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Experiential Learning Towards Student's Work Skills: Input for Designing EIM Supplementary Materials

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A B S T R A C T

This study investigates the outcome of experiential learning in the work skills among Grade 11 students enrolled in the Electrical Installation and Maintenance (EIM) program at Buenaventura Alandy National High School during the academic year 2024–2025. Employing a descriptive experimental research design, the study assessed students' perceptions of experiential learning strategies—namely simulation, fieldwork, , group work and practicum—and the level of work skills in Occupational Health and Safety and their Performance in Electrical Installation and Maintenance. Findings revealed a high level of agreement among students regarding the benefits of these methods, with mean scores of 3.26 for simulation, 3.40 for fieldwork, and 3.19 for group work. The results also indicated a marked improvement in students' technical abilities, as evidenced by increased post-test scores. These outcomes highlight the significance of integrating hands-on, real-world learning activities into the EIM curriculum to build student confidence and technical proficiency. The study recommends the development of tailored instructional materials to support and sustain experiential learning in technical-vocational education.

Keywords: Experiential Learning, Work Skills Development, Electrical Installation and Maintenance, Descriptive Correlation Research, Technical Skills

Introduction

In education global competitiveness can be characterized as a set of skills and factors that support individuals' personal and professional productivity in their communities and in the world. Being globally competitive today requires developing global competence. Equipping student with specific hard skills to compete global job market is important, but cultivating their abilities to effectively share idea and communicate across cultures in appropriate and respectful ways is critical. (VIFLearn.com 2016)

Based on Department of Education (2012) the K to 12 Basic Education Program covers kindergarten and 12 years of basic education (six years of primary education, four years of junior high school, and two years of senior high school) to provide sufficient time for mastery for concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment and entrepreneurship. There will be a continuum for kinder to grade 12 (HS year 6), and to technical and higher education. The current curriculum will be decongested to allow mastery of learning. In the Grades 11 and 12 (High School years 5 and 6), core subjects like Mathematics, Science, and English will be strengthened. Specialization in students' area of interest will also be offered. Right now, a technical working group has formulated the new curriculum framework, standards, and competencies for K to 12 experts from Commission on Higher Education (CHED), TESDA, and other stakeholders are part of this working group.

According to Villanueva 2015 as cited by Mancera 2015, electricians are among in demand workers in the country and abroad. The prospects for employments are good, that is why they want to strike while the iron is hot and continuously build a workers pool for the industry. He added that electricians carry out death-defying jobs. One small mistake could expose both worker and the home or establishment being serviced to huge risks. Also he said that having a skilled workforce will contribute to the development of Quezon Province, which was seen as the new axis growth in Southern Tagalog.

The electrical industry is facing the new and pressing challenges. Issue will always be around while skilled and qualified workers are needed in order to sustain the development and growth of the industry.

The acquisition of work skills is essential for learners to become successful in the workforce. As such, it is important to recognize the importance of developing these skills in learners to ensure their success in the modern workplace. This thesis sought to explore the various skills that learners must possess in order to be successful in the workplace, the importance of developing these skills, and the best methods for developing these work skills. The primary skills that learners must possess to be successful in the workplace are problem-solving, communication, teamwork, and digital literacy. Problem-solving skills are essential for learners to be able to navigate difficult situations and make decisions. Communication skills are necessary for learners to

be able to effectively communicate their ideas and opinions. Teamwork skills are critical for learners to work together in order to achieve tasks and complete projects. Finally, digital literacy is essential for learners to be able to navigate complex software and technology that are used in the workplace.

As a reaction to the traditional teaching approach that is teacher-centric (Che et al., 2021) and following the inclination to expanding interest in a more unique, participative learning atmosphere, educational organizations are orienting toward learning approaches that cultivate students' involvement, interest, and dynamic participation. Experiential Learning is a successful teaching method facilitating active learning through providing real-world experiences in which learners interact and critically evaluate course material and become involved with a topic being taught (Boggu and Sundarsingh, 2019). Based on the teaching theory of Socrates, this model relies on research-based strategies which allow learners to apply their classroom knowledge to real-life situations to foster active learning, which consequently brings about a better retrieval (Bradberry and De Maio, 2019). Indeed, engaging in daily activities, such as going to classes, completing schoolwork, and paying attention to the educator, is all indicators of classroom engagement (Woods et al., 2019). Moreover, by participating in an EL class paired with relevant academic activities, learners improve their level of inherent motivation for learning (Helle et al., 2007) and they have the opportunity to choose multiple paths to solve problems throughout the learning process by having choices and being autonomous (Svinicki and McKeachie, 2014). Experiential Learning is regarded as learning by action whereby information is built by the student during the renovation of changes (Afida et al., 2012). Within Experiential Learning, people become remarkably more liable for their learning which regulates a stronger connection between the learning involvement, practices, and reality (Salas et al., 2009) that are key roles in learning motivation. To make sure that the learners gain the required knowledge and get the factual training, it is equally important to give them time to develop their ability to use their knowledge and apply those skills in real-world situations to resolve problems that are relevant to their careers (Huang and Jiang, 2020). So, it seems that they would like more hands-on training and skills development, but awkwardly, in reality, they generally just receive theoretical and academic education (Green et al., 2017). In addition, as in today's modern world, where shrewd and high-performing people are required, motivation and engagement should be prioritized in educational institutions as they are required features in the learning setting while they are often overlooked in classrooms (Afzali and Izadpanah, 2021). Even though studies on motivation, engagement, and Experiential Learning have been conducted so far; however, based on the researcher's knowledge, just some have currently carried out systematic reviews about the issue and these studies have not been all taken together to date; therefore, concerning this gap, the current mini-review tries to take their roles into accounting education.

Shellman (2014) argues that experimental educational programs typically give participants many opportunities to organize, work toward, achieve goals, identify utilize resources, demonstrate initiatives, expand and receive support from others, take leadership roles, make decisions, survive in the challenges, solve the problems, and go beyond perceived limits. Furthermore, Hoffman and Silverberg (2015) mention that experiential education helps students get authentic experience.

In the midst of many issues and challenges faced in Electrical Industry, the researcher is motivated to undertake the study to determine the experiential learning towards student's work skill.

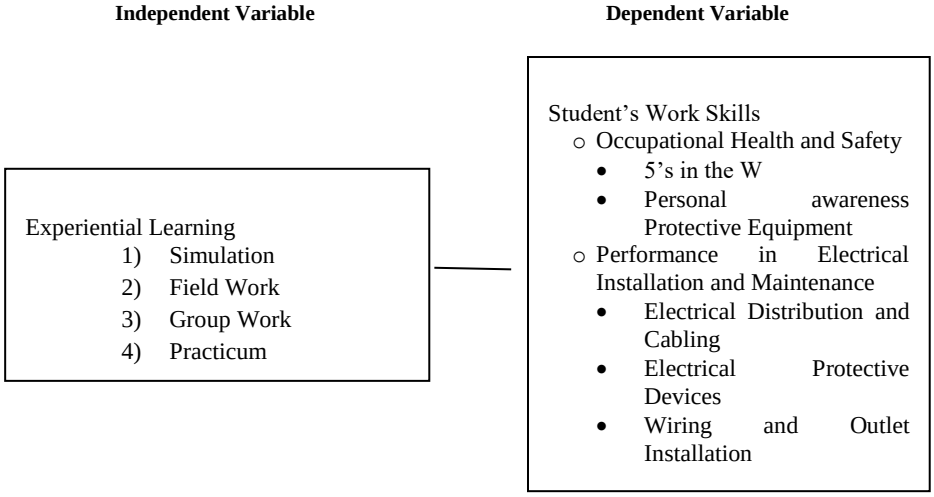

Figure 1: Research Framework

Research Problem

Specifically, this study aimed to answer the following questions:

1. What is the profile of the respondents in terms of sex and age?

2. How do the respondents perceive experiential learning in terms of the following:

    2.1 Simulation,

    2.2 Field work,

2.3 Group work, and

2.4 Practicum?

3. What is the level of work skills of the respondents in Occupational Health and Safety in terms of:

3.1 5'S in the workplace and

3.2 Personal awareness Protective Equipment?

4. What is the level of work skills of the respondents in core competencies on electrical installation and maintenance in terms of:

4.1 Electrical Distribution and Cabling

4.2 Electrical protective

4.3 Wiring and Outlet Installation.

5. What are the pretest and post test scores of the respondents before and after exposing to experiential learning?

6. What are the performance task score of the respondents before and after exposing to experiential learning?

7. Is there a significant difference in the pretest and post test scores of the respondents before and after exposing to experiential learning?

8. Is there a significant difference on the work skills of the respondents before and after being expose to experiential learning as to:

8.1 Electrical Distribution and Cabling,

8.2 Electrical protective and

8.3 8.3 Wiring and Outlet Installation?

9. What TVL supplementary learning materials can be proposed to improve their work skills through experiential learning?

Materials and Methods

Descriptive-Experimental research design is a research method used to investigate the impact of experiential learning activities—specifically simulations, fieldwork, group work, practicum, and performance tasks—on the work skills of Grade 11 Electrical Installation and Maintenance (EIM) students at Buenaventura Alandy National High School during the School Year 2024-2025. The chosen design aimed to describe students' perceptions and measure their competencies before and after exposure to these experiential learning approaches.

The respondents comprised nineteen (19) purposively selected Grade 11 EIM students enrolled in the academic year 2023–2024. Selection was based on their participation in the specific course and willingness to participate in the study. Their demographic profiles, including age and sex, were recorded to facilitate analysis.

Data collection involved three main instruments: a survey checklist questionnaire adapted from TESDA Training Regulations, validated checklists for assessing students' work skills, and performance tasks designed to evaluate actual skill performance. The questionnaire measured perceptions of experiential learning—covering its effectiveness in simulation, fieldwork, group work, and practicum—as well as students' self-assessed competencies in electrical installation and maintenance, especially in occupational health and safety and core electrical skills.

Prior to data collection, permission to conduct the study was secured from the school principal and relevant authorities. Data gathering occurred over a designated period during the first and second quarters of the academic year. The respondents completed pre-test assessments to establish baseline perceptions and skill levels.

The core activities involved implementing structured experiential learning modules aligned with TESDA standards, wherein students actively engaged in simulation exercises, fieldwork outside the classroom, group work, and practicum sessions in real-world environments. Additionally, students completed performance tasks, which comprised hands-on activities such as wiring installations, wiring devices, and installation of electrical protective devices, following standardized checklists and rated based on their level of competency (Highly Competent, Competent, Less Competent, Least Competent). These tasks provided a practical measure of students' ability to perform specific electrical skills in actual or simulated scenarios.

After the intervention period, students completed post-test assessments, including self-perception questionnaires and performance tasks to gauge actual skill proficiency. The data from pre- and post-assessments were analysed using descriptive statistics—such as frequency counts, percentages, and weighted means—to examine perceptions and perceived skill levels. Paired t-tests were employed to identify significant differences between pre- and post-test scores, thereby evaluating the effectiveness of the experiential learning activities.

This methodological approach aimed to thoroughly assess how experiential learning influences the development of technical skills and safety awareness among EIM students, combining both self-assessment and actual performance measures for a comprehensive evaluation.

4. Result and Discussions

Table 1 indicates that the majority of respondents, 84.21%, are male, while only 15.79% are female. This finding reinforces the observation that the field of Electrical Installation and Maintenance remains predominantly male, reflecting ongoing trends within technical-vocational education where male students significantly outweigh their female counterparts.

The male representativeness of 84.21% suggests that cultural norms and gender roles may continue to influence the choices students make when selecting vocational paths, similar to trends noted in Dela Cruz (2021). This study reported comparable gender disparities in fields such as automotive and electrical vocational programs, attributing the imbalance to long-standing societal expectations regarding gender roles.

Table 1: Distribution of Respondents as to Gender and Age.

SEX	Frequency	Percent
Male	16	84.21
Female	3	15.79
Total	19	100.00
AGE	Frequency	Percent
17-18	14	73.68
19-20	3	15.79
21-22	2	10.53
Total	19	100

The table also reveals that out of 19 respondents, the majority (73.68%) fall within the 17-18 age bracket, while only 15.79% are aged 19-20, and 10.53% are in the 21-22 age range. This distribution indicates a clear predominance of younger individuals within the sample, suggesting that the participants are largely at the beginning of their educational journey in Electrical Installation and Maintenance.

The concentration of respondents in the 17-18 age group aligns with the observation that many students in technical-vocational education are often those who have recently completed high school. This trend can be indicative of the program's accessibility and appeal to younger learners who are exploring vocational options that allow for immediate entry into the workforce.

Table 2. Respondents' Perception on the Experiential Learning in terms of Simulation

Indicators	Mean	SD	Verbal Interpretation
In terms of Simulation,			
1. Simulations have provided a realistic application of theoretical concepts.	3.32	0.48	Agree
2. Simulations have improved my critical thinking and decision-making skills.	3.26	0.56	Agree
3. Simulations have been an effective method for learning complex concepts.	3.21	0.42	Agree
4. Simulation has increased my confidence in my abilities.	3.42	0.51	Agree
5. Simulations have been a valuable supplement to traditional classroom learning.	3.11	0.46	Agree
Overall	3.26	0.29	Agree

Legend: *3.50-4.00-Strongly Agree (SA),2.50-3.49-Agree (A), 1.50-2.49-Moderately agree (MA),1.0-1.49-Disagree (D)*

Table 2 displays the respondents' perceptions of experiential learning through simulations, highlighting overall agreement with a mean score of 3.26. This score indicates a positive view among participants regarding the effectiveness of simulations in facilitating their learning experience.

Specifically, the respondents expressed agreement with several key statements. The highest mean score was for the item stating that "Simulations have increased my confidence in my abilities," which received a score of 3.42, reflecting a strong belief in the value of simulations for personal skill development. Additionally, a mean score of 3.32 for the statement "Simulations have provided a realistic application of theoretical concepts" further underscores the perceived relevance and practicality of the simulated experiences in bridging theory with real-world application.

Simulations have been highly effective in bridging the gap between theoretical concepts and practical application, as reflected by a strong mean score of 3.32 in the assessment of experiential learning. This suggests that students find simulations valuable for visualizing and engaging with real-world scenarios, thereby deepening their understanding of complex concepts in electrical installation. Simulations promote critical thinking, problem-solving,

and confidence by allowing students to practice in realistic yet controlled environments. However, the lower mean score for the statement "Simulations have been a valuable supplement to traditional classroom learning" may indicate that while students appreciate their educational value, they do not view simulations as fully comprehensive or a replacement for traditional methods. This perception could stem from limitations in the scope of simulations, lack of curricular integration, technical or accessibility issues, or a preference for hands-on experience with actual equipment.

Table 3. Respondents' Perception on the Experiential Learning in terms of Field Work.

Indicators	Mean	SD	Verbal Interpretation
In terms of Peer Fieldwork,			
1. Field work has provided valuable hands-on experience.	3.63	0.50	Strongly Agree
2. Field work has enhanced my understanding of practical applications of my studies.	3.42	0.51	Agree
3.Field work has increased my engagement and interest in my field of study.	3.26	0.45	Agree
4.Field work experiences have helped me develop important skills.	3.32	0.48	Agree
5.Field work has provided opportunities for professional networking and career development.	3.37	0.50	Agree
Overall	3.40	0.30	Agree

Legend: *3.50-4.00-Strongly Agree (SA),2.50-3.49-Agree (A), 1.50-2.49-Moderately agree (MA),1.0-1.49-Disagree (D)*

Table 3, the respondents exhibited a favorable perception of experiential learning in terms of field work, achieving an overall mean score of 3.40. This score signifies a general agreement among participants regarding the effectiveness and value of field work in their educational experience.

Fieldwork received the highest mean score of 3.42 for its contribution to improving students' critical thinking and decision-making skills, indicating that hands-on, real-world experiences are highly valued for developing essential cognitive abilities.

This suggests that students recognize fieldwork as a key element of experiential learning, allowing them to apply knowledge actively and solve problems in practical contexts. However, while not explicitly ranked, perceptions regarding the realistic application of theoretical concepts through fieldwork may score slightly lower, possibly due to limitations in the authenticity or scope of experiences. Factors such as lack of variety in tasks, insufficient mentorship, or inadequate resources may affect how effectively fieldwork mirrors real industry conditions. To address these concerns, recommendations include enhancing the authenticity of field activities, diversifying tasks to broaden skill development, improving supervision and structured reflection, and aligning fieldwork more closely with industry standards to ensure greater practical relevance and student engagement.

Table 4. Respondents' Perception on the Experiential Learning in terms of Group Work.

Indicators	**Mean**	**SD**	**Verbal Interpretation**
In terms of Group Work,			
1. Group work has improved my collaboration and teamwork skills.	3.32	0.48	*Agree*
2. Group work has helped me develop communication and interpersonal skills.	3.32	0.48	*Agree*
3. Group work has provided diverse perspectives and enhanced my learning experience.	3.16	0.50	*Agree*
4. Group work is an effective way for me to solve complex problems.	3.00	0.33	*Agree*
5. Group work has increased my motivation and engagement in my studies.	3.16	0.38	*Agree*
Overall	3.19	0.28	*Agree*

Legend: *3.50-4.00-Strongly Agree (SA),2.50-3.49-Agree (A), 1.50-2.49-Moderately agree (MA),1.0-1.49-Disagree (D))*

Table 4, the respondents' perceptions of experiential learning through group work demonstrate a positive outlook, with an overall mean score of 3.19, indicating general agreement with the effectiveness of group collaborative experiences in their educational journey.

Group work received varying mean scores, with the highest around 3.32 indicating that students generally agree it enhances their learning and understanding through peer interaction, shared problem-solving, and collaborative engagement. However, the lowest score, approximately 3.00, suggests a weaker perception of group work's role in developing interpersonal skills such as communication, leadership, or conflict resolution. While experiential learning through group activities fosters academic collaboration, students may not fully recognize its impact on soft skills, possibly due to a lack of focus on these aspects, challenges within group dynamics, or limited opportunities for structured reflection.

To address this, educators are encouraged to design group tasks that explicitly develop interpersonal skills, provide guidance and feedback on team interactions, ensure balanced and diverse group composition, and include reflective exercises that help students recognize their growth in teamwork and communication competencies.

Table 5. Respondents' Perception on the Experiential Learning in terms of Practicum.

Indicators	Mean	SD	Verbal Interpretation
In terms of Practicum,			
1. Practicum experiences have allowed me to apply theoretical knowledge in real-world settings.	3.63	0.50	*Strongly Agree*
2. Practicum experiences have increased my confidence in my professional abilities.	3.53	0.51	*Strongly Agree*
3. Practicum experiences have been crucial for my career readiness and employability.	3.16	0.50	*Agree*
4. Practicum experiences have provided me with adequate support and guidance.	3.37	0.50	*Agree*
5. Practicum experiences have provided opportunities for professional networking and career development.	3.32	0.48	*Agree*
Overall	3.40	0.31	*Agree*

Legend: *3.50-4.00-Strongly Agree (SA),2.50-3.49-Agree (A), 1.50-2.49-Moderately agree (MA),1.0-1.49-Disagree (D))*

Table 5, the respondents expressed a highly favorable perception of experiential learning through practicum experiences, reflected in an overall mean score of 3.40, which categorizes their response as "Agree."

The practicum received the highest mean score of 3.63 for helping students develop skills necessary for the real work environment, indicating strong agreement that it effectively prepares them for employment through hands-on experience. In contrast, the statement regarding the practicum's role in helping students understand theoretical concepts received a lower mean score of 3.16, suggesting that while students recognize some theoretical benefit, they primarily view the practicum as a platform for practical skill development. This may be due to a strong focus on real-world tasks over conceptual exploration, limited integration of theory into practicum activities, or insufficient opportunities for reflection.

To enhance the theoretical impact of practicum, recommendations include designing tasks that explicitly connect to academic content, incorporating structured reflection sessions, fostering collaboration between field supervisors and instructors, and using scaffolded tasks that require students to apply and explain theoretical principles, thereby deepening both practical and conceptual learning.

Table 6. Respondents' Perception on the Level of their Work Skills in Occupational Health and Safety in terms of 5's in the Workplace.

Indicators	Mean	SD	Verbal Interpretation
In terms of 5's in the workplace,			
1. The 5S methodology (Sort, Set in order, Shine, Standardize, Sustain) is effectively implemented in my workplace.	3.37	0.50	*Proficient*
2. The 5S methodology has improved the cleanliness and organization of the workplace.	3.21	0.42	*Proficient*
3. The 5S methodology has enhanced workplace efficiency and productivity.	3.05	0.41	*Proficient*
4. The 5S methodology has contributed to a safer work environment.	3.11	0.32	*Proficient*
5. The 5S methodology has increased my job satisfaction.	3.00	0.33	*Proficient*
Overall	3.15	0.29	*Proficient*

Legend: *3.50-4.00-Strongly Agree (SA),2.50-3.49-Agree (A), 1.50-2.49-Moderately agree (MA),1.0-1.49-Disagree (D)*

Table 6 indicates that respondents demonstrate a favorable level of proficiency in applying the 5S principles in the workplace, with an overall mean score of 3.15, categorized as "Proficient." Each of the five indicators reflects positive self-assessment regarding work skills. Indicator 1 received the highest mean score of 3.37, showing strong confidence in implementing 5S practices. Indicator 2 followed with a score of 3.21, suggesting that respondents are skilled in maintaining organized and efficient workspaces. Indicator 3 obtained a mean of 3.05, while Indicator 4 scored 3.11—both indicating consistent proficiency in applying the principles of workplace organization. Lastly, Indicator 5 received a score of 3.00, still within the "Proficient" range, reflecting a solid understanding of the 5S system.

These results suggest that respondents are well-equipped with essential workplace organization skills, and with continued reinforcement and training, their competency in this area can be further enhanced to promote greater productivity and efficiency.

Table 7. Respondents' Perception on the Level of their Work Skills in Occupational Health and Safety in terms of Personal Awareness Protective Equipment.

Indicators	Mean	SD	Verbal Interpretation
In terms of Personal Awareness Protective Equipment,			
1. The availability of Personal Protective Equipment (PPE) in my workplace is adequate.	3.26	0.45	*Proficient*
2. The quality of PPE provided in my workplace is high.	3.05	0.52	*Proficient*
3. PPE usage is something I have been properly trained on.	3.00	0.33	*Proficient*
4. The use of PPE is strictly enforced in my workplace.	3.11	0.32	*Proficient*
5. PPE has significantly reduced the risk of workplace injuries.	3.05	0.41	*Proficient*
6. PPE makes me feel safer at work.	3.11	0.46	*Proficient*
Overall	3.10	0.31	*Proficient*

Legend: *3.50-4.00-Strongly Agree (SA),2.50-3.49-Agree (A), 1.50-2.49-Moderately agree (MA),1.0-1.49-Disagree (D)*

Table 7 presents a detailed assessment of the respondents' personal awareness regarding the use of personal protective equipment (PPE), revealing a commendable level of proficiency across all indicators. The overall mean score of 3.10, categorized as "Proficient," reflects the participants' solid understanding and appreciation of the importance of PPE in maintaining safety in the workplace. Specifically, Indicator 1 recorded the highest mean score of 3.26, suggesting that respondents are confident in identifying the appropriate protective equipment for various tasks. Indicator 2 followed with a score of 3.05, indicating awareness of proper usage and the role of PPE in upholding safety standards. Indicator 3 received a mean of 3.00, which reinforces that respondents generally possess the necessary knowledge and skills related to PPE awareness. Indicator 4, with a score of 3.11, highlights the participants' confidence in applying PPE principles in real-life work scenarios. Similarly, Indicator 5 achieved a score of 3.05, further underscoring the respondents' sense of responsibility and competence regarding the use of protective equipment.

These results suggest that current training and education efforts on safety practices are effective. Continued reinforcement of these initiatives can help further enhance the participants' proficiency, ultimately contributing to a safer and more compliant work environment.

Table 8. Respondents' Level of their Work skills in Core Competencies in Electrical Installation and Maintenance in terms of Electrical Distribution and Cabling.

Indicators	Mean	SD	Verbal Interpretation
1. Install electrical metallic/ non-metallic (PVC conduit).	1.42	0.51	*Least Proficient*
2. Install wire ways and cable tray.	1.00	0.00	*Least Proficient*
3. Install auxiliary terminal cabinet and distribution panel.	1.05	0.23	*Least Proficient*
4. Prepare for cable pulling and installation.	1.00	0.00	*Least Proficient*
5. Perform wiring and cabling lay out.	1.05	0.23	*Least Proficient*
6. Notify completion of work	1.63	0.50	*Less Proficient*
Overall	1.19	0.12	*Least Proficient*

Legend: *3.50-4.00-Highly Proficient,2.50-3.49-Proficient, 1.50-2.49-Less Proficient,1.0-1.49-Least Proficient*

Table 8 presents the respondents' level of work skills in core competencies related to Electrical Distribution and Cabling. The overall findings reveal a concerning lack of proficiency, as most of the indicators fall within the "Least Proficient" to "Less Proficient" categories. Indicator 1 recorded a mean score of 1.42, categorized as "Least Proficient," indicating that respondents feel inadequately skilled in executing roughing activities and related wiring operations. Even more concerning is Indicator 2, which received the lowest mean score of 1.00, also under "Least Proficient," reflecting major difficulties in this particular area of training. This trend continues with Indicator 3, which scored a mean of 1.05, and Indicator 4, which again recorded 1.00—both pointing to a significant deficiency in the core skills required for effective electrical installation and maintenance. Although Indicator 6 showed a slight improvement with a mean score of 1.63, it still falls under the "Less Proficient" category, highlighting that this area, too, lacks satisfactory competency.

These results strongly suggest a pressing need for intensified training programs and hands-on learning experiences focused on developing practical skills in electrical installation. Addressing these gaps through targeted interventions and experiential learning strategies is essential to better prepare the respondents for real-world applications, particularly in ensuring safety, accuracy, and efficiency in their future roles within the electrical industry.

Table 9. Respondents' Level of their Work skills in Core Competencies in Electrical Installation and Maintenance in terms of Electrical Protective Devices

Indicators		Mean	SD	Verbal Interpretation
1.	Interpret correctly work instructions.	1.63	0.60	*Less Proficient*
2.	Select appropriate tools, equipment and materials for installation of electrical protection system.	1.79	0.63	*Less Proficient*
3.	Select and use correct PPE.	1.89	0.66	*Less Proficient*
4.	Demonstrate correct procedures on installation of electrical protective devices.	1.21	0.42	*Least Proficient*
5.	Demonstrate correct procedures on installation of lighting fixture and auxiliary outlet.	1.00	0.00	*Least Proficient*
6.	Follow safety procedures/protocol.	1.11	0.32	*Least Proficient*
7.	Clean worksite, tools and equipment.	1.47	0.51	*Least Proficient*
8.	Store surplus materials.	1.26	0.45	*Least Proficient*
Overall		1.42	0.27	*Least Proficient*

Legend: *3.50-4.00-Highly Proficient,2.50-3.49-Proficient, 1.50-2.49-Less Proficient,1.0-1.49-Least Proficient*

Table 9 evaluates the respondents' work skills in core competencies related to the Electrical protective devices. The findings reveal a troubling overall proficiency level, as most indicators fall within the "Least Proficient" to "Less Proficient" categories, indicating serious gaps in skills essential to safe and effective electrical installation. Indicator 1 recorded a mean score of 1.63, categorized as "Less Proficient," suggesting that respondents have limited ability and confidence in performing basic installation tasks for electrical protective devices. Similarly, Indicator 2 obtained a mean score of 1.79, also within the "Less Proficient" range, which points to ongoing challenges in executing necessary procedures accurately. The situation becomes more concerning with Indicators 3 and 4, which received mean scores of 1.89 and 1.21, respectively, both rated as "Least Proficient." These scores reflect a significant deficiency in the practical skills required for proper installation and highlight a lack of preparedness in handling real-world tasks related to electrical safety. Furthermore, Indicators 5, 6, and 7 also fall into the "Least Proficient" category, with mean scores of 1.00, 1.11, and 1.47, respectively. These results emphasize a widespread lack of competence in this critical area, underscoring the urgent need for targeted interventions.

Overall, the data points to a clear need for more comprehensive and hands-on training programs that emphasize experiential learning and skill application in installing electrical protective devices. Without such improvements, the ability of future professionals to ensure safety, reliability, and compliance in electrical systems remains at risk. Prioritizing skill development in this domain is essential for bridging the gap between theoretical knowledge and practical competence, thereby better preparing students for real-world demands in the electrical industry.

Table 10. Respondents' Level of their Work skills in Core Competencies in Electrical Installation and Maintenance in terms of Wiring and Outlet Installation

Indicators	Mean	SD	Verbal Interpretation
1. Read and interpret drawings in accordance with job requirements	1.53	0.51	
2. Set the lay-out and dimension of electrical drawing or wiring diagram.	1.37	0.50	*Least Proficient*
3. Select and identify correct rating, quantity, sizes and type of wiring devices, switches, lighting fixture and convenience outlet	1.16	0.38	*Least Proficient*
4. Identify the specifications of materials, tools and equipment	1.21	0.42	*Least Proficient*
5. Fill up properly requisition forms according to list of materials, tools and equipment	1.05	0.23	*Least Proficient*
6. Follow safety procedures according to enterprise and government regulations and select the correct PPE in line with safety requirements	1.11	0.32	*Least Proficient*
7. Identify defective and/or substandard electrical materials and report to immediate supervisor	1.00	0.00	*Least Proficient*
8. Lay out, mount and install electrical components, wiring materials such as conduit and fittings in accordance with standards	1.05	0.23	*Least Proficient*
9. Install wiring protective devices and grounding system properly	1.00	0.00	*Least Proficient*
Overall	1.16	0.17	*Least Proficient*

Legend: 3.50-4.00-Highly Proficient,2.50-3.49-Proficient, 1.50-2.49-Less Proficient,1.0-1.49-Least Proficient

Table 10 presents the assessment of respondents' work skills in core competencies related to the Wiring and Outlet Installation. The overall results indicate a notably low level of proficiency, with most respondents falling into the "Least Proficient" category across all indicators. Indicator 1 yielded a mean score of 1.53, highlighting a significant deficiency in the ability to perform installation tasks effectively. Indicator 2 reported an even lower mean score of 1.37, further emphasizing the respondents' struggles with executing essential electrical installation activities. This pattern continues with Indicators 3 and 4, which recorded mean scores of 1.16 and 1.21, respectively—both categorized as "Least Proficient." These findings reveal a pronounced lack of competence in the foundational skills required for safe and accurate wiring device installations. Similarly, Indicators 5 and 6, with mean scores of 1.05 and 1.11, respectively, reinforce the trend of limited skill development in this crucial area of electrical work.

The consistently low scores across all indicators reflect an urgent need for enhanced training programs that prioritize hands-on learning and practical application. Such programs should be designed to strengthen the respondents' technical abilities, build confidence, and ensure familiarity with real-world electrical installation scenarios. The findings underscore the importance of equipping learners with the necessary competencies to meet industry standards, ensure safety, and perform with efficiency and precision in future professional settings. Addressing these skill gaps through focused experiential learning is essential for preparing a competent and capable electrical workforce.

Table 11. Respondents' Pretest and Post Test Score Before and After Exposing to Experiential Learning in terms of 5's in the Workplace.

Pre-test				Post Test		
Scores	F	%	Verbal Interpretation	F	%	Verbal Interpretation
9-10				15	79.95	Excellent
7-8				4	21.05	Very Good
4-6						
3-4	5	26.32	*Fair*			
1-2	14	73.68	*Need improvement*			
Total	19	100		19	100	

Legend: 9-10 excellent, 7-8 Very good, 5-6 Good, 3-4 Fair, 1-2 Need improvement

Table 11 indicates that in the Pre-Test scores for the "5's in the Workplace," most respondents (73.68%) fell under the "Need Improvement" category, reflecting a lack of adequate skills and knowledge in this area. Additionally, 26.32% of the students rated their performance as "Fair". This suggests that the participants had significant gaps in their understanding or application of concepts related to the 5's methodology in the workplace.

Conversely, the Post-Test results exhibit a remarkable improvement relative to the Pre-Test performance. A substantial 79.95% of respondents achieved an "Excellent" score, and 21.05% scored "Very Good." This shift signifies a substantial advancement in the proficiency and application of the content among the respondents.

Table 12. Respondents' Pre-test and Post Test Score Before and After Exposing to Experiential Learning in terms of Personal Protective Equipment.

Pre-test				Post Test		
Scores	F	%	Verbal Interpretation	F	%	Verbal Interpretation
9-10				17	89.47	Excellent
7-8				2	10.53	Very Good
4-6						
3-4	7	36.84	*Fair*			
1-2	12	63.16	*Need improvement*			
Total	19	100		19	100	

Legend: 9-10 excellent, 7-8 Very good, 5-6 Good, 3-4 Fair, 1-2 Need improvement

Table 12 shows that in the Pre-Test scores for "Personal Protective Equipment (PPE)," a significant majority of respondents (63.16%) fell under the "Need Improvement" category, indicating a considerable lack of knowledge and skills in the proper use of personal protective equipment. Additionally, 36.84% of the respondents rated their performance as "Fair". This distribution suggests that most participants were not adequately prepared regarding PPE protocols and applications.

In contrast, the Post-Test results reveal a striking improvement compared to the Pre-Test scores. The majority of respondents (89.47%) scored "Excellent," and an additional 10.53% rated their performance as "Very Good." This change highlights a substantial enhancement in the respondents' understanding and application of PPE safety measures.

Table 13. Respondents' Pretest and Post Test Score Before and After Exposing to Experiential Learning in terms of Electrical Distribution and Cabling.

Pre-test				Post Test		
Scores	F	%	Verbal Interpretation	F	%	Verbal Interpretation
9-10				17	89.47	Excellent
7-8				2	10.53	Very Good
4-6						
3-4	2	10.53	*Fair*			
1-2	17	89.47	*Need improvement*			
Total	19	100		19	100	

Legend: 9-10 excellent, 7-8 Very good, 5-6 Good, 3-4 Fair, 1-2 Need improvement

Table 13 regarding the performance in "Electrical Distribution and Cabling"indicates significant disparities between the Pre-Test and Post-Test scores.In the Pre-Test, the results showed that a large majority of respondents (89.47%) fell into the "Need Improvement" category. Meanwhile, only 10.53% is in the "Fair" category, and no respondents scored in the "Good" or "Excellent" categories. This distribution suggests that most participants struggled with the skills necessary for executing roughing, wiring, and cabling activities effectively, indicating substantial gaps in their existing knowledge and competence.

In contrast, the Post-Test results demonstrate a remarkable improvement in performance. Most respondents (89.47%) achieved an "Excellent" score, while 10.53% were rated as "Very Good". This dramatic enhancement showcases the effectiveness of the experiential learning methods applied, confirming that participants significantly developed their skills and knowledge through the training provided.

Table 14. Respondents' Pretest and Post Test Score Before and After Exposing to Experiential Learning in terms of Electrical Protective Devices.

Pre-test				Post Test		
Scores	F	%	Verbal Interpretation	F	%	Verbal Interpretation
9-10				12	73.68	Excellent
7-8				5	26.32	Very Good
4-6						
3-4	4	31.26	*Fair*			
1-2	13	68.43	*Need improvement*			
Total	19	100		19	100	

Legend: 9-10 excellent, 7-8 Very good, 5-6 Good, 3-4 Fair, 1-2 Need improvement

Table 14 focuses on the ability to "Electrical protective devices," reveals a noteworthy transformation in the participants' skills following exposure to experiential learning. In the pre-test, most respondents demonstrated a lack of proficiency, with 68.43% scoring in the "Need Improvement" category and an additional 31.26% also categorized as "Fair". This distribution signifies that the participants possessed substantial deficiencies in the knowledge and skills necessary for installing electrical protective devices effectively. This dramatic enhancement showcases the effectiveness of the experiential learning methods applied, confirming that participants significantly developed their skills and knowledge through the training provided.

However, the Post-Test results highlight a significant shift in performance. The majority of respondents (73.68%) achieved an "Excellent" score, and an additional 26.32% were rated as "Very Good." This dramatic enhancement showcases the effectiveness of the experiential learning methods applied, confirming that participants significantly developed their skills and knowledge through the training provided.

Table 15. **Respondents' Pre-test and Post Test Score Before and After Exposing to Experiential Learning in terms of Wiring and Outlet Installation.**

Pre-test				Post Test		
Scores	F	%	Verbal Interpretation	F	%	Verbal Interpretation
9-10				12	78.42	Excellent
7-8				6	31.58	Very Good
4-6						
3-4	2	10.53	*Fair*			
1-2	17	89.47	*Need improvement*			
Total	19	100		19	100	

Legend: 9-10 excellent, 7-8 Very good, 5-6 Good, 3-4 Fair, 1-2 Need improvement

Table 15 examines the ability to "Wiring and Outlet Installation," the findings reveal a significant improvement in participants' performance after engaging with experiential learning. In the Pre-Test, a notable portion of respondents (89.47%) indicated that they needed improvement, while 10.53% fell into the "Fair" category illustrating that many participants lacked essential skills in installing wiring devices effectively. The distribution indicates a critical need for enhanced training in this area.

In contrast, the Post-Test results present a dramatic enhancement in performance. The data shows that 78.42% of respondents received an "Excellent" rating, while 31.58% were categorized as "Very Good." This transition signifies a remarkable increase in proficiency, with a significant reduction in participants needing improvement and highlighting the effectiveness of the training.

Table 16. Respondents' Performance Task Score of the Respondents Before and After Exposing to Experiential Learning in terms of Electrical Distribution and Cabling.

Performance Task Before Exposing to Experiential Learning				Performance Task After Exposing to Experiential Learning		
Scores	F	%	Verbal Interpretation	F	%	Verbal Interpretation
21-25				19	100	Excellent
16-20						
11-15	4	21.05	Good			
6-10	13	78.95	*Fair*			
1-5						
Total	19	100		19	100	

Legend: 21-25 excellent, 16-20 Very good, 11-15 Good, 6-10 Fair, 1-5 Need improvement

Table 16 focuses on the ability to "Electrical Distribution and Cabling," the analysis illustrates a dramatic improvement in respondents' skills following exposure to experiential learning. Before experiencing Experiential Learning, the distribution of scores reveals that a substantial majority of participants (78.95%) were classified as "Fair" category, with scores of 10 and below on a scale generally indicative of poor performance. Specifically, 21.05% scored in the "Good" category, highlighting a lack of proficiency in performing the necessary technical tasks. This initial assessment underscores the significant gap in skills among the respondents prior to the experiential learning intervention.

Conversely, the After Experiencing Experiential Learning results signify a transformative shift in performance. All the participants (100%) scored in the "Excellent" range, with scores of 21 and above out of a possible 25. This substantial increase indicates a successful enhancement of skills following the hands-on training.

The data indicates that most respondents scored between 21- and 25-points post-intervention, which the rubric classifies as "Excellent." The high frequency (31.58% with a score of 23, 26.32% with 24, and 21.05% with 25) demonstrates that the students consistently demonstrated thorough preparation, including proper planning, tool readiness, and organized execution of their tasks.

These findings suggest that after the experiential learning intervention, respondents exhibited a high level of competence, aligning with the "Excellent" criteria in the rubric. Their ability to organize and perform electrical distribution and cabling effectively indicates a significant improvement in their practical skills, fulfilling the standards of thorough preparation and skillful application outlined in the rubric criteria.

The results reflect a strong, positive outcome showing that the students successfully reached the "Excellent" performance level in Electrical Distribution and Cabling, which points to the effectiveness of the training program in enhancing their technical competencies.

Table 17. Respondents' Performance Task Score of the Respondents Before and After Exposing to Experiential Learning in terms of Electrical Protective Devices.

Performance Task Before Exposing to Experiential Learning				Performance Task After Exposing to Experiential Learning		
Scores	F	%	Verbal Interpretation	F	%	Verbal Interpretation
21-25				19	100	Excellent
16-20						
11-15	7	36.84	Good			
6-10	12	63.16	*Fair*			
1-5						
Total	19	100		19	100	

Legend: 21-25 excellent, 16-20 Very good, 11-15 Good, 6-10 Fair, 1-5 Need improvement

Table 17 pertains to the task of "Electrical Protective Devices," the outcomes reveal a significant enhancement in respondents' performance after engaging in experiential learning. In the Before Experiencing Experiential Learning, the scores indicate that most participants (63.16%) exhibited a "Fair" category.

Specifically, 36.84% scored a 10 to 13, exhibited a “Good” category. This initial assessment illustrates the considerable knowledge and skill deficiencies present among the respondents prior to the training intervention.

However, the After Experiencing Experiential Learning results present a stark contrast. The data shows a remarkable shift, with 100% of participants classified as "Excellent". This suggests that the majority of respondents significantly improved their abilities to install essential protective devices effectively after the hands-on training and indicating the overall success of the training program in enhancing competency levels.

The data indicates that most respondents scored between 22- and 25-points post-intervention, which the rubric classifies as "Excellent." The high frequency (15.79% with a score of 22, 15.79% with a score of 23, 26.32% with 24, and 42.11% with 25) demonstrates that the students consistently demonstrated thorough preparation, including proper planning, tool readiness, and organized execution of their tasks.

Table 18. Respondents’ Performance Task Score of the Respondents Before and After Exposing to Experiential Learning in terms of Wiring and Outlet Installation.

Performance Task Before Exposing to Experiential Learning				Performance Task After Exposing to Experiential Learning		
Scores	F	%	Verbal Interpretation	F	%	Verbal Interpretation
21-25				1	5.26	Excellent
16-20				18	94.74	Very Good
11-15	9	47.37	Good			
6-10	10	52.63	*Fair*			
1-5						
Total	19	100		19	100	

Legend: 21-25 excellent, 16-20 Very good, 11-15 Good, 6-10 Fair, 1-5 Need improvement

Table 18 focuses on the task of "Wiring and Outlet Installation" the results exhibit a notable enhancement in respondents' performance following their engagement in experiential learning.In the Before Experiencing Experiential Learning phase, the evaluation reveals that a significant number of participants (52.63%) were in “Fair” category as they scored 10 or below out of a possible 25. More specifically, 47.37% of the respondents fell into the "Good" category, indicating that their skills in installing wiring devices were inadequate. This data highlights the baseline deficiencies in knowledge and practical ability among respondents prior to the implementation of the training program.

In contrast, the After Experiencing Experiential Learning results reflect a dramatic improvement in performance. A substantial 94.74% of participants scored in the "Excellent" range, achieving scores of 21 and above. Additionally, 5.26% of respondents scored in the "Very Good" category, ". This suggests that most respondents significantly improved their abilities to install essential protective devices effectively after the hands-on training and indicating the overall success of the training program in enhancing competency levels.

These findings suggest that after the experiential learning intervention, respondents exhibited a high level of competence, aligning with the "Excellent" criteria in the rubric. Their ability to organize and perform Wiring and Outlet Installation effectively indicates a significant improvement in their practical skills, fulfilling the standards of thorough preparation and skillful application outlined in the rubric criteria.

The results reflect a strong, positive outcome showing that the students successfully reached the "Excellent" performance level in Wiring and Outlet Installation, which points to the effectiveness of the training program in enhancing their technical competencies.

The transition from a majority needing improvement in the Before experiencing Experiential Learning to a pronounced majority achieving excellent scores in the After Experiencing Experiential Learning underscores the effectiveness of experiential learning in developing practical skills. Such a significant rise in competency demonstrates how hands-on training can equip individuals with the necessary skills to successfully undertake the installation of wiring devices, which is essential in electrical installation and maintenance contexts.

Table 19. Significant Difference in the Pretest and Post test Score of the Respondents Before and After Exposing to Experiential

	Pre-test		Post-test		t-value	Df	p-value
Written Test	Mean	SD	Mean	SD			
Occupational Health and Safety 5's In the Workplace	2.11	0.81	9.37	0.83	-27.6	18	< .001
Personal Protective Equipment (PPE)	2.42	0.61	9.37	0.68	-29.5	18	< .001
Performance in EIM Electrical Distribution and Cabling	1.42	0.96	9.47	0.70	-27.7	18	< .001
Electrical protective devices	2.05	1.03	9.26	0.87	-20.3	18	< .001
Wiring and Outlet Installation	1.32	0.89	9.21	0.92	-26.7	18	< .001

Learning

Legend: P<0.05 (Significant); P> 0.05 (Not Significant)

Table 19 shows a significant difference in the pre-test and post-test scores across all variables, it can be concluded that exposure to experiential learning significantly improved the respondents' knowledge and skills in electrical work duties. The substantial increases in mean scores, along with the highly significant t-values and very low p-values (all < .001), indicate that the intervention was highly effective in enhancing their competencies. It is evident that experiential learning has a positive and measurable impact on learners' performance in core electrical installation tasks.

These findings succinctly demonstrate that the experiential learning intervention significantly contributed to enhancing the respondents' competencies in performing tasks related to electrical installation. Thus, we can confidently conclude that the structure of the experiential learning program had a profound positive impact on the practical skill development of the student respondents. This outcome aligns with the hypothesis that such educational methodologies are instrumental in advancing technical skills, underscoring the principles of effective experiential learning.\

Table 20. Significant Difference in the Performance in Work Skills of the Respondents Before and After Exposing to Experiential Learning

	Before		After		t-value	Df	p-value
Performance Task	Mean	SD	Mean	SD			
1. Electrical Distribution and Cabling	8.58	1.805	23.42	1.17	-33.2	18	< .001
2. Electrical protective devices	9.26	2.023	23.95	1.129	-27.7	18	< .001
3. Wiring and Outlet Installation	10.05	2.068	24	1.291	-34.2	18	< .001

Legend: P<0.05 (Significant); P> 0.05 (Not Significant)

The analysis presented in Table 20 reveals a notable and significant difference in the performance of the respondents before and after exposure to the experiential learning intervention across various tasks related to electrical installation. Specifically, the mean score for respondents Electrical Distribution and Cabling prior to the intervention was recorded at 8.58, with a standard deviation (SD) of 1.805. Following the After Experiencing Experiential Learning, the mean score increased dramatically to 23.42, accompanied by a reduced SD of 1.17. The calculated t-value of -33.2 and degrees of freedom (df) of 18 correspond to a p-value of < .001, which is significantly lower than the established significance level of 0.05 (Sig. ⩽ .05).

Similarly, the enhancement in skills associated with Electrical Protective Devices is underscored by the Before Experiencing Experiential Learning mean score of 9.26 (SD = 2.023), which escalated to a mean of 23.95 After Experiencing Experiential Learning intervention. The analysis yielded a t-value of -27.7, with the same degrees of freedom (df) of 18, resulting in a p-value of < .001, further confirming the statistical significance of the improvement.

Furthermore, for the skill of Wiring and Outlet Installation, the initial mean score was 10.05 (SD = 2.068), which rose to an impressive mean of 24 post-experience, alongside a t-value of -34.2 and a p-value of < .001. All these metrics provide a compelling argument for the effectiveness of the experiential learning approach in developing practical skills.

The consistently negative t-values across all tasks indicate that After Experiencing Experiential Learning performances were significantly superior to Before Experiencing Experiential Learning scores, validating the effectiveness of the intervention. The statistically significant p-values ($p < .001$) for each comparison highlight that these observed differences are not due to chance but rather result from the structured learning environment facilitated by experiential learning methodologies.

In conclusion, the results affirm that the experiential learning exposure led to substantial and statistically significant improvements in the technical skills of the respondents in various electrical installation tasks. This finding supports the hypothesis that experiential learning is a powerful approach for enhancing practical competencies, consistent with the goals of technical education and training.

TVL Supplementary Learning Materials can be proposed to improve their Work Skills through Experiential Learning.

Supplementary learning modules and training mock-up can be used of the students to improve their work skills through experiential learning.

5. Conclusions

The study revealed that there is significant difference in the pretest and post test score of the respondents before and after exposing to experiential learning. There is significant difference on the work skills of the respondents before and after exposure to experiential learning.

6. Recommendations

Educators may prioritize the integration of experiential learning strategies to better equip students with practical skills and real-world readiness. Teachers may adapt learning activities that include simulations, fieldwork, and group-based tasks to complement theoretical instruction. Collaboration among educators in designing and implementing hands-on modules is highly encouraged to ensure consistency and effectiveness. Additionally, professional development workshops may be conducted to enhance teachers' competencies in delivering experiential learning methods and to promote innovative teaching practices aligned with industry-based standards.

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