



## EMPLOYABILITY AND JOB PERFORMANCE EFFICIENCY OF BSIT STUDENT- LEADER GRADUATES OF CAGAYAN STATE UNIVERSITY LAL-LO CAMPUS, CAGAYAN, PHILIPPINES

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**Abstract:** *This paper determined the employability and job performance efficiency of BSIT student-leader graduates of Cagayan State University Lal-lo campus as a way to ascertain the effectiveness of the BSIT curriculum in particular and the BSIT program in general. Employing descriptive- quantitative research using survey questionnaires, student-leader graduates were evaluated as regards their efficiency and effectiveness on their present job. Most of the student-leader graduates landed on jobs related to their course and are on private companies. Their leadership experience affected these graduates on their job application at a high extent. On work ethics, their leadership positions were affected at a very high extent, while their level of job performance efficiency whether probationary or permanent by nature is very efficient. As regards the problems with the student-leader graduates, the employers disagree to the assumption that these graduates show undesirable attitudes. Moreover, they strongly disagree that these graduates are not good towards maintaining a good relationship with their colleagues and superiors. The results obtained reveal that the leadership experiences of students are vital to their employment.*

**Key words:** *employability, job performance, student leaders, graduates*

### INTRODUCTION

#### Background of the Study

Leadership is an important component of any educational organization. Many organizations have been aware of the fact that their success is greatly dependent upon the quality and effectiveness of this dimension. Student leaders must be given due attention by the school administrators. It is expected that when leadership is given to students, the faculty and staff as well as the leaders of the students and their members must also be productive, as evidenced by their scholastic achievements. The fact that the quality of student leaders depicts the standard of services of the school, at most concern should be given to them.



Employability is not the same as gaining a graduate job, rather it implies something about the capacity of the graduate to function in a job and be able to move between jobs, thus remaining employable throughout their life. Employability is a set of achievements-skills, understanding and personal attributes-that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.

### **Objectives of the Study**

This was conducted to determine the employability and job performance efficiency of the BSIT student leader graduates of the Cagayan State University Lal-lo. Specifically it sought answers to the following questions:

1. What is the profile of the graduates?
2. What is the assessment on the extent to which the leadership position affected the student leaders graduates on their:
  - (a) Job application
  - (b) Job performance
  - (c) Work ethics
3. What is the Level of Job Performance Efficiency of Student-Leader Graduates of the Cagayan State University?
4. What are the problems of the Student- Leader Graduates of BIST of CSU Lal-lo?

### **METHODS**

#### **Research Design**

The researchers used descriptive- quantitative research, since the study determined the employment and job performance efficiency of the student-leader graduates of BSIT batch 2008-2012. Quantitative research provides generalized data on the topic that are being analyzed, thus, the information is not so detailed on the behavior and attitudes of the subject matter. The researchers used descriptive research design because the study involved answering questions concerning the current status of the respondents.

#### **Locale of the Study**

This study was conducted in the different towns of Cagayan as the residence of the IT graduates. The respondents were from the towns of Lal-lo, Gattaran, Lasam, Camalaniugan, Abulug, Baggao, Allacapan, Alcala, Buguey, Sto.Nino and Sta. Ana.



### **Respondents and Sampling Techniques**

The researchers used complete enumeration or total enumeration technique since all the student-leaders graduates of Information Technology batch 2008-2012 were the respondents. There were 14 student leader graduates in the year 2008, 15 in the year 2009, 19 in the year 2010, 18 in the year 2011, and 17 in the year 2012. All in all there were eighty-three respondents surveyed.

### **Research Instruments**

The data gathering tool used was a survey questionnaire. The questionnaires were distributed to the IT student-leader graduates of CSU Lal-lo batch 2008-2012. The instrument was composed of several parts which helped the researchers in gathering data needed in the study. It included the personal and work profile of the student-leader graduates, and an assessment on the extent to which the leadership position affected the student-leader.

### **Analysis of Data**

The researchers used descriptive statistics in analyzing the data gathered. The researchers simply summarized and described the profile and employability of the student leaders of the IT graduates of CSU Lal-lo, the assessment on the extent to which the leadership position affected the student-leader graduates on their (a) job application, (b) job performances, and (c) work ethics, the level of job performance efficiency of student-leader graduates, and the problems with student-leader graduates.

For the assessment on the extent to which the leadership position affected the student-leader graduates on their job application, job performances, and work ethics, the scale below was used.

<b>Scale Values</b>	<b>Mean Rating</b>	<b>Adjectival Description</b>
5	4.20 - 5.00	Very High Extent (VHE)
4	3.60 - 4.19	High Extent (HE)
3	2.60 – 3.59	Moderate Extent (ME)
2	1.80 – 2.59	Low Extent (LW)
1	1.00 – 1.79	Very Low Extent (VLE)

For the assessment on the level of job performance efficiency of student-leader graduates, the scale below was used.



<b>Scale Values</b>	<b>Mean Rating</b>	<b>Adjectival Description</b>
3	2.34 – 3.00	Very Efficient (VE)
2	1.67 – 2.33	Efficient (E)
1	1.00 – 1.66	Inefficient (IE)

For the assessment on the problems with student-leader graduates, the scale below was used.

<b>Scale Values</b>	<b>Mean Rating</b>	<b>Adjectival Description</b>
5	4.20 - 5.00	Very Strongly Agree (VSA)
4	3.60 - 4.19	Strongly Agree (SA)
3	2.60 – 3.59	Agree (A)
2	1.80 – 2.59	Disagree (D)
1	1.00 – 1.79	Strongly Disagree (SD)

## RESULTS

### Profile of the Student-Leader Graduates

Table 1 shows the profile of the graduates. As regards to sex, there are 64.47% (49) female and 25.53% (27) male. There were more female student-leader graduates than male. In terms of civil status, there are 63.16% (48) single and 36.84% (28) are married.

**Table 1. Profile of the graduates**

### Nature of Employment of the Student-Leader Graduates

For the nature of employment of the student-leader graduates, Table 2 shows that 61.84% (47) has a job related to their course and 38.16% (29) landed on jobs not related to their course. It is shown that majority of the respondents are doing IT-related works.

**Table 2. Nature of employment of the student-leader graduates**

<b>Nature of employment</b>	<b>Frequency</b>	<b>Percentage</b>
Job related to the course	47	61.84%
Job not related to the course	29	38.16%

### Category of Employment Institution

Table 3 shows the category of the employment institution of the student-leader graduates. It is revealed that 36.84% (28) are in a government institution while 63.16% (48) are in private institutions.



**Table 3. Category of the Employment Institution**

Category	Frequency	Percentage
<b>Sex</b>		
Female	49	64.47%
Male	27	35.53%
<b>Civil Status</b>		
Single	48	63.16%
Married	28	36.84%

Category of the Institution	Frequency	Percentage
Government	28	36.84%
Private	48	63.16%

#### **Monthly income of the student-leader graduates**

Table 4 shows the monthly income of the graduates. Among the 76 respondents, only 74 revealed their monthly income. 7 have income that ranges from 5,001-10,000; 18 has 10,001-15,000; 27 has the income from 15,001-20,000, 16 with 20,001-25,000, 4 has 25,001-30,000, and 2 with 30,000 and above. With that information, most of the employed graduates have their income not lower than 25,000.

**Table 4. Monthly income of the student-leader graduates**

Monthly Income	Frequency	Percentage
5,001-10,000	7	9.46%
10,001-15,000	18	24.32%
15,001-20,000	27	36.49%
20,001-25,000	16	21.62%
25,001-30,000	4	5.40%
30,000 above	2	3.31%

#### **Extent to which the leadership position affected the student-leader graduates on their job application**

Table 5 shows the extent to which the leadership position affected the student-leader graduates on their job application. It is shown that the variables obtained an overall weighted mean of 3.80 which means that the factors considered were helpful towards their job application at high extent.



**Table 5. Extent to which the leadership position affected the student-leader graduates on their job application**

Variables	Mean Rating	Adjectival Description
The leadership exposures of the student-leader graduate helped him/her demonstrate (during the interview) <i>and show optimistic views and positive ideas appropriately needed in the job</i> he/she applied for.	3.91	High Extent
The leadership exposures of the student-leader graduate helped him/her show (during the interview) <i>a superior professional knowledge and technical skills required in the job</i> he/she applied for.	3.80	High Extent
The leadership exposures of the student-leader graduate helped him/her manifest (during the interview) <i>the awareness and understanding of his/her self-concept and sensitivity of others</i> as required in the job he/she applied for.	3.72	High Extent
The leadership exposures of the student-leader graduate helped him/her demonstrates (during the interview) <i>amature emotional and psychological behavior pattern</i> required in the job he/she applied for.	3.65	High Extent
The leadership exposures of the student-leader graduate helped him/her manifest (during the interview) <i>the personal abilities and limitations</i> required in the job he/she applied for.	3.95	High Extent
The leadership exposures of the student-leader graduate helped him/her manifest (during the interview) <i>the right blend of rational views as well as moral and ethical values</i> required in the job he/she applied for.	3.78	High Extent
<b>Overall weighted mean</b>	<b>3.80</b>	<b>High Extent</b>

**Extent to which the leadership position affected the student-leader graduates on their job performance**

The extent to which the leadership position affected the student-leader graduates on their job performance is shown in Table 6. Each of the variables obtained a rating of along 3.6 to 4.19 which gave an overall rating of 3.94 described as high extent.

**Table 6. The extent to which the leadership position affected the student-leader graduates on their job performance**

Variables	Mean Rating	Adjectival Description
The leadership exposures of the student-leader graduate helped him/her helped him/her put into practice the <i>healthy into interpersonal relationship with others advantageously to</i>	4.00	High Extent



<i>allow the work be done collaboratively and productivity.</i>		
The leadership exposures of the student-leader graduate helped him/her helped him/her put into practice the <i>creative energy translated as personal passion or volition to accomplish the office tasks or professional responsibilities.</i>	3.71	High Extent
The leadership exposures of the student-leader graduate helped him/her helped him/her put into practice the <i>creative focus that is contributory to the accomplishment of tasks set at certain time.</i>	4.00	High Extent
The leadership exposures of the student-leader graduate helped him/her helped him/her put into practice <i>sense of perseverance and motivation to accomplish difficult tasks and to face work pressures.</i>	3.82	High Extent
The leadership exposures of the student-leader graduate helped him/her helped him/her put into practice the <i>practice personality needed in innovatively coping with the challenges of best work practices.</i>	3.94	High Extent
The leadership exposures of the student-leader graduate helped him/her helped him/her put into practice the <i>superior or exceptional and professional knowledge and technical skills.</i>	4.15	High Extent
<b>Overall weighted mean</b>	<b>3.94</b>	<b>High Extent</b>

### **Extent to which the leadership position affected the student-leader graduates on their job work ethics**

Table 7 shows the extent to which the leadership position affected the student-leader graduates on their job work ethics. The variables obtained an overall weighted mean of 4.37 which means that the factors considered were helpful towards their job application at a very high extent.

**Table 7. Extent to which the leadership position affected the student-leader graduates on their job work ethics**

<b>Variables</b>	<b>Mean Rating</b>	<b>Adjectival Description</b>
The student-leader of CSU shows the <i>finest respect to fellow employees and superiors in and outside work place.</i>	4.46	Very High Extent
The student-leader graduate of CSU follows <i>office protocols or channels of communication and authority.</i>	4.67	Very High Extent
The student-leader graduate of CSU <i>manifest moral support to the noble objectives of the institution he/she is presently employed.</i>	3.95	Very High Extent
The student-leader graduate of CSU <i>demonstrates sense of professionalism in handling conflicts or difficult situation.</i>	4.53	Very High Extent



The student-leader graduate of CSU <i>accomplishes tasks on or before set deadlines.</i>	3.88	Very High Extent
The student-leader graduate of CSU <i>demonstrates the values of optimism, innovativeness and positive outlook in life.</i>	4.71	Very High Extent
<b>Overall weighted mean</b>	<b>4.37</b>	<b>Very High Extent</b>

### Level of Job Performance Efficiency of Student-Leader Graduates

Table 8 shows the level of job performance efficiency of the student-leader graduates. As revealed, the graduates whether on probationary or permanent employment are very efficient on their level of job performance efficiency as denoted by the overall mean ratings of 2.45 and 2.77, respectively.

**Table 8. Level of Job Performance Efficiency of Student-Leader Graduates**

Variables	Mean Rating	Adjectival Description
<b>PROBATIONARY PERIOD</b>		
The student leader-graduate of CSU who underwent probationary period <i>manifest shorter time in doing the tasks required of him/her in the job.</i>	2.35	Very Efficient
The student leader-graduate of CSU who underwent probationary period <i>demonstrates ability to immediately recall and follow the instructions and procedures in accomplishing his/her tasks.</i>	2.56	Very Efficient
The student leader-graduate of CSU who underwent probationary period <i>shows consistent initiative when faced with crucial challenges of accomplishing his/her tasks.</i>	2.81	Very Efficient
The student leader-graduate of CSU who underwent probationary period <i>upholds a mature interpersonal relationship with fellow employees even during provocative moments while undertaking or accomplishing the tasks.</i>	2.13	Very Efficient
The student leader-graduate of CSU who underwent probationary period <i>consistently practices sense of responsibility and accountability over output of his/her tasks.</i>	2.31	Very Efficient
<b>Overall weighted mean</b>	<b>2.45</b>	<b>Very Efficient</b>
<b>PERMANENT EMPLOYMENT PERIOD</b>		
The student-leader-graduate of CSU <i>punctually submits accurate paper reports.</i>	2.72	Very Efficient
The student-leader-graduate of CSU <i>regularly reports for work.</i>	2.83	Very Efficient
The student-leader-graduate of CSU <i>works smoothly or cooperatively with fellow employees.</i>	2.88	Very Efficient
The student-leader-graduate of CSU <i>complies without</i>	2.76	Very Efficient





<i>complain to tasks assigned him/her by his/her superior/s.</i>		
The student-leader-graduate of CSU <i>refers matters or tasks with colleague especially of things unknown to him/her.</i>	2.64	Very Efficient
<b>Overall weighted mean</b>	<b>2.77</b>	<b>Very Efficient</b>

### Problems of employers with the student-leader graduates

Table 9 describes problems of employers with the student-leader graduates. As shown, pertaining to attitude problems, the mean rating obtained is 2.00 (Disagree) and as regards problems with colleagues and superiors the mean rating is 1.77 (Strongly Disagree)

**Table 9. Problems of employers with the student-leader graduates**

Variables	Mean Rating	Adjectival Description
<b>Attitude</b>		
The student leader-graduate of CSU <i>consistently reports late for work or scheduled appointment.</i>	1.75	Strongly Disagree
The student leader-graduate of CSU <i>frequently wastes time for having too long coffee break and/or as she frequently visits the rest room.</i>	1.90	Disagree
The student leader-graduate of CSU <i>frequently incurs absences from work.</i>	2.56	Disagree
The student leader-graduate of CSU <i>frequently avails unscheduled, unreasonable or untimely vacation leave.</i>	2.30	Disagree
The student leader-graduate of CSU <i>frequently violates policy on office or workplace uniform.</i>	1.81	Disagree
The student leader-graduate of CSU <i>frequently displays disinterest in seriously accomplishing some tasks.</i>	1.86	Disagree
The student leader-graduate of CSU <i>frequently experiences difficulty in learning lessons from his/her previous mistakes.</i>	1.93	Strongly Disagree
The student leader-graduate of CSU <i>frequently experiences difficulty in handling complex assignments.</i>	2.06	Strongly Disagree
The student leader-graduate of CSU <i>frequently misses set deadlines for outputs.</i>	1.77	Strongly Disagree
The student leader-graduate of CSU <i>frequently commits mistakes due to poor judgment.</i>	2.08	Disagree
<b>Overall weighted mean</b>	<b>2.00</b>	<b>Disagree</b>
<b>Behavior with Colleagues and Superiors</b>		
The student leader-graduate of CSU <i>frequently over-reacts to real or provoked criticism.</i>	1.48	Strongly Disagree
The student leader-graduate of CSU <i>frequently practices unreasonable resentments against coworkers.</i>	1.93	Disagree
The student leader-graduate of CSU <i>persistently request for job transfer.</i>	1.41	Strongly Disagree



The student leader-graduate of CSU frequently <i>argues unreasonably against manager or superior.</i>	1.58	Strongly Disagree
The student leader-graduate of CSU frequently <i>incurs absences from workers.</i>	2.03	Disagree
The student leader-graduate of CSU frequently <i>argues arrogantly with clients/customers..</i>	2.07	Disagree
The student leader-graduate of CSU frequently <i>says incoherent or irrelevant remarks of his/her job assignment.</i>	1.44	Strongly Disagree
The student leader-graduate of CSU frequently <i>spends excessive time for personal telephone calls or conversations.</i>	1.88	Disagree
The student leader-graduate of CSU frequently <i>spends excessive time chatting with cyber (e.g. facebook, tweeters, etc.) contacts</i>	1.74	Strongly Disagree
The student leader-graduate of CSU frequently <i>spends excessive amount of time entertaining visitors/friends at the expense of office tasks to accomplish.</i>	2.15	Disagree
<b>Overall weighted mean</b>	<b>1.77</b>	<b>Strongly Disagree</b>

## DISCUSSION

There were more female student-leader graduates than male and majority are single. Most of them landed on jobs related to their course and are on private companies.

The leadership position affected the student-leader graduates on their job application at a high extent. On work ethics, their leadership positions were affected at a very high extent while their level of job performance efficiency whether probationary or permanent by nature is very efficient. As regards the problems with the student-leader graduates, the employers disagree to the assumption that these graduates show undesirable attitudes. Moreover, they strongly disagree that these graduates are not good towards maintaining a good relationship with their colleagues and superiors.

## CONCLUSION

Based on the results obtained, the leadership experiences of students are vital to their employment.

## RECOMMENDATION

Future researchers are encouraged to do a parallel study but employing different variables and aspects.



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