Readiness of Graduating Students to ASEAN Labor Pool

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Abstract: The study looked into the abilities of business, management and accounting majors who are graduating students in a state university. Self-assessment of students and their Instructors and Professors' ratings were surveyed on the perceived level of ability. The study utilized the descriptive methods of research, making use of information gathered from 12 Instructors/Professors handle graduating, and the 207 graduating students, as basis of their readiness to ASEAN Labor Pool. The following statistical tools were used: Frequency count and percentage computation were used in determining the profile, Analysis of Variance, t-test, Pearson r Moment Correlation, Chi-square.

Base on the data gathered from the students and faculty readiness of Graduating Students they have lowest weighted value obtained on conflict management but it doesn't mean that the graduating are not capable in managing conflict because at their level of expertise. Both Instructors and Students must possess positive drive for motivation towards career objectives and future plans through personal encouragement, confidence, and constructive criticism. Rest assured graduates from the University are expected to be socially aware and advocates for common good of the society.

Keywords: Attributes, 21st Century, Graduating Students, Asia Labor Pool, Intellectual Preparedness.

1. INTRODUCTION

Development of 21st Century Graduating Students has been directly influence major initiatives in corporate world on articulation and embedding of graduates attributes, are conceived of as encompassing 'not just established attributes such as critical thinking, but also the values that inform the work of Universities, their contribution to culture, citizenship and intellectual growth, and Higher Educational Institutions ability to educate 21st century graduating students with the flexible competencies needed for a knowledge economy'. This consciously more holistic focus on a range of graduate qualities marks a significant departure from earlier and more narrowly conceived concerns within the higher education with the development of generic transferable skills –managing self, managing others, managing information, managing tasks (Bennett, 2000). Preparing students to the world of work and help students adapt themselves to a changing business world. Help students develop interpersonal skills needed to achieve their personal and career goals; ability to meet deadlines and respond promptly to needs of clients; assertiveness firmness combined with empathy; ability to multi-task; attitude to little details with in outside environments; ability to receive training and be ready to learn; good understanding of basic issues within the industry; competitive job market; loyalty; professionalism.

Positive reinforcement occurs when a positive stimulus is presented in response to a behavior, increasing the likelihood of that behavior in the future. Leadership is a matter of intelligence, trustworthiness, humaneness, courage, and discipline. Reliance on intelligence alone results in rebelliousness. Conscience is an aptitude, faculty, intuition or judgment that assists in distinguishing right from wrong. Punctuality is the characteristic of being able to complete a required task or fulfill an obligation before or at a previously designated time. Personal Relationship a relation between people often used where relation would serve as in the relationship between inflation and unemployment for human relation. Conflict management is something that companies and managers need to deal with. Conflict significantly affects employee morale, turnover, and litigation, which affects the prosperity of a company, either constructively or destructively. Loyalty is faithfulness it is strictly interpersonal and only other human beings can be the object of loyalty.

Multitasking is the apparent performance by an individual of handling more than one task at the same time. The term is derived from computer multitasking. Multitasking can result in time wasted due to human context switching and apparently causing more errors due to insufficient attention.

Back Ground of the Study:

➢ High Unemployment rate (Ramlee Musapha 2008)

➢ High Labor Turn Over (Ellis 2005)

➢ Degrees mismatch among graduates of available job in the market (Shedlock 2013)

Objectives of the Study

The study was conducted to all graduating and the faculty handling graduating students their preparedness to ASEAN Labor Pool.

1. Describe the readiness among graduating students to the ASEAN Labor Pool.

2. To evaluate ability and productivity of graduating students..

2. THEORETICAL FRAMEWORK

Graduate attributes are echoed in the ideals for enhanced learning and engagement. George Kuh pinpointed a blend of knowledge of human cultures and the physical and natural world; intellectual and practical skills; personal and social responsibility; deep integrative learning by Graduate Attributes Framework of Hughes Theory (Hughes and Barrie, 2010). Understanding the subject, discipline matters pertinent to performance in an organization; skilful practices in context with respect both to the subject and the organization; Efficacy beliefs covering a range of personal qualities and attributes; Meta cognition, 'in which reflective practice and self-regulation of learning are prominent'. On the other hand Campus to Corporate Developing a Professional Image Theory by **Russ Howard** states the transition of students from college to a corporate environment requires a big adjustment for many graduates. Expectations and responsibilities in the workplace are very different than those in school. There are social norms that many graduates are completely unaware of and adjusting to a professional environment can be extremely challenging. Recent graduates need to be prepared for the changes and ready to adapt in order to thrive in the professional world. Mr. Kojo Adjabeng also states that excellence is achievable if one pursues his or her passion. He spoke extensively on how best fresh graduates could prepare themselves to face the corporate world. He talk with the fact that a poor relationship with God while on campus amounts to emptiness, notwithstanding whatever else the person may achieve, he introduced that life belongs to people who are determined and resolute and believe in the future of their dreams. A fresh graduate is a like a product that is undergoing processing, so when they fulfill their first assignment; packaging and selling themselves as a product, then they can sell anything at all, he added that to be able to sell themselves requires that they get to know themselves very well, so the first point they talked about was self assessment. He emphasized the need for one to know his own personality as a vital key in determining which career one can excel in. In addition, Mr. Adjabeng said that one needs to know his personal abilities to enhance opportunity recognition. While the number of graduates has increased, the quality of education hasn't, and graduates are increasingly less prepared to fulfill the real requirements of the working world (Zhang 2013). Neither the expectations nor the training of graduates meets the needs of employers.

3. CONCEPTUAL CONSIDERATION

Figure 1
Graduate Attributes Framework (Hughes and Barrie, 2010)

4. METHODOLOGY

The study utilized the descriptive methods of research, making use of information gathered from Instructors/Professors handle graduating, and all graduating students in the College of Business and Accountancy, as basis of attributes among 21st Century Graduating Students: Preparing for ASEAN Labor Pool. The respondents of this study will be the various majors of the College, to mention, Entrepreneurial Management, Tourism, Hotel and Restaurant Management, Marketing Management, Management Information System, Accountancy, and Accounting Technology

5. RESULTS AND DISCUSSION

Table 1. Profile of Respondents

Graduating Students as Repondents by Major Program
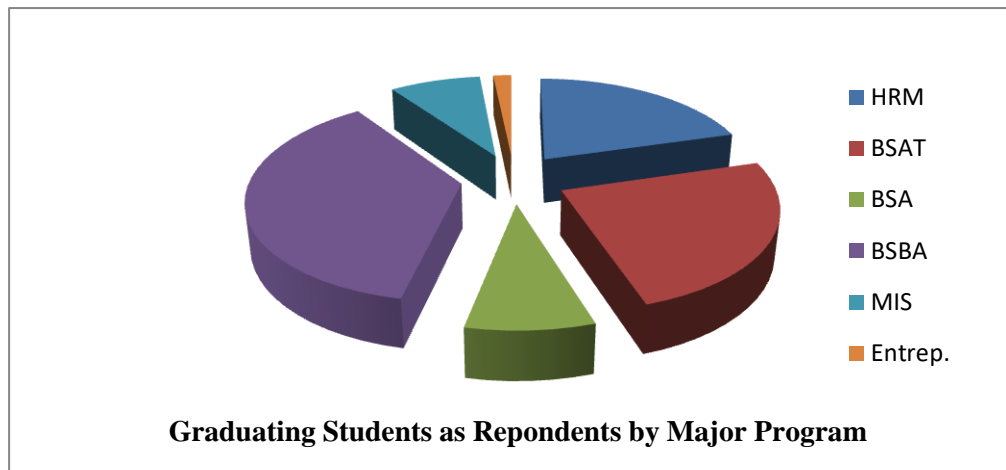
Graph shows that Bachelor of Science in Business Administration has a highest population compare to the other courses since the BSBA major in Marketing Management also manipulated the total population of the College of Business and Accountancy. Bachelor of Science in Accounting Technology rank in second place, followed by the Hotel and Restaurant Management, while the Bachelor of Science in Accountancy and Bachelor of Science in Information System got same proportion of the pie and the Bachelor of Science in Entrepreneurial Management has lowest in rank since this course has limited enrollees to enroll. On the faculty side, faculty respondents are only those who handle classes among graduating student.

Table 2. Profile of Respondents

Program	Male	Female	Total	Percent
Bachelor of Science in Accountancy	8	11	19	9 %
Bachelor of Science in Business Administration (Major in Marketing Management)	15	53	68	33 %
Bachelor of Science in Management Information System	3	8	11	5%
Bachelor of Science in Entrepreneurial Management	0	2	2	1 %
Bachelor of Science in Accounting Technology	20	36	56	27 %
Bachelor of Science in Hotel and Restaurant Management	11	30	41	20 %
Bachelor of Science in Tourism	2	8	10	5 %
TOTAL	59	148	207	100 %

Table shows that there is greater number of female graduates in each of the academic programs in the College of Business and Accountancy as compared by the number of male graduates which is reflected to 43% gap as between the two sexes. This follows that there are more female graduates who shall be possibly included in the labor pool. The program Bachelor of Science in Business Administration major in Marketing Management showed results of more number of gaps as between male and female graduates which is 55% and the Bachelor of Science in Accountancy showing the least number of as a gap between male and female graduates with 15%. It is worth noticing that the program Bachelor of Entrepreneurial Management produced only 2 graduates and all female.

Table 3. Comparative Characteristic Assessment of 21st Century Graduating Students

	Student Assessment		Faculty Assessment	
Conflict management	3.34	S	3.75	VS
Good Interpersonal Skills	3.68	VS	3.75	VS
Ability to meet deadlines and response promptly	3.97	VS	3.25	S
Assertiveness, fairness combined with empathy	3.64	VS	3.125	S
Ability to multi-task	3.62	VS	2.385	Poor
Attitude to details within and outside environment	3.67	VS	3	S
Ability to receive training and readiness to learn	4.23	VS	4.13	VS
Good understanding of basic issues within the industry	3.79	VS	3.5	VS
Loyalty	4.16	VS	4.13	VS
Professionalism	3.79	VS	4	VS
MEAN	3.789	VS	3.502	VS

Table shows that the lowest weighted value obtained with the students is 3.34 which is conflict management. Students are hesitant to tread on the actual path of employment after school considering they don't have idea on what is in store for them in the corporate world. As compared with the Faculty, it is the students' ability to multi-task as the least result among the variables given based on classroom performances of the students. However, taking into account the highest results among the variables both parties have given as highest, the ability to receive training and readiness to learn which will give an avenue to curve the problem on the low results on conflict management.

Table 3. Ability and Productivity of 21st Century Graduating Students

Ability and Productivity of 21st Century Graduating Students				
	STUDENT ASSESSMENT		FACULTY ASSESSMENT	
Intellectual	2.54	Bright	2.5	Average, adequately informed
Leadership	2.71	Average Achiever	2.63	Average Achiever
Conscience	3.18	Somewhat law abiding	3	Somewhat law abiding
Achievements	2.80	Performing Satisfactorily	2.63	Performing Satisfactorily
Physical	3.33	Somewhat Physically Active	3.25	Somewhat Physically Active
Punctuality	3.21	Somewhat Punctual	3.25	Somewhat Punctual
Emotional Warmth	3.35	Somewhat lively and pleasant	2.88	Occasionally Pleasant with little enthusiast
Personal Relation	3.36	Somewhat accommodating	3.25	Somewhat Accommodating
Communication	3.18	Somewhat eloquent and assertive	2.75	Somewhat eloquent / assertive
Outlooks in Life	3.46	Very Ambitious	3.38	Somewhat Ambitious
Quality / Quantity of Work	3.02	Very Little Supervision	2.5	Perform Satisfactorily

Intellectual Preparedness among 21st Century Graduating Students being the lowest in the survey weighted both faculty and students, for the reasons that students don't have idea things happen in real corporate world, and they have fear and doubt to their knowledge they earned in school in handling duties and responsibilities in the real corporate world, graduating students at this point are not dealing much with the intellectual aspect and the quantity and quality of work, simple because the mentality of students would be their effort is already enough base on their satisfactions but towards the satisfactions of others won't be enough, and will never be an alarming result considering that the study is geared towards the positive relationship of the graduating students with the society, as they are prepared and equipped by the school, In contrast, reflected as the highest, is an outlook in life both faculty and students rated, telling us that the graduating students are ready to get involve with the society and they have their outlooks in life that after their graduation they can get a job and they earn.

6. CONCLUSION

Base on the data gathered from the students and faculty the social preparedness among 21st Century Graduating Students they have lowest weighted value obtained on conflict management that has 3.34 but it doesn't mean that the graduating are not capable in managing conflict because at their level of expertise they don't have an idea what's going on in the real corporate world but on the other hand they are willing to undergo training where the students are rate themselves the

highest score on ability to train and ready to learn who has 4.23 weighted score. On the other side the students and faculty rate the lowest on intellectual aspect of the ability and productivity among students since the faculty and students their basis on rating what they earned during their quizzes and other scholastic activities but on the corporate world there is no examinations and other test to measure their competencies but only the promptness in their duties.

7. RECOMMENDATIONS

For Instructors to be aware of the pressing social issues, in a way to fully endow to students methods and techniques on how to survive in the corporate world. Both Instructors and Students must develop hand in hand strategies to strengthen corporate social responsibilities and its dissemination to the community, so that the community in response shall be cooperative with the purposes of any venture or business organization.

For students to become full-fledged leaders, obtaining knowledge of the act of leading, a kind of leadership that is actually doing and not merely supervising.

Both Instructors and Students must possess positive drive for motivation towards career objectives and future plans through personal encouragement, confidence, and constructive criticism. Rest assured graduates from the University are expected to be socially aware and advocates for common good of the society.

Outcome of the Study

- Curriculum Enhancement/Development
- Developing competencies of 21st Century Graduating Students
- Provide Seminars /Training on Professional Development among Graduating Students.

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