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## Employers' feedback on the job performances of the Bachelor of Arts in English Language graduates

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### Abstract

The study examined the employers' feedback on the job performances of the Bachelor of Arts in English Language (BAEL) graduates of Kalinga State University. Employer's feedback is vital in honing future nation-builders as it provides input in evaluating a curricular program to determine whether it is congruent with the demands of the industries. It used an explanatory sequential research design, explicitly employing a quantitative-quality approach. Significantly, it revealed that the employers of the graduates are very satisfied with their job performances in the areas of competence, commitment, collaboration, and credibility. The employers identified the graduates' strengths in terms of job traits such as *flexibility, initiative, creativity, dependability, leadership potential, and intellect*. However, the employers also identified their weaknesses as a *lack of self-confidence* and a *lack of time management*. The study further revealed that most employers require new recruits to have job skills such as *communications skills, Information and Communication Technology (ICT) skills, cooperative skills, leadership skills, and research skills*. Therefore, the study concludes that the BAEL graduates perform in their jobs with very much satisfaction from their employers. It significantly implies an effective curricular program, producing BAEL graduates with the required competence, commitment, collaborative skills, and credibility to perform in their chosen jobs.

**Keywords:** Bachelor of arts in English language graduates, Employers' feedback, Employers' satisfaction, Job performances, Job skills, Job traits.

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## **1. Introduction**

Feedback denotes vital change. It signifies the growth and development of an individual or an organization. In any academic institution, feedback mediates the strengths and weaknesses of the curricular offerings and the graduates, who are the physical products of the curriculum. Because employers seek feedback from their clients, academic institutions also need input from their graduates' employers as a basis for curriculum enhancement. Eventually, feedback would become a springboard for offering programs and projects to sustain the graduates' strengths and further hone their weaknesses. Hence, this may lead to understanding both the needs of the graduates and the employers.

Consequently, feedback from employers, whether positive or negative [1], plays a critical role in the decision-making process when designing curricula and career development plans for university students [2]. The input provided by employers regarding graduates' job performance is crucial for curriculum developers and academic educators as it helps them implement more strategies that will enable the graduates to fulfill their roles as dynamic members of organizations in both national and international settings [3]. Additionally, feedback affects goal persistence, disengagement, and goal change [4]. Thus, feedback is vital in pursuing one's goal because it allows one to adjust which goal to pursue.

The same goal is shared by Kalinga State University (KSU) administrators and educators, who believe that graduates should meet employers' demands and be cognizant of changing times. Thus, feedback on graduate's performance by their employers, in general, is considered a significant contribution to the academic institution. It is considered a good measure for assessing the relevance and responsiveness of any curricular program [5]. In the curriculum review, the industry representatives, the LGU or NGO representatives, or the future employers of graduates participate as they agree or suggest possible means that would help improve the curriculum of programs offered for the graduates to meet the changing demands of the times. Significantly, it is always true that education is the primary means to empower people in socio-economic, political, and technological development [6]. It is also true that education can make more significant contributions to society by molding future generations of individuals [7], and the development of a strong economy is parallel with the successful outcomes of the education sector [8]. Thus, the government and other industries invest in education.

Orange [9] revealed that employers appreciate English-major graduates for their oral and written communication skills, as well as their interpersonal skills, demonstrated through their rapport with their colleagues. However, this may not be true for all due to certain factors, such as values, culture, family orientation, and school graduation, among others.

Further, it is stipulated in CHED Memorandum Order No. 24, series of 2017, that Bachelor of Arts in English Language graduates are expected to have developed 1) comprehensive knowledge of the English language — its origin, growth and development, structures, and use; 2) enhanced competencies in the use of the English language in a real-world context; and 3) applied appropriate strategies of language use through a heightened awareness of how English works in different situations in the Philippines, Asia, and the rest of the world. In addition, the career opportunities for the graduates include academic and scholarly work such as teaching and research; business and industry jobs such as public relations, advertising, and documentation; media and publishing such as writing, translating, and editing; and government and diplomatic service [10]. Hence, the same is expected of the KSU graduates of the program.

Significantly, to implement the program objectives mentioned above and transmit those to the graduates' future workplaces, there is a need to understand the skills and competencies the employers need through tracer and feedback studies. It will benefit both the graduates and the employers because the outcome of this study will be used as a basis for the program to formulate strategies to satisfy market demand. As a result, the study aimed to investigate employers' feedback on the job performances Kalinga State University Bachelor of Arts in English Language graduates.

## **2. Research Methodology**

The researchers made use of an explanatory sequential research design, which gathered quantitative data for Part 1 and qualitative data for Part 2 of the study. The study took place at the Kalinga State University, Dagupan Campus, situated in Dagupan Weste, Tabuk City, Kalinga, Philippines. It involved 37 employed graduates of the Bachelor of Arts in English Language from batch 2017 to batch 2019. As for part one, a survey questionnaire was utilized as the main tool for gathering data. It comprised two (2) parts: 1) the employers' profile (*optional*), age, sex, position, address of workplace, and the years of service in the current job; and 2) the level of employer's satisfaction with the job performances of the graduates in the areas of competence, commitment, collaboration, and credibility. In part two, interviewing (face-to-face or by phone) was conducted among 21 employers, gathering data on the strengths and weaknesses of the graduates as to job traits, including the skills needed by employers from new recruits. Finally, the gathered data were thematically analyzed, wherein reduction and coding were employed until codes were extracted and analyzed.

### *2.1. Ethical Considerations*

The study placed significant emphasis on ethical consideration. Hence, the participants were not forced to undertake the study or answer the questionnaires unless they were willing. Proper processing of documents, such as request letters and approval from authorities, was undertaken. Even after the conduct of this study, neither the researchers nor the research assistants were mandated to use any information about the participants nor the data gathered unless permitted and for the purpose of the study only.

### 3. Results and Discussion

This section presents the findings and discussions of the objectives posed in the study. This covers the extent of employers' feedback on the job performances of the graduates, the strengths and weaknesses of the graduates, and the job traits required from new recruits as perceived by the employers.

#### 3.1. Employers' Satisfaction with Graduates' Job Performances

Table 1 presents the findings on the extent to which employers are satisfied with the job performance of Bachelor of Arts in English Language Graduates.

**Table 1.**

Employers' satisfaction with the job performances of the graduates.

Competence	Mean	Description	Rank
1. Articulate a comprehensive and contextualized view of the English language system and development	4.27	Very much satisfied	13
2. Communicate in English (Both oral and written) fluently, accurately, and creatively in a diverse social, cultural, academic, and professional setting	4.41	Very much satisfied	10
3. Using technology effectively in the workplace to enhance his/her job output	4.43	Very much satisfied	8.5
4. Produce well-written texts for various academic and professional purposes	4.14	Much satisfied	17
5. Working professionally with the team	4.57	Very much satisfied	2
<i>Sub-mean</i>	<i>4.21</i>	<i>Very much satisfied</i>	
Commitment	Mean	Description	Rank
1. Accepting willingly and performing leadership roles in various activities with an exceptional sense of duty and dependability	4.32	Very much satisfied	11.5
2. Providing necessary support, service, and assistance for the welfare of the organization	4.19	Much satisfied	15.5
3. Demonstrating a passion for execution and a sense of urgency in all tasks	3.49	Much satisfied	20
4. Transcending personal needs when organizational concerns need to be attended to	4.24	Very much satisfied	14
5. Participating in making decisions and implementing the activities of the organization	4.11	Much satisfied	18
<i>Sub-mean</i>	<i>4.23</i>	<i>Very much satisfied</i>	
Collaboration	Mean	Description	Rank
1. Maintaining harmonious and friendly relations with superiors, peers, and subordinates by respecting their individual differences	4.59	Very much satisfied	1
2. Fostering a sense of family in the workplace by helping co-employees with difficulty in completing some tasks	4.46	Very much satisfied	6.5
3. Promoting a positive image of the department through serving clients/customers effectively	4.49	Very much satisfied	4
4. Demonstrating the significant values of the organization/company in achieving its vision and mission	4.43	Very much satisfied	8.5
5. Showing marked interest and pride in the present job by completing tasks on time	4.19	Much satisfied	15.5
<i>Sub-mean</i>	<i>4.43</i>	<i>Very much satisfied</i>	
Credibility	Mean	Description	Rank
1. Demonstrating professionalism in dealing with colleagues	4.46	Very much satisfied	6.5
2. Modeling leadership that adheres to the policies, rules, and regulations of the organization	4.0	Much satisfied	19
3. Practicing honesty, fairness, and transparency in all transactions	4.54	Very much satisfied	3
4. Protecting and preserving the company's property through careful and wise use of the resources	4.47	Very much satisfied	5
5. Setting oneself as an example of moral and ethical behavior	4.32	Very much satisfied	11.5
<i>Sub-mean</i>	<i>4.36</i>	<i>Very much satisfied</i>	
<i>Total average weighted mean</i>	<i>4.31</i>	<i>Very much satisfied</i>	

As apparent from the table, the employers of the Bachelor of Arts in English Language graduates of Kalinga State University from batches 2017 to 2019 are very much satisfied with their job performances along the 4C's – competence, commitment, collaboration/caring, and credibility, which is indicated by the total average weighted mean of 4.31.

The result implies that the graduates of the program, Bachelor of Arts in English Language (BAEL), met or even exceeded the satisfaction of their employers. This finding could reflect an effective curricular program that adheres to the demands of prospective employers and industries. Generally, a program should have well-defined goals and objectives to become successful [11]. Thus, considering very satisfied feedback from the BAEL graduates' employers also means successful implementation of the program.

As stipulated in the Commission of Higher Education (CHED) Memorandum Order No. 24, s. 2017, the Bachelor of Arts in English Language program goals include: 1) to provide comprehensive knowledge of the English language; 2) to enhance the student's competencies in the use of English in a real-world context; and 3) to present appropriate strategies of language use through a heightened awareness of how English works in different situations in the Philippines, Asia, and the rest of the world. As a result, the above-cited finding reflects these achieved goals.

Tunnel [12] asserted that collaboratively produced, regularly examined and updated curricula that reflect community values and align with national learning standards are the most successful. In the case of Kalinga State University, specifically the Bachelor of Arts in English Language program, it undergoes periodic curriculum reviews for enhancement. Whether or not the program is already producing employable graduates, there is still a need to subject it to curriculum review as there is changing demand, especially since systems in industries do not remain the same as ten years ago.

Further, it is also reflected from the table that of the four areas of job performance, identified as 4C's [13], the employers of the BAEL graduates perceived all the identified areas of competence, commitment, collaboration/caring, and credibility as satisfied, indicated by the sub-means of 4.21, 4.23, 4.43, and 4.36, respectively. These findings illustrate strong affirmation, in general, among their employers and in their chosen jobs.

As to the individual rating of all the identified indicators, indicator 1 under the area of collaboration/caring, *maintaining harmonious and friendly relations with superiors, peers, and subordinates through respecting their individual differences*, ranked first as indicated by the mean of 4.59, or very satisfied in description. Second in rank is indicator 5 under the area of competence, *working professionally with the team*, with a mean of 4.57, or very satisfied in description. Finally, third in rank is indicator 3 under the area of credibility, *practicing honesty, fairness, and transparency in all transactions*, which incurred a mean of 4.54 and is also described as very satisfied.

The forestated findings reflect that the job performance areas of cooperation, competencies, and credibility indicate the performances of the BAEL graduates where their employers are most satisfied as to the top three in rank. Rank 1, which means maintaining harmonious and friendly relations with superiors, peers, and subordinates through respecting their individual differences, signifies socially adaptable BAEL graduates. This is true due to the fact that the graduates are exposed as early as in their first year to many communicative activities, which include social or collective participation with their fellow students within the university or in the community. They are already involved in extension activities and school programs where they help facilitate and even initiate some, such as tribute to teachers, sports festivals, booth projects, and Christmas programs, among others. In their curriculum, the students undertake Civic Welfare Training Services (CWTS), whose ultimate goal is for the student's holistic development and to be able to apply Makatao (pro-people), MakaDios (pro-god), Makakalikasan (pro-environment), and Makabansa (pro-nation). Thus, it meets the needs of the students to cultivate harmonious relationships with their peers, a skill they will apply in their future workplaces. Rank 2, which is working professionally with the team, indicates that the BAEL graduates display professionalism in their workplaces. Part of the curriculum of the program is for the students to undertake 300-hour on-the-job training, where they are exposed to real-world workplaces. This could be an attribute of the graduates' exposure to professional dispositions learned during their practicum. Finally, Rank 3, which is practicing honesty, fairness, and transparency in all transactions, implies that the BAEL graduates have high regard for morality and integrity. This aspect of an individual is lifelong earned. It is not just learned at school through education; it is also learned within the home, in the community, in one's belief or faith, and from one's experiences. The school only becomes one of the channels to develop among the students the values they will need for a lifetime. At Kalinga State University, it is a must for the instructors to integrate values into their syllabi as part of the lessons taught. Hence, this finding of the study implies an effective implementation of the values identified.

Subsequently, along the identified four areas of job performance, the last three in ranks were found in the two areas of commitment and credibility. Third to the last rank is indicator 5 under the area of commitment, *participating in making decisions, and implementing the activities of the organization*, as indicated by the mean of 4.11, or much satisfaction in description. Second to the last rank is indicator 2 under the area of credibility, *Modeling leadership that adheres to the policies, rules, and regulations of the organization*, with a mean of 4.0 and the same as much satisfied in description. Last in rank is indicator 1 under the area of commitment, *demonstrating a passion for execution and a sense of urgency in all tasks*, which incurred a mean of 3.49, or much satisfaction in description. Subsequently, among the identified four areas of job performance, the last three were found in the two areas of commitment and credibility. Third to the last rank is indicator 5 under the area of commitment, *participating in making decisions, and implementing the activities of the organization*, as indicated by the mean of 4.11, or much satisfaction in description. Second to last rank is indicator 2 under the area of credibility, *modeling leadership that adheres to the policies, rules, and regulations of the organization*, with a mean of 4.0 and the same as much satisfaction in description. Last in rank is indicator 1 under the area of commitment, *demonstrating passion for execution and sense of urgency in all tasks*, which incurred a mean of 3.49, or much satisfaction in description.

The above-cited findings reveal that there are still aspects of the job performances of the graduates needing improvement, such as those identified above, that employers rate as "much satisfied" only compared to all the other

indicators. Third to last in rank, *participating in making decisions and implementing the activities of the organization*, could be attributed to the reality that the graduates are still novices to the job, as evidenced by the average of 1-2 years of working experience with their present job. In this aspect of job performance, it is expected from employees that they should be well familiar with the activities of the organization so that they can participate in the decision-making and in the implementation of the significant activities of the organization. While it is true that employers see decision-making as a critical component of the success of an organization [14] it is also true in the case of the BAEL graduates that they are still in the period of adjustment as indicated by their years of experience with their job and that they may participate in the decision-making but need further guidance on the significance and contents of the activities to be implemented. Additionally, Valoyi, et al. [15] revealed in their study that employees with higher academic credentials or employees with higher job grades, compared to those with lower credentials or those with lower job grades, wanted to be more involved in decision-making at all levels.

As to the second to last in rank, *modeling leadership that adheres to the policies, rules, and regulations of the organization*, it could also be attributed similarly to the findings of the third in rank, where the graduates needed more experience on the jobs required in the organization for adjustment and became more involved in the activities of the organization to be confidently able to partake in leadership roles. Consequently, since the BAEL graduates are still neophyte employees and are mostly in rank-and-file or job-order positions, they are still observing in their workplaces.

Finally, the last in the rank of all the identified indicators on the job performances of the graduates, *demonstrating a passion for execution and a sense of urgency in all tasks*, implies that every job requires employees, whether new or seasoned, to have the passion and sense of urgency to perform tasks. Time becomes the master in every task given, as it sometimes defines the ability of employees to perform in their chosen jobs. Employees are allotted specific time every day to do tasks, and the quantity or percentage of finished tasks would correspond to the capacity of the organization to perform. Hence, evaluations of an organization and individual employees are also conducted for assessment and further improvement of the organization. Additionally, Llewellyn [16] posited that “the most successful people maintain a sense of urgency in order to be the best they can be.” However, the BAEL graduates have yet to measure their success in their chosen jobs because they are still digesting the tasks given. What follows then is mastering the tasks, executing leadership roles, and demonstrating a passion for their given tasks. Thus, with 1-2 years of experience in the job, they are still absorbing and discovering the significance of the tasks given to them.

### 3.2. Strengths and Weaknesses of the BAEL Graduates as to Job Traits

Table 2 presents the perceived strengths and weaknesses of the Bachelor of Arts in English Language graduates in terms of the traits required for the job.

**Table 2.**  
Strengths and weaknesses of the BAEL graduates as to job traits.

<b>A. Strengths as to job traits</b>		
<b>Informant</b>	<b>Response</b>	<b>Code</b>
IN 3	With regards to the BAEL trainee, it is observed that she is very responsible and flexible enough to manage all the errands assigned to her.	Flexibility
IN7	She is very flexible and sometimes, we depend on her skills, especially in ICT matters.	
IN8	The employee is flexible and perform tasks as instructed.	
IN10	The BAEL graduate is very flexible that she can do all tasks given to her. I don't see sign of stress from her because she always carries herself with positivity that she makes us laugh most of the time.	
IN11	He is happy-tempered, flexible, and thoughtful that you do not need to explain to him what to do or repeat the instructions.	
IN14	I think, her strengths are she is smart, she can communicate well, she has pleasing personality, she is very flexible, and she can be trusted in all the tasks she does.	
IN17	What I like about her is that she always gives her best in all the tasks I give her and she is so flexible in managing time. In fact, she even outperforms the permanent employees.	
IN19	The trainee is so flexible that she can do multiple tasks in a day.	
IN2	During the first meeting with her, she is already very initiative and self-reliant. I know I can count on her because she knows what she's doing.	Initiative
IN11	The graduate has the initiative to do tasks given to her.	
IN18	What I like about him is that he can perform tasks without being told. She is also thoughtful because I don't need to tell her everything she has to do.	
IN20	There had been many trainees we had in the office and she is one of the most initiative because she we don't need to tell her what she must do.	
IN6	Mr. Ventura is very creative specially in computer. He exceeds my expectations when he makes a program template.	Creativity
IN12	She is very resourceful and creative.	

A. Strengths as to job traits		
Informant	Response	Code
IN21	She also has the artistry in terms of arranging aesthetics in the stage and in the room.	
IN2	During the first meeting with her, she is already very initiative and self-reliant. I know I can count on her because she knows what she's doing.	Dependability
IN13	She is very dependable that she can manage doing task on her own without being instructed.	
IN16	Actually, I observed that the other trainees depend on her. She leads them and advise them on what to do when they are so shy to ask further clarifications from me or the other employees.	
IN1	She can lead as observed on how she communicates and acts. She talks and acts persuasively.	Leadership potential
IN12	Also, she has the leadership potential the way she engages with the other trainees and the other employees in the office.	
IN16	Actually, I observed that the other trainees depend on her. She leads them and advise them on what to do when they are so shy to ask further clarifications from me or the other employees.	
IN9	Her edge over the other trainees is that she is undeniably smart. You can entrust her the tasks given to regular employees.	Intellect
IN14	I think, her strengths are she is smart, she can communicate well, she has pleasing personality, she is very flexible, and she can be trusted in all the tasks she does.	
B. Weaknesses as to job traits		
Informant	Response	Code
IN4	She is very timid when it comes to talking to people. She has very soft voice. Thus, she must learn to project her voice for her to be understood by the clients.	Lack of self-confidence
IN15	Sometimes, she is stuttering in conversing with some customers, especially to foreigners and seniors/Persons with disabilities (PWD)	
IN18	However, she just need to talk more and communicate with people.	
IN21	Though he just needs to learn to express himself because he is very shy.	
IN10	Since they are new employees, I do understand that they still lack the time management. That is why, they are here with us for us to teach them how they should manage their time.	Lack of time management
IN13	It is very important that she manages time well like coming to the office on or before time because she seems to be late most of the time.	
IN19	But there were times when she gets late.	

As shown in the table, the BAEL graduates' employers identified six (6) strengths and two (2) weaknesses. As to the strengths of the graduates, these include *flexibility, initiative, creativity, dependability, leadership potential, and intellect*; while as to their weaknesses, they include *a lack of self-confidence and a lack of time management*.

Among the identified strengths of the graduates, the job trait of *flexibility* is what most employers identified with eight (8) responses, followed by the trait of *initiative* with four (4) responses, the job traits of *creativity, dependability, and leadership potential* with all three (3) responses, and the job trait of *intellect* gathered two (2) responses.

Flexibility is indeed a much-needed trait from employees, as this projects openness and adaptability to change, especially in the demand for new tasks in the workplace. To be flexible in the workplace, according to the [Mind Tools \[17\]](#) is to respond to change quickly and positively. Additionally, [Newsome \[18\]](#) affirmed that flexibility in the workplace is very important because it is when employees know how to adjust or adapt to unforeseen circumstances and be able to handle things that don't go as planned.

During their times as student, the BAEL graduates, encountered numerous tasks. Both curricular and extra-curricular activities, including communicative and collective (interpersonal, individual, peer) activities, community and extension activities, and research and project-based activities, were available to them. As for communicative activities, the students were involved in language and speech activities such as speech delivery, public speaking, theatrical acts, and essay writing, among others. The students were also involved in the conduct of community and extension projects, where they learned to facilitate the program and participate in the presentations. Also, research is one of the requirements for graduates, where they learn to conceptualize, write, conduct, and defend their research studies. More importantly, before the students graduate, they are required to complete a 300-hour practicum, where they learn to develop the job traits they will need in their future jobs and be exposed to the tasks they will also be undertaking in their future workplaces, including adapting to new situations or when problems arise. Thus, exposure to such different activities and situations means gaining the experience they may keep for adjustments in their future workplaces, with which at least they have the background information and experience about such situations when the need arises.

Initiative, generally, pertains to the trait of an individual who does things thoughtfully without necessarily being told. As once stated by Victor Hugo, a French writer, "*Initiative is doing the right thing without being told.*" In a more

significant sense [19] personal initiative is a work attitude that requires proactive behavior that may overcome barriers and achieve goals. Hence, it is significant for employees to possess initiative in the workplace.

Creativity, on the other hand, is common among the graduates, as they are exposed to many activities, both curricular and extra-curricular. The BAEL program encourages students to join and conceptualize theatrical or speech acts, where they learn to make their scripts, decorate the stage, and perform. Students even join and win in such contested activities. Thus, they honed their creative skills, which they then applied to their jobs. Subsequently, Tierny, et al. [20] posited that leadership performance of employers could also be a factor in the creative performance of employees. Hence, it implies that the creative performance of the graduates reflects the kind of employers they have.

Moreover, the job traits of *dependability*, *leadership potential*, and *intellect* also manifest among the BAEL graduates, as identified by their employers. Dependability and leadership potential are two intertwined job traits as employees become dependable though possessing leadership skills. Most of the graduates who are employed have experienced of being officers when they were still students, which they have carried in the workplace. Thus, their employers observed their dependability to work without supervision. Others depend on them and seek for their help instead. Consequently, they possess intellect. As evidence, one of our graduates from batch 2019 was awarded a Latin honor, Magna cum laude, while others with academic excellence and certificate of merit from their immediate supervisors during their practicum, rating them with excellent grades. As result, they are also being recognized in their workplaces.

Further, the common weaknesses identified by employers include a *lack of self-confidence* and a *lack of time management*. These results indicate that there is always room for improvement among BAEL graduates, and their average experience of 1-2 years suggests further honing and development of their skills.

As identified, four (4) BAEL graduates are considered by employers to be shy or timid, or lacking in self-confidence. This is always true for new employees, especially when they are still adjusting in the workplace or if they are faced with colleagues who are intimidating or high-profile. Generally, the adjustment period to a new workplace takes 6 months or longer, depending on the adaptability of the employee and other factors [21].

Punctuality, on the other hand, is also vital among the job traits of employees because it denotes discipline. However, three (3) of the BAEL graduates' employers have identified punctuality as one of their weaknesses. It may not be true for all the graduates, but this will become the basis for the program chair to reiterate the trait of punctuality when the BAEL students undertake their practicum.

Lastly, we always expect new employees to have both strengths and weaknesses from which they can learn. Such weaknesses may become their stepping stones to improving more as employees, both professionally and personally.

### 3.3. Job Skills Required by Employers from New Recruits

Presented in Table 3 are the perceived job skills required by employers from new recruits.

**Table 3.**

Job skills required by employers from new recruits.

Informant	Response	Code
IN2	Graduates should have good communication skills. They should know how to talk and write in English because they will do that every day in the office.	Communication skills
IN4	If there is what I expect from the graduates, it is that she or he know how to communicate because it is useless that you are hired when you cannot communicate.	
IN7	It is expected from new recruits that they can communicate well in oral or written.	
IN8	Communication skills I believe is the first requirement needed in every job applied for.	
IN10	What I require from new graduates is that they should have communication skills. At least she/he can write and talk in English.	
IN12	The BAEL trainee has good communication command, especially in written and that is a must-have from graduates of the course.	
IN14	It is inevitable that we do not interact with our clients. Every day in the office, we communicate that is why it is a must that new graduates or new employees should know how to communicate.	
IN15	It is communication skill the number one skill we require from our new employees. That is part of the criteria for recruitment.	
IN16	We need new recruits who can communicate well and be able to deal with clientele.	
IN17	They should learn to communicate their ideas orally and written.	
IN18	New employees hired should have communication skills, leadership skills, interpersonal skills. They should know how to express themselves and at the same time, interact with people	
IN19	It is very important that we choose new recruits who have the communication skills because it is what we do in the office every day.	
IN20	Since we recruit English instructors, it is a must that the new recruits have the	

Informant	Response	Code
	communication skills such as speaking and writing.	
IN21	New employees hired should have communication skills, leadership skills, interpersonal skills. They should know how to express themselves and at the same time, interact with people	
IN1	As much as possible new recruits should know how to operate the computer because all files now are encoded and printed.	
IN3	It is also important that people we hire now are computer literate.	
IN6	Today, new applicants are the young ones so it is expected that they have computer skills since they were taught about ICT since high school, unlike before.	
IN8	At least they should know how to encode, print, and be able to use computer-aided equipment such as the printer, the computer, the aircon, and the like.	Information and communication technology skills
IN9	I suggest that they should have the basic computer skills. If they know how to operate the computer like using microsoftword, excel, PowerPoint, and know how to print, then that is already good.	
IN12	Computer is what we use now to encode documents that is why it is important that new hired know how to use the computer.	
IN13	We are in the age of computer and all files need e-copies, so new employees we will recommend are computer wise.	
IN17	He or she should have the ability to use the computer.	
IN19	They must have computer skills. It is what we need from employees nowadays.	
IN7	When we hire, we also consider those who are cooperative and good follower. They should know how to help others as well in doing tasks, especially when we are catching up deadlines.	
IN14	Cooperation is very important in every office. That is why new recruits must learn to cooperate.	
IN17	Of course, we consider those who know how to deal and cooperate with other employees. Those who know how to act professionally in the workplace.	
IN20	New employees hired should have communication skills, leadership skills, interpersonal skills. They should know how to express themselves and at the same time, interact with people and work with other people.	
IN4	We need new recruits who can also lead.	Leadership skills
IN12	New employees hired should have communication skills, leadership skills, interpersonal skills. They should know how to express themselves and at the same time, interact with people	
IN8	In terms of the skills, we need from new recruits, we require that they have background knowledge about research because most the papers they will be processing are research papers since this is a research center.	Research skills
IN11	Also, it is their edge if they know how to research.	

It is apparent from the table that most employers require new recruits or graduates with communication skills, ICT skills, cooperative skills, leadership skills, and research skills.

Employers require the most communication skills from new recruits, as indicated by 14 responses among the identified job skills. This skill is true for all jobs, as it is very much needed that an employee be able to communicate not only his ideas but also to be able to communicate with clients. An employee's poor communication skills are meaningless, as language, whether verbal or non verbal, serves as the medium for all transaction. As posited by Knight [22] "graduates who can communicate effectively in English will have a massive advantage in getting themselves on the career ladder." It is also the edge of the BAEL graduates as it is one of the competencies for them to communicate in English (both oral and written) fluently, accurately, and creatively in diverse social, cultural, academic, and professional settings [10]. Thus, the main concern of the BAEL program here is to guarantee that the graduates have developed such competencies in order for the prospective employers to be satisfied with their job performances.

Another significant job skill that is commonly required by employers is *ICT skills*, with nine (9) responses. This requires graduates, especially this generation, to have honed their information and communication technology skills since it is already being taught to high school students and that exposure to computers is rampant – from cellphones to shopping, to cash transactions, to fast-food orders, to watching televisions, and to social media, among others. Hence, it is inevitable for any industry to transact business without technology. As posited in several studies, ICT skills are one of the most significant skills for graduates' employability, for they have a vital impact on the labor market [13, 23-25].

Moreover, *cooperative skills* are also required by the employers when recruiting new employees, as indicated by four (4) responses. Robinson [26] identified cooperation as one of the personal traits that workers must possess, as it is difficult to utilize employees who lack such a trait. Consequently, the workplace caters to diverse cultures and personalities; hence, cooperation is a must.

Further, *leadership skills* are seen as vital in the labor market, as they are required from new recruits. Generally, studies show that the leadership styles of employers affect the employees' work performance [27]; however, Woods, et al. [28] revealed that leadership is one of the top professional skills needed by graduates. Thus, it is implied that graduates are honed to become the new leaders in the next generation of the labor market.

Finally, *research skills* are also seen by employers as vital in the recruitment of new employees. Inevitably, research has now become the trend and the primary means of enhancing and improving management systems, production, skills, programs, and processes, among others. Hence, it is also inevitable not to require graduates' research skills. As a result, a thesis is one of BAEL students' final requirements before graduation. Thus, they are expected to conduct research in their area of specialization.

#### 4. Conclusion

In conclusion, the employers' satisfaction with on-the-job performances of the Bachelor of Arts in English Language (BAEL) graduates of the Kalinga State University as to the areas of competence, commitment, collaboration, and credibility underscores the effectiveness of the curricular program. The consistency of the high scores on the four areas, described as very satisfactory, indicates a vigorous and well-rounded curriculum, offered through an intensive and extensive teaching-learning process.

Moreover, job traits are significant in the workplace, as the employers identified strengths and weaknesses of the graduates. The strengths include flexibility, initiative, creativity, dependability, leadership potential, and intellect, while the weaknesses, and include a lack of self-confidence and lack of time management. This implies the potential of the graduates; however, it also denotes the need to further hone some skills of the students, especially social skills.

Finally, every workplace has specifications for the required skills and job traits of their new recruits. As required from BAEL graduates, they are expected to have the required communication skills, Information Communication Technology (ICT) skills, cooperative skills, leadership skills, and research skills. Thus, these must be integrated across the curriculum of the program.

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