

Employability Indices of Business Graduates In the Banking Industry

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Abstract: *This study is entitled “Employability Indices of Business Graduates in the Banking Industry”. The study was to establish the significant employability indices among business graduates in the banking industry. It sought to identify the significant commonalities and differences in the respondents’ assessment. The methodology used was descriptive-survey. The respondents of this study consisted of HR directors and bank managers from universal, commercial and thrift banks. The researcher made use of a Web-based survey known as harvested emails. Samples were derived from harvested e-mail lists which are non-probability samples because they were based on a convenience sample of e-mail addresses.*

This study used the human capital theory as the underlying structure to establish the employability indices of business graduates in proposing a model. The conceptual framework suggested that a good combination of employability indices such as reading skills, math skills, communication skills, computer application, decision making skills, work ethics and personality among business graduates are significant to banks whether they are universal, commercial or thrift banks. From the findings of the study it was concluded that reading skills, communication skills, computer applications and personality are important employability indices that are commonly significant to banks from business graduates.

Keywords: *banking industry, business graduates, employability indices, harvested emails, human capital theory.*

I. INTRODUCTION

These days, employers are looking for “work-ready” graduates with clear substantiation of job-specific skills in addition to high-level graduate attributes. Simply graduates need to come in a total package or “graduate plus”. Employers in almost all sectors are looking for people who are flexible, take the initiative and have the ability to undertake a variety of tasks in different workplace environments.

While basic literacy, numeracy, technical skills and craft skills stay to be very indispensable, today's economy and society progressively demand people with an ability to cope with change and adapt promptly to new work environments and diversity of people. As such graduates necessitate to have developed their employability throughout their time at university in order to have the competitive advantage for job placement.

Similarly, employers like to recruit graduates who have done extra effort, got involved, can work individually and with a team, has leadership and proven to be a risk taker through spending time traveling, and living with new experiences and different cultures. Essentially, employers are now requiring graduate applicants to display vital workplace skills such as communication, teamwork, leadership, initiative, problem-solving, flexibility and enthusiasm for employability. Universities are expected therefore to prepare students to become employable after graduation specifically based on industry-based indices.

Graduates are supposed to be major inputs in enhancing value-added products and services in an economy. This is the reason why graduates are mandatory to have stronger sets of employability competencies to fit into the employability expectations of employers. Graduates’ skills and competencies need to be fitted to the identified requirements for employment of prospective employers.

Employers, on the other hand, look forward to graduates who are really employable when they apply for their first-entry jobs. This is the reason why employers make use of employability indices to screen graduate applicants in guaranteeing likelihood of immediate contribution to the workplace when recruited. However, different employers have their own sets of employability indices they give importance to the most. The banking industry as an employer is not an exemption.

The variables investigated under this study are indices for employability specifically for the banking industry. The analysis of employability indices focused on the reading skills, math skills, communication skills, computer application, decision making, work ethics and personality of business graduates.

Gone are the days of the “one size fits all” approach in the business workplace or in any type of work environment. Today, the workplace is a contest among the fittest graduates. Along with the continuously increasing number of graduates each year, competition has the same trend. Obviously, employability requirements of business graduates had shifted from a generic to industry-specific skills for the sake of competition in the job market.

On the contrary, education, as represented by universities, seems not to be at par. The researcher, as an academician is one of the lead players in assuring the benefits of higher education learning towards employability, although admittedly is not readily possible in the context of the classroom environment. It is her utmost desire to help make improvements in preparing business graduates towards employability after graduation. The output of this study is a proposed employability indices among business graduates in the banking industry. Hence, this is the reason why this study was conducted by the researcher.

II. LITERATURE REVIEW

Supported by numerous studies, education is one of the means of investment in the human capital formation that could ensure economic development and productivity growth for any individual and country especially developing countries (Almendarez, 2013). In alignment with the objectives of the Philippine Education Act of 1982, the Philippine government is now subsidizing education and job skills training. This Act emphasizes training, instilling and fostering required and appropriate knowledge, skills, and attitudes of country's manpower for national development to enable each individual to become employable and productive. Eventually, every university creates their mission statement in consonance with this Act (Janer, Deri, Dio, Marbella, & Ricafort, 2015).

In complement with this Act, on the other hand, the Department of Labor and Employment or DOLE in strengthening the employability of graduates (Baldoz, 2010) formulated a Philippine Human Resources Development (HRD) to strategize the attainment of better and quality graduates who are employable after college. This strategizing decision comes after the validation of the outcome of the Evaluation of Graduate Program in the Philippines (EGEP) that confirmed the weakening of graduates from the business administration and teacher education program all over the country as substantiated by report of the Commission on Higher Education or CHED (DOLE: Jobs mismatch, deteriorating education lead CHED to declare moratorium on some courses, 2010).

Way back in 2007, CHED together with DOLE issued Memo Order 17 which promotes and encourages the participation of universities in Phil-Jobnet System, a web-based job-skills matching system. The objective of the memorandum is to facilitate the entry of graduates into the workplace. It made use of the information and communications technology to promote the employability of graduates by linking universities, graduates, and employers in the labor market. Using the system allows graduates to find fitting jobs and employers for qualified manpower just in seconds.

Another Memo 23 Series of 2009 issued by CHED mandated the exchange and establishment by universities of strong academic linkages with business and industry to promote and provide students with competitive skills and attitudes for employment. Basically, this memorandum set the guidelines for student internship program in the Philippines for employability purpose.

Employability Concepts and Perspectives

The concept of employability actually started in the United States in 1909 and was first defined by (de Grip et al, 2004) as the availability of able-bodied workers. Basically, the starting point of employability is having skills and putting them into practice. However, the exact meaning of employability is up to this time debatable. Employability as a concept has turned to be unclear because of a lot of related and essential ingredients added to it as more and more researches are performed. Besides, it is very complicated to understand, recognize, expand and evaluate employability (Sumanasiri, Yahid, & Khatibi, 2015).

Employability, in reality, is a never-ending process that does not begin or end when a graduate landed on his entry-level job (de Grip, van Loo, & Sanders, 2004). Measuring employability in the context of finding a job within six months may be a vague and incorrect indicator of what the graduate has achieved. Often times, the issue would be whether the graduate is able to apply the skills, knowledge, and understanding coming from his degree in a graduate-level job he landed. In fact, sometimes, some graduates start to be employed in lower-level jobs just to deal with financial pressures which are not even accounted in statistics (Pool & Sewell, 2007).

As time passes, several scholars and researchers have defined employability from their points of views. Most definitions concerns about getting and retaining employment but the approaches are quite different. For (Harvey, 2010) employability is simply about getting and keeping satisfactory work. Similarly, the employability definition of (Bhola & Dhanawade, 2013) is essentially the ability of an individual to get and maintain a job. Employability is having a set of skills, knowledge, understanding and personal attributes that make individuals more likely to decide on and select occupations in which they can be satisfied and successful

(Pool & Sewell, 2007) to the benefit of themselves, the workforce, the community and the economy (Yorke & Knight, 2006). Employability, as defined by (Hillage and Pollard, 1998), is about having the capability to gain initial employment, maintain employment and obtains new employment if required. (Bhola & Dhanawade, 2013) definition of employability is having the individual capacity, ability, chance, adaptability and competency to gain employment in their own chosen occupations while satisfying employers.

A lot of studies have been undertaken on graduate employability with different perspectives used such as the students, academe, and employers. Basically, they are all correct but not so complete because of the dynamism of the employability concept.

Employability from the standpoint of universities is about molding graduates who are competent and knowledgeable. This has bearing upon all areas of university life, particularly in the delivery of academic programs and extra-curricular activities (Dawn, E., 2002). This could be possible by increasing the interactions between students, faculty, and employers using innovative learning methods. According to (Dawn, E., 2002), the individual, employability depends upon:

1. knowledge, skills, and attitudes as assets,
2. how these assets are made use of and organized,
3. presentation of assets to potential employers,
4. the context within which the individual works such as labor market, personal circumstances

Employability on the employers' point of view focuses on the graduate employability outcomes or the application of skills by graduates driven by commercial imperative rather than curriculum which is process oriented (Barton, Farrell, & Mourshed, 2012). Employability is the tendency of the graduate to show attributes that employers expect will be essential for the future effective operation of their organization (Harvey, 2010). Gradually, graduates should be more flexible in reaction to the rising changes being experienced by a lot of people in their career lives, because of the growth in situations such as temporary contracts, part-time work, outsourcing and home-based work (Harvey, 2010). In the innovation and commercialization industry, it was revealed that employability comes from the perspective of organizational fit which is dependent on the graduates' knowledge and personal skills that will place a company in a competitive and market advantage (Collet, Hine, & du Plessis, 2015).

Unlike previous studies mentioned, (Clarke, 2008) made a comprehensive definition of employability from different points of view in contrast of (McQuaid & Colin, 2005) which for (Clarke, 2008) is problematic. Managing employability is more significant than just understanding what employability is in order to increase the opportunities for finding appropriate employment (Clarke, 2008).

“Being Employable” Graduate Challenges in the Labor Market

University effectiveness depends on the quality of the graduates it produces being successful in their profession. In the past decades, it is the responsibility of universities to equip students with skills that will make them employable and demanded by employers (Tomlinson, 2012). In this knowledge-based economy, it is vital to determine and understand which skills are required for employment in order to make the successful transition of graduates to the labor market. It is best here to recognize the twin crises of a shortage of jobs and a shortage of skills. This only proves that universities fail to breed graduates with the skills needed by today's employers (Barton, Farrell, & Mourshed, 2013). Besides, it is not anymore necessary to have a university degree, however, experience post a requirement for an entry-level marketing position to be employable as revealed by the study of (Wellman, 2010).

The times are changing, simultaneous with the requirements and expectations of both graduates and industry. The job placement profile of graduates keeps on changing due to evolving workplace requirements and industry demographics arising from new technologies (Frey & Osborne, 2013). Gone are the days that employable simply are those people looking for work (de Grip, van Loo, & Sanders, 2004). Being employable refers to having the qualities required to stay employed and advance in the workplace. Several studies had been performed to identify the preferred skills for graduate employment. In the study conducted by (Collet, Hine, & du Plessis, 2015), creating employable graduates who are industry-ready should possess necessary skills of leadership, inter-professional collaborations, systems thinking, information leverage and service orientations that are inadequately integrated into curriculum and learned only from isolated subjects or co-curricular activities. It is also important that graduates fit into the company's structures, strategies, and culture (Collet, Hine, & du Plessis, 2015).

According to (Clarke, 2008) attitude and behavior, individual characteristics and labor market conditions are all essential inputs to becoming employable more than skills and abilities for the benefit of the organization and others (Gravells, 2010). Essentially most of the skills required of graduates to be employable are generic ones that can be applied in almost all jobs and only a few are job-specific skills (Cicekli, 2016). Generic skills include soft skills like communication, team working and interpersonal. Other generic skills

include analytical, problem-solving, learning, self-management, numeracy, writing, data analysis, information technology, decision-making and time management. Yet, for (Bridgstock, R., 2009) in this fast-growing information and knowledge-intensive economy, being employable is far more than having the generic skills often attractive to employers. Further, the banking industry study of (Cicekli, 2016) reveals that graduates need to have analytical thinking, research, computer and communication skills to be employable. The study of (Wickramasinghe & Perera, 2010) using three groups of respondents namely employers, lecturers and students revealed problem-solving, self-confidence and teamwork as basically the skills that are vital these days to become employable by the industry.

In reality, a gap exists between the entry-level skill-requirements of employers which are perceived to be ideal and the skills possessed by entry-level graduate job applicants by the time of applying for the first job. Most of the times, the issue lies in the specific type of graduates that industries want to recruit and the extent to which universities can serve to generate them (Tomlinson, 2012). This is for the reason that academics are not comfortable teaching skills that are beyond their specific experience (Barrie, Hughes, & Smith, 2009). Universities most of the times focus strictly on academically oriented provisions and pedagogy and not sufficient on applied learning and functional skill (Tomlinson, 2012).

On the other side, employers claim (Rosenberg, Heimler, & Morote, 2012) that the skills they require from graduates are not communicated to the academe and each industry has its responsibility of training graduates (Harvey, 2010). This mismatch of the supply and demand for a graduate in employment has resulted to a variation of employability among university graduates (Sumanasiri, Yahid, & Khatibi, 2015).

Employability Indices Frameworks

There are several frameworks that exist about employability coming from the pioneering work of Hillage and Pollard in 1998 (McQuaid & Colin, 2005). This first employability framework introduced the elements of assets, deployment, presentation, and context but fail however to associate each other. In (Cotton, 1993) identified the employability skills that are required by employers as basic skills, higher order thinking skills, affective skills and traits. (Shariff & Abidin, 2015) presented in their study the Kears' model which grouped the generic skills requirements for employability as cognitive, interpersonal, enterprise, innovation and creativity and work readiness and work habits. The components of the cognitive group are learning, thinking, analytical capability and problem-solving. While, interpersonal includes items such as communications, customer service, and understanding of culture. Enterprise, entrepreneurship, creativity, and innovation are elements of the enterprise, innovation and creativity group. Those that are included in the work readiness and work habits are basic skills, technology literacy, business orientation, planning and organizing, and self-management.

Another alternative model or framework is based on results from capability concept, social and psychology and ideas from the literature, known also as USEM coming from Understanding, Skills (subject-specific and generic), Efficacy beliefs (self-theories in general) and Metacognition (Yorke & Knight, 2006). CareerEDGE is another popular framework by (Pool & Sewell, 2007) which presents a practical and easy overview of the factors related to employability. This model gives details about the five lower order factors which are career development, learning, experiences, degree subject knowledge understanding and skills, generic skills and emotional intelligence. Employability based on the model is obtained through complex interaction with social concepts such as self-esteem, self-efficacy, and self-confidence. Still, another employability model that is practical and easy.

According to (Harvey, 2010) universities need to provide employability opportunities such as self-presentation and lifelong learning. On the other hand, the study of (Wellman, 2010) presented the interaction of knowledge, skills and personal attributes together with policies, strategies, systems, and resources as some elements for employability improvement. The idea of RAW that made use of Rewarding, Ability, and Willingness is a much simple and clear view of employability (Barrie, Hughes, & Smith, 2009).

In an exploratory study conducted by (Finch, Hamilton, Baldwin, & Zehner, 2013), they are able to identify seventeen (17) employability factors which they clustered into five categories which are soft skills, problem-solving skills, functional skills, pre-graduate experience and academic reputation. They believed that their findings can be of great contribution to enhancing the employability of new graduates which must be given attention by academicians and researchers in order to reflect on the practices and preferences of employers in the hiring and selection process.

Those above frameworks contain various indices that employers required of new graduates in seeking employment. Just like how stocks indices work, an employability index can be used as a benchmark of an industry's employability. This benchmark would prove that employability is not only advantageous to an employee but also to the employer. Further, an employability index makes the labor market more transparent for employees for knowing his career development opportunities. (de Grip, van Loo, & Sanders, 2004) made a characterization of the employability workforce in several industries.

In reality, there are several studies about employability on the perspective of employers or what employers need from new graduates. Most studies focus on generic skills which could be applied in almost all industries, only a few are job-specific such as accounting (Jackling & De Lange, 2009) and research skills in operations management, modeling, statistics and programming (Sodhi, Son, & Tang, 2008). A few studies concentrate on the banking industry (Adebakin, Ajadi, & Subair, 2015; Cicekli, 2015; Ahmad, Mawar, & Ripain, 2017)) or just even include banking among several industries. Therefore, there is really a gap that exists on what employability indices are required of business graduates from employers in the banking industry.

III. CONCEPTUAL MODEL AND HYPOTHESES

The conceptual framework suggested that a good combination of employability indices such as reading skills, math skills, communication skills, computer application, decision making, work ethics and personality among business graduates will significant to banks whether they are universal, commercial or thrift banks. The employability indices were taken from the standard industry-based credential created by National Occupational Competency Testing Institute or NOCTI that assesses job readiness among students (Employability Assessment Blueprint: 21st Century Skills for Workplace Success, 2016).

The final output is the set of common employability indices among business graduates in the said industry as shown in Figure 1.

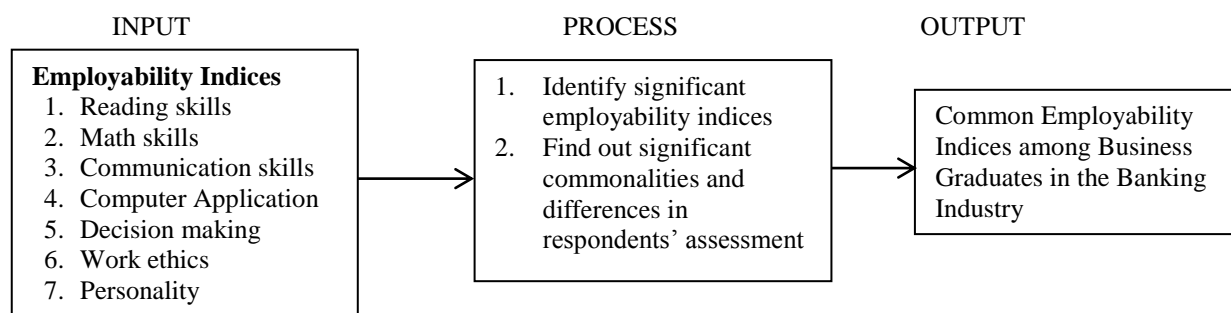


Figure 1 Conceptual Paradigm on Employability Indices among Business Graduates in the Banking Industry

Null Hypothesis

There are no significant commonalities and differences in the assessment of respondents in the banking industry on employability indices.

IV. METHODOLOGY

This study utilized the descriptive-survey method of research in an attempt to find out the significant employability indices in the banking industry among business graduates for a proposed model. The target respondents who are HR directors and bank managers came from banks which are composed of universal, commercial and thrift banks situated in the National Capital Region (NCR). The researcher made use of a Web-based survey which utilized a different sampling method compared to the traditional approaches. For this particular study, the researcher sent emails directly from Google Docs and attached the link of the survey in Facebook Messenger, known as survey using harvested emails.

The researcher made use of the primary data sources particularly the self-administered survey questionnaire and the key informant interview. The answers for the questions raised in this study were solicited using the fixed alternative type. On the other hand, key informant interview was utilized and a structured interview instrument was written by the researcher. Both the survey questionnaire and the structured interview instruments were created employing Google forms. Likewise the researcher also exploited secondary sources of data like books, articles from journals, directives and memoranda, and online review and abstracts. The researcher made use of Cronbach's alpha for the validation of the instrument.

Employability Indices	Cronbach's Alpha Values	Internal Consistency Interpretation
Reading Skills	0.9375	Excellent
Math Skills	0.8833	Good
Communication Skills	0.9691	Excellent
Computer Applications	0.8565	Good
Decision-making Skills	0.9721	Excellent

Work Ethics	0.9898	Excellent
Personality	0.9577	Excellent

Table 1 Cronbach’s Alpha and Employability Indices of Business Graduates

The Table 1 above revealed that all employability indices are greater than the alpha value of 0.7. This means that the items in the test are highly correlated and consistent. Therefore, it could be interpreted that all items in the survey instrument are able to measure employability indices among business graduates in the banking industry.

The survey instrument adapted the standard industry-based credential created by the National Occupational Competency Testing Institute or NOCTI that assesses job-readiness among students (Employability Assessment Blueprint: 21st Century Skills for Workplace Success, 2016). However, the researcher made several revisions on the adapted instrument by reducing the number of variables from the original sixteen (16) indices to only seven (7). The items from the other categories were taken from some groups and were added to the other grouping.

The self-administered survey questionnaire consisted of two parts. The first part is the employability indices which made use of the 5-point Likert scale on significance of these indices for banks in hiring business graduates. The last part consisted of just the questions on the type of bank where the respondent is working and the position currently handling. A total of 70 questions were created which is answerable for six (6) to seven (7) minutes. All questions were made required by the researcher to ensure a 100% instrument with complete answers. On the other hand, the structured interview was developed by the researcher having eleven questions that provided for long answers.

After the retrieval of the questionnaires from the weblink, the researcher tabulated and treated the raw data obtained from the survey through Minitab 18 software to get a scientific analysis and interpretation of results. In this study there were four (4) statistical treatments done which consisted of the Weighted Mean and Median, Spearman Rho, Chi-square and Kruskal Wallis.

V. RESULTS

The study was to establish significant employability indices among business graduates in the banking industry. It sought to identify the significant commonalities and differences in the respondent’s assessment. Here are the results of this study as presented below.

1. Employability indices that are significant for business graduates are the following:
 - a. Apply understanding of the material to job tasks and Interpret and comprehend technical and general interest in written material are Extremely Significant as Reading skills.

Factors in Reading Skills	Rank	Mean	Median	Interpretation
Apply understanding of the material to job tasks	1	4.6000	5.000	Extremely Significant
Interpret and comprehend technical and general interest in written material	2	4.3667	5.000	Extremely Significant

Table 2 Reading Skills Indices Significant to Banks

- b. Perform math operations using whole numbers, fractions and percentages, Use mathematical reasoning to solve word problems and interpret graphics, Use statistics (mean, mode, media, standard deviation) to monitor processes and quality performance and Use algebra-based formulas are Highly Significant as Math Skills.

Factors in Math Skills	Rank	Mean	Median	Interpretation
Perform math operations using whole numbers, fractions and percentages Use mathematical reasoning to solve word problems and interpret graphics	1	3.833	4.000	Highly Significant
Use statistics (mean, mode, media, standard deviation) to monitor processes and quality performance	2	3.767	4.000	Highly Significant
Use algebra-based formulas	3	3.067	4.000	Highly Significant

Table 3 Math Skills Indices Significant to Banks

- c. Use effective communication skills, Use effective communication skills, Engage in conversations with coworkers, supervisors and clients, Gather information, Participate in group or team discussion, Give and respond to oral reports or presentations, Determine purpose and audience, Plan the format/layout, Write a first draft and Edit and revise to ensure document is complete, clear, concise, correct, courteous and coherent are all Extremely Significant as Communication skills.

Factors in Communication Skills	Rank	Mean	Median	Interpretation
Use effective communication skills	1	4.733	5.000	Extremely Significant
Engage in conversations with coworkers, supervisors and clients	2	4.700	5.000	Extremely Significant
Gather information	3	4.633	5.000	Extremely Significant
Participate in group or team discussion	4	4.600	5.000	Extremely Significant
Give and respond to oral reports or presentations	5	4.567	5.000	Extremely Significant
Determine purpose and audience	6	4.500	5.000	Extremely Significant
Plan the format/layout Write a first draft Edit and revise to ensure document is complete, clear, concise, correct, courteous and coherent	7	4.400	5.000	Extremely Significant

Table 4 Communication Skills Indices Significant to Banks

- d. Both Utilize word processing, spreadsheet and database software and Use social media appropriately and effectively in personal and professional situations are Extremely Significant; while Transfer the operating principles of one application to another similar applications and Use the knowledge of computer logic, operating systems and basic trouble shooting techniques are Highly Significant as Computer applications.

Factors in Computer Applications	Rank	Mean	Median	Interpretation
Utilize word processing, spreadsheet and database software	1	4.400	5.000	Extremely Significant
Use social media appropriately and effectively in personal and professional situations	2	4.133	4.000	Extremely Significant
Transfer the operating principles of one application to another similar applications	3	3.933	4.000	Highly Significant
Use the knowledge of computer logic, operating systems and basic trouble shooting techniques	4	3.833	4.000	Highly Significant

Table 5 Computer Applications Indices Significant to Banks

- e. For Decision-making, Identify the characteristics of a successful entrepreneur, List the advantages and disadvantages of being an entrepreneur and Identify the aspects of owning and starting up a small business are Highly Significant; While all the rest are Extremely Significant which consisted of Apply previous learning to situations where problems must be solved or decision made quickly, Identify the company's mission and the individual employee's contribution to that mission, Interpret organizational policies and procedures, Test solutions or decisions to determine effects or to identify related problems, Identify how the company functions within the broad world of business, industry and service, Use established methods of problem-solving and decision-making in individual and group setting, Differentiate among types of problems (technical, human relations, ethical), Explain the necessity and benefits/disadvantages of organizational change, Evaluate savings and investment options to meet short and long term goals, Analyze the costs and benefits of various types of credit and debit, Identify and evaluate types of risk and insurance, Calculate, track, and evaluate income and spending and Explain basic economic concepts.

Factors in Decision Making	Rank	Mean	Median	Interpretation
Apply previous learning to situations where problems must be solved or decision made quickly Identify the company's mission and the individual employee's contribution to that mission	1	4.567	5.000	Extremely Significant
Interpret organizational policies and procedures	2	4.533	5.000	Extremely Significant

Test solutions or decisions to determine effects or to identify related problems Identify how the company functions within the broad world of business, industry and service	3	4.467	5.000	Extremely Significant
Use established methods of problem-solving and decision-making in individual and group setting	4	4.433	5.000	Extremely Significant
Differentiate among types of problems (technical, human relations, ethical) Explain the necessity and benefits/disadvantages of organizational change	5	4.367	4.500	Extremely Significant
Evaluate savings and investment options to meet short and long term goals Analyze the costs and benefits of various types of credit and debit	6	4.300	5.000	Extremely Significant
Identify and evaluate types of risk and insurance	7	4.200	4.500	Extremely Significant
Calculate, track, and evaluate income and spending	8	4.133	4.000	Extremely Significant
Explain basic economic concepts	9	4.067	4.000	Extremely Significant
Identify the characteristics of a successful entrepreneur	10	3.900	4.000	Highly Significant
List the advantages and disadvantages of being an entrepreneur	11	3.767	4.000	Highly Significant
Identify the aspects of owning and starting up a small business	12	3.533	4.000	Highly Significant

Table 6 Decision-making Indices Significant to Banks

- f. For the Work ethics, all factors are Extremely Significant which are Exhibit professional practices, Cooperate in a pleasant and polite manner with clients, co-workers and supervisors, Exhibit interest in making the organization more effective and productive, Limit tardiness, early departures, and absences to legitimate and essential occasions, Exhibit responsibility, Exhibit flexibility and adaptability, Exhibit willingness to learn, Explain the importance of teamwork to the overall operation of the business, Take directions willingly, Work without constant supervision, Recognize others for their contributions, Find tasks to perform on one’s own, Let others know what is needed to get the job done, Attend team meetings, focus on the topic/purpose, offer facts and ideas and help others to contribute, Look for ways to help others, Provide clear documentation of assignments, goals and timeliness, Maintain work standards in the midst of change, Call in to notify the supervisor of unanticipated absences, Explain basic legal and fiduciary obligations and Negotiate anticipated absences according to company policy.

Factors in Work Ethics	Rank	Mean	Median	Interpretation
Exhibit professional practices	1	4.800	5.000	Extremely Significant
Cooperate in a pleasant and polite manner with clients, co-workers and supervisors Exhibit interest in making the organization more effective and productive Limit tardiness, early departures, and absences to legitimate and essential occasions	2	4.767		Extremely Significant
Exhibit responsibility Exhibit flexibility and adaptability Exhibit willingness to learn Explain the importance of teamwork to the overall operation of the business	3	4.733	5.000	Extremely Significant
Take directions willingly	4	4.700	5.000	Extremely Significant

Employability Indices of Business Graduates In the Banking Industry

Work without constant supervision				
Recognize others for their contributions	5	4.667	5.000	Extremely Significant
Find tasks to perform on one's own Let others know what is needed to get the job done	6	4.633	5.000	Extremely Significant
Attend team meetings, focus on the topic/purpose, offer facts and ideas and help others to contribute Look for ways to help others Provide clear documentation of assignments, goals and timeliness	7	4.600	5.000	Extremely Significant
Maintain work standards in the midst of change Call in to notify the supervisor of unanticipated absences	8	4.567	5.000	Extremely Significant
Explain basic legal and fiduciary obligations	9	4.467	4.000	Extremely Significant
Negotiate anticipated absences according to company policy	10	4.267	5.000	Extremely Significant

Table 7 Work Ethics Indices Significant to Banks

- g. Personality are Extremely Significant which included Exhibit a neat appearance, Identify ways in which the individual employee represents the organization, Exhibit elements required in professional settings, Identify healthy practices and behaviors that will maintain or improve the health of self and Identify ways to reduce or prevent injuries and illness.

Factors in Personality	Rank	Mean	Median	Interpretation
Exhibit a neat appearance	1	4.800	5.000	Extremely Significant
Identify ways in which the individual employee represents the organization	2	4.633	5.000	Extremely Significant
Exhibit elements required in professional settings Identify healthy practices and behaviors that will maintain or improve the health of self	3	4.600	5.000	Extremely Significant
Identify ways to reduce or prevent injuries and illness	4	4.467	5.000	Extremely Significant

Table 8 Personality Indices Significant to Banks

2. Commonalities and differences in respondents' assessment consisted of:
- Employability indices of Math skills, Decision-making, and Work ethics are statistically different among universal, commercial and thrift banks.
 - While employability indices of Reading skills, Communication skills, Computer applications and Personality are statistically equal or common among universal, commercial and thrift banks.

Employability Indices	Types of Banks	Commonalities/ Differences
Reading Skills	Universal Commercial Thrift	All the group medians are equal.
Math Skills	Universal Commercial Thrift	Not all the group medians are equal.
Communication Skills	Universal Commercial Thrift	All the group medians are equal.
Computer Applications	Universal Commercial Thrift	All the group medians are equal.
Decision-making	Universal Commercial	Not all the group medians are equal.

	Thrift	
Work Ethics	Universal Commercial Thrift	Not all the group medians are equal.
Personality	Universal Commercial Thrift	All the group medians are equal.

Table 9 Comparative Commonalities/Differences among Banks

3. Majority of the respondents came from universal banks. Most of them are bank managers.

Demographics	Frequency	Percentage
A. Types of Bank	(N)	(%)
1. Universal	16	53.3
2. Commercial	7	23.3
3. Thrift	7	23.3
B. Position in the Bank		
1. Human Resource Director	3	10.0
2. Bank Manager	27	90.0

Table 10 Profile of the Respondents

VI. DISCUSSIONS AND CONCLUSIONS

Based on the study, employability indices that are extremely significant for business graduates consisted of reading skills, communications skills, work ethics and personality factors. While, math skills, computer applications and decision making factors included both extremely significant and highly significant.

Employability on the employers' point of view focuses on the graduate employability outcomes or the application of skills by graduates (Barton, Farrell, & Mourshed, 2012). Banks are commercial companies that require the application of the reading skills needed for easy transactions. Cultivating the habit of reading is beneficial to banks, especially when their employees try to gain financial literacy and become better investors. Investment requires plenty of reading, understanding and digesting the information given. For most college students, reading most tertiary textbooks needs deliberate effort, is time consuming, and is not the most enjoyable activity. The university as an institution of learning, may use different types of motivation in order to encourage students to form the habit of reading in preparation for employability.

Statistics and probability is possibly the most essential part of mathematics that everyone in the banking industry must be well-versed of. Bank personnel constantly deal with numbers every day. A fundamental knowledge of statistics helps in understanding numbers for the purpose of one's own functionality and to explain convincingly so that non-bank professionals can relate.

Analyzing problems and thinking reasonably for the growth of the bank and organization is extremely indispensable for a bank job. Forecasting market trends and event-based fluctuations are ordinary in the banking sector. Continuing to keep an eye on such events and using analytical skills will unquestionably facilitate growth for the bank. Even if a business graduate applicant does not have a natural talent for numbers, there is a requirement to have definite basic background in mathematics and analytical ability.

For the banking industry, the study of (Cicekli, 2016) reveals that graduates need to have analytical thinking, research, computer and communication skills to be employable. Essentially most of the skills required of graduates to be employable are generic ones that can be applied in almost all jobs and only a few are job-specific skills (Cicekli, 2016). Generic skills include soft skills like communication, team working and interpersonal. (Shariff & Abidin, 2015) presented in their study the Kears' model which grouped the generic skills requirements for employability as cognitive, interpersonal, enterprise, innovation and creativity and work readiness and work habits. Interpersonal includes items such as communications, customer service, and understanding of culture.

Technological innovations in the earlier period have modernized both investment and retail banking. The grow of Internet and mobile banking made permissible customers to do their banking at home or on-the-go, without having step into their bank branch.

Being in harmony in this environment means that successful banking professionals are technologically knowledgeable, and accustomed with rising technological advancements that can shape banking. A bank can only put into practice the newest technology with strong in-house expertise, and technology-literate staff who are a big ingredient of that progress.

Nothing in today's banking services industry is black and white. Continuous change, coupled with too much customer expectations, has formed a workplace environment where the most valuable team members are those who can think on their feet, formulate quick decisions, and feel empowered to perform.

A big fraction of investment banking consists of corporate restructuring, taking companies public and funding new businesses, discovering business opportunities in innovative and remarkable areas is one of the primary requirements of the job. It may entail helping a business put up from scratch by means of funding a team of enthusiasts, or identifying expansion or mergers opportunities in existing businesses. Being short of entrepreneurial skills will place boundary on such business identifying prospective.

Customers' trust is particularly important in banks. Banks should be transparent, more honest and more reliable. In a banking sector, where customers have of necessity to put some degree of trust in the behavior and competence of those they are dealing with, it is expected that those providing the service to act professionally.

A strong, sustainable and competitive banking sector needs effective regulation and compliance; but it also needs something more. It requires companies or more precisely, people within companies who have their customers' interests at heart, and who within this ethical agenda have the ability, independence and confidence to implement judgment when confronted with situations that are not easy. It needs a culture in which knowledge and experience are valued, challenge and feedback are expected, and mistakes are recognized, remedied and learned from; a culture, in short, in which professionalism is the norm.

According to (Clarke, 2008) attitude and behavior, individual characteristics and labor market conditions are all essential inputs to becoming employable more than skills and abilities for the benefit of the organization and others (Gravells, 2010). The result of this study confirmed these previous studies of (Clarke, 2008; Gravells, 2010) that more than skills and abilities, becoming employable requires attitude and behavior for the sake of the company.

Bank employee's attire, grooming and personal cleanliness standards all contribute to that representation and may even affect the morale of co-bankers. Bankers' job is to give customers confidence that they can manage the financial affairs of customers with professional efficiency and proficiency. The physical appearance should inform them that an individual banker displays firmness, common sense, flawless character, and outstanding judgment. Hence, during business hours, bankers are expected to present a clean, neat, tasteful and professional appearance. Bankers should turn up at work prepared and at all times dress and groom based on the requirements of their positions and accepted bank standards.

However, (Cicekli, 2016) mentioned of generic skills as important for employability which include analytical, problem-solving, learning, self-management, numeracy, writing, data analysis, information technology, decision-making and time management. Yet, for (Bridgstock, R., 2009) in this fast-growing information and knowledge-intensive economy, being employable is far more than having the generic skills often attractive to employers. Further, the banking industry study of (Cicekli, 2016) reveals that graduates need to have analytical thinking, research, computer and communication skills to be employable. Here in this study it affirmed that reading skills, communications skills, computer applications and personality are equally and commonly required among banks.

RECOMMENDATIONS

1. Together with partner industries, devise a competency-based module with the inclusion of proper guidelines for the on-the-job training (OJT) of business students that would enhance Reading Skills, Communication skills, Computer application, Decision-making, Work ethics and Personality and submit it to the Commission on Higher Education of the Philippines for review and possible implementation.
2. In preparation for their future careers, enhanced work ethics and personality of business students by embedding these topics in the objectives of different curriculum as the academe must be responsible in preparing the business learners towards employability.
3. The banking industry may take the lead in cooperation with the Philippine government on competency improvement to fill some employability gaps towards creating a strong and sustainable pool of workforce at the same time helping the economy grow.
4. Selection of a larger sample that cuts across all places in the Philippines and segment business graduates according to courses. This will provide better insights into the employability of business graduates that are about to enter the Philippine job market. This will promote a generalized result to the greater population. In turn, the Commission on Higher Education of the Philippines could be informed of the outcome that may help in curriculum updating.

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