

# Employability of a State University Graduates in the Philippines

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**Abstract** – This study aims to determine the employability of the Negros Oriental State University graduates from 2016 to 2020. Employability is measured using different dimensions – from the graduates' side including the perspectives of the employers. A total of 1, 056 NORSU graduates and 68 employers locally and abroad answered the questionnaire through online and offline survey methods. Basic statistics were used and simple linear regression was also used to estimate the relationship between manifestations of respondents in NORSU VMGOs and the job performance as perceived by the employers. Most of the respondents in the study are presently employed and work locally. Many of them stay and accept the job because of the salaries and benefits they received, a career challenge, and related to the course they have taken in college. The study shows that the curriculum used and competencies learned by the NORSU graduates are relevant to their job. Competencies such as communication skills, human relations skills, critical thinking skills, and problem-solving skills are found to be useful by the respondents. It is found that the manifestation of the respondents is very high and homogenous. The same can be said with job performance as perceived by employers in terms of attitudes and values, skills and competencies, and knowledge. Furthermore, job performance and the manifestation of NORSU VMGOs have a significant relationship. That is, those respondents who have higher job performance in terms of attitude and values, skills and competencies, and knowledge have higher manifestations of NORSU VMGOs.

**Keywords** – Competencies, Descriptive Study, Dumaguete City, Employability, State University.

## INTRODUCTION

The economy has been largely dependent on knowledge and its use in the workplace. This knowledge-based economy has introduced paradigm shifts across the corporate structure, productivity, and graduate employability [1]. This economy, however, has brought an uneven employment opportunity, which highly favors graduates who are highly skilled and marginalized those low-skilled ones. With this and other known factors, we assume that college graduates in the Philippines face an uneven field of employment, with some turning out to be unemployed even after finishing a baccalaureate degree for reasons inherent to the graduates and the labor market.

Indeed, a Commission on Higher Education (CHED) funded national study on employability in the Philippines found that some Filipino graduates in 1991 and 1995 turned out to be unemployed and had to wait for a considerable length of time before being employed [2]. However, unemployment rates vary across the disciplines with marine engineering (67%), nautical science (63%), and health-related programs (56%) having the highest unemployment rates and optometry (6%), foreign service (13%), and computer engineering (14%) having the lowest rates. Waiting time after actively searching job was shortest in the

fields of medicine (1.87 months), chemical engineering (2.4 months), and veterinary medicine (2.43 months); while it was longest in the field of engineering courses (7.96 months), marine engineering (8.42 months), and criminology (8.67 months). However, this study suffered from a very low response rate in representing all graduates in the whole country. Also, the CHED's tool for assessing employability excludes employers' feedback. Thus, studies patterned before CHED's employability study failed to provide employers' feedback [3]-[4].

Most of the employability study in the country and even in NORSU fails to determine the employers' perspectives on the employability of the graduates. This study fills this gap. Also, this study attempts to address the low response rates of previous employability studies by attempting to survey all of the graduates. The prospect of increasing the response rate is high as the current study employs different methods (online/offline) in reaching out to the graduates. Also, the respondents are current graduates who could easily be traced compared to those who have long been graduated. Thus, this study aimed to determine the employability of the Negros Oriental State University graduates from 2016-2020.

## OBJECTIVES OF THE STUDY

This study attempt to fill the gap in the literature by examining the extent of employability among the graduates (2016-2020) of Negros Oriental State University. Thus, this study aims to determine the employability of the Negros Oriental State University graduates from 2016-2020. Employability is measured using different dimensions – from the graduates’ side including the perspectives of the employers. With this, the present study has a more comprehensive attempt in capturing the employability of the graduates.

## MATERIALS AND METHODS

### DESIGN

This is a descriptive study, where a cross-sectional survey was used to gather employability, employment outcomes, and other personal data of Negros Oriental State University graduates (Batch 2016-2020). Although a survey, the target includes all graduates to lessen the probability of low response in the survey.

### RESPONDENTS OF THE STUDY

Two questionnaires – one for the graduates, the other for the employer – were made out of the measures discussed above. A total of 1, 056 NORSU graduates and 68 employers locally and abroad answered the questionnaire through online and offline survey methods. Upon retrieval of the questionnaires from the respective respondents, the results were tabulated and appropriate statistical tools are applied. Then, the data were presented using tables and graphs.

### INSTRUMENT OF THE STUDY

The main instrument for data gathering was a questionnaire that was done through online and offline survey methods. Part I provides background information through the personal profile. Part II focuses on the employment data of the NORSU graduates. Part III shows the curriculum and competencies of the graduates. Then Part IV on the manifestation of NORSU VMGOs by the graduates. The employer's questionnaire is only divided into two parts, where part I provides the employer’s background and part II on the job performance of NORSU graduates focusing on attitude and values, skills and competencies, and knowledge. This was done through online and offline survey methods. In the online mode, Google Forms was used to create an online survey, while printed copies of the questionnaire were personally or through courier mail distributed to the respondents (graduates and employers). The

questionnaire used was adapted from the CHED employability study. Slight modifications were made because CHED’s employability study failed to provide employers’ feedback.

### DATA ANALYSIS

Basic statistics such as frequency count, percentage, and weighted were used. Simple linear regression was also used to estimate the relationship between manifestations of respondents in NORSU VMGOs and the job performance as perceived by the employers.

## RESULTS AND DISCUSSION

*Table 1. Background of the Respondents*

Variables	N	%
<b>Sex</b>		
Male	407	38.54
Female	648	61.36
Others ( <i>Gay</i> )	1	0.09
<b>Marital Status</b>		
Single	943	89.30
Married	112	10.61
Others ( <i>Widowed</i> )	1	0.09
<b>Educational Attainment</b>		
CBA	345	32.67
CAS	156	14.77
CIT	76	7.20
CTED	267	25.47
CCJE	119	11.27
CAFF	51	4.83
CEA	12	1.14
CNPAHS	28	2.65
<b>Year Graduated</b>		
2020	220	20.83
2019	352	33.33
2018	137	12.97
2017	153	14.49
2016	194	18.37
<b>Campus</b>		
Main Campus I & 2	477	45.17
Pamplona	3	0.28
BSC	203	19.22
Siaton	134	12.69
Mabinay	16	1.52
Bais	57	5.40
Guihulngan	166	15.72
<b>Honor(s) or Award Received</b>		
Academic Honor	52	36.36
Special Academic Award	21	14.69
Leadership Award	15	10.49
Other Awards: <i>Dean’s List</i>	23	16.08
<i>Presidential Academic Award</i>	17	11.89
<i>Most Proficient</i>	5	3.50
Professional Examinations	10	6.99
/National Certifications		
Passed:	300	67.72
Licensure Exam - PRC	96	21.67
	47	10.61

*N = 1,056*

Data in Table 1 presents the profile of the participants of this study. Table 1 shows that on gender, the majority of the respondents are female. The above results conform to the data by the Philippine Statistics Authority on women and men in the Philippines that in 2020, there are 13.4 million women who graduate in higher education compared to 9.4 million men. Most NORSU graduates are still single because the respondents are current graduates.

Table 1 also shows that many of the respondents are graduates of the College of Business Administration (CBA). This is because out of NORSU's seven (7) Campuses, six (6) campuses have a College of Business Administration (CBA). Out of 29,000 thousand total population of enrolled students in NORSU in 2020, 27% of the total population are from the CBA across campuses. This is also that the course offered under the college is one (1) of the most demanded courses in the Philippines. According to the Philippine Statistics Authority (PSA) in the employment situation in April 2020, more than half of the employed persons were working in the services sector such as the industry and services sector. Workers in the services sector comprised the largest share of the employed population accounting for 57.1 percent or more than half of the total employed in April 2020.

The share of workers in the services sector was estimated at 58.9 percent in April 2019. Among the workers in the services sector, those engaged in the wholesale and retail trade; repair of motor vehicles and motorcycles accounted for the largest share of 19.1 percent this year from 20.3 percent in April 2019 [5]. And most of the courses that comprised the industry and services sector are under CBA. The courses offered in the College of Business Administration are Bachelor of Science in Business Administration, Bachelor of Science in Hospitality Management, Bachelor of Science in Tourism, Bachelor of Science in Office Administration, and Bachelor of Science in Accountancy.

The majority of the respondents are graduates from the years 2019 (33.33%) and 2020 (20.83%) because the respondents are current graduates and their data in the ODAA are updated. A great number of respondents are from Main Campus I & II which comprises 45.17% of the total respondents because almost half of the total population of NORSU is enrolled in Main Campus I & II.

Out of 1,056 respondents, 143 received an award or an honor student during their stay at NORSU. 443 of the respondents passed the Professional

Examinations from Professional Regulatory Commission (PRC) comprised the most, while others are given National Certifications by Technical Educational Skills and Development Authority (TESDA), and some are Civil Service Exam by Civil Service Commission (CSC).

### **Employment Data**

Table 2 shows the employment data of the NORSU graduates batch 2016-2020. Most of the respondents in the study are presently employed. This is because the employment rate in the Philippines is higher. According to the Philippine Statistics Authority (PSA), the total number of employed persons in 2019 was estimated at 41.4 million. The proportion of employed persons to the total labor force, also known as the employment rate, was reported at 94.8 percent [5]. And the majority of the employed NORSU graduates are connected with private companies/organizations. Based on the data by the PSA on the employment situation in April 2019, 51.5% of the total labor force in the country are working in private establishments and those working in government and government-controlled corporations accounted for 9.1 percent [5].

NORSU graduates who are not presently employed, answered that there is no job opportunity, family concerns, and decided not to find a job, lack of experience, and advanced or further study are their reasons why they are not employed. And NORSU graduates that are presently employed, the majority are on regular or permanent employment status. And this is supported by the data from PSA that in 2019, two-thirds or 71.7% of the total employed persons in the Philippines are full-time workers [5].

Most of the respondents are working locally, and most of them are not first-timers in their job after graduating from college. A greater number of the respondents answered that their first job is related to the course they took up in college.

Many of the NORSU graduates stay in their first jobs because of the salaries and benefits they received, a career challenge, and related to the course they have taken in college. Same reasons why they accepted the job and some to those who change jobs because of the salaries and benefits, career challenges, and related to their special skills and course of study.

Those respondents who are not first timer in their job, many of them stay in their first job for 1 to 6 months, and some are 1 year to less than 2 years.

Table 2. *Employment Data*

Variables	N	%		
<b>Presently Employed</b>			<i>Business</i>	2 0.12
Yes	878	83.14	<i>Related to course or program of study</i>	233 14.28
No	178	16.86	<i>End of contract</i>	13 0.80
<b>Type of Company/Organization</b>			<i>Irregular duties</i>	2 0.12
Private	558	58.86	<i>Pandemic</i>	14 0.86
Government	387	40.82	<i>Personal Reason</i>	7 0.43
NGO	3	0.32	<i>Experience</i>	5 0.31
<b>Reason (s) why you are not yet employed.</b>			<i>Health Reason</i>	3 0.18
You may check (✓) more than one answer.			<b>How long did you stay in your first job?</b>	
Advance or further study	21	10.19	Less than a month	33 3.45
Family concerned and decided not to find a job	50	24.27	1 year to less than 2 years	227 23.74
Health-related reason (s)	17	8.25	1 to 6 months	281 29.39
Lack of work experience	29	14.08	2 years to less than 3 years	129 13.49
No job opportunity	57	27.67	7 to 11 months	125 13.08
Did not look for a job	19	9.22	3 years to less than 4 years	119 12.45
Other reason (s): <i>Pandemic</i>	5	2.43	Others, please specify: <i>4 years and above</i>	42 4.39
<i>End of contract</i>	3	1.46	<b>How did you find your first job?</b>	
<i>Resigned / Quit</i>	5	2.43	Response to an advertisement	85 7.04
<b>Present Employment Status</b>			As walk-in applicant	426 35.29
Regular or Permanent	490	50.46	Recommended by someone	422 34.96
Contractual	240	24.72	Information from friends	190 15.74
Temporary	88	9.06	Arranged by the school's job placement officer	22 1.82
Self- employed	78	8.03	Family business	19 1.57
Casual	67	6.90	Job Fair or Public Employment Service Office	26 2.15
Other reason (s): <i>Politics</i>	3	0.31	Others, please specify: <i>Absorbed from OJT</i>	15 1.24
<i>Online / Freelance</i>	5	0.51	<i>Elected</i>	2 0.17
<b>Place of Work:</b>			<b>How long did it take you to land your first job?</b>	
Local	921	96.74	Less than a month	442 44.78
Abroad	31	3.26	1 year to less than 2 years	79 8.00
<b>Is this your first job after college</b>			1 to 6 months	353 35.76
Yes	434	44.24	2 years to less than 3 years	15 1.52
No	547	55.76	7 to 11 months	72 7.29
<b>Reasons (s) for staying on the job? You may check (✓) more than one answer.</b>			3 years to less than 4 years	20 2.03
Salaries and benefits	366	29.95	Others, please specify: <i>1 week</i>	6 0.61
Career challenge	256	20.95	<b>Job Level Position</b>	
Related to special skill	166	13.58	Rank or Clerical	457 49.78
Related to course or program of study	212	17.35	Professional, Technical, or Supervisory	433 47.17
Proximity to residence	97	7.94	Managerial or Executive	19 2.07
Peer influence	39	3.19	Self-employed	9 0.98
Family influence	73	5.97		
Other reason (s):				
<i>No other choice</i>	9	0.74		
<i>Dream Job</i>	1	0.08		
<i>Working Environment</i>	3	0.25		
<b>Is your first job related to the course you took up in college?</b>				
Yes	597	59.58		
No	401	40.02		
Maybe/Partly	4	0.40		
<b>Your reasons for accepting the job? You may check (✓) more than one answer.</b>				
Salaries and benefits	663	32.61		
Career challenge	465	22.87		
Related to special skills	393	19.33		
Proximity to residence	153	7.53		
Other reason (s):				
<i>For experience</i>	11	0.54		
<i>Related to course or program of study</i>	337	16.58		
<i>No other choice</i>	8	0.39		
<i>Breadwinner</i>	3	0.15		
<b>Your reasons (s) for changing jobs? You may check (✓) more than one answer.</b>				
Salaries and benefits	581	35.60		
Career challenge	392	24.02		
Related to special skills	243	14.89		
Proximity to residence	137	8.39		
Other reason (s):				

Several of the respondents find their first job as a walk-in applicant, recommended by someone, and information from friends. And many of the respondents land their first job in less than a month or 1 to 6 months only. This can be explained that NORSU graduates are skilled and motivated because they can easily find jobs months after their graduation.

Many of the NORSU graduates who answered the survey are on rank or clerical since the respondents are current graduates. But it is happy to note that almost half of them are already in professional, technical, or supervisory job level positions. This means that NORSU graduates are determined and competitive in the organization where they are working.

### Curriculum and Competencies

Table 3 below shows the curriculum and competencies of the NORSU graduates. Most of the respondents answered says that the curriculum they had in college is relevant to their job. This can be explained that NORSU curricula are designed that serve employers' requirements for graduates by following

the standards as required by CHED and accrediting agencies like AACCUP. Most of the respondents answered the survey that the competencies they learned in college that they find very useful in their job are communication skills, human relations skills, critical thinking skills, and problem-solving skills. This means that the 21st-century skills taught in NORSU for many years are very useful. It is a need that communication, human relations, critical thinking, and problem-solving skills must continue practice by NORSU educators and made into more interesting learning experiences and common core instruction because this can help students thrive in today's world. Teachers' creativity alongside educational technology, is a fundamental construct of 21st-century education. Creativity has become increasingly important, as one of the most important and noted skills for success in the 21st century [6].

Table 3. Curriculum and Competencies

Variables	N	%
<b>Was the curriculum you had in college relevant to your job?</b>		
Yes	813	80.82
No	185	18.39
Maybe	8	0.80
<b>Are the competencies learned in college you find very useful in your job? You may check (/) more than one answer.</b>		
Communication skills	743	27.16
Human Relations skills	627	22.92
Entrepreneurial skills	279	10.20
Problem-solving skills	511	18.68
Critical Thinking skills	565	20.65
Other skills, please specify:		
<i>Technical Skills</i>	5	0.18
<i>Leadership Skills</i>	6	0.22

N = 1,056

### Inputs of the University to the students

When NORSU graduates are asked what they think and are able to apply the inputs of the university or the things they have learned during their bachelor years, many answered that communication skills, critical thinking skills, human relation/personality skills, IT/computer skills, time management, problem-solving skills, technical skills, and work ethics and dedication to work are the common skills they're learned in the University that helps them excel in their work. This can be explained that both soft and hard skills are the capabilities perceived to be equally important by graduates.

Chai and Kong [7] explains professional learning for 21st-century education. According to them, the emergence of the current technology-driven world has raised many challenges to didactic teaching and

learning in traditional classrooms. Coupled with volatile, uncertain, complex, and ambiguous (VUCA) characteristics of current society [8], both what is to be learned and how learning or knowledge construction should happen to need serious reconceptualization. The notion of 21st-century learning can be viewed as an overarching vision of education that many educators are now advocating as a collective response to the challenges. Key dimensions of learning practices promoted by various 21st-century learning models include collaborative learning, use of ICT as tools for knowledge construction and co-construction, critical and creative thinking, and authentic problem solving [9]-[12]. These skills are intended to help students keep up with the lightning pace of today's modern markets.

### To improve the quality of the delivery of NORSU's course offerings

When they asked what they can suggest to further improve the quality of the delivery of NORSU's course offerings many answered that having excellent laboratories and facilities so that the students will be more productive and knowledgeable in their chosen course, develop student personalities, improve the teaching ability of the instructor and hire more qualified/competent instructors to set the standards higher, must have complete references such as books, internet, etc., and focus on skills training and development.

Professional development for educators has always been the key enabling factor for transformation in education to happen [7]. To develop the educators' competencies for 21st-century teaching and learning, many aspects have to be looked into. These include the knowledge, beliefs, and most recently the design capacities of the educator [13]. Professional development for educators involves transforming their knowledge into practice for the benefit of their learners. It has been advocated that a professional learning community is a viable way for educators to experience co-constructing knowledge to experience the transformative change needed [14].

NORSU graduates' suggestions can be very helpful on what will be the priorities of the University in implementing their projects for the good of the students. Even though NORSU is a State University that is dependent on the budget given by the Government this must not be an excuse, concerns, and suggestions by the graduates need to be addressed or attended by the University to produce work-ready graduates.

**Manifestation of Negros Oriental State University VMGO's**

Tables 4 below show the manifestations of respondents on NORSU VMGOs. The manifestation of the respondents in NORSU VMGOs is very high and homogenous. [14] Describe that mission and vision statements have the potential for influencing the organization's performance. A strategic mission and vision statement will have a transformative effect on the future of the institution. This explains that NORSU graduates nurture a sense of ownership of the knowledge and skills they learned in the University anchored on its vision, mission, core values, and course/program objectives.

*Table 4. Manifestation of the University VMGO's*

Variables	WM	SD	Description
Vision	4.54	0.66	VHM
Mission	4.55	1.33	VHM
Goals	4.55	0.67	VHM
Corporate Values/Core Values/Graduate Attributes	4.54	0.65	VHM
Course/Program Objectives	4.46	0.70	VHM

**Legend:**

Weighted Means	Verbal Descriptions
1.00-1.79	Very Low manifestation (VLM)
1.80-2.59	Low Manifestation (LM)
2.60-3.39	Moderate Manifestation (MM)
3.40-4.19	High Manifestation (HM)
4.20-5.00	Very High Manifestation (VHM)

**Employer's Background**

Table 5 shows the employer's background of the NORSU graduates. There are only 68 respondents for NORSU graduate employers. Most of them are located locally, few are from abroad. According to the Philippine Statistics Authority (PSA), 10% of the Filipino workforce are working abroad. These are the reasons why there are more respondents that their companies are located within the Philippines.

*Tables 5. Employer's Background (N = 68)*

Variables	N	%
<b>Place of Company</b>		
Local	65	95.59
Abroad	3	4.41

**Job Performance of NORSU Graduates**

Table 6 shows the job performance of the NORSU graduates as perceived by employers. The results tell that all job performance variables are very high and the response are homogenous in terms of attitudes and values, skills and competencies, and knowledge. Specifically, knowledge got the highest scores on all job performance of the NORSU graduates.

*Table 6. Job Performance of NORSU Graduates*

Variables	WM	SD	D
<b>Attitude and Values</b>	<b>4.45</b>		<b>VHM</b>
Individual Values	4.54	0.56	VHM
Professional Values	4.56	0.58	VHM
Commercial Attitude/Understanding	4.40	0.63	VHM
Self-Sufficiency/Self-Career Mgrn	4.43	0.65	VHM
Digital Literacies	4.32	0.70	VHM
<b>Skills and Competencies</b>	<b>4.48</b>		<b>VHM</b>
Transferable Skills	4.47	0.56	VHM
Communication/Interpersonal	4.41	0.65	VHM
Tactile/Technical Skills	4.44	0.61	VHM
General Skills	4.56	0.56	VHM
Manual/Physical Skills	4.54	0.56	VHM
<b>Knowledge</b>	<b>4.49</b>		<b>VHM</b>
Understanding Skills	4.52	0.64	VHM
Job Knowledge/Skills	4.50	0.59	VHM
Critical Thinking Skills	4.34	0.68	VHM
Initiative/Problem-solving Skills	4.52	0.59	VHM
Work Habits	4.56	0.56	VHM

**Legend:**

Weighted Means	Verbal Descriptions
1.00-1.79	Very Low manifestation (VLM)
1.80-2.59	Low Manifestation (LM)
2.60-3.39	Moderate Manifestation (MM)
3.40-4.19	High Manifestation (HM)
4.20-5.00	Very High Manifestation (VHM)

Employers rated very high manifestation on knowledge specifically they rated high most on the items: work habits, initiative/problem-solving skills, and understanding skills. As explained by [16], job knowledge leads to better work decisions. That employees who do not have a clear understanding of how their jobs fit into the overall work picture of their organization are more likely to exhibit carelessness and the inability to make clear distinctions on which aspects of their job are most important.

On skills and competencies, employers rated NORSU graduates with very high manifestation on all items. The top two (2) items are general skills and manual/physical skills.

As described by Matsouka and Mihail [17], hard skills such as general skills, and manual/physical skills are those skills connected with the technical aspects of acquiring the knowledge to perform a job. Employers require graduates to have the fundamental technical skills necessary for their specific professions [18].

As for attitude and values, employer's also rated very high manifestations on all items. The highest items are professional values and individual values. Liao et al[19] find out that employees' attitudes and values have a

significant relationship with job performance. An employee with a positive attitude and values is well aware of the dynamics of business, can fine-tune to the organizational environment, leading to holistic development in the performance and productivity of the entire organization [20].

Employers are arguably the primary experts on what competencies are most needed in the workplace. Including their views in an analysis of the importance of competencies can generate insights for universities

concerning their strategies for developing students and improving graduate employability [16].

It was noted, that the findings on the previous page show that employers rated attitudes and values, skills and competencies, and knowledge of NORSU graduates with very high manifestation as important to varying degrees. However, as we have seen, statistical analysis supports neither the attitudes and values, skills and competencies, and knowledge as being more important than the other.

Table 7. *Linear regression of the job performance and manifestation of NORSU VMGO's*

Variables	Vision	Mission	Goals	Core Values	Course Objectives
<b>Attitude and Values</b>					
Individual Values	<b>0.089*</b>	<b>0.092*</b>	0.056	<b>0.077*</b>	0.021
Professional Values	0.094	<b>0.073*</b>	0.043	<b>0.062*</b>	0.028
Commercial Attitude and Understanding	0.034	0.027	0.004	0.045	0.011
Self-Sufficiency and Self-Career Management	0.036	0.046	0.014	0.048	0.011
Digital Literacies	<b>0.060*</b>	<b>0.064*</b>	0.040	<b>0.092*</b>	0.011
<b>Skills and Competencies</b>					
Transferable Skills	0.026	0.037	0.006	0.022	0.002
Communication/ Interpersonal Skills	<b>0.072*</b>	0.054	0.008	0.036	0.001
Tactile/Technical Skills	0.001	0.004	0.000	0.014	4.907
General Skills	0.027	0.031	0.004	0.042	0.000
Manual/Physical Skills	0.000	0.001	0.000	0.003	0.023
<b>Knowledge</b>					
Understanding Skills	0.039	0.043	0.004	<b>0.075*</b>	0.001
Job Knowledge/Skills	0.055	<b>0.060*</b>	0.034	<b>0.069*</b>	0.003
Critical Thinking Skills	<b>0.087*</b>	<b>0.093*</b>	0.042	<b>0.088*</b>	0.030
Initiative/Problem-solving Skills	<b>0.072*</b>	<b>0.076*</b>	0.027	<b>0.089*</b>	0.001
Work Habits	0.027	0.031	0.014	0.042	0.000

Legend: \*Significant at the 0.05 level.

Table 7 shows the linear regression of the job performance and manifestation of NORSU VMGOs. The result shows that attitude and values specifically individual values and digital literacies are related to NORSU's vision, mission, and core values. The same can be said with professional values is related to mission and core values. That is, those respondents who have higher individual values, digital literacies, and professional values have higher manifestations of NORSU's vision, mission, and core values. Cassar [21], explains that it is critical to note that an organization's vision statement reflects the values and aspirations that are intended to capture the heart and mind of the stakeholders. While Yazhou and Jian [22], describe that an organization's mission statement distinguishes one's core values and core purpose in providing direction and focus that provides many benefits to an organization and its stakeholders.

Only communication/ interpersonal skills under skills and competencies are related to NORSU's vision. Stid and Bradach [23], state that a clear vision determines very critical functions such as enhancing decision making which facilitates people to determine what is important, proving to mean to work, and establishing a standard of excellence. Respondents who have better communication/ interpersonal skills tend to have a higher manifestation of the NORSU vision.

Lastly, for knowledge, items such as critical thinking skills and initiative/problem-solving skills are related to NORSU's vision, mission, and core values. While job knowledge/skills are related to mission and core values. And understanding skills are related to core values.

Bartkus, et al [15], explain that mission and vision statements have the potential for influencing the

organization's performance. And some experts say that a strategic mission and vision statement has a transformative effect on the future of the institution and its stakeholders. This explains that respondents have excellent critical thinking skills, initiative/problem-solving skills, job knowledge/skills, and understanding skills that have a higher manifestation of the organization's vision, mission, and core values.

### Conclusions

Given the findings of the study, the following conclusions are drawn.

The study intends to draw baseline data on the employability of Negros Oriental State University graduates, from 2016 to 2020. Generally, the majority of the respondents are female and are graduates of the College of Business Administration (CBA). More than half of the respondents are graduates from the years 2019 and 2020, and few of them received an award or an honor student during their stay at NORSU.

It is apparent that most of the respondents in the study are presently employed and work locally. Many of them stay and accept the job because of the salaries and benefits they received, a career challenge, and related to the course they have taken in college. Several of the NORSU graduates hold clerical positions or rank and file employees, but a good number also of the respondents are in a professional, technical or supervisory job level position.

The study shows that the curriculum used and competencies learned by the NORSU graduates are relevant to their job. Competencies such as communication skills, human relations skills, critical thinking skills, and problem-solving skills are found to be useful by the respondents.

The paper also offers evidence that the manifestation of the respondents in NORSU VMGOs is very high and homogenous. The same can be said with the job performance as perceived by the employers are also very high and the response is homogenous in terms of the attitudes and values, skills and competencies, and knowledge. Furthermore, it is observable that job performance and the manifestation of NORSU VMGOs have a significant relationship. That is, those respondents who have higher job performance in terms of attitude and values, skills and competencies, and knowledge have higher manifestations of NORSU's vision, mission, and core values.

### Recommendations

The Office of the Director of Alumni Affairs (ODAA) office should continue the conduct the employability of the NORSU graduates every year. It is recommended that the ODAA office conduct activities that are actively participated by the NORSU Alumni. Activities such as Personality Development and Public Relations Seminar, Communication Proficiency Seminar, and Job Fairs are also needed to develop the graduate's competencies in terms of customer relations and public relations. Regular feedback by the graduates should be sought by the ODAA office to be used as a basis for continuous improvement of instruction to be able to address the industrial needs.

It is also recommended that NORSU may also revisit the curriculum and improved it to meet the necessary skills and competencies expected of the graduates. There is also a need for the University to upgrade the quality of facilities and laboratories to continuously enhance the knowledge and skills of the students. As for further research, researchers may conduct a similar study in a different setting to further confirm the results of this study.

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