Promoting the employability and entrepreneurship
of Higher Education graduates
through innovative ways in the Philippines

PATHWAY

STATE OF THE ART OF EMPLOYMENT AND EMPLOYABILITY SITUATION IN THE PHILIPPINES

(A PATHWAY Project)

D1.1.1 Report

PATHWAY consortium

European Union
- University of Alicante (coordinator)
- University of Montpellier

Philippines
- Ateneo de Manila University (AdMU)
- Benguet State University (BSU)
- Lyceum of the Philippines University - Batangas (LPU-B)
- Polytechnic University of the Philippines (PUP)
- St. Paul University Philippines (SPUP)
- Commission on Higher Education (CHED)
- European Chamber of Commerce of the Philippines (ECCP)

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EXECUTIVE SUMMARY

The employment and employability situation of the Philippines has been a crucial area of interest for policymakers, economists, and scholars due to various challenges such as high unemployment rates, low levels of productivity, and limited opportunities for decent work. The result of E/E study shows that the extent of usage of possible services provided by a Career Centre or other kinds of Service in the participating University to support the students and graduates to find a job was never used. Meanwhile, the provision of soft skills training (e.g., leadership skills, communication skills, teamwork) was very useful and contributed to increasing job opportunities as well as enhancing skills to start a business. Some office staff and students place essential importance on graduates' ability to learn and adapt as a factor in the success of obtaining a job in the country. Lack of job vacancies was the common factor that can be a barrier to graduates securing employment. Consequently, they want to train professors in how to develop students' entrepreneurial skills, to support the development of an entrepreneurial culture. Given the limited job opportunities, University staff and students saw the need to upgrade the skills of professors to effectively develop an entrepreneurial culture and deliver entrepreneurial skills training to students. With the emerging needs, relationship and domain competencies must be enhanced to have a positive impact on entrepreneurial development. Thus, personal, social-economic, psychological, technological, and political/legal factors must be considered when developing one's entrepreneurial skills. the employment and employability situation in the Philippines presents significant challenges, but there are also opportunities for improvement. The country must address the high underemployment and skills mismatch rates, as well as the pandemic-induced economic disruptions. This involves an integrated approach that involves collaboration among various stakeholders, including the government, private sector, educational institutions, and civil society organizations. Policy interventions aimed at job creation, education reform, and skills development are crucial to ensure inclusive economic growth and decent work opportunities for all Filipinos.

1. INTRODUCTION

In this digital age, the potential of bringing growth and development to the countries is boosted by an efficient and smart use of technology and information. Nowadays, developed countries are facing difficult scenarios with a secular stagnation that seem to show an incompatibility between full employment and financial stability. Thus, developing countries face more inequality as they open and globalize (Goldberg & Pavcnik, 2007) and there is a big challenge to defy all negative effects derived from climate change worldwide (Hoornweg, Freire, Lee, Bhada-Tata & Yue, 2007). Most of the bad impacts from these threats end up having negative implications in the job market increasing uncertainty and instability. This will have a qualitative negative impact on job conditions and will increase unemployment in sectors directly dependent on climate such as agriculture and tourism, but also on the most polluting industries or high-carbon activities (and on industries dependent of these sectors) (Fankhaeser, Sehlleier & Stern, 2008; Goods, 2017). These changes can also be an opportunity to create new jobs, but independently of the balance, which is definitively unknown, the transition period from one scenario to the new one will require specific abilities in the workforce to increase their resilience (Dincsoy, 2016). In fact, youth is one of the characteristics that increases the risk of becoming unemployed (Eichhorst & Rinne, 2018; Farber, Herbst, Silverman & Von Wachter, 2019).

Hence, education has been a powerful tool to fight the unemployment and the precariousness of employment and this link between high education and employment has been strengthened after the Great Recession (Pompei & Selezneva, 2019). Some additional reasons that Higher Education should pay more attention to employability and entrepreneurship, highlighted by Moreland (2019), are the following. First, globalization and the need for adaptability to changes. A global world implies that students should be more autonomous, be able to adapt to innovations, to work in groups, take

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responsibilities, have attitudes in favor of maintaining and renewing their skills, and be reflexive. Second, there are social benefits from hiring university graduates. They can contribute with their high-level skills and understanding by improving their jobs, even if those jobs did not require a graduate person. Third, there is a need for government policy and promotion of self-employment. University students may be unaware of the advantages of becoming self-employed.

The links between universities, local business support organizations are international organizations often missing. Further, a review of entrepreneurship education literature by Zaring et al., (2019) discerned some common patterns: Entrepreneurship education may be associated with economic growth; it is diverse in objectives and methodology; it follows a mix of practical work, opposite academic learning; and the empirical evidence on potential entrepreneurs is ambiguous: Some types of training may reduce the entrepreneurial potential of students while others may increase entrepreneurship, helping students to make better choices.

With the ubiquitous problem regarding employment in the country and the employability of the graduates, an initiative to address these concerns is very much needed. A study that would identify the state of the art of employability and entrepreneurship would be essential as a basis for decision-making and intervention programs. The support and collaboration of international organizations, such as PATHWAY, whose expertise, advocacy, and resource can greatly advance the initial steps in improving the employability and entrepreneurship initiatives, particularly in higher educational institutions. The PATHWAY, an acronym for *"Promoting the employability and entrepreneurship of Higher Education graduates through innovative ways in the Philippines"* is a Capacity Building in Higher Education project co-financed by the European Commission through the Erasmus+ programme. The project aims to enhance the entrepreneurship and employability culture of universities in the Philippines to meet

labor market needs and support government reforms. It will do this through the consolidation of the entrepreneurship and employment structures in the partner universities by fostering and boosting university-enterprise synergies, and by accompanying CHED's reforms on building up an entrepreneurship culture at a national level. PATHWAY will run from January 15th, 2021, to January 14th, 2024. PATHWAY is coordinated by the University of Alicante (Spain) and brings together 5 universities from the Philippines (Ateneo de Manila University, Benguet State University, Lyceum of the Philippines University, Polytechnic University of the Philippines, St. Paul University Philippines), as well as CHED, ECCP, Enactus Philippines and the University of Montpellier (France).

With this, a study was conducted in order to bridge the gap since the result was alarming not only in the Philippines setting but globally. Mismatch of university-based training and industry needs could be at a height that can even result in social and financial unstableness. This may be attributed to underdeveloped 21st-century competencies among graduates, adherence to a teacher-centered and input-based education paradigm and little cooperation between the world of work and academia. Limited employment opportunities forced Filipinos to migrate by necessity and not by force. This employability/entrepreneurship (E/E) study aims to determine the services which contribute to increase the opportunities to get a job, services contribute to enhance the skills to start a business, level of importance of each factor in the success of obtaining a job for Philippine university graduates, factors based on the labor market and national regulations that can be barriers to graduates securing employment, level of importance to create a better context for the development of an entrepreneurial culture, factors that may contribute to entrepreneurship development and entrepreneurial competencies.

2. LITERATURE REVIEW

2.1. Employability

Graduate employability can generally be defined as the compilation of a series of skills and abilities that a graduate can obtain to achieve a desirable job and succeed in his/her career (Chen, 2017; Tomlinson, 2012). Such skills and capabilities enable the graduate job candidates to meet the desired requirements of employers and adapt to changes in the labor market. It is a type of all-inclusive set of skills and abilities to improve future career development. Based on the existing published research works employability, can be separated into two categories. The first one is from the standpoint of employment performance which proposes that employability is a combination of multifaced dimensions, including interior and exterior factors (Guilbert et al., 2016). The internal factors include personal knowledge and skills associated with the job such as technical and team working skills, while the external factors include the condition of the labor market such as labor demand and supply (Tholen, 2014). The second set of skills and capabilities can be viewed from the standpoint of personal ability that considers the graduate employability is the outcome of individual ability and is a collection of competitive skills and abilities that help the graduates to attain employment and develop (Tholen, 2014). Therefore, graduate employability is a complete set of skills to improve graduates to further career development (Finch et al., 2013). Such a set includes a series of skills, knowledge and personality traits (Yorke and Knight, 2007). As a sort of personal ability, the composition of graduate employability includes basic personal and social attributes, leadership skills, communication skills (CS) and teamwork skills (McQuaid and Lindsay, 2005). However, the existing most researched studies emphasized that graduate employability is a sort of "soft skills" to acquire jobs and getting career success (Chen, 2017; Reid, 2016; Kalfa and Taksa, 2015).

The Republic of the Philippines faces a serious and longstanding problem in providing adequate employment and opportunities for its graduates. Even in times of strong economic growth, unemployment and under-employment have remained a significant problem for young people. In the Philippine Labour and Employment plan, 2017-2022, young people, aged 15-25, represent approximately 25 percent of the total population, 25,7 percent of which are unemployed as compared with 5.1 percent of the total unemployed population. Young people are four times as likely to be unemployed as the adult population, in the case of women figures worsening (ILO).

Previous research studies have identified a number of numbers of factors that can affect graduate employability. A study conducted by Weligamage and Siengthai (2003) on "employer needs and graduate skills" establishes seven vital expected factors that employers consider when recruiting fresh graduates are CS, general knowledge, personality (PE), computer and IT skills, verbal CS, realistic experience and educational background. According to Paddi (2014), most sought-after graduates should be proficient in teamwork, communication, analytic & critical thinking and IT skill. As pointed by Liyanage et al. (2016), graduates' realistic knowledge, logical ability, dedication to work, communication & IT skills, management skills and positive attitudes are the highly concerned factors among employers. Another study conducted by Ambepitiya (2016) at two management education institutes in Sri Lanka observed that academic knowledge, soft, practical and technical skill development are the major factors that prepare a graduate ready for employment. Those results also concluded that although academic knowledge is an important factor, it is not the sole one for the effective employability of graduates (Jayasingha and Suraweera, 2020).

Another study conducted by Shah and Srivastava (2014) on the factors affecting the employability skills of management students and revealed that four factors: analytical skills & self-understanding, general management & work culture, leadership & problem-

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solving ability and communication make a significant impact on employability skills of management graduates. A recent study conducted by Succi and Canovi (2020) in different European countries identified that soft skills including communication skills, interpersonal skills and problem-solving skills increase the likelihood of employability of the students/graduates. However, a complete opposite view was expressed by Nazron et al. (2017), who investigated the relationship between graduate's soft skill attributes and employment status among students in University Malaysia Sabah (UMS). They found that the attributes examined (knowledge, ICT skills, TS, problem-solving, CS, teamwork, leadership, professionalism and ethics) have no significant relationship with the employment status of the graduates.

2.2. Entrepreneurship

Student entrepreneurs do not only create jobs for themselves but they also create jobs for others (Bizri, et al., 2012). Munyanyi (2013) submits besides the issue of employ-ment creation, student entrepreneurship results in improved income flow to the students. Improved income flows consequently brings changes in the standard of living of the students. Student entrepreneurs not only contribute to employment but according to Sandhu et al. (2010) student entrepreneurship is characterised by innovation, a vital need in the development trajectory of developing countries.

Several factors underline student entrepreneurship and entrepreneurship education is one of those. Participation in entrepreneurship education has a positive relationship with choosing entrepreneurship as a career. No wonder why many universities, have courses in entrepreneurship. Student entrepreneurs typically lack skills and universities represents a potential source of entrepreneurship- related education (Sandhu et al., 2010). Many universities are charged with inculcating an entrepreneurship spirit and knowledge among students to enable students to launch their future careers (Morris et

al., 2017). Remeikiene et al. (2013) notes that all European Union (EU) countries since 2004 have integrated entrepreneurship into the national curriculum from primary school to university level. Remeikiene et al. (2013) argues the difference between entrepreneurs and non-entrepreneurs lies in education. This is also supported by Arenius and Minniti (2005), who argue that people with tertiary education are more likely to become entrepreneurs than those without tertiary education. Pruett et al. (2009) argue that some of the barriers to student entrepreneurship are lack of knowledge reflected by lack of management, accountancy and business skills which all of them can be solved through education. Israr & Mazhar (2018) argue that entrepreneurship intentions can be increased by education and education improves the skills and knowledge of individuals.

Besides the influence of the curriculum on student entrepreneurship, research also shows that turbulent economic conditions awaken entrepreneurship intent among students. A mixture of difficult economic conditions and new opportunities results in more students interested in an entrepreneurship career rather than wait for a white-collar job that may take years to come (Morris et al., 2017; Munyoro et al., 2016). Munoz-Fenandez, Assudani & Khayat (2019) argues that economic conditions influence entrepreneurial activity. Mustafa (2019) agrees and cites unemployment as a driver to student entrepreneurship. This is also a function of a significant proportion of university students being unable to be absorbed in the labour market.

To break into entrepreneurship there are several barriers that young entrepreneurs should over-come (Bizri et al., 2012) Sandhu et al., 2010 believes these barriers are global as they exemplify the challenges both in developed and developing countries. Munaiwa (2013) supports that the chal-lenges facing young entrepreneurs are similar globally. Lack of experience and technical knowl-edge stifle the spirit of entrepreneurship in many students as they fear competition from already established entrepreneurs (see Watiri, 2012). The challenges faced by student entrepreneurs can be divided into

financial or non-financial. Schoof (2006) identifies five key impediments faced by young entrepreneurs, these are finances needed to start the business, administrative and regulatory framework, entrepreneurship education, social and cultural attitude towards entrepreneurship and business support. For those that manage to start their businesses, lack of experience and resources culminates in early failures (Badzinska, 2016; Llisterri et al., 2006; Munyanyi, 2013). According to Munaiwa (2013), young entrepreneurs in Zimbabwe faces similar challenges identified above such as lack of resources to start and scale up their ventures, lack of adequate technical and business skills, limited markets and mentors to guide them through the entrepreneurship journey.

Studies have also identified the lack of markets and competition from established businesses as major challenges stifling student entrepreneurship (Bizri, et al., 2012). Student entrepreneurs exist in contexts characterised by monopoly businesses which make it difficult for them to grow their enterprises (Munaiwa, 2013). Concerning markets "lack of market information has also affected these youth, as they can be abused by more knowledgeable agents who buy off them at discounted prices for onward selling to end-users at superior prices" (Munaiwa, 2013). Student entrepreneurs also face negative perception of their services and products. The view is that students bring low-quality products and services to the markets such that they struggle to get buyers (Munyanyi, 2013). In Zimbabwe, Kabonga (2020) observed that falling incomes for the majority of the people results in lower buying power. This affects the uptake of students' products and services.

2.3. Employability and Entrepreneurship Competencies

Apparently, the education level of a person is not the only attribute that makes them well matched to a job (Machin, 2007). Standard education is becoming less useful to anticipate the specific skills that will be needed in the near future in jobs that sometimes

are not still created. Consequently, we need to try to stimulate our students' competences to be capable to take the opportunities they will run into after finishing their studies and to create their own job opportunities.

There is no consensus in the literature regarding employability and entrepreneurship competences (Antoncic & Hisrich, 2003). Some authors establish the difference between practical experiences on learning how to create a start-up (coaching, pitching practice, office space, or financing) and academic learning. There are several approaches to entrepreneurship competences or how to teach them, although there is a place for a certain agreement on employability skills, the technical and analytical, more related to the job, and the soft or transversal skills, applicable to any job (according to the European Union Commission, UNESCO, or OECD standards). Other authors use different sources to combine the set of employability competences considered (Fraser, Duignan, Stewart & Rodrigues, 2019).

According to Grivokostopoulou, Kovas and Perikos (2019), there are different schemes aimed to boost entrepreneurship. For example, there is a 3D virtual reality educational environment for entrepreneurship where users are represented as avatars, and they have the ability to move within the world in a similar manner to the real world. In addition, Caballero, Vázquez and Quintás (2015), other examples are a tool designed to support collaborative learning within the frame of transdisciplinary projects between universities and business partners or a 10-day summer school to develop initial business plan. Among the actions to improve graduate employability, the activities focused on transmission of skills required for employment (which includes training in entrepreneurship and self-employment) received the highest rating by 230 deans surveyed from Spanish universities.

Furthermore, a survey on employability skills of higher education graduates shows that employers demand observable and non-observable skills and defines them as a bundle

that includes general and transferable skills that might be useful in any workplace in addition to the specific requirements of a job or occupation (Suleman, 2018). The relationship between employability, entrepreneurship, and higher education is analyzed in Moreland (2006). Employability is defined as "a set of achievements, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupations" (Yorke & Knight, 2007). O'Leary (2016) states that employability is related to the study program, the development of soft skills, and the personal development needed to be able to work oneself and inside of a team. The entrepreneurship concept is related to taking risks and applying knowledge into practice through being creative and innovative.

3. METHODS

3.1. Research Design

A mixed method was chosen as the design for this research to enable an in-depth exploration of employability and entrepreneurship in the Philippine context. A study was conducted using a sequential explanatory design, with a quantitative component giving context to the qualitative results. Where the survey focused on the employability and entrepreneurship, the focus groups were an open discussion of the benefits in the lived context in order to create the needed competencies. The synthesis of the two sections of the study was undertaken at the time of interpretation of the results (1) longitudinal survey where this part of the study formed the quantitative results; and (2) focus group study of industry organizations (qualitative). Ethics approval to conduct this study was obtained and all participants provided informed consent to partake in the study prior to undertaking the first survey or focus group.

3.2. Participants / Informants

A total of 1292 participants responded to the survey where students (n = 1157), office staff (n = 24), business owners / employee (n = 111) for the quantitative study while informants from the business sectors include 40 from industry organizations such as alumni associations of Filipino professionals, collegiate, industry board business process association, international school human resource practitioners and others (qualitative). As to the students' respondents, majority are male (62.7%) and office staff are female (66.7%) who voluntarily participated in the study. With regard to age distribution, majority of the students are 21 to 25 years old and office staff are in their 20 to 30 years old (see

Appendix). Other attributes of the student respondents are 3rd year students and from the program of Accountancy, Business and Economics.

In addition to the business owners / employees, most of them are in the other category position (65%) and the size of the business are in the large scale with 250 or more workers.

3.3. Instrumentation

The study used adapted questionnaire and self-made items in collecting the data. Items per instrument were presented as descriptive statements, and respondents indicate the mean score with which each statement applies on a five-point likert scale as follows:

Option	Range	Verbal Interpretation
5	4.50 – 5.00	Completely Useful; Essential; Strongly Agree; Very Much Needed
4	3.50 – 4.49	Very Useful; Very Important; Agree; Much Needed
3	2.50 – 3.49	Useful; Important; Moderately Agree; Needed
2	1.50 – 2.49	Not Very Useful; Not Very Important; Disagree; Slightly Needed
1	1.00 – 1.49	Completely Useless; Not Important at All; Strongly Disagree; Not Needed

Likert scale a rating system, was used in questionnaires that is designed to measure people's attitudes, opinions, or perceptions. Subjects choose from a range of possible responses to a specific question or statement.

The questionnaire was validated by the participating institutions and underwent pilot testing which yield corresponding results, personal competence (18 items; $\alpha = 0.994$); opportunity (3 items; $\alpha = 0.985$); organization (8 items; $\alpha = 0.988$); strategy and management (15 items; $\alpha = 0.982$) and relationship (11 items; $\alpha = 0.995$).

In addition, semi-structured interview guide was formulated in order to have an in-depth support and solid view of the business organizations where these students will be involved in the future.

3.4. Procedure

The questionnaires were assembled in electronic format using Survey Monkey application. It was sent out by email and through social networks (Whatsapp, Facebook, and Twitter) to contacts different institutions using the snowball technique. The time required to fill in the questionnaire was 15 to 20 min. At the time of data collection, all participants (regardless of institution) were in the same conditions of confinement. One hundred percent retrieval rate for the survey was achieved.

Further, a qualitative approach was done to strengthen the quantitative result. This is a form of research that captures lived experiences, life histories and people's perspectives in the form of texts or narratives (Ospina, 2004). The qualitative approach allowed the researcher to capture the varied students' perspectives on entrepreneurship. The qualitative approach was used because it allowed the researcher to capture voices of student entrepreneurs particularly the reasons why they ventured into entrepreneurship and the patterns of student entrepreneurship. This was also made possible because qualitative research allows the use of multiple data collection methods (Ospina, 2004). Thick descriptions generated by qualitative research allowed the researcher to capture students' experiences of entrepreneurship.

Data collection methods within the qualitative research paradigm include; interviews, Focus Group Discussions (FGDs), observation and documentary analysis. Data in this study were gathered through in-depth interviews and FGDs. In-depth interviews remain one of the common methods of collecting data within the qualitative domain. This is perhaps because of the ability of in-depth interviews to generate massive amount of data since respondents are allowed to narrate their lived experiences, observations, life histories without predetermined respondents like in structured interviews or survey questionnaires (Queiros et al., 2017). The researchers used in-depth interviews because they provided the opportunity to probe areas that required clarity. A total of 40 individual from business organizations in-depth interviews were conducted with officers from the top management of the business sectors and interviews lasted for one hour. In the process of conducting interviews, the researchers were guided by an interview guide. Data were also collected using FGDs with students involved in entrepreneurship. A total of 2 FGDs were conducted and these lasted for 45 minutes each. Each FGD was made up of 10 informants. Interactions within the FGDs generated massive amounts of data. FGDs were used to generate insightful data from a cross-section of student entrepreneurs within a short space of time (Queiros et al., 2017).

The researcher sampled 40 (30 in-depth interviews and 10 FGDs) respondents to participate in the study. This sample size was considered enough since the research was qualitative in nature concerned with the depth of narratives and lived experiences. The researchers used snowballing to sample respondents. Snowballing is a sampling technique in which the researcher identifies an initial respondent of interest to the study (Dragan & Isaic-Mania, 2013). The researchers initially identified different representative from various industry organizations.

Though, we used snowballing as a sampling approach for the study, ethically only participants who were willing to participate in the study were included. No participants

were forced to offer their views in the study. The study ensured the anonymity of the participants through non-use of their names, a standard practice in scientific research.

3.5. Ethical Consideration

The involvement of the respondents was on a voluntary basis. Respondents participation was not influenced by rewards or intimidation. Consent form was prepared indicating the objectives and significance of the study. Respondents were not required to write their names to protect their interest and that of their organizations.

3.6. Data Analysis

Frequency distribution and ranking were used to describe the demographic profile of the office staff and students / alumni. Mean was used to determine the services contribute to increase the opportunities to get a job, services contribute to increase the skills to start a business, level of importance of each factors in the success of obtaining a job for Philippine university graduates, factors based on the labor market and national regulations that can be barriers to graduates securing an employment, level of Importance to create a better context to develop entrepreneurial culture, factors that may contribute to entrepreneurship development.

Data in the study were analysed using thematic content analysis. Thematic content analysis is the process of identifying themes and patterns that are inherent in qualitative data (Braun & Clarke, 2006). The advantage of using thematic content analysis is that it is not tied to any theoretical approach. Thematic content analysis among other things delineated prominent themes from minor themes (Javadi & Zarea, 2016). The themes presented in this study were considered prominent.

4. RESULTS

As mentioned earlier, this study is aimed at understanding the context of employability and entrepreneurship in the context of Philippine setting as well as the entrepreneurial framework in order to address the mismatch between the needs of the industry.

4.1. Mechanism / programs to support the students to get a job and improve employability and Extent of usage of possible services provided by a Career Center or other kind of Service at the University to support the students and graduates to find a job

Based from the result, Career Center was considered the most relevant office to render the above services to students in order to get a job. According to a Gallup poll, college graduates who visit their college career centers are not only more likely to obtain full-time jobs than their peers who do not use this service where 67 percent versus 59 percent but they are also more likely to find their jobs more fulfilling. In fact, students who had good career-services experiences were also more likely to have good jobs waiting for them upon graduation.

Meanwhile, it was observed that the different services provided by the institutions was not even used by the students during their stay in their respective institutions. This result is not good as expected since there are a lot of services offered but no one was availing it. This only shows that students and alumni do not pay attention to what is entitled to them. According to Fadulu (2020), fewer than 20 percent of undergraduate students reach out to their school's career centres for advice on finding jobs or finding and applying to graduate programs, both of which the recent report identifies as some of a centre's most valuable services. Often, students instead consult with friends and family members about important decisions that can determine employment, such as choosing a major.

4.2. How services contribute to increase the opportunities to get a job

Result illustrates how services contribute to increase the opportunities to get a job. As to the responses of office staff, curricular internships (4.83) are completely useful since this provides Curricular internships are an important component of the academic and professional training process. They provide students an exceptional tool to better succeed in the labor market through the envelopment in real work situations, also facilitating the transition period from the classroom to the office. Over the last few years several higher education institutions have incorporated internships in their curricula. In addition, career coaching (4.71) and career guidance (4.71) was also considered completely useful. While graduate work-readiness may have been a strategic focus for HE for some time, producing graduates with the required cognitive, affective and social capabilities to function effectively in the workforce has become increasingly explicit in recent years. The drive to develop graduates which meet the needs and expectations of industry has prompted a wealth of national initiatives, including the Bradley Review (Bradley, Noonan, Nugent, & Scales, 2008), skills frameworks (Commonwealth of Australia, 2013) and curricular reform on mapping, developing, assessing and embedding student employability in the HE sector (Oliver, 2013). Previously, work-readiness focused on identifying critical employability skills in new graduates, including team-work communication, self-management and meta-cognitive skills (Confederation of British Industry, 2011). More recent literature broadens the concept to encompass a range of interacting and dynamic elements such as disciplinary expertise; nontechnical skill capabilities; career self-management and pre-professional identity (Jackson, 2016), as well as self-perceptions of one's own professional preparedness (Berntson & Marklund, 2007).

As to the observation of the students, provision of soft skills training (e.g. leadership skills, communication skills, teamwork) (4,01), support in polishing/preparing CVs and interviews (3.98) and career guidance (3,97) was very useful to them in increasing the opportunities to get a job. This only shows that these skills means a lot to the students more specifically to the alumni since most interactions with other people require some level of soft skills. This is aligned to what the World Economic Forum Future of Jobs report suggested that by 2025, complex problem-solving, critical thinking, creativity, people management and emotional intelligence would be among the most important skills required in the workplace. While the importance of relevant education, training, and job experience can't be understated, you also need to consider less tangible abilities, like soft skills. After all, it's not just about having the most talented, qualified employees. It's about them being able to work together as a team, for the benefit of their own, and the organization's, success.

This is congruent to what LinkedIn CEO Jeff Weiner observed that soft skills deemed to be the biggest skills gap in the US. When the workforce is plentiful in technical skills, but lacking in soft skills, one may notice that some elements of business face challenges. For example, if the employees are well trained in obtaining customers, but not so wonderful at customer retention, one have a soft skills gap. Fortunately, one can work to alleviate any soft skills gaps in your business through training.

The least among the services that contribute to the students opportunities to get a job were job fair at faculty level, international employment program and observatory for the labor market analysis. This may be due to the fact that students/alumni are not familiar with this services. According to Statistical Information System Collaboration Community (2017), most countries are committed to the development of labor market information systems. However, particularly in developing economies, the functioning of labor market, if such systems have been established at all, is hampered by various constraints, including data limitations. Data limitations affect not only complex issues such as informality and employment protection, but also labor market indicators that in most

developed economies are available on a monthly or quarterly basis, such as employment and unemployment indicators.

4.3. Mechanism/programs to support the entrepreneurship for students organized and Extent of usage of possible services provided by a Career Center or other kind of Service in University to support the students and graduates to start a business

Result shows that office staff considered academic services (such as business competition, finance resource, mentoring programs, subjects where entrepreneurship is developed through curricular content, entrepreneurship programs, etc.) as the best mechanism to support entrepreneurship for students on the different services presented. This only means that student services are seen as key components of many academic systems. Mass recruitment into higher education has diversified student populations. In developing countries for example, students from disadvantaged groups, women, rural youth and ethnic or religious minorities have now the opportunity to study at a higher level. The student's continuing concern is therefore necessary to ensure success in current higher education. According to the study of Laguador, et. al (2013), the student services must also be provided appropriately to the students as support to the tri-fold functions of the university. Giving the students with the right treatment and guidance would make them remain secured and loyal to the academic institution where they have started.

However, half of the students have never used these services (Table3) such as Incubation/Co-working, Finance Resources, Business Competitions and Network of Partners. This means that utilization of possible services to support the students and graduates to start a business were low. This can possibly be attributed to the general notion that these services are for students enrolled in business and lack of interest among in starting a business.

4.4. How university services contribute to increase the skills to start a business

Based on the result, the services focused on mentoring program (4.71) and provision of soft skills training (e.g. leadership skills, communication skills, teamwork) (4.71) were completely useful and contribute to increasing the skills to start a business as perceived by the office staff. This is aligned with what the real world is looking for a business skill should include all the necessary skills to be successful in managing a business, including soft skills. Furthermore, the success of any business depends on the competencies of its employees. According to McGarry (2022), soft skills are becoming more and more coveted, with many organizations giving them the credit they deserve. Soft skills provide you with a confident, satisfied workforce that will sustain your organization. Further, Gottschalk, a professor in the department of sociology at the University of Nevada, Las Vegas: "The skills necessary at the higher echelons will include especially the ability to efficiently network, manage public relations, display intercultural sensitivity, marketing, and generally what author Dan Goleman would call 'social' and 'emotional' intelligence. Meanwhile, the least rated was Incubator /Co-working (4.29) which still obtained a rating of very useful. This may be due to the fact that the school were not able to promote, or the least it was not explained clearly to the students as well as the staff. Incubators are suitable for beginner start-ups as they foster new ideas. They usually work without a set schedule and have the focus on mentoring and helping to launch the business.

As for the assessment of the students, provision of soft skills training (e.g. leadership skills, communication skills, teamwork) (3.87), training program (3.87), and support in polishing/preparing CVs and interviews (3.81) topped the list of very useful skills to increase to start a business. The result is congruent with the one presented in Table 6 which shows that these skills are also very useful to get a job. A business always involves dealing with people, hard skills must be completed with soft skills to start a business.

Ninety-two percent of talent acquisition professionals reported that soft skills are equally or more important to hire for than hard skills (LinkedIn's Global Talent Trends, 2019).

4.5. Mechanism / programs to support the students to get a job and improve employability organized by the University

Result reveals that career center really plays a vital role in the students' employability. This is in connection with the over-all purpose of college which is to help students find a career path that will lead to a successful, happy future. In other words, a job. It follows, then that career service is the most important office on campus. Styudents who use career services can plan students loan borrowing based on future income, explore career opportunities during and after college and learn how to become the best possible marketable job candidates.

4.6. Level of importance of each factors in the success of obtaining a job for Philippine university graduates

Both the office staff and students agreed that ability to learn and adapt is essential factor to successfully obtained a job. Being able to adapt to changing environments and work processes makes you a competitive job candidate and a strong overall professional. Having adaptability skills means you are open and willing to learn new things, take on new challenges and make adjustments to suit transitions in the workplace. Based from the study of Kyllonen, 2013; Sung, Ng, Loke & Ramos, 2013, stated that employers have come to recognize graduates' employability capacities and their ability to adapt to new work demands as important human capital resources for sustaining a competitive business advantage. In addition, Herrity (2020), stated that being able to adapt to changing environments and work processes makes you a competitive job candidate and a strong overall professional. Having adaptability skills means you are open and willing to learn new things and take

on new challenges. Additionally, developing your adaptability can also mean developing other soft skills like communication and interpersonal skills.

However, the result is contradictory to what the real world is observing. Based from the FGD conducted, companies, business owners viewed graduates lacking proficiency, communication skills and over-all packaging and presentation to one-self which boils down to difficulty in learning adapting to the new environment.

In addition, office staff considered problem solving skills and teamwork skills were also essential to successfully obtained a job while students/alumni focused on interpersonal and communication skills and teamwork skills.

Conversely, the two groups of respondents assessed that social origin (3.17; 3.46), ethnicity / race (2.92; 3.38) and gender (2.83; 3.37) were important in obtaining a job though rated the least. Even though these factors are rated the least, but still important in obtaining a job. Based from the studies, gender is one of the most influential demographic factors on graduate employment (Artess et al., 2008; Connor et al., 1997; Dainty et al., 2000; Smith et al., 2000). While ethnicity has also been identified as another factor affecting graduate employment in previous literature (Casplan and Gilham, 2005; Lim, 2010).

4.7. Factors based on the labor market and national regulations that can be barriers to graduates securing an employment

Table 7 (see appendix) shows the factors based on the labor market and national regulations that can be barriers to graduates securing an employment. The two groups of respondents assessed the given factors as very problematic as revealed by the composite mean of 3.97 and 4.08 respectively. This only implies that there are really problems in securing employment. Lack of job vacancies was the most observable barrier as viewed by the respondents. According to the Social Weather Stations (SWS)

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last month, the country's joblessness rate in June 2019 was up by one percentage point to 20.7 percent. This is equivalent to an estimated 9.8 million Filipinos out of work. Lack of job opportunities here has forced many to seek greener pastures abroad. But not much public attention has been given to perhaps one important employment measure addressing unemployment, specifically youth unemployment – the JobStart Philippines program (Republic Act 10869). Unemployment is high in the youth sector because companies are reluctant to hire young individuals who have no work experience or formal training. The government's JobStart program ensures skills training, knowledge transfer and the necessary boost of confidence among the youth.

In conjunction, the underemployment rate is a more comprehensive measure of labor market slack than the unemployment rate because it includes not just the officially unemployed but also jobless workers who have given up looking for work and people who want full-time jobs but have had to settle for part-time work. This observation was supported by Senator Angara that scarcity of job opportunities and, in some cases, lack of job openings remain to be the biggest issue that confronts most regions in the country.

However, office staff considered inequality for women (3.54) and students, labor market laws (3.90) were the least among the barriers, though evaluated very problematic. It seems that the branding that men is better than women still apply. Around the world, finding a job is much tougher for women than it is for men. When women are employed, they tend to work in low-quality jobs in vulnerable conditions, and there is little improvement forecast in the near future. Moreover, governments regulate employment to protect workers and improve labor market efficiency. But, regulations, such as minimum wages and job security rules, can be controversial.

Women have traditionally been disadvantaged in the labour market, and much scholarship has documented patterns of and trends in gender inequalities (e.g. Weichselbaumer and Winter-Ebmer, 2005; Carlsson, 2011). However, women's and men's working lives have changed considerably since the mid-20th century (Goldin,

2014). In nearly all OECD countries, women now have higher educational attainment than men (OECD, 2015). In many countries, women comprise more than 40 per cent of the labour force (Pew Research Center, 2017), and, although the process is slow, there is some evidence that the gender gap in earnings is converging (Jacobsen, Khamis and Yuksel, 2015; Blau and Kahn, 2017; Neumark, 2018). People's attitudes have also changed; in particular, we have seen decreasing support for traditional gender norms and increasing support for women's employment (Fernández, 2013).

4.8. Level of Importance to create a better context to develop entrepreneurial culture

Level of importance of various indicators to create a better context for the development of an entrepreneurial culture was also assessed by the group of respondents. Office staff considered all the indicators as essential in creating a better context to develop a positive culture in entrepreneurship. To create institutional centres on entrepreneurship (4.92) and train the professors on how to train students on entrepreneurship (4.92) was the most noticeable. Higher education faculty have literally built their careers around learning, so they understand the importance of continual education. Many instructors will take it upon themselves to seek out learning opportunities if they aren't provided the options by their institution. But in today's ever-evolving higher education landscape, schools are beginning to recognize the importance of investing in faculty training, Malvik (2020). While, to teach and research on the prior fields of application for entrepreneurial ideas (4.75) obtained the lowest evaluation.

On the other hand, students considered all the indicators as very important to creating a better context to develop a positive culture in entrepreneurship. To train the professors in how to train students on entrepreneurship (4.42), to create strategic alliances with external organizations to support entrepreneurship programs at the regional and national level (4.40), and to create or develop transfer of knowledge programs through

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entrepreneurship (3.5) were evaluated highest. Conversely, students considered introducing entrepreneurship content in the academic curricula (4.32), create institutional centres on entrepreneurship (4.32) and to do more and better advertisement of entrepreneurship opportunities (4.30) as the least.

Result, implies that both office staff and students placed high regard on the role and the competencies of the professors to be able to train students, consequently creating a learning environment to develop entrepreneurial culture.

Ikävalko et al. (2008) purported that teacher are in a central role in operationalizing entrepreneurship education, and more accurately in finding the best practice. Moreover, creating strategic alliances with external organizations to support entrepreneurship programs at the regional and national level are deemed a priority for both office staff and students/alumni. Strategic alliances act as a platform to implement collaborative entrepreneurship while exposing a range of challenges and can promote the productive utilization of resource-pooling systems and facilitate innovation processes for value co-creation (Seo, 2020). However, reality shows that academic achievements do not count in the entrepreneurial arena, as they are considered "too obvious" and "do not make good stories." Hence, study suggests the importance of story-telling as an entrepreneurial skill (Martens *et al.*, 2007) as opposed to knowledge and skills obtained through an academic degree.

Rules and deadlines are important practices in academic work and diverting from them is not always ideal. For example, even entrepreneurship courses do not expect students to modify the rules of assignments, and this may be even less welcome in other disciplines, such as chemistry. In the vignette, Über is an example of renegotiating or breaking the rules in entrepreneurship. The development of science could offer an analogy for entrepreneurship through creative destruction, new research that challenges the existing paradigm calls for the similar destruction of old knowledge (Tierney et al.*,* 2020), but this analogy is not cultivated.

4.9. Enabling Environmental Factors that may contribute to entrepreneurship development

Enabling Environmental Factors	Office Staff			Students		
	WM	VI	Rank	WM	VI	Rank
1. Personal Factors	4.87	SA	2	4.53	SA	1.5
2. Social Factors	4.63	SA	5	4.36	A	5
3. Economic Factors	4.75	SA	4	4.42	A	4
4. Psychological Factors	4.46	A	6	4.29	A	6
5. Technological Factors	4.82	SA	3	4.53	SA	1.5
6. Political / Legal Factors	4.88	SA	1	4.46	A	3
Composite Mean	**4.75**	**SA**		**4.43**	**A**	

Legend: 4.50 – 5.00 = Strongly Agree (SA); 3.50 – 4.49 = Agree (A); 2.50 – 3.49 = Moderately Agree (MA); 1.50 – 2.49 = Disagree (D); 1.00 – 1,49 = Strongly Disagree (SD)

Result shows that all enabling environment factors contributes to entrepreneurship development. This was supported by the outcome from the office staff the political / legal factors really matter. Stable and clear business policies and regulations that promote ease of doing business will motivate entrepreneurs to start their businesses plays a vital role in the growth of entrepreneurship. This means that transparent policy in putting up a business is very important to them and will motivate them to start a business. Also highly valued was "recognizing and overcoming the common pitfalls associated with growth is essential if your business is to continue to grow and thrive. As to the students' point of view, having self-confidence in doing something will influence the desire to start a business and the leadership ability of an individual is crucial for developing an entrepreneurial spirit as the main factor that contributes to their entrepreneurship progress.

This implied student recognized that the need for soft skills contributory factors to entrepreneurial development. On top of knowledge and skills is the confidence which is crucial for career success. As stated in the article, Importance of Self-Confidence for

Entrepreneurs (2017), very confident entrepreneurs are better poised to start and succeed in a new business. Because of their self-efficacy, they feel that they can succeed. This makes them willing to put in the risk for a new business. Succeeding in that business then builds even more self-confidence.

However, the least concentration was on psychological factors both of the office staff and students. Curiously, they considered the need achievement is a motivating factor to become an entrepreneur as the least which shows that achievement is not a major factor. However, the challenge of solving a problem using technology has motivated thousands of entrepreneurs here and abroad, and created some of the largest and most successful companies in history. This motivation applies to anyone with a strong need for self-expression and a desire to create. For example, chefs, graphic artists, musicians, clothing designers, vintners, and builders who have become entrepreneurs, so they have a way to express their creativity, apply their skills, and solve challenging problems.

4.10. Entrepreneurship Competencies

	Office Staff		Students		Business Sector		Over-all		
	WM	VI	WM	VI	WM	VI	WM	VI	Rank
1. Domain	4.83	VMN	4.59	VMN	4.66	E	4.69	VMN	2
2. Organization	4.81	VMN	4.53	VMN	4.54	E	4.63	VMN	3.5
3. Strategy and Management	4.82	VMN	4.53	VMN	4.54	E	4.63	VMN	3.5
4. Relationship	4.88	VMN	4.61	VMN	4.62	E	4.70	VMN	1
Composite Mean	**4.84**	**VMN**	**4.57**	**VMN**	**4.59**	**E**	**4.66**	**VMN**	

Legend: 4.50 – 5.00 = Very Much Needed (VMN); Essential (E) 3.50 – 4.49 = Much Needed (MN); Very Important (VI); 2.50 – 3.49 = Needed (N); Important (I); 1.50 – 2.49 = Slightly Needed (SN); Not Very Important (NVI); 1.00 – 1.49 = Not Needed (NN); Not Important at All (NIAT)

Competencies are key skills needed by employees to do their jobs well. A competent employee is more productive and adds better value to the workplace. Therefore, competency evaluation is becoming one of the most popular ways to analyze skill gaps in the current workforce and devise methods of filling the gap. There are a lot of competencies required by modern employees; one very vital category is entrepreneurship competency.

According to a survey by Forbes, entrepreneurs are some of the most engaged and healthiest individuals in the world. The survey states that this could be because they are passionate about what they do and always looking for opportunities.

An entrepreneurial mindset also means pushing themselves to be innovative and creative and holding on to even the tiniest opportunity to grow. Don't all these characteristics sound valuable? Organizations feel that when their employees have an entrepreneurial mindset, they add more value to the workplace and get a sense of ownership of the company and not just treat it like a place to earn a salary from.

From the assessment of office staff and students as well as the business sectors, relationship is needed in order to boost competence in terms of entrepreneurship. In particular, the ability to communicate, cooperate and collaborate, lead team, negotiate, persuade, pitch ideas, use and develop networks and work in a team and the ability to communicate were the most needed relationship competencies. The result is also aligned to what the actual world needs. Based on the interview conducted, this is congruent to what they observed to the graduate who lacks the ability to develop social connections. According to Zamler (2022), alongside developing business and social networks, as an entrepreneur, one should understand that he/she can get help from acquaintances and friends to establish the venture. However, in the long term, he/she cannot rely on these relationships to make an enterprise to succeed. In the end, for a project to succeed, the target audience is the one who should want the product/service offered to them. Most children, as well as older people, are waiting for others to contact

them. But if one want to expand network, one must initiate conversations and reach others.

From the report of Global Entrepreneurship Monitor in 2014, nearly half (46%) of all Filipinos have a very positive view of the entrepreneurial opportunities in their country; furthermore, 66% believe they have the entrepreneurial capabilities needed to start a business. Although perceived entrepreneurial capabilities of Filipinos are high, 89.5% did not receive formal training at school. Filipino entrepreneurs see owning a business as a path to being independent as well as the opportunity to earn a living and improve one's economic lot. Among Filipino youth, a new attitude is forming; they are progressively viewing entrepreneurship as a viable alternative to employment. The supporting framework for this is slowly improving, with the offering of formal academic degrees on entrepreneurship, the encouragement of industry, new graduate partnerships on start-ups, and enhanced interest from civil societies/ NGOs in supporting entrepreneurial development and activities. But, the biggest challenge the country faces in promoting entrepreneurship is to develop the capability and skills of Filipinos in starting and growing businesses; furthermore, it needs to promote innovation to increase penetration in both domestic and global markets. All this has to be well supported by the inclusion of entrepreneurship and management courses in the formal education system as well as the teaching of creativity and innovation among the youth.

Meanwhile, the least needed and important was organization and strategy and management. Respondents viewed that the ability to develop a team, develop the organization, and organize process were deemed less necessary. However, the team might be the smallest unit in an organization, but they are the sinuous fibers that create remarkable success as well as failure to any organization. Hence, developing a team is vital competencies an entrepreneur must develop.

Brosnan (2021), emphasized that a business cannot get far without bringing in the right people to take ownership of the venture. The right team transcends industry, no matter the business, and a core group will be necessary for collaboration, consensus and ownership. It's imperative to include an expert onboarding in phase one of the business, not only to lay the foundation and develop strength in culture, but to also divide and conquer in the most efficient way to impact the bottom line.

5. Conclusions

This study has demonstrated that this paradox applies to students and graduates as well as the business sectors. However, using the concepts of employability and generic skills with an emphasis on the acquisition of transferable skills and career opportunities, this study advocates a reinterpretation of the longer-term employment perspectives of workers. While acknowledging this mismatch, students and the workplace saw this as continuous challenge. Thus, the academe and business sectors strengthen their employability on the global labour market by improving generic skills such as communication and English language skills. With this, entire set of employability skills comes under entrepreneurial skills like all soft transferable skills such as communication skills, interpersonal skills, self-management, optimism, willingness to learn, digital literacy, adaptability, teamwork, problem-solving, decision making and work under pressure, these all are basic or primary skills for both entrepreneurs as well as employees to achieve success. But there are some skills that are only possessed by entrepreneurs and not by employees; for example, the ability to take risks and uncertainties; produce new products and services by applying novel thoughts, catch and use the amazing opportunities in the existing trade, and execute key making arrangements for the outcome of the business.

The research found that employability skills are dependent on entrepreneurial skills because there is a crucial role of employer or organisation to build a set of employability skills in young graduates to achieve success in this competitive and digital world. The research study has also found that dimensions of employability skills and entrepreneurial skills vary from country to country. 21st- century skills are a challenging task for colleges and universities. Employers are very dissatisfied with new graduates, because they have lack of employability skills to get employment and gain success after employment in the work place. This gap can be bridged only when the employers give their contribution in collaboration with the college to develop employability skills. Therefore, employers

should come forward to bridge the employability skills gap like colleges and universities are doing to achieve success in this competitive world. From the above study it has also been found that only multi-tasking or multi-skilled employers or employees can sustain in this digital era.

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Appendix

Table 1. Mechanism / programs to support the students to get a job and improve employability and Extent of usage of possible services provided by a Career Center or other kind of Service at the University to support the students and graduates to find a job.

Services	Mechanism / programs to support the students to get a job and improve employability	Extent of your usage of the following possible services provided by a Career Center or other kind of Service at your University to support the students and graduates to find a job
1. Extracurricular internships	Academic Division/ Student support services	I have never used this services
2. Curricular internships	Academic Division	I have never used this services
3. International employment program	Academic Division	I have never used this services
4. Job Office (job offers & demands)	Career Center	I have never used this services
5. Career Coaching	Career Center	I have never used this services
6. Career Guidance	Career Center	I used this services provided by the Career Center
7. Observatory for the labor market analysis	Career Center	I have never used this services
8. Vocational training	Academic Division	I have never used this services
9. Employment prospection (visits to companies and companies presentation)	Career Center	I have never used this services
10. Job fair at national level (private companies)	Career Center	I have never used this services
11. Job fair at government level (DOLE)	Career Center	I have never used this services
12. Job fair at university level	Career Center	I have never used this services
13. Job fair at faculty level	Academic Division	I have never used this services
14. International internship program	Academic Division	I have never used this services

Services	Mechanism / programs to support the students to get a job and improve employability	Extent of your usage of the following possible services provided by a Career Center or other kind of Service at your University to support the students and graduates to find a job
National internship program	Academic Division	I have never used this services
Provision of soft skills training (e.g. leadership skills, communication skills, teamwork)	Academic Division	I used this services provided by the Career Center
Support in polishing/preparing CVs and interviews	Career Center	I have never used this services

Table 2. How services contribute to increase the opportunities to get a job

Services	Office Staff			Students/ Alumni		
	WM	VI	Rank	WM	VI	Rank
1. Extracurricular internships	4.50	CU	12	3.83	VU	11
2. Curricular internships	4.83	CU	1	3.90	VU	5
3. International employment program	4.50	CU	12	3.80	VU	16
4. Job Office (job offers & demands)	4.63	CU	4	3.88	VU	7
5. Career Coaching	4.71	CU	2	3.92	VU	4
6. Career Guidance	4.71	CU	2	3.97	VU	3
7. Observatory for the labor market analysis	4.46	VU	14	3.70	VU	17
8. Vocational training	4.00	VU	17	3.81	VU	13
9. Employment prospection (Visits to companies and companies presentation)	4.54	CU	10	3.81	VU	13
10. Job fair at national level (private companies)	4.58	CU	5	3.87	VU	8
11. Job fair at government level (DOLE)	4.58	CU	5	3.87	VU	10
12. Job fair at university level	4.58	CU	5	3.89	VU	6

Services	Office Staff			Students/ Alumni		
	WM	VI	Rank	WM	VI	Rank
13. Job fair at faculty level	4.42	VU	15	3.80	VU	15
14. International internship program	4.42	VU	15	3.83	VU	12
15. National internship program	4.58	CU	5	3.87	VU	8
16. Provision of soft skills training (e.g. leadership skills, communication skills, teamwork)	4.58	CU	5	4.01	VU	1
17. Support in polishing/preparing CVs and interviews	4.54	CU	10	3.98	VU	2
Composite Mean	**4.54**	**CU**		**3.87**	**VU**	

Legend: 4.50 – 5.00 = Completely Useful (CU); 3.50 – 4.49 = Very Useful (VU); 2.50 – 3.49 = Useful (U); 1.50 – 2.49 = Not Very Useful (NVU); 1.00 – 1,49 = Completely Useless (Cus); I don't know

Table 3. Mechanism / programs to support the entrepreneurship for students organized and Extent of usage of possible services provided by a Career Center or other kind of Service in University to support the students and graduates to start a business

Services	Mechanism / programs to support the entrepreneurship for students organized	Extent of your usage of the following possible services provided by a Career Center or other kind of Service at your University to support the students and graduates to start a business.
1. Incubator /Co-working	Academic services	I have never used this service
2. Entrepreneurship program (institutional coordination of all entrepreneurship activities)	Academic services	I have never used this service
3. Subjects where entrepreneurship is developed through curricular content	Academic services	I used this service provided by the Career/Business Center
4. Business competitions	Academic services	I have never used this service

Services	Mechanism / programs to support the entrepreneurship for students organized	Extent of your usage of the following possible services provided by a Career Center or other kind of Service at your University to support the students and graduates to start a business.
5. Network of partners that students can contact for support for their business ideas	Academic services	I have never used this service
6. Mentoring program	Academic services	I have never used this service
7. Finance resources	Academic services	I have never used this service
8. Training program		I used this service provided by the Career/Business Center
9. Provision of soft skills training (e.g. leadership skills, communication skills, teamwork)	Academic services	

Table 4. How these services contribute to increase the skills to start a business

Services	Office Staff			Students/ Alumni		
	WM	VI	Rank	VI	WM	Rank
1. Incubator /Co-working	4.29	VU	10	3.55	VU	10
2. Entrepreneurship program (institutional coordination of all entrepreneurship activities)	4.67	CU	3	3.73	VU	8
3. Subjects where entrepreneurship is developed through curricular content	4.63	CU	5	3.76	VU	6
4. Business competitions	4.50	CU	8	3.67	VU	9
5. Network of partners that students can contact for support for their business ideas	4.50	CU	8	3.77	VU	5
6. Mentoring program	4.71	CU	1.5	3.79	VU	4
7. Finance resources	4.54	CU	7	3.73	VU	7
8. Training program	4.67	CU	3	3.87	VU	1.5
9. Provision of soft skills training (e.g.	4.71	CU	1.5	3.87	VU	1.5

Services	Office Staff			Students/ Alumni		
	WM	VI	Rank	VI	WM	Rank
leadership skills, communication skills, teamwork)						
10. Support in polishing/preparing CVs and interviews	4.63	CU	5	3.81	VU	3
11. Others…	3.83	CU	11			
Composite Mean	4.52	CU		3.75	VU	

Legend: 4.50 – 5.00 = Completely Useful (CU); 3.50 – 4.49 = Very Useful (VU); 2.50 – 3.49 = Useful (U); 1.50 – 2.49 = Not Very Useful (NVU); 1.00 – 1,49 = Completely Useless (Cus); I don't know

Table 5. **Mechanism / programs to support the students to get a job and improve employability organized by the University (Students/ Alumni)**

1. Extracurricular internships	Career Center
2. Curricular internships	Academic Division
3. International employment program	Career Center
4. Job Office (job offers & demands)	Career Center
5. Career Coaching	Career Center
6. Career Guidance	Career Center
7. Observatory for the labor market analysis	Career Center
8. Vocational training	Career Center
9. Employment prospection (visits to companies and companies presentation)	Career Center
10. Job fair at national level	Career Center
11. Job fair at government level (DOLE)	Career Center
12. Job fair at university level	Career Center
13. Job fair at faculty level	Career Center
14. International internship program	Career Center

15. National internship program	Career Center
16. Provision of soft skills training (e.g. leadership skills, communication skills, teamwork)	Career Center
17. Support in polishing/preparing CVs and interviews	Career Center

Table 6. Level of importance of each factors in the success of obtaining a job for Philippine university graduates

	Office Staff			Students/ Alumni		
	WM	VI	Rank	WM	VI	Rank
1. Academic field of study	4.79	E	6	4.46	VI	7
2. Academic performance	4.63	E	15	4.30	VI	15
3. Foreign languages skills	4.08	VI	19	4.09	VI	19
4. Previous work experience	4.46	VI	18	4.20	VI	18
5. Ability to face a job interview	4.79	E	6	4.43	VI	11
6. Ability to learn and adapt	5.00	E	1	4.59	E	1
7. Ability to prepare a job application (Resume/CV, Cover letter)	4.75	E	11	4.45	VI	10
8. Ability to use the job searching resources (job portals…)	4.71	E	13	4.38	VI	12
9. Business orientated attitude	4.71	E	13	4.37	VI	14
10. Computing skills	4.58	E	16	4.29	VI	16
11. Creativity and innovation	4.79	E	6	4.46	VI	9
12. Decision making skills	4.79	E	6	4.57	E	4
13. Interpersonal and communication skills	4.83	E	4	4.57	E	2
14. Leadership skills	4.75	E	11	4.49	VI	6
15. Networking skills	4.79	E	6	4.37	VI	13
16. Proactivity	4.83	E	4	4.46	VI	8

	Office Staff			Students/ Alumni		
	WM	VI	Rank	WM	VI	Rank
17. Problem solving skills	4.92	E	2.5	4.52	E	5
18. Teamwork skills	4.92	E	2.5	4.57	E	3
19. Willingness to relocate for a job	4.50	E	17	4.28	VI	17
20. Gender	2.83	I	22	3.37	I	22
21. Ethnicity/Race	2.92	I	21	3.38	I	21
22. The social origin (Education and Job status of parents)	3.17	I	20	3.46	I	20
Composite Mean	**4.48**	**VI**		**4.27**	**VI**	

Legend: 4.50 – 5.00 = Essential (E); 3.50 – 4.49 = Very Impritant (VI); 2.50 – 3.49 = Important (I); 1.50 – 2.49 = Not Very Important (NVI); 1.00 – 1,49 = Not Important at All (NIAT)

Table 7. **Factors based on the labor market and national regulations that can be barriers to graduates securing an employment**

	Office Staff			Students/ Alumni		
	WM	VI	Rank	VI	WM	Rank
1. Employers not recruiting graduates	4.17	VP	5	4.08	VP	6
2. Lack of job vacancies	4.38	VP	1	4.26	VP	1
3. Complex hiring procedures	4.33	VP	2	4.04	VP	9
4. Educational mismatch with corporation priorities	4.33	VP	2	4.07	VP	7
5. Labor market laws	3.92	VP	6	3.90	VP	11
6. Inequality for women	3.54	VP	11	4.16	VP	3
7. Inequality for minorities	3.67	VP	8	4.13	VP	4
8. Lack of opportunities to work abroad	3.67	VP	8	3.98	VP	10
9. Lack of recognition of degrees	3.67	VP	8	4.13	VP	4
10. Lack of regulation of work-life balance	4.21	VP	4	4.19	VP	2

	Office Staff			Students/ Alumni		
	WM	VI	Rank	VI	WM	Rank
11. Lack of intermediation agencies	3.83	VP	7	4.07	VP	8
Composite Mean	**3.97**	**VP**		**4.08**	**VP**	

Legend: 4.50 – 5.00 = Critical (C); 3.50 – 4.49 = Very Problematic (VP); 2.50 – 3.49 = Problematic (P); 1.50 – 2.49 = Not Very Problematic (NVP); 1.00 – 1,49 = Not Problematic at All (NPAT)

Table 8. **Level of Importance to create a better context to develop entrepreneurial culture**

	Office Staff			Students/ Alumni		
	WM	VI	Rank	VI	WM	Rank
1. Introducing entrepreneurship contents in the academic curricula	4.79	E	6	4.32	VI	6.5
2. Create extracurricular training programs on entrepreneurship	4.79	E	6	4.37	VI	5
3. Train the professors in how to train students on entrepreneurship	4.92	E	1.5	4.42	VI	1
4. Create strategic alliances with external organizations to support entrepreneurship programs at regional and national level	4.88	E	3.5	4.40	VI	3
5. To do more and better advertisement of entrepreneurship opportunities	4.88	E	3.5	4.30	VI	8
6. To create institutional centers on entrepreneurship	4.92	E	1.5	4.32	VI	6.5
7. To teach and research on the prior fields of application for entrepreneurial ideas	4.75	E	8	4.37	VI	4
8. To create or develop transfer of knowledge programs through entrepreneurship	4.79	E	6	4.40	VI	2
Composite Mean	**4.84**	**E**		**4.36**	**VI**	

Legend: 4.50 – 5.00 = Essential (E); 3.50 – 4.49 = Very Important (VI); 2.50 – 3.49 = Important (I); 1.50 – 2.49 = Not Very Important (NVI); 1.00 – 1,49 = Not Important at All (NIAT)

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Table 9. Personal Factors that may contribute to entrepreneurship development

Enabling Environmental Factors	Office Staff			Students/ Alumni		
A. Personal Factors	**WM**	**VI**	**Rank**	**VI**	**WM**	**Rank**
1. Having an attitude of discovery and being optimistic can drive the entrepreneurial mindset.	4.92	SA	1.5	4.53	SA	3
2. The passion to become successful in life can be evident through engaging in a business venture.	4.83	SA	4	4.45	A	5
3. Having self-confidence in doing something will influence the desire to start a business.	4.83	SA	4	4.58	SA	1.5
4. Immense ingenuity, imagination, resourcefulness and foresightedness will lead towards success in entrepreneurship.	4.92	SA	1.5	4.52	SA	4
5. Leadership ability of an individual is crucial for developing an entrepreneurial spirit.	4.83	SA	4	4.58	SA	1.5
Composite Mean	**4.87**	**SA**		**4.53**	**SA**	

Legend: 4.50 – 5.00 = Strongly Agree (SA); 3.50 – 4.49 = Agree (A); 2.50 – 3.49 = Moderately Agree (MA); 1.50 – 2.49 = Disagree (D); 1.00 – 1,49 = Strongly Disagree (SD)

Table 10. Social Factors that may contribute to entrepreneurship development

Social Factors	Office Staff			Students/ Alumni		
	WM	**VI**	**Rank**	**VI**	**WM**	**Rank**
1. Education has a significant role to play in inculcating entrepreneurial values.	4.38	A	4	4.41	A	2
2. The support services of the university such as the provision of business simulation room/entrepreneurship center will encourage one to start a business.	4.83	SA	2	4.38	A	3
3. High levels of unemployment will increase motivation to start a business.	4.33	A	5	4.12	A	5
4. The family's own business has a great influence in exhibiting higher level of entrepreneurship.	4.71	SA	3	4.32	A	4

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Social Factors	Office Staff			Students/ Alumni		
	WM	VI	Rank	VI	WM	Rank
5. Training and education on Entrepreneurship will create more knowledge that will help uplift one's interest in starting one's own business	4.92	SA	1	4.57	SA	1
Composite Mean	**4.63**	**SA**		**4.36**	**A**	

Legend: 4.50 – 5.00 = Strongly Agree (SA); 3.50 – 4.49 = Agree (A); 2.50 – 3.49 = Moderately Agree (MA); 1.50 – 2.49 = Disagree (D); 1.00 – 1,49 = Strongly Disagree (SD)

Table 11. **Economic Factors that may contribute to entrepreneurship development**

Economic Factors	Office Staff			Students/ Alumni		
	WM	VI	Rank	WM	VI	Rank
1. Fair market competition will drive entrepreneurship and help increase the wealth of the nation.	4.67	SA	5	4.39	A	4
2. Incentives for Start-ups will encourage the growth of entrepreneurs and generate employment opportunities.	4.88	SA	1	4.43	A	3
3. Improvements in physical and digital infrastructure will hasten the growth of entrepreneurs.	4.75	SA	2.5	4.44	A	2
4. A conducive environment for setting up business ventures will encourage more entrepreneurs to set up business.	4.75	SA	2.5	4.46	A	1
5. Higher business taxes for start-ups will discourage entrepreneurs from formalizing business ventures.	4.71	SA	4	4.37	A	5
Composite Mean	**4.75**	**SA**		**4.42**	**A**	

Legend: 4.50 – 5.00 = Strongly Agree (SA); 3.50 – 4.49 = Agree (A); 2.50 – 3.49 = Moderately Agree (MA); 1.50 – 2.49 = Disagree (D); 1.00 – 1,49 = Strongly Disagree (SD)

Table 12. Psychological Factors that may contribute to entrepreneurship development

Psychological Factors	Office Staff			Students/ Alumni		
	WM	VI	Rank	WM	VI	Rank
1. Need achievement is a motivating factor to become an entrepreneur.	4.08	A	5	4.28	A	3
2. Willingness to take risks is an influencing factor towards entrepreneurship.	4.88	SA	1	4.53	SA	1
3. Esteem, status, fame, and respect drive one to become an entrepreneur.	4.38	A	3	4.19	A	4
4. Economic rewards and security are strong reasons to become an entrepreneur.	4.67	SA	2	4.33	A	2
5. Gaining power, authority and leadership serve as internal factors driving people to become entrepreneurs.	4.29	A	4	4.15	A	5
Composite Mean	**4.46**	**A**		**4.29**	**A**	

Legend: 4.50 – 5.00 = Strongly Agree (SA); 3.50 – 4.49 = Agree (A); 2.50 – 3.49 = Moderately Agree (MA); 1.50 – 2.49 = Disagree (D); 1.00 – 1,49 = Strongly Disagree (SD)

Table 13. Technological Factors that may contribute to entrepreneurship development

Technological Factors	Office Staff			Students/ Alumni		
	WM	VI	Rank	WM	VI	Rank
1. The availability of social media helps entrepreneurs reach a bigger client base.	4.92	SA	1	4.58	SA	1
2. Digital technology widens opportunities for entrepreneurs to venture into new businesses.	4.83	SA	2.5	4.56	SA	2
3. Automation and artificial intelligence technologies provide tools for entrepreneurs to develop new business ideas that promotes efficiency and productivity in business operations.	4.75	SA	4.5	4.46	SA	5
4. E-commerce supports entrepreneurs by facilitating business transactions and organizing more efficient logistics.	4.75	SA	4.5	4.51	SA	4

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Technological Factors	Office Staff			Students/ Alumni		
	WM	VI	Rank	WM	VI	Rank
5. Innovative technologies provide entrepreneurs with more opportunities to develop new products/services that cater to the needs of consumers.	4.83	SA	2.5	4.54	SA	2
Composite Mean	4.82	SA		4.53	SA	

Legend: 4.50 – 5.00 = Strongly Agree (SA); 3.50 – 4.49 = Agree (A); 2.50 – 3.49 = Moderately Agree (MA); 1.50 – 2.49 = Disagree (D); 1.00 – 1,49 = Strongly Disagree (SD)

Table 14. Political/Legal Factors that may contribute to entrepreneurship development

Political/Legal Factors	Office Staff			Students/ Alumni		
	WM	VI	Rank	WM	VI	Rank
1. Stable and clear business policies and regulations that promote ease of doing business will motivate entrepreneurs to start their businesses.	4.92	SA	1	4.52	SA	1
2. Easy access to capital and technical assistance for start-ups, especially from government, will facilitate the creation of start-ups by entrepreneurs.	4.88	SA	3	4.49	A	2
3. High interest on loans will lessen the number of entrepreneurs who would want to start a new business.	4.88	SA	3	4.32	A	5
4. Business friendly regulations and simplified government processes for creating start-ups will support entrepreneurship.	4.88	SA	3	4.47	A	4
5. Political stability and good governance in the country will strengthen the business confidence of entrepreneurs.	4.83	SA	5	4.48	A	3
Composite Mean	4.88	SA		4.46	A	

Legend: 4.50 – 5.00 = Strongly Agree (SA); 3.50 – 4.49 = Agree (A); 2.50 – 3.49 = Moderately Agree (MA); 1.50 – 2.49 = Disagree (D); 1.00 – 1,49 = Strongly Disagree (SD)

Table 15. **Entrepreneurial Competencies in terms of Domain**

	Office Staff		Students/ Alumni		Business Sector		Over-all		
	WM	VI	WM	VI	WM	VI	WM	VI	Rank
1. Generate ideas	4.83	VMN	4.6	VMN	4.62	E	4.68	VMN	3
2. Identify opportunities	4.83	VMN	4.62	VMN	4.69	E	4.71	VMN	1
3. Scan the environment	4.83	VMN	4.56	VMN	4.67	E	4.69	VMN	2
Composite Mean	**4.83**	**VMN**	**4.59**	**VMN**	**4.66**	**E**	**4.69**	**VMN**	

For Office Staff & Students/Alumni

Legend: 4.50 – 5.00 = Very Much Needed (VMN); 3.50 – 4.49 = Much Needed (MN); 2.50 – 3.49 = Needed (N); 1.50 – 2.49 = Slightly Needed (SN); 1.00 – 1.49 = Not Needed (NN)

Table 16. **Entrepreneurial Competencies in terms of Organization**

	Office Staff		Students/ Alumni		Business Sector		Over-all		
	WM	VI	WM	VI	WM	VI	WM	VI	Rank
1. Acquire resources	4.79	VMN	4.51	VMN	4.58	E	4.63	VMN	6
2. Control	4.71	VMN	4.46	MN	4.27	VI	4.48	MN	8
3. Coordinate	4.75	VMN	4.58	VMN	4.58	E	4.64	VMN	4.5
4. Delegate tasks	4.79	VMN	4.52	VMN	4.49	VI	4.60	VMN	7
5. Develop a team	4.92	VMN	4.54	VMN	4.62	E	4.69	VMN	1
6. Develop an organizational culture	4.83	VMN	4.54	VMN	4.56	E	4.64	VMN	4.5
7. Develop the organization	4.83	VMN	4.55	VMN	4.64	E	4.67	VMN	2
8. Organize process	4.83	VMN	4.57	VMN	4.55	E	4.65	VMN	3
Composite Mean	**4.81**	**VMN**	**4.53**	**VMN**	**4.54**	**E**	**4.63**	**VMN**	

For Office Staff & Students/Alumni

Legend: 4.50 – 5.00 = Very Much Needed (VMN); 3.50 – 4.49 = Much Needed (MN); 2.50 – 3.49 = Needed (N); 1.50 – 2.49 = Slightly Needed (SN); 1.00 – 1.49 = Not Needed (NN)

Table 17. Entrepreneurial Competencies in terms of Strategy and Management

	Office Staff		Students/ Alumni		Business Sector		Over-all		
	WM	VI	WM	VI	WM	VI	WM	VI	Rank
1. Administrate	4.88	VMN	4.48	MN	4.4	VI	4.59	VMN	13
2. Design products and services	4.75	VMN	4.47	MN	4.4	VI	4.54	VMN	14
3. Develop a finance and budget plan	4.88	VMN	4.52	VMN	4.55	E	4.65	VMN	6
4. Develop a marketing strategy	4.88	VMN	4.53	VMN	4.59	E	4.67	VMN	4
5. Develop innovative products and services	4.79	VMN	4.55	VMN	4.59	E	4.64	VMN	9,5
6. Develop operational strategies	4.88	VMN	4.53	VMN	4.57	E	4.66	VMN	5
7. Implement ideas and tasks	4.83	VMN	4.55	VMN	4.63	E	4.67	VMN	2.5
8. Manage human resources	4.83	VMN	4.51	VMN	4.6	E	4.65	VMN	8
9. Monitor the work of others	4.67	VMN	4.47	MN	4.27	VI	4.47	VMN	15
10. Plan process	4.92	VMN	4.56	VMN	4.46	VI	4.65	VMN	7
11. Prepare a business plan	4.75	VMN	4.55	VMN	4.54	E	4.61	VMN	11
12. Prepare a competitive analysis	4.75	VMN	4.52	VMN	4.52	E	4.60	VMN	12
13. See the big picture	4.79	VMN	4.56	VMN	4.66	E	4.67	VMN	2.5
14. Sell your products or services	4.88	VMN	4.51	VMN	4.54	E	4.64	VMN	9.5
15. Set business goals	4.83	VMN	4.6	VMN	4.73	E	4.72	VMN	1
Composite Mean	**4.82**	**VMN**	**4.53**	**VMN**	**4.54**	**E**	**4.63**	**VMN**	

For Office Staff & Students/Alumni

Legend: 4.50 – 5.00 = Very Much Needed (VMN); 3.50 – 4.49 = Much Needed (MN); 2.50 – 3.49 = Needed (N); 1.50 – 2.49 = Slightly Needed (SN); 1.00 – 1.49 = Not Needed (NN)

Table 18. Entrepreneurial Competencies in terms of Relationship

	Office Staff		Students/ Alumni		Business Sector		Over-all		
	WM	VI	WM	VI	WM	VI	WM	VI	Rank
1. Communicate	4.92	VMN	4.67	VMN	4.85	E	4.81	VMN	1
2. Cooperate and collaborate	4.92	VMN	4.67	VMN	4.79	E	4.79	VMN	2
3. Deal with social customs	4.75	VMN	4.59	VMN	4.4	VI	4.58	VMN	11
4. Exchange knowledge	4.79	VMN	4.63	VMN	4.49	VI	4.64	VMN	10
5. Lead your team	4.92	VMN	4.62	VMN	4.7	E	4.75	VMN	3
6. Negotiate	4.92	VMN	4.58	VMN	4.6	E	4.70	VMN	6
7. Persuade	4.92	VMN	4.56	VMN	4.52	E	4.67	VMN	9
8. Pitch your ideas	4.92	VMN	4.57	VMN	4.59	E	4.69	VMN	7
9. Train your team	4.79	VMN	4.61	VMN	4.6	E	4.67	VMN	8
10. Use and develop networks	4.92	VMN	4.59	VMN	4.64	E	4.72	VMN	5
11. Work in a team	4.92	VMN	4.66	VMN	4.65	E	4.74	VMN	4
Composite Mean	**4.88**	**VMN**	**4.61**	**VMN**	**4.62**	**E**	4.70	VMN	

For Office Staff & Students/Alumni

Legend: 4.50 – 5.00 = Very Much Needed (VMN); 3.50 – 4.49 = Much Needed (MN); 2.50 – 3.49 = Needed (N); 1.50 – 2.49 = Slightly Needed (SN); 1.00 – 1.49 = Not Needed (NN)

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