Among other possibilities, self-controlled children may thrive in adulthood because of better academic performance, physical health, and interpersonal relations.

Moreover, the computed total composite mean of the Employability Skills of the Students as regard to Social Skills is 4.28, verbally interpreted as high. Social skill is becoming increasingly important in today's workplace because organizational structures are becoming flatter with more service-oriented positions. Strong social skill can facilitate interpersonal interactions, which can in turn lead to effective job outcomes. Although the change in organizational structures and the importance of social skill have

heightened awareness of social skill in organizational outcomes, little is known about what social skill is and its role in influencing work outcomes [10].

As regard to Communication Skills, the total composite mean of the Employability Skills of the Students was 4.08 verbally interpreted as high. These skills involve to transmit or accept messages correctly to and from people who communicate orally or in writing, without misconception. These skills were comprised of verbal communication that an individual use, whether face-to-face or in writing; non-verbal communication or communication without using of words, for instance through body gestures, vocal sounds or even emoji's; and to hear how an individual grasp and then comprehend the verbal and non-verbal information sent by person, including writing. These are essential to relay information which is vital in any work.

Furthermore, the total composite mean of the Employability Skills of the Students as regard to Problem Solving was 4.16 verbally interpreted as high. A problem is any undesirable situation which hinder people from attaining what they want to attain. Any activity to eradicate a problem is known as problem solving. The ability to solve problems is referred to as problem solving skills which is effective way without any obstruction. It requires the ability to identify and explain the problem, creating alternative solutions, assessing and choosing the best replacement, and implementing the preferred solution. Acquiring a feedback and answering to it properly is an important facts of problem solving skills too.

Lastly, the total composite mean of the Employability Skills of the Students with regard to Job Search was 4.00, verbally interpreted as high. These types of skills are rapidly becoming a total absolute necessity to effectively apply to major organizations, and especially innovative types of business like on-line companies and app developers. Modern talks about the use of internet and its different jobs search tools and methods. Presently, the defining qualities of on-line-based job search tools is quickly changing. Luckily, this has been beneficial, subsequently there's been an improvement in its use, there is less spam, scams and nonsense data. Although, the quick innovation of the individual needs to continually brush up on their competency in order to be updated to the demands of the generations.

The importance of the employability skills as seen on figure 2 which is associated with the development of emotional intelligence among the students. It can be

derived from the responses that emotional intelligence is comprised of personal competence and social competence. Personal competence is about the ability to recognize own emotions and their effects on themselves and other people. While social competence is the ability to handle social interactions effectively. Personal competence as suggested by the result is composed of self-awareness and self-regulation. Self-awareness is the conscious knowledge of one's own character and self-regulation means the ability of an individual to manage their behavior and emotions. While, social competence focuses on building relationship that pertains to the ability of an individual in identifying and initiating working atmosphere and to improve and preserve in a system that is of correlative benefit.

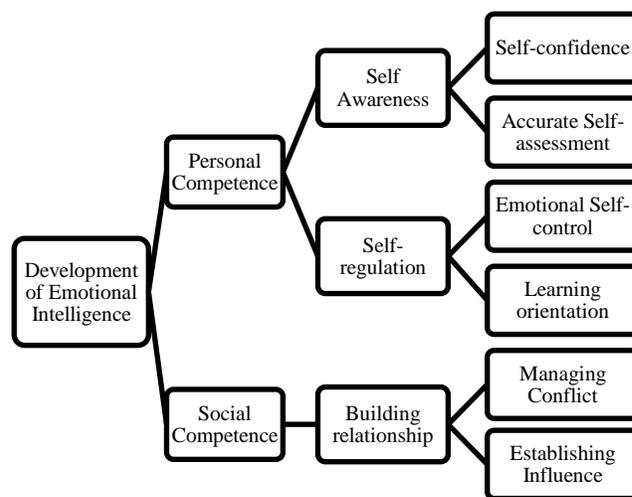


Fig. 2. Framework of the Importance Employability Skills

Self-awareness requires having self-confidence and the ability to accurately assess oneself. While, self-regulation pertains to emotional self-control and learning orientation. Moreover, in order to build relationship one must be able to manage conflict and establish influence. However, these were not the only attributes composing the emotional intelligence needed to develop. It can also be inferred from the related literature provided that the students should develop positive self-concept, self-control, social skills, communication skills, and thinking skills. Though technical or hard skills are seen as an advantage to be employed; emotional intelligence is also considered to have a big impact in the decision of the employers to hire certain applicants.

In order to have positive self-concept the student must have high self-regard and know how to positively self-evaluate. Moreover, the student needs to develop self-control by applying self-restraint and knowing one's limitation. They should also have the ability to understand any difficult situation and have a positive interaction with everyone around them disregarding their differences in beliefs, culture and ideals which constitute their social skills. The student must also develop self-belief, proficiency, and confidence in speaking, will help them in communicating their ideas and contribute to the welfare of the company that they will be with. Lastly, is to hone their thinking skills by being able to assess the situation or problem and accepting advices from those who have more experience.

The importance of the Employability skills (ES) is strengthened by the growth of emotional intelligence which is related to the study of Kapur in 2018 [9]. Emotional intelligence is characterized by the individual's skills of recognizing and comprehending one's own feelings and abilities that they utilized in order to handle their relationships with him/herself and others. An individual is required to connect with other individual to a high degree. They have to evaluate the circumstances along with the perspectives of others. They have to develop emotional intelligence as part of their daily lives.

It is not enough to have academic skills and technical ability, but it is important for an individual to workout management of the self, self-control and efficient social connections that would help in attaining the preferred goals and objectives. In the industry administrators must be able to device effective leadership skills to their employees to motivate them to perform their best. In order to do that they should have well-developed emotional intelligence. In only implies that in the industry a wide ranging method to development emotional intelligence may be sufficient in or help the employees operate towards sharing productive contribution at the industry.

The result from table 3 shows that the Direct Psychological Services such as Individual Interview or Counseling Service; Information and Orientation Service; Appraisal and Testing Service; and Career and Job Placement Service were seen as very important by the respondents when grouped according to profile. Moreover, there is no difference with the responses on the level of implementation of University activities which were all partly implemented. It can be inferred from the results that the importance of the Direct

Psychological services are seen as valuable in order to develop students' employable skills. In addition, the University activities should aim that these services be thoroughly implemented to suffice the personal and social needs as well as career or vocational needs of the students.

Table 3. Differences among the perceive importance of Psychological Services when grouped according to profile

Profile Variables	F-value	p-value	Interpretation
Sex	0.251	0.617	Not Significant
Age	0.199	0.656	Not Significant
Birth Order	1.257	0.282	Not Significant
Number of Siblings	1.107	0.356	Not Significant
Years in College	1.053	0.386	Not Significant

Legend: Significant at $p\text{-value} < 0.05$

The study tries to establish the relevance of Psychological services in developing students' employability skills. This relevance is strengthened by other researches. For example, the study of Bakari and Khoso in 2017 suggests that PsyCap is positively significant to organization desired employment outcomes which are composed of the individual's employability skills [12]. PsyCap has been shown as the factor involved four inter-related underlying concepts of hope, positive thinking, resilience and worth. These were also regarded as soft skills which can be a basis for employment. Even though that the graduate employability has been the interest of scholars lately, there is still lacks in a standard accepted descriptions supported by empirical research results. Some other researchers emphasized the graduate attributes which are necessary for the hirability of graduates. Such qualities comprise of sets of familiarity, abilities, potentials, understandings, and subjective traits that the learners must improve throughout their stay at academic institutes. These help learners to gain, secure and retain engagement towards work, leading them to continually be satisfied and be productive citizen of the society.

The result from table 4 shows that the assessment of the respondents in their Employability skills such as Positive self-concept, Self-control, Social skills, Communication skills, Job-search skills, and Problem-solving skills has no significant difference when grouped according to profile. It can be inferred from the results that the students are able to develop their employable skills. In addition, the University activities

and services are seen as effective in helping the student enhance their soft skills considered as valuable to their future endeavors. It is essential to consider these skills not only hard skills because most of the employers today are hiring applicants with high ability in interpersonal, decision-making, and problem-solving.

Table 4. Differences among the perceived importance of Employability Skills when grouped according to profile

Profile Variables	F-value	p-value	Interpretation
Sex	3.486	0.063	Not Significant
Age	0.270	0.603	Not Significant
Civil Status	0.270	0.603	Not Significant
Birth Order	0.572	0.722	Not Significant
Number of Siblings	0.769	0.573	Not Significant
Years in College	1.142	0.338	Not Significant

Legend: Significant at $p\text{-value} < 0.05$

The relevance of making the students develop employable skills is related to the the study entitled Graduates' Competence on Employability Skills and Job Performance by Abas and Imam in 2016 [13]. It suggests that one critical measure of success in the workplace is an employee's ability to use competently the knowledge, skills and values that match the needs of his job, satisfy the demands of his employer, and contribute to the overall achievement of institutional goals. In here, it can be seen that the employers set standards in hiring applicants and those standards are primarily leading to the development of soft skills.

Table 5. Relationship among the students' assessed Importance of Psychological Services to level of Employability Skills

r-value	p-value	Interpretation
0.145	0.005	Significant

Legend: Significant at $p\text{-value} < 0.01$

Table 5 shows that the assessed importance of Psychological Services has a significant relationship with the level of Employability skills of the students. It is evident from the r-value of 0.145 and a p-value of 0.005. It has a positive correlation which means that as the Psychological services becomes important the level of employability skills of the student becomes higher. It suggests that the student sees the importance of psychological services in the development of their employable skills. It is proven from the result that there

is a need for psychological services to develop the employability skills of the student in the said university.

CONCLUSION AND RECOMMENDATION

The study revealed that psychological services were seen as very important and partly implemented by the respondent. It is also evident that the student has high employability skills on all factors. Moreover, it is seen from the results that there is need for the development of professional attributes of the students. The development of emotional intelligence is seen as important in cultivating employability skills among students.

There is no significant difference on the importance and level of implementation of the psychological services, and level of employability skills when grouped according to their profile. On the overall assessment, it is seen that the two variables were significantly related to each other. It suggests that an effective psychological services for the students will help them in the cultivation of their employability skills.

Basically, the result of the study will help the university to establish a student development plan that may ensure the attainment of students' fullest potential and be productive citizen in nation building. Simply put, employability skills is as important as educational attainment. Consistently, this study shows the relevance of psychological services in the development of student employability skills. It signifies the necessity of having an integrated student development plan in the academic system implemented through the current psychological services.

However, the study has some limitations. The respondents were only from one state university. To have a better understanding on the said services, activities and skills to develop, it is suggested to undertake a parallel study with comparison of different universities within the region. Moreover, the researcher only used S2S-EAT to assessed students' employability skills. There might be other skills and tools that could be used that might provide other significant results.

Lastly, it is recommended that the universities' should have an existing psychological services that will implement the activities that may develop students' employability skills. Since tertiary education is relevant towards career growth, there should be provision for personality development guided by the attainment of professional attributes and development of emotional

intelligence. The university administrators and OSAS personnel may evaluate the propose student development plan as it would promote a holistic development among its served clientele and to improve the existing services. Future researchers may enhance the results of this research by exploring the opportunities outcome presented.

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