

Research Article

GRADUATES' COMPETENCE ON EMPLOYABILITY SKILLS AND JOB SATISFACTION

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ABSTRACT

Ensuring graduate employability reputation is considered an important mission of the Bataan Peninsula State University. The ultimate goal of the institution is to know that the graduates are productively engaged in the field. Therefore, graduate employability and competence development around the world depend on a strong sense of innovation and collaboration practices implemented in higher education. This study helps the university to assess competencies of BPSU DC graduates and determine what aspects of the education program need to be improved. The researchers used quantitative method using frequency, percentage, weighted mean, and Pearson *r* in analyzing the data. The study reveals that 61% of the respondents are already permanent in their designated school, mostly in public school, they have strong agreement on the indicators provided under employability skills, and they have slight agreement on the job satisfaction. The respondents agreed that they like people on their working environment. However, the data shows that there is no enough evidence to claim that the association between variables is significant given a *p*-value of less than .05 alpha, thus, the study revealed that there is no significant relationship between graduates' competence, job satisfaction and employability skills. Similarly, there is no significant difference in employability skills and job satisfaction when grouped according to the job status and type of school. The researchers firmly believed that the result of this study would be useful to the university in assisting students the acquisition and competencies in preparation for their employability skills.

Keywords: Competence, Employability Skills, Graduates, Job Satisfaction.

INTRODUCTION

The university is committed to producing competent graduates that can be productive professionals in the field of teaching. According to Abelha (2020), her findings indicate that higher education institutions are concerned with using strategies to enhance the development of competencies for graduate employability. Graduate employability and competence development around the world depend on a strong sense of innovation and collaboration practices implemented in higher education. However, college students nowadays have many activities that cause less attention to their academics. Bok (2017) stated that Employers complain that many graduates they hire are deficient in basic skills such as writing, problem-solving and critical thinking that college leaders and their faculties consistently rank among the most important goals of undergraduate education. Because of this, this research study assesses the competencies of BPSU DC graduates and the findings will be of great help for the college of education so that the campus can determine what aspects of the education program need to be improved. The results may further help the school administrators to review existing motivational policies and practices with the hope that they can enhance work performance and job satisfaction among the teachers. This will be the basis to plan programs for teacher development that will lead to the teacher's professional growth. It will also help them identify specific demographic characteristics of the teachers which could influence work performance and job satisfaction of teachers.

LITERATURE REVIEW

There are several works of literature and studies that focused on the Graduates' Competence in Employability Skills, Job Satisfaction

and Performance, just proofs that this topic is concerned with many researchers. According to Abas (2016), revealed that although personal management skills had a moderate relationship with employees' contextual behavior, the competence in personal adaptability and learning continuously are contributory across all elements of contextual performance. Finally, the result of the study yielded that teamwork skills, particularly the skill of working with others, were also moderately correlated with employees' contextual performance. This implies that graduates' competence in employability skills could give them due advantage in their respective work settings. Thus, proper attention on developing competence on employability skills by employers, employees, higher academic institutions, labor agencies, and policymakers may help address the problems on job performance. On the other hand, Garton (2006), mentioned that graduates' job satisfaction, employability skills required for their careers, and the contribution of the degree program's curriculum in developing the skills were assessed. Graduates pursued a variety of jobs, with approximate two-thirds employed as secondary agriculture teachers, sales representatives, or in managerial positions. Graduates teaching secondary agriculture and graduates used in industry were equally satisfied with their chosen career. For graduates changing employment, a change in career goals or ambitions had the most significant influence on their decision, while being unprepared for the position was not a factor. Graduates rated "getting along with people," "planning and completing projects," and "analyzing information to make decisions" as the employability skills with the greatest need. When factoring in the contribution of the program's curriculum, "analyzing information to make decisions" rose to the top as a need for improvement.

Furthermore Harahap (2019), revealed that the direct influence of organizational culture on teacher job satisfaction with a path coefficient of 0.255; direct effect of honorarium on teacher job satisfaction with a path coefficient of 0.248; the direct influence of transformational leadership on teacher job satisfaction with a path coefficient of 0.248; direct influence of organizational culture on

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teacher performance with a path coefficient of 0.222; direct effect of rewards on teacher performance with a path coefficient of 0.193; the direct effect of transformational leadership on teacher performance with a path coefficient of 0.186; and the direct effect of job satisfaction on teacher performance with a path coefficient of 0.252. Based on these findings, it can be concluded that the better the organizational culture, the better the teacher's job satisfaction and the better the reward, the better job satisfaction of the teacher and the better transformational leadership, the better teacher job satisfaction and the better the organizational culture, the better the teacher's performance and the better the honorarium, the better the teacher's performance and the better the transformational leadership, the better the teacher's performance and the better job satisfaction, the better the teacher's performance. Huang (2019), found out that in his research that possessing a pleasurable or positive emotional state with the whole job training program, employees will have higher job satisfaction and job performance. Other job attitudes such as organizational citizenship behavior, affective commitment, and normative commitment will increase, while turnover intention and absenteeism will decrease. The comprehensive model of training effectiveness was modified by inserting the job training satisfaction after training transfer. This not only better elaborate the relationship among training, job satisfaction, and job performance but also serves as a reminder for the human resource practitioners who should always bear in mind how to make the trainees satisfied with the training when designing and delivering a training program. On the other hand, Panda and Mohanty, (2003) believed that the teacher is a pivot of any education system. In fact, teachers are the strength of a nation. Teachers develop performance style characteristics of their ways of relating to the world, perceptually as nation. Teachers develop performance style characteristics of their ways of relating to the world, perceptually as well as cognitively. A person is, therefore, likely to act in a way that maximizes the use of his aptitudes. Similarly, teacher's positive attitude towards teaching and higher aspiration level determines his positive perception of the environments. It is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement (Panda and Mohanty, 2003). There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, and relations with students. For development of quality teachers, one has to understand the factors associated with it. A recent research shows that teaching and learning at universities is a 'profoundly social experience' (Scott, 2005). Assessing employability skills: Build networks of experts with whom teaching staff can confer. As an example, staff needing assistance with teaching and assessing critical thinking and information skills could be networked with library staff and staff who teach academic literacy units; those needing assistance with international and intercultural perspectives could be linked with staff from departments which offer Asian Studies, Indigenous Studies, International Health, and so on. Maintaining industry currency: Tap into the industry expertise of full-time and sessional teaching staff: the latter are often industry practitioners with very current experience. Universities might explore opportunities for job shadowing opportunities, particularly for long term full-time staff, which foster collaborative research partnerships with industry. Students, graduates, and employers generally concur that in addition to academic qualifications, the attributes for success in commencing and advancing in a career, and being an effective 'global citizen' are employability skills strongly linked to emotional competencies. Research shows that teaching and learning is a profoundly social experience: teachers who motivate, inspire and enthuse students, and model the graduate attributes—including personal and social competence—are the most valuable resource a university can

leverage. Developing teaching staff capability, particularly in emotional competence, is a key to ensuring graduate employability which may well be considered as a key standard of success of university teaching and learning. Barton (2005) and Mathematica Policy Research conclude that employers place a higher premium on hiring individuals who show exemplary work habits, confidence, and leadership skills. To be career-ready, which include employability skills and technical skills. Education is of, course, primarily academics is essential to all function complex. To be career ready they must also have skills and knowledge for specific occupation. The study of Pratt and Dirks, (2007) shows that if positive relationships are characterized by resilience, it is important to understand not only the role of trust in positive relationships, but also the processes involved with the breaking and repair of trust. They make the case that traditional social exchange perspectives do not address how trust is repaired and regained in relationships, and thus fall short in capturing processes in positive relationships. As an alternative to social exchange perspectives, researchers use a relationship-based commitment perspective that focuses on members' commitment to the relationship. They explain that whereas social exchange perspectives allow for the positive and negative aspects of a relationship to cancel each other out, a commitment-based perspective allows members to experience both positive and negative elements simultaneously, leading to a state of ambivalence. They also address the importance of having a positive relationship at work. According to letje Veldman (2013), majority of the teachers of public and private school agreed that they were satisfied with their jobs. But female teachers tend to be more satisfied than male school teachers and less qualified teachers tend to be more satisfied than high qualified teachers. The research findings made it clear that the teachers of public schools were satisfied as compared to private school teachers. And the permanent teachers were more satisfied than the temporary teachers. The different working experience groups of teachers of male and female were satisfied with their jobs. These findings would provide information to policymakers, principles and school heads interested in increasing the satisfaction levels of teachers. Regardless of the school status, teacher's qualification or teaching experience, a safe working environment, supportive administration, and involved parents are connected with high levels of teacher satisfaction. Equally important are the teachers' feelings of sovereignty. The results of this study imply that involving teachers in school policy, decisions and giving them some degree of control in their classrooms are associated with high levels of career satisfaction. It is not possible to say, however, whether these factors result in high levels of teacher satisfaction, or whether highly satisfied teachers seek out or create environments that provide them with greater satisfaction. The Philippine Normal University, the National Center for Teacher Education by virtue of R.A. 9647, the only specialized Teacher Education University offering a variety of at least 26 undergraduate specializations and 46 graduate academic programs and established as the first higher education institution on September 1, 1901, realizes its mandate to take the lead in teacher education in terms of curricular development and research, preservice and in-service training programs and education leadership. The University conducts this evaluation of the impact of Teacher Education on the graduates as one of its research priorities. This shows PNU's accountability to its stakeholders. Part of this is PNU's current initiatives to revise, improve and develop the program it offers and to have an initial basis for the development of a new teacher education curriculum considering the development in the implementation of the K-12 enhanced basic education curriculum of DepEd. Caingcoy (2021) revealed that workplace is rapidly changing brought about by the educational reforms and the emergence of disruptive technology. The changes increase the importance of employability skills and literacy that would ensure career success and degree program

relevance. On this premise, a study was carried out using a scoping review to examine the existing literature that published information related to employability skills of Teacher Education graduates in the Philippines. The review covered fifteen published articles that qualified in inclusion and exclusion criteria. Results revealed the top employable skills which include communication; information and communication technology; problem-solving and critical thinking; collaboration, cooperation, and teamwork; research; and leadership. This study offers these skills as a framework in the curriculum enhancement of teacher education programs. It was recommended to Teacher Education Institutions to revisit their curriculum and find out if these competencies were given considerable emphasis in instruction. The partially employable skills of graduates from teacher education programs imply the furtherance of the inquiry to confirm if these skills are employable or not. The study of Abas and Imam (2016) revealed that although personal management skills had a moderate relationship with employees' contextual behavior, the competence in personal adaptability and learning continuously are contributory across all elements of contextual performance. Finally, the result of the study yielded that teamwork skills, particularly the skill of working with others, were also moderately correlated with employees' contextual performance. This implies that graduates' competence in employability skills could give them due advantage in their respective work settings. Thus, proper attention on developing competence on employability skills by employers, employees, higher academic institutions, labor agencies, and policymakers may help address the problems on job performance.

Research Objectives

This study aims to assess the Graduates' Competence on Employability Skills and Job Satisfaction. Specifically, the study seeks to answer the following:

1. How may the profile of the respondents be described in terms of:
 - Employment Status
 - Type of school
2. How may the employability skills of the respondents be described?
3. How may the job satisfaction of the respondents be described?
4. How may the graduate's competence be described?
5. Is there a significant relationship between graduates' competence, job satisfaction and employability skills?
6. Is there a significant difference in the employability skills and job satisfactions when the respondents are grouped according to profile?

METHODOLOGY

Research Design

The study used the quantitative method of research utilizing survey form to assess the Graduates' Competence in Employability Skills, and Job Satisfaction.

Respondents.

The respondents of the study select BSED major in Mathematics, Science, and MAPEH, and BEED major in Pre Elementary Education and Bachelor of Early Childhood Education graduates from 2016 to 2020 who are employed in DepEd and Private Schools. Researchers employ the GPower in the selection of the respondents.

Instrument

This study employs quantitative descriptive survey using a questionnaire as the tool in gathering the data among the respondents.

A standardized tool used in measuring the job satisfaction of the respondents. The researchers adapt the instrument made by Dr. Paul E. Spector.

Data Collection

This study used convenience sampling. After the approval by the school authorities and the consent of the respondents, the survey questionnaires administered by the researchers through Google form and send the link to the respondents. The respondents had given sufficient time in answering all the statements in the instrument. For the collection of the graduates' competence the researchers gathered their final grade at their filed study subject.

Statistical Treatment of Data

In analyzing and interpreting the data, descriptive statistical tools like frequency, percentage, weighted mean, Pearson R.

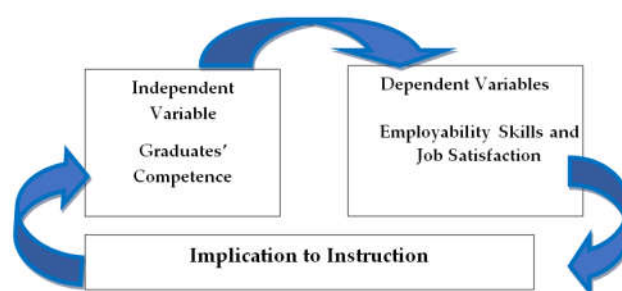


Figure 1. Conceptual Paradigm of the study

RESULTS AND DISCUSSION

Part 1 Profile of the respondents

As to the type of employment status, there are 43 or 60.56% are permanent employees and 28 or 39.44% are non-permanent employees (Casual, Contract of Service, and Substitute Teachers). The data shows that the majority of the population has a permanent position on their work. Panda and Mohanty (2003) believed that the teacher is a pivot of any education system. In fact, teachers are the strength of a nation. Teachers develop performance style characteristics of their ways of relating to the world, perceptually as nation. Teachers develop performance style characteristics of their ways of relating to the world, perceptually as well as cognitively. A person is, therefore, likely to act in a way that maximizes the use of his aptitudes. Similarly, teacher's positive attitude towards teaching and higher aspiration level determines his positive perception of the environments. It is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement. Bataan Peninsula State University is producing quality teachers and they have the skills to be qualified to have a permanent position. In terms of type of school, data shows that 40 or 56.34% are from government owned institutions, 31 or 43.66% are from private institutions. The data shows that most of the respondents are currently working in the Department of Education as a public-school teacher. The data shows that Bataan Peninsula State University is doing their best to produce teachers who have the capability to teach in the Department of Education as public-school teacher. According to the study of (Scott, 2005) Developing teaching staff capability, particularly in emotional competence, is a key to ensuring graduate employability which may well be considered as a key standard of success of university teaching and learning. He also indicates that teachers who motivate, inspire and enthuse students, and model the graduate attributes—including personal and social competence—are the most valuable resource a university.

Table 1. Employability skills of the Respondents

Indicators	Mean	SD	Descriptive Interpretation
Communication Skills	3.42	0.46	SA
1. Excellent oral communication skills including making effective business presentations to a group	3.48	0.53	SA
2. Conveying information orally one-to-one	3.37	0.57	SA
3. Communicating ideas verbally to groups	3.51	0.61	SA
4. Listening skills - Listening attentively	3.69	0.52	SA
5. Responding to others' comments during a conversation	3.18	0.85	SWA
6. Excellent written communication skills including writing external or internal reports	3.38	0.57	SA
7. Good command on the language – English Ability to use proper grammar, spelling, and punctuation	3.32	0.63	SA
Personal and Professional Advancement	3.70	0.34	SA
8. Self-motivation and commitment are essential for the job	3.79	0.44	SA
9. Mature attitude	3.75	0.55	SA
10. Self-confidence	3.82	0.39	SA
11. Monitoring progress against the plan	3.54	0.61	SA
12. Revising plans to include new information	3.62	0.52	SA
13. Setting priorities	3.76	0.46	SA
14. Ability to work independently	3.63	0.59	SA
15. Independently manage time to complete the tasks	3.66	0.53	SA
Personal Qualities: Adaptation and Flexibility	3.72	0.48	SA
16. Maintaining a positive attitude	3.80	0.50	SA
17. Adapting to changing situations at workplace.	3.79	0.50	SA
18. Self-motivation plays a role in the success	3.79	0.50	SA
19. Relating well with superiors	3.58	0.62	SA
20. Develop and maintain effective relationship with colleagues and superiors	3.73	0.53	SA
21. Ability to function effectively in a team	3.72	0.54	SA
22. Leadership skills are expected in the job	3.66	0.63	SA
Intellectual and technical Skills	3.67	0.45	SA
23. Use a computer to execute daily tasks	3.70	0.54	SA
24. Ability in numeracy/computational skills	3.56	0.53	SA
25. Ability to identify problems related to job	3.68	0.55	SA
26. Decision making skills	3.76	0.52	SA
27. Making decisions based on thorough analysis of the situation.	3.63	0.57	SA
28. Understand Organization's Values and Development	3.66	0.52	SA
29. Understand how an organization functions in relation to Mission/Vision	3.73	0.53	SA
30. Keeping up-to-date with external realities related to School's success	3.63	0.57	SA
31. Understand external influences, if any, (stakeholders' Participations) on the organization and its strategies accordingly.	3.58	0.62	SA
32. Ability to visualize their role in response to those changing strategies	3.63	0.57	SA
Overall Mean	3.63	0.35	SA

Legend: 3.25 – 4.00 Strongly Agree (SA); 2.50 – 3.24 Somewhat Agree (SWA); 1.75 – 2.49 Somewhat Disagree (SD); 1.0 – 1.74 Strongly Disagree (SD)

Part II Employability Skills

This part of the results describe the employability skills of the respondents, it is divided into three parts: the communication skills, personal and professional advancement, personal qualities (adaptability and flexibility skills), and Intellectual and technical Skills. The data reveals that the respondents have strong agreement on the indicators provided under employability skills (Mean=3.63, SD=0.57). Among the given variables under employability skills, it shows that it is Personal Qualities: Adaptation and Flexibility (Mean=3.72, SD=0.48) got the highest mark, followed by Personal and Professional Advancement (Mean=3.70, SD=0.34), Intellectual and technical Skills (Mean=3.67, SD=0.45), Understand Organization's Values and Development (Mean=3.66, SD=0.52), and Communication Skills (Mean=3.42, SD=0.46), indicating that respondents on the average have strongly agreed on the indicators. Maintaining positive attitude got the highest mean score of 3.80. The result of the study is similar to the study of Dr. Kevin Wongleedee (2019), POSITIVE ATTITUDES AND PRODUCTIVITY IMPROVEMENT OF STAFF. The objectives of his research were to investigate the relationship between positive attitudes and productivity of staff improvement. The result of this investigation revealed that the majority of staff members had a very high level of productivity improvement which related to their positive attitudes about working conditions, rewards, job satisfaction, and remunerations. There were five suggestions from this study to promote positive attitude in the workplace. First is to have a corporate culture showing respect to each other. Second is to create an enthusiasm in everyday job duty. Third is to promote creativity and innovative ideas. Fourth is to be helpful to each other. Fifth is to create a positive atmosphere and positive working environment.

The data shows the importance of maintaining a positive attitude in the working environment. Graduates' from Bataan Peninsula State University knows the importance of having a positive attitude towards work. This is also an indicator that teachers from Bataan Peninsula State University teach them good values and proper conduct and how to deal with the people.

Part III Job Satisfaction

This part described the job satisfaction of the respondents. Job satisfaction is when the employee feels self-motivated and satisfied with his work. This shows that the employees meet the expectation as an individual. Data reveals that respondents have indicated that overall, they have slight agreement on the job satisfaction (Mean=3.71, SD=0.34). Among the given indicators, it can be gleaned that the highest rating was given by the respondents on indicator 7 (Mean=5.07, SD=1.20), signifying that they moderately agree on the statement 'I like the people I work with,' while the lowest mean is on indicator 12 (Mean=1.93, SD=1.14) indicating that respondents are moderately disagree on the statement 'My superior/supervisor is unfair to me. Furthermore job satisfaction of the respondents presented how they feel about their employer. The data also shows that most of the respondents are not having a problem with their co-workers, and they are happy about the people around them, with the highest mean score of 5.07 and standard deviation of 1.19. This is supported by the study of Pratt and Dirks, (2007) shows that if positive relationships are characterized by resilience, it is important to understand not only the role of trust in positive relationships, but also the processes involved with the breaking and repair of trust. Employees who engage in positive social interactions tend to be satisfied at their chosen job.

Table 2. Job Satisfaction of the respondents

Indicators	Mean	SD	Descriptive Interpretation
1. I feel I am being paid a fair amount for the work I do.	4.13	1.24	AS
2. There is really too little chance for promotion on my job.	3.20	1.46	DS
3. My supervisor is quite competent in doing his/her job.	4.80	1.35	AM
4. I am not satisfied with the benefits I receive.	3.03	1.58	DS
5. When I do a good job, I receive the recognition for it that I should receive.	4.55	1.33	AM
6. Many of our rules and procedures make doing a good job difficult.	3.46	1.36	DS
7. I like the people I work with.	5.07	1.20	AM
8. I sometimes feel my job is meaningless.	2.06	1.30	DM
9. Communication seems good within this organization.	4.75	1.35	AM
10. Communication seems good within this organization.	4.73	1.34	AM
11. Those who do well on the job stand a good chance of being promoted	4.59	1.12	AM
12. My superior/supervisor is unfair to me.	1.93	1.14	DM
13. The benefits we receive are as good as other organizations offer.	3.82	1.42	AS
14. I do not feel that the work I do is appreciated.	2.69	1.42	DS
15. My efforts to do a good job are often blocked by red tape.	2.38	1.16	DM
16. I find I have to work harder at my job because of the incompetence of people I work with.	2.65	1.46	DM
17. I like doing the things I do at work.	4.90	1.15	AM
18. The goals of this organization are not clear to me.	1.94	1.31	DM
19. I feel unappreciated by the organization when I think about what they pay me	2.57	1.54	DM
20. People get ahead here as fast as they do in other places.	3.30	1.18	DS
21. My supervisor show too little interest in the feelings of subordinates.	2.46	1.46	DM
22. The benefits program we have is equitable.	4.04	1.43	AS
23. There are few rewards for those who work here.	3.65	1.41	AS
24. I have too much to do at work.	4.38	1.31	AM
25. I enjoy my coworkers	4.90	1.07	AM
26. I often feel that I don't know what's going in with the organization.	2.89	1.35	DS
27. I have a sense of pride in doing my work.	4.65	1.33	AM
28. I am satisfied with my chances for a salary increase.	4.30	1.30	AS
29. There are benefits we do not have that we should have.	3.82	1.40	AS
30. I like my superior/supervisor.	4.75	1.20	AM
31. I have too much paper works.	4.63	1.41	AM
32. I don't think my efforts are rewarded the way they should be.	3.44	1.48	DS
33. I am satisfied with my chances for promotion.	4.04	1.22	AS
34. There is too much bickering and fighting at work.	2.80	1.51	DS
35. My job is enjoyable.	4.70	1.24	AM
36. Work assignments are not fully explained.	3.41	1.55	DS
Composite Mean	3.71	0.34	AS

Legend: 5.15 – 6.00 Agree Very Much (AVM); 4.32 – 5.14 Agree Moderately (AM); 3.49 – 4.31 Agree Slightly (AS); 2.66 – 3.48 Disagree Slightly (DS); 1.83 – 2.65 Disagree Moderately (DM); 1.00 – 1.82 Disagree Very Much (DVM).

Table 3. Graduates Competence

Competency	f	%
1.00 (Excellent/Very Superior)	25	35.21
1.25 (Superior)	23	32.39
1.50 (Very Good/Above Average)	9	12.68
1.75 (Very Good/Above Average)	14	19.72
Total	71	100.00

Table 4. Correlation of Competence to Employability Skills and Job Satisfaction

Variables	Correlation Coefficient	Sig.	Decision on H ₀	Interpretation
Competence → Employability Skills	0.051	0.671	Accepted	Not Significant
Competence → Job Satisfaction	0.080	0.508	Accepted	Not Significant

at .05 level of Significance

Table 5. Difference in the employability skills and job satisfaction of respondents when they are grouped according to job status

Variables	Group	Mean	SD	t	Sig	Decision on Ho	Interpretation
Employability Skills	Permanent	3.66	0.30	0.90	0.373	Accepted	Not Significant
	Non Permanent	3.58	0.43				
Job Satisfaction	Permanent	3.66	0.30	0.07	0.941	Accepted	Not Significant
	Non Permanent	3.58	0.43				

At 0.05 level of Significant

Table 6. Differences in the Responses of the Respondents in terms of Type of School

Variables	Group	Mean	SD	t	Sig	Decision on Ho	Interpretation
Employability Skills	Private	3.59	0.41	0.78	0.438	Accepted	Not Significant
	Public	3.66	0.30				
Job Satisfaction	Private	3.66	0.38	1.00	0.318	Accepted	Not Significant
	Public	3.74	0.31				

At 0.05 level of Significant

The result of the data shows that graduates from Bataan Peninsula State University knows how to deal with people they know how to work with other effectively. The result of the data also indicates that they are delighted and satisfied with their working environment.

Part IV Graduates Competence

As to describe the graduate's competence of the respondents, the researchers gathered the final grades on the respondents on their practice teaching. Data shows that 25 or 35.21% of the total respondents have a grade of 1.00, 23 or 32.39% have 1.25, while 14 or 19.72% have a grade of 1.75, and 9 or 12.68% have 1.50. The data shows that respondents have a good performance in their practice teaching subject. Most of the respondents have a grade of 1.0 that indicate that their performance is excellent. The findings supported by Barton (2005) and Mathematical Policy Research conclude that employers place a higher premium on hiring individuals who show good work habits, confidence, and leadership skills. To be career-ready, which include employability skills and technical skills. To be career ready, they must also have skills and knowledge for specific occupation. The researchers agreed to the study of Barton that skills and knowledge is important for specific occupation the data also shows that graduates from Bataan Peninsula State University have the skills and knowledge. The performance on their practice teaching subject shows that respondents are career-ready, practice teaching is a vital part of every student because it provides an opportunity to learn from experience in the work place.

Part V Correlation of Competence to Employability Skills and Job Satisfaction

Findings revealed that there is a very weak correlation between graduate's competence and employability skills of the respondents ($r=0.051$, $p=0.671$), and Job satisfaction ($r=0.080$, $p=0.508$), it can also be gleaned that there is no enough evidence to claim that the association between variables is significant given a p-value of less than .05 alpha, thus, failing to reject the null hypothesis. The study of Imam (2016), revealed that graduates' competence in employability skills could give them due advantage in their respective work settings. Thus, proper attention on developing competence on employability skills by employers, employees, higher academic institutions, labor agencies, and policymakers may help address the problems on job performance. The result of the data shows that the employers should also have seminars, training and other activities that could enhance their skills and knowledge.

Part VI Presents the difference in the employability skills and job satisfaction of respondents when they are grouped according to position/designation; job status; and type of school

The results of the analysis using the Independent Sample t-test, indicates that significant difference is not evident in the average responses of the respondents on the employability skills ($t=0.90$, $p=0.373$); and job satisfaction ($t=0.07$, $p=0.941$); when they are grouped according to job status, as provided by the p-values which are greater than the alpha of .05. The data shows that the respondents demonstrate skills and capabilities regardless of their employment status. According to the study of Abas and Imam (2016), HEIs should maintain developing in their students the employability skills and help them become competent in applying such skills even before their graduation and entry to a workplace. HEIs provide avenues for the graduates to gain certain general skills and qualities that will make them completely geared up to the real demands of the world of work. Employers are undoubtedly in continuous search of employable graduates who are not only ready to demonstrate employability skills but are competent in using these skills to create a

positive working environment for the overall higher performance of the organization. While employees are expected to maximize their potentials to become successful in their jobs. On the other hand, data indicates that significant difference is not evident in the average responses of the respondents on the employability skills ($t=0.78$, $p=0.418$); and job satisfaction ($t=1.00$, $p=0.318$); when they are grouped according to type of school, as provided by the p-values which are greater than the alpha of .05. The result of the study shows that the respondents are satisfied with their job regardless of the type of school and the result of the data supports the study of Ietje Veldman (2013), According to his study that regardless of the school status, teacher's qualification or teaching experience, a safe working environment, supportive administration, and involved parents are connected with high levels of teacher satisfaction. Administration creates a supportive organizational climate will help to reduce job stress and thereby improve job satisfaction among teachers. By providing better working conditions, teachers will be more satisfied to work in the institution they are working.

CONCLUSION

The following conclusions based on the results of the study:

1. As to the profile, data shows that the majority of the population has a permanent position in their work and currently working in the Department of Education as a public-school teacher.
2. Graduates from Bataan Peninsula State University know the importance of having a positive attitude towards work.
3. Graduates from Bataan Peninsula State University know how to deal with people they know how to work with other effectively. The respondents are very happy and satisfied with their working environment.
4. As to the performance on their practice teaching subject shows that respondents are competent and career-ready.
5. There is no enough evidence to claim the association between graduates' competence and job satisfaction, employability skills. However, graduates demonstrate skills and there are satisfied with their work regardless of their employment status.
6. There is no significant difference in the respondent's employability and job satisfaction with grouped according to the type of school.

Recommendations

Based on the findings, the researchers recommend the following:

1. Based on the result on the employability skills of the respondents, it is suggested to continue to use their curriculum and teach their students how to have a healthy working environment because it can be used in the future.
2. Practice teaching could be a great help to the students to become career-ready, and the university must continue to use this as part of the curriculum.
3. Teachers should teach students how to deal with people and how to work effectively.
4. Employers should send their teachers to different training and seminars that could enhance their skills.
5. Future research on the status of graduates' education program that will lead to the development quality program.

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