

A Tracer Study on the Employability of CBEA Graduates (2010-2015) of La Consolacion University Philippines

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Abstract

Higher Educational Institutions (HEI) is challenged in balancing the development of higher education and professional relevance of academic teachings (Melik & Pavlin, 2009). In this case, departments from various colleges also focus on the career path of the graduates to further determine their career goals as they enter the corporate world. This study aimed to ascertain the employability of CBEA students from 2010-2015. This study also made use of descriptive type of research and a modified graduate tracer study questionnaire as an instrument in gathering data. Results showed that most of the 577 official graduates of CBEA from 2010-2015 are working in private organizations particularly in the business sector where a large number surveyed are working as full-time employees while the remaining small percentage are still unemployed.

Keywords: *business graduates, employability, La Consolacion University Philippines, tracer study*

1. INTRODUCTION

La Consolacion University Philippines, a seasoned catholic university situated at Malolos, Bulacan offers an array of programs recognized by the Commission on Higher Education (CHED) and accredited by reputable accrediting bodies such as International Organization for Standardization (ISO), Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) and Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). It was granted an autonomous status for three years by CHED in April 2016. The College of Entrepreneurship and Accountancy (CBEA) is one of its forerunners in the institution. For the past six years, it generated a total of five hundred seventy-seven (577) competent graduates (2010 – 2015) from various programs such as BS Accountancy, BS Accounting Technology, Bachelor of Science in Business Administration Major in Financial Management, BSBA Major in Human Resource Development Management and BSBA Major in Advertising Management. CBEA continuously improves its current programs by strengthening its faculty and program curriculum.

Through this study, the College of Business Entrepreneurship and Accountancy would like to substantiate the transfer of skills and knowledge to its graduate students. Tracer studies served as a basis for assessment and enhancement of existing educational programs offered by every academic institution, Balingbing (2014). Higher Educational Institutions (HEI) is challenged in balancing the development of higher education and professional relevance of academic teachings, Melik & Pavlin, (2009). Learning success' parameter is measured through the employability of graduates, type of employment and the length of time landing on their first job, Word press (2011). It was noted that graduate's employability has been an increasing concern of HEI's. Government agencies have been encouraging educational institutions and employers to work together to address employability issues, Lowden, Hall, Elliot & Lewin (2011). It is considered as the pride and honour of every academic institution to produce globally competent employed graduates. In 2015, Tran suggested in his study that changes in the society should be emphasized in the higher education system by its stakeholders.

The role of Higher Education Institutions (HEI) is not limited to the academic knowledge within the four corners of the classroom or even the institution itself but to fulfil to realize the dream of every student which is to land in a decent job after graduation and become socially recognized in the society, Menez (2014). However, it was noted by Sagarino, Acosta and Amoguis in 2013 that public speaking, computer literacy, communication skills and customer relations were among the factors that influence the employability of graduates.

In this study, the researchers determined the employability of graduates from LCUP- CBEA from 2010-2015. This study will also enable the department to assess the current programs offered, its relevance with their employability and also to discover its strengths and weaknesses as perceived by its graduates.

2. OBJECTIVES OF THE STUDY

The main objective of the study was to ascertain the employability of CBEA graduates from 2010-2015.

Specifically, the study sought answers to the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Civil Status;
 - 1.4 Course; and
 - 1.5 Year graduated?
2. What is the employment profile of the respondents in terms of:
 - 2.1 Type of organization (sector);
 - 2.2 Employment type;
 - 2.2.1 Field of Work;
 - 2.2.2 Reasons for unemployment;
 - 2.2.3 Relevance of current job to the undergraduate course;
 - 2.2.4 Duration of job search;
 - 2.2.5 Number of years in the company;
 - 2.2.6 Level of Management;
 - 2.2.7 Place of work;
 - 2.2.7.1 Employment status;
 - 2.2.8 Monthly income; and
 - 2.2.9 Job placement?
3. What is the level of importance of the competency skills provided by the college?
4. What are the strengths and weaknesses of the programs offered by CBEA as perceived by its graduates?
5. What are the proposed enhancement programs of CBEA?

3. METHODOLOGY

In the conduct of the study, the researchers made use of descriptive type of research wherein it describes the data and characteristics of what is being studied. Research objectives are clearly designed in this type of study, Fluid Surveys (2014). The proponents asked the assistance of the office of the university registrar to provide a list of student graduates from the college from 2010 – 2015. A modified graduate tracer study (GTS) questionnaire of LCUP was used as instrument in this research patterned from the tracer study questionnaires of the Commission on Higher Education (CHED). The questionnaire is composed of three parts. The first part is about the general information of the respondents composed of

their name, address, birthday, telephone or mobile number, social network id used, gender, civil status, course and year graduated. The second part is about their employment information, previous and present employment and the last part of the questionnaire is about the competency skills acquired from the department and the institution as well as the perceived strengths and weaknesses of the respondents from the program offerings of the department.

A total of four hundred four (404) questionnaires were sent to the graduates. However, despite of the researchers' efforts to follow-up and retrieve all questionnaires sent, only one hundred (100) were retrieved and considered valid. All graduates of this college were included as respondents regardless of the program and year they completed. Table 1 shows the statistics of respondents by year graduated and the total number of questionnaires sent per batch and the total number of questionnaires retrieved per batch.

Table 1. Statistics of Respondents by Year Graduated

Year of Graduation	Total Graduates	Questionnaires Sent	Questionnaires Retrieved	Percentage of Questionnaires Retrieved
2010	36	18	10	55
2011	92	43	2	4
2012	72	33	12	36
2013	125	58	6	10
2014	155	155	42	27
2015	97	97	28	28
Total	577	404	100	

Source: LCUP University Registrar, 2016

After obtaining the list of names from the registrar's office, the researchers searched the names via facebook and sent the questionnaires through the social networking site, facebook messenger. Facebook is considered as the fastest growing social networking site with 1.2 billion users monthly, Whiteman (2015). In the Philippines, an average of 5.2 hours a day is spent by 46% of Filipino internet users, Castro (2016). The respondents were given enough time to answer the tracer questionnaire and after retrieval of the questionnaires, the researchers made sure that all questions were answered completely.

For the statistical treatment, the researchers utilized Microsoft excel spread sheet for the data tabulation and used frequency and percentage to interpret the data gathered. Frequency is the number of times a given quantity occurs in a set, Business Dictionary (2016). As shown in table 1, the total number of graduate students per year, the number of questionnaires sent and the percentage of questionnaires retrieved. A total of 404 questionnaires were sent and one hundred (100) questionnaires were completely filled up and retrieved from the graduates.

4. RESULTS

Part 1. Profile of Graduates

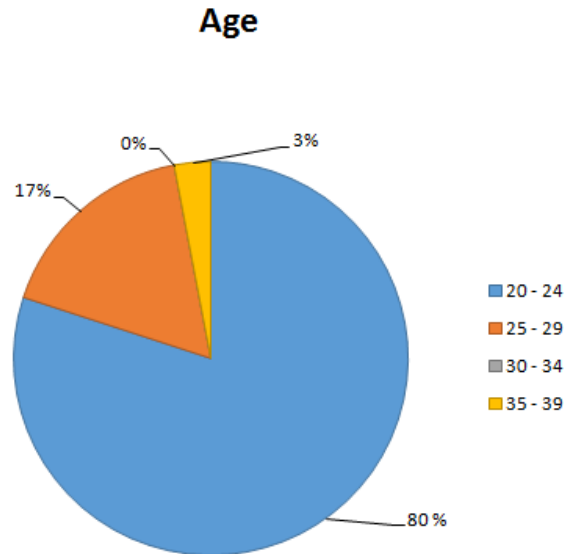


Figure 1. Frequency Distribution of the Respondents by Age

Figure 1 shows the percentage distribution of respondents in terms of age. A huge percentage of the respondents belong to the 20 to 24 age bracket (80%), while seventeen (17) percent belongs to 25 to 29 age bracket and the remaining 3 percent belongs to 35 to 39 age bracket. In 2012, the Philippine Statistics Authority (PSA) has released census facts and it highlighted the gender ratios from ages 20-24, in Region III, there are more males (461,384) than females (451,146). This finding in the study contradicts that of PSA.

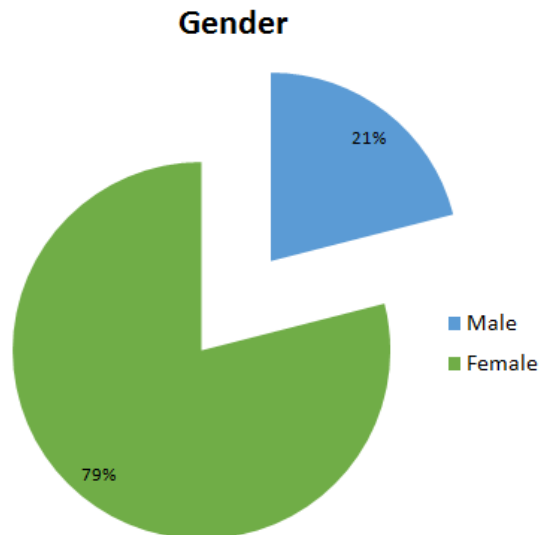


Figure 2. Frequency Distribution of the Respondents by Gender

As shown in figure 2, majority of the respondents are female with a significant percentage of 79 while the remaining 21% are male. This affirms the article written by Quismundo, (2012) of the Philippine Daily Inquirer, she asserted the number of women graduates are far above than graduates of the opposite sex. For more than a decade, statistics shows that majority of the college graduates are female, it can be considered as the most common discipline preferred by women, National Statistics Coordination Board, (2012). This data implies that most of the students from the department are female which is congruent with the statement of Licuanan in 2012 that “Women have been equipping themselves with higher education than men.”

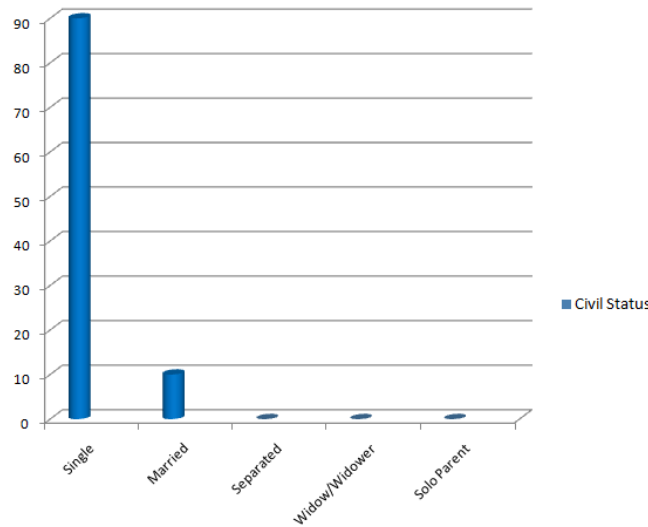


Figure 3. Frequency Distribution of the Respondents by Civil Status

It can be depicted in Figure 3 that out of 100 respondents, 90% are single while the remaining 10% are married. This data can be associated with the increasing desire of women to delay marriage and focus on attaining higher education which will uplift their economic standing, Virola (2008). Women of today have changed; educating oneself has become one of their utmost priority.

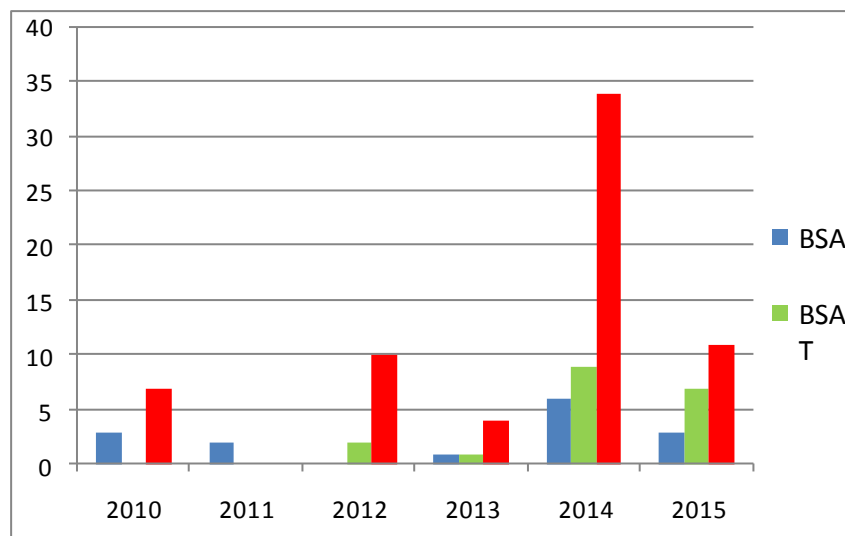


Figure 4. Frequency Distribution of Respondents by Program and Year Graduated

As shown in Figure 4, most of the respondents who answered the questionnaire have finished a degree in Bachelor of Science in Business Administration (BSBA) followed by Bachelor of Science in Accounting Technology (BSAT) and Bachelor of Science in Accountancy (BSA) has the least number of respondents. Results from the 2010 Census of Philippine Statistics Authority (PSA) revealed that 26.9 percent of college graduates have finished a degree on Business Administration. It can be concluded that the programs offered by the department is still in-demand and popular among college students for the past years.

Part 2. Employment Information

This part of the questionnaire covers the employment information of the respondents. It includes the type of organization, employment type, field of work, reasons for unemployment, relationship of current job to undergraduate course, duration of finding a job after graduation, number of years with the company, level of management, current status with the organization, place of work, first job after graduation, monthly income and job referral.

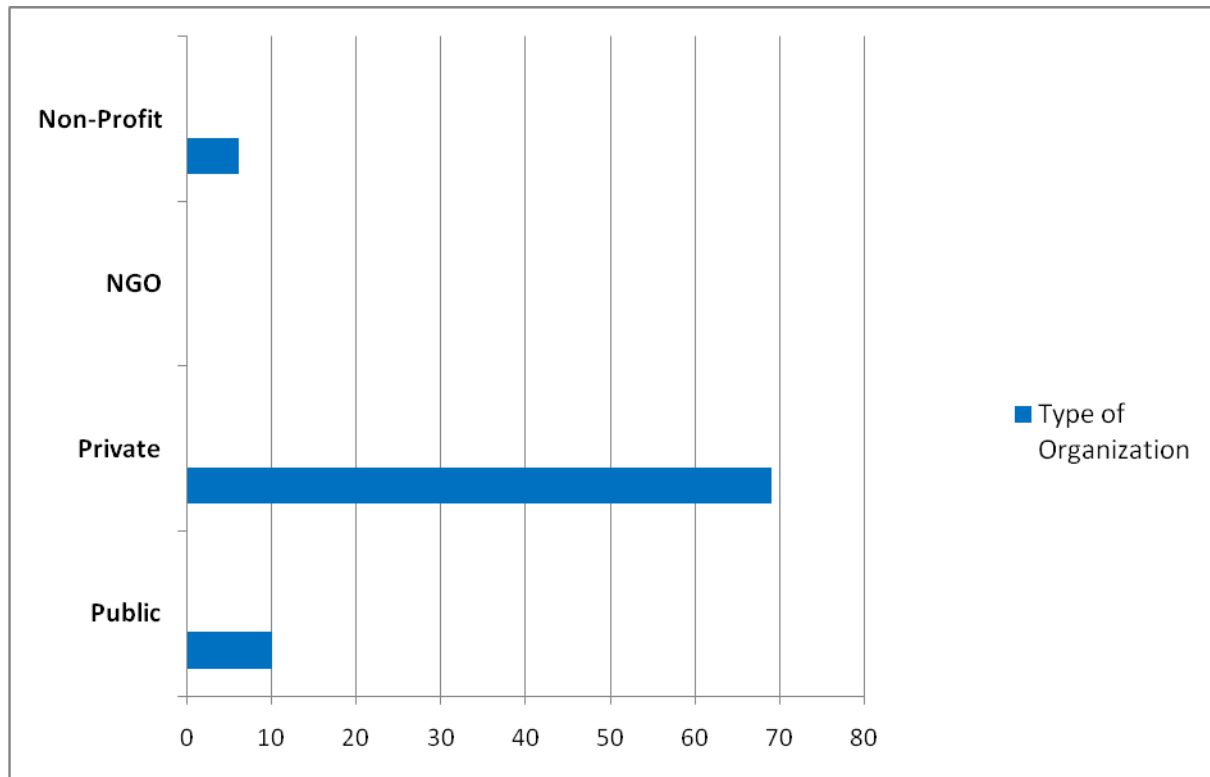


Figure 5. Frequency Distribution of Respondents in Terms of Type of Organization

Figure 5 shows that almost seventy (70) percent of the respondents are currently working with private organizations followed by ten (10) percent with public offices and the remaining six (6) percent are working for non-profit organizations. Employees prefer to work in private organizations because according to the Department of Labor and Employment (DOLE) in 2009, “probationary employees shall be deemed to be regular where the employee has been engaged to perform activities which are usually necessary or desirable in the usual business or trade of the employer”. Most employees prefer to work with private organizations for tenureship unlike with government agencies and organizations wherein civil service eligibility and other pertinent requirements are needed for regularization.

**Table 2. Frequency and Percentage Distribution of Respondents
in Terms of Employment Type**

Criteria	Frequency	Percentage
Full-time	83	83
Part-time	2	2
Unemployed	15	15
Total	100	100

Table 2 shows the frequency and percentage distribution of respondents in terms of employment type. A large percentage of the graduates surveyed are working as full-time employees with 83% and only two percent are working as part-timers and the remaining 15% are unemployed. According to the article written by del Puerto, (2015), part-time workers are classified as those who are working in a four hour work per day and weekend work, or two full days per week while full time employees are working forty (40) hours a week. However, in the Philippines there are an increasing number of part-time workers and a decline in full-time workers, Jaymalin (2012).

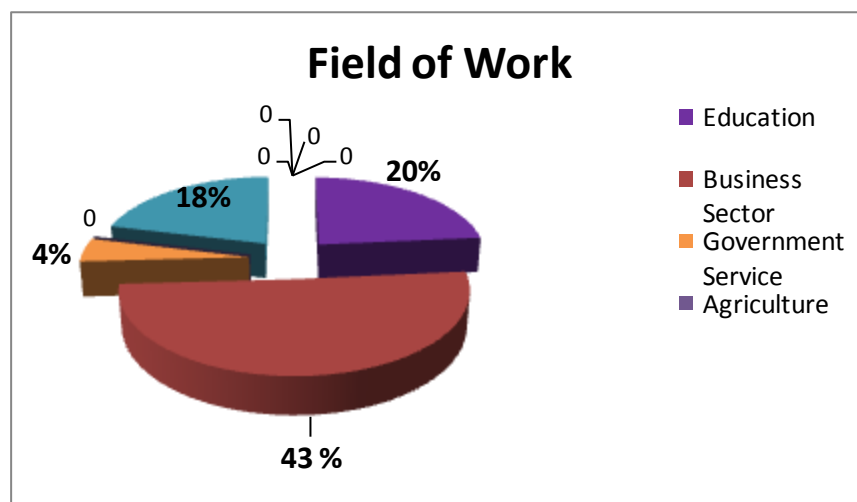


Figure 6. Distribution of Respondents in Terms of Field of Work

As shown in figure 6, majority of the graduates are working in the business sector with 43%, 20% are with the education sector, 18% are working with banking institution, business process outsourcing industry, manufacturing & distributor, auxiliary services, water transport, automotive, customer service, hospital/medical services, and entertainment/music and only 4% are with government institutions. This finding can be associated with the article posted online by GMA Network in 2015 that “The first thing Filipinos consider when looking for a job is the fit between the available opportunity to their field of study, skills, and interests”. It has been a continuing predicament for job hunters to accept unfilled jobs in organizations than look for employment that would fit their skills and educational qualifications.

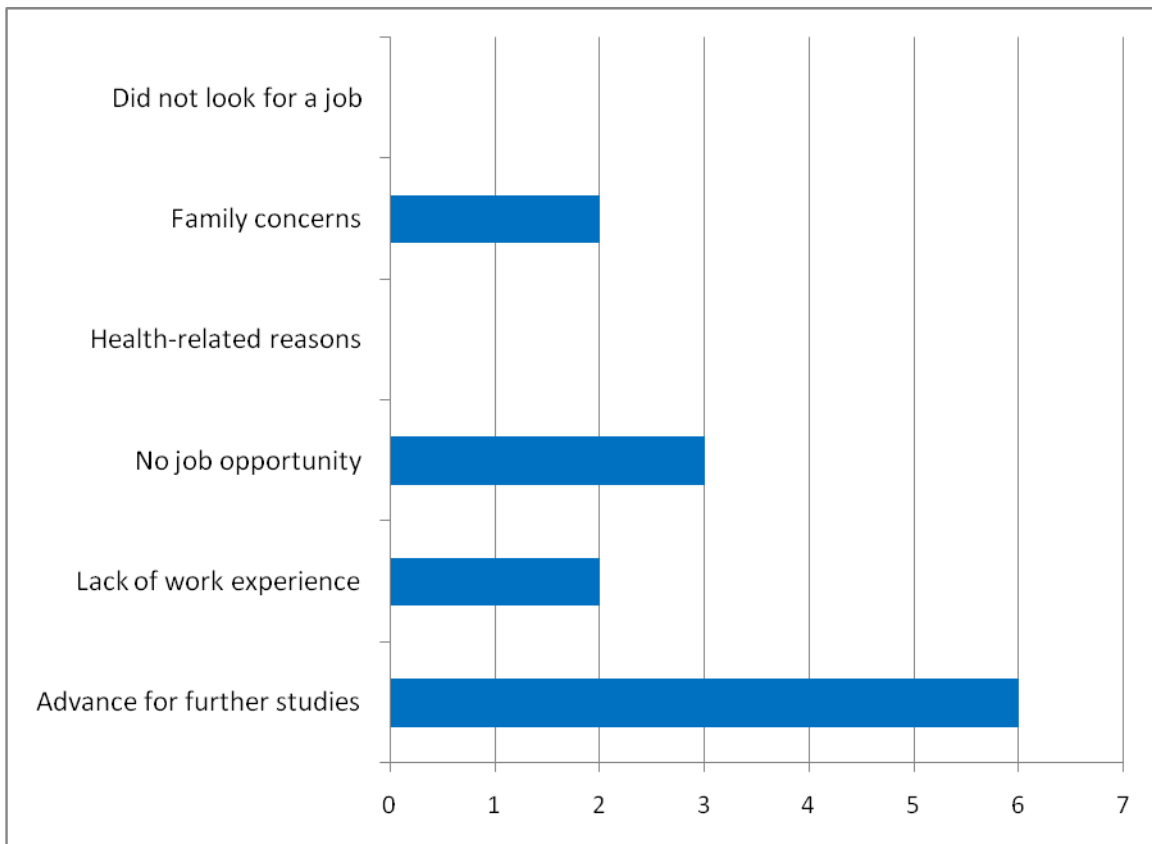


Figure 7. Reasons for Unemployment

Figure 7 exhibits the reasons identified for unemployment of the graduates. Out of 15 graduates unemployed, 6 respondents are currently pursuing further studies (40%) 3 graduates claimed that there is no job opportunity available while the remaining students said that they lack work experience and family concerns. However, Salvosa in 2015 emphasize that unemployment has been an unrelenting concern of the Philippine government for decades now despite its efforts to improve the quality of jobs available. The Philippine government has been continuously increasing its employment rate by creating jobs and business dealings with the business sector.

**Table 3. Frequency and Percentage Distribution of Respondents
in Terms of the Relationship of Current Job with Undergraduate Course**

Criteria	Frequency	Percentage
Yes	75	88.24
No	10	11.76
Total	85	100

*15 graduates are currently unemployed

Table 3 presents the frequency and percentage distribution of the respondents in terms of the relationship of their current job with their undergraduate course. 88.24 percent declared that their current job is related with their undergraduate course while 11.76 exclaimed that their current job is not related. It can be concluded that CBEA graduates matches that of the needs of the industry. Strong collaboration between the academe institution and industry is necessary to address their needs and vice versa. Job mismatch is only common among other programs like automotive, hospitality and electronic sectors, Magkilat (2016).

**Table 4. Frequency and Percentage Distribution of Respondents
in Terms of Length of Time Looking for a Job after Graduation**

Criteria	Frequency	Percentage
1 month – 6 months	67	78.82
7 months – 12 months	15	17.65
1 year and above	3	3.53
Total	85	100

Table 4 shows the length of time the graduates are looking for a job. It can be perceived that majority of the graduates were hired in a span of 1 month to 6 months with 78.82 percent, 17.65 percent were hired within 7 months to 12 months and 3.53 percent were hired over a year and above. According to the article written by Robillos, (2015) of CNN Philippines job hunters who are fresh graduates have difficulty in finding a job after graduation since most employers prefer to hire applicants with work experience, the alma mater of the applicant also matters in applying for a job now a days. However, it can be noted on the data above that graduates of the department from LCUP were hired within one (1) month to six (6) months after graduation. However, the behaviour of the applicant is also one of the considerations that employers look at when applying, excellent oral and written communication skills and functional skills are the factors that affect the employability of graduates. It can be concluded that the overall assessment of the applicants' behaviour and attitude is important in case they do not have work experience.

**Table 5. Frequency and Percentage Distribution of Respondents
in Terms of Number of Years Working with the Company**

Criteria	Frequency	Percentage
11 months – below	45	52.94
1 year – 5 years	40	47.06
6 years – 10 years	0	0
11 years and above	0	0
Total	85	100

As shown in table 5, graduates of the department have been working for 11 months and below with 52.94 percent and 47.06 percent have been working for 1 year to 5 years. It can be observed that most of the respondents graduated in 2014 and 2015 respectively and they started searching for jobs right after graduation.

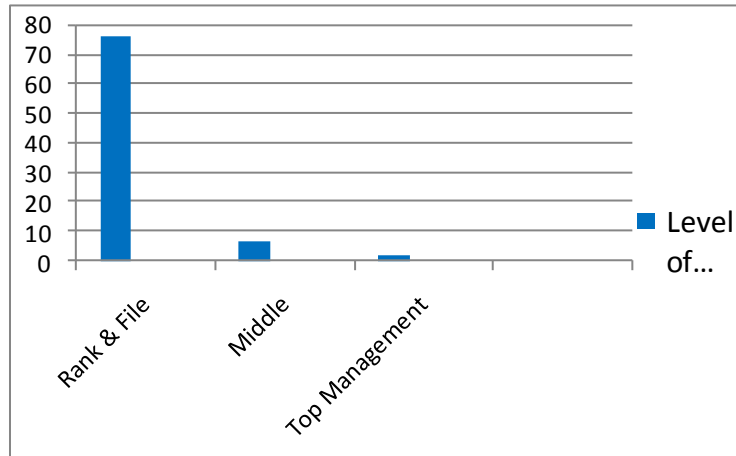


Figure 8. Percentage Distribution of Respondents in Terms of Level of Management

Figure 8 illustrates the current level of management the graduates are working. It can be observed that almost 100% of the respondents are working as rank and file employees, and very little percentage of the graduates are working as part of the middle management and top management. The lifeblood of an organization is the front liners or the rank and file employees, Mayhew (2016). These employees are responsible for the day-to-day business undertaking. It can also be observed that majority of the respondents graduated in 2014 and 2015. Fresh graduates sought entry level positions right after graduation, Heathfield (2016). Entry level positions enables a newly graduate to acquire experience and receive remuneration out of it.

Table 6. Frequency and Percentage Distribution of Respondents in Terms of Employment Status

Criteria	Frequency	Percentage
Permanent/Regular	60	70.59
Contractual	17	20
Casual	7	8.23
Employee by Job Order	1	1.18
Total	85	100

Table 6 depicts the frequency and percentage distribution of respondents in terms of employment status, 70.59% are working as permanent/regular, 20% are contractual, 8.23% are casual employees and

the remaining 1.18% is working as employee by job order. It can be observed that most of the graduates are working as permanent employees since this is the common practice in the country. The continuous improvement of the economy will truly boost the employment in the country, Jaymalin (2012).

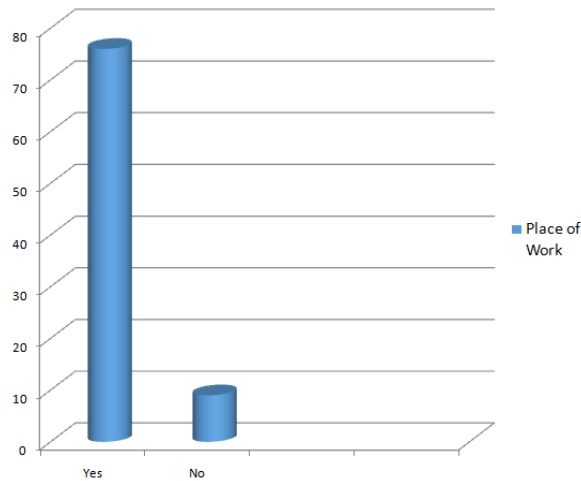


Figure 9. Percentage Distribution of Respondents in Terms of Place of Work

As shown in figure 9, majority of the respondents are working locally while almost 10% are working abroad. In the recent survey of Philippine Statistics Authority (PSA), 2015, there are more than 15,000 overseas Filipino workers (OFW) in Region III. However, the data shows that most of the graduates have opted to work locally than abroad.

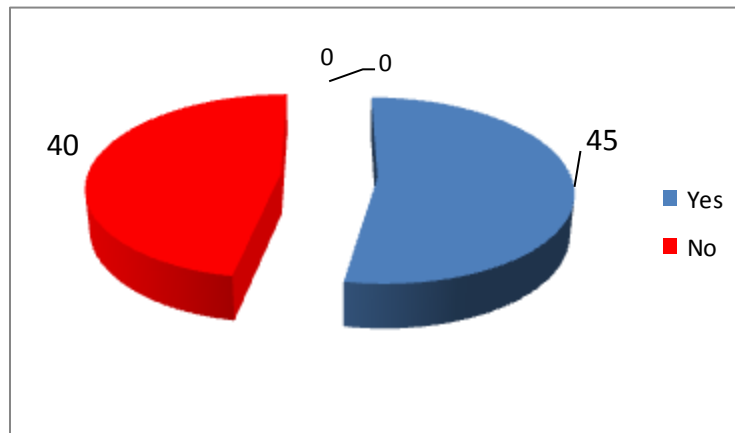


Figure 10. Percentage Distribution of Respondents in Terms of Job After Graduation

As regards the present employment status of the respondents after earning the degree, the data presented in figure 10 showed that most of the respondents (or 45%) reported that after earning the College of Entrepreneurship and Accountancy degree, their current employment regardless of the position has been their first and only job. On the other hand, 40 percent of the graduates probably shifted to another employer, or perhaps had encountered numerous change of job. This finding implied that the CBEA has set a very effective way of forming competent graduates who were sent off to a position or job in which they have stayed with for many years.

**Table 7. Frequency and Percentage Distribution of Respondents
in Terms of Monthly Income**

Criteria	Frequency	Percentage
Below P10,000	3	3.53
P10,000 – P15,001	36	42.35
P15,001 – P20,001	28	32.94
P20,001 – P25,001	10	11.77
P25,001 – P30,001	6	7.06
P30,001 – P35,001	0	0
P35,001 – P40,001	0	0
P40,001 and above	2	2.35
Total	85	100

The monthly income distribution received by the respondents is shown in table 7 above. A closer look at the findings reveal that out of 85 graduates, 36 (or 42.35%) are compensated within the bracket of P10,000-P15,001. The range of salary received by 28 (32.94%) of respondents was within P15,001 – P20,001. The data also demonstrates that 10 (11.77%) of them received about P20,001 – P25,001 regularly. While 6 (7.06%) is remunerated with P25,001 – P30,001. The table also indicates that there

were 3 (3.53%) who receive their salary below P10,000 whereas only 2 (2.35%) are given a high salary between P40,001 and above. It could be noted that no graduate (0%) had ever been given a salary bracket between P30,001 – P35,001 and between P35,001 – P40,001. The data demonstrated a clear variance of monthly income distribution among the 85 CBEA graduates and that probably most of these graduates have not been promoted yet to a higher rank thus receiving either a hiring scale for entry level positions or the succeeding rank that is appropriate to those employed within the lower to middle key positions. This implied that the university has produced graduates who were either not continuing further advancements in their chosen field or were not given opportunities to get to a higher position in their current employment situation. It could also indicate that since many of the graduates have stayed long in their first job between 2010 to 2015, the rate or speed of promotion in their career ladder was quite slow.

Table 8. Frequency and Percentage Distribution of Respondents in Terms of Job Referral

Criteria	Frequency	Percentage
Through Friends	33	38.82
Through Relatives	11	12.94
Through written enquiries	14	16.48
Press Advertisements	5	5.88
Others	22	25.88
Total	85	100

To validate the data on employment referrals, the respondents were asked to inform the researchers about the manner by which they were hired in their current profession. The data in table 8 documented that most of them 33 or (38.82%) chose their current employer through friends, while 22 or (25.88%) reported that they were led by other factors not specified into their current jobs (For instance, Jobstreet, through professors and dean, website job posting sites job fair, referrals); In addition, 14 (16.48%) were posted via written correspondence, and 11 (12.94%) were referred to their jobs by their relatives. It was also indicated that only 5 of the CBEA graduates were informed about the jobs through social media or press ads.

Part 3. Competency/Skills

This part of the questionnaire indicates the level of importance of the competency skills provided by the department as well as the strengths and weaknesses of the program offered.

**Table 9. Level of Importance of the Competency Skills
Provided by CBEA**

Criteria	Mean	Verbal Interpretation
Critical thinking skills	4.7	Very Important
Exposure to local community extension services	4.5	Important
Human relation skills	4.7	Very Important
Information technology skills	4.5	Important
Meeting present and future needs	4.5	Important
Oral and written communication skills	4.7	Very Important
Personality development	4.6	Very Important
Problem solving skills	4.7	Very Important
Research capability	4.5	Important
LCUP Core Values Formation	4.7	Very Important
Grand Mean	4.6	Very Important

The data presented in table 9 indicates a very high stance of the CBEA graduates in putting importance to competency skills by the time they are employed. The grand mean score of 4.6 indicated their strong agreement to consider a number of criteria needed for them to evolve in practicing their profession in various types of agencies and organizations, such as in public and private sectors. Among the criteria pertaining to competencies, their highest score was attributed to the following skills namely

Critical thinking skills, Human relation skills, Oral and written communication skills, Problem solving skills, and LCUP Core Values Formation which all received a score of 4.7. As regards the other competencies needed on the job, the respondents posted an average of 4.6 to Personality development; while a score of 4.5 was distributed to those skills that relate to the following: Exposure to local community extension services, Information technology skills, Meeting present and future needs, and Research capability. In general, one can glean from the results that the majority of the graduates put primary importance to skills that reveal their ability to use critical/logical reasoning, ability to relate to others through oral and written communication skills; likewise, they also showed agreement towards the value of interpersonal skills, of relating to others in harmony. Aside of course from their ability to connect with people, they also place great importance to their problem solving skills and the contribution of LCUP core values to their holistic formation. This implies that the expected attributes of these young professionals have been deeply influenced by the university in terms of advancing not only their cognitive and intellectual skills but also their way of handling people and situations. Hence, this could promise a manifestation of success on the part of the university and the graduates themselves in upholding the school's vision-mission and goals.

Table 10. Respondents' Evaluation on the Strength and Weaknesses of Programs Offered by CBEA

Criteria	Strengths	Weaknesses	Does not Apply	Total
Class size	90	2	8	100
Curriculum and Instruction	98	2	0	100
Extra-curricular activities	79	10	11	100
Faculty's pedagogical expertise	90	2	8	100
Inter-disciplinary learning	85	14	1	100
Laboratory resources	40	22	38	100
Library resources	78	15	7	100
Organization and administration	85	10	5	100

Quality of instruction	98	2	0	100
Relevance to the program to your professional requirements	97	3	0	100
Student services	85	10	5	100
Student subject loads	91	7	2	100
Teacher-student relationships	95	2	3	100
Teaching and learning environment	100	0	0	100

The scores shown in table 10 illustrate the indicators of the program's strengths and weaknesses as evaluated by the 85 respondents for the past five years. Results indicated that the CBEA programs had been considerably strong for the 98 respondents both in terms of Curriculum and Instruction and the Quality of instruction. About 97 respondents highly noted under strengths their concern about the relevance of the program to their professional requirements. This was followed by 95 respondents who recognized the teacher-student relationship as strength. The data also show that 40 reported that the program was too weak in terms of laboratory resources. Comparing the results of the analysis would mean that the graduates took notice of the insufficient attention given to materials or laboratory resources. They had shown more concern over the role of the policy/decision makers in the design of the curriculum as well as the important place of quality instruction. This finding corroborates the respondents' continuing participation to support the university in strengthening other important areas that needed attention. They also implicate the fact that if these weaknesses were treated and addressed in time, this might therefore help improve further their professional competencies in providing quality services to their clients.

5. DISCUSSION

There were five hundred seventy-seven (577) official graduates of CBEA most of them took the Bachelor of Science in Business Administration (BSBA). Most of them are between age 20 to 24 brackets. While the majority of the college graduates are female, almost 90% are still single while the rest remain unmarried. They are currently working in private organizations particularly in the business sector where a large number surveyed are working as full-time employees while the remaining small percentage are still unemployed. Since the majority of the graduates are working in the education sector, they tend to look for employment that would fit their skills and educational qualifications. When some are unemployed, others are currently pursuing further studies since there is no job opportunity available while other students claimed that they lack work experience aside from being bothered by family concerns. Some of the CBEA the graduates were hired in a span of just one (1) month to 6 months knowing the fact that they consider the behavior of the applicant as a basic consideration for employers to look for when applying for a job.

They also said that excellent oral and written communication skills and functional skills are the factors that affect the employability of graduates. The majority are working as rank and file employees, permanent/regular, while only very little percentage of the graduates work as part of the middle and top management. It was noted that most of them work in local places rather than in other countries. In the College of Entrepreneurship and Accountancy degree, their current employment regardless of the position has been their first and only job. Notably, most are compensated within the bracket of P10,000-P15,001, They chose their current employer through friends, The skills on Critical thinking, Human relation, Oral and written communication skills, Problem solving skills, and the LCUP Core Values Formation. About 97 respondents highly noted under strengths their concern about the relevance of the program to their professional requirements.

6. CONCLUSION

Based on the summary of findings, the following conclusions are drawn:

- The dream of every student is to land a decent job after graduation and become socially involved in the bigger society. Public speaking, computer literacy, communication skills and customer relations were seen among the LCUP graduates' attributes that may indeed influence their employability, promotion and retention in their current job or positions.
- They have a strong agreement to honor Curriculum and Instruction and the Quality of instruction among others.
- The curricula of the Accountancy program including its major professional fields of study should be reviewed to ensure that the concepts taught in their academics are firmly enhanced, timely, and would likely to contribute to their employability.
- The employability rate of the LCUP graduates was quite strongly predicted since they were all practicing in their chosen profession. Upon closer analysis, it could be deduced from the findings that the LCUP graduates stand at better chances for future promotion, salary increase, more benefits and privileges.

7. RECOMMENDATIONS

On the basis of the respondents' perceived suggestions and recommendations, the following actions are hereby recommended:

- That the department should hire or recommend additional highly qualified professors to teach major subjects preferably with certificates of further training and who have the ability to exhibit the varied competency skills needed.
- That university should acquire more advanced materials and laboratory resources that will improve the teaching and learning interactions among students of Accountancy courses. They should be driven or inspired or encouraged to formulate in-class exercises to reinforce their students' logical or critical thinking and reasoning skills.

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