

Graduates Performance in the Workplace: Employers' Perspective

Ariel M. Plantilla (DBA)

College of Business, University of Rizal System, Philippines
amplantilla@yahoo.com

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Abstract - *This paper is an assessment of the employers feedback on the performance of business graduates of University of Rizal System Pililla from batch 2010 – 2014 in the workplace with respect to knowledge and understanding, skills and personal qualities. The researcher used descriptive method of research utilizing the employers and managers of employed graduates as key informants of the study.*

The findings revealed that employers were very much satisfied on the performance of graduates in terms of knowledge and understanding of the job, general skills, specialized skills and personal qualities demonstrated in the workplace. There was significant difference on the performance of graduates in terms of positions and length of service as revealed by the variations on the level of satisfaction of the employers on graduates' performance in work. Relationship exists between the degree of importance of the four aspects of job performance and the level of satisfaction on the performance of business graduates. Employers placed a strong preference to the business graduates of the campus. There is no mismatch of knowledge and skills of graduates and what the employers are expecting among the business graduates.

Keywords: *Employers feedback, graduates, performance, workplace*

INTRODUCTION

The goal of higher education system of the Philippines is to develop professionally competent, service oriented, principled and productive citizens[1] Higher Educational Institutions are mandated to prepare students for the world of work. Graduates need to be given opportunities to develop knowledge and skills in their field of specialization [2].

The effectiveness of an educational program offered by an educational institution can be measured through the competencies of its graduates, the knowledge and skills the graduates acquired and can be applied in the work environment. The knowledge and skills that the graduates possessed can be determined through the feedback from employers of the graduates' performance in the work situation. The outcomes of any educational programs can be best measured in terms of how well the graduates applied their university acquired knowledge and skills in the real work situation.

Curtin University in Sarawak business graduates have demonstrated university attributes such as knowledge, thinking skills, communication skills, information skills, learning how to learn, cultural understanding and professional skills. These skills are

what the industry are expecting from the graduates [2].

In the study of Ramirez et al. [3] noted that the graduates claimed their knowledge, academic acquired skills and competencies contributed greatly in their job performance. Significant relationship exists between graduates' field of specialization and occupation after graduation. The academic acquired skills are relevant in their chosen occupations.

Gradually these theoretical underpinnings combine with critical analysis of contemporary issues and problems and the application part comes with the exposures to organizations or schools doing case study analysis. The academic trainings compel them to develop critical and analytical thinking. The focus on creating a nationalist perspective trains them to become agents of change in their own organizations [4].

Employer satisfaction survey was conducted every year at Riverland College [5] . The survey is aimed at collecting data from regional employers to learn what skill sets they see as important in making new hires and their satisfaction level with Riverland graduates they have hired. Employer satisfaction with Riverland graduates' general knowledge, specialized skills, and the employers' likelihood of hiring

graduates in the future remains essentially unchanged from the previous survey. Employers are somewhat very satisfied with the qualities and skills of Riverland graduates that they hire. Employers are very satisfied with the graduates' positive attitude, ability to understand and take direction, integrity and customer service skills.

Key performance indicator for assessing job performance appraisal includes job skills necessary for the effective completion of job tasks and responsibilities. While this will vary from position to position, judge whether your employee is meeting standards in key areas. Another is communication which is an essential part of every job and should be a key performance indicator in the staff evaluation. Rate how well the staff communicate with management, customers and colleagues. This can be defined in terms of interpersonal communication skills, written and verbal skills.[6]

The University of Rizal System as higher education institution is mandated to prepare the students in the world of work, to produce competent and value laden graduates, develop future professional workforce with high level of knowledge and skills needed by the industry. This paper would like to determine how the graduates performed in the real work environment on the point of view of the employers or managers. The researcher would like to determine if there is gap between the graduates acquired knowledge and skills and the application of such knowledge and skills in the work environment. The results of the study will be basis in the curricular reforms specifically business programs and will serve as basis for policy formulation and implementation.

OBJECTIVES OF THE STUDY

The study primarily aimed to determine the level of satisfaction of the employers on the performance of business graduates of URS Pililla that will serve as an input in the enhancement of business education curriculum specifically the Bachelor of Science in Business Administration (BSBA) and Bachelor of Science in Office Administration (BSOA) curriculum. More specifically, the study aimed to determine the employment profile of the business graduates. Determine the degree of importance of acquired knowledge and understanding of the job, skills and qualities acquired by the graduates towards their employment. Assess the level of satisfaction of the employers on the knowledge and understanding, skills and qualities of business graduates as employee.

Analyze the significant difference on the level of satisfaction of the employers on the performance of business graduates in terms of course and year graduated, position and length of service. Examine the relationship between and among the degree of importance of the acquired knowledge and skills and level of performance of graduates with respect to their knowledge and understanding of the job, general skills, specialized skills and personal qualities demonstrated by graduates in their work.

METHOD

The researcher utilized the descriptive survey – type of research design in order to analyze the level of satisfaction of the employers on the performance of business graduates from year 2010 to 2014. Key informants of the study were the employers or immediate supervisors of business graduates employed in different companies or agencies. List of employed graduates was gathered from the University placement office. Through the use of contact numbers, emails and social media, the researcher gathered from the employed graduates regarding their current employers or managers, their address and contact numbers. A questionnaire checklist patterned from Noel-Levitz employers' satisfaction survey was used as a data gathering tool. Three hundred questionnaire were sent through mail to the employers or managers but only one hundred twenty (120) employers or managers participated in the study.

The following statistical tools were used in the study such as frequency and percentage distribution, weighted mean, F test one way ANOVA and Pearson r. A likert scale was used to assess the degree of importance of performance indicator and level of performance of graduates in their job: 1.0-1.79: Not at All Important /Satisfied (NA); 1.8-2.59: Little Important /Satisfied (L); 2.6 – 3.39: Somewhat Important / Satisfied (S); 3.4 – 4.19: Very Much Important / Satisfied (VM); 4.20-5.0: Extremely Important / Satisfied (E).

RESULT AND DISCUSSION

Majority of the business graduates employed were Bachelor of Science in Business Administration (BSBA) major in financial management , marketing and human resource management degree with 107 or 89 percent while Bachelor of Science in Office Administration (BSOA) graduates with 13 or 11 percent. Majority of business graduates (75%) employed are occupying rank and file positions while

only 25 percent of the graduates occupy lower management positions such as department head, supervisors and junior managers in different companies within Rizal and metro manila.

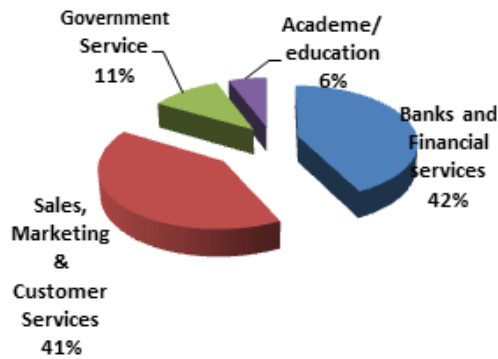


Figure 1. Business Graduates in terms of type of industry or sector employed

Figure 1 shows the percentage of graduates in terms of type of industry or sector employed. It can be noticed on the above figure that majority of the business graduates were employed in Banks and financial services industry where their knowledge on financial management is applied with 42 percent followed by the graduates working in sales, marketing and customer service industry where their gained knowledge in customer service management is applied with 41 percent followed by those working in the public sector both in the local and national government with 11 percent. Some graduates after graduation took supplemental education and took professional teachers board exam and now employed as public secondary school teachers or in the academe sector with 6 percent.

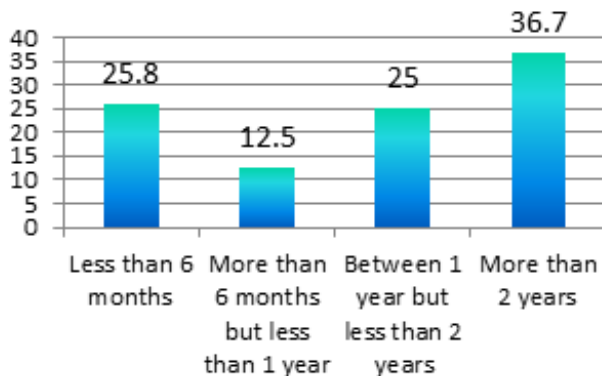


Figure 2. Business Graduates in terms of length of service to the company

Majority of the business graduates were working for more than two years (36.7%) in the company followed by less than 6 months (25.5) and between 1 year but less than 2 years (25%).

Table 1. Importance of Knowledge and Understanding of the Job

Job related knowledge	WM	VI
1. Knowledge in employee's field of study	4.16	VM
2. Understanding of job-related information	4.20	E
3. Specific technical knowledge required for the job (other than computer applications)	3.97	VM
4. Knowledge of specific computer applications required for job (other than word-processing, spreadsheets, database applications)	3.86	VM
5. Understanding of organizational context (industry regulations, competition, etc.)	3.84	VM
6. Understanding of international business environment	3.40	VM
7. Understanding of systems and organizations (e.g., political systems, markets, cultures)	3.54	VM
9. Knowledge of peoples and cultures from other countries	3.15	S
Average Weighted Mean	3.77	VM

For the employers knowledge of job related information is extremely important for the employees to successfully perform their job with a mean of 4.20. Followed by knowledge in the field of study with the mean of 4.16 interpreted as very much important while knowledge about people and culture from other countries as somewhat important or not important in the performance of the job. Majority of the companies were business graduates were currently employed were considered as Small and Medium Enterprises (SME) wherein business operation is within the domestic market and knowledge about people and culture from other country is not necessary.

Table 2 presents the importance of general skills. For the employers interpersonal skills, customer service skills and listening to others are extremely necessary for the graduates in performing their job. Employers also considered critical thinking skills, organizing skills, computation, basic computer skills are also very much important for employees to

successfully perform their jobs. These attributes must be developed among the students in the University because soft skills were considered by the these employers to the graduates when they apply for a job.

Table 2. Importance of General Skills

General Skills	WM	VI
1. Written communication	4.09	VM
2. Verbal communication	4.19	VM
3. Listening to others	4.28	E
4. Organizing information for presentation	4.09	VM
5. Critical thinking (e.g., evaluating information, making decisions)	4.09	VM
6. Computation (math)	4.12	VM
7. Reading	4.16	VM
8. Basic computer encoding (e.g., word-processing)	4.12	VM
9. Advanced computer (e.g., spreadsheets, databases)	3.79	VM
10. Use of equipment or technology specific to the job (other than computers)	3.78	VM
11. Leadership	3.93	VM
12. Teamwork (interpersonal relationships)	4.39	E
13. Customer service	4.36	E
Average Weighted Mean	4.11	VM

Generic attributes include communication skills, problem-solving skills, computer literacy, information literacy, ability and willingness to learn, and teamwork. The need to have skilled worker and not just knowledge is a factor that is highly demanded for any job requirement [2].

The Dearing Report in the UK recommended the development of communication, numeracy, information technology and learning how to learn at a higher level within all subjects [7].

Table 3. Importance of Specialized Skills

Specialized Skills	WM	VI
1. Management of organizational resources (budgets, subordinates, etc.)	3.61	VM
2. Management of a certain project	3.69	VM
3. Ability to negotiate contracts, sales, alliances with clients	3.74	VM
4. Mentoring or coaching colleagues	3.88	VM
5. Ability to set goals and allocate time to achieve them	4.01	VM
6. Ability to translate theory into practice	3.93	VM
Average Weighted Mean	3.81	VM

Employers considered graduates ability to set goals and time management as very much important skill that an employee should possess. Manage organizational resources and able to translate theory

into practice as very much important skill that they should possess. Mentoring or coaching, negotiate contracts and management of projects were least expected among business graduates. Employers were more concerned on the ability of the employees to set goals and allocate time to achieve these goals as very much important skill that an employee should have. Ability to translate theory into practice, mentoring and coaching as very much important skill that graduates should possess. These skills must be developed among the students while they are in University because employers put much premium on these skills while the graduates were already in the world of work.

Table 4. Importance of Personal Qualities

Personal Qualities	WM	VI
1. Flexibility (responds well to change)	4.45	E
2. Creativity (identifies new approaches to problems)	4.33	E
3. Empathy (understands the situations, feelings, or motives of others)	4.28	E
4. Reliability (can be depended on to complete work assignments)	4.43	E
5. Integrity (understands and applies ethical principles to decisions)	4.47	E
6. Self-discipline (exhibits control of personal behavior)	4.40	E
7. Positive attitude toward work	4.54	E
8. Willingness to learn	4.58	E
9. Understands and takes directions for work assignments	4.50	E
10. Accepts responsibility for consequences of actions	4.51	E
Average Weighted Mean	4.45	E

It can be seen that employers considered all the stated personal qualities as extremely important for the employees to successfully perform their job. They put much premium on self-discipline, positive attitude towards work and willingness to learn as important qualities of an employee. These personal qualities should emanate to the graduates for them to be hired in their jobs.

The findings of the study is parallel to Australian Industry Group report (2009), stated that the demand for higher levels of skills, frequent updating of skills and excellent ‘soft skills’ as well as technical skills.[8] The survey showed that over 90 per cent of the employers look for people who are flexible and adaptive, willing to learn on the job, team players, technically competent and committed to excellence[2] Australian Industry Group, suggests that employers recognise employability skills, a positive attitude and

work experience as the most important factors when recruiting graduates.

Employers were looking for the employees not only competent in terms of technical skills but also of personal qualities such as flexibility and willingness to learn.

Table 5 presents the satisfaction of the employers on the knowledge and understanding of the job of the business graduates from 2010 to 2014. Employers were very much satisfied with the business graduates' understanding of job related information, knowledge about business and information technology (IT) skills which they consider as very much essential for the successful performance of job. However, they are somewhat satisfied with the knowledge of international business environment, people and culture from other countries. This can be explained by the fact that business of the employers are operating in

the domestic or local market. Knowledge about international business environment were not necessary at this time. In the overall, employers are very much satisfied on the knowledge and understanding of the job of the graduates regardless of their batch. Employers from all industries identified oral and written communication as one of the most important attributes needed in early career graduates. Being flexible and adaptable to different work environment was another recurring theme that was found in the open-ended comments. Knowledge and skills in using technology was outlined in all professions and industries. An area where respondents in business and health professions wrote extensively was related to setting priorities and monitoring outcomes. Respondents suggested that new graduates lacked skills in planning and monitoring outcomes [9].

Table 5. Satisfaction of the Employers on the Knowledge and Understanding of the Job of the Business graduates from 2010 to 2014

	2010		2011		2012		2013		2014		Overall	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
1. Knowledge in employee's field of study	4.11	VM	3.96	VM	4.22	E	3.64	VM	3.96	VM	3.99	VM
2. Understanding of job-related Information	4.08	VM	3.92	VM	4.22	E	3.86	VM	4.04	VM	4.02	VM
3. Specific technical knowledge required for the job (other than computer applications)	3.94	VM	3.81	VM	4.00	VM	3.71	VM	3.70	VM	3.83	VM
4. Knowledge of specific computer applications required for job (other than word-processing, spreadsheets, database applications)	3.97	VM	3.92	VM	3.63	VM	3.43	VM	3.91	VM	3.85	VM
5. Understanding of organizational context (industry regulations, competition, etc.)	3.89	VM	3.62	VM	3.75	VM	3.07	S	3.70	VM	3.66	VM
6. Understanding of international business environment	3.49	VM	3.04	S	3.63	VM	2.62	S	3.00	S	3.17	S
7. Understanding of systems and organizations (e.g., political systems, markets, cultures)	3.55	VM	3.23	S	3.71	VM	3.09	S	3.10	S	3.32	S
8. Knowledge of peoples and cultures from other countries	3.49	VM	3.12	S	3.38	S	2.46	L	3.05	S	3.16	S
9. Overall, how satisfied are you with Employee's knowledge and understanding of his/her major field of study	4.06	VM	3.92	VM	4.13	VM	3.85	VM	4.00	VM	3.99	VM

Table 6. Satisfaction of the Employers on the General Skills Acquired by the Business graduates from 201 to 2014

	2010		2011		2012		2013		2014		Overall	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
1. Written communication	3.86	VM	3.92	VM	4.22	E	3.57	VM	3.86	VM	3.87	VM
2. Verbal communication	3.97	VM	3.88	VM	4.11	VM	3.93	VM	4.09	VM	3.98	VM
3. Listening to others	4.08	VM	4.23	E	4.22	E	3.86	VM	4.27	E	4.14	VM
4. Organizing information for presentation	3.85	VM	3.92	VM	4.11	VM	3.62	VM	3.86	VM	3.86	VM
5. Critical thinking (e.g., evaluating information, making decisions)	3.80	VM	3.80	VM	4.33	E	3.64	VM	3.81	VM	3.83	VM
6. Computation (math)	3.92	VM	4.00	VM	4.00	VM	4.00	VM	3.86	VM	3.94	VM
7. Reading	4.11	VM	4.08	VM	4.50	E	3.93	VM	4.18	VM	4.12	VM
8. Basic computer (e.g., word-processing)	3.97	VM	4.12	VM	4.22	E	3.64	VM	4.09	VM	4.01	VM
9. Advanced computer (e.g., spreadsheets, databases)	3.71	VM	3.73	VM	3.78	VM	3.31	S	3.73	VM	3.67	VM
10. Use of equipment or technology specific to the job (other than computers)	3.80	VM	3.81	VM	3.89	VM	3.83	VM	3.68	VM	3.79	VM
11. Leadership	3.89	VM	3.62	VM	3.89	VM	3.71	VM	3.81	VM	3.78	VM
12. Teamwork (interpersonal relationships)	4.11	VM	4.15	VM	4.67	E	4.21	E	4.27	E	4.22	E
13. Customer service	4.19	VM	4.00	VM	4.56	E	4.14	VM	4.36	E	4.21	E
Overall, how SATISFIED are you with this employee's general skills as they relate to the requirements of the job?	4.03	VM	4.00	VM	4.22	E	3.86	VM	4.22	E	4.06	VM

Business graduates of URS Pililla exhibited very good general skills as shown in the level of satisfaction of the employers specifically the teamwork or interpersonal skills and customer service skills of the graduates which they considered as two most important skills that an employee should have, while they were very much satisfied with the advance computer skill and use of technology of the employed graduates. In the overall, the employers are very much satisfied with the general skills of graduates. Graduates of 2012 and 2014 performed well as reflected in the extreme level of satisfaction of their

employers. The findings of the study is found similar to the studies in the European context, a large-scale survey on employers' perception of graduate employability in 27 European countries with 7,036 graduate employers found that graduate recruiters were most likely to highlight the importance of teamwork, sector-specific skills, written and oral communication skills, computer literacy, the ability to adapt to new situations and analytical and problem-solving skills as important attributes when recruiting [11].

Table 7. Satisfaction of the Employers on the Specialized Skills Acquired by the business graduates

BSBA	2010		2011		2012		2013		2014		Overall	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
1. Management of organizational resources (budgets, subordinates, etc.?)	3.67	VM	3.40	VM	3.89	VM	3.23	S	3.59	VM	3.55	VM
2. Management of certain project	3.69	VM	3.62	VM	3.78	VM	3.15	S	3.57	VM	3.59	VM
3. Ability to Negotiate contracts, sales, alliances with clients	3.75	VM	3.56	VM	3.78	VM	3.31	S	3.50	VM	3.60	VM
4. Mentoring or coaching colleagues	3.83	VM	3.58	VM	3.89	VM	3.38	S	3.73	VM	3.70	VM
5. Ability to set goals and allocate time to achieve them	3.86	VM	3.81	VM	4.11	VM	3.54	VM	3.95	VM	3.85	VM
6. Ability to translate theory into practice	3.83	VM	3.58	VM	4.00	VM	3.23	S	3.86	VM	3.72	VM
Overall, how SATISFIED are you with this employee's specialized skills as they relate to the requirements of the job?	3.90	VM	3.80	VM	3.89	VM	3.69	VM	3.90	VM	3.85	VM

Employers were very much satisfied with the graduates' ability to set goals and time management to achieve the set goals with a weighted mean of 3.86, 3.81 4.11, 3.54 and 3.95 from 2010 to 2014 and their ability to translate theory into practice and mentoring or coaching colleagues for which they considered as important skills that the employee should have. However, performance of employees in terms of management of organizations resources, management of certain projects and ability to negotiate are least among the specialized skills performed by the employees. In the overall, employers are very much

satisfied with the specialized skills of the business graduates. This implies that University of Rizal System prepared and developed its graduates with the necessary skills needed in the job. Similar to the findings of Ramirez et al that RTU graduates claimed that their knowledge, academic acquired skills and competencies contributed greatly in their job performance. Significant relationship exists between graduates' field of specialization and occupation after graduation. The academic acquired skills are relevant in their chosen occupations [3].

Table 8. Satisfaction of the Employers on the Personal Qualities Demonstrated in work by the Business graduates

	2010		2011		2012		2013		2014		Overall	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
1. Flexibility (responds well to change)	4.14	VM	4.16	VM	4.33	E	3.85	VM	4.14	VM	4.12	VM
2. Creativity (identifies new approaches to problems)	4.11	VM	4.04	VM	4.44	E	3.86	VM	3.95	VM	4.06	VM
3. Empathy (understands the situations, feelings, or motives of others)	4.17	VM	4.00	VM	4.22	E	3.86	VM	4.14	VM	4.08	VM
4. Reliability (can be depended on to complete work assignments)	4.17	VM	4.12	VM	4.44	E	4.07	VM	4.09	VM	4.15	VM
5. Integrity (understands and applies ethical principles to decisions)	4.28	E	4.15	VM	4.56	E	3.86	VM	3.95	VM	4.15	VM
6. Self-discipline (exhibits control of personal behavior)	4.17	VM	4.00	VM	4.44	E	4.00	VM	4.14	VM	4.12	VM
7. Positive attitude toward work	4.33	E	4.27	E	4.67	E	4.21	E	4.27	E	4.32	E
8. Willingness to learn	4.36	E	4.38	E	4.78	E	4.29	E	4.36	E	4.39	E
9. Understands and takes directions for work assignments	4.28	E	4.19	VM	4.67	E	4.14	VM	4.23	E	4.26	E
10. Accepts responsibility for consequences of actions	4.33	E	4.27	E	4.78	E	4.14	VM	4.32	E	4.33	E
Average WM	4.23	E	4.16	VM	4.53	E	4.03	VM	4.16	VM	4.20	E

The table 8 shows that employers were extremely satisfied with the personal qualities exhibited by the graduates in workplace. They were extremely satisfied with the graduates on their willingness to learn, positive attitude towards work responsibility and ability to take directions and assignments with the grand mean of 4.39,4.32 and 4.26 It can be noticed also that employers’ were extremely satisfied with the graduates of year 2010 and 2012 as compared to the fresh graduates. This can be explained by the fact that graduates of old batch had already established trust and confidence to their employers as compared to the fresh graduates that they were new in their respective positions in the company. Shah and Nair’s research with 400 graduate employers from different industries in Australia found out the following graduates’ capabilities rated by employers as high on importance and low on satisfaction: These were ability to communicate effectively; ability to organize work and manage time effectively; willingness to face and learn from errors and listen openly to feedback; ability to set and justify priorities; being flexible and adaptable; and willingness to listen to different points of views before coming to a decision.[9] The findings of Lowden et al., reported that majority of employers are satisfied with their graduate recruit. Employers expect graduates to demonstrate a range of skills and attributes that include team working, communication, leadership, critical thinking, problem solving and often managerial abilities or potential [12].

Table 9. Employers Likelihood of Hiring Business Graduates

	Year	WM	VI
Based on your experience with this employee, how LIKELY are you to hire graduates of University of Rizal System?	2010	4.11	VM
	2011	4.12	VM
	2012	4.11	VM
	2013	4.07	VM
	2014	4.27	E
Overall		4.14	VM

The table 9 shows that employers were very much willing to hire business graduates of University of Rizal System Pililla. Based on their assessment of graduates’ knowledge, general and specialized skills and personal qualities. This means that URS Pililla business graduates were developed and molded by the institution with very good knowledge, skills and attitude fitted to the needs of the employers. Corollary to study of Aquino, Del Mundo and Quizon [13] Employers generally turn in good ratings for teacher education graduates who are prepared at BatStateU ARASOF. Despite gaps exist between usefulness and satisfaction level. School heads would continue hiring graduates of the aforementioned school. It is interesting to note that numerous graduates of the College of Teacher Education of BatStateU ARASOF were former students of the different schools whose principal or head teachers are participants of the present study. Being so, they have a stake in the professional and personal success of these graduates and thus, hiring them and getting them employed would also mean that they have contributed in the graduates’ success for employment.

The data in Table 10 show that employers were somewhat satisfied with the knowledge and skills of the graduates employed in less than six months in the company but over time the employers tend to become very much satisfied with the performance of graduates whose length of service is more than six months. This can be explained by the fact that employers who are just new in the had not yet proven their knowledge and skills because they are just in the adjustment period. It can also be noticed that employers satisfaction on graduates general skills and specialized skills do not vary in terms of length of service of the employees in the company, while they vary on the personal qualities of the graduates.

Employers were extremely satisfied with the personal qualities demonstrated in work by the business graduates who have been in the company for

Table 10. Composite Table on Employers Satisfaction Business Graduates Performance when grouped in terms of Length of service

	Less than 6 months		More than 6 months		Between 1 to 2 years		More than 2 years	
	WM	VI	WM	VI	WM	VI	WM	VI
Knowledge and Understanding	3.37	S	3.54	VM	3.81	VM	3.83	VM
General Skills	3.90	VM	3.61	VM	3.98	VM	4.11	VM
Specialized Skills	3.58	VM	3.43	VM	3.68	VM	3.83	VM
Personal Qualities	4.16	VM	3.95	VM	4.33	E	4.24	E

more than one year and very much satisfied on the personal qualities exhibited by the business graduates who are working for less than a year. As reflected in the table that the level of satisfaction of the employers were changing or improving as graduates grows old in the company. This is because the employers already developed trust and confidence on their employees.

Top ten skills rated by Australian employers as high importance and high performance ratings in four separate studies in two different universities in Australia. These skills were being able to communicate effectively, commitment to ethical practice and being flexible and adaptable, being able to organize work and manage time effectively, being willing to face and learn from errors and listen openly to feedback, wanting to produce as good a job as possible, ability to empathize with and work productively with people from a wide range of backgrounds. A willingness to listen to different point of views before coming to a decision, being able to set and justify priorities and being able to develop and contribute positively to team-based projects[8]

The data shows that employers were very much satisfied with the knowledge and understanding of rank and file graduates employees and those occupying lower management positions. This can be explained by the fact that employees' knowledge and understanding widens when they become matured and given bigger responsibilities in the company.

It can be noticed that the level of satisfaction of the employers on the performance of graduates do not vary in terms of graduates position in the company. Employers were extremely satisfied with the ability of the graduates to attend to customers' needs, ability to work as a team players regardless of their positions.

Employers' satisfaction on specialized skills of graduates differs in terms of their positions. They were very much satisfied with the graduates occupying lower level management positions specifically they are very much satisfied on their ability to negotiate contracts, sales with clients , mentoring colleagues and manage organizational resources while somewhat satisfied on graduates with rank and file position. The variations can be explained by the fact that graduates that occupy managerial positions developed more skills overtime as they become matured in their work.

Noticeable that personal qualities of graduates do not vary regardless of their positions They are extremely satisfied with the graduates positive attitudes towards work, willingness to learn, creativity and flexibility.

Table 11. Composite Table on Employers Satisfaction Business Graduates Performance when grouped in terms of Position

	Rank and File		Lower level Managers	
	WM	VI	WM	VI
Knowledge & Understanding	3.54	VM	3.83	VM
General Skills	3.98	VM	4.11	VM
Specialized Skills	3.13	S	3.83	VM
Personal Qualities	4.20	E	4.29	E

Table 12. F- ratio on the level of satisfaction of employers on the performance of business graduates in terms of year graduated

	SS	Df	MS	F	Sig.	Ho	VI
A Knowledge & Understanding							
Between Groups	4.316	4	1.079	3.075	.019	R	Significant
Within Groups	40.708	116	.351				
Total	45.024	120					
B General Skills							
Between Groups	1.606	4	.401	1.318	.267	FR	Not Significant
Within Groups	35.027	115	.305				
Total	36.633	119					
C Specialized Skills							
Between Groups	4.298	4	1.075	2.500	.046	R	Significant
Within Groups	48.997	114	.430				
Total	53.295	118					
D Personal Qualities							
Between Groups	1.838	4	.460	1.621	.174	FR	Not Significant
Within Groups	32.608	115	.284				
Total	34.446	119					

It can be gleaned in the table there is significant difference on employers satisfaction on the knowledge and understanding of the job and specialized skills of graduates of batches 2010 to 2014. Inferential statistics confirms such observation since the p-values of 0.019 and .046 were less than the threshold α level of 0.05. There is sufficient evidence that employers satisfaction on the performance of graduates significantly vary in terms of year graduated which means that hypothesis is rejected. Differences exist on the performance of graduates of batch 2013. Employers were somewhat satisfied with the performance of graduates of batch 2013 as compared to the graduates of 2010, 2011 and 2014. This difference can be explained by the fact that most of the graduates of batch 2013 were not passers of NC III in accounting and bookkeeping which is also important job skill. While many of graduates of 2014 were passers of NC III in accounting and bookkeeping. However, there is no significant difference on the level of satisfaction of employers on the performance of graduates of 2010 to 2014 with respect to general skills and personal qualities since the computed p-values of .267 and .174 are more than the assigned α level of 0.05. Thus, the hypothesis is accepted. This means that general skills and personal qualities of fresh graduates and old graduates are the same.

As reflected in the table 13, there is significant difference on the level of satisfaction of employers on the performance of business graduates in terms of knowledge and understanding and general skills of since the p-value of .038 and .022 are lower than the threshold α level of 0.05. Employers were somewhat satisfied on the performance of graduates with less than six months of service as compared to those graduates with more than two years in service. This means that graduates with longer length service performed better than those with less than six months length of service to the company. Hence, the hypothesis is rejected. Posthoc scheffe test further confirm where significant differences exists. There was difference on the performance of graduates with more than two years of experience and those with less than six months experience. Such difference can be explained by the fact that as employees grows or matured in the company or workplace more knowledge and skills developed. However, in terms of specialized skills and personal qualities there is no significant differences on the level of satisfaction of employers on the performance of graduates since the p-values .178 and .140 is greater than the α level of 0.05. This means that graduates performance do not vary whether they are fresh graduates or old graduates with regard to their specialized skills and personal qualities.

Table 13. F- ratio on the level of satisfaction of employers on the performance of business graduates in terms of length of service

		SS	Df	MS	F	Sig.	Ho	Verbal Interpretation
A	Knowledge & Understanding							
	Between Groups	3.116	3	1.039	2.900	.038	R	Significant
	Within Groups	41.907	117	.358				
	Total	45.024	120					
B	General Skills							
	Between Groups	2.907	3	.969	3.332	.022	R	Significant
	Within Groups	33.726	116	.291				
	Total	36.633	119					
C	Specialized Skills							
	Between Groups	2.218	3	.739	1.665	.178	FR	Not Significant
	Within Groups	51.077	115	.444				
	Total	53.295	118					
D	Personal Qualities							
	Between Groups	1.583	3	.528	1.862	.140	FR	Not Significant
	Within Groups	32.863	116	.283				
	Total	34.446	119					

Table 14. F-ratio in the level of satisfaction of employers on the performance of business graduates in terms of position

	SS	Df	MS	F	Sig.	Ho	Verbal Interpretation
A Knowledge & Understanding							
Between Groups	20.871	1	20.871	141.98	0.004	R	Significant
Within Groups	15.836	108	0.147				
Total	36.706	109					
B General Skills							
Between Groups	20.190	1	20.190	212.53	0.002	R	Significant
Within Groups	10.301	108	0.095				
Total	30.491	109					
C Specialized Skills							
Between Groups	31.268	1	31.268	256.30	0.000	R	Significant
Within Groups	13.178	108	0.122				
Total	44.446	109					
D Personal Qualities							
Between Groups	20.751	1	20.75	266.03	0.000	R	Significant
Within Groups	8.435	108	0.078				
Total	29.186	109					

As revealed in Table 14, there was significant difference on the level of satisfaction of the employers on the performance of business graduates on the four aspects of performance when graduates position in the company were categorized into Rank and File and lower management position. Inferential statistics confirms such observation since the p-values of 0.004, for knowledge and understanding, 0.000 for general skills, 0.000 for specialized skills and 0.000 for personal qualities is lower than the threshold α level of 0.05. There is sufficient evidence that employers satisfaction on the performance of graduates occupying rank and file position and those occupying managerial positions vary significantly hence the hypothesis is rejected. This can be explained by the fact that graduates with lower level managerial positions already gained the satisfaction, trust and confidence by their superior because of their good performance and that could be the reasons why they were promoted in their present job.

Table 15. Relationship between Level of Importance of Indicators and Satisfaction on the Performance of Business Graduates

Performance Indicators	R	Sig	Ho
Knowledge & Understanding	0.799**	0.000	R
General Skill	0.719**	0.000	R
Specialized Skill	.673**	0.000	R
Personal Qualities	.635**	0.000	R

**Significant at p-value<0.01

It can be inferred in Table 15 that there is significant relationship between level of importance of the performance indicators and the level of satisfaction on the performance of business graduates on the following. The high degree of importance of knowledge and understanding of the job expected to graduate employees also resulted to high level of satisfaction on the performance since the Pearson correlation coefficient of 0.799 which means high correlation between the two. In terms of general skills, there is significant relationship between degree of importance and degree of satisfaction since the Pearson correlation coefficient of 0.719 which means high correlation. There is noted high positive correlation between importance of specialized skills and satisfaction on this specific skills since the Pearson correlation coefficient of .673 means high correlation. In terms of personal qualities, there is significant relationship between the degree of importance and the degree of satisfaction since the Pearson correlation coefficient of .635 means high positive correlation. The high positive correlation means that the knowledge, skills and attitudes of graduates developed among the business graduates are also related to their good performance in their job. This further implies that there is no mismatch between the graduates competencies and what the industry expects among graduates as workforce in the industry as reflected in the degree of importance of knowledge, skills and personal qualities and the level

of satisfaction of the employers on the performance of graduates.

The findings is parallel to the survey among Australian university graduates. Three areas received consistent high importance and high performance ratings in four separate studies in two different universities. These three items were commitment to ethical practice (4.60 mean on importance and 3.75 mean on performance wanting to produce as good a job as possible (4.50 mean on importance and 3.63 mean on performance); and (3) a willingness to listen to different points of view before coming to a decision (4.37 mean on importance and 3.54 mean on performance).[9] In contrast to the findings of Aquino et.al [13] Employers' of teacher education graduates' assess their proficiencies or performance, to be lower than their expectations of their usefulness. A mean gap of 0.25 stresses disparity between employers' perceptions of usefulness of proficiencies and their satisfaction of the graduates' proficiencies. The highest gap can be seen to be that on "foundations" (0.45), with the gap in assessment (0.34) following next. The gaps on educational technology, pedagogical and professional skills, dispositions and diversity of learners trail in third, with a value of 0.28. The smallest gap of 0.06 is recorded on research skills

CONCLUSION AND RECOMMENDATION

Based on the findings of the study, the researcher concluded that employers are very much satisfied with the performance of business graduates of URS Pililla. Employers are satisfied on the knowledge and generic skills acquired by the graduates in the University which they believed very much important in their job.

Employers varied on their satisfaction on the performance of graduates in terms of position and with more than six length of service. While graduates performance does not vary regardless of year of graduation. There is high positive correlation between the importance of the four aspects of job performance and the satisfaction on the performance of business graduates. There is no mismatch of knowledge and skills of graduates and what the industry is expecting among business graduates. Employers prefer to hire business graduates of University of Rizal System Pililla.

In the light of the significant findings, the researcher recommended the University should enrich its curricular programs to further enhance graduates knowledge, skills and personal qualities. Curriculum review of the business programs to assess the

relevance of the subjects offered and may consider subjects that will enhance students' knowledge about international business environment and understanding of systems and organizations. Program outcomes, specifically the graduates competencies should be included in the future survey of employers' feedback of the employers on the performance of graduates. Include foreign employers to assess the graduates' competencies in the global business environment. Partnership with the business and industry may be instituted for the revision of curriculum and further training of the students.

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