Employability of BS Customs Administration Graduates of Lyceum of the Philippines University-Batangas

Keith Ann M. Casa, Mark Jaylord S. Gutierrez, Vanessa Mae A. Magtibay, James Homer M. Mendoza, Jasmin C. Mendoza, Hadge E. Encio
College of Business Administration
Lyceum of the Philippines University, Batangas City, Philippines

casakeithann@gmail.com, hadgeencio@gmail.com, mjaylordgutierrez@gmail.com, vmagtibay7@gmail.com, jameshomermendoza@lpubatangas.edu.ph, jasminmendoza0001@gmail.com

Abstract –The study aimed to determine the employability of Bachelor of Science in Customs Administration graduates from 2018-2020. This study utilized the descriptive method of research with total of one hundred fourteen graduates participated. Data were gathered using the institutional instrument for tracer study. Findings revealed that majority of the graduates secured a job within 1 to 6 months, with regular status and presently employed as professionals in transport storage and communication companies. Communication and human relations skills, values such as perseverance and hard work, and faculty and instruction contributed very much to their job placement. The researchers recommended the improvement in various areas and the conduct of further studies.

Keywords – BSCA graduates, employability, school-related factors, tracer study, work-related values

INTRODUCTION

Graduates are faced with the challenge of seeking for employment after graduation. They desire for the best job offer available in the job market. However, competition in the job market is intense and it hinders graduates from being hired due to lack of employability skills. As reported by The Philippine Star [1], only one (1) out of three (3) Filipino college graduates is employed which means about 65 percent of graduates are denied by employers. This calls for the development and intervention of college curriculum to enhance the skills and to increase the employability rate of Filipino graduates in the country.

Lyceum of the Philippines University-Batangas (LPU-B) is one of the well-known universities in the Philippines which offers BS Customs Administration (BSCA) program. The institution has provided numbers of board topnotchers and has shown impressive performance in the Customs Broker Licensure Examination (CBLE) over the years. The capability to produce employable

graduates' forms part of the education process. It begins from imparting the knowledge and theoretical ideas to honing the skills and expertise of a student. Having employability skills creates an impression to the employers which will further result to job selection and hiring.

In line with that, the results of the recent tracer study conducted by Mendoza and Macalalad [2] provided a desirable employment rate of over 90%. Love for God and perseverance are the work values that contributed to the employment of graduates. It also appeared that professional subjects influenced employability. However, with the advent of the pandemic, many industries are affected including the employment in the country. The Philippine Statistics Authority has reported an unemployment rate of 8.7% in October which is approximately 3.8 million Filipinos who are jobless amidst the health crisis [3].

Given the status quo, the researchers wanted to conduct this study to determine the current employment status of BSCA graduates. Additionally, the researchers

wanted to validate the results of the previous tracer study if such is still relevant to the employability of the graduates given the current situation affecting everyone in the world. This study is deemed relevant to the researchers, who are in the same program as the respondents, to obtain data regarding their future employability.

OBJECTIVES OF THE STUDY

The study aimed to determine the employability of Bachelor of Science in Customs Administration graduates covering three (3) years (2018-2020).

Specifically, it aimed to present the profile of the respondents in terms of gender, year of graduation, and their employment status; to describe the influence of work-related values and school-related factors provided by LPU in their employability; and to propose an action plan to improve the employability of BSCA graduates in the university based on the results of the study.

METHODS

Research Design

The study employed the descriptive method to determine the employability of BSCA graduates of LPU-Batangas. According to Kowalczyk [4] descriptive research is a study designed to illustrate the participants in a precise way. This method is relatively suitable on the study because it describes the present status of the alumni.

Participants

The respondents of the study were graduates of the BSCA program of LPU-Batangas from the year 2018-2020. Total population sampling was used where the total number of graduates were 114 from three academic years: 2017-2018 (59 graduates), 2018-2019 (51 graduates), and 2019-2020 (4 graduates). The researchers used 85.96% of the total number of graduates given that their response was voluntary and only those data provided by the respondents were utilized.

Instrument

The study utilized a standard questionnaire to determine the employability of BSCA graduates. It used the standard tracer study instrument provided by the Center for Research and Innovation of the University which composed of two parts. Part, one presents the general information while part two composed of employment data.

Procedure

The data were gathered through a research questionnaire which was administered upon obtaining the names and contact details of the respondents using Google Forms which spanned for a month wherein the necessary data that the respondents supplied were considered true based on the best of their knowledge.

Ethical Consideration

Before the administration of the questionnaire, the names and contact details of BSCA graduates from 2018-2020 were obtained from the College of Business Administration of LPU-B. Consent was sought from these graduates for them to be part of the study.

The data that were gathered from the respondents were treated with utmost confidentiality. The response of the participants was voluntary, and no force or intimidation was involved in obtaining the relevant data for this study.

Data Analysis

The data were tallied, encoded, and interpreted using different statistical tools. Frequency and Percentage were used to determine the profile of the respondents and their employment data. Weighted Mean and Rank were used to determine the work-related values and school-related factors that influenced their employability.

RESULTS AND DISCUSSION

Table 1. General Information

Profile Variables	Frequency	Percentage
Gender		
Male	30	30.6
Female	68	69.4
Year Graduated		
Year 2018	46	46.9
Year 2019	49	50
Year 2020	3	3.1

Table 1 shows the percentage distribution of the respondents' profile. It was found out that there are 68 female respondents with a percentage of 69.4 and 30 male graduates with a percentage of 30.6. It shows that females are more interested in taking the program rather than male students. It is broadly acknowledged that in the Philippines, women are more inclined to attend to college than men. In the study of Francis [5] they had found that women in the Philippines tend to receive more schooling than men, yet when they enter the labor market, they still receive lower wages as compared to men.

In terms of graduates' educational background, 49 respondents have graduated from year 2019 with a percentage of 50; 46 respondents have graduated from year 2018 with a percentage of 46.9; and three (3) respondents have graduated from year 2020 with a percentage of 3.1. This indicates that majority of the respondents are from year 2019 because students in this batch tend to become more interested in taking the BSCA program. It can be inferred that there may be increasingly number of enrollees in Customs Administration Program because of the commonly growing numbers of first-time examinees through the years [6].

Table 2.1. Presently Employed or Not

Indicators	Frequency	Percentage
Yes	75	76.50
No	19	19.40
Never Employed	4	4.10

Table 2.1 presents the employment rate of the respondents. It shows that 75 of the respondents are presently employed with a percentage of 76.50. It implies that most of the graduates have found employment that would fit their skills and educational qualifications. In line with this, the Philippine Statistics Authority [7] showed that the country still managed to pick up an employment rate of 91.3% despite the advent of COVID-19 pandemic with the largest proportion of workers employed in the services sector, followed by the agriculture and industry sector. In view of this, logistics businesses were able to continue their operations amid the closing of many businesses caused by the pandemic since movement of goods is critical to deliver them to their destination. Without logistics, no movement of goods would occur and essential goods such as PPEs and face masks would not be transported.

Nineteen (19) respondents are not presently employed with a percentage of 19.40. When it comes to finding a job, one of the main reasons of not getting their job easily is because of lack of work experience as it is a strong requirement in the country. The region is faced with large capabilities and labor marketplace challenges. Job requirements are demanding more complex and state of the art capabilities as the industry is becoming more diversified and to remain competitive and to achieve their growth objectives, a highly skilled labor force is increasingly becoming important for the economy [8].

Four (4) respondents have never been employed with a percentage of 4.10. It can be indicated that the reasons were personal decisions and health concerns due to COVID-19 pandemic. According to Williams [9], the tensions have come to be heightened and displays of emotions within the workplace have increased as society struggles to adjust to the global pandemic.

Table 2.2 Reasons for Unemployment

Indicators	f	%
Advance or further study	1	4.34
Family concern and decided not to find a job	5	21.74
Health-related reason(s)	0	0.00
Lack of work experience	4	17.39
No job opportunity	4	17.39
Did not look for a job	6	26.09
Other reason(s)	11	47.83

Table 2.2 shows the reasons for graduates' unemployment. Eleven (11) respondents have other reasons with a percentage of 47.83. Majority of the respondents have personal and exclusive reasons for their unemployment.

This indicates that their individual concerns and perspective are their top priorities during this time.

As influenced by diverse external environmental factors the graduates find themselves in a complicated decision-making process. It includes the factors of market conditions, individual perspectives and employable skills and abilities. As they prepare for graduation, they were affected by these components while making plans for their career, networking and collecting beneficial information about the employment market [10].

Six (6) respondents did not look for a job with a percentage of 26.09. This implies that graduates chose not to secure a job during this time. It is a reality that the health crisis brought a major impact to the graduates in the job market. As mentioned in the study of Henseke et al. [11], it can be viewed that most graduates leaving higher education in 2020 and 2021 will be troubled in finding a graduate level employment, or any job at all. It is proven that in such time like this, graduates who attempt to be on the job market will only encounter difficulties.

Further, five (5) respondents have family concern and decided not to find a job with a percentage of 21.74 followed by lack of work experience and no job opportunity with similar percentage of 17.39. Advanced or further study got the least percentage having 4.34, and no respondent answered health-related reasons. This means that graduates' health has nothing to do with their unemployment. It still proves that despite of economic growth, the employment increase is not sufficient to lessen unemployment due to the fact of rapid population growth and rise in the labor force participation and slow job creation [12].

Table 2.3. Present Employment Status

Indicators	Frequency	Percentage
Regular or Permanent	45	60.00
Temporary	0	0.00
Casual	2	2.67
Contractual	21	28.00
Self-employed	7	9.33

In terms of the respondents' present employment status, Table 2.3 shows that majority are regular or permanently employed having a frequency of 45 with a percentage of 60. It can be observed that most of the graduates are working as regular/permanent employees since this is the common practice in the country. This sustained the result

of the previous study of Macalalad and Mendoza [2] which also found out that most of the graduates are permanently employed.

Twenty-one (21) respondents are contractual with a percentage of 28. It can be observed that this is one of the relevant employment statuses of fresh graduates since most companies cannot afford to give permanent position to its employees. Employers and employees will certainly deal with this extraordinary situation by embracing the new ways of meeting their obligations under their employment contracts [13]. Seven (7) respondents are self-employed with a percentage of 9.33; two (2) respondents are casually employed with a percentage of 2.67; and no respondent is temporarily employed. It can be viewed that graduates do not land on temporary employment status because employers want them to work full-time in the daily operations of the business. For graduates, it is not surprising to take note that there are some who will set up their own business as competitions in looking for employment is high due to job mismatch and competitive business graduates [14].

Table 2.4. Nature of Employment

Indicators	Frequency	Percentage
Gainfully employed	62	82.67
Self-employed	9	12.00
Underemployed	4	5.33

In terms of the respondents' nature of employment, Table 2.4 provides that 62 respondents are gainfully employed with a percentage of 82.67. This shows that most of the graduates' work in an environment related to their expertise or the course they completed. They have steady job and receive wages or salaries from employers. The result conforms with the study of Refozar et al. [15] which provided that graduates counted themselves as gainfully employed if they were able to cover all their needs with their salaries as a single individual and that SMEs can effectively mentor employees although they were not able to meet the expected amount of pay from the graduates.

Meanwhile, nine (9) respondents are self-employed with a percentage of 12. Impliedly, some graduates are satisfied and trust themselves much to work as an employer and employee at the same time. Although self-employment has positive impacts to self-employed individual in terms of job satisfaction, apart from financial facet, overall life fulfillment is foregone [16].

On the other hand, 5.33 percent or four (4) from all respondents are underemployed. There is a minimal percentage of underemployed graduates for the reason that they tend to do a job that does not use all their skills and education and does not meet their financial needs.

According to Abel and Deitz [17], some of the fresh graduates are not looking for job appropriate to their finished program and underemployment continues to rise because there are jobs that do not require college degree that causes share working and puts graduates into a disadvantage.

Table 2.5. Present Occupation

Indicators	f	%
Officials of Government and Special-Interest Organizations, Corporate Executives, Managers, Managing Proprietors and Supervisors	12	16.00
Professionals	29	38.67
Technicians and Associate Professionals	2	2.67
Clerks	12	16.00
Service Workers and Shop and Market Sales Workers	6	8.00
Farmers, Forestry Workers and Fishermen	1	1.33
Trades and Related Workers	10	13.33
Plant and machine Operators and Assemblers	0	0.00
Laborers and Unskilled Workers	0	0.00
Special Occupation	3	4.00

Table 2.5 presents the graduates' present occupation. 29 respondents are employed as professionals (38.67%). This denotes that customs' graduates most likely became professionals on their field of work because of their expertise and knowhows learned in college. It was mentioned in a study that to become a full-pledged professional, one of the essential factors is a year experience and a minimum of one year to four years of experience to attain a managerial position [18].

It was followed by Clerks and Officials of Government and Special-Interest Organizations, Corporate Executives, Managers, Managing Proprietors and Supervisors which both garnered a frequency of 12 (16%). According to Commission on Higher Education, Customs Administration's line of work is primarily on international trade, logistics, shipping and supply chain. It is also associated in fields of business, public administration, finance, educational management and in any realm that incorporates business and management.

Ten (10) respondents work as Trades and Related Workers (13.33%), while six (6) respondents work as Service Workers and Shop and Market Sales Workers (8%). It can be seen that only a portion has a Special Occupation, work as Technicians and Associate Professionals and as Farmers, Forestry Workers and Fishermen which have a frequency of 3 (4%), 2 (2.67%) and 1 (1.33%), respectively.

Out of 98 respondents, none of them worked as Plant and Machine Operators and Assemblers and Laborers and Unskilled Workers. Occupations afar from the degree merited are not much recognized since it requires unalike skills and knowledge. To be hired and to perform a job, qualifications of an applicant looking for a job should match the qualifications required in the workplace [19].

Table 2.6. Major Line of Business of the Company

Indicators	f	%
Agriculture, Hunting and Forestry	3	4.00
Fishing	0	0.00
Mining and Quarrying	0	0.00
Manufacturing	8	10.67
Electricity, Gas and Water Supply	4	5.33
Construction	1	1.33
Wholesale and Retail Trade, repair of motor vehicles, motorcycles and personal and household goods	6	8.00
Hotels and Restaurants	0	0.00
Transport Storage and Communication	24	32.00
Financial Intermediation	4	5.33
Real Estate, Renting and Business Activities	4	5.33
Public Administration and Defense; Compulsory Social Security	11	14.67
Education	0	0.00
Health and Social Work	2	2.67
Other Community, Social and Personal Service Activities	4	5.33
Private Households with Employed Persons	4	5.33
Extra-territorial Organizations and Bodies	0	0.00

In terms of the major line of business of the company the respondents are presently employed in, Table 2.6 displays those 24 respondents are in the Transport Storage and Communication which accounts with a percentage of 32. It infers that most of the graduates tend to work in a line of business related to the degree they earned. They make use of the skills and education they obtained from college to their current job. To get rid of job mismatch to the skills and expertise of employees, it is necessary that human resource management take into consideration the relevance of the job to the applicants' educational qualification. This knowledge and expertise may bring success to the business employed to wherein graduates put into practice what they have learned [14].

Second to the highest frequency is Public Administration and Defense; Compulsory Social Security which has 11 respondents or 14.67 percent. This denotes that some graduates prefer to work in a public service or in a government sector. As stated by Commission on Higher Education, Customs Administration graduates may pursue career both on government and private enterprises in any level of positions.

Eight (8) respondents are in Manufacturing with a percentage of 10.67. Six (6) respondents are in Wholesale and Retail Trade, repair of motor vehicles, motorcycles, and personal and household goods with a percentage of 8.00. Electricity, Gas and Water Supply, Financial

Intermediation, Real Estate, Renting and Business Activities, Other Community, Social and Personal Service Activities and Private Households with Employed Persons all got a percentage of 5.33 which account to 4 respondents each. There are 3 or 4.00 percent in Agriculture, Hunting and Forestry, 2 or 2.67 percent in Health and Social Work and 1 or 1.33 percent in Construction.

It also appears that there are no respondents who are presently employed in Fishing, Mining and Quarrying, Hotels and Restaurants, Education and Extra-territorial Organizations and Bodies. This connotes that these lines of business are far from the skills and knowledge they learned in their academic program. In the study of Velciu [19], it is stated that being employed in a job that does not match educational attainment affects worker's performance, job satisfaction and any other possible results of labor market.

Table 2.7. Place of Work

Indicators	Frequency	Percentage
Local	73	97.33
Abroad	2	2.67

Table 2.7 indicates the graduates' place of work. Seventy-three (73) respondents work locally with a percentage of 97.33. This implies that working in the country is more in-demand for customs graduates since the applicable customs and tariff laws in each country are different. Graduates tend to work locally where their knowledge and trainings on customs administration are highly applied. Similarly, the study of Maderazo [20] mentioned that most of the graduates choose to stay in the country to practice their profession and be paid to a certain extent generously.

On the other hand, two (2) respondents work abroad with a percentage of 2.67. This shows that there are lot of opportunities for customs administration graduates even overseas. Nevertheless, Camello et al. [18] stated that local businesses are still prevalent on the employment of graduates although there are also opportunities across the borders.

Table 2.9. Reasons for Staying on the Job

Indicators	Frequency	Percentage
Yes	55	73.33
No	20	26.67

More so, it can be viewed that majority of the respondents' current employment is their first job after graduation as manifested by a frequency of 55 (73.33%). This entails that most of them are inclined to their first job and chose to stay. This result is supported by the study of Chavez et al. [21] which mentioned that difficulty in finding another job caused by extreme competition brought

graduates to stay for a longer time in their first job to gain more experience.

Those that present career is not their first job after college is represented by a frequency of 20 (26.67%). This indicates that graduates can still manage to be employed even they leave their first job because of opportunities offered accompanied by their competencies. This result accords the previous study of Macalalad and Mendoza [2] which also shows that there are more graduates which job is their first after getting a degree.

Table 2.9. Reasons for Staying on the Job

Indicators	f	%
Salaries and benefits	33	44.00
Career challenge	28	37.33
Related to special skill	14	18.67
Related to course or program of study	38	50.67
Proximity to residence	9	12.00
Peer influence	0	0.00
Family influence	5	6.67
Other reason(s),	2	2.67

Table 2.9 presents the reasons for staying on the job. Thirty-eight (38) respondents answered Related to course or program of study. This only shows that relativity of the job to their course or program of study in their employment. Refozar et al. [15] acknowledged that majority of the job of graduates is suitable with their educational attainment.

Thirty-three (33) respondents answered Salaries and benefits (44%). This implies that practicality is still prevalent in deciding and choosing where to employ. Salaries and benefits are some of the motivating factors for an employee to stay in a job, particularly those who are just starting out in the domain of corporate world [22].

Further, 28 respondents answered Career challenge (37.33%); 14 respondents or 18.67 percent said that related to special skill is their reason; nine (9) respondents responded Proximity to residence; five (5) responded Family influence (6.67%); and two (2) respondents answered other reasons (2.67%).

Morevoer, it can be viewed that no respondent answered Peer influence. This is because they have distinctive views in their career decisions. This result validates the result of the previous tracer study of Macalalad and Mendoza [2] which shows that peer influence is one of the least reasons why employees keep on staying on their present place of work.

Table 2.10. First Job Related to Course Taken in College

Indicators	Frequency	Percentage
Yes	42	75.00
No	14	25.00

It can be gleaned from the table that majority of the respondents' first job is related to the course they took up in college having a frequency of 42 or a percentage of 75. This depicts that most of the respondents were able to land in a job that is close to their degree. Graduates find it easier to seek for employment that is aligned with their finished program. This is conceded by another study of Chavez et al. [21] which also gathered a result that most of the graduates' first job is related to their program of study.

In the contrary, those that are not related to the course they took up in college garnered a frequency of 14 or a percentage of 25. This portrays that most graduates do not desire to work where they have no knowledge or idea on what their tasks will be. The same result was gained in the study of Reyes and Salas [23], where lesser number of graduates are employed in a job not related to their proficiencies acquired in college.

Table 2.11. Length of Time to Find the First Job

Indicators	Frequency	Percentage
Less than a month	12	28.57
1 to 6 months	17	40.48
7 to 11 months	3	7.14
1 year to less than 2 years	8	19.05
2 years to less than 3 years	2	4.76
3 years to less than 4 years	0	0.00

Table 2.11 exhibits that 17 respondents took 1 to 6 months (40.48%) to land to their first job. This indicates that graduates are able to find first job in just a short span of time. It does not take them several years before finding their first job for the reason that before they leave college, they are well-trained that gives them the edge to secure a job after graduation. It is stated in the study of Refozar et al. [15] that in a short period of time within six months to one year in average, graduates are able to acquire job. To this extent, they have time to seek better chances of employment and decide on the location, what company or what position to apply which depends on the urgency and needs of companies.

Moreover, 12 respondents' length of time to land on first job is less than a month (28.57%). This denotes that some graduates are being employed even within the shortest period because of their competitive personality and knowhows as a graduate of a four-year college degree. In a study of Cabigas et al. [24], scarce in number of professionals in a vicinity is one of the possible reasons why there are job aspirants hired within a short period of time.

Additionally, 8 respondents took 1 year to less than 2 years (19.05%); 3 respondents took 7 to 11 months (7.14%); and 2 respondents took 2 years to less than 3 years

(4.76%). As presented, no respondent answered 3 years to less than 4 years. This indicates that graduates did not wait for too long to get a job after graduation since their capabilities and aptitudes are perceptible. This result is in congruent with the findings of the study of Albina and Sumagaysay [25] where the least portion of respondents' length of time on looking for a job is three to four years.

Table 2.12. Reasons for Accepting the Job

Indicators	Frequency	Percentage
Salaries & benefits	38	67.86
Career challenge	34	60.71
Related to special skills	27	48.21
Proximity to residence	9	16.07

Table 2.12 indicates the reasons for graduates to accept the job. 38 respondents answered Salaries and benefits with a percentage of 67.86. This implies that graduates consider good salaries and benefits that will reflect their financial needs. It is reflected that higher salaries and numerous benefits motivate the employees as a member of one organization especially when they are aware of all the opportunities that will lead them to professional growth [14]. Furthermore, 34 respondents answered Career challenge with a percentage of 60.71. This shows that graduates are ready to face and conquer the challenge of corporate world to them. According to the study of Camello, et al. [21], graduates are seeking for a more challenging and interesting job that would show off their abilities. Moreover, 27 respondents answered Related to special skills with a percentage of 48.21; and 9 respondents answered Proximity to residence with a percentage of 16.07. They less likely consider the proximity of the job to their residence because they tend to go where there would be an offer for them. This confirms the result of the study of Macalalad and Mendoza [2] which also gathered that proximity to residence is the least considered reason.

Table 2.13. Reasons for Changing Job

Indicators	Frequency	Percentage
Salaries & benefits	13	61.90
Career challenge	12	57.14
Related to special skills	5	23.81
Proximity to residence	4	19.05
Other reason(s)	1	4.76

In terms of the reasons for changing job, Table 2.13 shows that 13 respondents answered Salaries and benefits (61.90%). This indicates that the graduates consider most the salaries and benefits when changing a job to match with their needs and interests. When they do not feel satisfied with the salaries and benefits, they receive, they opt to change their job. In the study of Camello, et al. [21], it is said that having a low salary is common for an entry level positions as a result of their qualification. Most companies based their salary on the employees' skills and experience in which graduates lack since they are beginners in the field.

12 respondents answered Career challenge (57.14%). Being second factor to be considered, it explains that the job to be changed was not able to challenge them in terms of their career. According to Baugh and Sullivan [26], challenge in career would heighten their engagement in work and will help individual to develop and grow as an employee. Only 5 respondents answered Related to special skills (23.81%); 4 respondents answered Proximity to residence (19.05%); and 1 respondent answered Other reasons (4.76%). This only shows that the given indicators are the common reasons for the graduates to change their jobs. This result is similar to the study of Macalalad and Mendoza [2] which garnered the same order of frequency from the respondents.

Table 2.14. Length of Stay in the First Job

Indicators	Frequency	Percentage
1 to 6 months	11	55.00
7 to 11 months	1	5.00
1 year to less than 2 years	8	40.00

Table 2.14 provides the graduates' length of stay in their first job. 11 respondents answered 1 to 6 months with a percentage of 55. This indicates that graduates stay for a short period in their first job. They tend to gain experience from their first job in a short time and look for another. The result is alike with the findings of the previous tracer study of Buenviaje et al. [14] wherein graduates of stayed on their first job within one to six months.

Additionally, 8 respondents answered 1 year to less than 2 years with a percentage of 40; and 1 respondent answered 7 to 11 months with a percentage of 5. This implies that after their stay in the job for half of a year, they tend to leave the job or stay for another half. More so, this is quite a common period in the work field where employees choose to leave after 6 months or after a year, not in between such time. In the study of Macalalad and Mendoza [2], it showed that more graduates tend to stay in a year than to stay within 7 to 11 months before they leave.

Table 2.15. Finding First Job

Indicators	f	%
Response to an advertisement	8	10.67
As walk-in applicant	16	21.33
Recommended by someone	40	53.33
Arranged by school's job placement officer	0	0.00
Family business	2	2.67

Job Fair or Public Employment Service Office	0	0.00
Information from friends	4	5.33
Others	5	6.67

It can be gleaned that 40 respondents found their first job through recommendation. Recommendations tend to lead graduates in finding a job, rather than relying solely on personal ideas. There is a greater probability of securing a job from a recommendation. At present, job market is far different from the years that had passed. Applicants relying on their resume to have a career is not that relevant these days, rather they have to work at getting personal contacts, introductions and recommendations that will lead to getting a job. Recommended job seekers have higher chances of being hired [2].

While 16 respondents answered as walk-in applicant (21.33%). Graduates have been known to possess the qualities needed by the employers such as being determined and hardworking. They tend to find a job through walk-in applications because this is their first time and their determination is certain to aim their goal. In the study of Navida [27], it was revealed that large number of respondents found their first job as walk-in applicants.

While 8 respondents answered Response to an advertisement (10.67%). 5 respondents answered Others (6.67%); 4 respondents answered Information from friends (5.33%); and 2 respondents answered Family business (2.67%). Moreover, no respondent answered Arranged by school's job placement officer and Job Fair or Public Employment Service Office (PESO). This contradicts the result of the study of Buenviaje et al. [14], which disclosed that majority of the graduates found their first job due to job fair or Public Employment Service Office.

Table 2.16. Length of Time in Finding the Current/Present Job

Indicators	Frequency	Percentage
Less than a month	37	50.00
1 to 6 months	22	29.73
7 to 11 months	6	8.11
1 year to less than 2 years	6	8.11
2 years to less than 3 years	2	2.70
3 years to less than 4 years	0	0.00
Others	1	1.35

Table 2.16 presents the graduates' length of time to find their current job. 37 respondents found their present job in less than a month with a percentage of 50. It signifies that majority of the graduates can secure a job immediately after graduation since they are well-trained and well-equipped to face the work environment. According to Macalalad and Mendoza [2], the reason for being able to find a job in a shorter period of time is that the graduates are competent enough and that they possess the qualities necessary for employment.

Hence, 22 respondents answered 1 to 6 months with a percentage of 29.73. This is because graduates tend to undergo various stages of interview and others prefer to wait confirmation of their qualification through a job call. This is very common as conformed with the study of Navida [27] which garnered that majority of the graduates found their first job within 1 to 6 months.

6 respondents answered 7 to 11 months and 1 year to less than 2 years with the same percentage of 8.11. Further, 2 respondents answered 2 years to less than 3 years with a percentage of 2.70; and 1 respondent answered Others with a percentage of 1.35.

Further, no respondent answered 3 years to less than 4 years. This indicates that graduates do not take a long time before they secure a job after graduation. They can find a job immediately because they possess the necessary skills to become employable. Similar result is garnered in the study of Camello et al. [18] in which no graduates took over 3 years to find their first job.

Table 2.17. Job Level Position

Indicators	f	%
Rank or Clerical	42	56.00
Professional, Technical or Supervisory	19	25.33
Managerial or Executive	3	4.00
Self-employed	11	14.67

Table 2.17 shows the graduates' job level position. 42 respondents are in rank or clerical position with a percentage of 56. It implies that after graduation, they tend to work in a lower-level position for the reason that they are inexperienced and in need of various trainings to attain a higher-level position. Basically, they begin from small and develop until they are capable to hold higher position. Based on the study of Refozar et al. [15], graduates hold clerical positions for the mean time and pursue master's degree longing for a promotion into a higher position after going through relevant experiences.

19 respondents are in professional, technical or supervisory position with a percentage of 25.33. This means that with their knowledge and expertise, they are much ready to provide technical and administrative supervision to a group of employees where they belong. According to the study of Maderazo [20], graduates get hold of this position because they are already holding a license and professionally qualified for such position.

Moreover, 11 respondents are self-employed with a percentage of 14.67. Lastly, 3 respondents are in managerial or executive position with a percentage of 4. This shows that although graduates are just starting out

working in the business world, it is possible that they acquire high position readily. According to Buenviaje et al. [14], most of the graduates with master's degree have an easier way to step up in the ranking of corporate world from rank or clerical to technical or supervisory until they attain the managerial position. Besides attitude towards work, knowledge and skills gained from advanced studies can contribute to reach a higher position.

Table 2.18. Initial Gross Monthly Earning

Indicators	f	%
Below P5,000.00	1	1.37
P5,000.00 to less than P10,000.00	5	6.85
P10,000.00 to less than P15,000.00	22	30.14
P15,000.00 to less than P20,000.00	36	49.32
P 20,000.00 to less than P25,000.00	5	6.85
P 25,000.00 and above	4	5.48

In terms of their initial gross monthly earning, the table provides that 36 respondents answered P15,000.00 to less than P20,000.00 having a percentage of 49.32. It indicates that most of the graduates receive an average initial gross monthly earning since related jobs in Customs administration have good pay to employees. Based on the study of Angeles et al. [28], employees with stable jobs and placed in middle positions receive wages depending on their standing with regards to their profession. It reflects those higher positions have a larger salary compared to other positions.

Moreover, 22 respondents provided P10,000.00 to less than P15,000.00 having a percentage of 30.14. This entails that this amount can already cover the needs of the graduates. According to the study of Maderazo [20], graduates are satisfied with the stability in terms of finance and the pecuniary benefits they are receiving from their job.

Additionally, 5 respondents answered P5,000.00 to less than P10,000.00 and P20,000.00 to less than P25,000.00 with the same percentage of 6.85. Also, 4 respondents provided P25,000.00 and above with a percentage of 5.48.

Only 1 respondent answered Below P5,000.00 with a percentage of 1.37. This implies that only a little portion of the population decides to work in a job where salary is not that sufficient. This result is contrary with the study of Sagarino, et al. [24] which gathered the highest response of a salary amounting to P10,000 and below. Table 2.19 shows the skills or competencies found very useful in the first job. Majority of the respondents answered Communication skills (81.33%). %). It means that communication skills are essential in the work environment because it allows individuals to exchange ideas and information. Proper communication is needed to perform job efficiently.

Table 2.19. Skills or Competencies Found Very Useful in the First Job

Indicators	f	%
Communication skills	61	81.33
Human Relations skills	51	68.00
Entrepreneurial skills	27	36.00
Information Technology skills	31	41.33
Problem-solving skills	46	61.33
Critical Thinking skills	50	66.67
Other skills	2	2.67

Communication skill is elemental in seeking job placement, most importantly during the interview in the hiring process. Employers must be impressed considering the skills and knowledge that the applicant possessed [21].

It is followed by Human Relation skills (68%). This shows that building relationships with co-workers can help one individual to get hold of job. According to the study of Gonzales [26], human relation skill is so much beneficial in acquiring employment. Other skills are answered by 2 respondents with a percentage of 2.67. This denotes that there are other skills that the graduates possessed that helped them in their present job. This result is the same with the findings of the study of Mendoza and Macalalad [2] having other skills with the least response.

Table 3. Work-related Values

Indicators	WM	VI	Rank
Love for God	1.33	Very Much	5
Honesty and love for truth	1.36	Very Much	8
Punctuality	1.51	Much	14
Obedience to superior	1.40	Very Much	9.5
Perseverance and hard work	1.11	Very Much	1
Creativity and innovativeness	1.33	Very Much	5
Courage	1.29	Very Much	3
Professional Integrity	1.24	Very Much	2
Love for co-workers and others	1.57	Much	15
Unity	1.45	Very Much	13
Fairness and Justice	1.44	Very Much	12
Leadership	1.41	Very Much	11
Tolerance	1.67	Much	17
Efficiency	1.40	Very Much	9.5
Supportiveness	1.33	Very Much	5
Perseverance	1.35	Very Much	7
Nationalism	1.64	Much	16
Composite Mean	**1.40**	**Very Much**	

Legend: 1.00 - 1.49 = Very Much; 1.50 - 2.49 = Much; 2.50 - 3.49 = Little; 3.50 - 4.49 = Very Little; 4.50 - 5.00 = Not at all

Table 3 shows work-related values that contributed to the job placement of BSCA graduates. It can be gleaned from the table that work-related values are very much related to the job placement of graduates having a composite mean of 1.40. Perseverance and hard work ranked first with a weighted mean of 1.11 and verbally interpreted as very much related. Employers value

employees who demonstrate love for their work and strive to perform well in their respective jobs. Showing dedication and hard work is vital in the work environment to impress employers that graduates are deserving in the position. As presented in the study of Buenviaje, et al. [14], perseverance and hard work was one of the values that was very much related because it reflects that employees' values in life affect their values in work.

It was followed by Professional Integrity (1.24) and Courage (1.29) which were verbally interpreted as very much work-related values. These are critical values that an individual should possess. The value of integrity is highly observed in whatever field of work because it reflects how well a person performs a job with honesty. More so, courage is considered very much related because employers often look for employees who are ready to face different situations without fear, or much better, despite fear. Graduates see the truth and justice in the performance of their jobs with professional integrity and respect to authorities in the organization [22].

Rank sixteenth and seventeenth were Nationalism and Tolerance having a verbal interpretation of much with a weighted mean of 1.64 and 1.67, respectively. This shows that it has no direct relation with the career path of the graduates. It conforms with the result from the tracer study of Macalalad and Mendoza [2] in which nationalism and tolerance ranked lowest among the work-related values. Furthermore, the same study of Macalalad and Mendoza [2] provided that all these work-related values are very much related to the job placement of the graduates.

Table 4.1. School Related Factors to Job Placement in Terms of Curriculum and Instruction

Indicators	WM	VI	R
1.1 General Education Subjects			
Mathematics	1.93	R	2
Languages	1.47	VR	1
Natural Sciences	2.56	SR	3
Composite Mean	**1.99**	**Relevant**	
1.2 Professional Subjects			
Customs Laws, Rules, and Regulations and Its IRR	1.55	R	1
Warehousing	1.72	R	4
Tariff Laws and International Trade Agreements	1.59	R	2
Practical Computation and Classification	1.71	R	3
Composite Mean	**1.64**	**Relevant**	
Over-all Composite Mean	**1.82**	**Relevant**	

Legend: 1.00 - 1.49 = Very Relevant (VR); 1.50 - 2.49 = Relevant (R); 2.50 - 3.49 = Slightly Relevant (SR); 3.50 - 4.00 = Not Relevant (NR)

Table 4.1 presents school related factors to job placement in terms of curriculum and instruction. It garnered an over-all composite mean of 1.82 and verbally interpreted as relevant. The efforts of the school in instructing students affect the employability of its graduates. For general education subjects, it has a composite mean of 1.99 and interpreted as relevant. Languages (1.47) ranked first and is very relevant. It signifies that language is essential particularly in their daily transactions which involve the use of communication. It enables them to communicate well and make an impression with employers. Communication establishes good interpersonal relationships which results in the development of teamwork and increased productivity of an organization [29].

Mathematics (1.93) and Natural Sciences (2.56) ranked second and third and verbally interpreted as relevant and slightly relevant, respectively. This is because this line of career does not involve much application of such subjects. In this field, it involves more of communication in transacting with various kinds of people. It garnered the same result from the previous study of Macalalad and Mendoza [2] in which Mathematics and Natural Sciences were the least in rank.

Further, professional subjects have a composite mean of 1.64 and verbally interpreted as relevant. Customs Laws, Rules, and Regulations and Its IRR ranked first with a composite mean of 1.55 and verbally interpreted as relevant. This signifies that this subject is relevant to the employment of the graduates. The knowledge on various Customs laws is vital to the application in the work environment. However, in the tracer study conducted by Macalalad and Mendoza [2], this subject is very relevant to job placement.

It was followed by Tariff Laws and International Trade Agreements with a composite mean of 1.59, Practical Computation and Classification (1.71), and Warehousing (1.72) which were all verbally interpreted as relevant. It means that the inclusion of professional subjects in the curriculum contributes to the employment of graduates. The knowledge obtained from professional subjects tend to affect the employment of the graduates because these are needed in their field of work. This result is similar to the study of Albina and Sumagaysay [25] which stated that the curriculum the students took in college is relevant to their job placement.

Table 4.2 provides school related factors to job placement in terms of faculty and instruction with a composite mean of 1.49 and verbally interpreted as very relevant. It can be gleaned from the table that the indicator "has good communication skills" ranked first garnering a mean of 1.36 and verbally interpreted as very relevant.

Table 4.2. School Related Factors to Job Placement in Terms of Faculty and Instruction

Indicators	WM	VI	Rank
1. Conducts himself in a dignified & professional manner	1.51	R	4
2. Has good communication skills	1.36	VR	1
3. Teacher has mastery of the subject matter	1.37	VR	2
4. Makes use of various teaching aids	1.60	R	6.5
5. Relates subjects to other fields & other life situation	1.53	R	5
6. Conducts accurate & objective evaluation of student performance	1.60	R	6.5
7. Quality of instruction is relevant to the course	1.49	VR	3
Composite Mean	**1.49**	Very Relevant	

Legend: 1.00 - 1.49 = Very Relevant (VR); 1.50 - 2.49 = Relevant (R); 2.50 - 3.49 = Slightly Relevant (SR); 3.50 - 4.00 = Not Relevant (NR)

This indicates that the quality and delivery of information by the instructors is vital to the graduates. It is important that instructors can clearly explain the subject matter for the full understanding of the students. As mentioned in the study of Nobahar and Salami [30], effective teaching and learning depends on the proper use of communication skills. Thus, if the instructor fails to communicate the subject matter well, the students might not grasp the ideas properly. The indicators "makes use of various teaching aids" (1.60) and "conducts accurate & objective evaluation of student performance" (1.60) tied as the least relevant. This is because teaching aids are often overlooked by students and the evaluation of student performance does not tend to dictate the employment status after graduation because performance in school is different from the work field. Chavez et al. [21] mentioned that teaching aids were perceived as indirectly relevant because these are just the materials used in teaching but students did not realize that these are the media used by instructors to deliver the lessons.

Table 4.3. School Related Factors to Job Placement in Terms of Student Services

Indicators	WM	VI	R
1. Library services	1.84	R	1
2. Registrar's Office services	1.93	R	6
3. College Dean's Office services	1.87	R	2
4. Office of Student Affairs services	1.93	R	6
5. Health services	1.89	R	3.5
6. Counseling and Testing Center	1.93	R	6
7. Physical Plant and Facilities	1.89	R	3.5
8. Laboratories (Computer, Science, HRM Laboratories, etc.	1.97	R	8
Composite Mean	**1.91**	Relevant	

Legend: 1.00 - 1.49 = Very Relevant (VR); 1.50 - 2.49 = Relevant (R); 2.50 - 3.49 = Slightly Relevant (SR); 3.50 - 4.00 = Not Relevant (NR)

Table 4.3 presents school related factors to job placement in terms of student services with a composite mean of 1.91 and is relevant. Library services ranked first having a mean of 1.84. This indicates that school services contribute to make the students employable, particularly services offered by the library. The assistance that the library provides is useful to the graduates as they seek for a job after graduation.

This is closely similar to the result of the previous tracer study conducted by Macalalad and Mendoza [2] which presented those services of college dean's office was the most relevant followed by library services. The study also mentioned that students value the services being offered to them by the institution as part of their preparation in the work environment.

Laboratories is the least relevant since Customs administration graduates do not make use of much laboratories because they are more inclined to use books and calculator. It conforms with the result yielded from the study of Buenviaje et al. [14] which provided that laboratory is also deemed relevant to job placement.

Table 4.4. School Related Factors to Job Placement in Terms of Organization and Administration

Indicators	WM	VI	R
1. The school officers & heads include within their spheres of responsibility, all the vital activities of the institution and colleges	1.81	R	6
2. The organization & administrative set-up of the institution and colleges are well integrated & function efficiently	1.76	R	5
3. Department heads are effective in guiding training & development of students to improve their performance	1.69	R	3
4. Department heads possess positive attitude towards work, staff and students	1.67	R	2
5. The administration ensures that training programs for students are adequate and well-organized	1.61	R	1
6. The administration adheres to its vision-mission and institutional values	1.75	R	4
Composite Mean	**1.72**	**R**	

Legend: 1.00 - 1.49 = Very Relevant (VR); 1.50 - 2.49 = Relevant (R); 2.50 - 3.49 = Slightly Relevant (SR); 3.50 - 4.00 = Not Relevant (NR)

Table 4.4 provides school related factors to job placement in terms of organization and administration having a composite mean of 1.72 and verbally interpreted as relevant. The indicator "The administration ensures that training programs for students are adequate and well organized" ranked first with a weighted mean of 1.61 because students are well-trained by their instructors and those training programs tend to boost their employability skills that lead them to job placement. This provides that various training programs are critical to students because the skills they gain from such trainings can be useful in their work. In a similar study of El-

Temtamy et al. [31], participation of students in a university-sponsored employment skills development program are more likely to secure employment after graduation.

The indicator "Department heads possess positive attitude towards work, staff and students" ranked second with a weighted mean of 1.67 and verbally interpreted as relevant. This indicates that the attitude of department heads influences job placement of graduates because they are the ones whom students look up to. Positive outlook from their superiors radiates to the ability of students to be employed. A person with the right attitude and positive behavior towards work and would contribute to the efficiency and productivity of the organization [22].

It was followed by items 3, 6 and 2 having a weighted mean of 1.69, 1.75 and 1.76, respectively. The lowest in rank was item 1 with a weighted mean of 1.81. All of which were verbally interpreted as relevant. This means that the inclusion of vital activities of the institution and colleges by school officers and heads within their spheres of responsibility did not affect much to the employability of graduates because only those related to their program are taken more consideration. The results affirmed the previous tracer study of Macalalad and Mendoza [2] which obtained that the inclusion of all vital activities of the institution and colleges by school officers and heads within their spheres of responsibility as the last in rank to be relevant. The study also suggested that school officers and heads should review the efficiency of their performance.

Table 4.5 shows school related factors to job placement in terms of community extension, linkages and research with a composite mean of 1.67 and verbally interpreted as relevant.

Table 4.5. School Related Factors to Job Placement in Terms of Community Extension, Linkages & Research

Indicators	WM	VI	R
1. Community Extension services of the college	1.83	R	3
2. Linkages with Other Institutions and OJT	1.52	R	1
3. Development of research activities in the college	1.67	R	2
Composite Mean	**1.67**	**R**	

Legend: 1.00 - 1.49 = Very Relevant (VR); 1.50 - 2.49 = Relevant (R); 2.50 - 3.49 = Slightly Relevant (SR); 3.50 - 4.00 = Not Relevant (NR)

The indicator "Linkages with Other Institutions and OJT" ranked first with a weighted mean of 1.52 and verbally interpreted as relevant. This means that experience in other institutions and during on-the-job trainings mold the graduates to become employable and to possess the qualities needed in the work environment. Students who attend internship programs or on-the-job trainings obtain work readiness due to the fact that they become aware of what employers would expect from them at work by applying basic academic and professional skills [32].

It was followed by "Development of research activities in the college" (1.67) and "Community Extension services of the college (1.83) which were verbally interpreted as relevant. This is because the tasks that students do in these areas do not absolutely relate to the tasks that they perform in the work field. Community extension focuses on strengthening the values of the students. It helps students to develop their sense of leadership and responsibility to the society [14].

Table 5. Action Plan to Improve the Employability of BSCA Graduates in the University

KEY RESULT AREAS	ACTIVITIES	STRATEGIES	PERSONS INVOLVED
➢ Focus on the effectiveness of instructors in providing knowledge to students	➢ Improved hiring of instructors	➢ Hire professors who are competent not only in instructional skills, but also in management, technical and human skills	➢ CBA Department ➢ Human Resource Department
	➢ Employee training courses	➢ Enhance human skills of instructors to provide motivation and encouragement for the students to strive harder	➢ CBA Department ➢ Human Resource Department
➢ Hone the employability skills of students	➢ Webinar Entitled: "Employable ka ba?"	➢ Gather all the BSCA students virtually and discuss matters about work etiquette and how to become employable; an assessment will be conducted by a credible speaker	➢ CBA Department ➢ CBA Faculty ➢ Students
	➢ Writing and speaking workshops	➢ Offer different writing and speaking workshops such as curriculum vitae writing, letter writing and oral presentation that will contribute to the development of communication skills	➢ CBA Department ➢ CBA Faculty ➢ Students
➢ Drive the students to excel in the board	➢ Comprehensive examination	➢ Provide an assessment to incoming 4th year students to determine the knowledge they gained from 1st year to 3rd year which will	➢ CBA Department ➢ CBA Faculty ➢ Students

examination and in the work field		give them the experience of being in an actual board examination. BSCA professors will prepare board exam-type questions	
	➢ Link with Value-Added Service Providers (VASPs)	➢ Provide the students with an actual experience on how to use the BOC's e2m system and how to lodge properly	➢ CBA Department ➢ CBA Faculty ➢ Students
Work-Related Values ➢ Develop and enhance the values instilled in the students	➢ Students' behavior assessment	➢ Have continuous students' assessment taking into consideration factors such as their motivation, will, or their mental state towards their program of study	➢ CBA Department ➢ Counseling and Testing Center
	➢ Peer tutorials	➢ Conduct peer tutorials and stimulate group discussions related to Customs and Tariff courses	➢ CBA Department ➢ PSCAS Officers ➢ Students
➢ Promote collaboration among students	➢ Team building	➢ Begin the activity with an informative webinar by a CBLE topnotcher of LPU-B to discuss his/her experience from being a normal college student to becoming a licensed professional. After such webinar, students will then be divided into groups for the virtual team building that is full of challenges. This is to develop values such as perseverance, leadership and unity which are deemed needed in the work field	➢ PSCAS Officers ➢ Students
	➢ Port bazaar	➢ Students will be divided into groups and will virtually showcase a port of their choice by discussing relevant information about such port in a creative way	➢ CBA Department ➢ CBA Faculty

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, majority of the respondents are female and graduated in 2019. 60% of them are employed with regular status in transport storage and communication companies. Communication and human relations skills are very useful to their job and the values of perseverance and hard work contributed very much to their job placement followed by professional integrity, courage, love for God, creativity and innovativeness, supportiveness, perseverance, honesty and love for truth, obedience to superior, efficiency, leadership, fairness and justice, and unity. Faculty and instruction are very relevant to their employment. A plan of action was proposed to improve the employability of BSCA graduates.

Based on the conclusions, it is recommended that CBA may improve teaching instructions to deliver higher quality education that will aid the graduates to become regular employees by hiring qualified instructors. CBA may organize or participate in different competitions that will enhance the leadership, hard work, and unity among BSCA students such as as conduction conferences and joining in academic and non-academic contests. BSCA instructors may continue to motivate students in every task they do and assist those who are feeling demotivated towards their program by means of students' assessment.

Further studies may be conducted to determine the necessary changes that contribute to the employability of graduates. The proposed action plan may be implemented and evaluated for its effectiveness.

REFERENCES

[1] Only 1 out of 3 graduates employable, study shows. (2017, October 5). *The Philippine Star*, Retrieved from https://www.philstar.com/business/2017/10/05/1745836/only-1-out-3-graduates-employable-study-shows

[2] Macalalad, J.A & Mendoza, F.M. (2018). Employability of BS Customs Administration Graduates of Lyceum of the Philippines University-Batangas (2015-2017).

[3] Philippine Statistics Authority (2021). Employment Situation in October 2020. Rhttps://bit.ly/3xmty0z

[4] Kowalczyk, D. (2015). Descriptive Research Design: Definition, Examples & Types. Retrieved from https://study.com/academy/lesson/descriptive-research-design-definition-examples-types.html.

[5] Francis, R. D. (2022). Movin'On Up? The Role of Growing Up Rural in Shaping Why Working-Class Men Do—and Don't—

Seek to Improve Their Labor-Market Prospects. *RSF: The Russell Sage Foundation Journal of the Social Sciences, 8*(4), 68-86.

[6] Castillo, R. (2018). Performance of Top Customs Administration Schools in Customs Broker Licensure Examinations in the Philippines. *Journal of Social Sciences and Humanities, 1*(2), 85-92.

[7] Philippine Statistics Authority (2021). Employment Situation in January 2021. https://psa.gov.ph/content/employment-situation-january-2021

[8] OECD/ADB (2017), Employment and Skills Strategies in the Philippines, OECD Reviews on Local Job Creation, OECD Publishing, Paris. https://doi.org/10.1787/23112336

[9] Williams, M. (2020). Coronavirus Class Divide–The Jobs Most at Risk of Contracting and Dying from COVID-19. *The Conversation, 19.* https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7436671/

[10] Hwang, Y. (2017). What Is the Cause of Graduates' Unemployment? Focus on Individual Concerns and Perspectives. *Journal of Educational Issues, 3*(2), 1-10. https://eric.ed.gov/?id=EJ1150519

[11] Henseke, G., Robson J., & Vignoles, A. (2020). *What does 'employability' mean amid global pandemic and recession? Covid-19, higher education and the graduate labour market.* Retrieved from https://www.researchcghe.org/events/cghe-seminar/what-does-employability-mean-amid-global-pandemic-and-recession-covid-19-higher-education-and-the-graduate-labour-market/

[12] Mazon, C. C., & Ligaya, C. N. (2017) Relationship between Unemployment and Job-Vacancy in the National Capital Region. https://bit.ly/3trMtWz

[13] Oguntuga, O., & Olurunmaiye, J. (2020). *The Impact of The Covid-19 Pandemic On Employment Contracts.* https://bit.ly/3O5jf7H

[14] Buenviaje M.G., Del Mundo G. V., Añonuevo F., Martinez, M. (2015). Employability of Business and Computer Management Graduates of one Higher Education Institution in the Philippines. *Asia Pacific Journal of Multidisciplinary Research, 3*(5), 63-71.

[15] Refozar, R. G., Velasquez J. E., Luistro E. (2017). Employability of BS Business and Computer Management Graduates from 2013 to 2015 in one Academic Institution in the Philippines. *Asia Pacific Journal of Academic Research in Business Administration, 3*(1), 1-9.

[16] Binder, M., & Coad, A. (2016). How satisfied are the self-employed? A life domain view. *Journal of Happiness Studies, 17*(4), 1409-1433.

[17] Abel, J. R., & Deitz, R. (2016). Underemployment in the early careers of college graduates following the Great Recession. *Education, Skills, and Technical Change*, 149.

[18] Camello, N.C., Chavez, N. H., Dotong, C. I., & Laguador, J. M. (2016). Employability of Engineering Graduates of one Asian University as Basis for Curriculum Review. *EPH – International Journal of Science and Engineering, 1*(6), 18-29.

[19] Velciu, M. (2017). Job matching as a new challenge for work performance. *National Scientific Research Institute for Labour and Social Protection Institution.*

[20] Maderazo, J. D. (2016). Tracer Study of Dentistry Graduates of one Higher Education Institution in the Philippines from 2008 to 2012. *Asia Pacific Journal of Multidisciplinary Research, 4*(3), 160-167.

[21] Chavez, N. H., De Castro E. L., Camello N.C., Dolot J. A., Laguador J.M. (2016). Relevance of School Related Factors to the Job Placement of Engineering Graduates. *EPH-International Journal of Science and Engineering, 1*(6), 30-36.

[22] De Castro E.L., Prenda M.B., & Dotong C. I. (2017). Employability of Computer Engineering Graduates during Academic Year 2015-2016 and their Lifelong Learning Options. *Asia Pacific Journal of Academic Research in Social Sciences, 2*, 58-66. http://research.lpubatangas.edu.ph/wp-content/uploads/2018/12/Employability-of-Computer-Engineering-for-2016.pdf

[23] Reyes, E. J. G., & Salas, R. F. (2021). Employability of Bachelor of Science in Information Technology (BSIT) Graduates of Nueva Ecija University of Science and Technology-San Isidro Campus. *International Journal of Advanced Engineering, Management and Science*, 7, 1. https://dx.doi.org/10.22161/ijaems.72.1

[24] Sagarino, E., Moreno, E., Juan, T. J., Langomez, R., Tagiobon, R., Palmes, M. K., & Cabigas, R. A. (2017). A tracer study on the University of the Immaculate Conception graduates of Bachelor of Music. *Journal of Advanced Research in Social Sciences and Humanities, 2*(5), 298-310. https://dx.doi.org/10.26500/JARSSH-02-2017-0503

[25] Albina, A. C., & Sumagaysay, L. P. (2020). Employability tracer study of Information Technology Education graduates from a state university in the Philippines. *Social Sciences & Humanities Open, 2*(1), 100055. https://doi.org/10.1016/j.ssaho.2020.100055

[26] Baugh, S. G., & Sullivan, S. E. (Eds.). (2018). *Seeking challenge in the career.* IAP. https://bit.ly/3O2jrog

[27] Navida, G. S. (2017). Employability of the Bachelor of Secondary Education Graduates of Pangasinan State University Alaminos City Campus. *Journal of Education, Management and Social Sciences, 2*(1), 1-6. https://psurj.org/wp-content/uploads/2019/02/JEMMS-2019-001.pdf

[28] Angeles, D., Bongar, W.J., Godoy, M.L., & Magat, A.L. (2015). *Tracer Study on Journalism Graduates of Polytechnic University of the Philippines-College of Communication from 2009 to 2012.* https://bit.ly/3xiyfs3

[29] Bucaţa, G. & Rizescu, M. (2017). The Role of Communication in Enhancing Work Effectiveness of an Organization. *Land Forces Academy Review, 22*(1), 49.

[30] Nobahar, N. & Salami, M. (2016). Investigation of the affecting factors on communication between students and professors from the perspective of Razi University students in 2015. *Science Arena Publications Specialty Journal of Psychology and Management, 2*(1), 15-19.

[31] El-Temtamy, O., O'Neill, K.K. and Midraj, S. (2016), "Undergraduate employability training and employment: a UAE study", *Higher Education, Skills and Work-Based Learning, 6*(1), 100-115. https://doi.org/10.1108/HESWBL-02-2015-0006

[32] Kapareliotis, I., Voutsina, K., & Patsiotis, A. (2019). Internship and employability prospects: assessing student's work readiness. *Higher Education, Skills and Work-Based Learning, 9*(4), 538-549.

COPYRIGHTS