Employability of Jose Rizal Memorial State University Graduates to Industries

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Abstract

This study aimed to look into the employability of the graduates of Jose Rizal Memorial State University. The study revealed that a number of respondents were 24 – 25 years old. A great majority of graduates came from the municipalities. A very significant majority of them came from Region IX. The most number of graduates came from the Associate in Industrial Technology. The graduates believed that communication skills are most important among the other skills. Gender was a significant predictor in the employability of BSED, BSCS and BSIE graduates. Civil Status was a significant predictor in the employability of the BSED graduates. Age was a significant predictor in the employability of BSED and BSCS graduates. BSED graduates had the highest level of employability index and it ranked first among all other disciplines. The State University program offerings shall be in line with industry needs and adjust the State University offerings to be skilled-base to increase the employability of the graduates.

Keywords: *employability, graduates, industries, job placement program*

Introduction

In the Philippines, the tertiary education institutions have grown steadily in number and program offerings. There are now 1, 720 Higher Education Institutions (HEIs) including the 112 state colleges and universities with a total enrolment of 2, 685, 495 for 2004 and some 282, 802 graduates existing from collegiate programs.

Within its hundred years of existence, the higher education has contributed immensely in the socio-economic, political and cultural development of the Philippines as well as in the formation of national and business leaders, statesmen, and highly competent professionals and entrepreneurs. It has contributed significantly in the establishment of vibrant democratic way of life among the citizenry.

However, with fast growth and huge enrolment, coupled with meager funding resources, the Philippines Higher Education System is experiencing problems on quality (PCER Report 2000). The reason why, like in economics and business enterprise; Higher Education Institutions have to business enterprise; Higher Education Institutions have to be concerned on productivity improvement. It is the time to look at the perspective of

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global landscape and discuss challenges and opportunities that would address the education sector. This is primordial in this age of global independence, innovation, information technology, and borderless education. The fact that all over the world, business is changing, flexibility is winning, management of resources is vital. Institutions should respond, react, and adapt to create their own opportunities because of stiffer competition covering the different dimensions of life including competition for jobs.

Today and to a large extent there is a heighted awareness among higher education institutions in the country for the need to develop new skills, new approaches that can build the competencies and capability requirements for real and effective participation of the future workers in their respective workplaces. Further for HEIs to close ranks with business and industries which are the extended markets of the graduates. Hence, there is an urgent need for HEIs to raise their standards and produce the highly competitive workforce.

To cope with the ever increasing and ever threatening competition of graduates, the Commission on Higher Education in their theoretical and planning framework responded to the challenges of this millennium. This is stated in the CHED Long Term Higher Education Development Plan 2001 – 2010. The challenges articulated in the plan are coming from the information and communication technology (ICT), the globalization and the knowledge – based economy.

ICT and globalization imply that institutions must take a paradigm shift of a borderless education; the students to access enormous amounts of information from other quarters such as the internet, other education technologies and networks with business and industry. There is an imperative need for the country's human resource to become competitive in the global market and workplace with knowledge, skills and values that benchmark with international standards and practice.

As a result of globalization, local universities and other higher education institutions must establish linkages and tie-ups with international universities, associations and agencies for independent endeavors. Multiculturalism and interculturalism must be imputed in the teaching – learning paradigm of higher education institutions.

However, since competition an uncertainty in employment continues to characterize the world of work today, this study is conducted. Basically, to find out the employability of the graduates of Jose Rizal Memorial State University and its competitiveness to the requirements of the industries.

Conceptual Framework

This study is anchored on the Theory of Employability by Evangelista (2007) which states that employability is the value of a person to the labor market in relation to a specific occupation. It depends on the relationship between supply and demand for that occupation. It depends on the unchangeable personal factors such as age, gender, physique, health, personality and it depends on the changeable personal factors such as knowledge and technical ability, flexibility and looking after oneself.

This theory explains that employability greatly depends on the needs of the industry and the fitness of the qualifications and qualities of a person to such needs of the industry. It has a great implication to the training institutions of the Philippines. This emphasizes the great value of program offerings of the schools to be in line with the demands of the industry.

Employability is central to the policy, goals of government and has been identified as a key economic and social target by both government and business enterprise (CBI, 1998). It is viewed as a key issue for individual and business competitiveness, and the solution is the changes in work and organization. The Confederation British Institute (1998) defines employability as the possession by an individual of the qualities and competencies required to meet the changing needs of employers and customers and thereby help in the realization of aspirations and potential in work.

The theory of employability encourages the schools to analyze between the demand of particular skills or expertise in relation to the supply that the schools are producing every period. This leads to the idea that there are schools producing graduates that are not in demand in the industry. This further encourages that school, prior to offering of a particular program need to know the demands of the industry. This would ensure that graduates, after their graduation could surely land on a job. On the other hand, there are also some certain factors that are known to be changeable from time to time. These factor include knowledge and technical ability, flexibility and looking after oneself.

Objectives of the Study

This study aimed to look into the employability of Jose Rizal Memorial State University graduates.

Specifically, this study sought to determine the following:

1. The profile of the graduates in terms of:
   1.1 Personal profile
   1.2 Educational preparation;
   1.3 Manipulative skills;
   1.4 Communicative skills;
   1.5 Industrial skills.
2. The determinants that could predict employability of the graduates.
3. The variables that could predict employability of the graduates.
4. The needs of the different industries in relation to the course offerings of JRMSU System.
5. The significant relationship between the industry needs and the course offerings.

Methodology

This study utilized the descriptive survey method of research. This method was used to describe the personal qualities, educational qualifications, manipulative skills, communicative skills and industrial skills which are the determinants for employability. A questionnaire checklist was used in gathering the information needed aided with the graduate tracers study of the Commission on Higher Education. This study was conducted in the five campuses of Jose Rizal Memorial State University. The respondents of the study were the graduates of Jose Rizal Memorial State University.

Results and Discussion

Presented in Table 1 are the data on the educational preparation of the graduates. The table shows that the most number of graduates came from Associate in Industrial Technology, followed by Bachelor of Secondary Education and Bachelor of Science in Computer Science with respective ranks of first, second and third respectively and whose graduates numbered to 725, 503 and 426 respectively. Ranking fourth and fifth were Bachelor of Science in Industrial Technology with frequencies of 290 and 197 in the same order. These preparations were followed by Associate in Computer Technology, Computer Technician, DAT/BAT, BSHRM and AGTech. The less and least preferred educational preparations were on computer engineering, entrepreneurial management, AB English and AB Political Science.

It could be noticed that mot preferred educational preparation was industrial technology which could also be in demand at present since industries are now employing the BPO or Business Process Outsourcing in which technology is the most preferred. As to employability of graduates, it can also be gleaned that graduates of Bachelor of Secondary Education rank one since 168 were employed with 38.26% from the total population. The lowest in rank were the graduates of AGTech and BSF. The results revealed the program that most sought for employment.

Table 1 Educational Preparation of the Graduates

Programs	No. of Graduates	No. of Employed Graduates	
		Frequency	Percentage
BSED	503	168	38.26%
BSCS	426	106	24.14%
BSEM	9	9	2.05%
BSIE	290	52	11.84%
ABPOLSCI	14	2	0.45%
BSCOE	32	9	2.05%
ABENG	24	3	0.68%
COMPTECH	118	3	0.68%
BSIT	197	22	5.01%
AIT	725	5	1.14%
DAT/ BAT	106	25	5.69%
AAT	53	1	0.22%
ACT	187	16	3.64%
BSHRM	94	17	3.87%
BSF	4	1	0.22%
Total		**439**	**100%**

Table 2 shows the competencies deemed useful for employment which are learned in college by the graduates. As reflected in the table, the graduates revealed that communication skills, human relations skills and critical thinking skills were the top skills they found to be most useful in their jobs. These were followed by entrepreneurial skills, information technology skills, and problem solving skills. Skills of machinist, electricians, electronics, mechanics, and welders which are under industrial skills since all of the technicians can do operations of machines which are in demand in the industry, as these are skills mostly endorsed by TESDA for possible employment outside the country.

The very reason why a communication skill is deemed the most important skills that the graduates should possess is the fact that almost all disciplines require expertise in communication. Basically, communication is of prime importance because the industries nowadays require communication as an integral part of hiring employees aside from the industry skills that they should possess.

According to Tan (2007) during a National Conference of the Philippine Association of Collegiate Schools of Business, the school must respond to the increasing needs of the industry. Their offerings should be in line with industry needs and industry requirements. By so doing, the schools may not find it difficult to place their graduates into a job that is best suited to their training in the institutions.

Table 2 Competencies Learned in College Useful for Employment

Academic Experience	Frequency	Percentage
Communication Skills	228	51.94%
Human Relations Skills	215	48.97%
Critical Thinking Skills	106	24.15%
Entrepreneurial Skills	105	23.92%
Information Tech. Skills	146	33.26%
Problem Solving Skills	103	23.4%
Welding	1	0.23%
Auto mechanic	1	0.23%
Electrician	12	2.73%
Machinist	8	1.82%
Electronics	18	4.10%

Table 3 Gender and Civil Status a Predictor of Employability

		Gender					Civil Status				
Course	**Emp**	**M**	**F**	**X^2**	**CV**	**D**	**Single**	**Married**	**X^2**	**CV**	**D**
BSED	168	44	124	4.4448	3.84	SP	102	49	10.086	3.84	SP
BSCS	106	64	42	22.281	3.84	SP	82	17	0.547	3.84	NS
BSEM	9	2	7	-	3.84	NS	9	0	-	3.84	NS
BSIE	52	22	30	19.10	3.84	SP	40	9	0.391	3.84	NS
AB PS	2	2	0	-	3.84	NS	2	0	-	3.84	NS
BSCOE	9	6	3	-	3.84	NS	8	0	-	3.84	NS
AB ENG	3	1	2	-	3.84	NS	1	0	-	3.84	NS
COMPTECH	3	2	1	-	3.84	NS	3	0	-	3.84	NS
BSIT	22	19	3	0.7740	3.84	NS	18	4	0.193	3.84	NS
AIT	5	5	0	-	3.84	NS	5	0	-	3.84	NS
DAT/BAT	25	16	9	3.308	3.84	NS	22	3	-	3.84	NS
ACT	1	1	0	1.2230	3.84	NS	1	0	-	3.84	NS
BSHRM	16	5	11	-	3.84	NS	14	2	-	3.84	NS
AAT	17	9	8	-	3.84	NS	16	1	-	3.84	NS
BSF	1	0	1	-	3.84	NS	0	1	-	3.84	NS

Legend:

Emp – employed
M – male
F – female
X^2 – chi-square value
CV – critical value
D – decision
SP – significant predictor
NS – not significant

Reflected in Table 3 are the predictors of employability of graduates. The computed chi-square value of 4.44, 22.81 and 19.10 which is greater than the critical value of 3.84 with a degree of freedom of 1 at 5 percent error revealed that employability of BSED, BSCS and BSIE graduates was affected by gender. The remaining courses have a lower computed chi-square value than the critical value of 3.84 which means that employability of these courses are not affected by gender.

As to civil status, only BSED has a greater critical value which is 10.086 than the critical value of 3.84. This only implies that employability of BSED was affected by civil status, the rest were not.

The result of this study is supported by Maristela (2005) when she revealed in her study that there is a significant relationship between gender, civil status and employability of graduates.

Table 4 Age as a Predictor of Employability

Course	Emp	Age-range								
		20-21	22-23	24-25	26-27	28-29	30-up	X^2	CV	D
BSED	168	2	55	76	25	6	4	30.367	11.07	SP
BSCS	106	3	22	60	17	3	2	12.032	11.07	SP
BSEM	9	2	5	2	0	0	0	-	11.07	NS
BSIE	52	4	17	13	4	5	9	4.27	11.07	NS
AB PS	2	0	1	1	0	0	0	-	11.07	NS
BSCOE	9	0	3	4	2	0	0	-	11.07	NS
AB ENG	3	0	1	0	2	0	0	-	11.07	NS
COMPTECH	3	0	1	1	1	0	0	-	11.07	NS
BSIT	22	1	6	6	4	3	2	2.0550	11.07	NS
AIT	5	1	0	3	0	1	0	-	11.07	NS
DAT/BAT	25	3	6	6	4	4	2	9.301	11.07	NS
ACT	1	1	0	0	0	0	0	-	11.07	NS
BSHRM	16	5	5	6	0	0	0	-	11.07	NS
AAT	17	1	9	5	1	1	0	-	11.07	NS
BSF	1	0	0	0	0	0	1	-	11.07	NS

Legend:

Emp – employed	CV – critical value
M – male	D – decision
F – female	SP – significant predictor
X^2 – chi-square value	NS – not significant

Presented in Table 4 was the effect of age in the employability of graduates. It could be observed in the table that the computed chi-square value of the graduates in BSED and BSCS which are 30.367 and 12.032 respectively are higher than the critical value of 11.07 with 1 degree of freedom at 0.05 level of significant. The results show that employability of BSED and BSCS graduates are affected by age.

This study was contradictory to the findings of Maristela (2005) when she revealed that age I not a predictor in the employability of graduates.

Table 5 Variables that Predict Employability of Graduates

Personal Qualities	Educational Qualification	Communicative Skills	Manipulative Skills	Industrial Skills
0.321	+ 0.3982	+ 0.3533	+ 0.2215	- 0.1180

Table 5 10 shows the regression coefficient of variables that predict employability among the graduates. The regression coefficient shows that among others, educational qualification and communicative skills have positive correlation or influence towards employability. These were proven by the coefficient of + 0.3982 ND + 0.3533. These showed that educational preparation and communicative skill are variables that predict employability of graduates. The appropriateness of training programs offered by the school coupled with industry needs set by the industries tell whether the graduates could be employed or not.

The present study is corroborated by the study of Camacho (2002) which states that employability is determined by the educational qualification of graduates.

Table 6 Courses Offerings Most Sought to the Industries

Courses Offerings	Index of Employability	Rank
BSED	6.92	1
BSCS	3.70	2
BSEM	0.007	11
BSIE	1.23	3
AB PS	0.002	14
BSCOE	0.023	10
AB ENG	0.006	12
COMPTECH	0.029	9
BSIT	0.355	4
AIT	0.297	5
DAT/BAT	0.217	6
ACT	0.004	13
BSHRM	0.245	7
AAT	0.131	8
BSF	0.0003	15

Presented in Table 6 is the employability of graduates of Jose Rizal Memorial State University from the different programs that are most sought to the industry. Graduates of BS Secondary Education ranked 1 with 168 employed out of 503 graduates obtaining 6.92 index of employability. And the lowest in ranked is the graduate from BSF with 0.0003 index of employability.

The results shows that graduates of BSED is the most sought employable graduates among others. This would lead to a belief that there are a lot of existing schools today, be it public of private, that are willing to hire graduates of BSED coming from the schools.

In a tracer study conducted by one of the Private Schools in Zamboanga del Norte, the researchers found out that in today's time, graduates in education and teacher training curriculum are no longer much in demand since there are a lot of young teachers who are in the actual practice nowadays who were just employed by the Department of Education. This is in contrary to the present findings since the graduates from Jose Rizal Memorial State University under the teacher education curriculum are the ones mostly employed.

Table 7 Test of Association Between Course Offerings and Industry Needs

Variables	r-computed	Interpretation
Course Offerings	0.40	Moderate Correlation
Industry Needs		

Table 7 shows the test of association between course offerings and industry needs. This shows that there is a moderate correlation between the two variables. This would mean that the school is essentially a training ground for those who are employable in industries. The school has chosen the right program offerings which almost suit to the needs of the industry.

Conclusion

Based on the results of the study, the researcher hereby concludes that age, gender and civil status are significant predictors in the employability of graduates in some disciplines but not in majority. Other disciplines are not affected by age, gender and civil status for employment in the industry. Among the variables, educational preparation and communicative skills are significant predictors in the employability of graduates in the industry.

Finally, the school offerings are related to the industry needs which lead to the employment of graduates.

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