

 <p>ISSN NO. 2320-5407</p>	<p>Journal Homepage: -www.journalijar.com</p> <h2>INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)</h2> <p>Article DOI:10.21474/IJAR01/10314 DOI URL: http://dx.doi.org/10.21474/IJAR01/10314</p>	 <p>INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR) ISSN 2320-5407 Journal Homepage: http://www.journalijar.com Journal DOI:10.21474/IJAR01</p>
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RESEARCH ARTICLE

AN ASSESSMENT INEMPLOYABILITY OF HUMAN RESOURCE MANAGEMENT GRADUATES IN THE PHILIPPINES

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Manuscript Info

Manuscript History

Received: 25 November 2019
Final Accepted: 27 December 2019
Published: January 2020

Key words:-

Employability, Assessment, Human Resource Management Graduates

Abstract

Every year, human resource graduates around the world want to have a place in the labor market. However, some are employed not based on their specialized degrees. Thus, this study focuses on the employability skills of a human resource graduate who wants to acquire a position in the labor market as a human resource as a profession. Because of continuous competition and specialization, graduates must acquire good solid business experiences, scholarly educational background and a variety of competencies skills to become more employable. The employability of human resource management in the Philippines was dominated by Human resources and Business-related degree graduates as a preferred profession in the Philippine labor market seconded by Psychology and accounting.

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Introduction:-

In the present time, the world of employment has been tremendously changed because of technological advancement that has transformed customary work practices and experiences with an accompanying shift demand in the skills required by employers while societies become now more global and multicultural. In the presence of globalization, employability has become one of the main goals of every country when it comes to their educational systems (Yorke and Knight, 2006). Opportunities and new job roles are created and redefined to maintain the changing demands of the 21st-century labor market (Greenwood *et al.*, 2015). On the report of the International Labor Organization (ILO, 2016), there were 197.1 million unemployed individuals globally in 2015, one million more than rising by 3.4 million at the end of 2017.

Philippine Statistics Authority in 2019, the employment rate in the year 2018 is the same as the employment rate and the unemployment rate is the same in July 2019 accounted for 94.6 and 5.4 percent respectively. In addition, based on the data census of PSA in the year 2013, a degree in Business and Administration was received by 26.9 percent of college graduates in the year of 2010. About one-fifth (19.3 percent) of the total college graduates finished a course in the field of Teacher Training and Education Sciences while 13.7 percent were degree holders of Engineering and Engineering Trades programs. Programs on business and on education have consistently been the most popular among college students in the last two decades. Among college graduates under the age of 40 years, 23.5 percent had a degree in Business and Administration, 16.8 percent were graduates of Teacher Training and Education Sciences programs, and 13.6 percent were graduates of Health programs. However, among those college graduates aged 40 years and above, 32.5 percent finished a degree in Business and Administration, 23.5 percent

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graduated with a degree in Teacher Training and Education Sciences, and 15.8 percent were graduates of Engineering and Engineering Trades programs.

The term employability skills refer to the skill sets that must be acquired of a graduate, which they need to improve and empower their skills, knowledge, attitudes and other abilities to get the first entry job into the labor force. (Yorke, M. and Knight, P.T., 2006). In the extension of skills, competencies are behaviors that encompass the knowledge, skills, and attributes required for having a successful performance.

The aim of this study is to determine the human resource management graduates are seriously taken their degree of specialization as a top profession and how they reflect professional careers, employers, and universities. By way of learning the program, they gained in institutions where graduates are mold and equip with the necessary skills requirements which make them employable and competitive professionals in the labor market.

Related Studies:-

Throughout the literature, more definition has been established to explain the concept of employability. However, policymaker creates a simple definition that will tackle all the approaches and concepts. the purpose of this is to give solutions to practical problems (harvey, l. 2001). thus, this approach was suggested by hillage, j., & pollard, e. (1998) which identifies employability as possessing the capability to obtain and maintain work that is fulfilling. furthermore, employability refers to the capability of an individual by using their knowledge, skills, and attitudes effectively to a particular context to realize their potential by sustaining their own employment. therefore, it is worthwhile to find out if there are gaps in the competencies skills of human resource management (hrm) graduates in the philippines about their employability. further, the findings of the present study are important for universities and hrm graduates to identify and develop employability skills that are valued by the employers to bring to the workplace and to eliminate not only unemployment but also underemployment of hrm graduates (tharunya, s. r., &kottawatta, h. 2014).

Employability:-

Employability defines as a critical requirement for enabling competitive advantage and career success at the individual level. Employability was divided into three different areas of work (Rothwell, Jewell and Hardie, 2009). (1) employability of the workforce- a national level “skill” stemmed from concern about the changing nature of work and employment at the end of the 20th century. (2) employability as human resource strategy- employability in human resource management and the psychology work and career is a concept of employability as the ability of an individual to maintain or get into the labor market. This concept uses a basis on skills and personal flexibility in its employment. (3) employability of individual-most popular in the United Kingdom that portrays the ability of the university sector to provide its graduates with the set of skills which employers need or what we called “employability skills”.

Education in the Philippines:-

Most of the incoming college students in the Philippines prefer to enroll in the best universities and/or institutions to broaden their knowledge, skills, and ability based on their preferred specialization. According to PSA (2018), most Filipino families are being deprived of education who got the highest incidence rate of 53.9 percent and 49.4 percent respectively. This means 6 out of 10 families had at least one family member aged 18 years old and above did not complete their basic education. However, the government of the Philippines passed the Republic Act No. 10931 or “Universal Access to Quality Tertiary Education Act” which focuses in uplifting the educational system that caters the those educationally deprived, and to promote the free and quality tertiary education to all Filipino people especially in 112 state universities. This law will open more doors to employment especially to new graduates without compromising their financial stability.

On-the-Job Training:-

On-the-job (OJT) training is one of the requirements of the Department of Labor and Employment and Commission of Higher Education in developing the needed competencies of its graduates. Within a specific number of hours, universities and colleges are mandatorily trained in their chosen company as part of the curriculum. The objective of on-the-job (OJT) training is to create more opportunities for the students to learn actual business ambiances align with their chosen profession in a specific period of time. The trainee will gain specific knowledge about the organization and its specialization, through the company’s supervision and support, trainees will nurture the knowledge and skills during the internship so they can be globally competitive professionals. Unfortunately, On-the-

job (OJT) training sometimes fails because it cannot totally acquire the skill requirements due to employer confidentiality and being afraid of students to commit mistakes (De Chavez, et al. 2016).

Knowledge, Skills, and Competencies:-

Personal Knowledge Management (PKM) doesn't have any direct universal definitions. Personal as a shifting in the responsibility for personal learning, growth, and sharing of ideas from corporate down to individual level. Where Knowledge defined as a body fact, principles, theories and practices that are related to the field of work or also requires mental processes of understanding, comprehension, and learning, which embodied in humans as the capacity to understand, explain, learn, etc.

The competencies and skills are complementary in practice used simultaneously, emphasizing the skills concern to the execution of a single task, while competence refers to various execution of several tasks in one area. In the report of the European Union, skills signify the ability in the application of knowledge and use know-how to complete a task and solve a problem. Skills also described as cognitive skills refers to general mental capability involving reasoning, problem-solving, planning, abstract thinking, complex idea comprehension, and learning from experiences (Gottfredson, L. S., 1997) or practical skills sometimes a handicraft work or activity which requires special training and knowledge (Cinque, M., 2015); competence means the proven evidence of ability to use knowledge, skills and personal, social or methodological abilities, in work to study situations, professional, and personal development. Furthermore, competence could be an override term for others too, e.g. behaviors. As stated by Boyatzis (2009) competency is defined as a capacity or ability set of an interconnected but different set of organized behavior around an underlying construct called "intent". The cluster of competencies is expertise and experience, knowledge and assortment of basic cognitive competencies, such as memory and deductive reasoning.

Methodology:-

The researcher used quantitative research to determine the employability of human resources management graduates in the philippines by gathering quantifiable numerical forms of data (newman et al., 1998). additionally, this paper has gathered data using an adopted survey questionnaire of human resource competencies by t. mangaleswaran, (2006). The survey questionnaire was sent through google forms for the respondent convenience. the current study applies systematic random sampling in the identification of the respondents who were currently employed as human resources here in the philippines. hence, their identities must keep confidential in compliance with the republic act 10173 – data privacy act of 2012. the data were redeemed through google spreadsheets for the researcher to assess general findings and used the descriptive analysis to conclude from the data sample of the respondents to employability as human resources.

Results and Discussion:-

This part provides the gathered data and the researcher's analysis and interpretation of the distributed survey questionnaire regarding the employability of human resource graduates in the Philippines answered by 5000 respondents.

a) Profile of the Respondents According to Sex, Age, Highest Educational Attainment, School Classification, Tenure, and Degree Title.

Sex:

Sex	Frequency	Percent
Male	1409	28.2
Female	3591	71.8
TOTAL	5000	100.0

Table 1:- Frequency and Percent Distribution of the Respondents by Sex.

As shown in table 1, There are numerous employed females in the field of human resources (3591 or 71.8%) are female. According to PSA 2018, occupation base on sex proves that women are more likely to dominate the employment as managers, professionals, technicians and support workers and clerical support workers rather than the male with (1409 or 28.2%).

Age

Age	Frequency	Percent
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20 to 27 years old	2392	47.8
28 to 36 years old	1204	24.1
37 to 42 years old	753	15.1
43 years old above	651	13.0
TOTAL	5000	100.0

Table 2:- Frequency and Percent Distribution of the Respondents by Age.

As display in table 2, most of the employed business professionals with an age range of 20 to 27 years old (2392 or 47.8%) garner the highest. Based on the report of PSA in the year 2018, as per Philippine definition by the major occupational group from the years 2013 and 2017 aged 15 to 30 years old are employed as managers and professionals. Seconded by, 28 to 36 years old with (1204 or 24.1%), followed by 37 to 42 years old with (753 or 15.1%), and lastly, 43 years old above (651 or 13.0%).

Highest Educational Attainment:-

Highest Educational Attainment	Frequency	Percent
Secondary Graduate	0	0.0
Vocational Graduate	104	2.1
Baccalaureate Graduate	3991	79.8
Post Graduate	905	18.1
TOTAL	5000	100.0

Table 3:- Frequency and Percentage Distribution of the Respondents by Highest Educational Attainment.

As seen in Table 3, based on the given data in the PSA 2018, the labor force by region with highest grade completed in the Philippines are the junior high school graduates, having the numerous graduates demand with (104 or 2.1%) due to implementation of K to 12 program by the government published on official gazette. However, baccalaureate graduates (3991 or 79.8%) are the primary degree requirements to get a job in the labor market. Graduates are also the one acquires the necessary skills requirements that employers looking for. Followed by postgraduate with (905 or 18.1) who are employed and maximized their acquired knowledge and skills in addressing the demand needs of their respective organizations (Macalalad,*et al.*, 2016).

School Classification

School Classification	Frequency	Percent
Private	2753	55.1
Public	2247	44.9
TOTAL	5000	100.0

Table 4:- Frequency and Percentage Distribution of the Respondents by School Classification

As table 4 shows that the respondents revealed that they prefer to belong in a private school with (2753 or 55.1%) rather than a public school with (2247 or 44.9%) because respondents want a good academic and scholastic knowledge were experiences and on-job profession thatequip and mold them as professionals. This was proven in the data of the PSA (n.d) in Higher Education enrolment in Public and Private Schools by Discipline Group in the academic year 2012 to 2014.

Employment Tenure:-

Employment Tenure	Frequency	Percent
1 to 3 years	3244	64.9
4 to 6 years	602	12.0
7 to 9 years	155	3.1
10 years above	999	20.0
TOTAL	5000	100.0

Table 5:- Frequency and Percentage Distribution of the Respondents by Employment Tenure.

As display in Table 5 HR professionals received a (3244 or 64.9%) they secured their employment for a range of 1 to 3 years. these are most like the new graduates with a solid business background, and continuously improved their

experiences and pieces of training in their organizations (Ray, C. M., Stallard, J. J., & Stallard, J. J. (1994). Next are seniority, who have the most experienced employability skills, ranging 10 years above are the heads and/or managers in the field of human resource with a (999 or 20.0%), Followed by 4 to 6 years (602 or 12.0%) and Finally, 7 to 9 years with the least tenured HR employees (155 or 3.1%).

Course Title

Course Title	Frequency	Percent
BS Business Administration	2687	53.7
BS Psychology	1112	22.2
BS Accountancy	644	12.9
Other Courses	557	11.2
TOTAL	5000	100.0

Table 6:- Frequency and Percentage Distribution of the Respondents by Course Title.

Table 6 shows that (2667 or 53.7%) of them are business graduates who were employed with a profession as a human resource because of having a solid business background (Ray, C. M., Stallard, J. J., & Stallard, J. J. (1994). Followed by (1112 or 22.2%) are psychology graduates, numerous psychology graduates are employed in human resource management as consultancies, HRM departments, and in specialized work psychology/psychological testing firms, involved in staffing, recruitment, selection, and assessment in countries worldwide (Nikolaou, I., & Ostrom, J. K. Eds., (2015). (644 or 12.9%) are employed as human resource accountants that handled payroll and financial statements of the organization. (Onyam, E. G., Usang, I. E., & Enyisi, S. A. (2015). Lastly, (557 or 11.2%) of them are graduated in other courses, their employment varies depending on employer necessity in developing its organization to promote diversity improvement (Cicekli, E., 2013).

b) The aspect of respondents in the importance of competencies skills

Mastery	WM	VI	Rank
Business Mastery	4.18	I	2
HR Mastery	4.31	I	3
Change Mastery	4.08	I	1
GRAND MEAN	4.19	I	

Table 7:-

Table 7 presents the level of importance of the respondents in the aspect of competencies skills. Business graduates with a high scholastic academic record can have gained a position for being an HR professional, communication skills, advanced training, and on-job experiences can uplift the graduates to become competitive to other related courses. HR mastery ranked 1 with (WM=4.31) mastery important when HR managers possess the knowledge to a wide range of staff and if they plan and oversee the other staff and other fields of human resources (Snell, S., *et al.* 2015). Followed by, “Business Mastery” (WM=4.18), and “Change Mastery” (WM=4.08) were also rated as “Important”.

Core Values	WM	VI	Rank
Personal Credibility	4.49	I	5
Relationship Focused	4.33	I	1
Customer Focused	4.36	I	3
Vision	4.35	I	2
Integrity	4.57	I	6
Composure and Professionalism	4.47	I	4
GRAND MEAN	4.43	I	

Table 8:-

Table 8 shows when applying for an HR position “Integrity” with (WM=4.57) is the most important to reputable employers of the companies. The act of saying the truth in credentials up to job interviews can be a key to a successful grant get the HR position (Hatcher, T., & Aragon, S. R. 2000). However, they must maintain the confidence and carry the necessary skill requirement as an HR applicant or an existing employee of the company.

Others are rated also as “Important” in the competencies skills of an HR. The following “Personal Credibility” (WM=4.49), “Composure and Professionalism” (WM=4.47), “Customer Focused” (WM=4.36), “Vision” (WM=4.35) and Relationship focused (WM=4.33).

Personal Skills	WM	VI	Rank
Organizational Skills	4.43	I	6
Problem Solving	4.44	I	7.5
Active Listening	4.44	I	7.5
Flexibility	4.46	I	9
Intelligence	4.21	I	3.5
Energetic	4.16	I	2
Presentation Skills	4.21	I	3.5
Knowledge of Best Practice	4.42	I	5
Political Awareness	3.96	SI	1
GRAND MEAN	4.30	I	

Table 9:-

Table 9 “Flexibility” with (WM=4.46) in the field of human resources it necessary from the time to time. Because rapid changes in labor market demand especially in technological advancement affect the skills of graduates and/or existing HR practitioners. Taking training programs in HR would be a good idea to maintain your competitiveness in the labor market (Quek, A. H. 2005). “Problem Solving” and “Active Listening are also essential to personal skills with (WM=4.44), Followed by, “Organizational Skills” (WM=4.43), “Knowledge at Best Practice” (WM=4.42), “Intelligence” and “Presentation Skills” received a (WM=4.21), “Energetic” (WM=4.16) are marked as “Important” while “Political Awareness” (WM=3.96) is the only received “Somewhat Important” in the personal skills.

Ability	WM	VI	Rank
Ability to Manage Culture	4.44	I	3
Ability to Manage Change	4.46	I	4
Assessment of Talent	4.33	I	1
Understanding of the Organization’s Business	4.43	I	2
GRAND MEAN	4.42	I	

Table 10:-

Table 10 the “Ability to Manage Change” with a (WM=4.46) is more likely the same thing as being flexible because adaptability in changes is a great factor in competencies acquired of an individual. The quickness action in changes is a symbol of being attentive to the surroundings. Seconded by, “Ability to Manage Culture” (WM=4.44), Followed by, “Understanding of the Organization Business” (WM=4.43) and Lastly, the ability to “Assessment of Talent” (WM=4.33) are also received as “Important”.

c) The difference in the competencies skills of human resource graduates when grouped according to the profile of respondents.

Profile of Respondents	Business Mastery		Core Values		Personal Skills		Ability	
	f-value	p-value	f-value	p-value	f-value	p-value	f-value	p-value
Sex	-3.781	.000*	-7.629	.000*	-11.583	.000*	-10.297	.000*
Age	12.942	.000*	4.476	.004*	16.933	.000*	2.999	.029*
Highest Educational Attainment	94.169	.000*	12.699	.000*	33.604	.000*	21.874	.000*
School Classification	-4.638	.000*	-5.050	.000*	-12.263	.000*	-6.682	.000*
Employment Tenure	34.759	.000*	17.875	.000*	33.223	.000*	14.061	.000*
Degree Title	20.2750	.000*	34.169	.000*	17.973	.000*	17.443	.000*

*significant at 0.05 (two-tailed)

Table 11:-

Table 11 reveals the difference in the competencies skills of human resource graduates when grouped according to the profile of respondents. The business mastery, core values, individual skills and ability make the human resource graduates different from the other degree graduates when it comes to their employability skills. Simultaneously, the usage of results-based training of the University also gives teaching and learning experience progressively to their graduates (Laguador, J. M., 2014). The business graduates are measured their competencies skills using the employability measure. (Mangaleswaran T., 2006) to exhibit its significance to the results of instruction, research, and expansion of the studies. The general findings that the employability of human resource graduates improve the way they see function as a feature of their own specialization and expert development. It improves their activity execution and enthusiasm to serve better the clients and customers of the organization.

Based on the result, there is a significant difference when respondents grouped according to their profile, all p-values were less than .05 significance, on the aspects of their competencies skills. The group of respondents with the highest educational attainment has significantly got the higher responses with ($F=94.169$ with $p=.000$) in terms of competencies skills compared to the other respondents' classifications as denoted by the computed p-values which also below the 0.05 level of significance. The highest educational attainment gives them a more prominent chance to upgrade their activity with more effectively and expeditiously execution in spite of the fact that they are still on that position, they continue applying what they have gained from the program to accomplish their goal of promotion. As a basis of the employer as a minimum requirement in terms of their employability.

Recommendation:-

The researcher explores on the employability of human resource graduates in the Philippines as well as how the employers assessed their competency based on the curriculum of the degree program given by their universities and/or institutions and the personal skills acquired of an individual graduates as an edge being a marketable and competitive human resource professionals, the following recommendations are made:

1. To universities and/or institutions must assess their human resources graduates alumni to review the existing curriculum and apply a revision if necessary. Giving also advanced technical training and on-job related skills in the field of human resources can help the graduate more competitive and marketable rather than other related courses.
2. The employer must assess keenly the graduates about their competencies skills. When applying for a job, reviewing the resume of an applicant is the most important factor. This is the best way where you can screen the graduates to verify the information provided through an unstructured interview and also to test the skill set and awareness on a particular job.
3. To aspiring human resources, who want to possess human resources as a profession requires a lot of necessary skills. Empowering interpersonal skills is a one-way key to acquire the position of human resources, but as long as the passion for human resources, practices regularly the different facets maintain its competitiveness in the labor market.
4. To further studies and researchers, must also focus on the other factors that can affect human resource graduates in terms of their employability, knowledge, and practices. Also, to keep it as a guide of other researchers to the ever-expanding changes in the labor market in the degree of specialization of an individual.

Conclusions:-

The result of the research study on employability skills of the human resource may acquire through a different various variety of competencies skill sets of graduates. In spite of the fact that educational background, earlier work experience, and training potential are each identified by various employers as the most important quality in a potential employee. The sector of human resources as a profession can be attained if you have solid business experiences and interpersonal skills. In view of increased competition and specialization in the ever-expanding profession, insights into what qualifications specific types of employers seek in potential employees to be a human resource can be valued to any graduate students in any profession. A graduate can decide the ideal blend between educational pursuits that result in scholarly achievement and professional interests that will improve their work experiences.

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