

## **Impact of the University Experience in the Workplace**

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**ABSTRACT**

The employability of graduates from an institution is very important to note. It is through education and proper training that one may get a decent job after graduation. This study intends to show the Impact of the University Experience in the Workplace of Office Management Graduates of 2013-2014 of Rizal Technological University. To provide and gather as much informative and relative evaluation descriptive method was used. Majority of the respondents are gainfully employed year after their graduation. The perspective of an involved student is of particular interest to our research as part of their improvement of involvement in the university exposure. The university experience can be intimidating for some students as it is an amalgamation of freedom, responsibility and opportunity. The top career needed in Employability is I respect to the thoughts, opinion and contributions of other, the top reason on how the impact of university experience on your work place is keyboarding helped me on my working place. It is also evident that there is no difference between the experiences of the graduates when grouped according to gender and age. Indicating that male and female are equally likely to be proactively involved in their career management in order to develop the skills required to be seen as employable.

**Keywords:** Employability, Impact of university experience, amalgamation, career management,

**CHAPTER I****THE PROBLEM AND ITS BACKGROUND****Introduction**

In our increasingly competitive world, it is essential that college graduates enter the workplace with the appropriate skills enable them not only survive but also to grow their career. However, college graduates often are not prepared properly for success when entering the workforce (Conference Board, 2006). No longer is memorization and content specific knowledge skills students will need to compete. One of the factors that determine the effectiveness of an academic institution is through the employability of its graduates. The quality of graduates is very much a function of quality instruction and facilities because these will help ensure that graduates are equipped with the knowledge, skills and values that will enable them to work in their respective field (Mitchell and Ashley 2006).

“Employers are more satisfied with graduates who possess core skills, such as creative and critical thinking, interpersonal, and leaderships skills, than those who simply possess skills specific to their vocation” (Paranto& Kelkar, 2000). Other skills including problem solving, communication, and life-long learning are now the basic requirements to be able to compete and to be successful (Paranto& Kelkar 2003). However, the employability skills required are not always developed due to gaps in agreement and collaboration between college students, higher education, and potential employers (Rateau & Kaufman,

2009). This often results in graduates who are not prepared to enter the workforce successfully. The problem of graduates' employability remains a continuing policy priority for higher education (HE) policymakers in many advanced western economies. These concerns have been given a renewed focus in the current climate of wider labor market uncertainty. Policy-makers continued to emphasize the importance of 'employability skills' in order for graduates to be fully equipped in meeting the challenges of an increasingly flexible labor market (DIUS, 2008).

Dominant discourses on graduates' employability have tended to center on the economic role of graduates and the capacity of higher education to equip them for the labor market. Higher education systems across the globe are evolving in conjunction with wider structural transformations in advanced, post-industrial capitalism (Brown and Lauder, 2009). Meanwhile, enhancing student's employability is vital to the knowledge driven economy of the United States (Hawkridge, 2005).

Higher education, future employers, and students must collaborate to ensure college graduates will have the needed skills for employability and success. The role of the university in career preparation often has been to improve and to increase students content knowledge. Although this approach has been successful for numerous years, in our rapidly changing world the ability to synthesize, analyze, and think has become more important to the long-term