JOURNAL OF INTERDISCIPLINARY PERSPECTIVES

ISSN Print: 2984-8288, ISSN Online: 2984-8385
Vol. 3 No. 5, pp. 300-308, May 2025

Communication Skills and Work Readiness of Senior High School Technical-Vocational-Livelihood Track Students

Yoshimitsu M. Yoshida*[1], Rodel B. Guzman[2]
[1]Isabela School of Arts and Trades, lagan, Isabela, Philippines
[2]Isabela State University – Echague Campus, Isabela, Philippines

*Corresponding Author Email: yoshimitsum.yoshida@gmail.com

Date received: March 10, 2025
Date revised: March 29, 2025
Date accepted: April 19, 2025

Originality: 86%
Grammarly Score: 99%
Similarity: 14%

Recommended citation:
Yoshida, Y., & Guzman, R. (2025). Communication skills and work readiness of senior high school technical-vocational-livelihood track students. *Journal of Interdisciplinary Perspectives, 3*(5), 300–308.
https://doi.org/10.69569/jip.2025.152

Abstract. Effective communication is a critical competency for workplace success, particularly for Senior High School (SHS) students who are preparing for employment under the Technical-Vocational-Livelihood (TVL) track. This study examines the communication skills of SHS-TVL students and their relationship with work readiness, comparing students' self-assessments with teachers' evaluations. A descriptive-correlational research design was employed, involving 330 students and 108 teachers from various TVL strands. A structured questionnaire assessed communication skills across five domains—verbal, written, non-verbal, active listening, and problem-solving communication—alongside work readiness indicators such as work attitude, technical skills, social skills, and organizational awareness. Data were analyzed using descriptive statistics, paired t-tests, Pearson correlation, and multiple regression analysis. Findings indicate that students and teachers perceive communication skills as low, with teachers rating students significantly lower across all dimensions. The most notable gap was observed in non-verbal and written communication. A significant positive correlation was found between communication skills and work readiness ($r = 0.50$, $p < 0.01$), with non-verbal communication emerging as the strongest predictor of work readiness ($\beta = 0.27$, $p < 0.001$). These results underscore the need for structured communication training in the TVL curriculum, including role-playing exercises, workplace simulations, and industry partnerships to enhance real-world communication exposure. Future research should explore longitudinal assessments to track communication skill development beyond graduation. Strengthening students' communication competencies is essential to bridging the gap between technical training and employability, ensuring that SHS-TVL graduates are well-prepared for professional environments.

Keywords: Communication skills; Employment preparedness; SHS students; TVL track; Work readiness.

1.0 Introduction

Effective communication is a fundamental skill in professional environments, significantly impacting an individual's ability to function effectively in the workplace. It encompasses articulating thoughts clearly, listening actively, interacting professionally, and adapting communication strategies to diverse situations and audiences. As industries continue to evolve in response to globalization and technological advancements, communication skills have become increasingly valued in today's labor market (Rehman, 2025; Dauber & Spencer-Oatey, 2023). For students in the Senior High School (SHS) Technical-Vocational-Livelihood (TVL) track, acquiring strong communication competencies is crucial to prepare for employment, entrepreneurship, or further training in specialized fields.

The Philippine K to 12 curriculum was designed to enhance the employability of SHS graduates by equipping them with technical expertise, problem-solving skills, and workplace competencies (Philippine Department of Education, 2013). While the curriculum provides substantial training in technical skills, concerns have been raised about the adequacy of soft skills development, particularly communication. Employers frequently report that entry-level employees struggle with effective workplace communication, which affects their ability to collaborate, follow instructions, and articulate ideas professionally (World Economic Forum, 2020). Poor communication skills can negatively impact workplace relationships, reduce efficiency, and lead to misunderstandings that affect productivity and service quality (Fordjour et al., 2020; Gibb, 2014).

Work readiness is a multidimensional construct encompassing various competencies, including work attitude, technical expertise, social competence, and organizational awareness (Peersia et al., 2024; Heckman & Kautz, 2012). While technical proficiency is essential, an individual's ability to communicate effectively within a team, engage in professional discussions, and demonstrate workplace etiquette is equally critical. Previous studies have emphasized the role of communication in shaping workplace success, with findings indicating that employees who possess strong communication skills exhibit better teamwork, leadership potential, and adaptability (Tavitiyaman et al., 2023; Mael et al., 2022). Furthermore, individuals who undergo structured communication training demonstrate greater confidence and ease in professional settings (Roberts et al., 2022).

One of the key challenges in communication skills development is the gap between self-perception and actual performance. While students may believe they are proficient communicators based on their academic experiences, their competencies may not align with professional expectations (Tannen, 2018). This discrepancy can result in difficulties in job interviews, team-based work, and customer interactions. As objective evaluators, teachers can provide valuable insights into students' communication strengths and areas needing improvement (Suhairom et al., 2024; Stevens et al., 2019). Comparative assessments of students' self-perceived communication skills and teachers' evaluations can reveal discrepancies needed in educational training.

Work immersion experiences are critical to the TVL curriculum, providing students with hands-on exposure to industry settings. These programs are intended to bridge the gap between classroom learning and real-world application by allowing students to develop technical and interpersonal skills (Fantinelli et al., 2024; Hinchliffe & Jolly, 2011). However, questions remain regarding whether students receive sufficient opportunities to practice workplace communication, interact with professionals, and obtain constructive feedback during their immersion programs (Billett, 2014). Effective workplace communication involves verbal and written expression, active listening, problem-solving communication, and adaptability to different professional contexts (Touloumakos, 2022; Crossman, 2022; Jackson, 2014).

Moreover, non-verbal communication is an often overlooked component of workplace readiness. Employers value verbal fluency and professionalism conveyed through body language, facial expressions, and gestures. Research suggests that non-verbal cues play a significant role in workplace interactions, influencing how messages are received and interpreted (Cuic Tankovic et al., 2022; Feijt et al., 2021). Despite this, students may not receive structured training in non-verbal communication, potentially leading to misunderstandings in professional settings (Plantin Ewe & Fjelkner Pihl, 2024; Ekman, 2009). Suppose students fail to recognize the importance of maintaining eye contact, using appropriate hand gestures, and displaying confidence through posture. In that case, they may struggle to establish credibility and professionalism in workplace environments.

Strong communication skills extend beyond initial employment and influence long-term career advancement, leadership development, and workplace adaptability. Employees who can articulate their thoughts effectively are likelier to engage in productive teamwork, contribute meaningfully to discussions, and propose innovative solutions (Poort et al., 2020; Ewing et al., 2019; Robles, 2012). Conversely, those who struggle with communication may face barriers to career progression and workplace integration (Yong & Liu, 2024; Cappelli, 2014). These considerations underscore the need for educational institutions to prioritize communication training alongside technical skills development to ensure that graduates are fully equipped for the demands of the workforce.

Given these considerations, this study aims to explore the communication skills of SHS-TVL students in the Division of Isabela and examine how these skills relate to overall work readiness. Specifically, the study will assess

the students' self-perceived communication skills, compare these perceptions with teachers' evaluations of their communication competencies, and determine the relationship between communication skills and key components of work readiness—including work attitude, technical skills, social skills, and organizational awareness. Ultimately, the research intends to recommend strategies to bridge the gap between current communication competencies and industry expectations.

2.0 Methodology

2.1 Research Design

This study employed a descriptive-correlational research design widely used in social and educational research to describe existing conditions and examine relationships between variables without experimental manipulation (Creswell & Creswell, 2018). The descriptive component aimed to assess students' self-perceived communication competencies and compare them with teacher evaluations, providing a detailed understanding of students' communication abilities. According to Cohen et al. (2018), descriptive research is essential in education as it systematically captures participants' perspectives and behaviors, allowing researchers to document real-world phenomena accurately. Descriptive statistics, such as mean and standard deviation, were used to summarize the self-evaluations and teacher assessments, ensuring a clear representation of students' communication skills and perceived work readiness.

The correlational component explored the relationship between communication skills and work readiness indicators, such as work attitude, technical skills, social skills, and organizational awareness. Correlational research is valuable in determining whether and to what extent variables are related, helping to identify predictors of work readiness (Sullivan, 2024; Neuman, 2014). By employing Pearson correlation analysis and multiple regression, this study quantitatively assessed the influence of communication skills on students' preparedness for employment. Babbie (2020) emphasizes that correlational designs are effective in real-world educational and workforce studies, as they allow for data-driven insights that inform curriculum improvements and policy recommendations. This design was particularly appropriate for the SHS-TVL context, as it enabled the identification of meaningful patterns and relationships that can contribute to enhancing communication training and work readiness programs.

2.2 Research Participants

The study involved two distinct groups of participants: students enrolled in the SHS-TVL track and teachers responsible for assessing students' work readiness. The primary group consisted of 330 Senior High School (SHS) TVL students actively engaged in work immersion programs. These students were enrolled in different strands, including Home Economics (HE), Industrial Arts (IA), Agri-Fishery Arts (AFA), and Information and Communication Technology (ICT). A proportional stratified random sampling technique was used to ensure adequate representation of each strand, allowing for meaningful comparisons across different technical-vocational specializations. This sampling method ensured that findings were generalizable to the broader population of TVL students in the Division of Isabela (Cohen et al., 2018).

The secondary group comprised 108 teachers responsible for evaluating students' communication competencies and overall work readiness. These teachers handled TVL-related subjects, including work immersion, workplace communication, and specialization courses. Their evaluations objectively measured students' actual communication competencies, offering valuable insights into how students' self-perceptions aligned with external assessments. Including teachers as evaluators allowed for a triangulated approach, wherein multiple perspectives were considered to ensure a more accurate assessment of students' communication abilities (Fitriati et al., 2023; Neuman, 2014).

2.3 Research Instrument

A structured questionnaire was developed, validated, and administered to students and teachers to measure communication skills and work readiness. The instrument was designed to capture comprehensive data on students' abilities in workplace communication, ensuring that all key aspects of communication proficiency were assessed.

The first section of the questionnaire focused on communication skills assessment, covering five key areas: verbal expression (assessing clarity, articulation, and coherence in speaking), active listening (measuring the ability to comprehend instructions and respond appropriately), professional interaction (evaluating students' ability to engage in discussions and collaborate with colleagues), written communication (assessing the clarity, grammar, and organization of written content), and non-verbal communication (examining the use of gestures, facial expressions, and body language).

Students rated their communication competencies using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), while teachers evaluated the same competencies based on their observations of student performance in classroom settings and work immersion programs. The second section of the questionnaire examined work readiness indicators, which included work attitude (assessing professionalism, punctuality, and responsibility), technical skills (evaluating students' ability to perform job-related tasks effectively), social skills (measuring teamwork, collaboration, and adaptability in workplace interactions), and organizational awareness (assessing students' understanding of workplace protocols and professional behavior). To ensure the questionnaire's reliability and validity, it was subjected to expert validation, with feedback from specialists in technical-vocational education, communication studies, and workforce development. A pilot test was conducted among a small group of students and teachers who were not part of the main study to evaluate the instrument's clarity and effectiveness. The instrument demonstrated strong internal consistency, with a Cronbach's alpha coefficient of 0.87, indicating high reliability.

2.4 Data Gathering Procedure

The data collection was conducted in three phases to maintain accuracy and integrity throughout the study. Initially, coordination with schools was established to secure research permission. School administrators in the Division of Isabela were formally approached, and the study's objectives, significance, and procedures were explained. Moreover, respondents were informed that their identities would remain anonymous and that their responses would be used exclusively for research purposes. Consent forms were provided to all participants, ensuring voluntary participation in the study. Lastly, survey administration was done using physical formats to maximize respondent participation. Students completed their self-assessments independently to minimize external influence, while teachers were instructed to evaluate their students' communication skills based on observed classroom and work immersion performance.

2.5 Data Analysis

The collected data was analyzed using descriptive and inferential statistics to address the study's research objectives. The analysis used SPSS (Statistical Package for the Social Sciences) to ensure accuracy in computations and interpretations. Descriptive statistics, including mean and standard deviation, were used to summarize students' self-perceived communication skills and teachers' evaluations. These statistics provided an overview of how students and teachers assessed communication competencies and work readiness across different dimensions. Frequency and percentage distributions were also used to describe the demographic and educational characteristics of the participants. To determine differences in perception between students and teachers, paired samples t-tests were conducted. This statistical test assessed whether significant discrepancies existed between students' self-ratings and teachers' evaluations of communication skills and work readiness indicators. A p-value of less than 0.05 was considered statistically significant, indicating meaningful differences between the two groups. Pearson correlation analysis was performed to examine the relationship between communication skills and work readiness. The correlation coefficients were interpreted as follows: 0.10 to 0.29 = Weak correlation; 0.30 to 0.49 = Moderate correlation; 0.50 and above = Strong correlation. Finally, multiple regression analysis was conducted to identify predictors of work readiness. This analysis determined the extent to which communication skills influenced overall work readiness, providing insights into which specific communication dimensions had the most substantial predictive value. The coefficient of determination (R^2) was used to indicate the proportion of variance in work readiness explained by communication skills, and a p-value of less than 0.01 was used to establish statistical significance.

2.6 Ethical Considerations

The study was conducted in strict adherence to ethical research guidelines. Informed consent was obtained from all participants, ensuring they fully understood the purpose of the study and their right to withdraw at any time.

The anonymity and confidentiality of all responses were guaranteed, with no personally identifiable information collected or disclosed. Additionally, steps were taken to ensure that the research process did not interfere with students' academic activities. The study was designed to minimize risks and maximize benefits, with the findings intended to contribute to curriculum enhancements, training interventions, and policy recommendations aimed at improving students' communication proficiency and work readiness.

3.0 Results and Discussion

The demographic and educational characteristics of the students are summarized in Table 1. The sample consists of 330 students, with a slightly higher proportion of females (53.3%) than males (46.7%). Among the different academic strands, the highest enrollment is observed in Home Economics (33.9%), followed by Industrial Arts (28.5%). The Agri-Fishery Arts and Information and Communication Technology strands have equal representation (18.8% each). Regarding their qualifications, most students (72.1%) possess an NC II certification, indicating technical competency. In terms of work immersion experience, most students completed the required 80-hour immersion (63.0%), while fewer students participated in extended immersion programs of 120 hours (10.9%), 160 hours (8.5%), 240 hours (11.5%), and 320 hours (6.1%).

Table 1. *Profile of the participants*

Profile	Frequency	Percentage
Sex		
Male	154	46.7
Female	176	53.3
Strand		
Home Economics (HE)	112	33.9
Industrial Arts (IA)	94	28.5
Agri-Fishery Arts (AFA)	62	18.8
Info. Com. & Tech. (ICT)	62	18.8
NC II Possession		
Yes	238	72.1
No	92	27.9
Work Immersion Experience		
80 hours	208	63.0
120 hours	36	10.9
160 hours	28	8.5
240 hours	38	11.5
320 hours	20	6.1

Table 2 compares students' and teachers' perceptions of students' work readiness across four dimensions: work attitude, technical skills, social skills, and organizational awareness. Descriptive statistics indicate that students generally perceive their work readiness as low (M = 1.69), while teachers assess it as very low (M = 1.48). Across all indicators, students' self-assessment remains in the low category, whereas teachers rate some dimensions as very low, particularly organizational awareness. Inferential statistics using paired t-tests revealed significant differences ($p < .05$) in all areas of work readiness, indicating a notable gap between students' self-assessment and teachers' evaluation.

Table 2. *Students work readiness as perceived by students and teachers*

Work Readiness	Students	Teachers	t	p
	M (Level)	M (Level)		
Work Attitude	1.71 (L)	1.45 (L)	5.34	.01
Technical Skills	1.70 (L)	1.54 (L)	3.42	.01
Social Skills	1.63 (L)	1.50 (L)	2.80	.02
Organizational Awareness	1.68 (L)	1.44 (VL)	4.78	.01
Total	**1.69 (L)**	**1.48 (VL)**	**3.51**	**.03**

Note. L means Low, VL means Very Low

Despite recognizing their deficiencies, students' ratings were still higher than teachers' evaluations, suggesting that while students acknowledge their weaknesses, their competencies may be lower than they perceive. Similar findings have been noted in previous research, where students tended to underestimate the communication demands of the workplace (Masduki & Zakaria, 2020; Dolce et al., 2019). This suggests that while students

recognize their need for improvement, they may lack the exposure or feedback mechanisms to understand the extent of their communication skill gaps fully.

One possible explanation for this disconnect is the lack of structured feedback and assessment tools in communication training within the TVL curriculum. Studies suggest that students in technical and vocational programs often focus more on practical skills, such as technical proficiency, while soft skills, including communication, are not as rigorously evaluated (Hora et al., 2018). Additionally, cultural factors may play a role in this misalignment. Filipino students, for instance, may have less formal experience in workplace communication, particularly in English, and struggle with professional interactions even when they recognize their limitations (Lising, 2021).

Table 3 summarizes the students' and teachers' perceptions of students' communication skills. Descriptive statistics show that both groups perceive students' communication skills as low across all dimensions (M = 1.77 for students, M = 1.66 for teachers). While students tend to rate themselves slightly higher, teachers' assessments reinforce the low competency level in verbal, written, non-verbal, active listening, and problem-solving communication skills. Inferential statistics indicate significant differences in written communication (t = 2.46, p = .01), non-verbal communication (t = 3.51, p = .01), and problem-solving communication (t = 1.97, p = .04), where students consistently rated themselves higher than teachers did.

Table 3. *Students' communication skills as perceived by themselves and their teachers*

Communication Skills	Students	Teachers	t	p
	M (Level)	M (Level)		
Verbal Communication	1.64 (L)	1.79 (L)	-1.75	.08
Written Communication	1.83 (L)	1.62 (L)	2.46*	.01
Non-Verbal Communication	2.10 (L)	1.74 (L)	3.51*	.01
Active Listening	1.71 (L)	1.70 (L)	0.11	.91
Problem-Solving Communication	1.78 (L)	1.61 (L)	1.97*	.04
Overall	**1.77 (L)**	**1.66 (L)**	**2.05***	**.04**

Note. *$p < 0.05$, *L means Low*

One of the notable findings of this study was the significant gap between students' perceptions and teachers' evaluations of non-verbal communication skills. Many students assumed they were somewhat competent in using body language, facial expressions, and gestures appropriately, yet teachers rated them significantly lower. This aligns with the findings of Mehrabian (2017), which suggest that over 55% of communication is conveyed through body language, reinforcing the importance of developing this competency in technical-vocational students.

Non-verbal communication is crucial in workplace interactions, particularly in customer service-oriented industries, industrial settings, and team-based work environments. If students lack control over their non-verbal cues—such as maintaining eye contact, using appropriate hand gestures, and displaying confidence in their posture—it could negatively affect their interactions with supervisors, colleagues, and clients (Ekman, 2009). These findings emphasize the need for enhanced verbal and non-verbal communication training within the SHS curriculum.

Pearson correlation analysis (Table 4) demonstrates that all communication skill dimensions positively and significantly correlate with work readiness indicators. The strongest correlation was found between non-verbal communication and social skills (r = .50, p < .01), followed by active listening and social skills (r = .49, p < .01).

Table 4. *Pearson correlation between communication skills and work readiness indicators*

Communication Skill	Work Attitude	Technical Skills	Social Skills	Organizational Awareness
Verbal	0.42**	0.38**	0.48**	0.41**
Written	0.40**	0.35**	0.43**	0.39**
Non-Verbal	0.46**	0.36**	0.50**	0.44**
Active Listening	0.45**	0.41**	0.49**	0.42**
Problem-Solving	0.44**	0.39**	0.47**	0.43**

Note. **$p < 0.01$ *(two-tailed).*

The correlation and regression analyses underscore the significant role of communication skills in determining overall work readiness. The study found a significant, moderate to strong correlation between communication skills and key dimensions of work readiness, including work attitude, technical skills, social skills, and organizational awareness. These findings align with research by Twyford and Dean (2023), which found that graduates with strong communication abilities demonstrated higher adaptability and success in workplace interactions.

In particular, the strongest correlation was observed between communication and social skills, reinforcing that communication proficiency is critical for effective collaboration, teamwork, and professional networking. This result is further supported by studies such as Singh Dubey et al. (2021), which identified communication ability as a primary factor influencing hiring decisions and workplace performance. Moreover, the significant relationship between communication skills and work attitude suggests that students who communicate effectively also exhibit better workplace behavior, professionalism, and problem-solving capabilities. This supports findings from Jackson (2014), who emphasized that strong communicators tend to be more engaged, productive, and adaptable in professional settings.

The regression model explains 52% of the variance in work readiness ($R^2 = 0.52$, $p < 0.001$), indicating that communication skills are strong predictors of students' preparedness for employment. Non-verbal communication ($\beta = 0.27$, $p = 0.001$) had the strongest predictive value, followed by verbal communication ($\beta = 0.23$, $p = 0.001$) and active listening ($\beta = 0.22$, $p = 0.002$). These findings reinforce the notion that effective communication plays a vital role in students' ability to succeed in workplace settings.

Table 5. *Multiple Regression Analysis of Communication Skills Predicting Work Readiness*

Predictor Variable	B	t	*p*	R^2	*F*
Verbal Communication	0.23	3.41	.001	0.52	21.67**
Written Communication	0.19	2.89	.004		
Non-Verbal Communication	0.27	4.12	.001		
Active Listening	0.22	3.57	.002		
Problem-Solving Communication	0.21	3.33	.003		

Note. $^{**}p < 0.01$

The findings of this study provide critical insights into the communication skills of Senior High School (SHS) students under the Technical-Vocational-Livelihood (TVL) track, particularly in relation to their work readiness. The results suggest a consistent gap between students' self-assessments and their teachers' evaluations of their communication competencies. These discrepancies may indicate a lack of awareness of specific areas requiring improvement or a misalignment in expectations between students and educators regarding communication competencies in the workplace.

4.0 Conclusion

It can be concluded that while technical skills are emphasized in the TVL curriculum, communication skills are equally essential for students' successful transition into the workforce. Employers seek graduates who can effectively convey ideas, express concerns professionally, and engage in collaborative work environments. However, based on teachers' assessments, students may lack essential communication competencies, particularly in writing and non-verbal communication, which could hinder their work readiness and, ultimately, their employability.

Schools should incorporate structured communication training into the TVL curriculum. This could include role-playing exercises, professional writing workshops, mock interviews, and real-world workplace simulations. These activities would help students develop confidence and competence in verbal, non-verbal, and written communication. The Department of Education (DepEd) and Senior High Schools should strengthen industry partnerships to provide students with greater exposure to real workplace communication scenarios. On-the-job training (OJT) and apprenticeship programs should include workshops on effective workplace communication to ensure students can adapt to professional environments. Teachers should be provided with professional development opportunities to enhance their ability to teach and assess communication skills. Training programs on effective feedback, workplace communication expectations, and strategies for improving students' communication skills should be implemented.

Schools should implement self-assessment tools with guided teacher feedback to reduce the gap between student-perceived and actual communication competencies. Encouraging students to reflect on their strengths and areas for improvement in communication can help them align their self-perception with real-world expectations. Given the significant disparity in perceptions of non-verbal communication skills, schools should conduct specific workshops focused on body language, facial expressions, and professional etiquette. Video recordings of student presentations followed by feedback sessions could help students recognize and refine their non-verbal cues. Future studies should track students' communication skill development, from SHS to employment. A longitudinal study could help determine the long-term impact of targeted communication training programs on students' career success.

5.0 Contributions of Authors

Yoshimitsu M. Yoshida (First Author) conceptualized the study, conducted the data collection and analysis, and drafted the initial manuscript. Rodel B. Guzman (Second Author) supervised the research process and guided data interpretation.

6.0 Conflict of Interests

The author declares that there is no conflict of interest.

7.0 Acknowledgment

The authors sincerely acknowledge the support and guidance of their panel of evaluators, colleagues, and participants who contributed to the successful completion of this study.

8.0 References

Babbie, E. (2020). The practice of social research (15th ed.). Cengage Learning.

Billett, S. (2014). Integrating learning experiences across tertiary education and practice settings: A socio-personal account. Educational Research Review, 12, 1-13. https://doi.org/10.1016/j.edurev.2014.01.002

Cappelli, P. H. (2015). Skill Gaps, Skill Shortages, and Skill Mismatches: Evidence and Arguments for the United States. ILR Review, 68(2), 251-290. https://doi.org/10.1177/0019793914564961

Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education (8th ed.). Routledge.

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.

Crossman, J. (2022). Workplace communication: promoting workplace wellbeing and interpersonal relationships in multicultural contexts (1st ed.). Routledge.

Cuic Tankovic, A., Kapeš, J., & Benazić, D. (2022). Communication skills in generation Z as future tourism employees. Communication Research and Practice, 8(1), 86–102. https://doi.org/10.1080/22041451.2021.2017136

Dauber, D., & Spencer-Oatey, H. (2023). Global communication skills: contextual factors fostering their development at internationalised higher education institutions. Studies in Higher Education, 48(7), 1082–1096. https://doi.org/10.1080/03075079.2023.2182874

Dolce, V., Emanuel, F., Cisi, M., & Ghislieri, C. (2019). The soft skills of accounting graduates: perceptions versus expectations. Accounting Education, 29(1), 57–76. https://doi.org/10.1080/09639284.2019.1697937

Ekman, P. (2009). Telling lies: Clues to deceit in the marketplace, politics, and marriage. W. W. Norton & Company.

Ewing, M., Men, L. R., & O'Neil, J. (2019). Using Social Media to Engage Employees: Insights from Internal Communication Managers. International Journal of Strategic Communication, 13(2), 110–132. https://doi.org/10.1080/1553118X.2019.1575830

Fantinelli, S., Cortini, M., Di Fiore, T., Iervese, S., & Galanti, T. (2024). Bridging the Gap between Theoretical Learning and Practical Application: A Qualitative Study in the Italian Educational Context. Education Sciences, 14(2), 198. https://doi.org/10.3390/educsci14020198

Feijt, M. A., Westerink, J. H. D. M., De Kort, Y. A. W., & IJsselsteijn, W. A. (2021). Sharing biosignals: An analysis of the experiential and communication properties of interpersonal psychophysiology. Human–Computer Interaction, 38(1), 49–78. https://doi.org/10.1080/07370024.2021.1913164

Fordjoi, F., Rosli, R., Iksan, Z., & Hidayat, A. (2023). Exploring challenges in preparing prospective teachers for teaching 4C skills in mathematics classroom: A school-university partnership perspectives. Cogent Education, 11(1). https://doi.org/10.1080/2331186X.2023.2286812

Fordjour, G. A., Chan, A. P. C., & Tuffour-Kwarteng, L. (2020). Exploring Construction Employees' Perspectives on the Potential Causes of Psychological Health Conditions in the Construction Industry: A Study in Ghana. International Journal of Construction Education and Research, 17(4), 373–393. https://doi.org/10.1080/15578771.2020.1804491

Gibb, S. (2013). Soft skills assessment: theory development and the research agenda. International Journal of Lifelong Education, 33(4), 455–471. https://doi.org/10.1080/02601370.2013.867546

Heckman, J. J., & Kautz, T. (2012). Hard evidence on soft skills. Labour Economics, 19(4), 451-464. https://doi.org/10.1016/j.labeco.2012.05.014

Hinchliffe, G. W., & Jolly, A. (2011). Graduate identity and employability. British Educational Research Journal, 37(4), 563-584. https://doi.org/10.1080/01411926.2010.482200

Hora, M. T., Benbow, R. J., & Smolarek, B. B. (2018). Re-thinking Soft Skills and Student Employability: A New Paradigm for Undergraduate Education. Change: The Magazine of Higher Learning, 50(6), 30–37. https://doi.org/10.1080/00091383.2018.1540819

Jackson, D. (2014). Business graduate performance in oral communication skills and strategies for improvement. The International Journal of Management Education, 12(1), 22-34. https://doi.org/10.1016/j.ijme.2013.08.001

Lising, L. (2021). 'Speak English!': social acceleration and language learning in the workplace. International Journal of Bilingual Education and Bilingualism, 26(10), 1183–1196. https://doi.org/10.1080/13670050.2021.1955499

Mael, F., Wyatt, W., & Iyer, U. J. (2022). Veterans to workplace: Keys to successful transition. Military Psychology, 34(5), 516–529. https://doi.org/10.1080/08995605.2021.2016307

Masduki, M., & Zakaria, N. (2020). Fulfilling the demand for workplace communication skills in the civil engineering industry. Pertanika Journal of Social Sciences and Humanities, 28(4), 3069-3087. https://doi.org/10.47836/pjssh.28.4.32

Mehrabian, A. (2017). Communication without words. In Communication theory (pp. 193-200). Routledge.

Neuman, W. L. (2014). Social research methods: Qualitative and quantitative approaches (7th ed.). Pearson Education Limited.

Peersia, K., Rappa, N. A., & Perry, L. B. (2024). Work readiness: definitions and conceptualisations. Higher Education Research & Development, 43(8), 1830–1845. https://doi.org/10.1080/07294360.2024.2366322

Plantin Ewe, L., & Fjelkner Pihl, A. (2024). Relational competence in higher education – a systematic review. Cogent Education, 11(1). https://doi.org/10.1080/2331186X.2024.2331354

Poort, I., Jansen, E., & Hofman, A. (2020). Does the group matter? Effects of trust, cultural diversity, and group formation on engagement in group work in higher education. Higher Education Research & Development, 41(2), 511–526. https://doi.org/10.1080/07294360.2020.1839024

Rehman, T. U. (2025). The transformative impact and evolving landscape: A comprehensive exploration of the globalization of higher education in the 21st century. Journal of Further and Higher Education, 1–16. https://doi.org/10.1080/0309877X.2025.2457537

Roberts, M., Shah, N. S., Mali, D., Arquero, J. L., Joyce, J., & Hassall, T. (2022). The use and measurement of communication self-efficacy techniques in a UK undergraduate accounting course. Accounting Education, 32(6), 735–763. https://doi.org/10.1080/09639284.2022.2113108

Robles, M. M. (2012). Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace. Business Communication Quarterly, 75(4), 453-465. https://doi.org/10.1177/1080569912460400

Singh Dubey, R., Paul, J., & Tewari, V. (2021). The soft skills gap: a bottleneck in the talent supply in emerging economies. The International Journal of Human Resource Management, 33(13), 2630–2661. https://doi.org/10.1080/09585192.2020.1871399

Stevens, S., Mills, R., & Kuchel, L. (2019). Teaching communication in general science degrees: highly valued but missing the mark. Assessment & Evaluation in Higher Education, 44(8), 1163–1176. https://doi.org/10.1080/02602938.2019.1578861

Suhairom, N., Saipudin, N. A., Bakar, Z. A., Ibrahim, H., & Talib, R. (2024). Communication Skills Assessments and Rubrics In The Higher Education: A Meta-Analysis. Sains Humanika, 16(3), 37-47. https://doi.org/10.11113/sh.v16n3.2159

Sullivan, S. (2024). Correlational Designs. In Research Methods in Special Education (pp. 113-130). Routledge.
Tannen, D. (2018). Talking from 9 to 5: Women and men at work. Harper Paperbacks.
Tavitiyaman, P., Tsui, B., & Ng, P. M. L. (2023). Effect of Hospitality and Tourism Students' Perceived Skills on Career Adaptability and Perceived Employability. Journal of Hospitality & Tourism Education, 37(1), 43–54. https://doi.org/10.1080/10963758.2023.2200003
Touloumakos, A. K. (2022). Taking a step back to move forward: understanding communication skills and their characteristics in the workplace. Studies in Continuing Education, 45(2), 188–207. https://doi.org/10.1080/0158037X.2022.2030698
Twyford, E., & Dean, B. A. (2023). Inviting students to talk the talk: developing employability skills in accounting education through industry-led experiences. Accounting Education, 33(3), 296–318. https://doi.org/10.1080/09639284.2023.2191288
World Economic Forum. (2020). The future of jobs report. World Economic Forum. Retrieved from https://www.weforum.org
Yong, K. T., & Liu, M. (2024). Academia's Billion-Dollar Roulette. Taylor & Francis. https://doi.org/10.2991/aebmr.k.201116.024