



## **THE INFLUENCE OF SELF-EFFICACY ON THE EMPLOYABILITY SKILLS OF GRADUATING STUDENTS**

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A Research Presented to the  
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**DEDICATION**

To the graduating students or people who interesting in our research for knowledge. This research is proof of the influence of self-efficacy of human believe and the seemingly endless possibilities. May this contribution add to understanding's ever - growing depth by inspiring future generations to delve deeper, pose more difficult questions, and uncover new truths. This research is committed with deep affection as a tribute to our forebears and in enthusiastic anticipation of those who will come after. This tribute is also extended to Dr. Juan Rodrigo B. Del Villar, who has been a mentor to us and whose constant advice and training have shown me the way to better education. We are sincerely appreciative of your advice and assistance.

**ABSTRACT**

This study has examined the relationship between the influence of self-efficacy on the employability skills of graduating students in St. Theresa International College. The study used quantitative methods, collecting data through online questionnaires via Google Form to assess study behavior and learning style in St. Theresa International College, Nakhon Nayok. The data from 100 respondents were gathered starting from July 2023. The questionnaires aimed to measure participant's agreement with each statement, with responses ranked on a scale from 1 to 5 as follows: 1-Strongly Disagree 2-Disagree 3-Moderately Agree 4-Agree 5-Strongly Agree. The information collected during data collection were analyze by the researchers. Finding of the influence of self-efficacy assess their employability skills (3.846) and the finding of respondents assess their employability skills (3.822) were the most effected. Analysis showed (p value is 0.00001) is higher than the critical (r) at 0.194 at .05 significant level. Therefore, there is significant relationship between self-efficacy and employability skills. On finding of the study, it can be concluded that self-efficacy effected to employability skills. So, every student should have a positive and optimistic attitude and choose learning style that suit with the curriculum or learners will help students gain more understanding

**Keywords:** Self-efficacy, Employability skills, Graduating student, Influence, International program.

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**Chapter 1****THE PROBLEM AND ITS SCOPE****Introduction**

Assign from several disciplines in research have focused on the development of students' employability skills. Crucial factor of employability directly affects the success of university students in employment (Lau et al., 2014), and is a core competency to secure students a job (Harvey, 2001). Research has confirmed the importance of improving students' employability (Sin et al., 2017) to facilitate their successful employment (Gbadamosi et al., 2015). As internal factors (Abele and Spurk, 2009; Millard, 2020) affect the development of students' employability, therefore, this study further explores the internal determinants of university students' employability.

Self-efficacy theory emphasizes the importance of the individual and the individual's perceptions of his/her personal capabilities as key determinants of successful outcomes. Self-efficacy theory, and the broader social cognitive theory in which self-efficacy is encompassed, therefore clearly endorses a democratic ideal that suggests that all individuals are competent and capable of being successful, provided they have the opportunities and self-efficacy necessary to pursue their goals. Self-efficacy theory explicitly focuses on how individuals and communities can be empowered with a sense of agency that will facilitate goal attainment. This is important as self-efficacy theory does not presume that individuals who are currently.

successful are inherently better than those who are not as successful. Rather, self-efficacy theory would suggest that individuals who are currently struggling may not have been provided with opportunities to obtain mastery experiences or modeling necessary to develop high levels of self-efficacy. Self-efficacy theory therefore suggests that it is the responsibility of the government and society to provide everyone with sufficient opportunities to engage in mastery experiences, receive positive social persuasion, and witness positively reinforcing models that will engender a strong sense of self-efficacy.

It is worth noting, however, that self-efficacy theory does not suggest that positive self-efficacy beliefs are the only causes of important outcomes. Rather, as previously discussed, self-efficacy theory is rooted in a theory of triadic reciprocal determinism in which there is a constant interplay between personal factors (i.e., self-efficacy beliefs), behavior, and environmental factors. Self-efficacy theory emphasizes the relative importance of personal factors, but acknowledges that behavioral and environmental factors have profound effects on outcomes. This theory of triadic reciprocal determinism therefore further reinforces the idea that if the effects of the environment are consistent (i.e., an even playing field for all), then self-efficacy beliefs will take on an even greater role in determining human behavior, and ultimately shaping outcomes.

It is also important to note that self-efficacy theory does not advocate a Pollyannaish world view in which positive expectancies for the future are the sole determinant of future outcomes. There has been a recent backlash against positive thinking among many members of the popular press. Books such as Barbara Ehrenreich's *Bright-Sided: How the Relentless*.

**Figure 1** shows the representation of the proposition which this study intended to establish and or confirm or disconfirm.

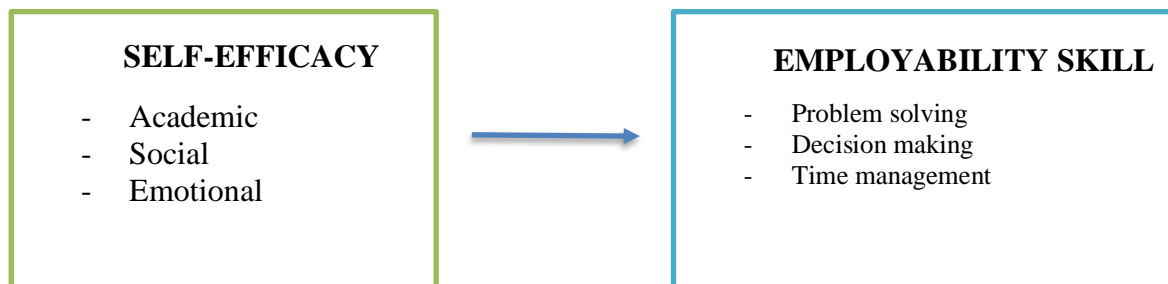


Figure 1. Schematic Diagram of the Study

### Statement of the Problem

This study aimed to study and research of Performance and Employability of The Influence of Self-Efficacy on The Employability of Graduating Students. at St. Theresa International College. Specifically, this was guided by the following questions:

**Problem 1.** How do the respondents assess their self-efficacy in terms of :

- a. academic
- b. social
- c. emotional

**Problem 2.** How do the respondents assess their employability in terms of :

- a. problem solving
- b. decision making
- c. time management

**Problem 3.** Is there a significant relationship with self-efficacy and employability skills?

**Hypothesis**

Ho Their significant relationship between self-Efficacy and employability skill.

**Significance of the Study**

The current study is significant for several reasons. To know the essential of The Influence of Self-Efficacy on The Employability Skills of Graduating Students. It can be a guild line for students who want to apply for internship and it also can be a guild line for student who want to use to be referent research.

**Graduating Students:** Analyze your ability to go on internships in various companies.

**Juniors:** Guidelines for preparing for an internship.

**Supervisors:** Get to know the objectives of the students who are going to do internships.

**Professors:** To bring information to educate students in year 1-3 It's a way to prepare yourself for an internship.

**Employers:** As key stakeholder groups in graduate employability skills education and human resource management for a certified professional.

**Scope and Limitations of the Study**

The aim of this study was studying the factors of self-efficacy that affect to employability skills of graduating student of international program. The study was conducted by a sample group of graduating students of international program at St. Theresa International College and data collection for the study.

**Definition of Terms**

To provide a better understanding of the study, the following terms are operationally defined:

**Employability.** This term refers to the set of achievements such as skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations which benefits themselves, the workforce, the community, and the economy (Yorke & Knight, 2004).

**Self-efficacy.** This term refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment.

**Influence.** This term refers to the power to have an important effect on someone or something. If someone influences someone else, they are changing a person or thing in an indirect but important way.

**Graduating Student.** This term refers to students who are graduating at the end of the year will need to request a refund in writing. All graduating students must pay the previous and present account balances in full by the time designated in the graduation application materials provided by the Registrar's Office, or the student.

## Chapter 2

### LITERATURE REVIEW

In this chapter, we provide an overview of the relevant literature and studies related to the present study. These sources include books, unpublished studies, journals, and websites that serve as a frame of reference for the research.

#### Performance of Self-Efficacy

Performance of Self-Efficacy expose students to discipline-specific knowledge. Self-Efficacy can help a student develop professionalism, communication, and interpersonal skills. Additional soft skills, such as attitude and work ethic, along with the technical hard skills necessary for a profession, are in demand today (Gale et al., 2017). An undergraduate education should be balanced between broad knowledge and disciplinary skills (Hart Research Associates, 2007). Fifty-six percent of employers believe higher education should emphasize the following: integrative learning, knowledge of human culture and the world, intellectual and practical skills, and personal and social responsibility. Both employers and graduates in this same study agree that teamwork skills and critical thinking are two important workplace skills (Hart Research Associates, 2007). Beck and Halim (2008) identified the most significant self- efficacy learning outcomes as personal and interpersonal skills, with technical skills perceived as less important. Recruiters want evidence of leadership, communication, and interpersonal skills, which are largely unattainable in the classroom (Barr & McNeilly, 2002). For four years in a row, the top selection criteria in the Graduate Careers Australia (2012) survey were interpersonal and

communication skills. An intern's communication ability is also a critical skill identified in other studies (Gale et al., 2017; Huber, 2018; Kelley & Bridges, 2005; Ryan & Krapels, 1997).

The personal perception of efficacy may further determine the types of activities chosen, the effort to be expended, and the degree of persistence in the effort (Bandura, 1977). In terms of theoretical foundations, the self-efficacy theory emphasizes that the stronger the individual's belief in their ability to perform a set of actions, the more likely they will initiate and persist in the given activity. In terms of relevant empirical research, Ferris et al. (2017) confirmed the positive link between self-efficacy and related outcomes by several meta-analyses, such as work performance, athletic performance, and academic accomplishment. Accordingly, Self-efficacy can be general or task-specific, allowing individuals to have a range of simultaneous self-efficacy beliefs.

General self-efficacy beliefs mirror the definition provided by Bandura (1977), "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." General self-efficacy, which is unspecific, concerns an individual's self-belief that they can complete any set task at any time. A previous study found that individuals' role breadth self-efficacy was positively related to their perceived employability (Hanzla et al., 2019). Besides that, researchers have explored the relationship between self-efficacy and employability using Chinese postgraduate students as subjects and suggested that self-efficacy positively predicted employability (Zhong et al., 2020). Moreover, Yan et al. (2019) found that university students' self-efficacy in career decision-making positively predicted employability.

Research has found that college students' self-efficacy during job searches positively predicts employment outcomes (Moynihan, 2003). For example, job seekers with low job search self-efficacy tend to adopt ineffective job search techniques and approaches (Wanberg et al., 1999). In addition to that, studies based on SCCT have found a significant positive correlation between self-efficacy and employability (Liu et al., 2020; Zhao et al., 2021).

### **Employability skills with Experiential Learning**

Boost Graduate Employability with Experiential learning. Are you looking to boost graduate employment outcomes within your learning institution? Experiential learning is the answer. But you might be wondering: What is experiential learning, and how does it boost graduate employability? Is there any proof of a connection between the two? We'll answer these burning questions and more in this article. What is graduate employability? Graduate employability is the ability of a student to find a job following graduation. More specifically, it is the degree to which students can use their skills and knowledge to find work. A range of factors can affect graduate employability rates, including economic conditions, cost of living, job availability, graduates career prospects, and university prestige. So, how can universities help students find employment after graduation with all these factors to consider? And at the same time, with relevant skills, knowledge, and experience under their belts, students are well-educated.

### Chapter 3

#### RESEARCH METHODS

This chapter provides a detailed discussion of the various elements of the research, To include, the research design, the research setting, research participants, research instrument, data gathering procedure, data analysis, and ethical considerations. By outlining these key components, it is expected that interested parties can gain a better understanding of the methodology used in the present study.

##### Research Design

This study was aimed at gathering information to be a guideline for graduating students, professors, and someone who was interested in measuring self-efficacy for employment skills in the future according to the data of influence of self-efficacy and employability skills in the questionnaire. By using the quantitative method for interpreting data from multiple sources.

##### Research Setting

This study conducted the data at St. Theresa International College. Collecting on Factors of self-efficacy affecting employability skills of graduating student in international program. The research used convenience sampling techniques to select participants who wanted to testing or evaluating their self-efficacy to gathering the properly data to fulfill questionnaires. This research established on 1 September 2023 until it accomplished.

**Respondents and Sampling Procedure**

The respondent of this study are the graduating students at St. Theresa International College. Respondents are graduating students from international program it easy to gather the information because they are ours friends. So, we can easily contact them to make our questionnaire. Dividing to be 2 groups, one group wants to do the questionnaire and another group doesn't want to do the questionnaire. Gives the QR code that already linked with the questionnaire to them, then we would gather the data from it.

**Data Gathering Procedure**

The researchers used questionnaires to conduct the study of the influence of self-efficacy on the employability of graduating students. The study was then conducted for around 2 months with graduating students of St. Theresa International College to collect the data. The questionnaire will be mostly on Google Forms and will be sent to a sampling of graduating students at St. Theresa International College. The research makes sure that the set of questionnaires is sufficient to provide the necessary data for the study. Also, these questions were thoroughly checked to make sure they were effective and modified to address all the corrections to each question. An online questionnaire was preferred more by the researcher than the traditional online questionnaire because it is more convenient and accessible with the advancement of technology. However, all of the questionnaires will be gathered to measure the influence of self-efficacy on the employability of graduating students at St. Theresa International College. Then, write a letter to the dean. After it is finished, send it to the president of the college for approval.

**Instrument**

The questionnaire used as a research instrument for this study. The questionnaire was designed by the researcher to meet the objective of the study and was, first of all, approved by the Master's Project advisor. To make the questionnaire valid, Dr. Juan Rodrigo B. Del Villar head of the Tourism and Hotel Department was asked to comment and recommend on the questionnaire. The questionnaire was adjusted according to the specialists' comments and recommendations. There is 2 parts, it is the influence of self-efficacy and employability skills.

**Statistical Treatment**

The three problems from the statement of problem in chapter 1 would be classified by the way it was discussed. The first problem of this research How do the respondents assess their Self-Efficacy in terms of : Academic, Social, Emotional?.' such as the strength of self-efficacy is the confidence in her or his ability to practice and apply her or his strengths development and the weakness of self-efficacy tend to see difficult tasks as threats they should avoid.

The second problem of the research 'How do the respondents assess their employability in terms of : Problem solving, Decision making, Time management?.'

In the last problem, the questions of three 'Is there a significant relationship with self-efficacy and employability skills?' will be treated as descriptive data that will explain how graduating students' self-efficacy affect employability based on the data that we get from the questionnaire.

Scale	Range	Description
5	4.20 – 5.00	Strongly Agree
4	3.40 – 4.19	Agree
3	2.60 – 3.39	Moderately Agree
2	1.80 – 2.59	Disagree
1	1.00 – 1.79	Strongly Disagree

### Demographic Information

Table 1 Frequency and Percentage Distribution of the respondents according to Gender

Gender	Frequency	%
Male	37	37.8
Female	56	57.1
Prefer not to say	7	7.1
Total	100	100

Table 1 displays the Frequency and Percentage Distribution of the respondents according to their gender. The table shows that majority of the respondents are female which accounts to 57.1% of the total respondents. Likewise, 37.8% of the respondents are male. It can be noted that 6% of the respondents prefer not to say their gender.

Table 2 Frequency and Percentage Distribution of the respondents according to Major

Major	Frequency	%
AB	67	41
BE	23	23
IB	11	11
HT	10	10
LG	10	10
ED	2	2
CA	1	1
ATC	1	1
Total	100	100

Table 2 presents the profile of the respondents are graduating students from international program at St. Theresa International College answered the questionnaire, 41% from the Major Airline Business (AB), 23% from the major of English for Business Communication (BE), 11% from The major of International Business (IB), 10% from Major The Tourism and Hotel (HT), 10% from The Major Logistics Management (LG), 2% from Major The Education (ED), 1% from Major The Air Traffic Control, 1% from Major The Communication Arts(CA).

**Table 3 Frequency, Mean and Percentage Distribution of Graduating Students to The Influence of Self-Efficacy on The Employability Skills of Graduating Students**

Range	Responses/Description	f	%
4.20 – 5.00	Strongly Agree	34	34
3.40 – 4.19	Agree	44	44
2.60 – 3.39	Moderately Agree	19	19
1.80 – 2.59	Disagree	2	2
1.00 – 1.79	Strongly Disagree	1	1
Total		100	100
<b>Overall mean</b>	3.834		
<b>SD</b>	0.949		
<b>Description</b>	Agree		

Table 3 display the data are taken from the self-efficacy and employability skills questionnaire a central source of students' responsibility and positive attitude towards the professional role. The data in shows an overall mean of 3.834 interpreted as the *moderate competence* of students' comprehension in the influence of the self-efficacy and employability skills. The standard deviation of table 0.949 implies that students were most likely comparable in self-efficacy.

### Chapter 4

#### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter discusses the results of the data obtained from the instrument used in the study. The data were collected and processed and then interpreted in response to the problems posed in chapter 1. The problems aimed to explore the relationship between self-efficacy and employability skills.

**Problem 1.** How do the respondents assess their Self-Efficacy in terms of :

**Table 4 Mean, Interpretation and SD Distribution of the respondents according to Academic**

Academic			
Indicators	Mean	SD	Description
How well can you get teachers to help you when you get stuck on schoolwork?	3.63	0.883691	Agree
How can you have a chat with an unfamiliar person?	3.8	1.005	Agree
How well can you study when there are other interesting things to do?	3.85	0.957427	Agree
How well can you study a chapter for a test?	3.84	0.884433	Agree
How well do you succeed in finishing all your homework every day?	3.92	1.021783	Agree
<b>Overall mean</b>	3.8925	0.86766	Agree

Table 4 displays mean, description and SD distribution of the respondents according to Social. The overall mean of the respondents has about 3.8925 or has standard division 0.86766. The most value mean that graduating Students 'Agree' to 'How well do you succeed in finishing all your homework every day?' about 3.92 and has standard division 1.021783 and the mean standard division 1.005 and the lower value mean 3.63 of the respondents has Agree to 'How well can you get teachers to help you when you get stuck on schoolwork?'.

**Table 5 Mean, Interpretation and SD Distribution of the respondents according to Social**

<b>Social</b>			
<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
How well can you become friends with other students?	3.95	0.868	Agree
How well can you have a chat with an unfamiliar person?	3.8	1.005	Agree
<b>Overall mean</b>	3.8925	1.0072	Agree

Table 5 displays mean, description and SD distribution of the respondents according to Social. The overall mean of the respondents has about 3.8925 and standard division 1.0072. The Graduating Students 'Agree' to 'How well can you become friends with other students?' about 3.95 and has standard division 0.868 and the standard division 1.005 and mean 3.8 of the respondents has 'Agree' to 'How well can you have a chat with an unfamiliar person?'

**Table 6 Mean, Interpretation and SD Distribution of the respondents according to Emotion**

Emotional			
Indicators	Mean	SD	Description
How well do you succeed in cheering yourself up when an unpleasant event has happened?	3.75	0.946818	Agree
How well do you succeed in becoming calm again when you are very scared?	3.86	0.953674	Agree
How well can you prevent to become nervous?	3.77	1.033333	Agree
Overall mean	3.84	0.971	Agree

Table 6 displays mean, description and SD distribution of the respondents according to Emotional. The overall mean of the respondents has about 3.84 or has standard division 0.97171. The most value mean that graduating Students ‘Agree’ to ‘How well do you succeed in becoming calm again when you are very scared?’ about 3.86 and has standard division 0.953674 and the mean standard division 0.946818 and the lower value mean 3.75 of the respondents has Agree to ‘How well do you succeed in cheering yourself up when an unpleasant event has happened?’

**Problem 2.** How do the respondents assess their employability in terms of :

**Table 7 Mean, Interpretation and SD Distribution of the respondents according to Problem Solving**

Problem solving			
Indicators	Mean	SD	Description
Solve problems	3.52	0.915412	Agree
Prioritize problems	3.95	0.914253	Agree
Identify essential components of the problem	3.89	0.851558	Agree
<b>Overall mean</b>	<b>3.743</b>	<b>0.955</b>	<b>Agree</b>

Table 7 displays the mean, description and SD distribution of the respondents according to problem solving. The overall mean of the respondents has about 3.74333 or has standard division 0.95595. The most value mean that graduating Students ‘Agree’ to ‘Prioritize problems’ about 3.95 and has standard division 0.914253 and the mean standard division 0.915412 and the lower value mean 3.52 of the respondents has Agree to ‘Solve problems’

**Table 8 Mean, Interpretation and SD Distribution of the respondents according to Decision Making**

Decision Making			
Indicators	Mean	SD	Description
Assess long-term effects of decisions	3.8	0.696311	Agree
Identify implications of the decision to be made	3.67	1.092259	Agree
Make decisions in a short time period	3.81	1.031768	Agree
<b>Overall mean</b>	3.88667	0.92557	Agree

Table 8 displays mean, description and SD distribution of the respondents according to decision making. The overall mean of the respondents has about 3.88667 or has standard division 0.92557. The most value mean that graduating Students ‘Agree’ to ‘Make decisions in a short time period’ about 3.81 and has standard division 1.091768 and the mean standard division 1.092259 and the lower value mean 3.67 of the respondents has Agree to ‘Identify implications of the decision to be made’.

**Table 9 Mean, Interpretation and SD Distribution of the respondents according to Time Management**

Time Management			
Indicators	Mean	SD	Description
Set priorities	3.91	0.853927	Agree
Meet deadlines of requirements	4.04	0.973591	Agree
Assign/delegate responsibility	3.96	0.941952	Agree
Allocate time efficiently	3.91	0.985706	Agree
<b>Overall mean</b>	3.8325	0.98584	Agree

Table 9 displays mean, description and SD distribution of the respondents according to time management. The overall mean of the respondents has about 3.8325 or has standard division 0.98584. The most value mean that graduating Students ‘Agree’ to ‘Meet deadlines of requirements’ about 4.04 and has standard division 0.973591 and the mean standard division 0.853927 and 0.985706 and the lower value mean 3.91 of the respondents has Agree to ‘Set priorities’ and ‘Allocate time efficiently’

**Problem 3.** Is there a significant relationship with self-efficacy and employability skills?

**Table 10** Critical R, Computed R, P - Value, Interpretation, and Decision according to self-efficacy and employability skills.

Self-Efficacy (Independent)	Employability skills (dependent)				
	Critical R	Computed R	P - Value	Description	Decision
Academic	0.194	0.9215	0.00001	Significant	Rejected
Social	0.194	0.8769	0.00001	Significant	Rejected
Emotional	0.194	0.8637	0.00001	Significant	Rejected

There is a significant relationship with self-efficacy and employability skills according to the computed R of the Academic is 0.9215 (P-value is 0.00001) lower than the critical value of 0.194 at 0.05 level of significance. The computed R of Social is 0.8769 (P-value is 0.00001) lower than the critical R of 0.194 at 0.05 level of significance. And the computed R of the quality is 0.8637 (P-value is 0.00001) lower than the critical R of 0.194 at 0.05 level of significance. These means that there is significant relationship between self-efficacy and employability skills. Thus, the null hypothesis is rejected. The outcome of this study is similar to the literature of (Hart Research Associates, 2007).

Table 11 Mean, Interpretation and SD Distribution of the respondents according to Indicators

Indicators	Mean	SD	Description
<b>The Employability Skills</b>			
<b>Problem Solving and Analytic</b>			
Solve problems	3.52	0.915412	Agree
Prioritize problems	3.95	0.914253	Agree
Identify essential components of the problem	3.89	0.851558	Agree
<b>Decision Making</b>			
Assess long-term effects of decisions	3.8	0.696311	Agree
Identify implications of the decision to be made	3.67	1.092259	Agree
Make decisions in a short time period	3.81	1.031768	Agree
<b>Organization and Time Management</b>			
Set priorities	3.91	0.853927	Agree
Meet deadlines of requirements	4.04	0.973591	Agree
Assign/delegate responsibility	3.96	0.941952	Agree
Allocate time efficiently	3.91	0.985706	Agree
<b>Self-Efficacy</b>			
How well can you get teachers to help you when you get stuck on schoolwork?	3.63	0.883691	Agree
How well can you express your opinions when other classmates disagree with you?	3.85	1.028631	Agree
How well do you succeed in cheering yourself up when an unpleasant event has happened?	3.75	0.946818	Agree
How well can you study when there are other interesting things to do?	3.85	0.957427	Agree
How well do you succeed in becoming calm again when you are very scared?	3.86	0.953674	Agree
How well can you become friends with other students?	3.95	0.868936	Agree
How well can you study a chapter for a test?	3.84	0.884433	Agree
How well can you have a chat with an unfamiliar person?	3.8	1.005038	Agree
How well can you prevent to become nervous?	3.77	1.033333	Agree
How well do you succeed in finishing all your homework every day?	3.92	1.021783	Agree

This is further supported by their responses to the indicators where the statement of the employability skills “*Meet deadlines of requirements*” with the highest mean of Organization and Time Management 4.04 and is the statement of the self-efficacy “How well can you become friends with other students” with the highest mean of 3.95 still interpreted as *moderate competence*. Even the indicator “*Solve problems*” of employability skills rated with the lowest mean of 3.52 and “how well can you get teachers to help you when you get stuck on schoolwork” rated with the lowest mean of 3.63 and are *moderate competence*. Although the previous response seemed to be the ‘weakest’, striving to become composed given their reaction to the statement “*I stay composed, positive, and calm even trying moment*” with a mean of 3.18 and “How well do you succeed in becoming calm again when you are very scared.” 3.86 holds a strong support. The result revealed that students perceived their comprehension in the influence of the self-efficacy and employability skills with *moderate competence* especially in terms of dealing with challenges in order to cope with the demands of the organization.

**Chapter 5****SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter presents the summary of the problem, methods, and findings of the study.

It also discusses the conclusions and processes appropriate recommendations from the findings and conclusions of the study.

Research Methods: using the quantitative method for interpreting data from multiple sources.

**Summary**

Findings. The findings of the study are summarized as follows:

**Problem 1:** How do the respondents assess their self-efficacy in terms of : Social, Academic, Emotional ?

The respondents assessed their self-efficacy by using questionnaire in terms of : academic, social and emotional

**Academic:** According to the table 6 of academic in chapter 4, the respondents answered in the questionnaire that the result shows most valuable mean of indicators of academic is 3.92 ‘How well do you succeed in finishing all your homework every day?’.

**Social:** According to the table 5 of social in chapter 4, the respondents answered in the questionnaire that the result shows most valuable mean of indicators of academic is 3.95 ‘How well can you become friends with other students?’.

**Emotional:** According to the table 7 of emotional in chapter 4, the respondents answered in the questionnaire that the result shows most valuable mean of indicators of academic is 3.86 ‘How well do you succeed becoming calm again when you are very scared?’.

**Problem 2:** How do the respondents assess their employability in terms of :

**Problem-solving:** According to the table 8 of problem solving in chapter 4, the respondents answered in the questionnaire that the result shows most valuable mean of indicators of academic is 3.95 ‘prioritize problems’.

**Decision making:** According to the table 9 of decision making in chapter 4, the respondents answered in the questionnaire that the result shows most valuable mean of indicators of academic is 3.81 ‘make decisions in s short time period?’.

**Time management:** According to the table 10 of time management in chapter 4, the respondents answered in the questionnaire that the result shows most valuable mean of indicators of academic is 4.04 ‘meet deadlines of requirement’.

**Problem 3:** Is there a significant relationship between self-efficacy and employability skills?

Critical R	Computed R	P - Value	Decision
0.194	0.7445	0.00001	Significant

- There is a significant relationship with self-efficacy and employability skills according to the p-value is .00001 is lower than 0.05 significant level.

The overriding purpose of this study was to measure the self-efficacy of graduating students in terms of its influence on employability skills in the future. To accomplish that goal, it became necessary to reach some prerequisite goals. It became necessary to reach an understanding of the influence of self-efficacy on the employability skills of graduating students

to provide for the possibility that could be perceived and measured. Once these fundamental steps were achieved, this research was able to go forward. This chapter reports the conclusions and recommendations that resulted from this study. All respondents were asked to rate the importance of 20 questionnaire items on self-efficacy and employability skills. They were asked to rate the importance of the influence of self-efficacy as they related to social, academic, and emotional aspects. Finally, they were asked to identify their beliefs about self-efficacy or a program that stresses preparation for employment.

### Conclusions

Based on the findings, the following conclusions were drawn: An important thing of this investigation was the gathering information of the influence of self-efficacy on the employability skills in the future will be the guideline for another graduating students or someone who is interested in measuring self-efficacy. The information generated in order to understand the relative of the influence of self-efficacy on the employability skills according to the p-value is .00001 is lower than 0.05 significant level. And the result of this study supported from the similar literature of (Hart Research Associates, 2007). In addition, the statistical identification of a cluster of respondents who valued self-efficacy in a broad-based form allowed for employability skills in the future.

Finding: According to the table of the available of the influence of self- efficacy, comparing the result of three main influences that impacted to self-efficacy. Social (3.95) is the most influence

to self-efficacy of graduating students in international program at St. Theresa International College than academic (3.92) and emotional (3.86).

### **Recommendations**

This study was aimed at gathering information to be a guideline for graduating students, professors are interested in measuring self-efficacy for employment skills in the future according to the data of influence of self-efficacy and employability skills in the questionnaire. For the recommendation of the independent, the most impactful to employment skills is 'Social'. The graduating students must mention the way to get along with other people when they work with others or make friends in the workplace by learning.

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**APPENDIX A**  
**Appendices Letter**

August 10, 2023

**Dr. Piyada Wattanasan**  
President  
St. Theresa International College  
Ongkharak, Nakhon Nayok, Thailand

**Dear Dr. Piyada Wattanasan:**

Greetings!

We are graduating students from St. Theresa International College, taking Bachelor of Arts in Major English for Business Communication. Currently working on research, **"THE INFLUENCE OF SELF-EFFICACY ON THE EMPLOYABILITY SKILLS OF GRADUATING STUDENTS."**

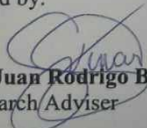
This study will assess the influence of the academic, social, and emotional of employment on graduating students. In this connection, we would like to ask your students for permission to conduct the study at St. Theresa International College. Rest assured that the data will be handled with the highest discretion and used only for research.

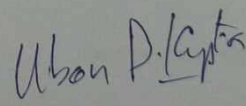
Your assistance in achieving this goal will equip future graduating students with the necessary information, abilities, and reaction from you regarding this. Attached is the sample questionnaire for this research.

Respectfully,

Ms. Arphaphon Boonrod  
Ms. Chonthicha Mayod  
Mr. Ekkapob Phosirikul  
Ms. Pafan Chomtang  
Contact 0954811046  
Researchers

Noted by:

  
**Dr. Juan Rodrigo B. Del Villar**  
Research Adviser

  
**Dr. Ubon Dhanesschaiyakupta**  
Dean, Faculty of Humanities and Social Sciences  
St. Theresa International College

**Appendix B****Questionnaire**

This questionnaire is designed for a research project for graduating students in international programs at St. Theresa International College. The objective is to investigate the satisfaction of graduating students. Your cooperation in completing this questionnaire will be highly appreciated. All the information gained will be treated confidentially.

**Directions:** The following statements refer to factors that may influence the way you feel about the influence of self-efficacy on the employability skills of graduating students and to the individual's perception of the situation. Answering the following statements: 1, 2, 3, 4, and 5, which represent the degree to which you agree or disagree with the statements, please set aside 10–15 uninterrupted minutes to provide thoughtful responses. Please do not identify yourself on this instrument.

**Part : I    Legend    :**    5 Extremely well    4 Very well    3 Moderately well  
2 Slightly    1 Not at all

Employability Skills					
How do you assess student's ability to:	5	4	3	2	1
<b>Problem Solving and Analytic</b>					
1. Solve problems					
2. Prioritize problems					
3. Identify essential components of the problem					
<b>Decision Making</b>					
4. Assess long-term effects of decisions					
5. Identify implications of the decision to be made					
6. Make decisions in a short time period					
<b>Organization and Time Management</b>					
7. Set priorities					
8. Meet deadlines of requirements					
9. Assign/delegate responsibility					
10. Allocate time efficiently					

**Part II:** Please encircle the number that corresponds to your answer.

5 Extremely well      4 Very well      3 Moderately well

2 Slightly      1 Not at all

Self-efficacy	5	4	3	2	1
1. How well can you get teachers to help you when you get stuck on schoolwork?	5	4	3	2	1
2. How well can you express your opinions when other classmates disagree with you?	5	4	3	2	1
3. How well do you succeed in cheering yourself up when an unpleasant event has happened?	5	4	3	2	1
4. How well can you study when there are other interesting things to do?	5	4	3	2	1
5. How well do you succeed in becoming calm again when you are very scared?	5	4	3	2	1
6. How well can you become friends with other students?	5	4	3	2	1
7. How well can you study a chapter for a test?	5	4	3	2	1
8. How well can you have a chat with an unfamiliar person?	5	4	3	2	1
9. How well can you prevent to become nervous?	5	4	3	2	1
10. How well do you succeed in finishing all your homework every day?	5	4	3	2	1

## Appendix C

## Resume

**CHOTHICHA MAYOT**

ENGLISH FOR BUSINESS COMMUNICATION

**Contact**

0825650184, 0981412318



mojichonthicha533@gmail.com

**Skills**

- Communication
- English (intermediate)
  - Listening (Good)
  - Speaking (Fair)
  - Writing (Fair)
  - Reading (Good)
- Creativity Skills
- Adjustment
- Critical thinking
- Time management
- Teamwork
- Fast Learning
- Microsoft Office
- Canva

**Personal Information**

Name: Chothicha Mayot

Nickname: Janis

Age: 21

Habit: Friendly, enthusiasm, and flexibility.

Hobby: Reading a book, playing games, listening to music etc.

**Education**

Expected Date of Graduation:

March 2024

**2020-present****St. Theresa International College***Bachelor of Arts in English for Business Communication***2017-2020****Muengphonpittayakhom School***Science-Mathematics Program***Work Experience****March 2023 - May 2023**

- Suki Teenoi Klong 4, Rangsit Nakhon Nayok Road.

I worked at Teenoi buffet as a part-time for 2 months.

**Reference**

Dr. Boonruang Chunsuvimol  
(Associate Professor)  
Faculty of Humanities and Social Sciences  
St. Theresa International College.



095 460 6181



boonroung@stic.ac.th

# PAFAN CHOMTANG

## Personal Information

**Name :** Pafan Chomtang  
**Nickname :** Ice  
**Date of birth :** April 20, 2002  
**Age :** 21  
**Sex :** Female

## Career Objective

I have communication skills, a positive attitude, and good time management skills. And I want to be given an opportunity that will allow me to use my skills for the benefit of the organization.

## Education

### 2020-2024

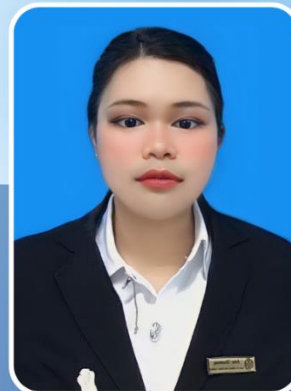
**Degree :** Bachelor's degree  
**Faculty :** Humanities and Social Sciences  
**Major :** English for Business Communication  
**College :** ST.THERESA INTERNATIONAL COLLEGE  
**Expected Date of Graduation :** March 2024

### 2017-2019

**Pakkred Secondary School**  
**Major :** Math-Science

## References

**Dr. Boonruang Chunsuvimol**  
(Associate Professor )  
Faculty of Humanities and Social Sciences,  
St. Theresa International College, Ongkarak,  
Nakhon Nayok  
boonroung@stic.ac.th  
095-460-6181  
Vice Dean



## Contact

 pafann.chomtang@gmail.com  
 095-481-1046  
 iceice0504  
 55/320 Golden Avenue,  
Pak Kret District, Nonthaburi

## Skills

- Have the ability to work well with others .
- Time Management
- Good Attitude
- Problem-Solving

## Computer Skills

Microsoft Power Poin ( Advanced )  
Microsoft Word ( Advanced )  
Microsoft Excel ( Basic )

## Language

Thai [Native]  
English[Intermediate]  
• Listening, Speaking, Writing and Reading

## Work Experience

**Part-Time**  
**February2023-May 2023**  
**Lotus's in Nonthaburi : Cashier**  
• Calculate the price of goods and services.

# Arphaphon Boonrod



## Personal Data

<b>Birthday</b>	April 12, 2002
<b>Age</b>	21
<b>Sex</b>	Female
<b>Nationality</b>	Thailand
<b>Religion</b>	Buddhist

## Computer Skills



## Contact

- 094-3107120
- mymay120445@gmail.com
- 0829039107
- 109 Moo 5, Suan Taeng  
Subdistrict, Mueang District,  
Suphan Buri Province

## References

Dr. Boonruang Chunsuvimol  
(Associate Professor)  
St. Theresa International College.  
Tel. 095 460 6181  
Vice Dean  
E-mail : boonroung@stic.ac.th

## About Me

I am studying in the 4th year of Bachelor's degree. Department of Business English for Communication, Faculty of Humanities and Social Sciences, St. Theresa International College.

## Education

- Bachelor's degree 2020 - 2024  
ST Theresa International College, Ongkarak, Nakhon  
Nayok  
Expected Date of Graduation : March 2024
- High School 2017 - 2019  
Grade 7-12 Science and Mathematics  
Suan Taeng Wittaya School, Suphan Buri

## Experience in the college

- HuSo Showcase Season 2 themed "Friendship That Lasts Forever" 1st Place in Digital Poster Competition
- First Prize in the Cultural Booth Competition on International Day. I'm the one who thinks and plans the booth with my friends.
- BE Day is an intra-faculty competition. to increase efficiency for students. 1st Place in Poster Making Competition in themed "Electric City"


## Skills

- Communication skill.
- Able to work flexible hours, height responsibility.
- Able to work well under pressure.
- Friendly, humble, flexible and helpful.
- Able to deal with problems well. I know how to control emotions.
- Creative thinking

## Language

Thai (Native)  
English (Intermediate)  
• Listening • Writing  
• Speaking • Reading

# Ekkapob Phosirikul



## CAREER OBJECTIVE

Seeking an entry-level position to begin my career in a high-level professional environment.

## My Contact

Line : Peem83  
Phone : 063-039-4255  
Email : ekkapob9168@gmail.com

## ABOUT ME

Name: Ekkapob Phosirikul  
Nickname: Ekk  
Date of Birth: September 20, 2001  
Height: 175 cm.  
Weight: 55 gg.  
Sex: Male

## EDUCATION

2014-2020  
Sri.Pruettha School  
Arts in Japanese  
2020-Present  
St. Theresa International College  
Bachelor of Arts in English for Communication  
Expected Date of Graduation: March, 2024

## SKILL

- Thai Language(Native)
- English Language
  - Writing (Good)
  - Reading (Good)
  - Listening (Good)
  - Speaking (Good)
- Computer Proficiency
  - Microsoft Word(Good)
  - Power Point (Good)
  - Canva (Good)
  - CapCut (Good)
- Picture and Video Editing (Good)
- Communication
- Teamwork and Collaboration
- Creative Thinking
- Problem Solving
- Flexibility and Adaptation
- Fast Learning
- Responsibility

## EXPERIENCE

**March2019-May2019**  
Part-Time Job  
**Morning Star Coffee Shop : Staff**  
I'm in charge of taking care of customers both outside and inside the coffee shop. I serve drinks and hold up signs inviting customers to come and have coffee at the coffee shop.

**December2019-May2020**  
Part-Time Job  
**Lotus's : Cashier**  
I work as a cashier, cleaning the store, and constantly replenishing the shelves.

## References

Dr. Boonruang Chunsiwimol (Vice Dean)  
Faculty of Humanities and Social Sciences  
Major : English for Business Communication  
St. Theresa International College.  
Ongkarak, Nakhon Nayok  
E-mail: boonroung@stic.ac.th  
Tell: +66954606181

## Appendix D

## Toeic

CD 0061908

**ETS TOEIC**

**LISTENING AND READING TEST  
OFFICIAL INSTITUTIONAL SCORE REPORT**

**LISTENING**  
260

**READING**  
245

**TOTAL SCORE**  
505

Name **EKKAPOB PHOSIRIKUL**  
Date of Birth **SEPTEMBER 20, 2001**  
ID Number **1103900088974**  
Test Date **AUGUST 19, 2023**  
Client **PERSONAL**

Report is valid for two years from the test administration date.

**TOEIC® Services Thailand -- Certified Score Report -- Issued AUGUST 22, 2023**

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CD 0061902

**ETS TOEIC**

**LISTENING AND READING TEST  
OFFICIAL INSTITUTIONAL SCORE REPORT**

**LISTENING**  
180

**READING**  
130

**TOTAL SCORE**  
310

Name **ARPHAPHON BOONROD**  
Date of Birth **APRIL 12, 2002**  
ID Number **1729900579943**  
Test Date **AUGUST 19, 2023**  
Client **PERSONAL**


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**ETS TOEIC** LISTENING AND READING TEST  
OFFICIAL INSTITUTIONAL SCORE REPORT CD 0061906

 Name **CHONTHICHA MAYOT**  
Date of Birth **MAY 10, 2002**  
ID Number **1409800440903**  
Test Date **AUGUST 19, 2023**  
Client **PERSONAL**

LISTENING	TOTAL SCORE
335	545
READING	
210	


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**ETS TOEIC** LISTENING AND READING TEST  
OFFICIAL INSTITUTIONAL SCORE REPORT CD 0061914

 Name **PAFAN CHOMTANG**  
Date of Birth **APRIL 20, 2002**  
ID Number **1119902046280**  
Test Date **AUGUST 19, 2023**  
Client **PERSONAL**

LISTENING	TOTAL SCORE
180	350
READING	
170	

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