

Tracer Study of Multimedia Arts Graduates of Lyceum of the Philippines University-Batangas from 2016-2019

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Abstract – This research study mainly determined the employment status of AB Multimedia Arts graduates of Lyceum of the Philippines University-Batangas from 2016-2019. This study sought to determine the job placement profile of the graduates and as well the related relevance of school related to employment factor of the school. This also determines the work related values and the various skills to which contribute the demands of the media industry. The researchers made use of descriptive research method. This study used an Institutional questionnaire from the Research Center of the University. The questionnaire consists of three parts: job placement profile, relevance of school related factors to job placement and competency skills and work related values developed by the University to students. Participants of the study were the graduates of 2016-2019 composed of 51 respondents. Results showed that 88 percent of the surveyed graduates are employed and majority of them have regular employment status and are working in the Philippines. Relation to course/program or relation to special skills plays an important role in the consideration of job they are going to acquire. Since Multimedia Arts students are very-well versed in using the communication medium efficiently and effectively, it is deemed as the most helpful medium among the graduates. Their professional subjects such as Traditional Drawing, Digital Graphics, 2D Animation, Photography and the rest are very relevant and made a great impact in their chosen career and that they wanted to pursue in their job placement. The faculty member's communication, mastery skills, quality of instruction, and how faculty members relate the subject in the real life situation proved to be the most relevant in terms of school related factors. LPU-Batangas may strengthen the internship program by tie-ups to some of the well-known media industries in order to train the students well and give them the real vantage of working in the industry or field.

Keywords – Communication skills, curriculum, employment, networks, graduate survey

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INTRODUCTION

The 21st century brought numerous changes in the lives of everyone. Notably, the educational system needs to cope with the latest trends in teaching-learning processes. “With these, the academe must embrace and accept these changes to become globally competitive with the expectations of the global market to produce quality graduates that are holistically competent for life-long learning. In 2014, CHED mandated all HEI to use OBE in their teaching-learning processes” [1]. “The order stressed that all learning competencies within the OBE context of the vision, mission, goals, and objectives (VMGO). The State Universities and Colleges underwent a series of curricular revisions in order to address the demand of the programs and the global market needs. The creation of CHED was part of a broad agenda of reforms on the country's education system to look into the uniform the composition of the Governing Boards of chartered state universities and colleges nationwide. It mandates the SUCs to coordinate and integrate the system to become more effective through the formulation and implementation of policies more relevant in their governance and ensure the enjoyment of academic freedom as guaranteed by the Constitution” [1]. Furthermore, CHED envisions becoming the keystone in producing quality leaders system and work with the stakeholders to contribute to the nation building through its human resources.

The unemployment rate in the Philippines in January 2019 was estimated at 5.2 percent. “Of the total unemployed, the age group 15–24 years comprised 43.7percent, while the age group 25 to 34, 30.6 percent. By educational attainment, 20.9 percent of the unemployed were college graduates, 8.2 percent were college undergraduates, and 28.2 percent have completed junior high school. Graduates of junior high school include those high school graduates in the old curriculum” [2].

The European Training Foundation [3] defines a tracer study as a “retrospective analyses of graduates through a standardized survey, which takes place sometime after graduation (normally between 6 months and three years). It is also known as the graduate survey, alumni survey, or graduate track. Normally, the target population is a homogenous group of students/trainees who finished their studies at the same time (generation or graduation cohort). Tracer studies are common in higher education, but are becoming more and more popular in vocational education.”

Furthermore, Gines [4] states that “tracer study provides quantitative structural data on employment characteristics as well as the relatedness of the competencies and retrospective assessment of the programs for curricular reforms”.

Badiru and Wahome [5], Nivera, et. al [6], and Schomburg and Ulrich [7] stress that “tracer study provides useful information for the HEI to review, revise, evaluate, and improve program offering. Through this survey on the cohort of graduates from different programs, course, highest level of education, their employment characteristics, competencies acquired, and skills developed, and feedbacks from them, useful information to the University and stakeholders for curriculum enhancement for future challenges”.

Proper and good education is very important for every individual. It facilitates quality learning all through the life among people of any age group, cast, creed, religion, and region. It is the process of achieving knowledge, values, skills, beliefs, and moral habits. People need to get high level awareness about the importance of knowledge more than before. Education is very necessary for everyone in order to improve knowledge, way of living as well as social and economic status throughout the life. Getting proper education is the birth rights of everyone restricting which is the crime. Education is the ultimate way to get victory over all the personal and social problems [8].

The mission of this institution, Lyceum of the Philippines University is to provide quality education and develop leaders, lifelong learners and globally competitive professionals. In order for LPU to become a leading university in Asia Pacific Region by 2022, the “University is committed to provide quality and relevant advanced education, higher technological, professional instruction and training in arts, sciences, education, engineering, and other fields of study, thereby producing locally oriented, globally competitive and eco-friendly human resources.” So, the powerful tool to achieve the VMGO of the University is to trace and document employment characteristics of graduates and assess the level of satisfaction through the services offered by the University.

The Department of Multimedia Arts is already implementing OBE (Outcomes Based Education) Curriculum through the outputs of the students such as Graphic Design, 2D Animation, 3D Animation, Multimedia Production, Digital Imaging Specialist Web Design and Interactive Media Design. This study enables them to see the trend or changes as well as the pattern in terms of job or profession that the Multimedia Arts graduates currently have now. The foremost reason why this tracer study was conducted is to trace the Multimedia Arts graduates. Also, this has been undertaken to find out if the graduates get to practice the professions they were prepared for or if not, what reasons do they have for not practicing their competencies. This study traced the employment status of the AB Multimedia Arts graduates from 2016-2019 to help the

graduates ready for their possible jobs and profession as well as visualize themselves in the real world.

OBJECTIVES OF THE STUDY

This study focused on the status of employment of the AB Multimedia Arts graduates of Lyceum of the Philippines University-Batangas from 2016-2019. Specifically, it determined the job placement profile of the respondents in terms of job after graduation, present employment, reasons if unemployed, employment status, nature of employment, present occupation, place of work, first job, reasons for staying on the job, relation of the first job to the course taken, length of time to land in their first job, reasons in accepting the job, reasons for changing the job, length of stay in their first job, length of time finding the present job, first job level position, current or present job level position, and initial gross monthly income in first job. Secondly, identified the competencies/skills and work related values developed by the University as considered by the respondents useful in meeting the demands of the present work, finally, it aimed to know the relevance of the following school-related factors to the job placement of the respondents in terms of curriculum and instruction for General and professional courses, faculty and instruction, student services, organization and administration and community extension, linkages and research.

METHODS

Research Design

The researchers made use of descriptive research method in assess the employability of the graduate through a tracer study. Descriptive research was used to describe characteristic of a population or phenomenon being studied. According to McCombes [9], Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. This design can use a wide variety of research methods to investigate one or more variables.

Participants of the Study

From the graduates of 2016-2019 composed of 51, all participated in answering the survey. There is a 100 percent retrieval of the distributed questionnaires.

Instrument

This study used an Institutional questionnaire from the Center for Research, Innovation and Data Management of the University. The questionnaire consists of three parts: The first part is to present the job placement profile of the respondents in terms of employed or unemployed, nature and employment status, place of work, reasons for staying on the job, relation of the course to their first job, time it take to land on their first job, reasons of accepting and changing job, length of stay in their first job, manner of finding the job, first job level position, present job level position and monthly income; the second part is to identify relevance of school related factors to job placement of the respondents; and the

last part of is to evaluate the competency skills and work related values developed by the University to students.

Procedure

An online survey was used to collect the data from the graduates through Google form. Among the social medium, messenger and Facebook were the most effective and fastest ones in data collection. Likewise, great number of data was also collected thru email. The researchers also asked the help of the Alumni Office and even looked at the yearbook as a source of information. Most of the graduate respondents were using computers in their offices or companies which meant that it was easier to communicate with them in asking their participation as respondents of the study. The respondents’ retrieval rate is 100 percent.

Data Analysis

The researchers collected the data to present, tabulated and analyzed the result. The researchers evaluated the data using the following statistical tools. Percentage distribution was used to analyze the profile of the respondents; weighted mean was used to determine the degree of perception of the respondents in the usefulness and relevance of the educational background and school related factors to the status of their employment. All data were computed using PASW version 18 to further.

Ethical Considerations

The researchers ensured that the respondents voluntarily answered the survey questions. The researchers, likewise, made sure that no person or organization was harmed throughout the conduct of the study. Also, they protected the respondents’ identity by presenting the result in general and not mentioning individual responses that may lead to their identification. Finally, the researchers, in the entire duration of the study, especially during data gathering, respected the decision of the respondents who decided to withdraw their participation.

RESULTS AND DISCUSSION

This part presents the data gathered that were tabulated and presented to interpret and analyze the result.

Table 1.1. Are you presently employed?

Are you presently employed?	Frequency	(%)
Yes	45	88
No	4	8
Never	2	4

Out of fifty-one (51) or 100 percent of the total number of graduates responded, where 88 percent are employed. The demand of this program is supported by the job outlook where they mentioned that “employment of multimedia artists and animators is projected to grow 4 percent over the next ten years, about as fast as the average for all occupations”. The level of education is a good standard of the employability and transformation to

employment, and while it is believed that, to a certain extent, there is a causal link between both, it is worth mentioning that the education type, level and duration are not the only factors affecting the graduates’ career success.

The results of the study conducted by Ali and Jalal [10] revealed that “the relationship between higher education and employment found significantly positive and it was evident that higher education strongly affects and applied as predictor of employment and most of the respondents strongly agreed. It determines not only the function of education in preparing students in the work environment, but also by the fact that education selects in an educational meritocracy, the monetary resources and the social recognitions are largely determined by the individuals’ level of educational attainment and their competencies fostered during the course of learning”. There are times that it did not match the professional positions and job requirements in levels and the types of education. “Imperfections are unavoidable, because individuals have to be trained to cope with imperfections and to be able to change employment and work themselves proactively”. Furthermore, the results show that there are more employed graduates than unemployed, which implies that the College of Education graduates are highly employable.

Table 1.2. Reason(s) of being unemployed

Reason(s)	Frequency	(%)
Family concern and decided not to find a job	3	50
Lack of work experience	1	17
Other reasons	2	33

Table 1.2 displays the reason(s) of being unemployed. 50 percent are unemployed because of family concern, followed by other reasons, 33 percent and last is 17 percent due to lack of work experience.

In the Philippines, the reasons of being unemployment include overpopulation, oversupply of labor force on certain industries and the inability to take on available jobs. Unemployment is voluntary when people choose to remain unemployed rather than take jobs available. For example, if benefits are generous, people may prefer to stay on benefits rather than get work.

The Graduate Tracer Study of the University of Pangasinan reveals that “new graduates need to wait for a longer time because they lack experience and the opportunities are limited” [11]. This is supported by Verona [12] that “government should not presume the issues regarding labor mismatch as the main reason why graduates are unemployed, more especially in urban or semi-urban area”. Pan and Lee [13], “students are expected being equip with the employment skills and attributes rather than a diploma which is no longer a guarantee of employment”.

Furthermore, reason why some graduates are not yet employed is because of family concern [14].

Table 1.3
Employment Status of AB Multimedia Arts Graduates

Present Employment Status	f	(%)
Regular or Permanent	24	53
Contractual	4	9
Temporary	7	16
Self-Employed	10	22

Table 1.3 shows the employment status of the Multimedia Arts graduates. Twenty four (24) graduates are regular or permanent with their present job with the highest percentage of 53. Ten (10) respondents or equivalent to 22 percent are self-employed while 7 consider their work as temporary with 16 percent. The remaining 9 percent belong to the 4 respondents who are in contractual status. It only means that the graduates being a regular or permanent employee have many benefits. They are getting a steady paycheck and being secure with their job; they enjoy advantages such as health insurance, retirement savings plans and paid time off.

The study of Woya [15] recorded a much higher percentage of respondents with permanent employment status which is 65.8 percent (52 out of 79) among statistics graduates from year 2012–2016 at Bahir Dar University in Ethiopia. Ramirez, et. al., [16] argue that companies are looking for a graduates that are highly competent and applicants who can perform the job well rather than graduates with sufficient knowledge. “Universities entail Outcomes-based education to train the competence of students, so that they can survive in the world of work relative on the respective careers they have chosen”.

Table 1.4. Nature of Employment of the Graduates

Nature of Employment	Frequency	(%)
Gainfully employed (regular or full-time job; job held is related to your field of specialization)	33	73.3
Self-employed (working for oneself maybe from one’s own profession or business; not working for another firm and drawing a salary)	10	22.2
Underemployed (part time job; job is not related to your field of specialization)	2	4.4

Table 1.4 presents the nature of employment of AB Multimedia Arts graduates. The highest spot belongs to the gainfully employed or those who are in regular status and their jobs are related to the field of specialization with a total of 33 respondents or 73.3 percent.

Ten (10) respondents or 22.2 percent who are self-employed or business owners. The multimedia arts industry like any other industries strictly adheres with the policy on

employment status. Lastly, Underemployed whose jobs are part time and whose jobs are not related to the field got 2 in numbers which is equivalent to 4.4 percent. Multimedia Arts degree holders are qualified in almost every job that involves arts and design. These said, they have more career posts to choose from. They also have a greater chance of earning a high income. Cervantes et.al. [17] cited that in the Philippines most number of employees is part-time workers than full-time workers. It was found that 39.6 percent of all graduates were not engaged in any employment at the time of the survey, almost 58 percent were employed, 2 percent (15 graduates) were self-employed, and 5 graduates were under contract but on long leave at that time. Thus, a total of 60.4 percent of all graduates were in some form of employment [18].

Table 1.5. Present Occupation of the Graduates

Present Occupation	Frequency	(%)
Officials of Government and Special-Interest Organizations, Corporate Executives, Managers, Managing Proprietors and Supervisors	1	2
Professionals	41	91
Special Occupation	3	7

Table 1.5 reveals the field of the present occupation of graduates. Out of 51 graduates, 41 or 91 percent are Professionals, three (3) respondents or 7 percent are in Special Occupation and lastly, 1 or 2 percent in Officials of Government and Special-Interest Organizations, Corporate Executives, Managers, Managing Proprietors and Supervisors.

It shows that the graduates are equipped and ready to perform their duties and responsibilities as the meaning, professional job is one that requires a specific level of college education, typically a bachelor’s degree or higher.

The findings in the study of Cassar [18] resulted that half of the employed graduates were found to be in managerial (9.9 percent) or professional (41.5 percent) occupations. Around 45 percent of them are technicians and associate professionals (10.7 percent), clerical support workers (17.9 percent) or services and sales workers (16.6 percent). Only 3.5 percent of the employed graduates are working at more elementary occupations.

Alvarez [19] finds that 159 of the graduates are employed as Sales Associates, 36 as Sales Supervisor, 32 as Sales Cashier, while 18 as Store manager/sales manager and 2 as Operation Manager. It is noted that based on the result, most of our graduates are employed in connection to their degree sought. There are some who now occupied higher position such as sales supervisor and operation Managers.

Table 1.6 Place of Work AB Multimedia Arts Graduates

Place of Work	Frequency	Percentage (%)
Local	44	98
Abroad	1	2

Table 1.6 displays the place of work of the graduates, out of 51 respondents, 44 are working here in the Philippines (98 percent) while the 2 percent remaining is working abroad. This indicates that almost 100 percent of graduates chose to stay and impart their knowledge/expertise in the country. Results showed in the study of Vicente et.al. [20], that majority of the graduates were employed. Most of the graduates chose to work with local private companies instead of looking for greener pastures abroad.

Table 1.7. First Job of the Graduates after College

	Frequency	(%)
Yes	14	31
No	31	69

Table 1.7 determines the frequency of the respondents' in first job acquisition basis. According to the 31 graduates or 69 percent, this is not their first job. Meanwhile, 14 graduates or 31 percent said that this is their first job. It was revealed in an informal interview with the graduates that most of them didn't stay in their first job because they wanted to have a background of the experience in working in whoever will give them the opportunity and then later can choose a better job that will fit their taste and their work standards.

This is supported in the study of Funk [21], indicating that more than two-thirds of recent college graduates stay at their first career jobs for one year or less. Being comfortable with the company and even with the co-employees they stay in their job for a long time. "Great employees have unique talents; they want to excel and succeed by doing work that has purpose and meaning; somehow changes and influences lives for the better. They thrive on being part of something that's innovative and ahead of the competition".

Table 1.8. Reason(s) for staying on the job

	Frequency	(%)
Salaries and Benefits	9	20
Career Challenge	9	20
Relation to Special Skills	9	20
Related to Course or Program	11	24
Proximity to Residence	3	7
Peer Influence	2	4.4
Other reason(s)	2	4.4

Table 1.8 depicts the reasons of the graduates for staying on the job. 11 respondents or 24 percent stayed on their job because it is related to course or program. Salaries and Benefits, Career Challenge and Relation to Special Skills got 20 percent on why they stay on their job while proximity to residence with 7 percent and other reasons and Peer Influence with 4.4 percent. It shows that the graduates stay on their job because this is the course they graduated. It only implies that the skills taught in school are essential.

Ready for developing their skills or learn new ones are essential to their career. In fact, LinkedIn found that 9 in 10 professionals feel that skills are more important than job titles, because they help them keep growing within their current company. If those learning opportunities aren't there, it may be that they grow out of their role or company.

The study revealed that one of the major reasons of staying in their job is that their work is related to the course program of study. This implies that the different programs of the university matched the needs of the society. Cuadra et.al. [22] revealed that "related to the course program of study is one of the major reasons of staying in their job. It only signifies that the different programs of the university matched the needs of the society". According to "University of Pangasinan Graduate Tracer Study most of the male respondents accepted a job which is not related to their academic program because of salaries, benefits, and career challenge. Meanwhile, a higher percentage of females accepted a job that is not related to their academic program because it was related to their special skills" [11].

Table 1.9. First Job related to the Course Taken Up in College

	Frequency	(%)
Yes	46	90
No	5	10

Table 1.9 establishes the frequency of the first job holders in relation to the course took during college which is Multimedia Arts. Thirty (46) graduates said that their first job is related to the finished course garnering 90 percent and five (5) mentioned that it is not related with 10 percent. Majority of the Multimedia Arts graduates are showing solidity in their preferred first job. It was indicated in some of the questionnaires of the graduates that most of them are still enjoying their first job because they like to gain experience and industry exposure.

To become a designer, a testimonial given by a Multimedia Arts graduate, they must survive in Multimedia Arts, they don't have to be extremely creative and imaginative and skilled. It's a course that tolerates mediocrity and being so-so is not unusual. To pass, and graduate, most of all they must manage their time wisely finish all projects on time and learn how to juggle their schoolwork. To pass, it helps if they don't miss any classes and requirements. Multimedia Arts calls for diligence, patience, and hard manual labor. It is not a course that requires them to think much, but requires more execution.

In the study conducted by Albina and Sumagaysay [23], it emerged that when asked whether or not the curriculum they had in college is relevant in their first job, majority of the respondents (69.78 percent or 97 out of 139) declared that the curriculum of the program they had in college is indeed relevant. The result in this study lends support to the idea that "competitive graduates in the job market often depend on a strong curriculum of the programs"

Table 1.10 shows the duration period of the graduates in landing to the first job after college. Majority of the respondents searched for 1-6 months to land to their respective jobs with 51 percent. Some of the respondents got their job in less than a month with 20.4 percent and 7 to 11 months with 12.2 percent. Only few or 8.2 percent of the respondents got their first job for a year to less than two years or 2 years to less than 3 years.

Table 1.10. Time It Take for Multimedia Arts Graduates to Land to First Job

How long did it take you to land your first job?	Frequency	%
Less than a month	10	20.4
1 to 6 months	25	51
7 to 11 months	6	12.2
1 year to less than 2 years	4	8.2
2 years to less than 3 years	4	8.2

This table proves that searching jobs takes persistence and patience. It's important to keep trying, because a potential employer will notice if the applicant has the determination and the drive to find a job merely from 7 to 11 months. It is also given for fresh graduates the competition when it comes to job experience and vacancies.

Ahmad et. al. [24] found out that it takes five months for the graduates to be employed with 56 percent, others decided to push through their studies in graduate school (masteral & doctoral degree) with 10 percent and the remaining 34 percent are still unemployed. Also, in the study of Del Rosario [25], in 2-5 months after graduation with 42 percent of their respondents were able to find.

“Most says that if an applicant is college degree holder they can have a job but having an experience and vacancies is a factor that may help fresh graduates to find job. The fact is that approximately 53 percent of college graduates are unemployed or working in a job that doesn't require a bachelor's degree. To secure employment after graduation it takes the average of three to six months. A student benefits from having a career-seeking strategy and previous work experiences”.

Table 1.11. Graduates' Reasons in Accepting the Job

What were your reasons for accepting the job?	Frequency	%
Salaries and Benefits	14	29
Career Challenge	11	22
Relation to Special Skills	20	41
Proximity to Residence	3	6
Other reason(s)	1	2

Table 1.11 reveals the respondents' reasons for accepting the job. The Relation to Special Skills is the most acceptable reason of 20 graduates or 41 percent. For some, Salaries and Benefits and Career Challenge seem to be reasonable garnering 29 percent and 22 percent respectively.

It was followed by Proximity to Residence with 6 percent and other reasons with 2 percent.

The data shows that Multimedia Arts graduates really value the Relation to Special Skills very well with the competency that they have. Zahra [26], the three important aspects of one person's career are knowledge, skills and abilities (KSAs). “The fine line between each aspect is very often confused and used interchangeably. Thus, the more the skills gap is growing, the more important these three aspects become”. This is because they need to clearly understand whether it is knowledge, a skill or an ability that needs to be developed.

Young [27] answered on Quora that Compensation is important, it says a lot about the job and the company. “There are employers that value their employees' time more than those that don't. Having a good salary and benefits are part of compensation that plays a significant role in the larger financial picture and location. Not all will be willing to tuck on an extra hour or two to commute. And while some may consider moving to a different area for a better job, there are many who are tied to a particular location due to family or other obligations”.

Table 1.12 Reasons of the Graduates for Changing Job

What were your reasons for accepting the job?	Frequency	%
Salaries and Benefits	20	41
Career Challenge	11	22.4
Relation to Special Skills	7	14.3
Proximity to Residence	5	10.2
Other reason(s)	6	12.2

Table 1.12 displays the most common reason for changing job of Multimedia Arts graduates is the salaries and benefits with 41 percent while the proximity of the residence is the least reason with 10.2 percent.

During an informal talk with some of the respondents, they noted that the salaries and benefits offered by the companies convinced them. Some of the benefits given were transportation and meal allowance, accommodation, travel passes and commissions. While it is never a hindrance if they would commute and be caught in traffic for the proximity of residence, hence the salaries matter. Some leave their current position for professional reasons (better job, career growth, flexible schedule, for example) or for personal reasons (leaving the workforce, family circumstances, going back to school, etc.). Or maybe simply hate the job or the boss, but it's not necessary to say that. Hating the job might not be a good enough reason to quit unless they have another job lined up. There might also be other reasons that should keep their job or wait for a better time to tender the resignation. They might even be able to turn things around and learn to love the place where they work. Florentine [28] cited misalign the people with their task is one of the easiest ways to lose them. “Organizations need to train people to be managers; coach,

mentor and they need to invest time to develop their managers. Too often, people are promoted into management and then are left to fend for themselves."

Table 1.13. Length of Stay of the Graduates in their First Job

How long did you stay in your first job?	f	%
Less than a month	1	2
1 to 6 months	24	49
7 to 11 months	8	16.3
1 year to less than 2 years	7	14.3
2 years to less than 3 years	4	8.1
3 years to less than 4 years	5	10.2

Table 1.13 shows the duration of the respondents stay in their respective jobs. Majority of the graduates stayed on their first job for 1 month to 6 months with 49 percent and the last is less than a month with 2 percent. This table presents that majority of the respondents stayed in their job for 1 month to 6 months. Some of the reasons stated by the respondents were regularization process, promotion, and annual incentives. As the proportions of Millennial and Baby Boomer workers in the labor force shift in the future, HR professionals should be aware of different factors that engage employees of all generations. Employees want to feel valued and included. Workers of all career levels and generations place high value on compensation- and benefit-related factors when determining job satisfaction, but nonfinancial factors also weigh heavily in employees' satisfaction with their careers. At least half of respondents to this survey found a variety of these factors to be very important, including trust between employees and senior management, relationship with immediate supervisor, and feeling safe in the work environment. By fostering a workplace environment that emphasizes communication, respect for others and collaboration among workers at all levels, HR professionals can expect higher levels of engagement from their employees [29].

Table 1.14. Manner of finding the first job

How did you find your first job?	Frequency	(%)
Response to an advertisement	9	18.4
Arranged by school's job placement officer	1	2
As walk-in applicant	7	14.3
Family Business	2	4
Recommended by someone	15	31
Job Fair or Public Employment	2	4
Service	3	6
Information from friends	2	4
Office (PESO)	8	16.3
Others		

Table 1.14 depicts how graduates find first job. Job opportunities are established through Recommended by someone with 31 percent. The lowest is arranged by school's job placement officer with 2 percent. It shows that they value

the recommendation of someone close to them. Not only can great references support the ability to get the position they want, but they can help them feel better about themselves, promoting a winning attitude. Companies hire some of their top talents through referrals. When someone personally know the graduate who has the right skills for an open job position, referring them helps employers save time and money in the hiring process. It is quite good for the graduates to look for a job by attending a job fair than it was arrange by school's job placement officer. A much better opportunity than wait for the school placement officer to find a job.

Overall, the job outlook for multimedia arts professionals is promising, although in some cases, the competition may be intense. Palameno et. al. [30], as a walk-in applicant which has fifty respondents is the most chosen way on how they find their first job; followed by recommendation by someone which has forty four respondents; information from friends which has nine respondents; response to an advertisement which has six respondents; family business which has three respondents; through on-the-job trainings which has two respondents and lastly, the least chosen way on how they got their first job is through job fair which has one respondent.

Table 1.15. Time it took in Finding Current/Present Job

How long did you find your current / present job?	f	%
Less than a month	23	51
1 to 6 months	11	24.4
7 to 11 months	4	9
2 to less than 3 years	5	11.1
Others	2	4.4

Table 1.15 shows the time it took to find current job. Most of the graduates got the job for less than a month with 51 percent followed by 1 to 6 months with 24.4 percent. Next is 2 years to less than 3 years with 11.1 percent followed by 7 to 11 months with 9 percent and others as the last with 6 percent. It is clear that majority of them landed in their job for less than a month only.

This means that the experiences gained by the respondents matter in searching for their next job. They find it very helpful in the calculation of how they will land on the next job they wanted to have. These are the beginning years in the career that they chose in their late teens or while they were in technical school or college. They started to get exposed to the challenges, skills and realities of the career. All of this input may be the motivation for them to reinforce, or rethink, their chosen career path. Job is an important factor and without work life is impossible. With job they can do everything, either fulfill our desires or family needs but the important one is they eventually attain confidence, self-respect & social status which makes them feel the part of society. It not only fetches money for better living but also provides everyday learning and the learning doesn't stop at particular age but continues at work also. When they work,

they develop new skills and learn new things. Job is something where they continuously discover themselves, their potential and their limit of taking up more responsibilities and it makes them a responsible citizen.

Table 1.16. First Job Level Position of the Graduates

Job Level Position	Frequency	(%)
Clerical	17	35
Professional	24	49
Technical	7	14
Supervisory	1	2

Table 1.16 presents the job level position (first job). Graduates landed to the professional level with 49 percent, ranked first, followed by clerical with 35 percent. The technical position got 14 percent and supervisory got 2 percent respectively. This table indicates that majority of the graduates are considered professionals. As per the Level Guides, Position Descriptions and Global Grades, these are the employees who possess and apply a broad knowledge of principles, practices, and procedures of particular field of specialization to the completion of difficult assignments and usually working with minimum supervision, conferring with superior on unusual matter and whose assignments are broad in nature, requiring originality and ingenuity.

College students may believe they're ready for a job, but employers think otherwise. At least, that's according to data from the National Association of Colleges and Employers, which surveyed graduating college seniors and employers and found a significant difference in the groups' perceptions. The association surveyed 4,213 graduating seniors and 201 employers on eight "competencies" that it considers necessary to be prepared to enter the workplace. This information comes from the association's 2018 Job Outlook Survey cited by Wolf [31].

Table 1.17. Current or Present Job Level Position of Multimedia Arts Graduates

Job Level Position	Frequency	(%)
Professional	21	47
Technical	9	20
Supervisory	4	9
Executive	1	2
Self-Employed	10	22

Table 1.17 depicts job level position (current or present job). Most of the graduates are professional level with 47 percent followed by self-employed with 22 percent. The technical, supervisory and executive level with 20 percent, 9 percent and 2 percent respectively. It shows that the graduates are enjoying their current job since that their first job is also in the professional level. It means that they are committed and satisfied with their job. "Optimism is going to be the coal in their fire; it'll keep their engine going and keep them warm. Sometimes they have to stretch themselves to find the good in a situation, but think of what's at stake their livelihood. Work is where they spend the

majority of their time and if they start having feelings of hopelessness there, it could be a slippery slope into depression". The facts are there and optimism is good for heart health, life expectancy and success.

Table 1.18. Initial Gross Monthly Income in First Job

	Frequency	(%)
Below P5,000.00	1	2
P5,000.00 to less than P10,000.00	5	10
P10,000.00 to less than P15,000.00	14	29
P15,000.00 to less than P20,000.00	23	47
P20,000.00 to less than P25,000.00	2	4
P25,000.00 and above	4	8

Table 1.18 presents the initial gross monthly income in first job. Their monthly income ranges from P15,000.00- P20,000 with 47 percent. 29 percent are receiving P10,000.00 – P15,000.00. The result shows that the most of the graduates started their salary not on the lowest bracket but on the middle, only 2 percent started on the lowest salary. Since Multimedia Arts graduates have a wide choice of career paths to take, the salary levels vary greatly, and depend on the industry, the position and experience. This finding is different from the study of Billo et al. [14] which found out that the majority of the respondents were earning P5,001 to 10,000. This implies that the monthly earning of graduates is increasing over the years.

Table 2.1.1

Relevance of the school-related factors to the job placement in terms of Curriculum and Instruction (GE)

GE Subjects	WM	Verbal Interpretation	Rank
1. Mathematics	2.49	Slightly Relevant	2
2. Languages	3.74	Very Relevant	1
3. Natural Sciences	2.33	Slightly Relevant	3
Composite Mean	2.85	Relevant	

Legend: 3.50 – 4.00 = Very Relevant; 2.50 – 3.49 = Relevant; 1.50 – 2.49 = Slightly Relevant; 1.00 – 1.49 = Not Relevant

Table 2.1.1 displays curriculum and instruction (GE) with composite mean of 2.85 and verbally interpreted as relevant. The graduates identified Language subjects as very relevant in Multimedia Arts program (3.74); verbally interpreted, slightly relevant, ranked third. English language plays an important role in our lives as it helps in communication. All over the world, the main language used for studying any subject is English. English is important to broaden the minds, develops emotional skills, improve the quality of life by providing job opportunities.

Moreover, English used as an International language is growing with time since it is the only medium for communication in many countries. English is also used widely in the literature and media section to publish books, most of the writers write in the English language due to the vast majority of readers know only the English language and they can describe their ideas best in the English language.

In the study conducted by Pandey and Prabhat [33], “Enhanced communication skills in English can result to not only an improved social life, but also better job opportunities in the future”. From job interviews to the actual professional world, communication skills are very crucial, and being proficient in English means being able to communicate clearly and effectively. In job interviews, most interviewers conduct interviews in English. “Interviewers quickly make judgments and give great importance to first impressions. Poor skills in the language can mean smaller chances of landing a job”. On the other hand, being proficient in the language can help one leave a good first impression which means higher chances of getting the position one is applying for. English is the most commonly used language in the business world. Most business contracts are written in English. Handling international business deals require effective skills in English. “English is the preferred business language because it is an exact language. It allows a person to say what he or she wants to say without having to argue about the meaning”. However, using incorrect tenses, prepositions, and the like will make one’s statement less accurate. So in order to have an increased competence in the professional world, one should have a very good grasp of the English language.

Table 2.1.2. Relevance of the school-related factors to the job placement in terms of Curriculum and Instruction (Professional)

Professional Subjects	WM	VI	Rank
1. Traditional Drawing	3.29	Relevant	8.5
2. 2D Animation	3.45	Relevant	5.5
3. Digital Graphics	3.73	Very Relevant	1
4. Photography	3.60	Very Relevant	2
5. Video Production	3.51	Very Relevant	3
6. Web Design	3.43	Relevant	7
7. Interactive Media	3.45	Relevant	5.5
8. 3D Modeling/Animation	3.29	Relevant	8.5
9. Sound Production	3.49	Relevant	4
Composite Mean	3.47	Relevant	

Legend: 3.50 – 4.00 = Very Relevant; 2.50 – 3.49 = Relevant.

Table 2.1.2 reveals curriculum and instruction (professional) as job-related factors. In terms of professional subjects, Digital Graphics is considered very relevant as

Table 2.2. Relevance of the school-related factors to the job placement in terms of Faculty and Instruction

Faculty and Instruction	Weighted Mean	Verbal Interpretation	Rank
1. Conducts himself in a dignified and professional manner.	3.41	Relevant	6.5
2. Has good communication skills	3.71	Very Relevant	1
3. Teacher has mastery of the subject matter	3.55	Very Relevant	4.5
4. Makes use of various teaching aids	3.41	Relevant	6.5
5. Relates subjects to other fields and other life situation	3.55	Very Relevant	4.5
6. Conducts accurate and objective evaluation of student performance	3.61	Very Relevant	3
7. Quality of instruction is relevant to the course	3.67	Very Relevant	2
Composite Mean	3.56	Very Relevant	

Legend: 3.50 – 4.00 = Very Relevant; 2.50 – 3.49 = Relevant; 1.50 – 2.49 = Slightly Relevant; 1.00 – 1.49 = Not Relevant

Table 2.2 displays the assessment of graduates in the performance of the faculty members and their instruction. The graduates evaluated the instructional competencies of the faculty members as very relevant with a composite mean

denoted by the highest mean of 3.73. Traditional Drawing and 3D Modeling/Animation (3.29) with verbal interpretation of relevant ranked last.

With the composite mean of 3.47, all professional subjects are found to be relevant to the Multimedia Arts profession. This table showed that the respondent’s technical skills were improved through professional subjects and made them more responsive to the demands of the industry.

This is similar to the findings of Celis and Felicen [32], who stated that the curriculum has been effective on producing competitive graduates. It is not only the Professional subjects that have been useful to the employment of the respondents; the General Education subjects are useful as well. Similarly all the Professional Subjects were also found relevant and useful by the HRM graduates. Marketing is a well-studied field, and the results from decades of research are clear: “Photographs encourage engagement and increase the likelihood of people to act”. No matter how powerful your marketing material is, it can only succeed if it encourages people to reach out to your business or take other actions [34].

Interest, as often developed by animation concept, is not an end in itself, but the process of animation operates as a springboard for launching the learners into a wide variety of learning experiences. Besides increasing the teachers’ efficiency, animation concept and practice appeal to any age and ability group. The simultaneous use of audio, text, multi-coloured images, graphics, motions, light, and other special effects provide ample and exceptional opportunities for the learners (students) to develop capacity for high quality learning and increase their ability to be highly innovative in thinking and in practice” The implication of the findings of the study by Kwasu [35] is that animation is a reliable tool for teaching and learning process. “Animation brings life to inanimate objects; it concretizes learning and makes teaching learning process fun. These will significantly enhance the students’ performance rate”. A reduction in the failure rate will also mean a reduction in all other related problems such as the high dropout rate.

of 3.56. Teacher has a good communication skills ranked 1, with weighted mean of 3.71 with verbal interpretation of very relevant, followed by Quality of instruction is relevant to the course ranked 2. Conducts him in a dignified and

professional manner and Makes use of various teaching aids, the last 2 in rank with weighted mean of 3.41 with verbal interpretation of relevant.

Teacher having good communication skills really matters to the graduates. It inspires the graduates to listen

Effective communication in the workplace helps an individual to increase growth, productivity, and long term sustainability of the organization. Communication plays a vital role in any organization. “An employee who gives due importance towards learning this skill and investing time and effort is an asset for the organization. They help an organization to provide great customer experience which in turn increases the efficiency in their work”[36].

Last in rank are conducts him in a dignified and professional manner and makes use of various teaching aids. It only shows that the graduates didn’t much value what

attentively and be participative in the class discussion because it is important to have good verbal and written communication skills in order to deliver and understand information quickly and accurately.

teaching aids and the manner how the teacher conducts his class. Scott [37], a big corporation or small business is necessary to have professional workplace behavior for the long-term success of a business. “In meeting the goals and objectives of the company, interactions and relationships of the employee with customers are of vital importance. A professional work place attitude and appearance allow employees to take pride in their work and improve worker performance”. Encouraging their people to conduct themselves in a manner that supports company-wide success is having managers who behave professionally.

Table 2.3. Student Services

Student Services	Weighted Mean	Verbal Interpretation	Rank
1. Library services	3.47	Relevant	6
2. Registrar’s Office services	3.41	Relevant	7.5
3. College Dean’s Office services	3.59	Very Relevant	4
4. Office of Student Affairs services	3.53	Very Relevant	5
5. Health services	3.63	Very Relevant	3
6. Counseling and Testing Center	3.67	Very Relevant	1
7. Physical Plant and Facilities	3.41	Relevant	7.5
8. Laboratories (Computer, Science, Laboratories, etc.)	3.64	Very Relevant	2
Composite Mean	3.54	Very Relevant	

Legend: 3.50 – 4.00 = Very Relevant; 2.50 – 3.49 = Relevant; 1.50 – 2.49 = Slightly Relevant; 1.00 – 1.49 = Not Relevant

Table 2.3 shows student services as school related factors. The graduates assessed Counseling and Testing Center as very relevant with a weighted mean of 3.67, rank 1. This is followed by Laboratories (Computer, Science, Laboratories, etc.) with weighted mean of 3.64 interpreted as very relevant. Rank 3 is Health services with weighted mean of 3.63, interpreted as very relevant. Last in rank, Physical Plant and Facilities and Registrar’s Office services with a weighted mean of 3.41, interpreted as relevant.

The graduates assessed the student services with composite mean of 3.54 and verbally interpreted as very relevant. The respondents considered the importance of Counseling and Testing Center as it ranks first because they encourage students’ academic, emotional, social and personal development. They helped students to better known themselves and find solutions to the problem. As in rank 2, the respondents considered the need of laboratories in job placement as to equipment familiarization and operations. School laboratories are a great place for students which help them strengthen their learning by understanding the theoretical concepts of which are taught in classrooms. Well-made laboratories not only make students fun but also help students in achieving good academic results. A computer laboratory is important not only in the private school but also in the government school to enhance the scientific and technological research and invention capacity of students.

When students have knowledge in computer they can adapt to a modern approach to learning, they gain knowledge as well as learn new skills so that they can take up challenges.

In Bernhard [38] results that according to variation theory, “it is essential to enable students to focus on the object of learning and discern its critical features, but the features that it is possible to discern often depend on the equipment used”. Thus, in laboratories, the experimental technologies used may shape students’ experience of focal phenomena, in a human–mediating tools–world manner, by placing some aspects of reality in the foreground, others in the background, and visualizing certain aspects that would otherwise be invisible. However, this mediating role is often neglected, and instruments and devices are often seen as having little cognitive value. Hence, the role of experimental technologies in laboratory as tools for learning is examined here through a case study, in which three sets of students investigated the same physical relationships (Newtonian motion in an inclined plane) but using different measurement technologies. The results demonstrate that what it is possible for students to experience in a laboratory is heavily influenced by the chosen technology. Some technologies do not afford the discernment of features regarded as crucial for students to learn. Furthermore, analysis of video recordings shows that the three sets of students’ discourses differed, although they studied the “same physics”. Hence, the role of

experimental technologies in students' learning in laboratory should not be neglected, and their courses of action should be seen as material-discursive practice. Moreover, general conclusions about learning in laboratory should be drawn cautiously; specifying the conditions and technology used, and discussions about learning technologies should not be limited to the use of computers.

Last in rank are Registrar's Office services and Physical Plant and Facilities with weighted mean of 3.41. The role of the Registrar in a school is not just to keep records. It has evolved from keeping and safeguarding

student records to data analysis and management relevant to school planning and decision-making. Added functions range from troubleshooting to marketing for the school.

Mirmoghtadaie and Mohammadimehr [39] stated that "student services have a great impact to the students learning experience and their academic success, it lessens the university dropout rate and students' life diversity increases, students are encouraged in making rational decisions and also resolving conflicts and prepare students for active involvement in society".

Table 2.4. Organization and Administration

Organization and Administration	WM	VI	Rank
1. The school officers and heads include within their spheres of responsibility, all the vital activities of the institution and colleges	3.31	Relevant	6
2. The organization and administrative set-up of the institution and colleges are well integrated and function efficiently.	3.39	Relevant	2.5
3. Department heads are effective in guiding training and development of students to improve their performances	3.37	Relevant	4.5
4. Department heads possess positive attitude towards work, staff and students	3.41	Relevant	1
5. The administration ensures that training programs for students are adequate and well-organized	3.39	Relevant	2.5
6. The administration adheres to its vision-mission and institutional values.	3.37	Relevant	4.5
Composite Mean	3.37	Relevant	

Legend: 3.50 – 4.00 = Very Relevant; 2.50 – 3.49 = Relevant; 1.50 – 2.49 = Slightly Relevant; 1.00 – 1.49 = Not Relevant

Table 2.4 displays the relevance of organization and administration to the job placement of Multimedia Arts graduates. The graduates evaluated the organization and administration as relevant with a composite mean of 3.37. Department heads possess positive attitude towards work, staff and students rank 1 with weighted mean of 3.41, verbally interpreted as relevant. It is very essential to the graduates the complete trust to the department heads as they know they are secured and they are to perceive their careers and enjoy it.

School administrators always ensures that teachers are competent and have opportunities to improve their skills is critical. They need to be an instructional leader and communicate views on what is considered good teaching, as well as expectations for instructional practices, grading and student achievement. In an educational organization, the school provides the students to gain knowledge, ability and attitude in accordance with the aims and principles of the educational system. The schools and universities are organized educational centers to achieve the educational function. In the research conducted by Shahab and Nisa [40] the findings of analysis show that: Leadership has a positive and significant influence toward job satisfaction, a work attitude has a positive and significant influence toward job satisfaction, A Job Satisfaction has a significant and positive influence toward employee performance, Leadership has a positive and not significant influence toward employee performance, Work Attitude has a positive and significant influence toward employee performance.

Giauque [41] shows that internal factors (self) and external factors in the form of organizational policies and work environment (leaders and colleagues) have an influence on employee attitudes in the organizational change. He concluded that perceived social support and perceived organizational support foster positive attitudes of the employees in facing change, whereas stress perception experienced by employees creates negative attitudes towards organizational change.

Last in rank, the school officers and heads include within their spheres of responsibility, all the vital activities of the institution and colleges with weighted mean of 3.31 with verbal interpretation of relevant. A successful school is about much more than teaching. While good teaching and learning are crucial, the administration that underpins is the key in providing a well-rounded education that encompasses the whole child. Effective administration and operations support an education that goes well beyond imparting knowledge. Any organization plays a vital role in the life of human being. It plays different functions like; brings efficiency, guide students to receive right direction from the right teachers, enables the student to get profit from their learning, bring coordination of the student-teacher-parents-society. Administration is the backbone of education.

The people who are responsible in the formulation of the schools' vision, philosophy, mission and objectives' in shaping the school curriculum that plays an important role is the school administrator. The responsibilities or their job description is to provide necessary leadership in evaluating

teaching personnel and school program; keep records of curriculum and report learning outcomes. It is also their responsibility of running the entire school effectively and oversees the smooth transition of the child from one grade level to another and they should see to it that the curriculum is implemented vertically or horizontally with very minimal

overlaps. Instead there should be continuity, relevance, balance, so that overall curriculum will produce a well-rounded person.” Indeed the role of the administrators can never be ignored. The principle of command responsibility and institutional leadership rests on the shoulder of the school administrators [42].

Table 2.5. Community Extension, Linkages & Research

Community Extension, Linkages and Research	Weighted Mean	Verbal Interpretation	Rank
1. Community Extension services of the college	3.18	Relevant	3
2. Linkages with other institutions and OJT	3.47	Relevant	1
3. Development of research activities in the college	3.27	Relevant	2
Composite Mean	3.31	Relevant	

Legend: 3.50 – 4.00 = Very Relevant; 2.50 – 3.49 = Relevant; 1.50 – 2.49 = Slightly Relevant; 1.00 – 1.49 = Not Relevant

Table 2.5 shows community extension, linkages and research. Linkages with other institutions and OJT with weighted mean of 3.47 interpreted as relevant ranked first. It is followed by Development of research activities in the college with weighted mean of 3.27 interpreted as relevant. Ranked third, Community Extension services of the college with weighted mean of 3.18 interpreted as relevant. Graduates assessed the Community Extension, Linkages and Research with a composite mean of 3.31 interpreted as relevant. It shows that the graduates treasure the Linkages with other institutions and OJT because the students know how important the OJT is to their chosen career but it also shows the students the reality about working.

Development of research activities in the college ranks 2 with weighted mean of 3.27. Research developed students’ critical thinking and may look into the results of applying new thoughts through study and testing. According to Padmaja, et.al [43], “the undergraduate research experience is one of several experiences that can impact the future career choices of our undergraduate students. In academia, both the faculty and the students are challenged to embrace engaged learning experiences and evidence-based education through undergraduate research”. This has been the transition in higher education over the last 20 years: moving towards creating powerful educational environments that improve learning, rather than adding more courses that merely transfer knowledge.

Rank 3, Community Extension services of the college with weighted mean of 3.18. LPUB has its Integrated Development Program, where the tri- focal functions of a college, namely, instruction, research and extension have to be interwoven harmoniously to make learning more meaningful. CEAS has its sustainable and non-sustainable community extension programs to its adopted community. Sustainable community extension activities such as literacy and reading program, basic drawing and sketching.

Table 3.1 shows competencies learned during college. Obviously, 21 percent consider communication skills to be the most useful skill they learned from college that became very useful to the job. Competent to communicate effectively is one of the most important life

skills to learn. Communicating with other people by giving the insights will be a key to success, it comes from experience and experience is a good teacher.

Table 3.1 Competencies Learned by Multimedia Arts Graduates during College

Skills Learned	Frequency	(%)
Communication Skills	23	21
Human Relation Skills	13	12
Entrepreneurial Skills	7	6
Information Technology Skills	17	15
Problem-solving Skills	17	15
Critical Thinking Skills	20	18
Other Skills	14	13

In the study conducted by Albina and Sumagaysay [23] indicates that communication skills are considered by majority of the respondents as the foremost competency they learned in college that they find useful in their job. This finding is parallel to the claim of Martin [44] “that communicative competence can greatly help new graduates to develop their potential, both socially and occupationally”. His study further suggests that “the importance of communicative competences should be included in the new educational context to enhance the employability and productive force of future graduates”

Entrepreneurial skills got the lowest with 6 percent. Entrepreneurship is turning ideas to action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects. It is vital to promote innovation, competitiveness and economic growth.

In contrary to the result, of the study of Celis et. al. [45] got the highest percentage In Entrepreneurial skills with 91.03 percent. The HRM program injected Entrepreneurship course to its curriculum to give students a strong foundation in Hospitality and Tourism skills as well as in entrepreneurship and management. Entrepreneurship contributes a significant portion of job creation both nationally and locally. Managing or starting a business requires a unique combination of skills in management,

finance, marketing, technology, and communication. The skills learned in this degree, together with work experience, are intended to qualify graduates to enter management in an existing hospitality business or start a new venture.

Table 3.2 reflects work-related values gained with weighted mean 4.54 and verbally interpreted as very much. Punctuality ranked 1 with weighted mean 4.73 and verbally interpreted as very much.

Table 3.2. Work Related Values Gained

Work-related Values	WM	Interpretation	Rank
1. Love for God	4.45	Much	12.5
2. Honesty & love for truth	4.57	Very Much	7.5
3. Punctuality	4.73	Very Much	1
4. Obedience to superior	4.49	Much	11
5. Perseverance/ hard work	4.59	Very Much	5
6. Creativity/innovativeness	4.55	Very Much	9.5
7. Courage	4.43	Much	14.5
8. Professional Integrity	4.69	Very Much	2
9. Love for co-workers/others	4.45	Much	12.5
10. Unity	4.57	Very Much	7.5
11. Fairness and Justice	4.59	Very Much	5
12. Leadership	4.43	Much	14.5
13. Efficiency	4.61	Very Much	3
14. Supportiveness	4.55	Very Much	9.5
15. Perseverance	4.59	Very Much	5
16. Nationalism	4.31	Much	16
Composite Mean	4.54	Very Much	

Legend: 4.50 – 5.00 = Very Much; 3.50 – 4.49 = Much; 2.50 – 3.49 = little; 1.50 – 2.49 = Very little; 1.00 – 1.49 = Not at All

Punctuality in the workplace is a sign of professionalism and helps the employee establish a good reputation. The morale in the workplace is higher when everyone is punctual. When someone is chronically late, the flow of work is naturally interrupted as other team members adjust to cover for the delay. Knowing that their replacement is always late during the change of shift, employees might become bothered and impatient. Tension and resentment rise within teams when someone is chronically late causing other team members feel a lack of respect.

Professional Integrity rank 2 with weighted mean of 4.69 and verbally interpreted as very much. Professional integrity in the workplace has a great impact on the productivity, action and reputation. The most important trait of professionalism is to have integrity. A person with integrity can easily have a good relationship with his co-workers. It is the practice of keeping up appropriate ethical behavior and tradition of showing strong adherence to moral and ethical principles and values such as honesty, honor, dependability and trustworthiness Anderson [46] claim that efficiency in the workplace means when employees carry out the correct work in the right way, with the least waste of time and effort. In essence, improving workplace efficiency is about helping employees work smarter, not harder. Efficiency at the workplace is of utmost importance. It is the key to achieve goals and results and it is the best way to get their projects and tasks done. When they are efficient, they

learn how to prioritize tasks and how to entrust those that can be done by somebody else under our supervision.

The last in rank is Nationalism with weighted mean of 4.31 and interpreted as much. The aim of nationalism is to develop a sense of belonging for the people in the country towards their nation. Nationalism unites people across different languages, gender, religion, cultures, or ethnicity.

CONCLUSIONS AND RECOMMENDATION

The Multimedia Arts graduates from 2016-2019 are highly employable with 88 percent employment rating, with regular status and presently working as professionals in the Philippine related to their college degrees who found their first job as recommended by someone, stayed on their first job for 1 to 6 months and the most reason of changing their job is salaries and benefits. Communication skill is considered the foremost competency learned in college that found very useful to their job placement along with punctuality, professional integrity, and efficiency; Languages is the most relevant general education subject and digital graphics for professional subject; Teachers communication skills is considered as the most relevant school related factors as well as the Guidance and Testing Center and positive attitude of the department heads towards work, staff and students and linkages with other institutions and OJT. Among the skills and competencies found useful to their job placement is Communication skills. The work related values that contributed much to their employment are punctuality, professional integrity and efficiency. There is a high level of school related factors that contribute to present employment and relevant to the job placement of Multimedia Arts graduates like the curriculum and acquired necessary skills and technical knowledge.

To further enhance the marketability of Multimedia programs and the employability of the graduates they produce, academic leaders, alumni, and industry representatives may periodically review the curriculum, is imperative to ensure that graduates are equipped with the necessary knowledge and skills to make them highly employable in the industry. Internship office may provide highly relevant OJT for the students with a rich opportunity to meaningfully experience and analyze the skills required in the world of work. The CEAS Department may monitor methods employed in classroom activities and other venues may be geared towards developing well-rounded personalities of students, related with academic quality standards. The teachers may incorporate nationalism on the output of the students. LPU-Batangas may strengthen the internship program by tie-ups to some of the well-known media industries in order to train the students well and give them the real vantage of working in the industry or field. Graduates may have constant communication with their batch mates and for them to have updates through knowing their employment status. Future researchers may explore on other factors that affect the employment and productivity of Multimedia Arts as well as problems in terms of personal,

family, health, and environment, social, spiritual and emotional aspects.

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