

**THE MEDIATING ROLE OF ENGLISH PROFICIENCY IN THE RELATIONSHIP
BETWEEN JOB ENABLING ENGLISH PROFICIENCY (JEEP)
PROGRAM PARTICIPATION AND WORKPLACE
COMMUNICATION SKILLS AMONG
GRADUATES**

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APPROVAL SHEET

This thesis entitled, “**THE MEDIATING ROLE OF ENGLISH PROFICIENCY IN THE RELATIONSHIP BETWEEN JOB ENABLING ENGLISH PROFICIENCY (JEEP) PROGRAM PARTICIPATION AND WORKPLACE COMMUNICATION SKILLS AMONG GRADUATES**” prepared and submitted by **NICE R. PARAGAT & MA. AGNES ELLA S. CAGAS**, in partial fulfillment of the requirements for the degree of **Bachelor of Secondary Education** major in **English**, has been examined and is recommended for acceptance and approval for Research Defense.

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DEDICATION

This research is humbly and wholeheartedly dedicated to:

God Almighty,

the source of all wisdom, strength, and guidance. Without His divine providence, this

work would not have been possible. In every step of

this journey, His presence has been a constant source of courage and hope.

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to whom we owe endless gratitude and love. Thank you for your unwavering support,

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of your presence in our lives,

and it is with deepest love and gratitude that we dedicate

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ABSTRACT

Workplace communication skills are essential for graduate employability, and programs that develop English proficiency can play a critical role in bridging this gap. This study aims to assess the effectiveness of the Job Enabling English Proficiency (JEEP) Program in enhancing students' English and workplace communication skills. It examined the impact of the program on students' English proficiency and communication abilities in professional settings. A total of 310 JEEP graduates were selected through stratified random sampling. Using a quantitative, descriptive-correlational design, data were gathered via validated Likert-scale questionnaires assessing JEEP participation, English proficiency, and communication skills. Data were analyzed using Jamovi 2.4.8, applying mean and standard deviation, Pearson correlation, and mediation analysis (via PROCESS in SPSS or structural equation modeling in Jamovi/AMOS). Findings showed that students' JEEP experience and English proficiency are Very Good, especially in interactive learning and communication. Listening and speaking were strengths, while job-specific English remained a challenge. All program components showed high engagement. Mediation analysis confirmed that English proficiency significantly linked JEEP participation to workplace communication skills. In conclusion, the JEEP Program effectively enhances students' English and workplace communication skills. Strengthening job-specific English training is recommended to better equip students for professional settings.

Keywords: JEEP Program, English proficiency, workplace communication, employability, language skills, mediation analysis, digital literacy

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Chapter 1

INTRODUCTION

Rationale of the Study

In the 21st century, English proficiency has become an indispensable skill, especially in regions where employment opportunities are closely linked to effective communication abilities. The global workforce highly values language skills as they play a crucial role in professional success across various industries (Ting et al., 2020). In the Philippines, English is not only a medium of instruction but also a key determinant in employability, making the development of English language skills a priority in higher education (Bawa, 2020).

The Job Enabling English Proficiency (JEEP) Program was introduced to address this critical need. As an intensive two-year English language training initiative under the United States Agency for International Development (USAID)'s Growth with Equity in Mindanao (GEM) project, the JEEP Program aims to enhance the English proficiency of college students in Mindanao through interactive, computer-based learning (Tacogdoy et al., 2020). This program is designed not only to improve students' language skills but also to prepare them for the demands of the modern workplace.

English proficiency alone, however, is insufficient for workplace success. Effective communication skills, including the ability to convey ideas clearly, engage in professional dialogue, and adapt language use to different contexts, are equally essential. Employers often prioritize strong communication skills over technical abilities when hiring new graduates (Azhari & Satimin, 2024). This highlights the importance of programs like JEEP,

which integrate real-world applications and practice opportunities to enhance both language proficiency and workplace readiness (Salaan, 2022).

Research consistently showed that targeted language training programs significantly impact students' academic performance and employability. For instance, Bawa (2020) found a significant correlation between JEEP administration actions and students' English language skills, indicating the program's effectiveness in fostering language development. Similarly, Salaan (2022) demonstrated that the JEEP Program positively influences students' analytical thinking, interpersonal skills, and job application abilities, making it a valuable tool for career preparation.

Moreover, the ability to communicate effectively in professional settings is a key factor in career advancement. According to Haron-Boquia (2019), JEEP Program finishers exhibited strong performance in both speaking and writing skills, which are critical for success in the global job market. This is supported by findings from Azhari & Satimin (2024), who emphasized the need for educational institutions to collaborate with industry stakeholders to ensure that language programs align with current workplace demands.

A study found that investigates how English Medium Instruction (EMI) influences the development of English proficiency and workplace communication among STEM and business graduates. By examining graduates' experiences with EMI, the study highlights the positive impact of structured language programs on employability and professional communication skills. This aligns with the goals of the JEEP Program, emphasizing how language instruction contributes to both academic success and workplace readiness. (Karim et al. 2023). Another study examined the effect of administering the Job Enabling English Proficiency (JEEP) program on students' English language skills in selected

colleges and universities in Region XII, Philippines. The findings revealed a significant relationship between the JEEP program's administration and the enhancement of students' English language proficiency, suggesting that structured language programs like JEEP can effectively improve learners' communication skills. (Bawa, L. S. (2020)

Another study explores the significance of English proficiency in global business operations. The study underscores the role of language skills in enhancing cross-cultural communication and economic competitiveness. This is relevant to the JEEP Program as it supports the idea that English proficiency is a critical asset for students preparing to engage in international work environments, thereby enhancing their employability (Agustiana et al. (2024).

Another study examines the communication challenges faced by immigrants in English-speaking workplaces. The study identifies key factors such as language knowledge, communication strategies, and personal attributes that influence professional success. This is directly related to the JEEP Program's objectives, as it highlights the importance of language proficiency and adaptive communication strategies in overcoming workplace challenges Cheng et al. (2021)

These additional studies provide empirical support for the current research, illustrating the broader significance of English language proficiency programs in enhancing employability and workplace communication skills. They offer valuable insights into how structured language programs, like JEEP, can effectively prepare students for real-world professional environments, reinforcing the relevance and effectiveness of the program in fostering career readiness. They highlight how structured programs like JEEP bridge the gap between academic learning and real-world professional demands by integrating industry-specific language training and practical communication exercises.

These findings reinforce the need for continued investment in structured language programs to equip students with essential communicative competencies, ensuring their success in both academic and professional spheres.

This study aimed to investigate and comprehend the influence of the JEEP Program on students' English proficiency and their ability to communicate effectively in the workplace. By analyzing students' experiences and performance, this research seeks to uncover how the program contributes to language development and employability skills. This study emphasizes the need to bridge the gap between academic language instruction and real-world communication demands, providing valuable insights for curriculum enhancement and policy development.

The researcher identified an apparent *knowledge gap* in the prior research concerning the impact of the Job Enabling English Proficiency (JEEP) program on students' English proficiency levels and workplace communication skills. Previous research hasn't specifically looked into how JEEP helps students use English in real job situations. This includes several areas that other fields have recently started to explore. Understanding how JEEP bridges the gap between learning English in school and using it in the workplace needs more study, especially to see why traditional English programs might not achieve the same results.

For example, a study found that JEEP effectively improves students' speaking and writing skills, preparing them for future employment. However, it didn't specifically address how these skills are applied in real workplace settings (Boquia 2022) Another study examined JEEP's impact on students' language abilities but didn't explore its role in enhancing professional communication skills (Bawa, 2022)

Additionally, an article discusses strategies for enhancing students' communication skills for career advancement but doesn't focus on programs like JEEP. In addition, the prior research did not address the subject of how JEEP specifically enhances students' ability to use English in professional settings. (Tanascu, et al 2024). The effectiveness of JEEP in bridging the gap between academic English learning and real-world communication should be explored further to provide an understanding as to why such is not the case with traditional English learning programs.

The significance of this study lies in its potential to fill a critical void in the literature by offering a comprehensive understanding of how the JEEP Program impacts students' language proficiency and professional communication competencies. By examining the program's role in shaping these essential skills, the research shed light on the specific challenges and successes faced by JEEP participants. This, in turn, can inform the development of targeted educational interventions and support services aimed at enhancing students' academic performance and career readiness, ultimately contributing to their long-term success in the global workforce.

Additionally, this study contributed to address the lack of research on how language programs like JEEP influence students' practical communication abilities in diverse workplace environments. By focusing on both academic and professional contexts, the research seeks to provide a holistic view of language proficiency development. The findings are expected to guide educators, policymakers, and curriculum developers in enhancing English language programs to better align with industry needs and to equip students with the skills necessary for global competitiveness.

Theoretical Framework

This study was anchored on the following theories: the Employability Capital Model by Tomlinson (2017), the Communication Accommodation Theory by Giles (1973), and the Experiential Learning Theory by Kolb (1984).

Tomlinson's Employability Capital Model (2017) posited that employability is influenced by various forms of capital, including human capital (skills, knowledge, and abilities), social capital (networks and relationships), cultural capital (cultural knowledge and competencies), and identity capital (self-concept and personal narratives). This model suggests that employability extends beyond the mere possession of technical skills, emphasizing a holistic view of the attributes and experiences that enhance an individual's value in the labor market.

Recent studies have applied Tomlinson's Employability Capital Model (2017) to understand how different forms of capital affect employability. For example, Tomlinson et al. (2023) developed the Graduate Capital Scale to measure graduates' employability. They found that students who actively plan their careers and engage in various activities build more human and social capital, which improves their job prospects. Similarly, Pham et al. (2021) studied international graduates and discovered that understanding the host country's work culture (cultural capital) and having strong personal stories (identity capital) significantly enhance employment outcomes. These studies highlight that employability involves more than just technical skills; it includes various personal attributes and experiences.

In the context of this study, the JEEP Program significantly contributes to the development of students' human capital by enhancing their English language proficiency

and workplace communication skills. For example, students participating in JEEP acquire not just linguistic skills but also the confidence and competence needed to communicate effectively in professional environments. Additionally, the program fosters social capital through group activities and collaborative tasks, allowing students to build networks and relationships that can support their future careers. Cultural capital is enhanced as students gain exposure to diverse communication contexts, preparing them to navigate multicultural workplaces. Identity capital is also developed as students form personal narratives around their language learning journeys, which can be articulated during job interviews and professional interactions. This theory is crucial as it broadens the understanding of employability beyond technical skills, emphasizing the role of language proficiency as part of a larger set of competencies. It highlights how programs like JEEP contribute to multiple facets of employability, making students more competitive in the job market.

Communication Accommodation Theory (CAT) by Giles (1973) explores how individuals adjust their communication styles to align with their interlocutors, aiming to reduce social differences and enhance mutual understanding. According to CAT, people may engage in convergence (adapting to be more similar) or divergence (emphasizing differences) depending on the social context and their communication goals.

Recent studies have applied Communication Accommodation Theory (CAT) to different fields, showing how people adjust their communication based on context. Barlow et al. (2023) studied how healthcare workers change their way of speaking when discussing patient safety. Their research found that senior doctors and nurses often adjust their communication style depending on their audience, which can affect how safety concerns are addressed. Liu et al. (2022) explored how businesses interact with customers in online

brand communities. They found that when companies respond quickly and clearly, customers tend to adjust their language to match the company's style, improving engagement. Cavazos and Nixon (2024) examined how people from different backgrounds communicate in group problem-solving. Their study showed that individuals from minority groups adjust their speech more than majority group members, making teamwork more effective. These studies confirm that CAT is useful in understanding how people change their communication in different situations.

Applying CAT to this study, the JEEP Program equips students with the ability to adapt their communication styles in various professional settings. For instance, students learn to adjust their tone, vocabulary, and non-verbal cues when interacting with colleagues from different cultural backgrounds or professional hierarchies. This adaptability is crucial in the workplace, where effective communication often requires the ability to connect with diverse audiences. For example, a student might use formal language and structured presentations when addressing corporate executives, while adopting a more relaxed and conversational tone when collaborating with peers. This ability to accommodate communication styles enhances students' effectiveness in diverse professional interactions. CAT is significant as it explained the dynamic nature of communication in professional settings. Understanding this theory helps highlight the importance of adaptability in language use, which is a critical skill developed through the JEEP Program, enabling students to communicate effectively in various workplace environments.

Kolb's Experiential Learning Theory (1984) posits that learning is a process through which knowledge is created by transforming experience. The theory outlines a four-stage learning cycle: concrete experience, reflective observation, abstract conceptualization, and

active experimentation. This cyclical process enables learners to actively engage with content, reflect on their experiences, develop theoretical insights, and apply their knowledge in practical situations.

Recent studies have applied Kolb's Experiential Learning Theory (1984) to enhance education in various fields. For example, Allauigan et al. (2020) used Kolb's model to create home-based microbiology labs for science students. They found that hands-on activities improved students' understanding and interest in the subject. Similarly, Devi and Thendral (2023) applied Kolb's theory in engineering courses. Their research showed that practical learning methods helped students grasp complex theories and develop useful skills. Additionally, Sanga and Kibirige (2020) combined Kolb's learning cycle with cloud computing tools in Tanzanian universities. This approach led to better student participation and learning outcomes. These studies highlight how Kolb's framework can effectively improve learning in different educational settings.

In the JEEP Program, students undergo experiential learning by engaging in practical language exercises such as role-playing, simulations, and real-world communication tasks. For example, students might participate in mock interviews, business presentations, or workplace scenario simulations, providing concrete experiences. They then reflect on these experiences to identify strengths and areas for improvement (reflective observation), develop a deeper understanding of language use in professional contexts (abstract conceptualization), and apply these insights in subsequent activities (active experimentation). This approach not only enhances students' English proficiency but also equips them with the communicative competence necessary for professional success.

All these theories underscores the value of learning through experience, which is central to the JEEP Program's methodology. It emphasizes that language proficiency is not just about theoretical knowledge but also about practical application, critical reflection, and continuous improvement in real-world contexts.

Conceptual Framework

The Job Enabling English Proficiency (JEEP) Program is meticulously crafted to bolster English language skills, especially for students transitioning into professional arenas (Haron-Boquia, 2019). This initiative offers specialized training across multiple facets of language acquisition, encompassing grammar, pronunciation, listening, and speaking competencies (Sonsona et al., 2021). Proficiency in English is indispensable in global professional contexts, and the JEEP program strives to prepare students to excel in varied workplace environments (Salaan, 2022). Empirical studies have demonstrated the program's efficacy in enhancing students' speaking and writing abilities, thereby improving their employability prospects (Haron-Boquia, 2019).

Furthermore, research indicates a significant correlation between English language proficiency and perceived career opportunities, underscoring the importance of such programs in career development (Kazi et al., 2025). In the Philippine context, initiatives like JEEP are vital, considering the observed decline in English proficiency among Filipinos, which can adversely affect employment opportunities (Sonsona et al., 2021). The JEEP program not only addresses linguistic competencies but also aims to cultivate essential soft skills such as leadership, collaboration, and professionalism, which are crucial for success in the business sector (Sonsona et al., 2021). By integrating comprehensive language training with these skills, the program ensures that graduates are

well-prepared to meet the demands of both local and international job markets (Haron-Boquia, 2019).

English proficiency levels refer to students' comprehensive ability to effectively utilize the English language, encompassing fluency, coherence, and command across diverse communication contexts (Bautista & Tarrayo, 2020). This proficiency is crucial for academic success, particularly in fields such as engineering, where a moderate level of English proficiency has been observed among college students (Haron-Boquia, 2022). The Job Enabling English Proficiency (JEEP) program aims to enhance these competencies by providing structured lessons, interactive activities, and practical application exercises that adhere to global language standards (Haron-Boquia, 2022). Evaluations of the JEEP program indicates its effectiveness in improving students' speaking and writing skills, thereby better preparing them for future employment opportunities (Haron-Boquia, 2022). Moreover, the program's emphasis on real-world applications aligns with the need for graduates to compete in sectors requiring high levels of English proficiency (Haron-Boquia, 2022).

Grammar and vocabulary are foundational components of language proficiency. Alderson and Kremmel (2020) re-examined the content validation of grammar tests, highlighting the intricate relationship between vocabulary and structural knowledge. The JEEP program incorporates structured learning modules to enhance students' understanding of grammar rules and expand their vocabulary. Latif (2022) discussed the effectiveness of the Journal of English Education and Entrepreneurship (JEEP) in improving vocabulary mastery among learners. A strong grasp of grammar and an extensive vocabulary improve both written and verbal communication, making students more articulate and precise in

workplace interactions. Soruç and Griffiths (2020) examined the role of English language proficiency in academic success, emphasizing the importance of self-regulation and reduced language learning anxiety. Additionally, Schmitt, Nation, and Kremmel (2020) called for more rigorous test development and validation in vocabulary assessment, underscoring the need for reliable measures of language proficiency.

Speaking and Pronunciation hinges on proficient speaking and precise pronunciation, as these elements are fundamental to conveying messages clearly and professionally (Scarborough & Zellou, 2020). The Job Enabling English Proficiency (JEEP) program places a strong emphasis on oral communication by incorporating conversation exercises, pronunciation drills, and speech training into its curriculum (Salaan, 2022). These targeted activities are designed to assist students in articulating words accurately, modulating their tone appropriately, and enhancing their overall spoken English proficiency, thereby ensuring clarity and professionalism in workplace interactions (Presbitero, 2022). Pronunciation drills, a core component of the JEEP program, are instrumental in helping learners produce clear and intelligible speech. By focusing on the articulation of sounds and the correct formation of words, these drills enable students to overcome common pronunciation challenges, leading to improved communication skills (Scarborough & Zellou, 2020). Speech training within the JEEP program also addresses the modulation of tone, which is crucial for conveying the appropriate emotional context and intent in professional settings. Through guided practice, students learn to adjust their pitch and intonation, thereby enhancing the expressiveness and effectiveness of their verbal interactions (Wang et al., 2020).

Furthermore, the integration of conversation exercises provides a practical platform for students to apply their pronunciation and speech modulation skills in real-life scenarios. This experiential learning approach fostered confidence and competence in spoken English, which are essential attributes for successful communication in the workplace (Salaan, 2022).

Listening and comprehension skills are essential for accurately processing spoken language, which is fundamental in both educational and professional settings (Irianti, Febriani, & Friatin, 2021). The Journal of English Education Program (JEEP) incorporates active listening exercises, including dialogue practice and comprehension assessments, to enhance students' abilities to understand and respond appropriately in workplace scenarios (Febriani, 2021). Improved listening skills are linked to more effective collaboration and teamwork, as they facilitate better understanding and communication among team members (van Blankenstein et al., 2020). Additionally, fostering higher-order thinking through innovative teaching models, such as the flipped classroom, has been shown to improve listening comprehension and critical thinking skills (Irianti, Febriani, & Friatin, 2021). In the context of workplace dynamics, active listening is crucial for building trust and addressing mental health concerns, thereby contributing to a more supportive and productive work environment (Berwick, 2024).

Workplace communicative skills are essential for engaging in professional discussions, delivering presentations, and interacting effectively with colleagues and clients. According to Kapur (2020), these skills are vital for augmenting one's knowledge and understanding in implementing job duties efficiently. The Job Enabling English Proficiency (JEEP) program offers training in business communication, conflict resolution,

and workplace etiquette, equipping students to navigate professional interactions with confidence (Presbitero, 2022) emphasizes that such programs enhance students' ability to manage workplace conflicts and communicate effectively in diverse settings. Strong workplace communicative skills enable employees to contribute effectively in team environments and professional settings. Gonzales (2021) notes that proficiency in communication fosters better teamwork and collaboration, leading to improved organizational performance.

Professional writing encompasses the creation of clear, concise, and well-structured content tailored for professional environments. This skill is indispensable for effective communication across various industries highlight that integrating technology in business communication courses can reduce writing apprehension and enhance writing skills (Davis et al., 2020). This emphasizes the importance of process-oriented approaches to improve writing ability and confidence (Weldy et al., 2020). Educational programs often incorporate specialized modules to bolster students' writing competencies and discuss the integration of audio and video lectures in language for specific purposes (LSP) courses to enhance academic listening and writing skills (Miholjančan and Jelovčić, 2020). It also describes writing support programs designed for academic professionals, underscoring the value of targeted training in professional writing (Fallon, 2020).

Proficiency in professional writing is crucial for success in fields that demand extensive documentation and formal communication, this argues that a strong grasp of grammar significantly impacts effective communication and writing skills (Hans and Hans, 2020) Furthermore, training writing tutors can improve support for engineering students'

technical reports, highlighting the role of mentorship in developing writing proficiency (Pflueger et al., 2020).

Verbal communication in the workplace involves expressing ideas clearly and effectively in professional settings (Crystal, 2020). The JEEP program trains students to participate in meetings, negotiations, and interviews, ensuring they can communicate persuasively and confidently in their careers (Presbitero, 2022). Effective verbal communication skills contribute to career advancement and professional relationships (Gonzales, 2021). Moreover, open communication between superiors and subordinates fosters trust and enhances organizational success (Jablin, 2023). Training programs focusing on interpersonal skills have been shown to improve job performance and employee satisfaction (Thompson, 2024). Additionally, the development of emotional intelligence is linked to better workplace relationships and career progression (Rawat, 2025).

Incorporating behavioral skills training, such as the Picture Exchange Communication System, can enhance communication effectiveness in diverse professional settings (Rosales, 2023). Furthermore, addressing verbal abuse and fostering self-esteem among employees can strengthen career identity and reduce workplace conflicts (Im & Kwon, 2024). Implementing structured communication frameworks, like the Conversational Compass, aids in navigating complex workplace interactions and achieving desired outcomes (Brooks, 2025). Overall, investing in the development of verbal communication and interpersonal skills is essential for individual career advancement and the cultivation of a collaborative and productive work environment (Smith, 2023).

Confidence in interpersonal communication reflects an individual's ability to engage in conversations without hesitation or anxiety (Marjohan et al., 2020). The JEEP program fosters this confidence by providing opportunities for role-playing, peer interactions, and public speaking exercises (Bautista & Tarrayo, 2020). As students become more proficient in English, their self-assurance in professional and social communication also increases (Presbitero, 2022).

Role-playing has been shown to enhance social problem-solving skills and interpersonal functioning, as it allows individuals to practice and develop their communication abilities in simulated scenarios (Lin et al., 2024). Moreover, active play imagery has been associated with improved personal and social skills, as well as increased self-confidence, highlighting the importance of imaginative engagement in developing interpersonal competencies (Guerrero et al., 2020). Utilizing virtual platforms, such as group work in Zoom breakout rooms, has been found to enhance English-speaking self-efficacy, providing students with a supportive environment to practice and refine their communication skills (Hartono et al., 2020). As students' language proficiency grows, so does their ability to navigate professional and social interactions with greater assurance and effectiveness (Presbitero, 2022).

Figure 1 depicts the study's conceptual framework. It consists of three variables: JEEP (Job Enabling English Proficiency Program) as the independent variable, and two dependent variables, English Proficiency Levels and Workplace Communicative Skills. The study examines the relationship between students' exposure to JEEP, their English proficiency development, and their ability to communicate effectively in professional settings.

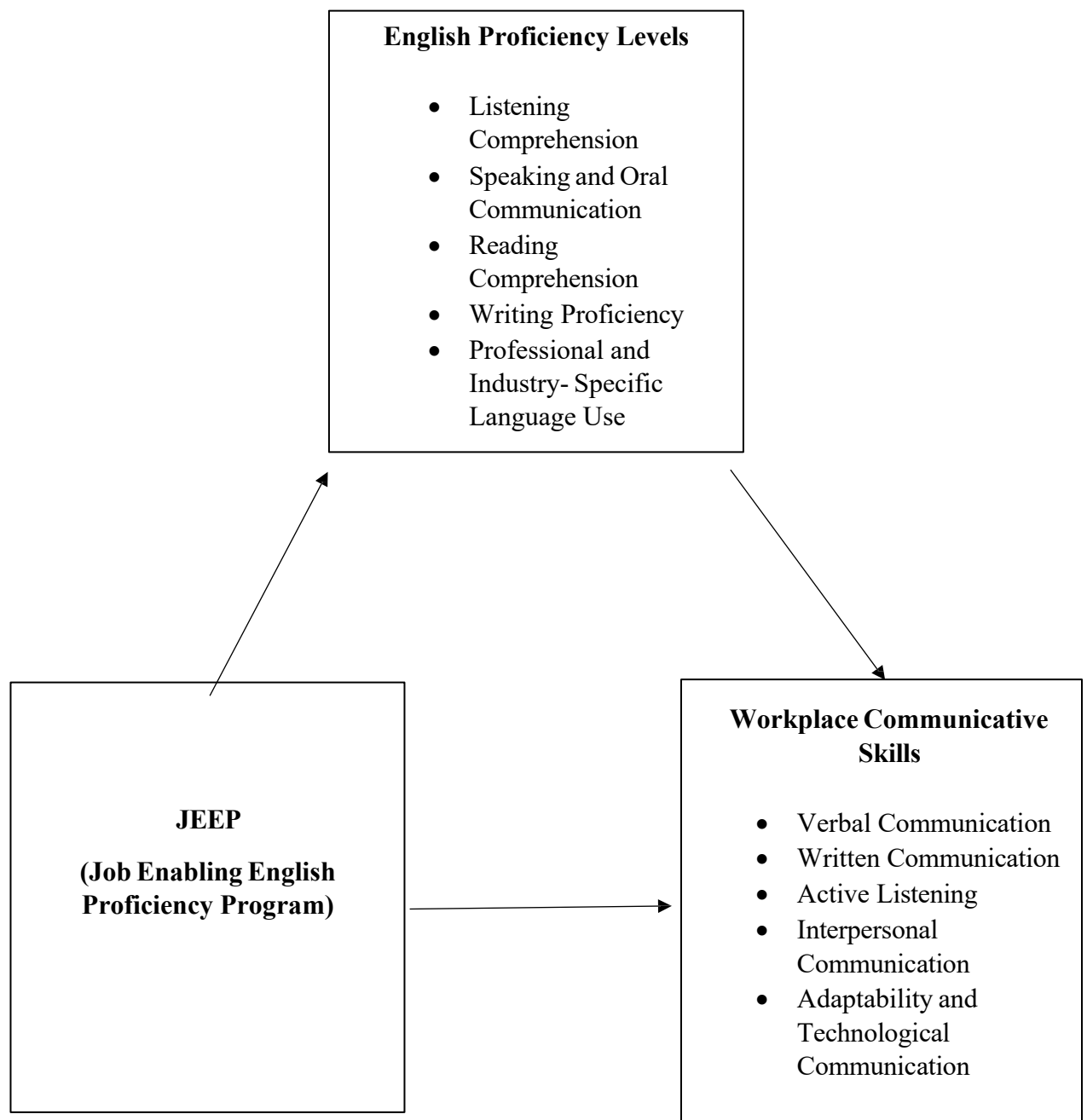


Figure 1. Schematic Diagram of the Stud

Statement of the Problem

This study determined how English proficiency mediates the relationship between Job Enabling English Proficiency (JEEP) Program participation and workplace communication skills among graduates.

Specifically, this endeavor seeks to answer the following questions:

1. What is the level of students' participation in the JEEP program in terms of interactive learning, workplace training, industry application, language immersion and communication skills for global competitiveness?
2. What is the level of students' English proficiency in terms of listening comprehension, speaking and oral communication, reading comprehension, writing proficiency and professional and industry specific language use?
3. What is the level of students' workplace communication skills in terms of verbal communication, written communication, active listening, interpersonal communication, and adaptability and technological communication?
4. Is there a significant relationship between JEEP participation and English proficiency?
5. Is there a significant relationship between English proficiency and workplace communication skills?
6. Is there a significant relationship between JEEP participation and workplace communication skills?
7. Does English proficiency mediate the relationship between JEEP participation and workplace communication skills?

Null Hypotheses

Ho₁: There is no significant relationship between JEEP participation and students' English proficiency.

Ho₂: There is no significant relationship between English proficiency and workplace communication skills.

Ho₃: English proficiency does not mediate the relationship between JEEP participation and workplace communication skills.

Chapter 2

RESEARCH METHODOLOGY

Research Design

This quantitative research approach used the descriptive-correlational design. The descriptive design is a type of non-experimental research that investigates the relationship between two or more variables. (Hassan, 2024). This study examined the relationship between the Job Enabling English Proficiency (JEEP) program and students' English proficiency levels and workplace communication skills.

The descriptive aspect of this design allows researchers to assess and describe the current state of students' English proficiency and communication skills after participating in the JEEP program. Meanwhile, the correlational component helps determine whether a significant relationship exists between the JEEP program and students' proficiency levels and communicative competence in workplace settings. This non-experimental design is appropriate as it enables researchers to analyze patterns and associations between the variables without manipulating them, ensuring an accurate representation of their natural relationships within the institution.

Research Setting

This study was conducted in one of the higher education institution in Ozamiz City, recognized as the first institution in Northern Mindanao to be granted "Autonomous Status" by the Commission on Higher Education (CHED). The university is also ISO 21001:2018 certified by Det Norske Veritas (DNV), ensuring its commitment to high-quality education and institutional excellence. The study focused on students who were enrolled in the Job

Enabling English Proficiency (JEEP) program and have already graduated and are currently employed. These graduates have undergone the university's structured English language training, designed to enhance their English proficiency and workplace communication skills. The study aims to analyze the impact of the JEEP program on their professional communication effectiveness, language proficiency, and overall workplace performance. By focusing on graduates in real-world employment settings, the research provided insights into the program's long-term influence on career readiness and workplace communication skills.

Respondents of the Study

This study included 310 students who undergone Job Enabling English Proficiency (JEEP) Program. They chose stratified random sampling. The following criteria was used to choose the respondents: (1) students who have graduated and were enrolled in a JEEP program; (2) students who have graduated and are now employed; (3) students who are willing to participate in the study; (4) students from various academic programs to ensure diverse representation. Before starting the surveys, the researchers ensured that all the criteria were followed.

Research Instruments

This study used the following questionnaires as data-gathering instruments:

A. Student's Participation on JEEP Questionnaire (Appendix A). This is a researcher-made questionnaire. The items are constructed using a 5-point Likert scale format, and the students responded to the statements on a scale ranging from Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). The instrument contains 25 items with five constructs, namely interactive English learning modules, workplace-

specific language training, industry-based application, language immersion and fluency development and communication skills for global competitiveness. To ensure validity, experts in education and institutional service quality review the questionnaire, refining items for clarity, relevance, and accuracy. A pilot test evaluates its appropriateness. For reliability, the questionnaire undergoes a Cronbach's alpha test, with a 0.70+ value indicating consistency. The results confirm its effectiveness in capturing students' perceptions of institutional service quality. Interactive English Learning Modules – 0.84; Workplace-Specific Language Training – 0.88; Industry-Based Language Application – 0.81; Language Immersion and Fluency Development – 0.86; Communication Skills for Global Competitiveness – 0.78.

In determining the Student's Participation on JEEP (Job Enabling English Proficiency) Program the following scale was used:

Responses	Continuum	Interpretation
5- Strongly Agree	4.21 - 5.00	Very Good
4- Agree	3.41 - 4.20	Good
3- Neutral	2.61 - 3.40	Fair
2- Disagree	1.81 - 2.60	Poor
1- Strongly Disagree	1.00 - 1.80	Very Poor

B. English Proficiency Questionnaire (Appendix B). This is a researcher-made questionnaire. The items are constructed using a 5-point Likert scale format, and the students responded to the statements on a scale ranging from Strongly agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). The instrument contains 25 items with

five constructs, namely, listening comprehension, speaking and oral communication, reading comprehension, writing proficiency and professional and industry- specific language use. To ensure validity, experts in education and institutional service quality review the questionnaire, refining items for clarity, relevance, and accuracy. A pilot test evaluates its appropriateness. For reliability, the questionnaire undergoes a Cronbach's alpha test, with a 0.70+ value indicating consistency. The results confirm its effectiveness in capturing students' perceptions of institutional service quality. Listening Comprehension – 0.88, Speaking and Oral Communication – 0.81, Reading Comprehension – 0.88, Writing Proficiency – 0.75, Professional and Industry-Specific Language Use – 0.86.

In determining the English Proficiency, the following scale was used:

Responses	Continuum	Interpretation
5- Strongly Agree	4.21 - 5.00	Very Good
4- Agree	3.41 - 4.20	Good
3- Neutral	2.61 - 3.40	Fair
2- Disagree	1.81 - 2.60	Poor
1- Strongly Disagree	1.00 - 1.80	Very Poor

C. Workplace Communication Skill Questionnaire (Appendix C). This is a researcher-made questionnaire. The items are constructed using a 5-point Likert scale format, and the students responded to the statements on a scale ranging from Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). The instrument contains 25 items with five constructs, namely, verbal communication, written communication, active listening, interpersonal communication and adaptability and technological

communication. To ensure validity, experts in education and institutional service quality review the questionnaire, refining items for clarity, relevance, and accuracy. A pilot test evaluates its appropriateness. For reliability, the questionnaire undergoes a Cronbach's alpha test, with a 0.70+ value indicating consistency. The results confirm its effectiveness in capturing students' perceptions of institutional service quality. Verbal Communication – 0.80; Written Communication – 0.88; Active Listening – 0.87; Interpersonal Communication – 0.83; Adaptability and Technological Communication – 0.87.

In determining the workplace communication skills, the following scale was used:

Responses	Continuum	Interpretation
5- Strongly Agree	4.21 - 5.00	Very Good
4- Agree	3.41 - 4.20	Good
3- Neutral	2.61 - 3.40	Fair
2- Disagree	1.81 - 2.60	Poor
1- Strongly Disagree	1.00 - 1.80	Very Poor

Data Collection

Before collecting data, the researchers first asked permission from the college dean through a formal letter. Once approved, they also got consent from the DSAS head and their research teacher to continue the study. After getting approval, the researchers prepared consent forms for the participants. They explained the purpose of the study and the ethical considerations to make sure participants understand their rights. Next, the researchers printed three research questionnaires and gave them to the participants. They made sure all answers were collected and kept safe. Once all questionnaires were completed, the

researchers gathered, counted, and analyzed the data. Finally, the researcher interpreted the results and included in the research report.

Ethical Considerations

This study adhered to the ethical guidelines outlined in Republic Act No. 10173, also known as the Data Privacy Act of 2012, which ensured the protection of individuals' personal information and their right to privacy. Ethical standards were strictly followed throughout the research process. Before data collection, informed consent was obtained from all participants. They were fully informed about the study's purpose, benefits, and any potential risks. Participants had the freedom to withdraw at any time without any consequences. Their responses were kept strictly confidential, and their personal information were not shared without their permission. To maintain integrity, the study avoided false information and biased reporting of findings. Any sources of funding, conflicts of interest, or affiliations were openly disclosed. All communications related to the study were honest and transparent. If participants have any questions or concerns, they were encouraged to reach out to the researchers for clarification.

Data Analysis

The study used Jamovi 2.4.8 to analyze the data gathered. The following statistical tools were employed:

Mean and Standard Deviation to assess the level of JEEP participation, English proficiency and workplace communication skills.

Person Product- Moment Correlation Coefficient to examine the relationship between JEEP participation, English Proficiency and workplace communication skills.

Mediation Analysis to determine whether English proficiency mediates the relationship between JEEP participation and workplace communication skills.

RESULTS AND DISCUSSION

Level Of Students' Participation in the JEEP Program

Table 1 presents the level of students' participation in the Job Enabling English Proficiency (JEEP) Program as perceived by the respondents ($n = 310$). Overall, the findings revealed that the students rated their participation in the JEEP Program as Very Good ($M = 4.15$, $SD = 0.41$). Among the five constructs assessed, Interactive Learning garnered the highest mean score ($M = 4.18$, $SD = 0.41$), followed closely by Communication Skills ($M = 4.17$, $SD = 0.40$). The third highest was Industry Application ($M = 4.14$, $SD = 0.39$), while Language Immersion ($M = 4.13$, $SD = 0.42$) and Workplace Training ($M = 4.11$, $SD = 0.42$) received slightly lower but still strong ratings. All components consistently fall within the "Very Good" range, indicating a high level of engagement across the board.

Interactive Learning received the highest rating among all constructs ($M = 4.18$, $SD = 0.41$), suggesting that students highly appreciate activities that promote active engagement, collaboration, and hands-on experiences. This high score indicates that the JEEP Program effectively incorporate interactive teaching strategies that supported meaningful learning. However, this also implies a continuous need to sustain or further improve the use of learner-centered methods such as group discussions, role-playing, and technology-integrated instruction.

Communication Skills followed closely ($M = 4.17$, $SD = 0.40$), demonstrating that the program has significantly contributed to students' ability to express themselves

effectively in English. The rating reflects that students feel confident in using the language in both academic and real-world settings. Still, it is important to consider the varying levels of proficiency among students. Additional support for learners who may struggle with oral fluency or written coherence could further strengthen this area.

Industry Application was rated *Very Good* as well ($M = 4.14$, $SD = 0.39$), implying that students saw the relevance of what they learned in the program to real-world business or professional environments. This suggests that the JEEP Program successfully integrated industry-related content and practical scenarios. Nonetheless, feedback mechanisms or performance assessments that track students' actual application of these skills outside the classroom could be implemented to measure long-term impact more accurately.

Language Immersion received a positive rating ($M = 4.13$, $SD = 0.42$), indicating that students were exposed to ample opportunities to engage in English language use within immersive contexts. While this result remains within the *Very Good* range, the relatively lower score may imply that the immersion was either limited in duration, scope, or authenticity. Program designers might consider expanding immersion activities such as language camps, peer-exchange programs, or virtual interactions with native speakers to further enhance learning outcomes.

Workplace Training, though still rated *Very Good* ($M = 4.11$, $SD = 0.42$), had the lowest mean among the constructs, suggesting a potential area for enhancement. This could indicate challenges in providing realistic workplace experiences, such as limited access to internships or job simulations. To bridge this gap, institutions might collaborate more closely with industries to provide job-shadowing programs, mock interviews, and company-based training modules that align more closely with actual workplace demands.

The effectiveness of the JEEP Program is further supported by existing literature highlighting its positive impact on students' language competencies and employability. A study revealed that the sustainable administration of the JEEP Program significantly correlates with enhanced English proficiency among students in Region XII, Philippines (Bawa et al., 2020). Similarly, maritime students assessed the JEEP Program as excellent, though they identified a few areas for improvement to maximize its impact (Tacogdoy et al., 2020). Moreover, the program was found to significantly contribute to students' employability skills and academic performance, reinforcing its value in preparing students for the workforce (Salaan et al., 2022). These findings align with the results of the current study, which reported a "Very Good" level of participation across all program constructs, underscoring the JEEP Program's effectiveness in language and career preparation.

Theoretical and empirical literature also supports the relevance of communication-focused and immersive learning programs in improving job readiness. It has been established that employers highly value English proficiency and communication skills, which are consistently rated among the top competencies needed for employment (Ting et al., 2020). In the same light, the dual role of English proficiency and soft skills has been emphasized as essential to graduates' employability in various industries (Silva et al., 2022). Furthermore, structured training programs such as the JEEP initiative have been shown to increase students' job preparedness by simulating real-world language demands and communication scenarios (Chua et al., 2020). These perspectives support the enhancement of specific JEEP Program constructs—particularly Workplace Training and Language Immersion to ensure students are equipped with both the linguistic and pragmatic skills needed for professional success.

In light of these findings, academic administrators, program coordinators, and faculty members should be commended for their successful implementation of the JEEP Program, while also recognizing the need for continuous quality improvement. Activities such as industry linkage expansion, targeted language remediation programs, and immersive cultural exchanges should be explored to address subtle gaps. Strengthening these areas did not only enhance the overall quality of the program but also ensured that students are better equipped with the communication and workplace skills necessary in today's globalized job market.

Table 1

*Level Of Students' Participation in the JEEP Program
(n=310)*

Constructs	M	SD	Remarks
Interactive Learning	4.18	0.41	High
Workplace Training	4.11	0.42	High
Industry Application	4.14	0.39	High
Language Immersion	4.13	0.42	High
Communication Skills	4.17	0.4	High
Overall Service Quality	4.15	0.41	High

Note: 4.20-5.00 (Very High); 3.4- 4.9 (High); 2.6- 3.39 (Moderate); 1.8-2.59 (Low); 1.00-1.5 Very Low)

Level of Students' English Proficiency

Table 2 presents the level of students' English proficiency as perceived by the respondents (n = 310). The overall service quality of their English proficiency was rated as Very Good (M = 4.164, SD = 0.43), which reflects the effectiveness of the JEEP Program in developing essential language competencies. Each of the five constructs received favorable evaluations, with minor differences in the mean scores.

Listening Comprehension received the highest rating among all constructs ($M = 4.19$, $SD = 0.43$), indicating that students feel confident in their ability to understand spoken English. This high rating could be attributed to frequent exposure to English through various audio-visual and verbal classroom activities, including lectures, listening drills, and interactive discussions. The result suggests that the JEEP Program has effectively emphasized auditory language input, which is crucial for comprehension and real-time response in conversations.

Speaking and Oral Communication followed closely ($M = 4.17$, $SD = 0.45$), signifying a strong perceived proficiency in verbal expression. This reflects students' comfort and capability in engaging in English conversations, public speaking, or presentations. The integration of speaking activities such as dialogues, role-plays, and impromptu speech exercises may have contributed to the development of these skills. However, the relatively higher standard deviation suggests varying levels of speaking confidence and fluency among learners, which should be addressed through individualized feedback and support.

Reading Comprehension was rated Very Good ($M = 4.16$, $SD = 0.42$), indicating that students are proficient in understanding written texts, both academic and non-academic. The uniform rating suggests consistent development of skills in identifying main ideas, interpreting content, and analyzing text structure. The inclusion of reading assignments, comprehension tests, and critical reading tasks in the curriculum has likely reinforced these abilities.

Writing Proficiency also received a rating of Very Good ($M = 4.16$, $SD = 0.41$), showing that students perceive themselves as capable writers in English. The closeness of

the mean score to that of reading indicates that literacy skills are being developed in tandem. Activities such as essay writing, journaling, and technical writing have likely strengthened grammar, organization, and coherence. Despite the positive rating, writing often requires long-term skill building, and continuous practice with feedback is essential to elevate proficiency levels further.

Professional and Industry-Specific Use had the lowest mean score among the constructs, though still within the Very Good category ($M = 4.14$, $SD = 0.42$). This suggests that while students possess a general command of English, they may face challenges applying it in specific work-related or technical contexts. This may reflect a lack of sufficient exposure to industry vocabulary, formal documentation, or task-specific communication. As such, this area presents an opportunity for enhancement to better prepare students for the demands of the professional world.

Despite the generally high ratings across all constructs, subtle differences in the scores indicate areas where improvements can be made. The highest score in Listening Comprehension implies ease in receptive auditory skills, while the lower score in Professional and Industry-Specific Use suggests a possible gap in contextual and applied language use. The minimal gaps among Speaking, Reading, and Writing further show that students benefit from a balanced curriculum, although variations in standard deviation—particularly in speaking—highlight the need for differentiated instruction based on learners' individual proficiency levels and confidence.

The consistently high proficiency levels in listening, speaking, reading, and writing among JEEP participants confirm earlier findings that English language training programs significantly contribute to language development. For instance, it was revealed that

students participating in the JEEP Program showed marked improvement in their communication and academic performance, with a notable edge in English proficiency among those exposed to structured training (Salaan et al., 2022). Similarly, students in Maritime programs rated the JEEP Language Program as “Excellent,” affirming the program’s success in building foundational language skills necessary for academic success (Tacogdoy et al., 2020). These results are consistent with a study conducted in Region XII, which showed that administrative and instructional practices under JEEP were significantly correlated with students’ English grades and overall skill acquisition (Bawa et al., 2020).

Furthermore, the relatively lower rating in professional and industry-specific use echoes previous research emphasizing the need to bridge the gap between academic English and its practical workplace application. As such, a study assessing English education for intercultural communication noted that while general proficiency is valuable, graduates also need context-specific communication strategies tailored to professional settings (Md Yatim et al., 2024). This aligns with findings that JEEP participants benefit from hands-on, industry-linked activities, reinforcing the relevance of contextual learning (Chua et al., 2020). Additionally, the Systems Theory in Education underlines that positive feedback loops, such as those created by integrating real-world communication demands, enhance the effectiveness of language programs (Salaan et al., 2022). These perspectives affirm the need to expand the JEEP Program’s scope to include more simulation-based and field-related English tasks.

In light of these findings, it is recommended that the English language curriculum under the JEEP Program be further enhanced to address the gaps in industry-specific application. Program heads and faculty may integrate real-world business simulations, job

interview practice, technical writing modules, and industry-led workshops to improve this construct. Encouraging partnerships with companies and inviting industry experts for guest lectures can bridge the gap between academic English and workplace demands. Continuous assessment and personalized coaching in speaking and writing can also help support learners at varying proficiency levels, ensuring the JEEP Program remains comprehensive and employment-ready.

Table 2

*Level of Students' English Proficiency
(n=310)*

Constructs	M	SD	Remarks
Listening Comprehension	4.19	0.43	Very Good
Speaking and Oral Communication	4.17	0.45	Very Good
Reading Comprehension	4.16	0.42	Very Good
Writing Proficiency	4.16	0.41	Very Good
Professional and Industry-Specific Use	4.14	0.42	Very Good
Overall Service Quality	4.164	0.43	Very Good

Note: 3.10-5.00 (Very Good); 2.51-3.00 (Good); 2.01-2.50 (Fair); 1.51-2.00 (Poor); 1.00-1.50 (Very Poor)

Level of Students' Workplace Communication Skills

Table 3 presents the respondents' perceived level of workplace communication skills developed through the JEEP Program (n = 310). The overall service quality was rated Very Good (M = 4.152, SD = 0.428), indicating a generally high level of confidence in the students' communication readiness for professional environments. All five constructs also received Very Good ratings, suggesting that the JEEP Program effectively supports workplace communication development across various domains.

Adaptability and Technological Communication received the highest rating among the constructs ($M = 4.19$, $SD = 0.42$), suggesting that students feel highly competent in adjusting to various communication platforms and digital tools in the workplace. This implies that the JEEP Program integrates relevant technological components, such as email writing, virtual communication, and digital etiquette, that help students navigate professional communication in modern settings. The score highlights the students' readiness to function effectively in tech-driven work environments, a crucial skill in the current digital economy.

Written Communication was rated next highest ($M = 4.17$, $SD = 0.40$), reflecting students' strong perceived skills in composing professional documents, emails, reports, and other forms of workplace writing. This suggests that the program successfully incorporates writing tasks that simulate real-world professional requirements. The relatively low standard deviation further indicates consistency in students' perceived writing ability, which can be attributed to structured writing exercises, technical documentation, and grammar-focused instruction included in the curriculum.

Verbal Communication also received a high score ($M = 4.15$, $SD = 0.44$), suggesting that students are confident in expressing their thoughts clearly and effectively in spoken form. This includes presentations, meetings, and everyday professional interactions. The slightly higher standard deviation, however, may point to variation in individual comfort levels or fluency, which can be influenced by factors such as speaking anxiety or limited real-world practice. Continued support and opportunities for public speaking or impromptu communication can help address this variability.

Active Listening was also rated Very Good ($M = 4.13$, $SD = 0.46$), indicating that students are capable of attentively and accurately interpreting verbal messages, a key aspect of workplace collaboration. The slightly lower mean and higher standard deviation suggest that while many students are confident listeners, others may struggle with retaining or responding appropriately to information. This may reflect a need for more targeted training on listening strategies, feedback techniques, or comprehension-focused exercises in team communication contexts.

Interpersonal Communication had the lowest mean among the five constructs ($M = 4.12$, $SD = 0.42$), although it remains within the Very Good range. This rating suggests that while students believe they can maintain respectful and collaborative relationships in the workplace, there may still be challenges in navigating team dynamics, cultural sensitivity, or conflict resolution. These are critical areas in a diverse professional environment, and the findings indicate room for strengthening empathy-driven communication and workplace relationship-building exercises.

Despite all constructs being rated Very Good, the small variances in mean scores and standard deviations point to specific nuances worth addressing. The slightly higher standard deviations in Verbal Communication and Active Listening indicate variability in student confidence, which could stem from differing levels of exposure or practice. Meanwhile, the lowest-rated construct Interpersonal Communication, may require special attention as it involves emotionally intelligent communication, which is essential but often harder to teach through traditional methods.

The high ratings across all workplace communication constructs align with existing research highlighting the effectiveness of structured English language programs like JEEP in preparing students for real-world communication tasks. A study revealed that students' English proficiency, particularly in written and verbal communication, significantly improved due to targeted instructional design and exposure to job-related language use (Salaan et al., 2022). Similarly, students in maritime programs rated the JEEP curriculum as excellent, especially in its ability to develop communication applicable to workplace scenarios, confirming the program's practical orientation (Tacogdoy et al., 2020). Further supporting these results, Bawa et al. (2020) found that students' English language skills, particularly communication-related, were positively influenced by the sustainable administration and implementation of the JEEP Program across participating institutions.

Moreover, the slightly lower ratings in interpersonal and active listening skills reflect the findings of studies emphasizing the need for continuous improvement in workplace-specific communication competencies. According to Chua et al. (2020), structured training programs like JEEP must regularly integrate real-world simulations to improve dynamic skills such as collaboration, adaptability, and emotional intelligence. Md Yatim et al. (2024) also stressed that employers prioritize intercultural communication and listening as essential competencies in globally integrated workplaces, suggesting that programs should go beyond basic proficiency. These ideas are supported by Systems Theory in Education, which posits that feedback-driven improvement, particularly in response to real-world expectations, ensures continuous system adaptation and learner growth (Salaan et al., 2022).

These findings suggest that while the JEEP Program is successfully developing students' workplace communication skills, program implementers and instructors must continue to refine the curriculum. Special emphasis should be placed on enhancing Interpersonal Communication and Active Listening through role-plays, peer feedback sessions, and real-world simulation activities. Additionally, offering workshops on cultural awareness, emotional intelligence, and virtual team collaboration can better equip students to thrive in modern, diverse, and technology-driven workplaces. Institutional partnerships with industry professionals for mock meetings and coaching sessions can also bridge academic training with authentic workplace demands

Table 3

*Level of Students' Workplace Communication Skills
(n=310)*

Constructs	M	SD	Remarks
Verbal Communication	4.15	0.44	Very Good
Written Communication	4.17	0.4	Very Good
Active Listening	4.13	0.46	Very Good
Interpersonal Communication	4.12	0.42	Very Good
Adaptability And Technological Communication	4.19	0.42	Very Good
Overall Service Quality	4.152	0.428	Very Good

Note: 3.10-5.00 (Very Good); 2.51-3.00 (Good); 2.01-2.50 (Fair); 1.51-2.00 (Poor); 1.00-1.50 (Very Poor)

Significant Relationship Between JEEP Participation and English Proficiency

Table 4 presents the results of the correlation analysis examining the relationship between students' participation in the JEEP Program and their English proficiency levels across five language domains (n = 310). The analysis explores the extent to which five JEEP Program components—Interactive Learning, Workplace Training, Industry

Application, Language Immersion, and Communication Skills—relate to specific aspects of English proficiency: Listening Comprehension, Speaking and Oral Communication, Reading Comprehension, Writing Proficiency, and Professional and Industry-Specific Use.

All variables in the table were found to have very highly significant positive correlations with p-values equal to or less than 0.001, indicating robust relationships between JEEP participation and English proficiency outcomes. Among these, Interactive Learning was most strongly correlated with Reading Comprehension ($r = 0.62$, $p = 0.001$), followed closely by Communication Skills with both Listening Comprehension and Reading Comprehension ($r = 0.62$, $p = 0.001$). These findings suggest that interactive and communication-focused activities significantly enhance students' ability to process, understand, and apply English in both receptive and expressive domains. The high correlation between Interactive Learning and Writing Proficiency ($r = 0.59$, $p = 0.001$) also implies that experiential and participatory methods, such as group writing tasks or project-based learning, may directly support students' writing development.

Language Immersion also showed a notably strong correlation with Listening Comprehension ($r = 0.59$, $p = 0.001$) and Writing Proficiency ($r = 0.59$, $p = 0.001$), indicating that consistent exposure to the English language in realistic or immersive contexts strengthens both auditory understanding and written expression. Similarly, Workplace Training demonstrated significant but slightly lower correlations across all domains, with the highest being with Listening Comprehension ($r = 0.52$, $p = 0.001$) and Speaking and Oral Communication ($r = 0.50$, $p = 0.001$). These results highlight the practical benefits of workplace simulations and hands-on activities in fostering applied

language use, especially in verbal skills. Finally, Industry Application and Communication Skills also maintained strong positive relationships with all five language areas, reinforcing the importance of industry-relevant tasks and interpersonal engagement in developing functional English competence.

There were no non-significant variables in the analysis, as all relationships between JEEP participation components and English proficiency constructs yielded p-values less than 0.05. This consistent significance across all variables underscores the comprehensive and integrated effectiveness of the JEEP Program. However, despite uniformly strong results, slight differences in correlation strength suggest that some areas—such as Professional and Industry-Specific Use, which had lower correlations overall—may require additional instructional focus to match the success seen in core literacy and communication domains.

The Job Enabling English Proficiency (JEEP) Program has been extensively studied for its impact on students' English language skills and employability. It has been shown that sustained engagement in language training can lead to marked improvements in language competence (Bawa et al., 2020). The implications of the JEEP Program on students' employability skills, including real-world language use, align closely with the Systems Theory in Education, which stresses the importance of feedback and continuous improvement for effective learning (Salaan et al., 2022). Moreover, significant gains in English proficiency, particularly among maritime students, further reinforce the program's effectiveness in preparing students for specialized professional contexts (Tacogdoy et al., 2020)

In addition to empirical studies, theoretical frameworks such as the Systems Theory have provided critical insights into the effectiveness of the JEEP Program. Targeted language training that integrates feedback mechanisms, as seen in the JEEP curriculum, significantly enhances both language proficiency and employability (Nesaratnam et al., 2020). Similarly, structured language programs like JEEP, which incorporate real-world applications and interactive learning, are essential for developing workplace-ready communication skills (Chua et al., 2020). Furthermore, programs emphasizing technological integration and experiential learning, similar to the JEEP model, are particularly effective in building students' English proficiency for professional settings (Ahmad et al., 2023)

The implications of these findings are highly relevant for JEEP Program coordinators, English instructors, and curriculum developers. The consistently significant relationships affirm that the program's structure is effective in promoting English proficiency across key areas. To further enhance this success, it is recommended that curriculum planners intensify immersive language experiences and reinforce real-world workplace communication activities. For example, activities such as collaborative writing workshops, listening labs with authentic materials, oral presentation practices, and industry-specific language modules could be institutionalized. Additionally, school administrators should strengthen industry linkages and provide regular feedback loops, consistent with Systems Theory, to refine program components based on actual student performance and evolving workplace demands.

Table 4*Significant Relationship Between JEEP Participation and English Proficiency (n=310)*

Variables		Listening Comprehension	Speaking and Oral Communication	Reading Comprehension	Writing Proficiency	Professional and Industry- Specific Use
Interactive Learning	<i>r</i>	0.61***	0.55***	0.62***	0.59***	0.57***
	<i>p</i>	0.001	0.001	0.001	0.001	0.001
Workplace Training	<i>r</i>	0.52***	0.5***	0.48***	0.49***	0.44***
	<i>p</i>	0.001	0.001	0.001	0.001	0.001
Industry Application	<i>r</i>	0.56***	0.45***	0.53***	0.49***	0.48***
	<i>p</i>	0.001	0.001	0.001	0.001	0.001
Language Immersion	<i>r</i>	0.59***	0.5***	0.55***	0.59***	0.52***
	<i>p</i>	0.001	0.001	0.001	0.001	0.001
Communication Skills	<i>r</i>	0.62***	0.56***	0.62***	0.58***	0.51***
	<i>p</i>	0.001	0.001	0.001	0.001	0.001

*Note: *** $p < 0.01$ (Very Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant)*

Significant Relationship Between English Proficiency And Workplace Communication Skills

Table 5 presents the significant relationships between English proficiency constructs and workplace communication skills among 310 respondents. Overall, all correlations were very highly significant ($p < .001$), indicating robust associations between the various dimensions of English proficiency and workplace communication. The strongest relationship was observed between Professional and Industry-Specific Use and Verbal Communication ($r = .70$, $p = .001$), suggesting that specialized language skills are crucial for effective verbal exchanges in professional contexts. This was followed by the connection between Writing Proficiency and Verbal Communication ($r = .66$, $p = .001$) and Reading Comprehension and Verbal Communication ($r = .59$, $p = .001$). In contrast,

the lowest correlation was noted between Listening Comprehension and Interpersonal Communication ($r = .40$, $p = .001$), indicating that while foundational listening skills are essential, they may not directly translate to interpersonal effectiveness without additional communication training.

Listening comprehension demonstrated consistently moderate correlations across all workplace communication dimensions. It was most strongly associated with Verbal Communication ($r = .55$, $p = .001$), reflecting the foundational role of listening in effective verbal interactions. Slightly lower, yet still substantial, correlations were noted for Written Communication ($r = .45$, $p = .001$), Adaptability and Technological Communication ($r = .43$, $p = .001$), and Active Listening ($r = .44$, $p = .001$). The weakest relationship was with Interpersonal Communication ($r = .40$, $p = .001$), indicating that listening skills alone may not fully capture the complexities of interpersonal exchanges, which often require additional social and emotional competencies. This suggests that students may benefit from integrated communication exercises that blend listening with interactive skills to strengthen this aspect.

Speaking and Oral Communication also exhibited strong relationships across all dimensions, with the highest correlation observed with Verbal Communication ($r = .54$, $p = .001$), highlighting the critical importance of spoken fluency in workplace interactions. This was closely followed by Adaptability and Technological Communication ($r = .47$, $p = .001$), suggesting that verbal agility is increasingly vital in technology-mediated work environments. However, similar to listening, the relationship with Interpersonal Communication was slightly lower ($r = .44$, $p = .001$), pointing to the need for broader

communication strategies that extend beyond direct speech to include nonverbal cues and emotional intelligence.

Reading Comprehension presented a notably high correlation with Verbal Communication ($r = .59, p = .001$) and Written Communication ($r = .55, p = .001$), indicating that strong reading skills are essential for both oral and written workplace communication. This was closely followed by Adaptability and Technological Communication ($r = .56, p = .001$), reflecting the importance of reading proficiency in rapidly changing digital contexts. However, its relationship with Active Listening ($r = .48, p = .001$) and Interpersonal Communication ($r = .53, p = .001$) was slightly lower, possibly due to the less direct link between text comprehension and real-time interpersonal exchanges.

Writing Proficiency demonstrated a particularly robust relationship with Verbal Communication ($r = .66, p = .001$), suggesting that strong writing skills often correlate with effective spoken communication, likely due to the shared cognitive processes involved in organizing and expressing ideas. This was followed by high correlations with Written Communication ($r = .58, p = .001$) and Adaptability and Technological Communication ($r = .57, p = .001$), underscoring the critical role of writing in diverse professional contexts. However, its connection with Active Listening ($r = .48, p = .001$) was comparatively lower, indicating a potential gap in integrating written proficiency with real-time communication skills.

Professional and Industry-Specific Use had the highest overall correlations, particularly with Verbal Communication ($r = .70, p = .001$) and Written Communication (r

= .60, $p = .001$), highlighting the importance of context-specific language skills for effective workplace interactions. Its moderate but still significant relationships with Active Listening ($r = .57$, $p = .001$) and Adaptability and Technological Communication ($r = .57$, $p = .001$) reflect the diverse skill set required for professional communication, including technical language and digital fluency.

The significance of English proficiency for workplace readiness has been well-documented in recent studies. For instance, Bawa et al. (2020) highlighted that students participating in the JEEP Program demonstrated substantial gains in English language skills, which directly supported their employability in professional settings. This finding aligns with the Systems Theory in Education proposed by Zwaenepoel (1985), which emphasizes the importance of continuous feedback in optimizing learning outcomes (Salaan et al., 2022). Similarly, Tacogdoy et al. (2020) found that specialized training, such as the JEEP Program for maritime students, significantly improved their communication skills, making them more competitive in global maritime industries. These studies collectively underscore the critical role of targeted language programs in enhancing both general and industry-specific language competencies.

Moreover, the importance of practical, real-world language training is further supported by research on professional communication. Nesaratnam et al. (2020) noted that training programs incorporating interactive and context-specific learning approaches are highly effective in preparing students for modern work environments. Chua et al. (2020) emphasized that structured language programs like JEEP, which include hands-on communication practice, are essential for developing workplace-ready skills. Additionally,

Ahmad et al. (2023) argued that integrating technology and experiential learning into language training significantly enhances students' proficiency and adaptability, particularly in fast-paced, digitally driven industries. These findings collectively reinforce the need for comprehensive language curricula that address both linguistic and practical communication demands.

These findings have several implications for curriculum designers and English instructors. Given the critical role of professional and industry-specific language skills in effective workplace communication, it is recommended that language training programs incorporate more industry-specific modules, such as business writing, technical documentation, and professional presentation skills. Additionally, integrating experiential learning opportunities, such as role-playing, collaborative projects, and real-world simulations, could help bridge the observed gaps between foundational language skills and interpersonal communication. Regular assessments and feedback loops, aligned with Systems Theory, should also be employed to refine training approaches and ensure continuous improvement in students' language competencies.

Table 5*Significant Relationship Between English Proficiency and Workplace Communication Skills**(n=310)*

Variables		Verbal Communication	Written Communication	Active Listening	Interpersonal Communication	Adaptability And Technological Communication
Listening	<i>r</i>	0.55***	0.45***	0.40***	0.43***	0.44***
Comprehension	<i>p</i>	0.001	0.001	0.001	0.001	0.001
Speaking and	<i>r</i>	0.54***	0.44***	0.44***	0.45***	0.47***
Oral	<i>p</i>	0.001	0.001	0.001	0.001	0.001
Communication						
Reading	<i>r</i>	0.59***	0.55***	0.53***	0.48***	0.56***
Comprehension	<i>p</i>	0.001	0.001	0.001	0.001	0.001
Writing	<i>r</i>	0.66***	0.58***	0.53***	0.48***	0.57***
Proficiency	<i>p</i>	0.001	0.001	0.001	0.001	0.001
Professional	<i>r</i>	0.7***	0.6***	0.57***	0.52***	0.57***
and	<i>p</i>	0.001	0.001	0.001	0.001	0.001
Industry- Specific Use						

*Note: *** $p < 0.01$ (Very Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant)*

Significant Relationship Between JEEP Participation and Workplace Communication Skills

Table 6 presents the significant relationships between JEEP participation components and various workplace communication skills among 310 respondents. Overall, all correlations were very highly significant ($p < .001$), indicating strong associations between the specific components of the JEEP Program and workplace communication abilities. The highest correlation was observed between Interactive Learning and Verbal Communication ($r = .58$, $p = .001$), reflecting the critical role of interactive, hands-on learning in building verbal expression. This was followed by Language Immersion with Verbal Communication ($r = .53$, $p = .001$) and Communication Skills with Verbal

Communication ($r = .50, p = .001$). In contrast, the weakest association was found between Industry Application and Adaptability and Technological Communication ($r = .33, p = .001$), suggesting that this component may require more targeted technological training to align with modern workplace demands.

Interactive Learning demonstrated consistently strong correlations across most communication dimensions, with the highest being with Verbal Communication ($r = .58, p = .001$) and Active Listening ($r = .50, p = .001$). These findings underscore the importance of dynamic, learner-centered approaches in developing both expressive and receptive language skills. However, its association with Adaptability and Technological Communication ($r = .45, p = .001$) was notably lower, indicating a potential gap in integrating digital skills into interactive learning activities. This discrepancy suggests that while interactive learning effectively supports face-to-face communication, it may require further enhancement to fully prepare students for technology-driven work environments.

Workplace Training showed moderate but consistently significant relationships across all dimensions, with the highest correlation noted with Verbal Communication ($r = .43, p = .001$) and the lowest with Adaptability and Technological Communication ($r = .36, p = .001$). These results suggest that practical, work-based training effectively supports basic verbal skills but may lack the technological depth needed for modern, digital-first workplaces. The uniformly lower correlations across all areas also imply that the traditional training formats used in this component might benefit from more innovative, tech-integrated approaches to better align with current industry needs.

Industry Application exhibited similarly moderate associations, with the strongest relationship observed with Verbal Communication ($r = .47, p = .001$) and the weakest with Adaptability and Technological Communication ($r = .33, p = .001$). This pattern suggests that while industry-focused tasks can significantly enhance verbal skills, they may not sufficiently address the broader technological competencies required in many modern industries. The relatively lower correlation with Active Listening ($r = .38, p = .001$) further indicates that this component may not fully develop the attentive skills needed for effective workplace interactions, potentially reflecting a gap in the practical training provided.

Language Immersion showed a notably strong relationship with Verbal Communication ($r = .53, p = .001$), highlighting the effectiveness of immersive, context-rich environments in building spoken language proficiency. However, its lower association with Adaptability and Technological Communication ($r = .35, p = .001$) suggests that while immersion effectively builds linguistic confidence, it may not always equip students with the technical skills necessary for digital communication. This finding emphasizes the need for more integrated approaches that combine language immersion with digital literacy to enhance students' overall communication readiness.

Communication Skills demonstrated balanced yet moderate correlations across all areas, with the strongest observed with Verbal Communication ($r = .50, p = .001$) and the weakest with Adaptability and Technological Communication ($r = .41, p = .001$). This indicates that while foundational communication training is broadly effective, it may require additional technological components to fully prepare students for diverse professional settings. The relatively consistent correlations across all dimensions also

suggest that this component offers a well-rounded foundation but may benefit from further refinement to address the demands of increasingly digital workplaces.

The role of interactive learning and industry-specific training in language development has been extensively discussed in recent studies. Bawa et al. (2020) emphasized that programs like the JEEP initiative significantly enhance students' English proficiency by integrating real-world communication tasks. This approach aligns with Zwaenepoel's (1985) Systems Theory, which posits that continuous feedback and practical application are essential for effective learning (Salaan et al., 2022). Tacogdoy et al. (2020) similarly highlighted that specialized training, such as JEEP for maritime students, can improve workplace readiness by focusing on context-specific communication skills, thereby bridging the gap between academic training and professional language demands.

Additionally, several studies have highlighted the critical importance of technology integration in modern language education. Nesaratnam et al. (2020) found that interactive, technology-driven programs significantly boost communication skills, particularly in adapting to diverse professional contexts. Chua et al. (2020) noted that structured language programs that incorporate real-world simulations and digital communication platforms are essential for developing workplace-ready language skills. Ahmad et al. (2023) further argued that experiential learning, when combined with digital literacy, significantly enhances students' adaptability in fast-paced, technology-driven industries, making them more competitive in the global job market.

These findings have significant implications for curriculum developers and JEEP Program coordinators. Given the consistently strong relationships between verbal

communication and each JEEP component, it is recommended that future program enhancements focus on integrating more technology-driven, industry-specific training to address the lower correlations observed in Adaptability and Technological Communication. Activities such as digital communication workshops, real-time virtual collaboration exercises, and technology-enhanced language labs could help bridge this gap, ensuring that students are better prepared for the complex, tech-centric demands of the modern workplace. Regular performance assessments and feedback mechanisms, aligned with Systems Theory, should also be implemented to ensure continuous improvement and alignment with industry trends.

Table 6

Significant Relationship Between JEEP Participation and Workplace Communication Skills
($n=310$)

Variables		Verbal Communication	Written Communication	Active Listening	Interpersonal Communication	Adaptability And Technological Communication
Interactive Learning	<i>r</i>	0.58***	0.47***	0.5***	0.45***	0.47***
	<i>p</i>	0.001	0.001	0.001	0.001	0.001
Workplace Training	<i>r</i>	0.43***	0.4***	0.4***	0.4***	0.36***
	<i>p</i>	0.001	0.001	0.001	0.001	0.001
Industry Application	<i>r</i>	0.47***	0.42***	0.38***	0.33***	0.36***
	<i>p</i>	0.001	0.001	0.001	0.001	0.001
Language Immersion	<i>r</i>	0.53***	0.45***	0.43***	0.35***	0.42***
	<i>p</i>	0.001	0.001	0.001	0.001	0.001
Communication Skills	<i>r</i>	0.5***	0.42***	0.44***	0.41***	0.46***
	<i>p</i>	0.001	0.001	0.001	0.001	0.001

*Note: *** $p < 0.01$ (Very Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant)*

Mediating Role of English Proficiency in the Relationship Between JEEP Participation and Workplace Communication Skills

Table 7 presents the mediating role of English proficiency in the relationship between JEEP participation and workplace communication skills among 310 respondents. The table includes path estimates for both direct and indirect effects, along with the total effect of JEEP participation on workplace communication skills. All paths in the model were statistically significant, indicating a meaningful mediating effect of English proficiency. This mediation analysis provides critical insights into the mechanisms through which JEEP participation influences workplace communication outcomes, emphasizing the central role of language proficiency in this relationship.

The indirect effect ($a \times b$) from JEEP participation to workplace communication skills through English proficiency was the most substantial in the model, with an estimate of 0.486 (SE = 0.0443, 95% CI [0.3992, 0.573], $Z = 10.98$, $p < .001$), accounting for 81.6% of the total effect. This indicates that a significant portion of the impact of JEEP participation on workplace communication is mediated by improvements in English proficiency. The strong, positive indirect path suggests that students who engage more actively in the JEEP program develop their English proficiency, which in turn significantly enhances their workplace communication abilities. This finding reinforces the critical role of language proficiency as a bridge between educational training and professional performance.

The direct effect (c) from JEEP participation to workplace communication skills, independent of English proficiency, was smaller but still significant, with an estimate of 0.110 (SE = 0.0494, 95% CI [0.0132, 0.207], $Z = 2.23$, $p = 0.026$), accounting for 18.4%

of the total effect. This indicates that while English proficiency plays a dominant mediating role, some direct benefits of JEEP participation on communication skills remain, possibly reflecting the impact of experiential learning, industry exposure, and practical communication exercises included in the program. However, the comparatively smaller direct effect underscores the importance of strong language foundations for achieving substantial communication gains in the workplace.

The total effect ($c + a \times b$) of JEEP participation on workplace communication skills, combining both direct and indirect pathways, was 0.596 (SE = 0.0415, 95% CI [0.5146, 0.677], $Z = 14.35$, $p < .001$), confirming that the overall relationship is both strong and statistically significant. This finding highlights the comprehensive impact of JEEP participation on students' readiness for workplace communication, with language proficiency acting as a critical intermediary that amplifies the program's overall effectiveness.

The path estimate from workplace communication skills to English proficiency (a) was particularly strong, with an estimate of 0.736 (SE = 0.0378, 95% CI [0.6620, 0.810], $Z = 19.45$, $p < .001$). This suggests that the foundational communication skills developed through JEEP participation significantly contribute to students' overall language proficiency. Given the strength of this relationship, it is clear that communication-focused training, such as role-playing, public speaking, and group discussions, are critical components of language acquisition in professional contexts.

Additionally, the path from English proficiency to JEEP participation (b) also demonstrated a strong positive effect, with an estimate of 0.660 (SE = 0.0497, 95% CI [0.5629, 0.758], $Z = 13.29$, $p < .001$). This finding indicates that students with higher levels

of English proficiency are more likely to benefit from JEEP activities, possibly due to their greater confidence and ability to engage in complex language tasks. This reciprocal relationship suggests that pre-existing language skills can significantly enhance the impact of professional training programs like JEEP, reinforcing the need for strong language foundations in career-oriented education.

The mediating role of English proficiency in workplace communication is well-supported by several studies. For instance, Bawa et al. (2020) emphasized that language proficiency is a critical factor in bridging the gap between training programs like JEEP and effective workplace communication. This finding aligns with the Systems Theory by Zwaenepoel (1985), which argues that effective learning requires continuous feedback and practical application to achieve meaningful outcomes (Salaan et al., 2022). Similarly, Tacogdoy et al. (2020) highlighted the importance of context-specific language training, noting that students who develop strong foundational language skills are better prepared for professional tasks, reinforcing the critical mediating role of English proficiency in workplace readiness.

Additionally, research underscores the importance of integrated language training in enhancing both direct and mediated communication skills. Nesaratnam et al. (2020) found that language programs combining immersive learning and digital communication platforms significantly enhance both linguistic competence and professional adaptability. Chua et al. (2020) similarly noted that structured language training, like JEEP, which incorporates real-world scenarios, effectively builds the foundational skills necessary for workplace success. Ahmad et al. (2023) further emphasized that technology-driven language programs are particularly effective in building both technical and interpersonal

communication skills, highlighting the need for comprehensive training approaches that address the full spectrum of workplace communication demands

These findings have important implications for JEEP coordinators, curriculum developers, and English instructors. Given the critical mediating role of English proficiency, it is recommended that the JEEP Program placed a stronger emphasis on foundational language development, including structured grammar, vocabulary enhancement, and context-specific language practice. Activities such as workplace simulations, immersive language labs, and real-time communication exercises should be prioritized to strengthen this foundational link. Additionally, regular assessments and feedback mechanisms should be implemented to track students' language progress and ensure continuous improvement. This approach would not only enhance students' overall workplace communication skills but also better prepare them for the complex linguistic demands of professional environments.

Table 7

Mediating Role of English Proficiency in the Relationship Between JEEP Participation and Workplace Communication Skills

(n=310)

Effect			Label Estimate		SE	95% Confidence Interval				
						Lower	Upper	Z	p	% Mediation
Indirect			a x b	0.486	0.0443	0.3992	0.573	10.98	<.001	81.6
Direct			c	0.110	0.0494	0.0132	0.207	2.23	0.026	18.4
Total			c+a x b	0.596	0.0415	0.5146	0.677	14.35	<.001	100.0
Path Estimates										
Workplace Communication Skills	-	English Proficiency	a	0.736	0.0378	0.6620	0.810	19.45	<.001	
English Proficiency	-	JEEP Participation	b	0.660	0.0497	0.5629	0.758	13.29	<.001	
Workplace Communication Skills	-	JEEP Participation	c	0.110	0.0494	0.0132	0.207	2.23	0.026	

Chapter 4

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATION

Summary

This study aimed to determine how English proficiency mediates the relationship between Job Enabling English Proficiency (JEEP) Program participation and workplace communication skills among graduates. Specifically, the study sought to answer the following questions: (1) What is the level of students' participation in the JEEP Program in terms of interactive learning, workplace training, industry application, language immersion, and communication skills for global competitiveness? (2) What is the level of students' English proficiency in terms of listening comprehension, speaking and oral communication, reading comprehension, writing proficiency, and professional and industry-specific language use? (3) What is the level of students' workplace communication skills in terms of verbal communication, written communication, active listening, interpersonal communication, and adaptability and technological communication? (4) Is there a significant relationship between JEEP participation and English proficiency? (5) Is there a significant relationship between English proficiency and workplace communication skills? (6) Is there a significant relationship between JEEP participation and workplace communication skills? (7) Does English proficiency mediate the relationship between JEEP participation and workplace communication skills?

This study employed a quantitative, descriptive-correlational design. The study was conducted in a higher education institution in Ozamiz City offering the JEEP Program. The respondents consisted of 310 graduates who had completed the JEEP Program and were currently employed, selected through stratified random sampling. Data were gathered

using researcher-made Likert-scale questionnaires, specifically the Student Participation in JEEP Questionnaire, the English Proficiency Questionnaire, and the Workplace Communication Skills Questionnaire. The data were analyzed using mean and standard deviation and Pearson Product-Moment Correlation Coefficient.

Findings

1. Students rated their participation in the JEEP Program as very good, with interactive learning receiving the highest score.
2. English proficiency was rated very good, with listening scoring highest; job-specific English had the lowest rating.
3. Workplace communication skills were rated very good, with digital communication rated highest and interpersonal skills lowest.
4. JEEP participation was strongly correlated with higher English proficiency.
5. English proficiency was significantly linked to better workplace communication skills.
6. JEEP participation positively influenced workplace communication, especially verbal skills.
7. English proficiency acted as a bridge between JEEP participation and workplace communication skills, showing that JEEP improved communication mainly by enhancing English skills.

Conclusions

Based on the findings, the following conclusions were drawn:

1. Students actively participated in the JEEP Program, particularly in interactive learning, communication skills training, and industry-based application, indicating the program's strong implementation and relevance to real-world contexts
2. Students showed a high level of English proficiency, especially in listening, speaking, reading, and writing. However, job-specific or industry-related English remained an area that needs further development
3. Students demonstrated strong workplace communication skills, with high proficiency in digital communication and adaptability. Interpersonal communication was identified as a relative weakness that needs enhancement
4. A strong positive relationship was found between JEEP participation and students' English proficiency, showing that the program directly contributes to improving students' language skills
5. English proficiency significantly contributes to better workplace communication skills. This indicates that the more proficient students are in English, the more effective they become in communicating in professional environments
6. JEEP participation positively influenced students' workplace communication skills, particularly in verbal and written communication, confirming that the program prepares students to meet workplace demands
7. English proficiency served as a key mediator between JEEP participation and workplace communication skills. This shows that the program improves communication skills mainly by enhancing students' English proficiency

Recommendations

The following are the recommendations based on the study's findings and conclusion.

1. The JEEP Program administrators may improve workplace training activities by working with companies and organizations. This may help students practice using English in real job situations.
2. The English teachers may add more lessons that focus on job-related words and writing tasks. This may help students use English better in their future careers.
3. The JEEP facilitators may include more speaking, listening, and group activities like role-playing. This may help students become more confident in using English at work.
4. The curriculum developers may use the strong connection between JEEP and English skills as a guide to add more hands-on learning. This may help students enjoy learning and improve their English faster.
5. The career services office may offer training on how to use English when applying for jobs or working in offices. This may help students communicate better during interviews and meetings.
6. The university leaders may support group projects or activities where students need to use English, especially for real-life tasks. This may help them use what they learned in school in real workplaces.
7. The student affairs office may create school programs like English day or peer tutoring to support English learning. This may give more chances for students to practice their skills in a fun and helpful way.
8. Future researchers may study JEEP graduates after they start working to see how the program helped them in their jobs. This may give more ideas on how to improve English programs for students.

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Appendix A

STUDENT'S PARTICIPATION IN THE JEEP QUESTIONNAIRE

Directions: The following statements relate to your level of participation in the Job Enabling English Proficiency (JEEP) Program provided by your institution. Please indicate the extent to which each statement reflects your experience by selecting the appropriate response. 5- Strongly Agree; 4- Agree; 3- Neutral; 2- Disagree; 1- Strongly Disagree.

Constructs/Indicators	5	4	3	2	1
I. Interactive English Learning Modules					
1. I actively engaged with JEEP digital learning modules for English proficiency development.					
2. I completed listening and speaking exercises in the program.					
3. I use JEEP e-learning platforms or software for independent learning.					
4. I engaged with interactive videos, quizzes, and gamified learning activities, aside from JEEP app.					
5. I participated in self-assessment tasks to track my English proficiency progress.					
II. Workplace-Specific Language Training					
6. I practiced real-world workplace scenarios (e.g., customer service, presentations, meetings).					
7. I engaged in writing professional emails, memos, and reports.					
8. I participated in mock interviews, job application tasks, and business presentations.					
9. I attended JEEP-organized workshops or seminars on workplace English.					
10. I applied technical and job-related vocabulary in simulated workplace settings.					
III. Industry-Based Language Application					
11. I participated in role-plays that simulate workplace communication tasks.					
12. I analyzed and interpret real-life industry-					

specific texts, such as contracts and manuals.					
13. I practiced using business and professional terminologies relevant to my field.					
14. I engaged in case studies, group discussions, and problem-solving tasks in English.					
15. I completed JEEP tasks that reflect authentic workplace communication demands.					
IV. Language Immersion and Fluency Development					
16. I used English as the primary language in discussions and group activities.					
17. I participated in JEEP-supported peer conversations and fluency exercises.					
18. I practiced spontaneous speaking tasks to improve confidence and articulation.					
19. I engaged in structured English-only environments during JEEP sessions.					
20. I participated language immersion events organized by JEEP.					
V. Communication Skills for Global Competitiveness					
21. I participated in business and cross-cultural communication exercises.					
22. I engaged in real-time customer service or client interaction simulations.					
23. I practiced handling formal and informal workplace conversations effectively.					
24. I used multimodal communication tools (emails, chat, video conferencing) in JEEP tasks.					
25. I felt more confident in using English for global employment opportunities due to JEEP.					

Appendix B

ENGLISH PROFICIENCY QUESTIONNAIRE

Direction: The following statements relate to your English proficiency in different aspects of language use. Please indicate the extent to which each statement reflects your experience by selecting the appropriate response. 5- Strongly Agree; 4- Agree; 3- Neutral; 2- Disagree; 1- Strongly Disagree.

Constructs/Indicators	5	4	3	2	1
A. English Proficiency Levels					
I. Listening Comprehension					
1. I understand workplace instructions, policies, and guidelines.					
2. I identify key points from meetings, briefings, and presentations.					
3. I respond appropriately to customer and client inquiries.					
4. I differentiate between formal and informal communication styles.					
5. I follow multi-step directions accurately in a work setting.					
II. Speaking and Oral Communication					
6. I communicate clearly and confidently in workplace conversations.					
7. I use appropriate tone, grammar, and vocabulary for professional settings.					
8. I engage in discussions, negotiations, and problem-solving dialogues.					
9. I deliver oral presentations and reports effectively.					
10. I respond to job-related questions with fluency and coherence.					
III. Reading Comprehension					
11. I understand and interpret company policies, manuals, and guidelines.					
12. I analyze workplace documents (e.g., emails, reports, memos).					
13. I identify key information from job-related texts and instructions.					

14. I recognize workplace jargon and industry- specific vocabulary.					
15. I extract relevant details from forms, notices, and contracts.					
IV. Writing Proficiency					
16. I draft professional emails, reports, and business letters.					
17. I use correct grammar, spelling, and punctuation in workplace writing.					
18. I structure messages logically and concisely.					
19. I adapt writing style for different workplace contexts (e.g., memos vs. reports).					
20. I provide clear, accurate, and professional responses in written communication.					
V. Professional and Industry-Specific Language Use					
21. I apply job-specific vocabulary relevant to my profession.					
22. I understand and use common business terminologies effectively.					
23. I engage in role-play scenarios and simulations in English.					
24. I communicate with confidence in customer service or client interactions.					
25. I handle professional phone calls and video conferences efficiently.					

Appendix C

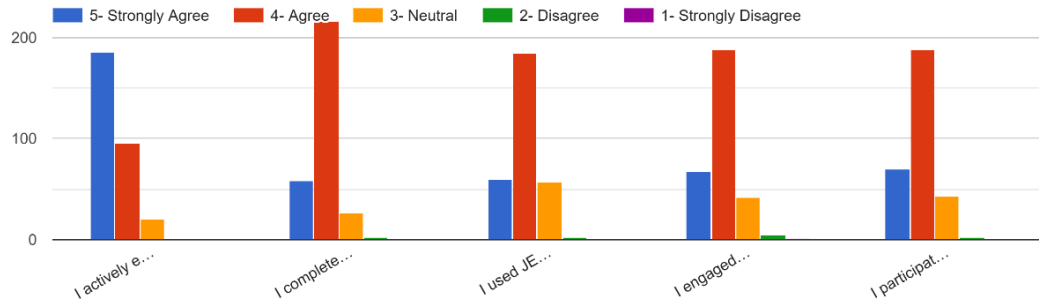
WORKPLACE COMMUNICATION SKILLS QUESTIONNAIRE

Direction: The following statements relate to how effectively you communicate in a workplace environment. Please indicate the extent to which each statement reflects your experience by selecting the appropriate response. 5- Strongly Agree; 4- Agree; 3- Neutral; 2- Disagree; 1- Strongly Disagree.

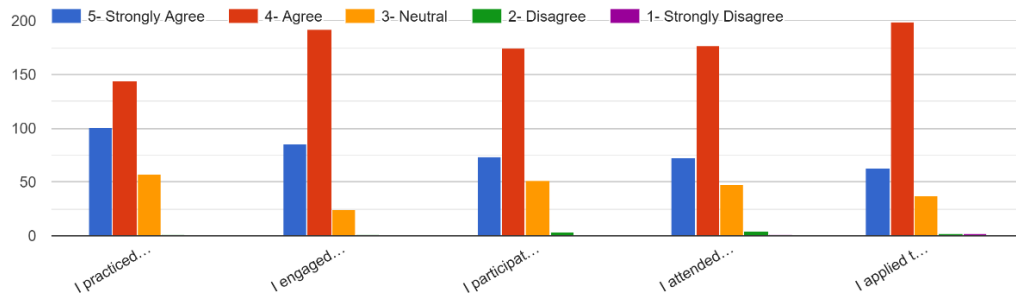
Constructs/Indicators	5	4	3	2	1
I. Verbal Communication					
1. I use clear, concise, and professional language.					
2. I adjust tone and style based on audience and context.					
3. I engage in meaningful conversations and discussions.					
4. I articulate ideas fluently and confidently.					
5. I demonstrate effective presentation and public speaking skills.					
II. Written Communication					
6. I write clear and grammatically correct emails, reports, and memos.					
7. I use appropriate formatting, tone, and structure in documents.					
8. I adapt writing style for different professional purposes.					
9. I proofread and edit work before submission to avoid errors.					
10. I ensure clarity and coherence in all written correspondence.					
III. Active Listening					
11. I pay full attention to the speaker without interrupting.					
12. I ask relevant follow-up questions for clarification.					
13. I summarize and paraphrase key points to confirm understanding.					
14. I show interest and engagement through verbal and non-verbal cues.					
15. I demonstrate patience when dealing with different communication styles.					

IV. Interpersonal Communication					
16. I build rapport and maintain positive relationships with colleagues and clients.					
17. I respond empathetically and respectfully in conversations.					
18. I manage conflicts professionally and diplomatically.					
19. I provide constructive feedback without being offensive.					
20. I demonstrate cultural sensitivity in diverse workplace environments.					
V. Adaptability and Technological Communication					
21. I use digital communication tools effectively (e.g., emails, chat platforms, video conferencing).					
22. I adapt to different modes of communication such as face to face, virtual, and written exchanges.					
23. I handle workplace communication under pressure or in urgent situations.					
24. I show confidence in engaging with clients, managers, and team members.					
25. I demonstrate feasibility in communication styles depending on the workplace culture.					

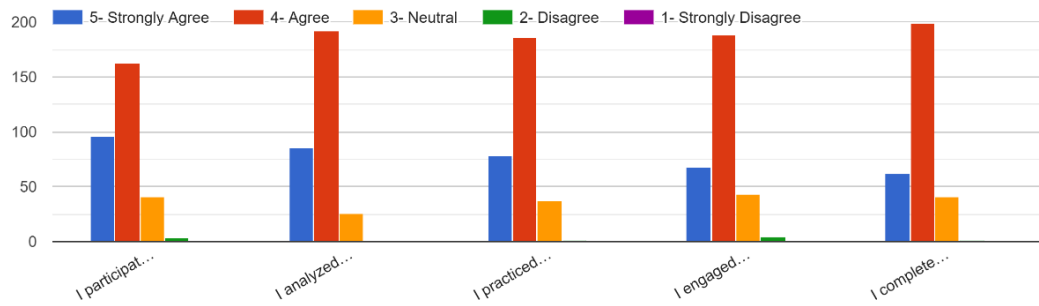
I. Interactive English Learning Modules



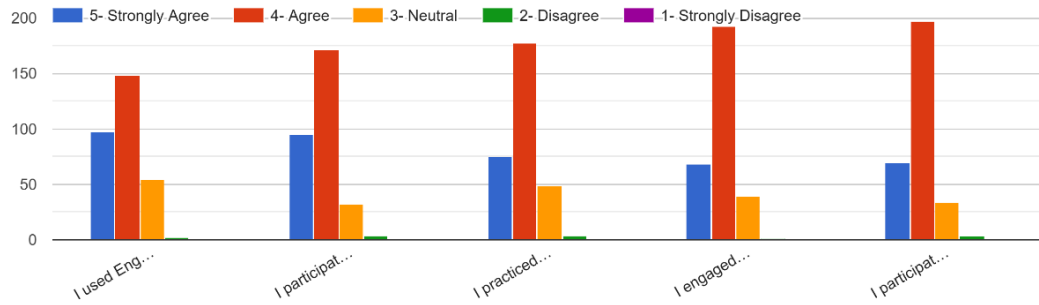
II. Workplace-Specific Language Training



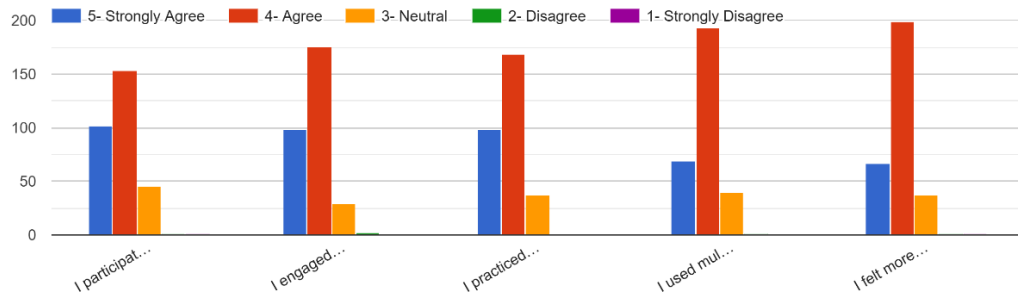
III. Industry-Based Language Application



IV. Language Immersion and Fluency Development



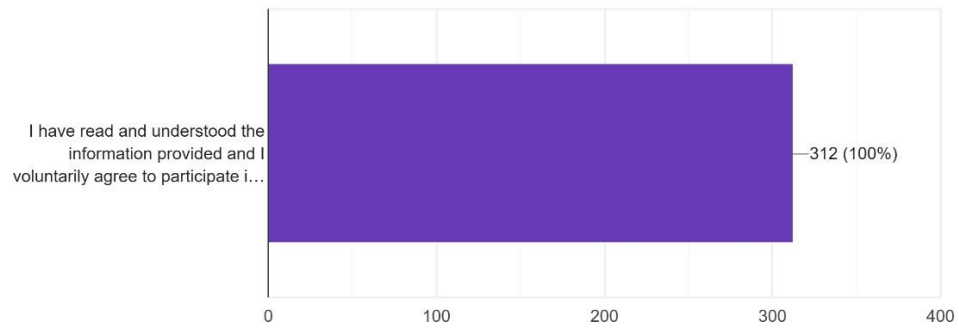
V. Communication Skills for Global Competitiveness



THE MEDIATING ROLE OF ENGLISH PROFICIENCY IN THE RELATIONSHIP BETWEEN JOB ENABLING ENGLISH PROFICIENCY (JEEP) PROGRAM PARTICIPATION AND... • Saved to this PC										
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AutoSave Off Clipboard Paste Cut Copy Format Painter Font Arial 10 Bold Italic Underline Color Fill Background Color Merge & Center Wrap Text General Alignment Number Styles Cells Editing Comments Add-ins										
CZ19										
1	2	3	4	5	6	7	8	9	10	11
1	What course did you take when you were 12?	Are you currently employed?	Did you enroll in the JEEP (Job Enabling English Proficiency) Program?	Interactive English Learning Module 1 (Yes)	Interactive English Learning Module 2 (Yes)	Interactive English Learning Module 3 (Yes)	Interactive English Learning Module 4 (Yes)	Interactive English Learning Module 5 (Yes)	Interactive English Learning Module 6 (Yes)	Interactive English Learning Module 7 (Yes)
2	Bachelor of Elementary Education-General	Yes	Yes	5	5	5	5	5	5	5
3	Bachelor of Secondary Education	Yes	Yes	4	4	4	4	4	4	4
4	Bachelor of Science in Mechanical Engineering	Yes	Yes	5	5	5	5	5	5	5
5	Bachelor of Science in Civil Engineering	Yes	Yes	4	4	4	4	4	4	4
6	Bachelor of Secondary Education	Yes	Yes	5	5	5	5	5	5	5
7	Bachelor of Science in Veterinary	Yes	Yes	4	4	4	4	4	4	4
8	Bachelor of Science in Medical Technology	Yes	Yes	5	5	5	5	5	5	5
9	Bachelor of Science in Nursing	Yes	Yes	4	4	4	4	4	4	4
10	Bachelor of Science in Mechanical Engineering	Yes	Yes	4	4	4	4	4	4	4
11	Bachelor of Elementary Education-General	Yes	Yes	5	5	5	5	5	5	5
12	Bachelor of Secondary Education	Yes	Yes	4	4	4	4	4	4	4
13	Bachelor of Science in Civil Engineering	Yes	Yes	5	5	5	5	5	5	5
14	Bachelor of Science in Nursing	Yes	Yes	4	4	4	4	4	4	4
15	Doctor in Dental Medicine	Yes	Yes	4	4	4	4	4	4	4
16	Bachelor of Science in Civil Engineering	Yes	Yes	4	4	4	4	4	4	4
17	BSc Ophthalmology	Yes	Yes	5	5	5	5	5	5	5
18	Bachelor of Elementary Education-General	Yes	Yes	4	4	4	4	4	4	4
19	Bachelor of Science in Radiologic Technology	Yes	Yes	4	4	4	4	4	4	4
20	Bachelor of Science in Electrical Engineering	Yes	Yes	5	5	5	5	5	5	5
21	Bachelor of Science in Hospital Management	Yes	Yes	4	4	4	4	4	4	4
22	Bachelor of Secondary Education	Yes	Yes	4	4	4	4	4	4	4
23	BSc Information Technology	Yes	Yes	5	5	5	5	5	5	5
24	Bachelor of Science in Medical Technology	Yes	Yes	4	4	4	4	4	4	4
25	BSc Computer Science	Yes	Yes	5	5	5	5	5	5	5
26	Bachelor of Elementary Education-General	Yes	Yes	4	4	4	4	4	4	4
27	Bachelor of Science in Electrical Engineering	Yes	Yes	5	5	5	5	5	5	5
28	Bachelor of Science in Marine Engineering	Yes	Yes	4	4	4	4	4	4	4
29	Bachelor of Science in Mechanical Engineering	Yes	Yes	5	5	5	5	5	5	5
30	Bachelor of Secondary Education	Yes	Yes	4	4	4	4	4	4	4
31	Bachelor of Science in Marine Engineering	Yes	Yes	5	5	5	5	5	5	5
32	Doctor in Dental Medicine	Yes	Yes	4	4	4	4	4	4	4
33	Bachelor of Science in Electrical Engineering	Yes	Yes	5	5	5	5	5	5	5
34	Bachelor of Science in Radiologic Technology	Yes	Yes	4	4	4	4	4	4	4
35	BSc Ophthalmology	Yes	Yes	5	5	5	5	5	5	5
36	Bachelor of Science in Civil Engineering	Yes	Yes	4	4	4	4	4	4	4
37	Bachelor of Science in Mechanical Engineering	Yes	Yes	5	5	5	5	5	5	5
38	Bachelor of Science in Mechanical Engineering	Yes	Yes	4	4	4	4	4	4	4
39	Bachelor of Science in Mechanical Engineering	Yes	Yes	5	5	5	5	5	5	5
40	Bachelor of Science in Mechanical Engineering	Yes	Yes	4	4	4	4	4	4	4
41	Bachelor of Science in Electrical Engineering	Yes	Yes	5	5	5	5	5	5	5
42	Bachelor of Science in Civil Engineering	Yes	Yes	4	4	4	4	4	4	4
43	Bachelor of Science in Civil Engineering	Yes	Yes	5	5	5	5	5	5	5
44	Bachelor of Science in Mechanical Engineering	Yes	Yes	4	4	4	4	4	4	4
45	Bachelor of Science in Civil Engineering	Yes	Yes	5	5	5	5	5	5	5
46	Bachelor of Science in Marine Engineering	Yes	Yes	4	4	4	4	4	4	4
47	Bachelor of Science in Marine Engineering	Yes	Yes	5	5	5	5	5	5	5
48	Bachelor of Science in Marine Transportation	Yes	Yes	4	4	4	4	4	4	4
49	Bachelor of Science in Veterinary	Yes	Yes	5	5	5	5	5	5	5

INFORMED CONSENT FORM 1. I volunteer to participate in the research undertaking to be conducted by Nice R. Paragat and Ma. Agnes Ell...gas (09561752896)/ mariaagnesella02@gmail.com)

312 responses





Misamis University

Ozamiz City



MISAMIS UNIVERSITY RESEARCH CENTER

CERTIFIED: ISO 21001: 2018 Educational Organizations Management System by DNV

ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

MU-RC-042/13 November 2024

Thesis/Research Data Gathering Approval Form

Date: March 19, 2025

Name of Authors: WICE E. PARAGAT and RA. AGNES ELIA S. CAGAS

College/Department: COLLEGE OF EDUCATION

Research Title: THE MEDIATING ROLE OF ENGLISH PROFICIENCY IN THE RELATIONSHIP BETWEEN
JOB-ENHANCING PROFICIENCY (JEEP) PROGRAM PARTICIPATION AND WORKPLACE
COMMUNICATION SKILLS AMONG GRADUATES

Data Gathering Procedure:

a. Type of Research: (Kindly check)



Quantitative



Qualitative



Experimental



Approved Research Title
& Problem/Objectives



Approved Data
Gathering Procedure



Approved Data Gathering
Instrument/Data Sheets

b. Respondents/Participants/Subject/Samples to be Collected: GRADUATE STUDENTS IN THE
S.Y. 2021-2022 & S.Y. 2023-2024

c. Procedure:



Survey



Interview



Experimentation



Laboratory Testing

d. Place of Implementation/Study Area: MISAMIS UNIVERSITY

If to be conducted outside the school campus, indicate the nature of transportation to be used:



Own private vehicle



public utility vehicle



rental



Others, please
indicate _____

e. Date/s of Implementation/Sampling: MARCH 20, 2025 - MARCH 28, 2025

Attachments:



Approved Letter of Consent from the designated authority in the area/place where the study is to be conducted



Signed Parents' Consent

The thesis proposal mentioned above is hereby recommended for the commencement of data gathering implementation.

Recommended by:

DR. JUDY H. VAUETO
Thesis/Research Adviser

DR. ARMAND S. CLARIN
Thesis/Research Instructor

Approved by:

DR. GENEALYN R. BALUOTOS
College Dean

jamovi – THE MEDIATING ROLE OF ENGLISH PROFICIENCY IN THE RELATIONSHIP BETWEEN JOB ENABLING ENGLISH PROFICIENCY (JEEP) PROGRAM PARTICIPATION AND WORKPLACE COMMUNICATION SKILLS AMONG GRADUATES (Responses)

Variables

Data

Analyses

Edit

Exploration

T-Tests

ANOVA

Regression

Frequencies

Factor

medmod

SEM

Modules

Results

Descriptives

Descriptives		
	Mean	SD
AVERAGEELM	4.18	0.407
AVERAGEWSLT	4.11	0.417
AVERAGEIBLA	4.14	0.381
AVERAGELIFD	4.13	0.422
AVERAGECSGC	4.17	0.404

Descriptives

Descriptives

Descriptives		
	Mean	SD
AVERAGELC	4.19	0.432
AVERAGESOC	4.17	0.454
AVERAGEC	4.16	0.422
AVERAGEWP	4.16	0.407
AVERAGEPSL	4.14	0.421

Descriptives

Descriptives

Descriptives		
	Mean	SD
AVERAGEELM	4.18	0.407
AVERAGEWSLT	4.11	0.417
AVERAGEIBLA	4.14	0.381
AVERAGELIFD	4.13	0.422
AVERAGECSGC	4.17	0.404

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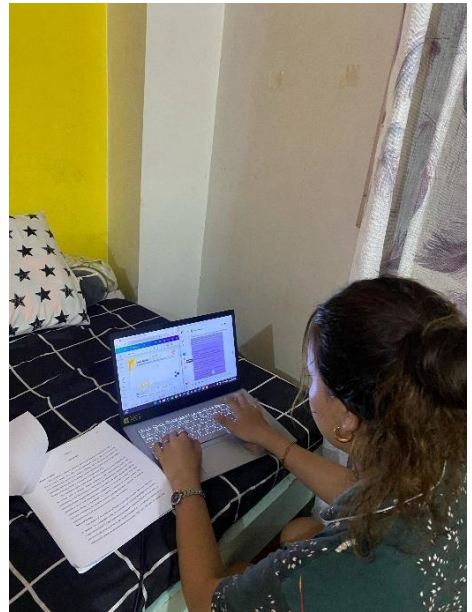
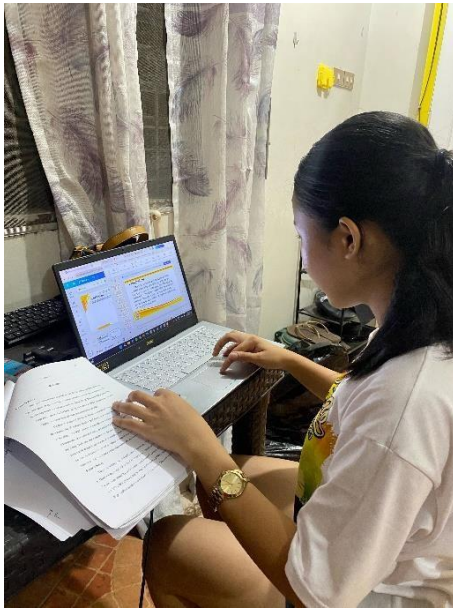
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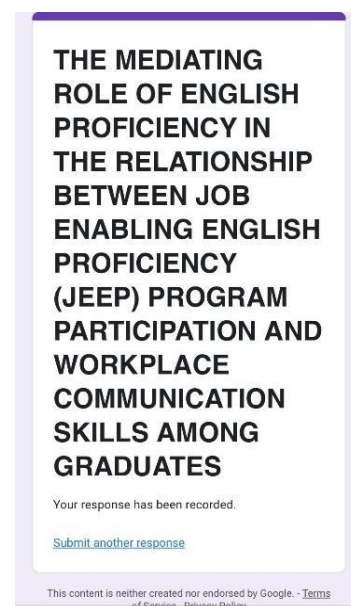
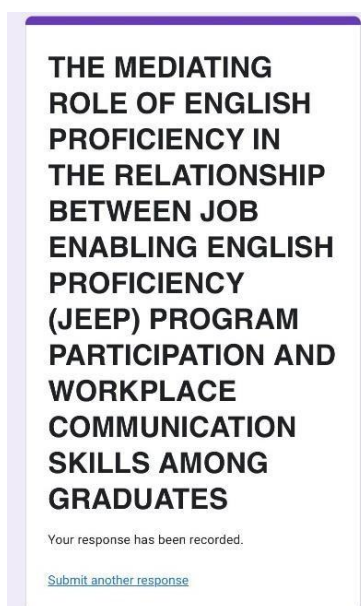
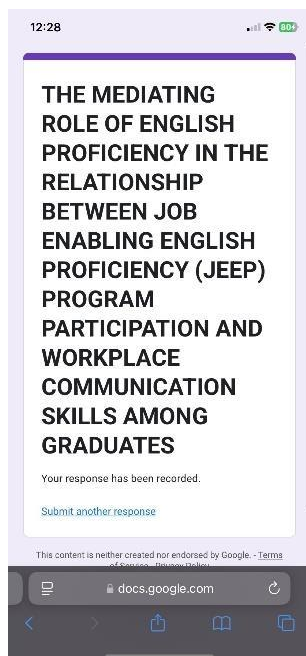
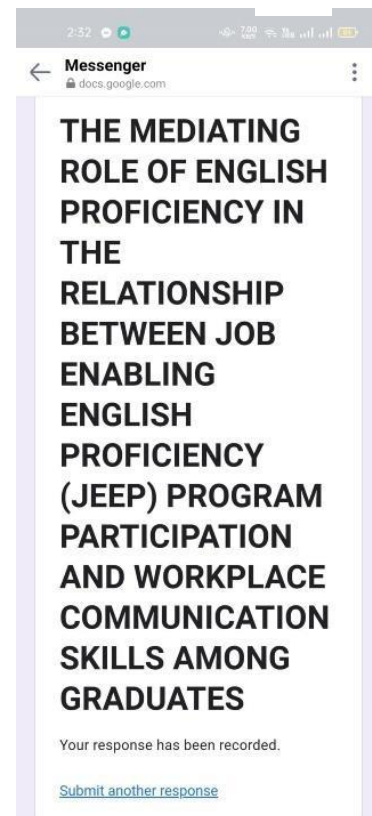
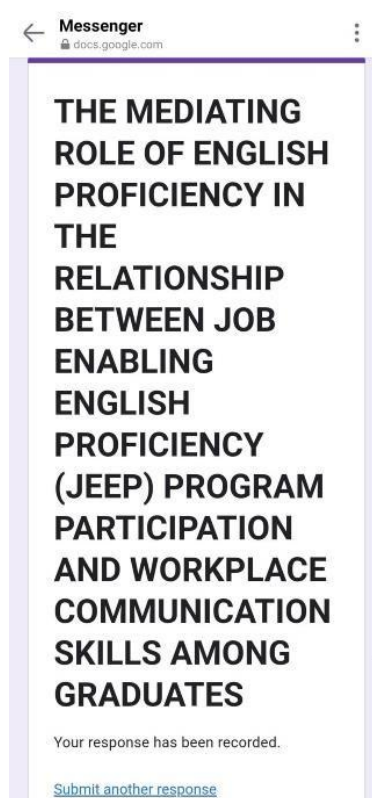
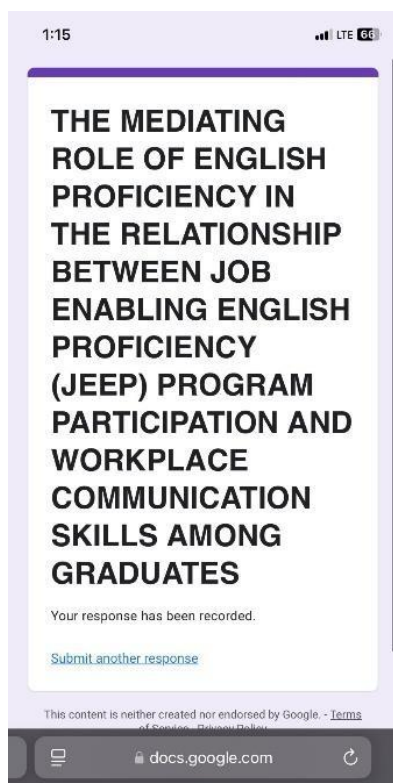
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Female

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Documentation (Photos)





THE MEDIATING ROLE OF ENGLISH PROFICIENCY IN THE RELATIONSHIP BETWEEN JOB ENABLING ENGLISH PROFICIENCY (JEEP) PROGRAM PARTICIPATION AND WORKPLACE COMMUNICATION SKILLS AMONG GRADUATES

Your response has been recorded.

[Submit another response](#)

This content is neither created nor intended to be used in: [Survey of the State](#), [Research Paper](#), [Survey of the State](#), [Research Paper](#)

Google Forms

Okay2 ma'am Winlove, pahelp sab ming maam Gen, thank you ma'am 😊❤️

THE MEDIATING ROLE OF ENGLISH PROFICIENCY IN THE RELATIONSHIP BETWEEN JOB ENABLING ENGLISH PROFICIENCY (JEEP) PROGRAM PARTICIPATION AND WORKPLACE COMMUNICATION SKILLS AMONG GRADUATES

Your response has been recorded.

[Submit another response](#)

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Google Forms



Done na gang ❤️

Edited

Good afternoon ate Vanessa, pwede mi pahelp og answer sa amo research hehe. It would truly mean a lot to us. Thank you ❤️

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Apr 30, 2025, 11:43 PM



sige ga. ❤️

INFORMED CONSENT FORM

1. I volunteer to participate in the research undertaken by Nice R. Paragat and Ma. Agnes Ella S. Cagas from the College of Education, Misamis University. I understand that the research is designed to gather information about the mediating role of English proficiency in the relationship between Job Enabling English Proficiency (JEEP) program participation and workplace communication skills among graduates. I will be one of the participants who will be surveyed for this research.
2. My participation in this research is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one will be told.
3. This research will involve my participation. I understand that most questions will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the survey session, I have the right to decline to answer any question or to end the survey.
4. The survey will last approximately 10-15 minutes in the Google Form.
5. I understand that the information to be gathered will be treated with confidentiality. I will not be identified in the paper. Only the researchers and their adviser will have access to the data of the research.
6. I understand that this research has been reviewed and approved by the College of Education of Misamis University.
7. I have read and understood the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
8. I have been given a copy of this consent form.



Participant's Signature

March 31, 2025

Date

For further information, please contact:

Nice R. Paragat (09564072290)/ niceparagat96@gmail.com)

Ma. Agnes Ella S. Cagas (09561752896/ mariaagnesella02@gmail.com)

CURRICULUM VITAE

PERSONAL DATA

Name : Nice R. Paragat
Address : Brgy. Aguada, Ozamis City
Date of Birth : August 7, 2003
Place of Birth : Salug Daku, Mahayag Zamboanga del Sur
Sex : Female
Civil Status : Single
Parents: Mrs & Mr. Samy S. Paragat



EDUCATION

College : **Misamis University**
H.T. Feliciano St., Aguada, Ozamiz City, Misamis Occidental
Bachelor of Secondary Education Major in English
S.Y. 2022 - Present

Secondary : **Sacred Heart Diocesan School, Inc.**
Kamagong St., Molave, Zamboanga Del Sur
Accountancy, Business & Management (ABM)
S.Y. 2021-2022

: **Sacred Heart Diocesan School, Inc.**
Kamagong St., Molave, Zamboanga Del Sur
S.Y. 2015-2020

Primary : **Molave Regional Pilot School SPED Center**
Capistrano St., Molave Zamboanga Del Sur
S.Y. 2014-2009

CURRICULUM VITAE

PERSONAL DATA

Name : Ma. Agnes Ella S. Cagas
Address : Brgy. Aguada, Ozamis City
Date of Birth : October 2, 2003
Place of Birth : Oroquieta City, Misamis Occidental
Sex : Female
Civil Status : Single
Parents: Mrs & Mr. Arnold Y. Cagas



EDUCATION

College : **Misamis University**
H.T. Feliciano St., Aguada, Ozamiz City, Misamis Occidental

Bachelor of Secondary Education

S.Y. 2022 - Present

Secondary : **Misamis Occidental National High School**
Gov. A, Bernad St. Oroquieta City

Humanities and Social Sciences (HUMSS)

S.Y. 2021-2022

: **Misamis Occidental National High School**
Gov. A, Bernad St. Oroquieta City

S.Y 2015-2020

Primary : **Oroquieta City Central Elementary School**
Lower Loboc, Oroquieta City

S.Y. 2014-2009

