Job Proficiency and Employability Metrics of Graduates in One ASEAN TESD School

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Abstract. The Pangasinan School of Arts and Trades (PSAT) is the biggest institution-based Technical Education and Skills Development Authority (TESDA) training provider in the province of Pangasinan. Established in 1904, it has the distinction of being the only higher technical education in the province. In the year 2000, PSAT evolved from a Commission on Higher Education (CHED) – supervised institution into a TESDA-administered and supervised institution. The mission of PSAT-TESDA is to develop a globally competitive, self-reliant, and technically skilled workforce and entrepreneurs responsive to the needs of industries and the labor market. This study sought to answer the following major problem; what is the employment status of TESDA-PSAT graduates and how do employers perceive the work competencies of the graduates? This study was descriptive in its design. Its data gathering technique was mainly through a survey. There were two groups of respondents for this study: the 207 graduates using convenience sampling of PSAT during the years 2018 and 2019 and 32 employers representing the business establishments where the graduates have found themselves working. All the data gathered were analyzed using descriptive statistics, percentages, and mean. Major findings of this study were; a typical graduate of PSAT during the years 2018 and 2019 is a female, aged 18-20, single and a high school graduate prior to enrollment in the tech-voc program, and with a qualification of NC II in a tourism sector-related specialization; Eighty-seven percent of the respondents are employed, most of them were in contractual status, The most common reason for unemployment is the lack of job opportunity; one hundred percent or all of the employed respondents worked in fast food establishments and in standard restaurants; Eighty percent of the respondents waited for at most six months before getting their first job; modal monthly salary of the respondents was P6, 000 to P9, 999; the most common means of finding job opportunities was through information from relatives/colleagues; present job was highly related to training for fifty-seven percent of the respondents but unrelated to seven percent of the respondents; the most-cited reason for irrelevance of job to training was the absence of job opportunities related to specialization; communication, problem-solving and Entrepreneurial skills were skills perceived to be most useful in performing job; Fifty-six percent of the respondents were satisfied with their job; the most common cause of job satisfaction was the possibility of using acquired knowledge and skills; the most common cited cause of job dissatisfaction was low income; the reason of employment of the graduates aside from their competencies is through their interest as a graduate of tech-voc; some of the graduates was employed not their specialization rather they engage to be employed willing to take up work at computer chassis/cellphone accessories; the employers had expressed satisfaction of the work competencies of the respondents. Based on the analysis of the findings, the following conclusions were drawn; the training received by the graduates from PSAT adequately prepared them for work; there remains a need for further development of the programs of PSAT; the respondents demand enhancement of training skills and exposure in five-star hotels. It is recommended that the suggestions for improvement and intervention measures identified by both graduates and employers be adapted and implemented.

Keywords: Job proficiency, Employability Metrics, Pangasinan School of Arts and Trades, TESDA

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INTRODUCTION

The present Philippine education system is a result of a major reform initiative that took place in the mid-1990s initiated by the Congressional Commission on Education (EDCOM). The reform involved a wide range of recommendations touching almost all aspects of education (i.e. teachers, curriculum, textbooks, etc.) but its most recognizable output was the policy on the 'trifocalization' of the management of education in the Philippines. EDCOM found that the former education ministry (Department of Education, Culture and Sports or DECS) was saddled with too many responsibilities, often focusing on delivering basic education and overlooking the development of higher education and technical and vocational education and training (TVET). This led the reformers to create two additional education agencies, namely the Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA). The former education ministry was renamed the Department of Education (DepEd). Though the structure remained the same, the management of Philippine education is now shared between three agencies [1]. PSAT (Pangasinan School of Arts and Trades) is Pangasinan's biggest institution-based TESDA training provider in the province of Pangasinan. Established in 1904, it has the distinction of being the only Higher Technical Education Institution in the province. In 2000, PSAT evolved from a CHED-supervised institution into a TESDA-administered and supervised institution. The mission of PSAT is to develop a globally competitive, self-reliant, and technically skilled workforce and entrepreneurs responsive to the needs of industries and the labor market. Table 1 shows the number of tourism sector graduates produced by PSAT in 2018 and 2019.

Table 1. Tourism Sector Graduates of PSAT 2018-2019

Qualification	No. of Graduates 2018		No. of Graduates 2019		TOTAL
	Male	Female	Male	Female	
Food and Beverage Service NC II	60	63	75	79	227
Front Office NC II	30	37	69	71	207
Housekeeping NC II	54	83	54	86	277
Commercial Cooking NC II	58	50	53	60	221
Bread and Pastry NC II	62	58	59	65	244
TOTAL	**264**	**291**	**310**	**361**	**1126**

To determine whether the institution is achieving its mission of transforming students into employable graduates, it becomes necessary to conduct tracer studies regularly. The present study was conducted to support such an undertaking.

Tracer Study as an Evaluation Tool

Graduate (and employer surveys) constitute one form of an empirical study that can provide valuable information for evaluating the results of the education and training of a specific institution of post-secondary education. This information may be used for further development of the institution in the context of quality assurance. In recent years, higher education institutions all over the world have started to focus on quality assurance to meet the needs of their students as well as those of the society to the labor market. Therefore a well-established knowledge about the strengths and weaknesses of their study programs is essential for such quality management. At the same time, schools are increasingly required to be accountable for their work. Accordingly, the success of schools is to a large extent measured by the performance of their students in their subsequent employment and their social commitment. Graduate follow-up studies are one means to achieve this. A graduate survey also referred to as tracer study or alumni survey is a simple tool designed to measure the relevance of the services and study conditions provided by TVET schools and the graduates' performance in the labor market. They are seen as a management tool for planning, monitoring, and evaluation of TVET programs and provide pieces of information for programmatic changes and review of training curricula. They also help to monitor the delivery of the training. Graduates survey constitute

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on a form of an empirical study which can provide valuable information for evaluating the results of the education and training of a specific school. An advanced approach for a graduate survey should enable the schools to get information to indicate possible deficits in a given educational program/curricula and to serve as a basis for future planning activities. Therefore, information on the vocational and technical success (career, status, income) of the graduates is needed as well as information on the relevance of knowledge and skills (relationship between positions). Graduates might also be asked to assess the study conditions and provisions they experience retrospectively (evaluation in a narrow sense) [2]. Table 2 shows the distribution of data sources following the content of TVET. As highlighted, it can be said that the graduate survey is the main source of data collection which can cover all the content in TVET. It is also the most effective tool when obtaining data for the outcomes of TVET graduates (Teichler & Lenecke 2005). In the context of TVET, it has been argued that only graduates are in a position to adequately assess the quality of the programs since only they have the needed distance to their program of study [3]. The benefits of graduate surveys are mainly in the assessment of outputs and outcomes of education . Outcome evaluation focuses on activities that are designed primarily to measure the effects or results of programs, rather than their inputs or processes. There has been an increase in the use of outcomes evaluation in which increasing emphasis being placed on the information from TVET graduates.

STATEMENT OF THE PROBLEM

The major problem that this tracer study sought to answer was: What is the employment status of TESDA-PSAT graduates and how do employers perceive the work competencies of the graduates? To fully answer the major problem, it was divided into several sub-problems, namely:

1. What is the profile of respondents in terms of the following variables:
   demographic
   a) age
   b) sex
   c) civil status
   d) prior educational attainment
   e) tech-voc qualifications
   f) specialization/s
   g) qualification/s
   h) Employment History
   i) employment status
   j) nature of the company working in
   k) length of time to first find the job
   l) first salary
   m) means of finding a job
   n) skills perceived to help in performing present job
   o) job satisfaction
2. What improvement measures did the graduates recommend to further improve the effectiveness of training provided by TESDA-PSAT?
3. How did employers perceive the work competencies of TESDA-PSAT graduates?
4. What intervention measures may be instituted by TESDA-PSAT to further enhance the work competencies of its graduates?

SCOPE AND DELIMITATION OF THE STUDY

This study was delimited to the determination of the employment status of graduates of TESDA-PSAT and assessing the work competencies of such graduates using the perceptions of employers. The study was further delimited to the 2018 and 2019 TESDA-PSAT graduates of tourism sector-related programs. This study did not attempt to gather information from each of the more than one thousand tourism sector graduates in 2018 and 2019 but rather obtained only a sample. This is perhaps the most important limitation of this study. The sample from which the data for this study were obtained may be considered as a convenience sample. Most of the respondents were currently living in Lingayen or nearby towns of the province and were contacted through phone/ internet to request them to participate in the study. Current students of PSAT who know some of these graduates were also tapped. Graduates who maintained contact with the school were the first ones who accomplished the survey questionnaires. These graduates were asked to refer to names of their fellow graduates with whom they are still keeping in contact.

METHODOLOGY

This investigation made use of the descriptive research design [4] [5] [8] [9]. The descriptive research design is appropriate for this study because its primary objective is to describe existing conditions, that is, to determine the employment status of tourism sector graduates of TESDA-PSAT as well the perception of employers about the work competencies of these graduates.

Sources of Data

The data needed in this study came from the 2018 and 2019 PSAT-TESDA graduates and their (graduates who are working) employers. Information about employment status as well as the factors related to employment was provided by graduates by

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answering the questionnaire prepared by the researcher. Information about the graduates' competency levels and the extent to which these graduates are demonstrating soft employment skills were obtained from the employers. The respondents of this study were a sample of tourism sector graduates of TESDA-PSAT from 2018 and 2019 and employers in the tourism industry within the province. To help attain a high response rate in the survey, in addition to the usual way of conducting surveys, social networking sites (e.g., Facebook) were utilized to contact the graduates and to send/retrieve needed information. The employers on the other hand were sent a copy of the questionnaire.

Instrumentation and Data Collection

The main data-gathering instrument for this investigation was the researcher-developed survey questionnaire [6]. Two sets of questionnaires were prepared by the researcher: one for the graduates and another one for the employers. To validate these questionnaires, they were subjected to critiquing by experts were also tried out to a small group of selected TVI graduates who graduated in 2017. To gather data, the researcher coordinated with the superintendent of the school for permission to obtain from the Registrar's office the list and information about the tourism sector graduates for the years 2018 and 2019. After obtaining the list, some of these graduates were contacted and requested to participate in the survey. People whom the researcher knows, who in turn, know some of the graduates, were also tapped to help out in obtaining an additional sample of respondents.

Tools for Data Analysis

Since most of the data gathered in this study were quantitative [7], they were subjected to statistical analysis. To describe the characteristics of the graduate in terms of age, sex, highest educational attainment, etc., frequency and percentages, and mean were used. To describe the employers' perception of the work competencies of the graduates, weighted means were used. To describe the graduates' and employers' suggestions/recommendations for program improvement, frequency counts and percentages were used. Data were encoded in a spreadsheet (MS Excel) to facilitate computations.

RESULTS AND DISCUSSIONS

Demographic Characteristics

Table 2 summarizes the demographic characteristics (age, sex, civil status, educational attainment) of the respondents. It can be gleaned from Table 3 that, in terms of age, about 50% of the respondents are 18-20 years old while about thirty-eight percent of the respondents are 21-23 years old. These findings indicate that those who are enrolling in the tech-voc programs of PSAT are relatively young. The respondents are also within the college-age bracket. It is not unreasonable to surmise that most of these students could not finance a full-length college program so they turned to voc-tech. About twelve percent are 24-26 years old.

Table 2
Distribution of the Respondents by Demographic Characteristics

Demographic	Characteristic	F	%
Age	18-20	104	50.24 %
	21-23	79	38.16%
	24-26	24	11.59%
Sex	Male	83	40.10%
	Female	124	59.90%
Civil Status	Single	184	88.89%
	Married	23	11.11%
Educational	High School grad	84	50.58%
Attainment	Some college	81	29.13%
	Associate degree	30	14.49%
	College grad	12	5.80%

These graduates, before finishing a tech-voc program, may have been college graduates whose qualifications are not congruent to available jobs or people exploring alternative options or wanting a change of work environment. Whatever the case may be, they went to a tech-voc school to indicate that they wanted to be trained in a specific field to enable them to land a job. Table 1 also reveals that there are

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more female respondents than male respondents. This finding agrees with the data in Table 1 that there are more females in tourism sector-related programs. This is understandable because tourism sector-related jobs (e.g., Housekeeping, Front Office Management, Bread and Pastry Making) are traditionally handled by women.

A further look at the table reveals that about 89 percent of the respondents are still single. For the researcher, this is an encouraging finding. In addition to having a young age, the respondents may be seeking financial stability and security first they think of settling down.

The last variable described in Table 3 is educational attainment. It will be recalled that this study defined educational attainment as the education obtained by a respondent before enrolling in a tech-voc program. The table shows that about fifty percent were high school graduates, twenty-nine percent some college (e.g., one or two years of college), fourteen percent had an associate degree (i.e., 2-year college diploma) and about six percent had a college degree.

The majority (about eighty percent) of the respondents were high school graduates or college undergraduates. This is not a surprising finding since TESDA training institutions such as PSAT cater to and exist for these kinds of students. TESDA wants to give them a good alternative to a college education which is almost always pricey. There is no excuse for blaming lack of education for unemployment because a lot of opportunities await those with TESDA-obtained qualifications and competencies.

Specialicaition and Qualifiactions

Table 3 shows the distribution of respondents according to specializations and qualfications.

Table 3
Distribution of the Respondents by Program of Specialization and Qualification

	Variable	f	%
Specialization	Food and Beverage Service	62	29.95%
	Front Office	40	19.32%
	Housekeeping	56	27.05%
	Commercial cooking	25	12.08%
	Bread and Pastry	24	11.59%
Qualification	NCII	207	100%
	NC III	0	0%

It can be seen in Table 3 that the biggest group among the respondents in terms of specialization are those who specialize in Food and Beverage Service (about 30%). The second biggest group is those who specialize in Housekeeping. Commercial cooking graduates and Bread and Pastry graduates each contributed twelve percent to the number of respondents.

The popularity of Food and Beverage Service and Commercial Cooking is likely the result of the growing food and hospitality business and the job opportunities that this growth created. Graduates in these fields not only are qualified to work in a large number of business establishments but can as well establish a business of their own.

Employment History

This part discusses significant details about the employment of the respondents starting with the employment status of the respondents as described in Table 4.

Employment Status

A careful examination of Table 4 reveals that about 87% of the respondents were employed during the time of the survey of these employed respondents, the majority (sixty-two percent) were working on a contractual basis. Seventeen percent of them were already permanent in the company their working in, nine percent were working on a part-time basis while twelve percent revealed they are self-employed (e.g., running own business).

Table 4
Distribution of Respondents by Employment Status

Status	F	%

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A. Employed	181	87.44%
1. Part-time	17	9%*
2. Contractual	103	62%*
3. Permanent	30	17%*
4. Self-employed	22	12%*
B. Not Employed	26	12.6%
TOTAL	**207**	**100%**

*percent of employed

It is encouraging to find that most of the graduates were gainfully employed. However, it is also clear that more things need to be done to finally attain a 100% employment rate for the graduates. Also, something must be done on the macro-level (i.e., government-level) to solve the existing practice of some companies of preventing the regularization of employees through certain schemes that are unfriendly to employees.

Reasons for Unemployment

Table 5 reveals that a small percentage of the respondents (about thirteen percent) were not employed at the time of the survey. To go deeper into the issue, the respondents were asked to indicate the reason/s for their unemployment. Their responses were summarized in Table 5.

Table 5
Reasons for Unemployment

Reason	**f***	**%**
No job opportunity	15	57.69%
Family concerns and decided not to find a job	12	46.15%
Health-related reasons	9	34.62%
Did not look for a job	10	38.46%
Further study	8	30.77%
Lack of work experience	3	11.54%
Total	**57**	

*multiple reasons respondent allowed

It can be seen in Table 5 that the top reason for unemployment was "No job opportunity". This finding indicates a shortage of demand for graduates of a certain field of work. Or it may be possible that there is work available but it is not that kind of work that these graduates want for themselves (e.g., not related to their specialization, does not offer a competitive salary, or the job is available in some distant place, like Manila). The next most common reason cited by the respondents for unemployment is "Family concerns" that forced them to decide not to work yet. Married respondents, for example, may have been constrained by babysitting responsibility to postpone plans to work. Or maybe, some of them were asked to take care of an elderly member or a sick member of the family. About thirty-five of the unemployed respondents said they are unemployed because of their own choice to remain so. They "did not look for a job". These respondents may not have any need for a job during that time or are preoccupied with other things that they did not have time to hunt for a job. It may also have been possible that they are waiting for the results of an application for work abroad and having signed a contract for work elsewhere would have jeopardized their plan of working in another country. Some of the unemployed respondents (about 31%) revealed they are engaged in further study (i.e., additional tech-voc qualification or a college degree) so they did not apply for work. Only three of the unemployed respondents said they lack work experience. Although these graduates are a minority, this finding should raise concern among PSAT administrators. All the graduates are supposed to be competent in their field of study. On the other hand, their perceived lack of work experience may have stemmed from the fact that they applied to a line of work that is not congruent with their specialization and so they found themselves inadequate for the task.

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Nature of Establishment Worked In

Table 6 is the distribution of the respondents by nature of business establishment worked in.

Table 6
Distribution of Employed Respondents by Nature of Establishment Worked In

Business Establishment	f	%
Fast-food establishments	70	38.67%
Hotels	16	8.84%
Restaurants	50	27.62%
Resorts	13	7.18%
Canteen/Cafeteria	32	17.68%
TOTAL	**181**	**100.00%**

Table 6 reveals some interesting facts. Most of the employed respondents (thirty-nine percent) were working in fast-food establishments (e.g., Jollibee, KFC). Twenty-eight percent of employed respondents were working in restaurants, about nine percent were working in hotels, seven percent were working in resorts and about eighteen percent were employed in canteens/cafeterias.

Time before Finding First Job

How long did it take the employed respondents to finally land on their first job after graduating from PSAT? Such question is answered by Table 7 which gives the distribution of respondents by time before finding their first job.

Table 7
Distribution of Respondents by Length of Time to Find Job

Time Interval	f	%
0-3 months	71	39.23%
4-6 months	69	38.12%
7-9 months	26	14.36%
10-12 months	12	6.63%
More than one year	3	1.66%
TOTAL	**181**	**100.00%**

Studying Table 7, one will note that most of the respondents did not wait a relatively long period before getting their first job after graduation. The table shows that thirty-nine percent of the employed respondents got their job within three months from graduation day. A slightly lower percentage of respondents (thirty-eight percent) were hired in their first job after graduation after waiting for four to six months. Fourteen percent of the employed respondents were hired after seven to nine months. Eight percent of the respondents found their first job after ten months or more.

One takeaway from the above findings is that, in general, it will take less than a year to become gainfully employed if one only has the necessary qualifications. Indeed, the effort, time, and money invested in the right kind of education and training are worthy investments for they pay dividends in a short time.

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Table 8 gives the distribution of employed respondents by the first Salary.

First Salary

Table 8
Distribution of Respondents by First Salary

Monthly Salary	f	%
P5,000 and below	28	15.47%
P6,000-P9,999	120	66.30%
P10,000-14,999	31	17.13%
P15,000-19,999	2	1.10%
P20,000 and above	0	0.00%
TOTAL	**181**	**100.00%**

From the table, it can be seen that the modal monthly salary bracket is P6,000-P9,999. About sixty-six percent of the employed graduates disclosed their salaries were within that bracket. A further look at the table reveals that about fifteen percent of the respondents were receiving at most P5000/month from their jobs. Either these employees were working part-time or they were just underpaid and receiving salaries that are below the minimum wage. Seventeen percent of the employed respondents disclosed that they were getting P10,000 to almost 15,000 from their work per month. Only two respondents said they were receiving salaries ranging from P15,000 to about P20,000. Not one of the respondents said their monthly salary is P20,000 above.

Means of Finding Job

The table shows the distribution of respondents by means or way of finding a job.

Table 9
Distribution of Respondents by Means of Finding Job

Means	f	%
Newspaper/TV/Radio	18	9.94%
Internet	0	0.00%
Relatives/colleagues	70	38.67%
Industry linkages	38	20.99%
Referral/School Endorsement	35	19.34%
Job Fair	20	11.05%
TOTAL	**181**	**100.00%**

How did the respondents find about the job opening to which they applied and eventually made it in? Table 10 reveals that not one of the employed respondents learned about the job opening through the internet (i.e., through the government's website or company's website). Rather, most of them (about thirty-nine percent) said they were informed by their relatives or their friends. This finding underscores the relative efficiency of word-of-mouth advertising. This finding also underscores the importance of establishing a wide network of friends and people who can later provide useful information relative to job-hunting. Further examination of the table reveals that only the percent of the respondents got to know about the job through media (newspaper, TV, radio). It is interesting to note that an industry linkage was cited as a more important means of job information than the media. Industry linkages (i.e., apprenticeship, On-the-Job Training) resulted in the employment of about twenty-one percent of the employed respondents. Referral/School Endorsement was also cited by the respondents to be very useful as it contributed to the employment of about nineteen percent of the respondents. A job fair was being thanked by eleven percent of the respondents who found their jobs through this activity.

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Relevance of Training to Present Job

The respondents were also asked to describe the relevance of their training to their present job. Table 10 summarized the responses of the respondents to this item on the questionnaire. It can be seen from Table 10 that about 57% of the respondents said their present job was highly related to the training they obtained from. PSAT. Thirty percent of the respondents said their training was moderately related to their training. Only a small percentage of the respondents said their present job was only slightly or not related at all to their qualification/s (about six percent and seven percent, respectively).

Table 10
Distribution of Respondents by Degree of Relevance of Training to Present Job

Degree	f	%
Highly related	104	57.46%
Moderately related	55	30.39%
Slightly related	10	5.52%
Not related at all	12	6.63%
TOTAL	**181**	**100.00%**

It is encouraging to find out that a large majority of the graduates were working in jobs that are related to their interests and qualifications. That some of the respondents' jobs were misaligned to their training may have resulted from a lack of opportunities for the field of work they trained for. To inquire deeper into this matter, the respondents were asked to state, if necessary, the reason/s for the irrelevance of their qualification to their present job. Table 11 summarizes the responses of the respondents who rated the degree of relevance of their present job to training as "Slightly Relevant" or "Not Relevant at All".

Table 11
Reasons for Irrelevance of Training to Present Job

Reason	f	%
No job opportunity related to specialization	12	54.55%
Offer better salary and benefits	9	40.91%
Health related reason	0	0.00%
Proximity of the workplace to residence	1	4.55%
TOTAL	**22**	**100.00%**

Table 11 shows that there are two main reasons why sometimes a graduate is forced to take a job not directly related to the training and qualification he/she has. The first reason is that there is no job opportunity related to specialization. This is the explanation of fifty-five percent of the respondents. Indeed, a job not aligned to specialization is better than no job at all. The second reason revealed by forty-one percent of the respondents is salary. There may be available jobs related to specialization but if the salary offer is not competitive, a graduate will usually choose a better-paying job even if it is not very aligned to the kind of training he/she received.

Useful Skills

What kind of skills did the respondents find to be very useful in their present job? Table 12 summarizes the skills which the respondents perceived to help perform their present job.

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Table 12
Skills Perceived to Help in Performing Present Job

SKILL	f	%
Broad general knowledge	120	66.30%
Communication skills (oral and written)	181	100.00%
ICT skills	165	91.16%
Knowledge (theoretical and practical)	181	100.00%
Problem-solving skills (creativity and initiative)	181	100.00%
Work ethics (teamwork)	165	91.16%
Entrepreneurship skills (leadership, decision making, time management)	181	100.00%

It can be gleaned from the table that one hundred percent of the respondents considered oral and written communication skills, theoretical and practical knowledge, problem-solving skills (creativity and initiative), and entrepreneurship skills (leadership, decision-making skills, time management) to be useful in their present jobs. That is, they believe that they can perform and cope with the challenges and demands of their jobs because they are armed with these competencies. It can further be gleaned from the table that ICT skills and work ethics were perceived by ninety-one percent of the respondents to be useful. Broad general knowledge is also useful according to sixty-six percent of the respondents. The above findings certainly have implications for the curriculum of the training. Tech-voc students should not only be trained along with specific technical skills but should also be trained on how to work with others (teamwork), how to solve ill-defined problems, and how to have the confidence and the ability to communicate clearly and effectively.

Job Satisfaction

Table 13 provides the distribution of the respondents by job satisfaction level.

Table 13
Distribution of Respondents by Job Satisfaction

Job Satisfaction	f	%
YES	102	56.35%
No	79	43.65%
TOTAL	**181**	**100.00%**

It can be seen from the table that more respondents expressed satisfaction with their job than those who do not. Fifty-six percent of the employed respondents are satisfied with their present jobs while about forty-four percent of employed respondents expressed dissatisfaction with the job. To find the causes of satisfaction or dissatisfaction, the

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respondents were asked to state their reason/s. Tables 14 and 15 summarize these reasons.

Table 14
Reasons for Job Satisfaction

Reason	f	%
Job security	25	24.51%
High Income and benefits	32	31.37%
Good career prospect (e.g. Promotion and professional development opportunity)	30	29.41%
Possibility of pursuing further studies	5	4.90%
Social recognition and status	8	7.84%
Possibility of using acquired knowledge and skills	91	89.22%
Good social climate/work setting	69	67.65%
Challenging tasks	52	50.98%
Good management	81	79.41%
Chance of doing something useful for society	73	71.57%

A scan of Table 14 reveals that the top reason for job satisfaction was the "possibility of using acquired knowledge and skills". The second highest reason for job satisfaction was "good management" and the third and fourth most-cited reasons were "chance of doing something useful for society" and "good social climate/work setting". On the other hand, an examination of Table 16 will reveal more reasons for the dissatisfaction of some respondents with their jobs. Capping the reasons was "long working hours". "Low Income" was cited next. Occupying the number three position was the reason "No job security". Respondents are also complaining that their income is not proportional to job responsibilities given. Poor career prospect was also cited by about eighty-seven percent of the respondents.

Table 15
Reasons for Job Dissatisfaction

Reason	f	%
No job security	65	82.28%
Income not proportional to job responsibilities given	60	75.95%
Low income	71	89.87%
Poor career prospect (e.g., low chances for	69	87.34%

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promotion and professional development)		
No choice (as a last resort)	59	74.68%
Long working hours	72	91.14%
Poor management	33	41.77%
Non-challenging tasks	49	62.03%
Poor social climate/work setting	31	39.24%

CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis of the findings, the following conclusions were drawn:

The training received by the graduates from PSAT adequately prepared them for work. There remains a need for further development of the programs of PSAT. The respondents demand enhancement of training skills and exposure in five-star hotels.

It is recommended that the suggestions for improvement and intervention measures identified by both graduates and employers be adapted and implemented.

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