




Role of ELT and Life Skills in Developing Employability Skills through Integrating Self Determination and Experiential Learning

Dev Brat Gupta 
VIT Bhopal University
Madhya Pradesh, India

Vinod Bhatt 
VIT Bhopal University
Madhya Pradesh, India

Shreya Mathur 
Vivekananda Global University
Rajasthan, India

Jyoti Badge 
VIT Bhopal University
Madhya Pradesh, India

Asmita Sharma 
Indian Institute of Technology Dhanbad
Jharkhand, India

Abstract

The main purpose of this article is the combination of self-determination theory and experiential learning methodologies that explores the relationship of developing ELT, employability skill, life skills. The goal of this article is to develop a theoretical framework for life and work skills as both of these non-technical skills can be acquired by satisfying our psychological requirements for autonomy, competence, and relatedness in a classroom setting that fosters active learning. A convenient sampling technique has been used through a questionnaire-based survey of 2185 students from technical universities across India. The SPSS 29 version has been used to code and analyze the data set. Further various tests have been employed to determine Role of ELT and Life Skills in Developing Employability Skills through Integrating Self Determination and Experiential Learning. The creation of this framework is to point out how to improve one's own competence, self-assurance, intrinsic motivation, and other beneficial outcomes seen in a variety of spheres of life, including childhood, sports, and career. Consider initially how young children might acquire life skills that will promote later development of an employability skill and provide additional advantages for both the individual and the workplace. The article proposes insightful suggestions to educators and policy makers to put into practice efficient methods for incorporating experiential learning and self-determination theory into ELT and life skills curriculum.

Keywords: critical thinking, competence and skills, ELT, employability skills, experiential learning, self determination, skills development and mismatch.

1. Introduction

In the current competitive environment where market shifts have become a trend, globalization, and increased competition have made skilled labour a requirement to survive rather than a luxury to flash in both emerging and wealthy countries since skilled labour may raise the growth rate of any economy [Butler, Church, and Spencer \(2019\)](#). A trained workforce is a growth parameter for every economy, supporting technological advancement, financial accessibility, human resource development, worldwide quality standards, and many other growth elements [Drewery, Pretti, and Church \(2020\)](#). A nation with a highly trained workforce typically embraces high GDP growth with high per capita income and is more receptive to changing market trends, technology, and possibilities with simple adaptability to changes in the workplace [Kolb and Kolb \(2009\)](#). India is a significant contributor to the global workforce, having the second-largest population in the world after China [Lantu, Suharto, Fachira, Permatasari, and Anggadwita \(2022\)](#). From a socioeconomic and demographic perspective, skill development is extremely important in India [Milana, Holford, Hodge, Waller, and Webb \(2017\)](#). A highly skilled and efficient skill development system is necessary for the economy to grow at a rate of 8% to 9% with the planned growth rates of 10% for secondary, 11% for tertiary, and 4% for the agriculture sector. Over 65% of the population in India is under 35 years old, and 50% of the country's 28 million new residents are under 25 years of age. Today's companies are not only searching for or depending on technical talents; they are also looking for persons who are conversant in cognitive and non-cognitive abilities notably referred to as "life skills" in order to have a competitive edge over competitors [Moore and Morton \(2017\)](#). One of the most important life skills is employability, and for an employer, the combination of both (employability and life skills) would be like a dream come true [Voukelatou \(2019\)](#). Life skills, according to Wikipedia, are "behaviours for solving problems and acting appropriately and responsibly in managing personal behaviour". These can be learned through instruction or experiential learning, through dealing with perplexing situations, and by facing difficult questions that one faces on a regular basis [Wang, Derakhshan, and Zhang \(2021\)](#).

Self-determination demonstrates a person's capacity to face obstacles and control their lives with the conviction that their activities will lead to the intended results. This idea is used widely in the fields of parenting, sports, medicine, research, and education [Xerri, Radford, and Shacklock \(2018\)](#). A person with strong self-discipline is always at the top of the success ladder in any field. Self-determination theory (Competence, Autonomy, and Relatedness) enables intrinsically driven activity with adaptability, perseverance, creativity, and increased satisfaction. People would be less likely to use the domain-specific abilities and capacities they inherited if learning for its own sake did not make them happy [Deci, Koestner, and Ryan \(1999\)](#). Learning is effective when it is immersed in a learning environment rather than being given a pre-packaged packet of information, whether that learning environment is one that involves participation and training in the workplace or role-playing or simulation techniques in the classroom [Xie and Derakhshan \(2021\)](#). The foundation of both life skills and employability skills is learning by fostering our confidence, communication, critical thinking, and creativity [Greenier, Derakhshan, and Fathi \(2021\)](#).

2. Role of ELT in developing life viz-a-viz employability skills

Language efficiency is considered to be the most prominent in the employment sector. It is both the written and oral fluency that makes career growth [Mahmoodzadeh and Khajavy \(2019\)](#). As far as companies consist of different linguistic and cultural workforce, English remains the default language to integrate the variance. In the corporate world, employees are regarded as strength for the uplift of any organization, where student's strength determines personal attitude, qualification, and aptitude and English language skills. Companies look for the eligible candidates who possess such competencies during hiring processes [McIntyre, Mulder, and Mainhard \(2020\)](#). Communication skills are tagged as the life-management skills.

It is easily misunderstood or misinterpreted if we do not use right expression or word at right time in relevant contexts [Mercer and Gkonou \(2020\)](#). Students need to be exposed to different life situations, where these situations created in classrooms with the help of language teachers [Oxford \(2016\)](#). Contesting the challenges of modern world in English language has become the primary goal. As far as students and teachers are not linguistically furnished with language, it would affect their performance and personality. English language Teaching, which is crucial for efficient communication, is the main focus of ELT [Pishghadam, Derakhshan, Zhaleh, and Al-Obaydi \(2023\)](#). In many facets of life, such as interpersonal connections, workplace contacts, and teamwork, effective communication is essential. Good communication abilities increase employability through enhancing one's capacity for idea expression, negotiation, and teamwork [Karlis \(2015\)](#). ELT promotes critical thinking, questioning, and information analysis in its students. Learners gain problem-solving and decision-making skills through a variety of linguistic activities like reading, writing, and discussion [Gupta \(2021\)](#). Employers reward workers who can think critically and develop original solutions, therefore these abilities are widely sought after in the workplace. Through exercises like role-playing, creative writing, and storytelling, ELT encourages imagination and creativity [Hamilton \(1993\)](#). These exercises provide students the chance to express themselves, consider many viewpoints, and think creatively [Hamilton \(2023\)](#). In many work tasks, particularly in industries like marketing, design, and innovation, creative thinking is a crucial skill [Caballero and Walker \(2010\)](#). ELT also entails group work and collaborative projects, which foster cooperation and teamwork. Students have the chance to collaborate with others, exchange ideas, and work through issues as a group. These encounters aid in the development of interpersonal abilities necessary for success in a team-based workplace, such as active listening, empathy, and dispute resolution [Clark, Marsden, Whyatt, Thompson, and Walker \(2015\)](#). Through reading, debate, and multimedia materials, ELT introduces students to a variety of cultures, viewpoints, and ideas. It fosters the growth of empathy, respect, and cultural knowledge in people which are essential in an increasingly linked world for developing inclusive work settings and forming connections with people from all backgrounds [Cushing, Pennings, Willox, Gomez, Dyson, and Coombs \(2019\)](#). ELT frequently includes exercises that enhance presentation and public speaking abilities in which students put their speaking, presenting, and taking part in debates and discussions into practice [Tomlinson and Holmes \(2017\)](#). These encounters improve self-assurance, communication clarity, and the capacity to interest and persuade others. In many occupations, strong presentation and public speaking abilities are highly regarded and can greatly improve employability [Griffin and Care \(2015\)](#).

3. Literature review

Education needs to prepare students to deal with rapid changes in employment and learning styles [Bascia and Hargreaves \(2014\)](#). Students must be prepared by their teachers for jobs that do not yet exist. The terms "soft skills" and "life skills" are frequently used interchangeably to describe cognitive abilities necessary for learning and employment, such as problem-solving, communication, negotiation, critical and creative thinking, and language [Larsen-Freeman \(2000\)](#). In the classroom and in real-world settings, these abilities also help students to think more critically and creatively. Learning, reading, writing, oral communication, and numeracy are all critical life skills for "to participate effectively in society," according to McLean et al. (2012). It is believed that these abilities have a link to the advantages of economic, social, and physical development for people, society, and workplaces. According to national polls carried out in a number of nations, "teamwork, communication, and the ability to work well with others are the most important employability skills". Griffin and Care [2015] have developed a framework for teaching and evaluating 21st century skills that divides these skills into four categories: "Ways of thinking: Creativity, critical thinking, problem solving, decision-making, learning and innovation; Ways of working: Communication and collaboration; Tools for working: Information and communications technology (ICT) and information literacy;

Living in the world: Citizenship, life and career, and personal and social responsibility."

First, the meaning-focused interactive English Language Teaching (ELT) approach De Blaquièrè, Nolan, and Wray (2019) heavily relies on a few life skills to complete language teaching learning tasks that support language skills of speaking, writing, listening, and reading. Lesson teaching will incorporate pair and group work, role acting, project work, and related social interactions and communicative activities Green, King, and Gallagher (2019). Despite the fact that these are frequently seen as crucial exercises for fostering both life and self-determination, how teachers employ these exercises in the classroom depends on their perceptions of them Hamilton (1993). Understanding teachers' perceptions, opinions, beliefs, or ways of thinking is important because teachers play a significant role in implementing teaching learning activities in language classes Tomlinson and Holmes (2017). Although 83% of teachers stated that student's poor vocabulary was the reason behind their poor communication abilities, students believed that their language competency and presenting abilities may help them communicate more effectively. Given the significance of communication skills in both personal and professional relationships, the researcher highlights the need of using a "demonstrative" teaching approach to help students develop their communication abilities Jordan, Gagnon, Anderson, and Pilcher (2018).

In 2010, a research group of Trinity College London have evaluated life skills and experiential learning through a series of tests, including public speaking, presenting skills, problem solving and conflict resolution skills, summary and feedback skills, and conversation and explored that the presentation should highlight the "candidates'" background, interests, and aspirations while also taking into account their current social, educational, and professional circumstances. Simulation or role play is typically a useful tool for honing soft skills like leadership and negotiation, which typically include dialogues and problem resolution involving emotions, attitudes, and desires. However, other academics also contend that teachers should watch their pupils as they work to complete tasks and how they apply 21st century abilities to do so. According to Griffin and Care [2015], "teacher's understanding of how students might vary in their twenty-first century skills can be informed by their analysis of their students results as well as by their observations of students when engaged in both online and classroom-based tasks."

The present study is the extended effort of past researches that manifests the role of ELT Deci, Schwartz, Sheinman, and Ryan (2000) and life skills in developing employability skills through integrating self-determination and experiential learning. Individuals are likely to thrive and motivated in the environment that satisfy their psychological need Diseth, Danielsen, and Samdal (2012). Participation in leisure activities is an important arena for the positive psychological development Abera (2017). Values need to address at different stages of life. A positive attitude is quintessential to face rapid changes and critical challenges of lives. In 2012, CBSE introduced life skill training programme as part of Continuous and Comprehensive Evaluation targeted adolescents of 10 to 18 years of age. Sarv Shiksha Abhiyaan (SSA) has its agenda to provide life skills training along with elementary education to upper primary girls. In its article "Indigenizing School Curricula for Life Skill Development" Morris (2020) concluded school curricula is a measure instrument for inculcating indigenous life skills because indigenous knowledge helps to protect world social diversity which is going to be destroyed and attained only through experiences which are accumulated for a long period of time Niemiec and Rayan (2007). When an individual develop ability to generalize the Life Skills to a number of events of life [school, family, sport, work] more prone to internalize the basic needs of autonomy, relatedness and competence Flavell (1999). Intrinsic motivation can be sustain by satisfaction of the SDT Newcomb, Burton, and Edwards (2018). Students are autonomous when they willingly devote their time and energy to their studies and projects and competent when they solely able to meet their challenges Newcomb *et al.* (2018). Satisfaction of SDT trigger intrinsic motivation which allow people to explore, enjoy, learn and engage in activities which actually they inherent (intrinsic motivation) and can be done in the absence of external impetus Reid (2020). Multilevel modelling shows that students' interest enhanced in lessons

where teachers are autonomy and supportive and diminishing where teachers were controlling Seaman, Brown, and Quay (2017). Communication skills which include working in a team and writing skills such as researching skills, writing and formatting research reports Chu, Zhang, Chen, Chan, Lee, and Zou (2017). Moreover, it is necessary to develop appropriate communications skills both oral as well as verbal to complete academic with high grades and to get employed at better companies Blom and Saeki (cited 2024 Mar 11). On the other hand, according to Kang Shumin, to learn any of the foreign languages, it is important to focus on its grammar rules and semantic rules. Moreover, he also suggests that learners have to understand and gain knowledge about native speakers and how they use the language for having interpersonal communication and exchange information.

The key factors of unemployed graduates are inadequate skills in English and computer. Out of 60,000 Indian graduates, about 16 % of the graduates are employable in sales and 14% in customer service operations is the finding of the report Gupta (2021). The required skills for these jobs are soft skills such as friendliness and agreeableness, cognitive skills, communication skills and numerical ability. The jobs like clerical/secretarial jobs, which require relatively low skills find approximately 36% graduates suitable for employment in them. The field of content development and corporate communication, where primary requirements are basic analytical skills and an exceptional command over English finds only 2 % graduates employable. Only 2 % graduates are employable as accountants and a mere 3 % as analysts. Only 15% were employable in teaching Shukla, Tombari, Toland, and Danner (2015). as these jobs require high competence in English and cognitive skills. This indicates that the gap in employability is not due to unemployment but due to inadequate skills. The cognitive skills are same for everyone but the English communication skills have greater difference. So, this fact cannot be denied that "Poor English, Computer Skills Make Graduates Unemployable". Only 25% of IT graduates are readily employable because of the enormous difference between academics and industry, the majority of professional graduates struggle to articulate their ideas and talents. For this reason, only 25% of technical graduates are considered employable by NASSCOM and IT companies Rao (2010). For the managerial jobs in the field of retail industry the employers look for candidates who are equipped with good academic records, effective communication skills, team work, leadership skills and prior work experience like different skill set. The study conducted by Brinkmann (2020) attempted to mark the employability level among students. The study emphasized that the curriculum of the Universities should give more space to apprenticeship and live projects for facilitating pre-job trainings and enhancing the employability among graduates. The students without work experience are less aware of the employability skills than the students with prior work experience. So, to enable the workers to perform their work in the effective way there is need to enhance the skills and application of knowledge in them through specific trainings. Approximately 80% of the graduates of engineering are unemployable Dubeck and Gove (2015) writes in his book *Soft Skills – Enhancing Employability: Connecting Campus with Corporate*, Currently Indian Education System focuses on too much on facts and figures which does not support creativity, analytical and reasoning power among the children. That shows that in deciding students' career the most important component is communication skills. General education is only laying the foundation for conceptual knowledge and it is failing to equip the graduates with required work skills Tomasson Goodwin, Goh, Verkoeyen, and Lithgow (2019). The basic skills of reading, writing and arithmetic are not sufficient for employment. Instead, the skills like communication, critical thinking, creativity and collaborative are more important in jobs now a days Tomlinson and Holmes (2017). The students who are completing their education should not look for a job; the companies should visit the Universities and offer them the best possible jobs. Communication Competence is the ability to express views in an effective manner, enabling one to achieve goals and enhance relationships.

Students' psychological need satisfaction through experiential learning approaches

Education has various approaches but success of education depends on the factors who motivate intrinsically students to embrace it i.e. satisfy their Autonomy, Competence & Relatedness needs. According to Self Determination Theory when these needs satisfy, promote psychological wellbeing and leads way to satisfactory performance and functioning Reid, Richards, and Willox (2021). Experiential Learning is any learning process enables persons to apply their intellect, knowledge and conceptual understanding of real time world problems and situations Butler *et al.* (2019). Here role of instructor is to design the learning by doing process in such a way that student can correlate with the situation and feels motivated to confront any issues Derakhshan, Coombe, Arabmofrad, and Taghizadeh (2021). Simulation techniques, case studies, laboratory techniques, critical incident methods or art activities are embedded activities can set the area of experiential learning Hall-Lande, Eisenberg, Christenson, and Neumark-Sztainer (2007).

Experiential learning approaches

To excel learners to go ahead and perform with little or no help of instructor. Activities like- role-play, giving presentation, making models play a crucial role. By this they able to develop problem solving skill critical thinking, analytical skills and decision making skills Fan and Williams (2010). When a learner is centered, he is surrounded by help and lead to reduce his interest and development on the other hand led activities are where learners have choices, able to decide right or wrong or can become autonomous leader of their own. On the other hand by implementing sharing and reflecting learner will discuss their experiences with others and receive their peers' experiences Halif, Hassan, Sumardi, Omar, Ali, and Aziz (2020). "What happened" with others or "What if" feelings occupy their thinking and able to draw a settlement in situations. This will help them to connect learner with real time experiences, make generalize them the situations, trends, "What if" experiences through tours visits, reverse role approaches. This will heighten analytical skills, critical thinking skills Rangvid (2018).

A learner can become more aware of his own learning. If he is able to relate himself from the situation or incident, he can become more active and feel connected with a feeling of "MY" arise and more eager to learn, explore, analyze Salas, Wildman, and Piccolo (2009). Instructor can make it routine for learners where they reflect on the outcome of their learning. Individuals can benefit from activities where they are setting their own goals and monitor their progress towards their goals. This will regulate their own learning, something, which can initiate or guided by teacher and later carried out by individuals. Trouble shooting or problem solving is the process of developing strategies or ideas to overcome the obstacles. This can be inducted by thinking out of the box and treat or use objects in a new and innovative way Marushkevych (2020). "Cambridge life Competencies Framework" notes that creating new content from own ideas or other resources requires divergent thinking including "flexibility, elaborating, fluency and originality skills". Further, encouragement is a powerful tool for motivation of Individuals. Instructor should provide positive reinforcement through appreciation, by smile, making performer of the program and encourage them for participation in activities or should take initiation so that they can develop self-regulation and become more independent De Haro García, Romero Del Castillo, and Ortiz Boyer (2018). In addition to this creating an environment where learners can open up and mix with others so that they are able to know about themselves or identify their blind spots and raise their self-aware quadrant. This will reduce their inherent diffidence and enhance their self-confidence.

Build of self determination needs with experiential learning approaches

Through integration of Self Determination Theory and Experiential -Learning we can conclude

that if we let our learners to experience and learn in their own way (autonomy) Che, Strang, and Vajjhala (2021)., furnish them with the tools of success (competence) Derakhshan (2021) and polish off or remove all the authoritarian roadblocks (relatedness) Halif *et al.* (2020) instructor can make experience them a motivated, challenging and an interesting educational experience. Satisfaction of these three needs (autonomy, competency and relatedness) is essential for growth, development, integrity and wellness and these needs are parent need of all the needs that are both cross-cultural and cross development Xie, Debacker, and Ferguson (2006). Qualitative and practical techniques of learning satisfy SDT and assault our inherent potency of growth and acceleration towards social, economic and cultural factors. A learner satisfied with these, is also psychological satisfy and always competent in all areas of life breaking all barriers and roadblocks.

Acquisition of life skills through experiential learning

Life skills are of the essence of those abilities in individuals that nurture growth, competence and overall well-being and able to face the realities of life. Through life - skills we can able to stand on our shoulders. It enables individuals to translate their knowledge, values and attitudes into real world i.e. knowledge of all the facts but "what to do or how to do" actually life-skills teaches us if our education curricula design in such a manner, which focus on development of life skills during teaching can make students dynamic in every domain Trenshaw, Revelo, Earl, and Herman (2016).

Role of life skills in employability skills

In present time deployment of skills is more important than knowledge, how to execute it, because employers prefers graduates more who are well versed in using these skill Mercer and Dörnyei (2020). These employability skills are the subset of the life skills. Since from childhood if we inculcate life skills through "learning by doing" children will be more confident in their job roles and getting an employment will not be a challenge for them] Richards and Rodgers (2014). With the changes in economy, cut throat competition among companies, change in market scenario, change in technologies, every employer is looking for dynamic professional and that would be possible only through the adoption of both life skills and employability skills. Life skill to excel and grow in every field of life and employability skill to grow in job Yorke (2002).

4. Objective and hypothesis of the study

Objective of this study is

1. The role of ELT in the development of employability skills.
2. The role of ELT and life skills to develop employability skills.
3. The role of ELT and Life skills integrated with self determination to develop employability skills.
4. The role of ELT and Life skills integrated with self-determination and experiential learning to develop employability skills.

Hypothesis of the study

1. There is no significant difference in attaining employability skills with or without incorporating self-determination into English Language Teaching programs.
2. There is no significant difference in attaining employability skills with or without incorporating experiential learning into English Language Teaching programs.

3. There is no significant difference in attaining employability skills with or without incorporating life skills into English Language Teaching programs.

5. Analysis

Findings of data analysis presented in the following tables.

Table 1: Frequency of demographic factor

	Demographic Factor	Frequency	Percentage
Gender	Female	553	25.3
	Male	1632	74.7
Locality	Rural	243	11.1
	Semi-Urban	329	15.1
	Urban	1613	73.8
Native State	Uttar Pradesh	454	20.8
	Madhya Pradesh	326	14.9
	Maharashtra	232	10.6
	Bihar	135	6.2
	Rajasthan	130	5.9
	West Bengal	101	4.6
	Delhi	96	4.4
	Kerala	82	3.8
	Gujarat	76	3.5
	Jharkhand	59	2.7
	Haryana	61	2.8
	Telangana	40	1.8
	Chhattisgarh	36	1.6
	Orissa	30	1.4
	Uttarakhand	28	1.3
	Andhra Pradesh	29	1.3
	Karnataka	24	1.1
	Tamil Nadu	21	1
	Punjab	20	0.9
	Assam	16	0.7
Himachal Pradesh	16	0.7	
Tripura	14	0.6	
Goa	3	0.1	
Meghalaya	3	0.1	
Nagaland	4	0.2	
Jammu and Kashmir	4	0.2	
Manipur	1	0	
Mother Tongue	Hindi	1455	66.6
	Marathi	180	8.3
	Bengali	124	5.7
	Malayalam	90	4.1
	Gujarati	62	2.8
	Telugu	66	3
	Oriya	63	2.9
	Tamil	23	1.1
Kannada	14	0.6	

	Punjabi	17	0.8
	Sindhi	14	0.6
	Maithili	8	0.4
	Assamese	7	0.3
	Konkani	6	0.3
	Urdu	6	0.3
	Haryanvi	3	0.1
	Kokborok	2	0.1
	Kashmiri	2	0.1
	Nepali	1	0
	Saurashtra	1	0
	Awadhi	2	0.1
	Banjara	1	0
	Bhojpuri	1	0
	Bishnupriya Manipuri	1	0
	English	13	0.6
	Kumaoni	1	0
	Kutchi	1	0
	Malayalam	7	0.3
	Marwadi	1	0
	Nagamese	1	0
	Nimadi	1	0
	Pahari	1	0

Table 2: Average of different independent and dependent variables

Variables	Minimum	Maximum	Mean	Std. Deviation
English Language Teaching	1.17	5.00	3.8130	.52821
Life Skills	1.5	5.0	4.142	.6019
Self determination	1.60	5.00	4.2252	.56136
Experiential learning	1.25	5.00	4.1688	.60966
Employability	1.43	5.00	4.2271	.52946

Likert scale: 1- Strongly disagree, 2- disagree, 3- neutral, 4-agree, 5- strongly agree

The given data (Table 2) presents statistical information for five variables: English Language Teaching, Life Skills, Self-Determination, Experiential Learning, and Employability, measured on a Likert scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). The mean values for all variables fall between 3.8130 and 4.2271, indicating that, on average, respondents tended to agree or slightly agree with the statements represented by each variable. The standard deviations, ranging from 0.52821 to 0.60966, suggest that there is moderate variability in responses around the mean.

The correlation matrix (Table 3) shows significant relationships among all pairs of variables, as indicated by **, which means the correlation is significant at the 0.01 level. The strongest correlations are found between Employability and other variables such as Life Skills(0.638), Self Determination (0.685), and Experiential Learning (0.600). These strong positive correlations suggest that higher levels in Life Skills, Self Determination, and Experiential Learning are associated with better Employability. English Language Teaching also shows positive correlations with all variables, but the strengths of these correlations are comparatively lower, suggesting a less pronounced relationship.

Table 4 shows the Multiple Linear Regression Model with predictor variables Experiential Learning, English Language Teaching, Life Skills, and Self-Determination exhibits a moderately strong relationship ($R = 0.772$) with the outcome variable. Approximately 59.5%

Table 3: Correlation analysis among independent and dependent variables

Correlations					
	English Language Teaching	Life Skills	Self Determination	Experiential Learning	Employability
English Language Teaching	1				
Life Skills	.322**	1			
Self Determination	.213**	.559**	1		
Experiential Learning	.234**	.493**	.588**	1	
Employability	.265**	.638**	.685**	.600**	1

** Correlation is significant at the 0.01 level [2-tailed].

Table 4: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.772 ^a	.595	.595	.33715

a. Predictors: [Constant], Experiential learning, English Language Teaching, Life Skills, Self determination

of the variability in the outcome can be explained by these predictors (R Square = 0.595). The addition of these variables does not significantly improve the model's explanatory power (Adjusted R Square = 0.595), and the model's predictions are expected to deviate from the actual values by approximately 0.33715 units (Std. Error of the Estimate). Overall, the model suggests that the combination of these predictors has a meaningful impact on the outcome variable.

Table 5: Analysis of variance [ANOVA]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	364.430	4	91.108	801.492	<.001 ^b
	Residual	247.806	2180	.114		
	Total	612.236	2184			

a. Dependent Variable: Employability
b. Predictors: [Constant], Experiential Learning, English Language Teaching, Life Skills, Self Determination

Table 5 represents the results of a multiple linear regression analysis with Employability as the dependent variable and four predictor variables: Experiential learning, English Language Teaching, Life Skills, and Self-determination. The "Sum of Squares" is a measure of the variability in the dependent variable (Employability) that is explained by the regression model. In this case, the regression explains a substantial amount of the variance (364.430) with 4 degrees of freedom (df). The "Mean Square" is obtained by dividing the "Sum of Squares" by the respective degrees of freedom and reflects the average variability explained by each predictor (91.108). The "F" value (801.492) is a ratio that compares the variability explained by the regression model to the residual variability not explained by the model. The obtained F value is highly significant ($p < 0.001$), indicating that the model as a whole is statistically

significant and that the predictor variables significantly contribute to explaining the variance in Employability. Therefore, the model suggests that Experiential Learning, English Language Teaching, Life Skills, and Self-Determination are collectively influential in predicting Employability.

Table 6: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.677	.071		9.505	<.001
	English Language Teaching	.035	.014	.035	2.439	.015
	Life Skills	.271	.015	.308	17.699	<.001
	Self determination	.356	.017	.378	20.711	<.001
	Experiential learning	.189	.015	.218	12.479	<.001
a. Dependent Variable: Employability						

Table 6 shows the results of a Multiple Linear Regression analysis with Employability as the dependent variable and four predictor variables: English Language Teaching, Life Skills, Self-determination, and Experiential learning. The "Unstandardized Coefficients" [B] represent the estimated regression coefficients, indicating the change in the dependent variable for a one-unit change in the predictor variable while holding other predictors constant. The "Standardized Coefficients" (Beta) represent the standardized effect of each predictor, allowing for a direct comparison of their relative importance. All predictor variables show significant relationships with Employability ($p < 0.001$). Life Skills (Beta = 0.308) and Self-determination (Beta = 0.378) have the most substantial standardized effects, suggesting they have a stronger influence on Employability compared to the other variables. English Language Teaching (Beta = 0.035) and Experiential Learning (Beta = 0.218) also contribute to Employability, though to a lesser extent. The constant term (B = 0.677) represents the expected Employability value when all predictor variables are zero. Overall, this model indicates that Life Skills and Self-Determination play crucial roles in predicting Employability, highlighting their significance in this context.

In regression analysis, a P-P (Probability-Probability) plot is a graphical tool used to assess the assumption of normality for the residuals of a regression model. Residuals are the differences between the observed values and the predicted values from the regression model. The given output in the table 7, presents the results of a multiple linear regression analysis with Employability as the dependent variable and four predictor variables: English Language Teaching, Life Skills, Self-Determination, and Experiential Learning.

Constant: The constant term in the regression equation is 0.677. This represents the expected Employability score when all predictor variables are zero.

English Language Teaching: This predictor has a positive coefficient of 0.035, suggesting that a one-unit increase in English Language Teaching is associated with a 0.035 increase in Employability, holding other predictors constant. The coefficient is statistically significant ($p = 0.015$), indicating that English Language Teaching is a significant predictor of Employability.

Life Skills: This predictor has a positive coefficient of 0.271, indicating that a one-unit increase in Life Skills is associated with a 0.271 increase in Employability, holding other predictors constant. The coefficient is highly statistically significant ($p < 0.001$), indicating that Life Skills strongly influence Employability.

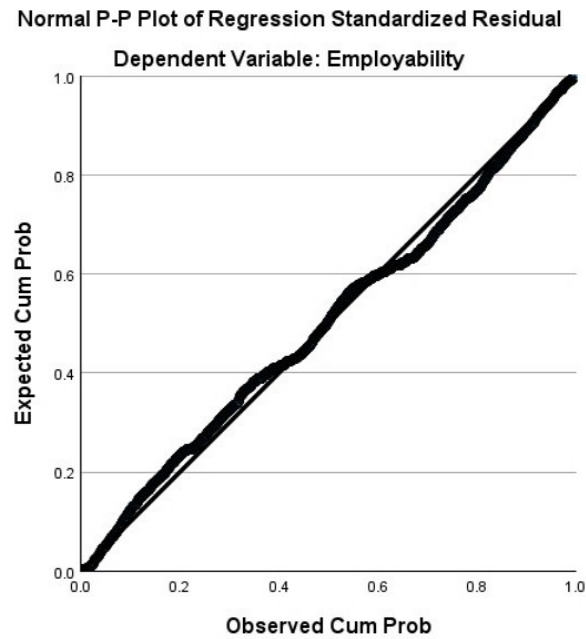


Figure 1: Test classic assumption normality test (P-P plot)

Table 7: Multicollinearity test

Model		Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.677	.071		9.505	<.001		
	English Language Teaching	.035	.014	.035	2.439	.015	.889	1.125
	Life Skills	.271	.015	.308	17.699	<.001	.613	1.632
	Self Determination	.356	.017	.378	20.711	<.001	.558	1.791
	Experiential Learning	.189	.015	.218	12.479	<.001	.611	1.637

a. Dependent Variable: Employability



Figure 2: Heteroscedasticity test

Self-Determination: This predictor has a positive coefficient of 0.356, implying that a one-unit increase in Self-determination is associated with a 0.356 increase in Employability, holding other predictors constant. The coefficient is highly statistically significant ($p < 0.001$), suggesting that Self-determination is a significant predictor of Employability.

Experiential Learning: This predictor has a positive coefficient of 0.189, meaning that a one-unit increase in Experiential Learning is associated with a 0.189 increase in Employability, holding other predictors constant. The coefficient is highly statistically significant ($p < 0.001$), indicating that Experiential learning is a significant predictor of Employability.

Collinearity Statistics: The "Tolerance" and "VIF" values are measures of collinearity (multicollinearity) between the predictor variables. Collinearity occurs when two or more predictor variables are highly correlated with each other, which can lead to unstable regression estimates. Generally, Tolerance values close to 1 and VIF values close to 1 indicate low collinearity, which is the case here. The values in this output suggest that there is no significant collinearity issue among the predictor variables. Overall, the regression analysis indicates that English Language Teaching, Life Skills, Self-determination, and Experiential learning are all significant predictors of Employability, with Life Skills and Self-determination having the strongest impact on Employability.

In a Heteroscedasticity test scatter plot, standardized predicted values (sometimes referred to as "fitted values") on the x-axis and the standardized residuals on the y-axis.

In a heteroscedasticity test scatter plot, you are looking for any systematic patterns or trends in the plot. If the plot exhibits a funnel shape or a fan-like pattern, it indicates heteroscedasticity. Specifically, the spread of residuals tends to change systematically across different levels of standardized predicted values. If the spread of residuals widens or narrows as the standardized predicted values increase or decrease, it suggests the presence of heteroscedasticity.

If the scatter plot shows a relatively uniform distribution of points around the horizontal line ($y = 0$) with no clear pattern, it suggests homoscedasticity, indicating that the residuals have a roughly constant variance across all levels of standardized predicted values.

Table 9: The output presents the results of the Glejser test for heteroscedasticity in the regression model with the dependent variable "ABS_RES" and four predictor variables: English

Table 8: Heteroscedasticity test (Glejser)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.564	.046		12.356	<.001
	English Language Teaching	-.023	.009	-.056	-2.496	.013
	Life Skills	-.028	.010	-.077	-2.850	.004
	Self Determination	-.005	.011	-.014	-.490	.625
	Experiential Learning	-.019	.010	-.054	-1.993	.046

a. Dependent Variable: ABS_RES

Language Teaching, Life Skills, Self determination, and Experiential learning.

The Glejser test assesses whether there is evidence of heteroscedasticity in the residuals of the regression model. Heteroscedasticity occurs when the variability of the residuals changes systematically as the predicted values change.

Interpretation:

Coefficients: The table shows the estimated coefficients for each predictor variable in the regression model.

T-values: The t-values measure the significance of the coefficients. A higher absolute t-value suggests a more significant effect of the predictor variable on the dependent variable.

Significance (Sig.): The significance level (p-value) associated with each coefficient indicates whether the predictor variable has a statistically significant effect on the dependent variable. A p-value less than the chosen significance level (often 0.05) indicates statistical significance.

Constant (Intercept): The constant term (intercept) is 0.564. It represents the expected value of the dependent variable (ABS_RES) when all predictor variables are zero.

Predictor Variables:

English Language Teaching: This predictor has a negative coefficient (-0.023) with a significant p-value of 0.013. It suggests that an increase in English Language Teaching is associated with a decrease in the absolute value of residuals.

Life Skills: This predictor has a negative coefficient (-0.028) with a significant p-value of 0.004. It suggests that an increase in Life Skills is associated with a decrease in the absolute value of residuals.

Self-Determination: This predictor has a coefficient of -0.005 with a non-significant p-value of 0.625. The non-significant p-value indicates that Self-Determination may not have a statistically significant effect on the absolute value of residuals in this model.

Experiential Learning: This predictor has a negative coefficient (-0.019) with a significant p-value of 0.046. It suggests that an increase in Experiential Learning is associated with a decrease in the absolute value of residuals.

Overall, the Glejser test does not explicitly indicate whether the model suffers from heteroscedasticity. Instead, it assesses the relationship between each predictor variable and the absolute value of residuals to identify potential signs of heteroscedasticity. In this case, significant coefficients for English Language Teaching, Life Skills, and Experiential learning suggest that these variables may be related to the variability of residuals, while the non-significant coefficient for Self-Determination may have a weaker impact.

Table 9: Output of hypothesis testing (Kruskal-Wallis test)

Hypothesis	Statement	P-value	Result
H1	English Language Teaching has a significant influence on Employability	<0.01	Accepted
H2	Life Skills has a significant influence on Employability	<0.01	Accepted
H3	Self Determination has a significant influence on Employability	<0.01	Accepted
H4	Experiential Learning has a significant influence on Employability	<0.01	Accepted
H5	English Language Teaching and Life Skills have a significant influence on Employability	<0.01	Accepted
H6	English Language Teaching, Life Skills and Self Determination have a significant influence on Employability	<0.01	Accepted
H7	English Language Teaching, Life Skills, Self Determination and Experiential Learning have a significant influence on Employability	<0.01	Accepted

Table 10: Exploratory factor analysis

Items	Employability	Self Determination	Experiential Learning
Employability			
How far do you agree that interpersonal skills and cross cultural communication help you to improve employability.	0.533		
How far do you agree that to deal with emotional intelligence helps you to improve better employability?	0.609		
How far do you agree that empathy and adaptability help you to improve better employability?	0.606		
How far do you agree that interpersonal skills and cross cultural communication help you to improve employability.	0.543		
Better employability can be achieved by Integrating Self Determination and Experiential Learning.			0.565
Self determination			

Does your Self -Determination boosts your morale or confidence to give you a feel to face all situations?		0.552	
Self -Determination helps in developing life which may result in better possibility to gain employability.		0.559	
Self -Determination paves a path to develop better life skills.		0.559	
How far do you agree that Self -Determination enriches more competencies to improve employability at multiple places?		0.678	
Experiential learning			
Experiential learning do play a vital role in maximizing the probability to attain employability.			0.623
Experiential learning paves a path to develop better life skills.			0.641

6. Conclusion

Concept of employability skills is not a new to anyone, but the necessity to understanding the employability skills is the need of the hour. Earlier to recruit a candidate with a specific job with a particular skill has been fade. Now recruitment process has broken all the past trends of recruitment by implementing life and experiential skills as the core competence to attain employability. This has been clearly brought out to attention with multiple analysis processes mentioned in the result and discussion that there is a significant difference in attaining employability skills without incorporating self-determination into English Language Teaching (ELT) programs. The same has also been proven in previous research that students must have self-determination in order to succeed in both their personal and professional lives. Since learning a language is one of the most important life skills that require a greater self-determination under the supervision of teacher/trainer as teachers play a huge role in teaching life skills. Being well-versed in experiential learning skills along with English Language Teaching (ELT) programs will undoubtedly increase our job prospects and alter our attitude towards work. At every stage of life, experiential learning skills are a powerful tool to attain better employability skills which help learners endure the fiercer competition hence it is well proven that there is a significant difference in attaining employability skills without incorporating experiential learning into English Language Teaching (ELT) programs. Language competency in English, leads to the facilitation and improvement of other necessary abilities, including presentation skills, soft skills, and, most importantly, communication skills. Today employers are looking for candidates who have adaptability, flexibility, apart from specialize skills must have core skills like communication skills, presentation skills or we can say a full packed packet of skills which means he should be equipped with ELT and Life skills integrated with self-determination and experiential learning to develop employability skills.

The same has been witnessed in result section that there is significant difference in attaining employability skills without incorporating life skills into English Language Teaching (ELT) programs.

Anyone can enter into anyone job if he has practical understanding of how to do the job well in consideration of all the facts of self-confidence, maintain a positive attitude at workplace, reliable, responsible, handle situation easily, self-motivated and set his goals own, adaptable, flexible, innovative and think strategically and able to compete in tight competition. This scenario has changed the definition or meaning of employability skills. Today employability skills are, "A set of achievements-skills, understandings and personal attributes-that makes students more likely to gain employment and be successful in their chosen occupations, which benefit themselves, community and economy."

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Affiliation:

Asmita Sharma
Indian Institute of Technology Dhanbad
Jharkhand, India E-mail: asmitaeng@gmail.com