

Employers' Satisfaction on the Performance of New College Graduates

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ABSTRACT

Keywords:

Education, Employer Satisfaction, Job Performance, Character, Computer skills, Descriptive, Philippines

Employers' feedback on the performance of new college graduates is an important piece of information that schools must consider to determine the relevance and responsiveness of their curriculum, programs, and services. This study aimed to determine the satisfaction of employers on the performance of new college graduates of Cor Jesu College, Philippines. It employed descriptive research design. The respondents were purposely chosen who were managers and personnel in-charge of 40 companies and institutions in Davao region. Results revealed that all 19 skills (Specific job-related knowledge, Specific job-related skills, Oral communication, Written communications, Comprehension, Math skills, Computer skills, Critical thinking, Problem solving, Research and analysis, Teamwork, Organization and planning, Time management, Quality of work, Productivity, Creative and Innovative, Adaptable, Responsible and Character) received highly satisfactory rating. Moreover, it can be argued that technical skills, such as computer skills, and soft skills (character) were among the top skills that the employers recognized among the graduates of Cor Jesu College. The results affirmed the effectiveness of the school's rigid training in response to the skills needed in the industry. The implication of the study on the continuous improvement in the curriculum, programs, and services is discussed.

Introduction

The success of any school depends on the employability and performance of its graduates in the workplace. Students get a degree with the expectation of landing a job which would give them advancement and earning potential (Kolhede, 1994). On the part of the employers, they expect rigid training in the school that would prepare graduates for the world of work (Hesketh, 2000). Similarly, it is the same desire for any school for that matter. However, the problem of unemployed graduates, due to not possessing the required skills, poses a huge challenge not only to the graduates but also to school authorities. Alarmed by the number of unemployed graduates and job mismatches, the Commission of Higher Education (CHED) provided a list of priority college courses (Bacani, 2014). Prior to this list, CHED released a moratorium order on selected courses with a surplus of graduates (CMO 32, 2010). Just like the problem of job mismatches, there is also a concern regarding the readiness and qualification of new graduates to plunge themselves into the real world of work. For example, in a review of several publications from Australia and the United Kingdom, Cumming (2010) concluded that many of the graduates lack appropriate employability skills. Osmani, Weerakkody, Hindi, Al-Esmail, Eldabi, Kapoor, and Irani, (2015) found similar findings in their review of literature related to employability. The lack of adequate practical preparation for those who just got their degree is a growing concern

(Andrea, 2018; Bikson, 1996; Fabris, 2015; Green & Seymour, 1991; Levenburg, 1996; Porter & McKibbin, 1988; Tymon, 2013). These reported concerns included complaints by employers about the lack of basic skills and needed competencies expected particularly in the entry-level position (Candy & Crebert, 1991; Cappelli, 1992; Carnevale, Gainer, & Meltzer, 1990; U.S. Department of Labor, 1991). In short, the industry expects so much from the academe to produce qualified graduates, but the gap remains evident.

Several attempts were done to address these problems such as government intervention (Knight & Yorke, 2003; Yoong, Don & Foroutan, 2017), school curricular reforms (Gardiner, 2014; Manik, Qasim & Shareef, 2014), and development of employability models (Clarke, 2017; Cole & Tibby, 2013; Dacre Pool & Sewell, 2007). However, there is no single response, or a combination of identified interventions can be effective in a particular setting. Hence, the constant feedback from employers is still a very much valuable information especially for schools and other training institutions. In this study, it was argued how a survey on employers' satisfaction could provide reliable information for the service provider, schools in particular, in assessing and improving its programs and services to meet the needs and demands of the industry. The findings of this study re-affirm the body of literature on the significance of both technical and soft skills as essential requirements for employees to possess to be useful in the workplace.

Review of Related Literature

Employer's feedback provides solid data for schools and institutions regarding the readiness and performance of their graduates. Also, several studies showed the different facets related to employability and employer's satisfaction. In this article, the following related to employability and employer's satisfaction concepts are discussed—preferred attributes by employers, models of employability, school-industry-government thrust on employability, and employer's satisfaction as feedback to schools.

Preferred Attributes by Employers

Hiring new employees is one crucial task for any employer. That is why in the absence of in-house training program, employers prefer applicants who can quickly work independently (Kelley & Gaedeke, 1990; Webster & Taylor, 1995). It is understandable because if applicants are accepted they are expected to take the job without much supervision. However, this is not always the case. For example, a study conducted in four European countries found that employers were not very confident as to the abilities of graduates when it comes to key knowledge areas and key generic competencies (Azevedo, et al., 2012). Many countries have developed a comprehensive account about the use of skills and how organizational practices develop these skills or eradicate skills imbalances and low-skills traps (OECD, 2012a). In fact, the Organization for Economic Co-operation and Development (OECD) emphasizes the three pillars on skills strategy, namely, developing relevant skills, activating skills supply, and putting skills to effective use (OECD, 2012a) to make graduates employable and ready for work. These interventions are what employers desire to have employees who possess the necessary skills or attributes suited for the job they are hired for.

Though companies have different job qualifications, the debate continues about employability and what employers want (Bills, Di Stasio & Gërkhani, 2017; Cumming, 2010; Cunningham & Villaseñor, 2016; Frankham, 2017; McQuiad & Lindasy, 2005; Tymon, 2013). According to the Confederation of British Industry (1999, as cited by Bridgstock, 2009), employability means “the possession by the individual of the qualities and competencies required to meet the changing needs of employers and customers” (p. 32-33). Several attempts were done to provide a broader understanding of it. For instance, Finch, Hamilton, Baldwin and Zehner (2013), in reviewing literature on employability, found two levels in understanding this concept. These were specific employability factors (e.g., listening skills, writing skills,

academic performance) and higher-order categories. Under higher-order categories, they found five factors, namely, soft-skills; problem-solving skills; job-specific functional skills; pre-graduate experience; and academic reputation. In a similar note, Osmani et al. (2015) reviewed 39 employability related articles published in Scopus journals and found 53 graduate attributes. The most notable ones were communication, teamwork, problem-solving, technological skills, creativity, interpersonal skills, leadership skills, self-management and flexibility/adaptability.

In response to the concern of preparing students for the world of work, there had been ventures in investigating employee attributes that employers look for (Boland & Akridge, 2004; Norwood and Henneberry, 2006). Some studies found out that abilities to communicate, analyze and solve problems, work as a team member, tackle unfamiliar problems, and plan one's work are skills needed in the labor market (Borin & Watkins, 1998; GCCA, 1999 in Levin & Tempone, 2002). Aside from being ready for work, employers also preferred applicants who are recommended by others (Belwal, Priyadarshi & Al Fazari, 2017). Specifically, more and more attention is given to soft skills (Archer & Davison, 2008; Chamorro-Premuzic et al., 2010; Cunningham & Villaseñor, 2016; Ritter, Small, Mortimer & Doll, 2017). In their study covering more than 100 employers, Finch, Hamilton, Baldwin and Zehner (2013) also found that employers considered soft-skills as the most important and academic reputation as the least. Regardless of which particular attribute the bottom line lies on the readiness of employees to take on the job with appropriate skills in carrying it.

Models of Employability

Since there were different studies highlighting several attributes on employability, there were also attempts to bring together different literature of which some models were identified. For example, Dacre Pool and Sewell (2007) developed the Career EDGE Model which stands for Career (developing learning), Experience (work and life), Degree subject knowledge, understanding and skills, Generic skills, and Emotional intelligence. Just like other models, the proponents of this model argued that all components must be present to increase the prospects of one's employability. As to how schools should prepare their students, Knight and Yorke (2003) created the USEM model which stands for Understanding (good subject matter), Skills, Efficacy beliefs (self-theories) and Metacognition. These authors believed that this model encompasses the different components to be integrated into the school curriculum to capacitate students for the job ahead. Bridgstock (2009) developed a model which highlighted the importance of self-management (appraisal and knowledge of self) and career building skills (skills necessary to navigate and advance in the world of work) to enhance employability and a life-long career. He argued that, apart from the list of necessary skills identified by employers, employability demands mastery on the career-building process.

Considering the previous models, Cole and Tibby (2013) developed a framework they believed as cohesive and all-encompassing. It involved four stages—Stage 1: Discussion and Reflection (creating and defining a shared point of reference); Stage 2: Review/Mapping (what has been done); Stage 3: Action (sharing and enhancing existing practices and identifying gaps); Stage 4: Evaluation (identifying and measuring success). The framework and its accompanying questions were helpful for improving the curriculum. The proponents believed on the merit of this framework particularly for reflection and implementation of measures related to employability. Most recently, Clarke (2017) developed a framework of employability which included four key dimensions, namely, human capital (skills, competencies, and work experience), social capital (networks, social class and university ranking), individual behaviors (career self-management and career-building skills), and individual attributes (personality variables, adaptability and flexibility). The model helped understand the individual, institutional and contextual factors on employability which are important considerations for schools to look into.

The aforementioned models were influenced by different theories on employability, most notably are the human capital theory and labor market theory. Using human capital theory and dual labor market theory, Berntson, Sverke, and Marklund (2006) argued that job applicants

look at the condition of the labor market in their perceived employability while at the same time gain confidence through their acquired education. However, moving away from the centrality of human capital theory to employability, Tomlinson (2017) created the Graduate capital model which included the following aspects: human capital, social capital, cultural capital, identity capital, and psychological capital. Hence, employability has become a complicated matter that needs a comprehensive approach, a challenge that schools face.

School-Industry-Government Thrust on Employability

The industry relies so much on the training of applicants from their respective training institutions. Hence, schools find ways to make their curriculum responsive to the needs of the industry (Baker, 2009; Gardiner, 2014; Manik, Qasim & Shareef, 2014; Nilsson, 2010; Nair, Patil & Mertova, 2009; Bennett, Dunne & Carre', 2000). Schools are integrating employability skills as part of the attributes of their students (Nilsson, 2010; Baker, 2009). Schools conduct tracer studies and employer satisfaction survey to assess if their training are in line with the demands of the industry. The results of these studies help schools evaluate their existing programs and make necessary reforms. These initiatives are likewise a response to government regulations of making sure schools are producing graduates who are ready for work (Andrews & Russell, 2012; Belwal, Priyadarshi & Al Fazari, 2017; Knight & Yorke, 2003; Yoong, Don & Foroutan, 2017). This School-Industry-Government link is crucial in ensuring not only employability but also effective and efficient programs which produce a human workforce capable of contributing to national development. It is a framework wherein each entity plays its role for a more significant cause of nation building.

Employer's Satisfaction as Feedback to Schools

A satisfaction survey is always geared towards identifying areas for improvement (Kujala & Vaisanen, 1997; Verbeek et al., 2001, 2005). It is also the goal of Cor Jesu College in commissioning this project to see if what it offers is aligned with what is needed or expected in the industry. If there is a discrepancy, the school can immediately address and adjust. Hence, satisfaction survey, like this present project, is seen as the congruence between what employers' expectations and the actual outcome (Buck & Curely, 2010).

In the local level, the Philippines is still facing an enormous jobs challenge (Chua, 2013). As one of the premier Catholic educational institution in Southern Mindanao, Cor Jesu College is concerned with providing the right and well-trained workforce for the country. For the past six decades, the school produced graduates who were making a difference in their respective fields. To move forward and to advance excellence, being one of the school pillars, Cor Jesu College would like to know how relevant and responsive its curriculum, program, and services to the needs of the industry. Thus, an employer satisfaction survey was conceptualized. This study, therefore, is anchored on the Discrepancy theory by looking at how satisfied are the employers of the graduates of Cor Jesu College. The result of the study will be beneficial for the school to have a glimpse of the performance of its graduates while providing feedback for curricular evaluation and enhancement. On the part of the employers, this will give them the chance to provide a feedback mechanism to the school for the latter's improvement. In return, they will be assured of having employees who meet their expectations and standards.

Objective of the Study

This study was conducted to determine the satisfaction of employers with the performance of employees who are graduates of Cor Jesu College.

Method

This study employed descriptive research design. The data used in this study came from a survey conducted among the managers or personnel in-charge of companies or institutions located in the Davao region. They were purposely chosen since their companies or institutions had employees who were graduates of Cor Jesu College from school years 2008-2009 to 2013-2014. There were 52 identified companies or organizations representing different sectors, but only 40 returned the survey questionnaire or 77% retrieval rate. A research questionnaire was adopted from the Ministry of Training, Colleges and Universities of Ontario, Canada (Ministry of Training, Colleges and Universities, 2003). One item was added which was Character. The questionnaire was given to the employers with an envelope wherein they could place the answered questionnaire and sealed it to maintain confidentiality. Mean score was utilized in analyzing the data.

Results and Discussions

The results showed that all the 19 skills received a highly satisfactory rating. Ranked first was computer skills (4.450. Rounding up to top 5 were character (4.41), teamwork (4.38), adaptable (4.32), and comprehension (4.27). Tied for rank 6th were quality of work and responsible (4.20) followed by organizing and planning (4.16). Also tied, for ninth spot, were specific job-related knowledge, math skills, and productivity (9.33). Other skills tied in rank were oral communication and written communication (4.08) for 12th spot and specific job-related skills and creative and innovative (4.05) for 14th spot. The other identified skills, which also received a highly satisfactory rating, were problem-solving (4.0), critical thinking (3.97), research and analysis (3.95), and time management (3.92).

Skills	N	Mean	Rank	Description
A. Specific job-related knowledge	40	4.10	9.33	Highly Satisfactory
B. Specific job-related skills	39	4.05	14.5	Highly Satisfactory
C. Oral communication	40	4.08	12.5	Highly Satisfactory
D. Written communications	40	4.08	12.5	Highly Satisfactory
E. Comprehension	40	4.27	5	Highly Satisfactory
F. Math skills	39	4.10	9.33	Highly Satisfactory
G. Computer skills	40	4.45	1	Highly Satisfactory
H. Critical thinking	39	3.97	17	Highly Satisfactory
I. Problem-solving	40	4.00	16	Highly Satisfactory
J. Research and analysis	40	3.95	18	Highly Satisfactory
K. Teamwork	40	4.38	3	Highly Satisfactory
L. Organization and planning	38	4.16	8	Highly Satisfactory
M. Time management	40	3.92	19	Highly Satisfactory
N. Quality of work	40	4.20	6.5	Highly Satisfactory
O. Productivity	40	4.10	9.33	Highly Satisfactory
P. Creative and Innovative	39	4.05	14.5	Highly Satisfactory
Q. Adaptable	40	4.32	4	Highly Satisfactory
R. Responsible	40	4.20	6.5	Highly Satisfactory
S. Character	39	4.41	2	Highly Satisfactory

Interestingly, the employers gave the highest rating for the graduates of Cor Jesu College on their computer skills. These computer-related know-how are one of the core 21st century skills (Chu, Reynolds, Tavares, Notari & Lee, 2017; Häkkinen, Järvelä, Mäkitalo-Siegl, Ahonen, Näykki & Valtonen, 2017; van Laar, van Deursen, van Dijk & de Haan, 2017), which are in demand in the workplace (Frey & Osborne, 2017). Cor Jesu College, following the required

competencies in all curricular programs, provided students with training and laboratories where students can enhance their computer skills. Most importantly, the school ensured students' readiness for work by capacitating them with computer-related skills.

Though the top-ranked skill is technical, the next four top skills belonged to the soft skills-character, teamwork, adaptable, and responsible. Based on the literature, much emphasis is now given to the employees' soft skills (Archer & Davison, 2008; Chamorro-Premuzic et al., 2010; Cunningham & Villaseñor, 2016; Gibert, Tozer & Westoby, 2017; Oladokun & Gbadegesin, 2017; Ritter, Small, Mortimer & Doll, 2017), and organizations have to invest in developing these skills (Robles, 2012). An employee's character demonstrated in having a pleasant personality creates the positive atmosphere in the workplace. It is what employers are looking for among their employees (Archer & Davison, 2008), which could lead to innovative outcomes and influence positive organizational change (Madrid, Patterson, Birdi, Leiva & Kausel, 2014; Avey, Wernsing and Luthan, 2014). In this study, character was the number two with the highest mean. This is an affirmation of the school's Catholic education grounded on the values of the Gospel as expressed.

Another soft skill is the ability for employees to work in a team. Teamwork is one of the most cited attributes that employers look for in their employees (Azevedo, Apfelfthaler & Hurst, 2012; Tsitskari, Goudas, Tsalouchou & Michalopoulou, 2017). It is one of the general student attributes (GSA) that schools would like to develop among students (Hassan, Zamberi, Zamberi, Khalil, Wasbari, & Kamarolzaman, 2013). Employers are concerned with how employees work together efficiently and effectively as a team (Robles, 2012); hence, they look for skill where an individual exhibits an attitude of working with a group. In a survey by the Council for Industry and Higher Education (CIHE) among 233 employers representing 750,000, soft skills like teamwork were identified as the top skills being considered very important (Archer & Davison, 2008). Good character was seen by the respondents of this study as manifested in the workplace by the graduates of Cor Jesu College.

Other skill related to this was adaptable. Being adaptable requires one to also possess problem-solving skills and creative thinking (Carnevale & Smith, 2013). Being adaptable also means that the employers saw how Cor Jesu College graduate adapt to new situations and demands by applying and/or updating their knowledge and skills. It is one important attitude because having high adaptability decreases employee's perception of abusive supervision (Mackey, Ellen III, Hochwarter & Ferris, 2013). Both adaptability and teamwork are related to having a good character or interpersonal skills, which are categorized under higher order category meta-skills (Finch, Nadeau & O'Reilly, 2012). With the fast changing demands in the workplace, being adaptable is a must for employees to respond appropriately in helping the organization moves forward and be in tune with the recent developments.

Being responsible was among the top 10 skills in this study, another skill closely related to the other top soft skills. This trait is one of the skills for Cor Jesu College education. Aside from regular course offerings, the school offers a lot of co-curricular and extra-curricular activities to help form students to become responsible. Responsibility is among the personal skills identified as employability skills (Claxton, 2007; Cleary, Flynn & Thomasson, 2006). However, being responsible cannot be easily determined in the application process. The fact that this skill is present among the graduates of CJC revealed a solid foundation of these graduates in their educational formation.

As employers look for employees who possess good traits like soft skills, they also need them to possess certain intellectual or thinking skills. The next skill, ranked 5th in this study, was comprehension. It is another positive feedback for Cor Jesu College because employers put much value on this particular skill (McLester & McIntire, 2006). An analysis of 28 studies revealed that employers looked for socio-emotional and higher-order cognitive skills than basic cognitive and technical skills (Cunningham & Villaseñor, 2014). Comprehension skill is highlighted in the work of Carnevale and Smith (2013) focusing on the workplace basics referring to what employees need and what employers want. It is also listed as one of the skills for a globally competitive workforce (Bates & Phelan, 2002). Hence, developing more on this skills makes the employees effective and can compete globally, something that Cor Jesu College

envisions among its graduates.

The next set of skills belonging to top 10 were quality of work, organization and planning, productivity, Math skills, and specific job-related knowledge. On the quality of work, it is always expected for any employee to perform at the optimum level. As to organization and planning, these are two skills that need to be developed by employees depending on the nature of the job, and these skills are better learned in the field. However, both schools and employers emphasize the ability to plan, organize and prioritize work as top on the list of skills (Adams, 2013). When it comes to productivity, the results showed that Cor Jesu College graduates are productive in completing assigned tasks. As to Specific-job-related knowledge, they demonstrate specific technical skills related to the work being done. For Math skills, they apply math techniques with the accuracy required to solve problems and make decisions. Especially those in the business sectors, employers expect a certain level of Math competencies among entry-level applicants (Tengesdal & Griffin, 2014)

Tied for a mean of 4.08 were *written communication and oral communication skills*. These skills are as important as other skills (Zahra, Nazir, Khalid, Raana & Majeed, 2014). It means that the graduates write and speak in a clear, concise and correct manner. Several studies reported on the importance of communication skills for employees to be successful in their job and to facilitate the success of the organization they are work with (Ahmed & Redha, 2014; Sarudin & Noor, 2013). Communication skills are usually determined during job interviews which give the employer an idea if the applicant is fit for the job (Posthuma, Levashina, Lievens, Schollaert, Tsai, Wagstaff, & Campion, (2014). However, in this study, the employers were asked how the graduates performed concerning communication skills in their work. Since most of the respondents are working in the Philippines, English is for sure a predominant language. Mastery of the English communication skill is an advantage for employees (Mohamed, Radzuan, Kassim & Ali, 2014). It is even considered as the most important competency for college graduates as they enter the workplace. In particular, the sub-skills in oral communication skills are following instructions, listening, conversing, and giving feedback (Maes, Weldy & Icenogle, 1997).

Next to communication skills were *Specific-job-related skills* and *Creative and Innovative* with the same mean score of 4.05. On the one hand, job-specific skills are listed among intermediate assets on the framework of employability (Hillage & Pollard, 1998). It means that the graduates use specific technical skills related to the tasks assigned to them. They create innovative strategies and/or products that meet identified needs. These are good indicators of excellent employees. On the other hand, being creative and innovative is another skill that employers expect from their employees. The skills mentioned above such as good character, adaptable, teamwork, and communication skills are factors that facilitate and encourage employees to be creative and innovative. There are studies which proved that relationship with supervisor and co-employees and work commitment influence creativity (Chang, Jia & Cai, 2013; Jang & Kandampully, 2013). Thus, it can be argued that creativity in this sense also means the commitment on the part of the graduates and their good relationship with supervisors and colleagues.

The other skills were problem-solving and critical thinking. As to problem-solving, the findings showed that the graduates were skillful in evaluating the validity of arguments based on the qualitative and quantitative information. Problem-solving skill involves information analysis and transformation in achieving goals (Giampaoli, Giampaoli, Ciambotti, Ciambotti, Bontis & Bontis, 2017). It is considered one of the key transferable skills (McQuaid & Lindsay, 2005), and in their framework on employability, Hillage and Pollard (1998) and Osmani et al. (2015) listed it as one of the key skills. It is also one of the capability areas identified by the Australian Technology Network of Universities (Cumming, 2010) and Government Skills Australia (2006, as cited by Cumming, 2010). Citing other skills such as comprehension and math skills, it is understandable that employers observe a higher level of problem-solving skills among the CJC graduates. For critical thinking, graduates have the ability to evaluate their own thinking throughout the steps and processes used in problem-solving and decision making. This finding is another positive feedback for the school because this specific skill is a bit challenging. For instance, critical thinking was at the bottom among the skills rated as average or below

average by 768 managers and executives during the 2012 Critical Skills Survey (Desai, Berger & Higgs, 2016). As one of the higher-order-cognitive skills (Cuningham & Villaseñor, 2006), critical thinking skill involves processing complex information and making a good judgment. For the employers, they saw this skill among the graduates of CJC.

Two skills at the bottom but still received a higher rating were research and analysis and time management. Aside from communication and problem solving, employers considered analytical skills as a priority (Cuningham & Villaseñor, 2006). The ability to process information is a competency needed for any job. Research skill is not something many employees possess. In fact, even managers do not claim mastery of this skill. For example, research skill received the lowest rating among hotel and restaurant managers in America, a study reported (Breiter & Dements, 1996). However, the results of the study gave a brighter scenario referring to the graduates of CJC because research and analysis received a high rating from the employers. The last was time management. The high rating description meant that CJC graduates showed the ability in setting up priorities and allocating time efficiently to complete several tasks within specific deadlines. Naturally, but also based on literature, time management drives productivity (Abugre, 2017), another skill receiving a high rating in this present study. Moreover, research findings also reported other correlations between time management and job satisfaction (Claessens, Van Eerde, Rutte & Roe, 2007; Rao, 2018; Tavakoli, Tavakoli & Pouresmaeil, 2013) and between time management and health or stress (Claessens, et al., 2007; Grissom, Loeb & Mitani, 2015). Hence, though these two are in the bottom of the ranking, they remained very important skills as evaluated by the employers with high rating.

Conclusion

The results, showing all identified skills with the highly satisfactory rating, strongly suggest that Cor Jesu College is producing graduates who live up to the expectations from the industry. The employers, who were the respondents of the study, had firsthand experience of the performance of these employees who were graduates of Cor Jesu College. These findings indicate that the school's rigid training provided to its students is indeed paying off. As a Catholic school, Cor Jesu College forms its students according to its vision of truly transformed individuals. With Character getting the second highest mean among the 19 identified skills and with two other behavioral skills on the top five, it can be argued that the Catholic education facilitates the realization of its vision, mission and goals.

Anchored on the three pillars of excellence, community, and apostleship, Cor Jesu College graduates had manifested these pillars in the workplace. For example, Teamwork is a concrete manifestation of community. Character, as demonstrated in having a pleasant personality, is a testament to the school's success in its Catholic formation program. Other skills, which are technical and cognitive are rated by the employers as very highly satisfactory manifested excellence. Regarding apostleship, doing good in their job is their first task of doing God's mission entrusted to them.

Recommendations

The implication of this study is for the school to continue looking for ways to sustain and to improve its curriculum, programs, and services to level up in producing good performing graduates with needed skills in the industry. Moreover, the school cannot remain complacent to what it is at the moment so as not to be left behind considering the fast-changing advancement in society. The school should remain focus on its core values which are instrumental in producing graduates with good character. Though it still received a highly satisfactory rating, research and analysis and time management got the lowest mean among the 19 skills. The school should look into these and find ways to improve. One of the limitations of this study was on the number of respondents. Hence, a similar study is recommended with more respondents including those

from the industries not covered in this study. Another possible project is an in-depth study on the performance of the graduates using a qualitative method involving employers of graduates of Cor Jesu College.

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