



A CORRELATIONAL STUDY ON THE EXPERIENTIAL LEARNING PERFORMANCE AND EMPLOYMENT READINESS OF PRE- SERVICE TEACHERS: IMPLICATIONS FOR PROGRAM ENHANCEMENT

**LARREN JOY T. CASTILLO, NICOLAS N. GALABASA,
MELISSA M. NAVIA, JOBELL CRIS T. VIBAL**

La Carlota City College
naviamel20@gmail.com

ABSTRACT

This study explores the relationship between experiential learning performance and employment readiness among pre-service teachers in the College of Education. Recognizing the pivotal role of experiential learning in bridging theory and practice (Brower & Specht-Boardman, 2022), the research aims to assess how practical experiences influence future teachers' preparedness for the workforce, encompassing professional ethics, communication, instructional, classroom management, and personal skills. Employing a descriptive-correlational design, the study surveyed all 191 Bachelor of Secondary Education majors specializing in English enrolled in the second semester of AY 2024-2025. Data collection involved standardized performance assessments and employment readiness questionnaires, analyzed using correlation statistics. Results indicated that pre-service teachers demonstrated very high levels of experiential learning performance (mean = 4.61) and employment readiness across personal (4.67), instructional (4.55), and management skills (4.61). Despite their high performance, statistical analysis revealed no significant relationship between experiential learning and employment readiness ($p > 0.05$, $r = 0.244$). The findings suggest

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan
Managing Editor: Raymart O. Basco

Associate Editor: Andro M. Bautista
Web Editor: Nikko C. Panotes

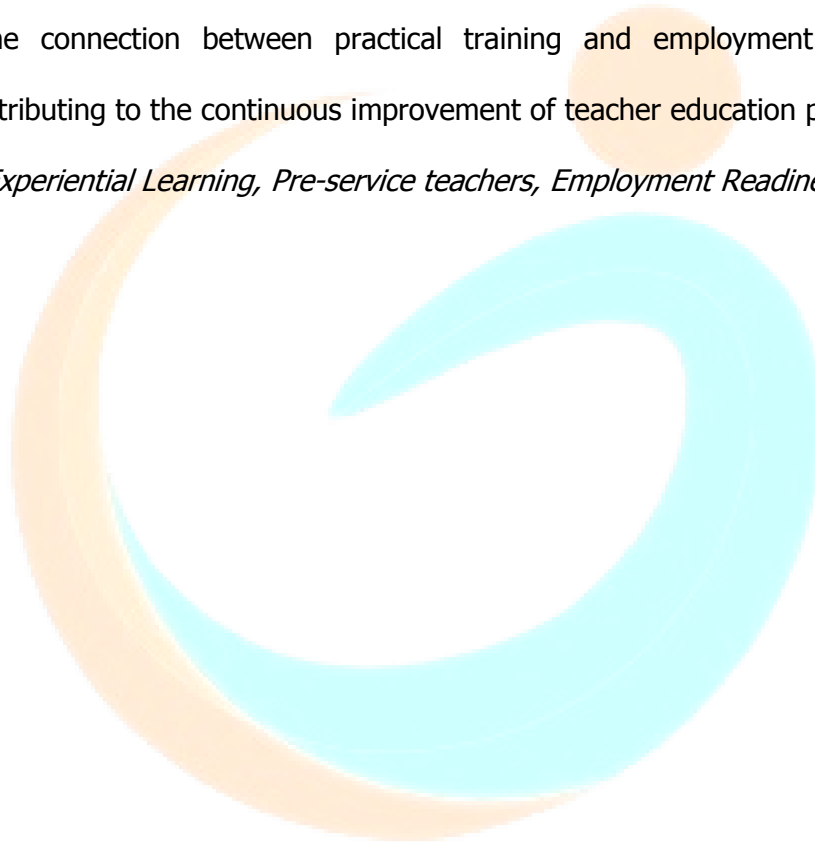
Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



that while pre-service teachers are well-prepared and proficient in practical skills, experiential learning alone may not directly influence their overall employment readiness. These insights underscore the importance of a comprehensive approach to teacher education, integrating both experiential and theoretical components, to enhance workforce preparedness. The study concludes with recommendations for curriculum development and targeted interventions to strengthen the connection between practical training and employment competencies, ultimately contributing to the continuous improvement of teacher education programs.

Keywords: *Experiential Learning, Pre-service teachers, Employment Readiness*



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
