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### RESEARCH ARTICLE

#### OFFICE ADMINISTRATION PROGRAM: GRADUATES' EMPLOYMENT AND CURRICULUM RELEVANCE.

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#### Abstract

This work explored on the common concerns in offering Bachelor of Science in Office Administration Program in a state university: one is graduates' employment second is the curriculum relevance as assessed by its alumni. The significant results are presumed inputs on future curriculum enhancement. Objectives have been very significant since state universities and colleges being government regulated schools need to be insightful if their graduates are being employed. The study utilized descriptive survey method employing validated questionnaire checklist and interview. Particularly, it involved the 54 graduates of 2014, 2015 and 2016 at University of Rizal System Rodriguez. The results revealed that respondents are still young and single and that females still prefer to take the course. Furthermore, almost all of the graduates involved or 80 percent are currently employed a significant benchmark that the course is still vendible in various industries. However, the study may have not yet clearly establish the job satisfaction since graduates are just starting to explore the spheres of work. On the curriculum relevance, graduates landed in the entry level position of the course which indicates that they obtained useful elements in their study that are applicable to their works. The results clearly established the significant relationship between employment status and curriculum relevance which means that program implementation preparing the students to be office professionals was concomitant with their employment experiences.

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#### Introduction

Education has been a weighty investment for most Filipinos. Everyone find ways on how to pursue and finish a degree because in the country it has been an indicator of significant accomplishment as an individual. This is supported in the Philippine Constitution which states that "The State shall give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate social progress, and promote total human development" (The Constitution of the Philippines, 1987). Additionally, the employment of graduates is very essential to most state universities and colleges nowadays. Aside from it's a directive from the Commission

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on Higher Education (CHED) to monitor graduates, it also serves its purpose to the HEIs concern for it will help them to appraise their statuses as well as their concerns. Many undertakings have been recorded with regard to the effort of schools to monitor their students. One of which is a tracer study that has been one of the major activities which establish the employment of numerous graduates from hundreds of colleges and universities in the Philippines. It is very important to note that this type of endeavor highlights the salient strengths and weaknesses of the graduates and provide an avenue on how the institutions concern would address these issues.

Specifically, the University of Rizal System being the lone state university in the province of Rizal has been catering diverse needs of the community and so offered courses which would help in the upliftment of the lives of Rizaleños. Further, it has grown drastically since its first operation as a university which has been granted last 2001. Rodriguez being one of the campuses started its operation 1996 with various offerings having Bachelor of Science in Secretarial Administration (now Bachelor of Science in Office Administration) as one of the pilot courses. Graduates of this program have been deployed and expedient in various industries not only in business field but also in government as well. Thus, it is imperative to continuously carry out an activity which will trace the employment of its graduates to address common issues relative to their engagements if there are any. Moreover, to establish data on the relevance of the curriculum being offered. Significantly, curriculum offered should be relevant of what the industry required. Hence, takers and graduates of BSOA course must be well-informed that office managers face an array of increasing responsibilities in today's business environment. To prepare new office administration employees and managers, educational institutions must maintain a progressive curriculum to meet position demands (Hemby and Smith, 2006). It simplifies that graduates to be employed need to consider so many factors. Faculty members and curriculum planners have the obligation to continuously assess the latest information on employment to assist in revising the offering and reflect the most important skills needed by the industry.

In this regard, this research attempted to give answer on the concerns relative to office administration graduates particularly their employment and how do they perceive the relevance of the curriculum of the program they have undertaken. Furthermore, this also sought to arrive at the principles on how the BSOA program will be enhanced based on the recommendations of the respondents who are the graduates from 2014, 2015 and 2016. This study have been deemed significant since state universities are operated and financially supported by the government, hence, their operations must addressed the needs of the community and the country as a whole.

### **Objectives of the Study**

The study attempted to determine the employment of Bachelor of Science in Office Administration Graduates from 2014-2016. Likewise, it determined the relevance of the curriculum they took as considered input to the revisions and improvement on future undertakings relative to it.

#### **Specifically, the study contained the following objectives:**

1. To obtain data on the background information of the graduates with regard to sex, Age, Civil Status, Parents Educational attainment and year of admission.
2. To know the employment record of Bachelor of Science in Office Administration graduates from 2014-2016.
3. To determine the curriculum relevance of Bachelor of Science Office Administration program.
4. To determine the significant relationship of the employment status of Office administration graduates and their perception on the curriculum relevance of the program.
5. To identify suggestions given by the graduates on how to improve the BSOA curriculum.

### **Literature Review**

It's over 100 years since employability emerged as a concept for debates surrounding unemployment and labor markets (Gazzier, 1998). There are millions of graduates produce every year but long before it's been a challenge of having been employed. For Hillage and Pollar (1998), it is a term used in variety of contexts with a range of meanings and can lack clarity and precisions as an operational concept. Employability relates to either unemployed people seeking work and those in employment seeking better jobs with their current or a different employer. However, employability remains a contested concept in terms of its use in both theory and policy, and throughout the past century has been used as both a predominantly labor supply and labor concept (McQuaid, Green and Danson, 2005). On the concept of Tan and Arnold (2012) employability is not about only training or providing additional skills to gain employment; it should also be about how the higher education system through its many institutions develops critical, reflective and empowered learners who be highly sought after and valued by employers. The employers' perspective of the kind of graduates they will hire is important to help HEIs decide the

direction of their educational goals. Secondary school graduates view college enrollment as the next logical step to preparing for adulthood, many not knowing where it will lead. It simplifies that graduates to be employed need to consider so many factors. However, after acceptance into the college ranks, graduate employability soon overshadows theoretical learning choices and becomes the leading reason for obtaining a college degree (Harris, 2015). To increase graduate employability, many higher education institutions, collaborating with employers, are incorporating internships (Gilroy, 2014) and other work related training (Wilton, 2012) into its degree programs. Internship has been part of students' curriculum to complete the course. In the Philippines, private and state universities and colleges provide their regulations in deploying students on their practicum. Usually, they entered into a memorandum of agreement to secure both parties and specify which skills are needed for the interns to learn which in turn must be provided by the partner agencies. Conversely employers also established management trainee strategies for inexperienced college graduates with the aim to train them for success in management positions; event management is one such industry having management trainee programs (Fletcher, Dunn, & Prince, 2009).

Various skills and ideas have to be considered in honing the graduates to have better employment. As argued by Reich (1991, 2002) in his more recent work, that advanced economies need two sorts of high level expertise: one emphasizing discovery and the other focusing on exploiting the discoveries of others through market related intelligence and the application of interpersonal skills. Further, in his symbolic analysts he reiterated that undergraduate programs should be concerned with four areas in particular: abstraction, system thinking, experimentation, and collaboration. In other words, preparing graduates is really very crucial. It is not only to consider their quantity and be unemployed later on but on the quality of which will be helpful on the skills they have to acquire after completing the course. Innovation in education is complex although government, and other, persist in treating it as something simple, to be planned, delivered and evaluated (Knight, 2001). With the current global economic slowdown, this issue of graduate unemployment has become an even graver reality. As the labor market decline poses negative social and economic costs, the effects are felt most significantly by young people. However, the studies have shown that the experiences of new entrants to the labor force have a profound influence on their future social, economical and behavioral fortunes (Green, et al, 2005).

Problems of graduates relative to their employment are also a factor to look into to improve the program being offered by higher education institutions. Initial findings from a survey of new graduates funded by HEFCE suggest that they experience difficulty with verbal communication, time management and tasks juggling. To consider that the industry define the characteristics and skills requirements of its workforce which may or may not be matched by the graduates being produced by HEIs. In the higher education contexts, employability has a variety of meanings, from the employment rate of graduates to the characteristics of graduates (Harvey, 2003). The best that can realistically be achieved may be for higher education to facilitate the development in students of the understandings, skills and attributes that will help them to make a success of their careers. There comes a point in students' lives when they have to make a step-change: higher education can take them so far, but then have to deal with the challenges that employment throws up (Yorke and Knight, 2006). Moreover, the relationship between employability-development opportunities provided by the HEI and the employment of the graduate is complicated by the role played by employers who convert employability into graduate employment (Harvey, 2001). On the other hand, Sapp and Zhang (2009) suggested business professor think they know about their students' readiness for post-graduation employment, but the reality often is that professors know very little about how their students will perform professionally in relation to what industry expects. They argued that rarely do business faculty have the opportunity to incorporate feedback from industry insiders in order to facilitate their students' transition to full time employment; that occasionally, academicians conduct alumni surveys or obtain feedback in program reviews or accreditation reports; but that most of the time, the information available about their students' communication skills performance outside the classroom is either anecdotal or based on a small sampling.

Graduates of secretarial courses must be equipped with knowledge and skills to be employed competitively. As stated by Agomuo (1997) due to the dynamic nature of the office, the role of secretary has continued to assume added dimensions. He said that large organizations can lend administrative support to the executive by handling many time-consuming duties and tasks such as compiling and organizing information for reports and long memorandum, maintaining confidentialities and others. Furthermore, Nwosu (1998) stated that an ideal secretary needs to have among others certain character and personal traits dependability, loyalty, vigour, initiative, courtesy, judgment, honesty, resourcefulness, adaptability, tact and common sense. Nowadays, office administration graduates are expected to be competitive since the environment they will be setting in have never been the same as before.

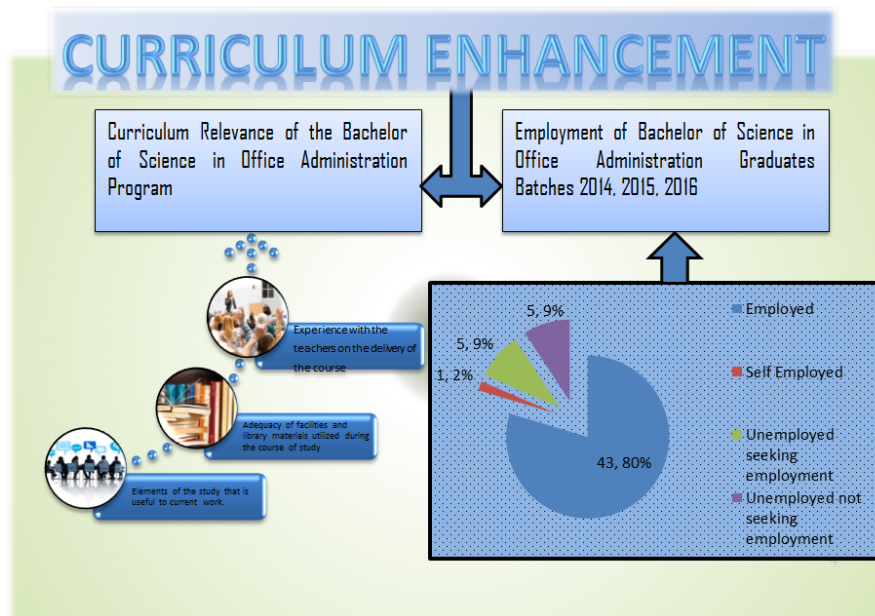
Specifically, a research on graduate employability in the Philippines posed several questions to identify parameters for describing employment and employability aspects of university graduates. Through systematic sampling the results showed that graduates of Philippines comprehensive university did not have to wait long to find regular employment. Furthermore, these graduates were employed through walk-in applications and recommendations. It also revealed that graduates employability was not attributed to the academic honors of graduates. Rather it was due to the assets of knowledge, skills and attitudes, and the way these were developed in the workplace. It provides structural procedural implications for universities in the Philippines (De Guzman and De Castro, 2008).

On the other hand, curriculum could be defined as ‘permanent’ subjects that embody essential knowledge; those subjects that are most useful for contemporary living; all planned learning’s for which the school is responsible; the totality of learning experiences so that students can attain general skills and knowledge at a variety of learning sites; what the students construct from working with the computer and its various networks, such as internet; the questioning of authority and the searching for complex views of human situations (Marsh, 2006). Relatively, it was stated in PMnews Nigeria that the present education curriculum is responsible for unemployment in Nigeria (PMNews, 2012). It is believed that the curriculum was not designed to meet the emerging needs and challenges of the nation. There is a fundamental defect in the nation’s education system and a revisit of the curriculum will go a long way in addressing unemployment in the country. Most graduates seek employment in sectors where they lack requisite skills, for example a graduate of History working in the oil sector instead of students that are trained in petroleum technology. This study gives idea that employment of graduates may be affected by the relevance of curriculum being offered.

These research literatures serve as springboard to prove or disprove the various concepts of employability after the study was completed. These support the many ideas which were all product of research activities that are found relevant and significant to this study.

### Conceptual Framework

The model reflected the objectives of the study. Primarily, the study dealt with identifying the employment status of the graduates and their perception on curriculum relevance of the program being studied. Likewise, the model depicts the relationship of employment and curriculum which can be an input to curriculum enhancement in the future as the needs arises. The results of the employment of the graduates may shed lights on what aspects of the offering must be improved and be given attention certain that the study sought to know the relevance of the activities and undertakings being given to the graduates. The various aspects evaluated for the curriculum relevance were



**Figure 1:-**Conceptual Framework of the study on the Office Administration Program: Graduates' Employment and Curriculum Relevance.

limited to the students' experience with the teachers on the delivery of the course, adequacy of facilities and library materials utilized during the course of study and elements of the study that is useful to current work. On the other hand, employment was classified into employed, self-employed, unemployed seeking employment and unemployed.

### Materials and Methods

The study utilized descriptive survey method of research to response to the objectives of the study with validated instruments employed and an interview. Specifically, the study explored on the employment of the BSOA graduates from 2014, 2015 and 2016 with a total of 62 graduates. In detail, there are 16 graduates from 2014, 22 from 2015 and 24 graduates from 2016; an instrument was devised to know the perceptions of the graduates on their employment record and how relevant the BSOA curriculum is on their current employment. The relationship between the employment status and their perception on curriculum relevance was also sought that utilized a three point Likert Scale (2.34-3- To a high extent, 1.67-2.33-To Some Extent and 1.66-1- Not at All). Researcher made instrument was based on the CHED issued tracer study materials, however, only few items were considered which addressed the objectives of the study. It underwent reliability, face and content validity using Cronbach's Alpha with .908 and internal consistency interpreted as excellent. Graduates were located using various measures, however, after considerable efforts have been exhausted, the researchers were not able to locate the eight (8) graduates for 6 of them have moved in the provinces and two of them are abroad were no means can be employed. This study only explored on the employment status of the graduates and their perception on curriculum relevance, hence, limited on the feedback of their employers which will be endeavored on a separate study. Ethical considerations have been realized since the purpose of the study have been expressed and elucidated to the respondents, hence, permission has been sought relative to various activities conducted and protocols have been followed. Quantitative data were treated using proper statistical treatments through the utilization of Statistical Package for Social Sciences (SPSS).

### Results and Discussions

The table presents the background information of the respondents. Data displayed pertain to the Sex, Age, Civil Status, Year of Graduation and Parents Educational Attainment of the Bachelor of Science in Office Administration Graduates. Hence, out of the 54 respondents, 44 or 81.48 percent are females and 10 or 18.51 percent are males. It reveals that most females prefer to take the course. Relative to the age of the respondents, 42 or 77.77 percent are found between 21-25 years followed by 11 or 20.37 percent from 26-30 years age group, and only 1 or 1.85 percent is from the 31 above.

**Table 1:-**Background Information of Bachelor of Science in Office Administration Graduates in terms of Sex, Age, Civil Status, Year of Graduation and Parents Educational Attainment.

Sex	Frequency	Percentage
Female	44	81.48
Male	10	18.51
Total	54	100
Age	Frequency	Percentage
21-25	42	77.77
26-30	11	20.37
31 above	1	1.85
Total	54	100
Civil Status	Frequency	Percentage
Married	10	18.51
Single	44	81.48
Total	54	100
Year of Graduation	Frequency	Percentage
2014	15	27.77
2015	21	38.88
2016	18	33.33
Total	54	100
Mother Educational Attainment	F	Percentage
Elementary Graduate	3	5.55
Elementary Undergraduate	24	44.44

High School Graduate	20	37.03
College Graduate	6	11.11
College Undergraduate	1	1.85
Total	54	100
Father Educational Attainment	<b>F</b>	<b>Percentage</b>
Elementary Graduate	8	14.81
Elementary Undergraduate	3	5.55
High School Graduate	37	68.51
College Graduate	6	11.11
College Undergraduate	0	0
Total	<b>54</b>	<b>100</b>

On the other hand, 10 of the respondents or 18.51 percent are married, while 81.48 percent or 44 out of the 54 respondents are still single. Vis-à-vis the year of graduation, popular among the respondents graduated from 2015 with a frequency of 21 or 38.88 while 18 or 33.33 percent graduated in 2016, and 15 or 27.77 percent from 2014.

In terms of their mother's educational attainment, it can be seen that common answer obtained the frequency of 24 or 44.44 percent were elementary undergraduates, while 20 or 37.03 percent were high school graduates. On the other hand only 6 or 11.11 percent have been able to finish their college education while 3 or 5.55 percent were elementary graduates and only 1 or 1.85 percent is a college undergraduate. When it comes to the respondents' fathers' educational attainment none of them are college undergraduates, while 37 or 68.51 percent were high school graduates and 8 or 14.81 percent were elementary graduate. Six or 11.11 percent were able to finish college and 3 or 5.55 percent were unable to finish their elementary education.

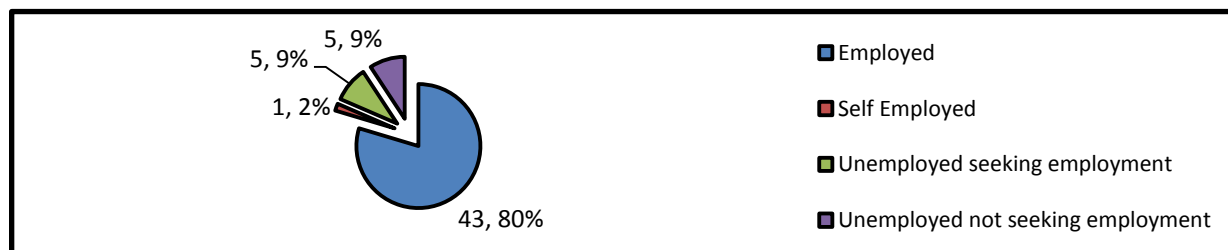
**Table 2:-**Employment record of the graduates in terms of Employment Status after the graduation

Employment Status after the graduation	Frequency	Percentage
Employed	38	70.37
Unemployed	16	28.62
Total	<b>54</b>	<b>100</b>

Based on the collective results of the employment record of the graduates in terms of their employment status after the graduation, most of them were employed with 38 or 70.37 percent, while only 16 or 28.62 percent were unemployed. The respondents were informed that employment after graduation will be determined within six (6) months after they earned the degree. Employment after graduation has not been very easy for graduates because of the work experience the industry mostly looking for. According to them, commonly on their first employment they are compelled to accept positions which are not aligned on their field of work to get job and earn experience or opted to be unemployed. Some graduates choose to remain unemployed until a satisfactory job comes along (Valenzuela and Mendoza, 2015).

**Table 3:-**Employment record of the graduates in terms of current employment

Current employment	Frequency	Percentage
Employed	43	79.62
Self Employed	1	1.85
Unemployed seeking employment	5	9.25
Unemployed not seeking employment	5	9.25
Total	54	100



**Figure 2:-**Employment of Graduates

The table and graph represent the employment record of the graduates in terms of their current employment, it seems that a significant number of the respondents with 43 or 79.62 percent were employed and only 1 or 1.85 percent is currently self-employed. Five or 9.45 percent were unemployed and are seeking employment while surprisingly 5 or 9.25 percent were also unemployed and not seeking employment at the time the study was conducted.

The findings clearly infer that almost all of the graduates are employed. Employability has been a very good indicator on the significance and relevance of course offering such as the Bachelor of Science in Office Administration Program. Besides, a benchmark that nowadays the course is still vendible in the various organizations and industry. Graduate Employability means that higher education alumni have developed the capacity to obtain and/or create work. Furthermore, employability means that institutions and employers have supported the student knowledge, skills, attributes, reflective disposition and identity that graduates need to succeed in the workforce (Hinchliffe & Jolly, 2011; Holmes, 2013; Knight & Yorke, 2004; Yorke, 2006; Yorke & Knight, 2006).

It is constantly claimed that graduates employability are attributed to the quality of students the university produce by providing a sensible curriculum and relevant activities. However, Nugroho et al. (2012) claimed that given the broad understanding of employability, it is important to recognize that the quality of a university graduate is not just a reflection of the quality of the curriculum and its supporting academic environment. It also reflects the demands of the industry as well as the competence of the regulating body (i.e. related government institutions) in shaping the characteristics of higher education graduates. It might be overly simplistic to say that universities are encouraged, if not pressured, to produce employable graduates.

**Table 4:-**Employment record of the graduates in terms of duration of being unemployed

Duration of being unemployed	Frequency	Percentage
Less than a year	8	80
1-2 years	1	10
3-4 years	1	10
Total	<b>10</b>	<b>100</b>

Based on the number of graduates being unemployed, it can be seen the majority with 8 or 80 percent were unemployed for only less than year, 1 or 10 percent was unemployed for 1-2 years and 1 or 10 percent was unemployed for 3-4 years. Among the 54 respondents, it has been identified that 10 of them are unemployed. Various reasons may be considered for being unwaged, however, this study did not consider the same. To support the idea, Valenzuela and Mendoza, (2015) cited some instances of being unemployed identified by the graduates: five factors – lack of job opportunity, lack of work experience, low starting salary, family concerns, and mismatch of skills and interest – to have contributed to their unemployed status. In contrast, factors such as the lack of networking connections, health concerns, lack of proximity to home, lack of opportunity for advancement, and engagement in further studies were seen to be of less importance.

**Table 5:-**Employment record of the graduates in terms of current employer

Current Employer	Frequency	Percentage
Public service/government	2	4.65
Private Corporation	39	90.69
Non-Government Organization	2	4.65
Total	43	100

The result shows the employment record of the graduates in terms of their current employer, 39 or 90.69 percent were employed in the private sector, while non-government organization and Public service/government both have 2 graduates or 4.65 percent respectively. Evidently, graduates preferred to work in Private Corporation where they can apply what they have learned and explore further in various works they have landed. It has been assumed that working in the public and private organization differs significantly. Predominantly the variances are on the types of job, earnings and benefits aside from the fact that private organizations provided several venues to exhibit their vacancies.

**Table 6:-**Employment record of the graduates in terms of present job title

Present job title	Frequency	Percentage
Data Analyst	4	9.30
Accounting Support Assistant/Analyst	7	16.27
Office Coordinator	1	2.32
Admin Assistant	4	9.30
Public Relation Officer	1	2.32
Senior Assistant	2	4.65
Sales Promoter	3	6.97
Data Encoder	4	9.30
Clerk	3	6.97
Purchaser	2	4.65
Call Center Agent	1	2.32
Teller	3	6.97
Bookkeeper	1	2.32
Secretary	4	9.30
Procurement Staff	1	2.32
Marketing Assistant	1	2.32
Office Assistant	1	2.32
Total	43	100

Among the 43 respondents employed, their present job title reveals that 7 or 16.27 percent are Accounting Support Assistant/Analyst. Data Analyst, Admin Assistant, Data Encoder and Secretary have the same frequency of 4 or 9.30 percent, 3 or 6.97 percent are obtained by Sales Promoter, Clerk and Teller. Senior Assistant and Purchaser obtained similar frequency of 2 or 4.65 percent while the job titles office coordinator, public relation officer, call center agent, bookkeeper, procurement staff, marketing assistant and office assistant have the frequency of 1 or 2.32 percent.

The results entail that the graduates predominantly placed on the job where they can exercise their skills. These are the entry job positions of an office administration graduates (CHED Memo Number 22, Series of 2006).

**Table 7:-**Employment record of the graduates in terms of duration to get employment

Duration to get employment (in months)	Frequency	Percentage
Less than 5 months	22	51.16
6-10 months	4	9.30
11-15 months	7	16.27
16-20 months	7	16.27
21 months above	3	6.97
Total	43	100

The table reveals the data gathered to those who are currently employed which specifies that large number of respondents got their current employment in less than 5 months with a frequency of 22 or 51.16 percent, while 11-15 months and 16-20 months have the same frequency of 7 or 16.27 percent, 6-10 months has 4 or 9.30 percent and 21 months above has 3 or 6.97 percent.

The graduates remarkably found their employment on the least short period of time given in the study. However, statements from the respondents have been recorded that a few of them have found difficulty to find a job instantaneously because of paper processing which they consider very laborious. Lumactud (2017) on her study cited that applicants have to undergo a tedious application process especially in complying with the requirements. For Rule II and III of the new implementing guidelines on SPES (D.O. 175, series of 2017) streamlined the process by limiting the requirements into three major documents, namely: birth certificate or any certification that indicates birth or age, parents combined net income after tax, including applicant's own, if any and Form 137/138. If the applicant is a dependent of displaced employees, an additional certification of termination is needed. However, there are applicants having difficulty with complying with the ITR. She clarifies various experiences of graduates on finding their jobs, which afterwards have been address by the Department of Labor and Employment.



**Table 8:-**Employment record of the graduates in terms of source of employment

Source of current employment	Frequency	Percentage
Job Fair	6	13.95
Private Employment agency	14	32.55
Response to an advertisement	5	11.62
Personal Contacts	16	37.20
Through a relative	2	4.65
Total	43	100

Specifically, 16 or 37.20 percent of them obtained the employment through personal contacts, 14 or 32.55 percent were through private employment agency, through relative has a frequency of 2 or 4.65 percent, job fair has 6 or 13.95 percent while response to an advertisement has 5 or 11.62 percent.

The findings disclose that personal contacts are very helpful to the graduates wherein they have landed their first employment after assistance was sought from their colleagues. Moreover, private agencies were also cited to be useful in looking for employment. The results also illuminate that there are various ways to find employment.

It is believed that Job-search methods have traditionally been divided into 'formal' and 'informal' methods. Formal methods include using the services of employment agencies or answering advertisements published in newspapers, journals and, more recently, the Internet. Using one's personal contacts is among the most studied informal job-search strategies. Likewise, job-search behavior has been classified as 'active' or 'passive' depending on the level of activity that the individual engages in to seek employment, with the former being associated with greater activity than the latter. Another concept used in previous studies of job search is that of job-search 'intensity' – variously measured by time spent looking for jobs, the number of applications made or the number of different job-search methods used (Green, De Hoyos, Owen, 2011). The details of the results also revealed that job seekers have considered various means to get their employment. However, graduates may consider what type of job they are looking for to match the various sources they have to consider. Hasluck (2008) found that whereas manufacturing, transport and public sector organizations tended to use the local or regional press as the main method for advertising their vacancies, employers in the finance and business services sectors were more likely to use the services of recruitment agencies to find new employees.

**Table 9:-**Employment record of the graduates in terms of location of current employment

Location of current employment	Frequency	Percentage
City	41	95.34
Province	2	4.65
Total	43	100

The graduates are observably employed in city with a frequency of 41 or 95.34 percent with only 2 or 4.65 percent working in the province. They found the city providing more opportunities to carry on their job. Remarkable comments revealed that working in the city have been a very good prospects to receive perks, benefits and better remunerations compare to be employed in the province. For being in the city which is the center of development offers greater chances for better employment which gives the magnitudes of differences working in urban or rural areas. Glaeser and Maré (2001) find workers in large metropolitan areas in the United States earn 33% more than their non-urban counterparts. Yankow (2006) finds a 21% wage premium for workers in cities with a population greater than 250,000 compared with workers found in smaller cities and rural areas. Utilizing data from France, Combes, Duranton and Gobillon (2008) find a positive association between the size of local labour market areas and earnings. Doubling the level of employment in an area increases earnings by about 5%.

Income sometimes has been the consideration working in the city. Underlying the income gradient of employed workers are many factors, but two are probably most important. First, occupations that are higher paying may be overrepresented in larger cities compared to smaller cities and rural areas. Second, it may be that higher wages in large cities are matched by higher levels of productivity on the part of urban workers (Brown and Beckstead, 2005).

**Table 10:-**Employment record of the graduates in terms of length of service on the current employment

Length of service on the current employment	Frequency	Percentage
Less than 1 year	8	18.60

1-2	25	58.13
3-4	10	23.25
Total	43	100

Twenty five or 58.13 percent of the graduates have been in their employment for 1-2 years, while 3-4 years got a frequency of 10 or 23.25 percent, and less than 1 year has 8 or 18.60 percent.

The graduates obviously have stayed in their current employment for a fleeting period of time and as revealed with the conversation held with them; these days most of the industries and organizations are hiring contingent workers. In the Philippines, acquisition of workers has been very debatable as to what type of employment you have to offer once hired. There are contentions that contractualization law must be abolished. During the past two decades contingent work arrangements have proliferated the industrialized world. These arrangements are also known as market-mediated work arrangement (Abraham & Taylor, 1996), flexible staffing arrangement (Gramm & Schnell, 2001; Houseman, 2001), external employment arrangements (Chattopadhyay & George, 2001; Davis-Blake & Uzzi, 1993; Lepak, Takeuchi, & Snell, 2003), nonstandard employment relations (Bendapudi, Magnum, Tansky, & Fisher, 2003; Kalleberg, 2000), and alternative work arrangements (Houseman, 1998; Polivka, 1996a). All of these terms describe a relationship characterized by a weak affiliation or a decreased attachment between the employee and the employer. The reduced attachment may be reflected in the duration of employment, as is the case of part-time employees or with full-time employees hired on a temporary basis (Stickney, 2008). This idea has been the reason why most of the graduates cannot locate yet an organization where can they have a long term allegiance.

**Table 11:-**Employment record of the graduates in terms of job satisfaction with present employment

Job Satisfaction with present employment	Mean	Verbal Interpretation	Rank
Compensation	2.11	PS	1
Working Condition	1.65	NA	2
Social Condition	1.6	NA	3
Total Mean	1.78	PS	

2.34-3-Completely Satisfied (CS) 1.67-2.33-Partly Satisfied (PS) 1.66-1- Not at All (NA)

The results clearly reveal that the respondents perceived “Compensation” to have a mean of 2.11 and verbally interpreted as Partly Satisfied; “Working Condition” obtains a mean of 1.65 while “Social Condition” has a mean of 1.6 and both are verbally interpreted as Not at all.

The study may have not yet clearly emphasize the job satisfaction of the graduates since they are just starting to explore the spheres of work of which the oldest among them just finished the course last 2014. Their recent experiences relative to their job satisfaction may have revealed that they may discover more in order to establish their perception on work fulfillment. Nearly research contested that more exploration have to be done if work experiences are predictors of job promotion opportunity and job satisfaction (De Pater et al, 2009). On the contrary, some studies report that work experience negatively relates to job tenure and job satisfaction (Bruursema, Kessler, & Spector, 2011; Game, 2007; Murphy, 1989). Furthermore, since they are considered as novice on their jobs what they have expected from the trainings they have in school may not be met. This is supported by the statement of Shelley (1994), college or university graduates come into the workplace with expectations that they will obtain satisfied, secure, and well-paying employment mainly based on what they have been taught in their formal education. However, employers seem to have a different idea where they have been found to have overly high expectations, including management experience, excellent grades, superior presentation and communication skills, positive attitude, and even expecting entry-level graduates to have done charity and volunteer work (Perrone and Vickers, 2003).

**Table 12:-**Curriculum Relevance in terms of elements of the study that is useful to current work.

Elements of the study that are useful to current work	Mean	Verbal Interpretation	Rank
1. All subjects of your course are very useful for your career	1.96	TSE	4
2. The skills attained closely linked to what you	2.16	TSE	3

are doing.			
3. The course provided the opportunities to get a suitable job.	2.33	TSE	1
4. What you have learnt from course is very necessary for your current employment.	2.29	TSE	2
Total Mean	2.18	TSE	

2.34-3- To a high extent (THE) 1.67-2.33-To Some Extent (TSE) 1.66-1- Not at All (NA)

“The course provided the opportunities to get a suitable job” ranks first with a mean of 2.33, “What you have learnt from course is very necessary for your current employment” obtained a mean of 2.29”, ranks 3 obtained by “The skills attained closely linked to what you are doing” with a mean of 2.16 while “All subjects of your course are very useful for your career” with 1.96 mean, all are verbally interpreted as To some extent.

As reflected on job title landed by the graduates on table 6, almost all have been in the entry level position of Bachelor of Science in Office Administration graduates as provided in CHED Memorandum Order No 22 Series of 2006. In other words, the course they have taken provided them the prospects to be employed in their field of specialization. It may be concluded that graduates have learned the proper rudiments of an office administration recruits, however, it may not determine that although skillful on their job not a guarantee to take a seat on a permanent position for other factors still need to be considered. It is also a fact that Offering of business courses nowadays has never been so easy. As the 21st century approaches, the business environment may be characterized as keenly competitive, global in nature, technology-intense, and dynamic. These and other competitive forces are constantly exerting pressure on business school educators to respond with a curricula which produce graduates with the skills and abilities to add value in their respective organizations (McAlum et al, 1997). Graduates of business have drastically increased (Gupta, Gollakota and Sreekumar, 2005) and its expected that schools should have improved its course offering particularly curricula as Moore (1997) predicts many business school will not survive given that many corporations are assuming larger roles in the education of their employees. Nonetheless, they also believed that there were subjects which they observed not useful on their current work.

**Table 13:-Curriculum Relevance in terms of experience with the teachers on the delivery of the course**

Experience with the teachers on the delivery of the course	Mean	Verbal Interpretation	Rank
1. Conducts him/herself in a professional manner.	2.35	SA	4
2. She/he is a good listener.	2.29	A	8
3. She/he is good at giving feedback to students.	2.18	A	11
4. She/he is open to students' ideas and opinions.	2.31	A	6
5. She/he is thoughtful and considerate of the students.	2.29	A	8
6. Has a good self-control under pressure.	2.33	A	5
7. Are always punctual.	2.24	A	10
8. Gives compliments and positive feedback.	2.29	A	8
9. Provides training for students.	2.38	SA	3
10. Willing to answers questions from students.	2.61	SA	1
11. Has good people skills.	2.4	SA	2
Total Mean	2.33	A	

2.34-3-Strongly Agree- All teachers (SA) 1.67-2.33-Agree-Some Teachers (A) 1.66-1- Disagree-none of the teachers (DA)

The results reveal that graduates made it clear that teachers are “willing to answers questions from students” which obtained the highest mean of 2.61 and verbally interpreted as strongly agree. Relatively, it is followed by “Has good people skills” with a mean of 2.4, “Provides training for students” obtained a mean of 2.38 while 2.35 is obtained by “Conducts him/herself in a professional manner”, all are verbally interpreted as Strongly agree or all teachers have done it to let graduates experience better delivery of the course. However, “Are always punctual” and “She/he is good at giving feedback to students” obtained the least means of 2.24 and 2.18 respectively, both are verbally interpreted as Agree or some of the teachers have done their part to deliver the course under study.

The findings inferred that teachers have been very palpable with the communication they built with their students particularly answering their queries and social relationship. Charles (2000), "how teachers communicate determines your effectiveness as a teacher. Relationships are built on communication and easily destroyed by it" (Brown, 2005). Teachers can demonstrate empathy through verbal and nonverbal messaging. It is crucial in establishing a healthy relationship with students that the teacher learn how to communicate. Young adolescents observe their teacher's verbal and non-verbal messages as a means of determining if the teacher genuinely cares about them. When the students have decided that the teacher does care about them, the students will in turn enter into a mutually respectful relationship (MacKinnon Ashby, 2007).

Students must be provided with appropriate and relevant curriculum however, it is also a fact that those who deliver it are considered vital (Stronge and Tucker, 2000). These teachers possess a passion for the subjects they teach, genuinely care for their students, inspire and challenge (Tucker & Stronge, 2005).

However, teachers should also be adept in giving feedback to students. Hattie (2002) found that the giving of quality feedback to students is one of the top five strategies teachers can use to improve student achievement. Research has confirmed that the right kind of feedback is essential for effective teaching and learning (McMillan, 2007).

**Table 14:-**Curriculum Relevance in terms of adequacy of facilities and library materials utilized during the course of study

Adequacy of facilities and library materials utilized during the course of study	Mean	Verbal Interpretation	Rank
1. Computer units	2.29	A	1
2. Steno machines	2.07	A	5
3. Typewriters	2.12	A	4
4. Manuals	2.14	A	2.5
5. Journals	1.36	NA	6
6. Books (major subjects)	2.14	A	2.5
Total Mean	2.11	A	

2.34-3- Very much adequate (VMA) ) 1.67-2.33- Adequate (A) 1.66-1- Not Adequate (NA)

The relevance of the BSOA curriculum offered by the university also considered the adequacy of the facilities and library materials utilized to the students to which it reveals that computer units obtained a mean of 2.29 and verbally interpreted as Adequate. On the other hand, Steno machines and journals obtained the least means of 2.07 and 1.36 interpreted as Adequate and Not Adequate. The results display that graduates found the computer units just sufficient for their utilization. Manuals and books for major subjects have been provided but then seemingly enough to sustain their needs. Library contains the different types of reading materials namely books, periodicals, maps, microforms, sound recordings, video recordings, electronic resources etc. These are procured to meet the information requirements of the user community (Kumar and Reddy, 2014). However, journals which are considered the most reliable source of information nowadays should also be ample located on the shelves. Therefore, libraries must be equipped with these cited materials; hence, this is also a requirement for the accreditation of the program. Matthews (2007) illustrated that libraries consist of essential components in any accreditation survey visits and a major focus for the visiting team. Generally speaking, each educational institution must meet standards, some quite specific.

**Table 15:-**Significant relationship of the employment status of Office administration graduates and their perception on the curriculum relevance of the program.

Variables	df	Chi-square value	Sig at .05	Ho	VI
Employment Status					
	8	69.032	0.000	Rejected	Significant
Curriculum Relevance					

The results clearly established the significant relationship between employment status and curriculum relevance. Thus, the null hypothesis is rejected. In other words, the current employment status of the graduates has something to do with their perception on curriculum relevance specifically relative to elements of the study that is useful to current work, experience with the teachers on the delivery of the course, and adequacy of facilities and library

materials utilized during the course of study. This means that the graduates attribute their employment status on the knowledge and experiences they have acquired during the completion of their study. Furthermore, the curriculum implementation preparing the students to be office professional was concomitant with their employment experiences. However, there may be also other aspects which helped the graduates to establish their employment.

**Table 16:-**Suggestions to improve the Bachelor of Science in Office Administration Curricular Offering

Variables	Frequency	Percentage	Rank
1. Update library materials specifically books and journals.	50	14	2
2. Subscribe to journals relative to the course.	43	12.04	4.5
3. Add and update facilities (Computer, steno machines, typewriters)	51	14.28	1
4. Hire additional experience teachers.	27	7.56	8
5. Revised the curriculum	36	10.08	7
6. Improve professional linkages.	21	5.88	9
7. Provide more extracurricular and co-curricular activities for students.	49	13.72	3
8. Improve/revisit OJT program	43	12.04	4.5
9. Add more relevant subjects.	37	10.36	6

The idea of the graduates were sought on how the BSOA curriculum be improved based on their experiences. Out of the 54 respondents, 51 believes that the school may “Add and update facilities (Computer, steno machines, typewriters)”, followed by “Update library materials specifically books and journals” with a frequency of 50 or 14 percent. Likewise, it’s striking to emphasize that the graduates also perceived “Provide more extracurricular and co-curricular activities for students” to have a frequency of 49 or 13.72 percent. On the other hand, “Improve professional linkages” got the least frequency of 21 or 5.88 percent. It is imperative to emphasize that the graduates have observed that facilities and library materials should be improved for the students to utilize. Very significant to consider and be given attention since CHED Memorandum Order No 22 Series of 2006 Section 22.3 states that the institution should provide facilities to allow preparation, presentation and viewing of audio materials to support instruction. Similarly Section 21.3 reiterates that Library holdings should conform to existing requirements for libraries. It must provide five (5) books titles for professional course found in curriculum. The HEI is likewise encouraged to maintain professional and research journals to aid the faculty and students in their work.

On the other hand, they have also noted more extracurricular and co-curricular activities either inside or outside the university should be provided since they believe that learnings do not only take place in the four corners of the classroom. Co-curricular Activities have similarities and differences with extra-curricular activities. Extra-curricular and co-curricular activities mean student recreational and/or leisure pursuits that take place outside of regular curriculum or program of disciplinary learning outcomes. These activities are pursued beyond the classroom and/or online learning. Activity examples include university sport, club/society membership and student leadership. Whereas extra-curricular activities are separate and apart from the formal learning program, higher education institutions align co-curricular activities with formal schooling so that such activities are part of the overall learning experience. Co-curricular activities are designed to work in conjunction with the discipline curriculum to support employable graduates (Kinash, 2015).

The university regulated the off campus activities of the school since various incidents happened among state universities and colleges which made it very limited. On the other hand, although being the least in the recommended improvements having various professional linkages also let the students explore the world of office procedures and protocols.

### Summary and Conclusions

1. On the background information of the respondents, female outnumbered the males, an indication that the former still prefer to take the course. Also, they are still young and common are single. Some of the graduates were not found after several efforts have been made; nonetheless almost all of them were involved in the study. Parents

of the respondents are either elementary undergraduate or high school graduates, which denote that it was not a hindrance to send their children to earn a degree.

2. Employment record of the graduates infers that not all of them were able to be employed six months after their graduation for it was not easy since most industries are requiring work experience. Currently, almost all of them are employed an indicator on the significance and relevance of the course offering, thus, still vendible to various industries. In addition, they got their current jobs through personal contacts and private employment agencies. Although, a small number of respondents are unemployed for a year, they are on the process of looking for their jobs. Accordingly, those who are employed have the interest to work in Private Corporation where they apply what they have learn in school and explore further in various works offered to them. Job titles predominantly fell on the entry level positions of office administration graduates which indicate that they landed on the job where they have to be placed, additionally, they were able to find their jobs in a short period of time, likewise, observably they prefer to work in the city and they have obviously stayed in their employment for a short period of time. Lastly, the study may have not yet clearly establish the job satisfaction since graduates are just starting to explore the spheres of work meaning they may still discover more in order to identify their perception on work fulfillment.
3. The elements of their study acquired in school became useful in their current work since they are classified as employed practicing what they have learned. The course they have taken provided them the prospects to be employed in their field of specialization. Moreover, the graduates further revealed their experiences with their teachers in completing the course which shows that the latter have been very palpable in communicating with their students particularly answering their queries and social relationship. It means that teachers have a significant role on the delivery of the curriculum being offered equally giving appropriate feedbacks. On the other hand, evaluation of facilities and library materials specifies that they are just considered enough as utilized by the graduates. Further, recommendations have been given by them to be able to improve the said matter for future users.
4. There is a significant relationship between the employment status and the curriculum relevance. This means that the graduates attribute their employment status on the knowledge and experiences they have acquired during the completion of their study.
5. The graduates affirmatively suggested that the school may provide more facilities and update them as well like steno machines and library materials particularly books and journals in core subjects to help students in enhancing their knowledge. Similarly, add more co-curricular and extra-curricular activities for they believe that learnings do not only take place in the four corners of the classroom.

### **Implications and Recommendations**

1. Female graduates outnumbered males which mean that the former is more coveted to take the course. Nowadays, working in the office does not consider any gender, career orientations and admission advising may include further discussions on the role of male and female inside the office not singling out that these are only for women and eradicate the connotation that this course is preferably for female.
2. Although most of the graduates are employed, there are still some who are yet to look for employment for they experience the laborious activities preparing documents during the job hunting. Relative to this, the university may consider conducting pre job orientation to students in order to prepare them on the rudiments of work application which may include required papers or documents preparation, job interview, personal and physical conduct. Furthermore, continuously conduct tracer study to monitor the status of the graduates.
3. The graduates who are employed are handling job titles which are related to their course which proves that what they have learned from school are very useful, however, the results also showed that least among the elements considered indicate that not all the subjects of the course are useful to the graduates. In this regard, during the curriculum review, the university may consider giving interest on identifying what are these particular subjects. On the hand, with the consideration of curriculum review all stakeholders like students, employer, parents and community should be involved. It may be either replace or enhance. On the other hand, the graduates have perceived that their teachers has good people skills and were able to communicate with them well, however, their punctuality to class should also be observed.
4. The study found association on employment status and curriculum relevance however, future studies may include other factors which are contributory to graduates employment.
5. The results showed that facilities and library materials are perceived to be just enough to use and not updated. In this regard, computers and stenographic machines may be updated to let the students experience what is being utilized in current offices. Library materials particularly journals may be provided to aid the students and faculty

members. Furthermore, provide extracurricular and co-curricular activities to students to explore them to actual scenarios of offices, thus, enhance their skills.

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