Employability Skills of Pre-Service Teachers: Basis for a Sustainability Plan

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Abstract

This study determined and provided an overview and evaluation of the employability skills of PHINMA Araullo University pre-service teachers. It determined any significant difference between the employability skills of pre-service teachers and the perceptions of school administrators regarding the employability skills of pre-service teachers. The participants of the study were the one hundred and twenty (120) pre-service teachers of PHINMA Araullo University during the second semester of the school year 2023-2024. The descriptive-correlational method of research was utilized using questionnaires. The statistical methods employed were frequencies, percentages, weighted means, and Spearman's rho in determining the relationship between the profile of pre-service teachers and employability skills, as well as the relationship between the teaching dimensions and interpersonal skills of pre- service teachers. Findings reflected that most pre-service teachers are young female students pursuing BSED in English, and many of them come from low-income families. Pre-service teachers are highly skilled in the statements under the Teaching Dimension: Creativity and Innovation Skills and Information and Communication Technology (ICT) Skills. Furthermore, most of the results are highly skilled and skilled. Pre-service teachers are highly skilled in interpersonal skills such as adaptability, self-management, and teamwork. In addition, pre-service teachers are skilled in Pedagogical Skills, Communication Skills, and Problem- Solving Skills. The profile of pre-service teachers and teaching dimension skills are significantly related. The - service teachers' Teaching Dimensions and interpersonal skills are related. Pre-service teachers with teaching dimension skills are most likely to possess interpersonal skills as well. The researcher proposed a sustainability plan based on the results of the study. The proposed sustainability plan is based on findings about the employability skills of pre-service teachers, focusing on teaching dimensions and interpersonal skills. The sustainability plan aimed to enhance the preservice teachers' employability skills. At the end of the study, the researcher also proposed recommendations that can be used to develop the employability skills of pre-service teachers further.

Keywords: Employability; Employability Skills; Employability Skills of Pre-Service Teachers; Pre-Service Teachers

1. Main text

1.1 Introduction

In today's competitive employment market, employability skills have grown in relevance across businesses and professions. Individuals preparing to enter the teaching profession, known as pre-service teachers, must understand the value of developing and strengthening their employability skills. These sets of skills go beyond subject expertise and pedagogical experience to include a variety of capabilities required for success in the teaching profession. The concept of employability encompasses a wide range of accomplishments, including but not limited to skills, knowledge, and personal traits, that increase the likelihood of graduates securing employment and thriving in their chosen fields. This benefits individuals and contributes to the workforce's strength, the community's welfare, and the overall economy. Merriam-Webster Dictionary defines employability as the state of being hired by an employer and receiving payment for one's work.

According to Yorke, M. (2004), Employability is more than just getting a job; it refers to a larger set of abilities and traits that will enable a graduate to succeed throughout their working life. Low employability skills can negatively impact an individual's career chances and overall professional growth. Employability skills are crucial for finding a job first and continuing to study and advance professionally. People with poor employability skills may be negatively perceived by coworkers, employers, and administrators. Pre-service teachers can reduce the effects of having low employability skills and improve their career prospects by investing in developing these abilities. The benefit of employability skills extends beyond teachers and has an advantageous effect on educational outcomes. Strong employability skills in pre-service teachers allow them to engage students effectively, establish supportive learning environments, and enable meaningful educational experiences. They are more suited to meet the requirements of individual students, develop critical thinking, and foster a love of learning. Pre- service teachers empower their students to build employability skills by modeling them, contributing to their future success in higher education and the workforce. Administrators have an important role in shaping and supervising the educational system, which includes teacher recruitment, evaluation, and professional development. Administrators recognize that teachers' employability skills directly impact the overall functioning of their institutions. Teachers with strong employability skills are more prepared to meet the diverse needs of their students, manage classrooms effectively, and implement innovative instructional techniques.

Due to the sudden interruption to traditional face-to- face learning modality, essential and crucial instructional time was lost, which resulted in learning gaps and negative effects on the academic advancement

of the learners. Ozudogru (2021), in their study, Problems Faced in Distance Education During the COVID-19 Pandemic, revealed that Pre- service teachers in higher education institutions encounter various problems in distance learning, which may affect their overall learning experience and result in learning gaps and a lack of employability skills. This study focused on finding answers and providing an overview and evaluation of the employability skills of PHINMA Araullo University pre-service teachers. It also sought to find any significant difference between the employability skills of pre-service teachers and the perceptions of school administrators regarding the employability skills of pre-service teachers. As a Faculty of the College of Education and Liberal Arts, the researcher became interested in pursuing the study because of the gaps in learning brought about by the pandemic, especially in terms of career preparedness and employability skills.

The researcher held a one-on-one discussion with the Dean of the College of Education and Liberal Arts at PHINMA Araullo University, as well as with the Program Heads, regarding the study and potential interventions based on its results. The Dean, as well as the Program Heads, responded positively to the study. As a student of Master of Arts Major in Educational Management and as a faculty of PHINMA Araullo University College of Education and Liberal Arts, the researcher conducted this study to provide possible programs for enhancing PHINMA Araullo University pre-service teachers' employability skills. Thus, these programs can be applied to continue providing better education and improve professional futures.

1.2 Conceptual Framework

This study focused on the Employability Skills of pre- service teachers: Teaching Dimension and Interpersonal Skills. The profile of the pre-service teachers included information such as age, sex, program, student status, and average monthly family income. Administrators from the College of Education and Liberal Arts served as validators for the study.

The researcher measured, analyzed, interpreted, and concluded about the Employability Skills of the pre-service teachers at PHINMA Araullo University-Main Campus, Cabanatuan City, Nueva Ecija. Figure 1 presents the paradigm of the study.

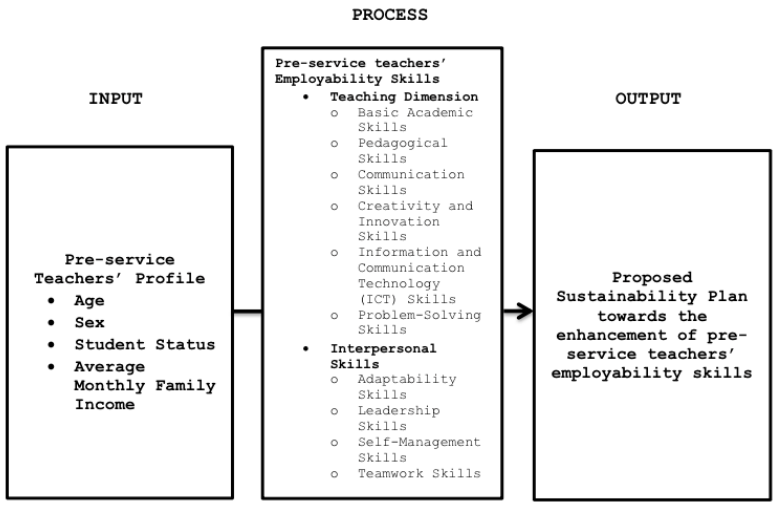

Figure 1. Paradigm of the Study

1.3 Statement of the Problem

This study examined the employability skills of pre- service teachers. Specifically, it answered the following questions: How may the respondent's profile be described in terms of:

1.1 age;
1.2 sex;
1.3 program;
1.4 student status; and
1.5 average monthly family income?

1. How may the pre-service teachers' employability skills be described in terms of:

2.1 Teaching Dimension;
2.1.1 Basic Academic Skills;
2.1.2 Pedagogical Skills;
2.1.3 Communication Skills;
2.1.4 Creativity and Innovation Skills;
2.1.5 Information and Communication Technology (ICT Skills); and
2.1.6 Problem-Solving Skills?

2.2 Interpersonal Skills:
2.2.1 Adaptability Skills;
2.2.2 Leadership Skills;
2.2.3 Self-Management Skills; and
2.2.4 Teamwork Skills?

3. Is there a significant relationship between the pre- service teachers' profile and employability skills?
4. Is there a significant relationship between the pre- service teachers' Teaching Dimension and Interpersonal Skills?
5. What sustainability plan can be proposed based on the result of the study?

1.4 Research Methodology

The study utilized the descriptive-correlational research method, using a 50-item Likert Scale and questionnaires collected from the participants. According to Creswell (2014), a descriptive-correlational research design is a type of non-experimental research that aims to describe the characteristics of a population or phenomenon and examine the relationships between variables within that population without manipulating them. This design is used to identify patterns, trends, and relationships rather than to determine cause-and-effect relationships. The researcher used the questionnaire to seek information on the participants' profiles and the pre-service teachers' Employability Skills: Teaching Dimension and Interpersonal Skills.

The participants of the study were the 120 pre-service teachers of PHINMA Araullo University who were enrolled for the second semester of the School Year 2023-2024. PHINMA Araullo University College of Education and Liberal Arts Administrators served as the validators. The Political Science Program Head was included as a validator because he handled professional education subjects.

1.5 Data Instrument and Procedure

The study utilized questionnaires for pre-service teachers and school administrators. The first part of the questionnaire determined the profile of the pre-service teachers according to their ages, sex, program, student status, and average monthly family income. The second part is a 50-item Likert-scale questionnaire about their employability skills: 2.1 Teaching Dimension: Basic Academic Skills; Pedagogical Skills; Communication Skills; Creativity and Innovation Skills; Information and Communication Technology (ICT) Skills; and Problem-Solving Skills. 2.2 Interpersonal Skills: Adaptability Skills; Leadership Skills; Self-Management Skills; and Teamwork Skills. Each question was evaluated with four options per statement, namely: (4) Strongly Skilled, (3) Skilled, (2) Moderately Skilled, and (1) Not Skilled.

The researcher created a Likert-Scale Questionnaire that includes various employability skills. The statements in the questionnaire were reviewed and approved by the researcher's adviser. After the initial defense, the panelists advised the researcher to revise the questionnaire. Content validation was conducted to ensure that the questionnaire aligned with the statement of the problem. The questionnaire was revised to narrow down the topics and include teaching dimensions and interpersonal skills in the employability skills. The researcher sought help from the statistician to employ the necessary statistical tools and methods in testing the instrument's reliability.

The weighted mean was verbally described using the following scale:

Verbal Description	**Scale**	**Weighted Mean Range**
Highly Skilled	4	3.25 – 4.00
Skilled	3	2.5 – 3.24

Moderately Skilled	2	1.75 – 2.49
Not Skilled	1	1.00 – 1.74

Verbal Description	**Scale**	**Weighted Mean Range**
Strongly Agree	4	3.25 – 4.00
Agree	3	2.5 – 3.24
Disagree	2	1.75 – 2.49
Strongly Disagree	1	1.00 – 1.74

The verbal descriptions and corresponding scales provided for assessing both skill levels and validators' statements are identical in structure and interpretation. Both use a four-point scale where the highest level, represented by a score of 4, corresponds to "Highly Skilled" for skill assessment and "Strongly Agree" for validators' statements, with a weighted mean range of 3.25 to 4.00. Similarly, a score of 3 is labeled as "Skilled" in skill assessment and "Agree" in validators' statements, covering a weighted mean range of 2.5 to 3.24. For a score of 2, the description "Moderately Skilled" is used for skills and "Disagree" for validators' statements, with a range of 1.75 to 2.49. Lastly, a score of 1 is described as "Not Skilled" for skills and "Strongly Disagree" for validators' statements, with a weighted mean range of 1.00 to 1.74. This consistent use of scales ensures clarity and uniformity in interpreting both skill levels and validation feedback. There is a difference in the response mode for the pre- service teachers and validators because the questionnaire assessed the pre-service teachers' own skills, and the validators assessed the skills of the pre-service teachers.

1.6 Data Analysis

The following statistical tools were used to analyze the data gathered in the study.

Frequency and Percentage. This statistical tool was used to determine the profile of the respondents, specifically the age, sex, program, student status, and average monthly family income of the pre-service teachers. It was also used to determine how frequently a certain phenomenon occurred. Specifically, it will be used to answer the problem's first statement about the respondents' profile.

Weighted mean. This was used to determine the central tendency of the following variables: Pre-service teachers' profile: Age, sex, program, student status, and average monthly family income.; Employability Skills: Teaching Dimension, namely: Basic Academic Skills, Pedagogical Skills, Communication Skills, Creativity and Innovation Skills, Information and Communication Technology (ICT) Skills, and Problem-Solving Skills. Interpersonal Skills: Adaptability Skills, Leadership Skills, Self-Management Skills, and Teamwork Skills. Spearman's Rho. This was used to determine the significant relationship between the pre-service teachers' profile and employability skills and the significant relationship between the pre-service teachers' teaching dimension and interpersonal skills. Spearman's Rho, also known as Spearman's rank correlation coefficient, is a statistical measure that is widely used in research to assess the relationship or association between two sets of ranked or ordinal data (Duda, 2014).

Table 1. ***Frequency Distribution of Pre-Service Teachers***

Program	**Frequency**	**Percentage**

BEED	36	30.0
BSED English	63	52.5
BSED Filipino	9	7.5
BSED Science	12	10.0
Total	**120**	**100.0**

Table 2. Profile of Pre-Service Teachers

Age	**Frequency**	**Percentage**
20 and below	6	5.0
21-30	114	95.0
Total	120	100.0
Sex	**Frequency**	**Percent**
Male	19	15.8
Female	101	84.2
Total	120	100.0
Program	**Frequency**	**Percent**
BEED	36	30.0
BSED English	63	52.5
BSED Filipino	9	7.5
BSED Science	12	10.0
Total	120	100.0
Student Status	**Frequency**	**Percentage**
Regular	115	95.8
Irregular	5	4.2
Total	120	100.0
Average Monthly Family Income	**Frequency**	**Percentage**
₱ 0 - 20,000	78	65.0
₱ 20,001 - 40,000	28	23.3
₱ 40,001 - 60,000	12	10.0
₱ 80,001 - 100,000	2	1.7
Total	120	100.0

Age Group

Most of the pre-service teachers are aged 21-30, accounting for 95.0% of the sample. A small fraction, 5.0%, is aged 20 and below. There are no participants in the age groups 31-40 or 41 and above. It can be inferred that the pre-service teacher population is predominantly young adults in their twenties.

The education program appears to be most attractive to younger individuals, particularly recent high school graduates or early college students. The low participation rates among individuals aged 31-40 and 41 and above may indicate that the program is less appealing or accessible to older adults, possibly due to differences in life

stage, career transitions, or responsibilities that could make it challenging for them to pursue education programs. A significant number of participants between the ages of 21 and 30 indicated that the program effectively engages and retains younger adults who typically complete undergraduate or early postgraduate studies. This age group trend is common in many pre-service teacher education programs, as individuals in their twenties are often at a stage in life where they are exploring and establishing their career paths. According to Alderman (2023), 45% of first-year educators were under 25, based on the 2020-2021 National Teacher and Principal Survey.

Sex

Pre-service teachers are mostly female, making up 84.2%, while males constitute only 15.8%. This indicates a significant gender disparity in the pre-service teacher population, with a higher representation of females.

Teaching has been seen as a job for women because society expects women to be caregivers. People think teaching is like taking care of children and doing housework. According to OECD (2022), the teaching profession has historically been considered suitable for women due to its alignment with the nurturing roles traditionally associated with the female gender.

Program

Most pre-service teachers are enrolled in the Bachelor of Secondary Education, Major in English program, which comprises 52.5%. This is followed by the Bachelor of Elementary Education, at 30.0%, the Bachelor of Secondary Education Major in Science, at 10.0%, and the Bachelor of Secondary Education Major in Filipino, at 7.5%. No pre-service teachers are enrolled in the Bachelor of Secondary Education Major in Math. This percentage highlights the participants' stronger interest in English and Elementary Education.

Table 3. Pre-service Teachers' Employability Skills

	Pre-Service Teachers		**School Administrators**	
	WM	Verbal Description	WM	Verbal Description
Basic Academic Skills				
1. I am able to understand written text, decode words, comprehend meaning, and extract relevant information from various sources.	3.33	Highly Skilled	3.56	Highly Skilled
2. I can express thoughts, ideas, and information coherently and effectively through written language.	3.34	Highly Skilled	3.67	Highly Skilled
3. I am knowledgeable in basic grammar rules and basic mathematical operations.	3.03	Skilled	3.56	Highly Skilled
4. I can analyze information, evaluate arguments, and make logical and reasoned judgments.	3.10	Skilled	3.56	Highly Skilled

5. I am able to effectively manage and allocate time to complete tasks and meet school deadlines.	3.44	Highly Skilled	3.56	Highly Skilled
Average WM	**3.25**	**Highly Skilled**	**3.58**	**Highly Skilled**
Pedagogical Skills				
1. I have a deep understanding and strong knowledge of the content I am teaching, provide accurate information, answer students' questions, and enable a deeper understanding of the subject matter.	3.05	Skilled	3.22	Skilled
2. I am able to plan and design learning activities that align with the learning objectives.	3.20	Skilled	3.33	Highly Skilled
3. I am able to explain concepts and effectively facilitate discussions.	3.08	Skilled	3.44	Highly Skilled
4. I have effective classroom management skills. I can establish a positive and inclusive learning environment and promote student participation.	3.20	Skilled	3.56	Highly Skilled
5. I can design and implement formative and summative assessment and provide timely and constructive feedback.	3.27	Highly Skilled	3.33	Highly Skilled
Average WM	**3.16**	**Skilled**	**3.38**	**Highly Skilled**
Communication Skills				
1. I am able to clearly convey information verbally to my students, colleagues, and other stakeholders.	3.17	Skilled	3.56	Highly Skilled
2. I actively listen and pay full attention, understand the message, and respond appropriately to my students, colleagues, and other stakeholders.	3.37	Highly Skilled	3.56	Highly Skilled
3. I can communicate to my students, colleagues, and other stakeholders through body language, facial expressions and eye contact.	3.27	Highly Skilled	3.67	Highly Skilled
4. I am able to convey information, ideas or thoughts through written mediums such as emails, memos and reports to my students, colleagues, and other stakeholders.	3.28	Highly Skilled	3.78	Highly Skilled

5. I can effectively deliver information or ideas to an audience in a structured and engaging manner. This includes public speaking, visual aids and presentations.	3.05	Skilled	3.56	Highly Skilled
Average WM	**3.23**	**Skilled**	**3.62**	**Highly Skilled**
Creativity and Innovation Skills				
1. I am able to think beyond traditional boundaries and explore diverse perspectives in education.	3.25	Highly Skilled	3.56	Highly Skilled
2. I can develop new and unique ideas in teaching that have not been explored or implemented before.	3.08	Skilled	3.33	Highly Skilled
3. I am willing to take calculated risks in teaching.	3.07	Skilled	3.11	Skilled
4. I have a natural curiosity and thirst for knowledge about different approaches in teaching.	3.41	Highly Skilled	3.44	Highly Skilled
5. I am able to utilize technology and digital tools to support and embrace creativity and innovation in education.	3.43	Highly Skilled	3.67	Highly Skilled
Average WM	**3.25**	**Highly Skilled**	**3.42**	**Highly Skilled**
Information and Communication Technology (ICT) Skills				
1. I am able to perform basic tasks such as operating a computer and using a web browser and use it effectively in teaching and other tasks.	3.41	Highly Skilled	3.56	Highly Skilled
2. I am able to conduct online research and evaluate credible online sources and use it effectively in teaching and other tasks.	3.37	Highly Skilled	3.44	Highly Skilled
3. I am able to effectively use computer software such as Microsoft Word, Microsoft Excel and Microsoft PowerPoint and effectively utilize it effectively in teaching and other tasks.	3.48	Highly Skilled	3.56	Highly Skilled
4. I am able to understand and practice online security measures and understand the principles of data privacy and protection of students, colleagues and other stakeholders.	3.43	Highly Skilled	3.56	Highly Skilled

5. I am able to create and edit digital content such as graphics, images, and videos and use it effectively in teaching.	3.45	Highly Skilled	3.44	Highly Skilled
Average WM	**3.43**	**Highly Skilled**	**3.51**	**Highly Skilled**
Problem-Solving Skills				
1. I am able to critically analyze problems to identify solutions encountered inside and outside the classroom.	3.06	Skilled	3.44	Highly Skilled
2. I apply creative thinking to overcome challenges in teaching.	3.22	Skilled	3.56	Highly Skilled
3. I make educated decisions based on available information.	3.34	Highly Skilled	3.56	Highly Skilled
4. I am able to work effectively to solve problems encountered inside and outside the classroom.	3.21	Skilled	3.67	Highly Skilled
5. I am able to evaluate problem-solving processes and outcomes and use those insights to improve my problem-solving abilities.	3.18	Skilled	3.56	Highly Skilled
Average WM	**3.20**	**Skilled**	**3.56**	**Highly Skilled**

Interpersonal Skills	**Pre-Service Teachers** WM	Verbal Description	**School Administrators** WM	Verbal Description
Adaptability Skills				
1. I am open to new ideas and embrace change in education.	3.69	Highly Skilled	3.33	Highly Skilled
2. I handle unexpected situations with ease and resilience.	3.09	Skilled	3.44	Highly Skilled
3. I have the desire to quickly learn and acquire new knowledge and skills specifically in education.	3.47	Highly Skilled	3.67	Highly Skilled
4. I am able to bounce back from setbacks, failures or adversity inside and outside the school.	3.25	Highly Skilled	3.67	Highly Skilled
5. I am able to navigate and adapt to different personalities, work styles, and collaborate with diverse individuals and groups.	3.36	Highly Skilled	3.67	Highly Skilled

Average WM	**3.37**	**Highly Skilled**	**3.56**	**Highly Skilled**
Leadership Skills				
1. I motivate and inspire others towards common goals in education.	3.39	Highly Skilled	3.67	Highly Skilled
2. I take initiative and assume responsibility.	3.39	Highly Skilled	3.56	Highly Skilled
3. I delegate tasks and manage teams.	3.31	Highly Skilled	3.56	Highly Skilled
4. I am able to manage and resolve conflicts within a team.	3.19	Skilled	3.56	Highly Skilled
5. I am able and willing to provide guidance, support and mentorship for the growth and development of the others.	3.38	Highly Skilled	3.67	Highly Skilled
Average WM	**3.33**	**Highly Skilled**	**3.60**	**Highly Skilled**
Self-Management Skills				
1. I am honest, trustworthy and have strong moral principles.	3.68	Highly Skilled	3.44	Highly Skilled
2. I am dependable and consistent in fulfilling commitments.	3.62	Highly Skilled	3.78	Highly Skilled
3. I maintain optimistic and constructive outlook, even in difficult circumstances.	3.55	Highly Skilled	3.67	Highly Skilled
4. I am able to understand and share the feelings of my students, colleagues and other stakeholders, showing compassion and consideration.	3.61	Highly Skilled	3.67	Highly Skilled
5. I am able to control my emotions, actions and impulses.	3.45	Highly Skilled	3.33	Highly Skilled
Average WM	**3.58**	**Highly Skilled**	**3.58**	**Strongly Agree**
Teamwork Skills				
1. I collaborate with students, colleagues, and other stakeholders.	3.58	Highly Skilled	3.67	Highly Skilled
2. I contribute to group discussions and projects inside and outside the school.	3.58	Highly Skilled	3.67	Highly Skilled
3. I demonstrate flexibility and adaptability within teams of educators.	3.43	Highly Skilled	3.56	Highly Skilled
4. I promote trust among team members and foster a positive and supportive team of educators.	3.52	Highly Skilled	3.56	Highly Skilled
5. I provide and receive constructive feedback to improve individual and team performance and strengthen cooperation and collaboration among educators.	3.55	Highly Skilled	3.56	Highly Skilled

Average WM	**3.53**	**Highly Skilled**	**3.60**	**Highly Skilled**

Table 4. Relationship between the Profile and Employability Skills of Pre-Service Teachers

		Age	Sex	Program	Student Status	Average Monthly Income
TEACHING DIMENSION						
Basic Academic Skills	Correlation Coefficient	-.270**	-.143	.032	.167	.262**
	Sig. (2-tailed)	.003	.119	.727	.068	.004
	N	120	120	120	120	120
Pedagogical Skills	Correlation Coefficient	-.147	-.131	-.064	.140	.170
	Sig. (2-tailed)	.108	.153	.486	.127	.063
	N	120	120	120	120	120
Communication Skills	Correlation Coefficient	-.046	-.179	.016	.020	.157
	Sig. (2-tailed)	.615	.050	.860	.832	.087
	N	120	120	120	120	120
Creativity and Innovation Skills	Correlation Coefficient	.004	-.118	.026	.064	.216*
	Sig. (2-tailed)	.961	.199	.780	.491	.018
	N	120	120	120	120	120
ICT Skills	Correlation Coefficient	.151	-.056	.137	-.065	.206*
	Sig. (2-tailed)	.100	.544	.136	.482	.024
	N	120	120	120	120	120
Problem Solving Skills	Correlation Coefficient	.027	-.090	.035	.097	.162
	Sig. (2-tailed)	.769	.327	.703	.291	.077
	N	120	120	120	120	120
INTERPERSONAL						
Adaptability Skills	Correlation Coefficient	.099	-.150	.048	.066	.180*
	Sig. (2-tailed)	.280	.101	.602	.472	.049
	N	120	120	120	120	120

Leadership Skills	Correlation Coefficient	-.062	-.184*	.068	.100	.260**
	Sig. (2-tailed)	.501	.044	.461	.277	.004
	N	120	120	120	120	120
Self-Management Skills	Correlation Coefficient	.104	-.121	.006	.043	.082
	Sig. (2-tailed)	.261	.187	.947	.638	.373
	N	120	120	120	120	120
Teamwork Skills	Correlation Coefficient	-.082	-.183*	.067	-.077	.259**
	Sig. (2-tailed)	.372	.046	.470	.401	.004
	N	120	120	120	120	120

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5. Relationship between the Teaching Dimension and Interpersonal Skills of Pre-Service Teachers

			Adaptability	Leadership	Self-Management	Teamwork
pearman's rho	Basic Academic Skills	Correlation Coefficient	.379**	.403**	.295**	.437**
		Sig. (2-tailed)	.000	.000	.001	.000
		N	120	120	120	120
	Pedagogical Skills	Correlation Coefficient	.544**	.430**	.506**	.532**
		Sig. (2-tailed)	.000	.000	.000	.000
		N	120	120	120	120
	Communication Skills	Correlation Coefficient	.595**	.476**	.494**	.535**
		Sig. (2-tailed)	.000	.000	.000	.000
		N	120	120	120	120
	Creativity and Innovation Skills	Correlation Coefficient	.604**	.420**	.452**	.602**
		Sig. (2-tailed)	.000	.000	.000	.000
		N	120	120	120	120
	ICT Skills	Correlation Coefficient	.606**	.424**	.463**	.493**

	Sig. (2-tailed)	.000	.000	.000	.000
	N	120	120	120	120
Problem Solving Skills	Correlation Coefficient	.616**	.546**	.558**	.600**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	120	120	120	120

**. Correlation is significant at the 0.01 level (2-tailed).

All Teaching Dimension skills (Basic Academic Skills, Pedagogical Skills, Communication Skills, Creativity and Innovation Skills, ICT Skills, and Problem-Solving Skills) are significantly positively correlated with all Interpersonal Skills (Adaptability, Leadership, Self-Management, and Teamwork).

The strongest correlations are observed between Problem-solving Skills and Adaptability Skills (r = 0.616, p = 0.000); Pedagogical Skills and Adaptability Skills (r = 0.544, p = 0.000); Communication Skills and Adaptability Skills (r = 0.595, p = 0.000)Creativity and Innovation Skills and Adaptability Skills; (r = 0.604, p = 0.000); ICT Skills and Adaptability Skills (r = 0.606, p = 0.000).

1.7 Summary, Conclusions, and Recommendations

Summary of Findings

Profile of Pre-Service Teachers

There were 120 pre-service teachers who underwent this study. Most of the participants were aged between 21 and 30. Most of the participants were enrolled in Bachelor of Secondary Education (BSED) Major in English. Furthermore, the majority of the pre-service teachers were regular students. It was also revealed that most of the pre-service teachers reported a family income ranging from ₱ 0 to 20,000 monthly.

Employability Skills of Pre-Service Teachers

Teaching Dimension

The pre-service teachers' teaching dimension skills described as "Highly Skilled" include Basic Academic Skills (AWM: 3.25), Creativity and Innovation Skills (AWM 3.25), and Information and Communications Technology (ICT) Skills (AWM: 3.45). Additionally, the pre-service teachers' teaching dimension skills described as "Skilled" include Pedagogical Skills (AWM: 3.16), Communication Skills (AWM: 3.23), and Problem-Solving Skills (AWM: 3.20).

Interpersonal Skills

The pre-service teachers' interpersonal skills were described as "Highly Skilled." These skills included Adaptability (AWM: 3.37), Leadership (AWM: 3.33), Self-Management (AWM: 3.58), and Teamwork (AWM: 3.53).

Relationship between the Profile and Employability Skills of Pre-Service Teachers

Age and average monthly income are significantly related to basic academic skills. Younger preservice teachers are most likely to agree on statements under basic academic skills. Preservice teachers with high monthly incomes tend to have better basic academic skills. Average monthly income is significantly related to creativity and innovation skills.

The higher the monthly income of the preservice teachers, the more they would possess creativity and innovation skills. Age and average monthly income are significantly related to ICT skills. Older preservice teachers are most likely to agree on statements under ICT skills. Preservice teachers with high monthly incomes are likelier to have better ICT skills. Average monthly income is significantly related to adaptability, leadership, and teamwork skills. Preservice teachers with high monthly incomes are likelier to have adaptability, leadership, and teamwork skills. Sex is significantly related to leadership and teamwork. Male pre-service teachers are most likely to have better leadership and teamwork skills.

Relationship between the Teaching Dimension of Pre-Service Teachers and Interpersonal Skills

All Teaching Dimension skills (Basic Academic Skills, Pedagogical Skills, Communication Skills, Creativity and Innovation Skills, ICT Skills, and Problem-Solving Skills) are significantly positively correlated with all Interpersonal Skills (Adaptability, Leadership, Self-Management, and Teamwork). The strongest correlations are observed between Problem-solving Skills and Adaptability; Pedagogical Skills and Adaptability Skills; Communication Skills and Adaptability Skills; Creativity and Innovation Skills and Adaptability Skills; and ICT Skills and Adaptability Skills.

1.8 Conclusion

Most pre-service teachers are young female students pursuing BSED Major in English. Many of them come from low-income families. Pre-service teachers are highly skilled in all of the following statements under the Teaching Dimension: Creativity and Innovation Skills, and Information and Communication Technology (ICT) Skills. They are also highly skilled in all of the following areas under interpersonal skills: Adaptability, Self-Management, and Teamwork. Furthermore, the pre-service teachers are skilled in the following teaching dimensions: Pedagogical Skills, Communication Skills, and Problem-solving Skills. Preservice teachers' age and average monthly income have a significant impact on their basic academic skills.

Younger teachers and those with higher incomes are more likely to demonstrate these skills. Additionally, higher monthly incomes are linked to greater creativity and innovation skills. When it comes to ICT skills, older teachers and those with higher incomes tend to have better abilities. Moreover, higher monthly income is associated with improved adaptability, leadership, and teamwork skills. Male preservice teachers are also more likely to exhibit superior leadership and teamwork skills. The teaching dimensions and interpersonal skills of preservice teachers are closely related. Those teaching dimension skills are more likely to possess interpersonal skills. A sustainability plan is proposed based on the results of the study. The proposed sustainability plan can be useful in sustaining and improving the employability skills of pre-service teachers.

1.9 Recommendations

PHINMA AU and the College of Education and Liberal Arts should continue to expand scholarship opportunities and advocate for gender and age equality and sensitivity in education and other programs.
The College of Education and Liberal Arts must partner with government and non-government organizations to continue enhancing pre-service teachers' employability skills. Additionally, conducting further studies to monitor the progression of employability skills from the pre-service to in-service teaching stages would offer valuable insights into the lasting effects of initial training on teaching effectiveness and professional development. PHINMA Araullo University should continue providing training and education that meets pre-service teachers' specific needs. For younger pre-service teachers, the focus should be on improving basic academic skills. Older pre-service teachers should have access to advanced ICT courses. Higher-income groups can benefit from project-based learning and collaborative platforms. Workshops can be designed to enhance leadership and teamwork skills for male pre-service teachers and those with higher incomes. The College of Education and Liberal Arts should conduct further research on how pre-service teachers' skills evolve and how educational experiences and professional development influence them. Additionally, researching how pre-service teachers perceive and navigate their skill development would provide valuable insights for targeted interventions and curriculum enhancements aimed at fostering comprehensive skill development in future educators. The College of Education and Liberal Arts may use the sustainability plan to sustain and enhance the employability skills of pre-service teachers.

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