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Expectations of Civil Engineering Students Paralleled with Fresh Graduates' Experiences

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Abstract:- Evaluating one's expectations is psychologically important, for it provides a notable impact on a person's preparation for certain tasks, as well as their performance and satisfaction in their first encounters. In this connection, this study identifies the parallels between the expectations of college students about the work world with the experiences of recent graduates in the workforce. The resulting commonalities in terms of employability, salary, workload, utilization of learned hard skills, employer criteria, and work environment will help accentuate areas of development, hone the competencies required of the labor market and aid the students in developing a pragmatic understanding of the work-life after college. The study commenced in a private catholic university, using a face-to-face interview as the primary data collection procedure conducted with five (5) graduating civil engineers, as well as five (5) fresh graduates currently employed within Metro Manila. Participants in the study were sampled using the non-random sampling techniques: purposive, quota and snowball sampling to ensure sample validity. Concerning data collection, the study incorporates the phenomenological design for the lived experiences of graduates and the case-study design for the formation of student expectations. The findings of the study reveal multiple similarities between the students' expectations and graduates' experiences, suggesting that students generally have realistic expectations about the work world. However, results also show anomalous data which suggests some uncertainties in the students' perceptions. In conclusion, results further show that students' standard of certainty is increased by prior exposure to the work world through On-Job-Trainings (OJT) and internships, along with influences from the family, peers and social media. The recognition of these influences is paramount in understanding the formation of one's expectations. Future researchers should analyze the parallel and anomalous themes to determine the level of pragmatism and establish the causal relationship between them.

Keywords:- *Expectations; Experience; Civil Engineering Students; Fresh Graduates; Influences; Parallel.*

I. INTRODUCTION

Formation of student's expectations about their career can come from numerous sources. To further elaborate, factors that impel one's motivation towards their desired profession are intrinsic and extrinsic motivation (Sheppard et. al, 2010 as cited in Shealy et. al, 2015). Corresponding with intrinsic motivations, Zafar (2009) states that students use their predilections and beliefs about forthcoming outcomes when making their schooling selections under indecision. However, Burick's research suggests that students base their expectations of the work world from peers such as friends and family members that have satisfactory experience and understanding of the professional life (2014). Although as a standalone Zafar and Burick contradict each other, they both relate to Shealy's work. Ultimately, studies, as cited by Zafar, have found that expectations have a habit of being receptive to changes in the environment; however, without forming some assumptions, they cannot verify the connection as the data do not unambiguously identify new information (2009). This study intends to determine the expectations of graduating civil engineering students and possible factors that affect its formation.

Previous research done by Burick in 2014 about the same topic indicated the pronounced existence of uncertainty among graduating seniors. She identified that uncertainty functioned as the main influence in pursuing interactions with peers about work world expectations but also observed said students to possess unrealistic expectations. This supports the present research's objective as the pragmatism of undergraduates' expectations remain truncated. In agreement with this is Jusoh, Simun, & Chong's study which acknowledged the existence of expectation gaps between graduates' expectations and experiences of the working environment (2011). Omar et. Al. in 2012 cited multitudinous scholars that assert graduates depart universities deprived of sufficient soft skills and understanding which are essential to be successful in the working world. On the whole, the mentioned researches emphasized a stronger institutional involvement to further prepare their students about the work world. While there are multiple studies done on

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student expectations, the present study focuses specifically on civil engineering students.

This research likewise intends to parallel the experiences of fresh graduates of the civil engineering program to the expectations of the graduating engineering students to determine the practicality of their assumptions about the work world. Jusoh, Simun, & Chong's work in 2011 reveals graduates' exposure from their new job has a high significance in gaining knowledge about their job. To add to the discussion, tracer studies about graduates of engineers considered communication, problem-solving, and hard skills acquired from schooling as the most valuable competencies. Additionally, determination, hard work, and love for God were considered the most appreciated values a graduate possesses when placing a job (Aguila, Castro, Dotong, & Laguador, 2016; Camello, et al., 2016; Hazaymeh & Peña, 2016). However, they also endorsed further enhancement of the curricula to strengthen the competencies future graduates would learn. Knowing the experiences of entry-level graduates will give insights to the present study of how their experiences parallel with undergraduates' assumptions.

The researchers have chosen this topic due to the large population that uptake the civil engineering program. On the report of the Bureau of Local Employment in their publication, engineering and technology have the 3rd highest enrollees in 2017 with 448,550 (2019). Civil engineering, as described by Adamson University, is "one of the pioneer engineering disciplines in the history of mankind." The graduating civil engineering students are at the point where they are determined to finish studying to start working. These students have their assumptions and beliefs on what to encounter as soon as they graduate. The study intends to give students the ability to develop a sensible perception of life after school in terms of employability, salary, application of learned hard skills, employer expectations, workload, and work environment after school. The realities of life-after-work that will contradict the expectations of civil engineering students will help in accentuating areas of development and hone the competencies needed for the work-life. The researchers seek to expose the factors that lead to the formation of student expectations and its magnitude to a student's decision-making process, as well as the reality facing fresh graduates of civil engineering. The totality of the study aims to give a pragmatic understanding of life after school. The researchers aim to do this by determining the parallels between the expectation of graduating civil engineering students and the actual experiences of fresh graduates.

Specifically, the study aims to answer the following questions:

- What are the expectations of Civil Engineering Students in terms of:
  - Employability
  - Salary
  - Workload
  - Employer Expectations
  - Application of Hard Skills
  - Work Environment.
- What are the factors that influence the expectation of civil engineering students?
- What are the experiences of fresh graduates in terms of:
  - Employability
  - Salary
  - Employer's Criteria
  - Workload
  - Application of Hard Skills
  - Work Environment

II. THEORETICAL FRAMEWORK

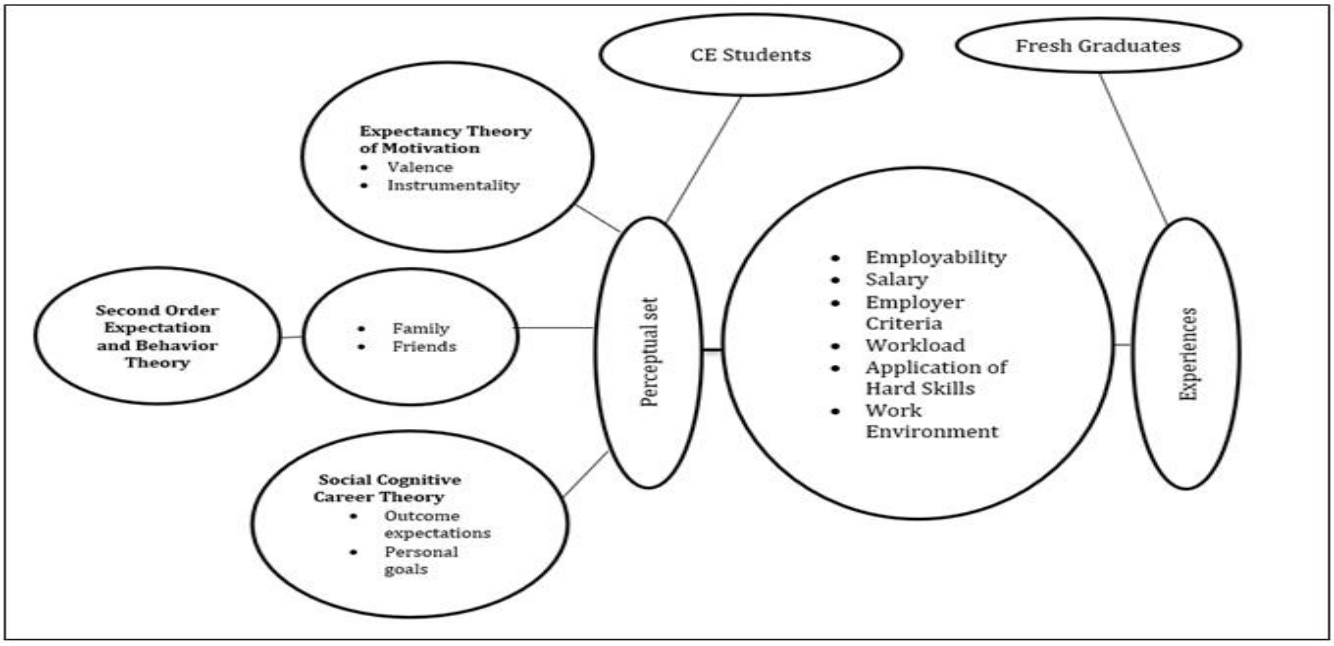

Fig 1

The study incorporates three main theories that were summed by the researchers: Social Cognitive Theory, Expectancy Theory, and Second Order of Expectation and Behavior Theory. These theories help the researchers to relate and support the study to define the response of the participants.

The Social Cognitive Career Theory (SCCT) was developed by Robert W. Lent, Steven D. Brown, and Gail Hackett in 1994. This theory is based on Albert Bandura's Social Cognitive Theory in 1989. The social cognitive career theory incorporates the development of an individual towards career interest, career choice, and career success. Also, this applies to Bandura's Self-efficacy under his theory, which explains the beliefs, outcome expectations and personal goal of a person to attain a certain level of accomplishments, performance, and 1016ehaviour that will engage their skills (Social Cognitive Career Theory, n.d.). Likewise, an individual depicts their career goals to their possessed skills and knowledge and to what gives them interest and complexity in performing and ability to finish a task.

The Expectancy Theory contains three factors: Expectancy, Instrumentality, and Valence. The expectation demonstrates an individual's perception of motivation in performing within his environment. As for the instrumentality, it shows the appreciation of an individual to his done work and assumption of the rewarding process. While the valence is the personal approach such as emotional and value of the person to his works (Mulder, 2018). This theory is used to determine the motivation sets by a person toward a certain goal. According to Vroom (1964), an individual's personality indicates their 1016ehaviour by exerting minimal effort into their work would make a positive performance.

Lastly, the Theory of Second-Order Expectation and Behavior as Webster and Whitmeyer (1999) stated in their study that this implies how other people view an individual which affects their 1016ehaviour through interaction. The second-order theory is relevant to the social interaction and how society perceived the intellectual and 1016ehaviour1016l status of a person. This shows how one's personality modifies the 1016ehaviour within the basis of others' perceptions. Furthermore, these theories support how students perceive their future success and the desired environment through graduates' realization throughout their experience in the working industry.

III. MATERIALS AND METHODOLOGY

This study incorporates the phenomenological and case study research design. The phenomenological design was used for the garnered experiences of the new graduates and the case study design for the graduating civil engineer students to determine their expectations and provide a detailed consideration over factors which influence the formation of their expectations. The themes of this research were based from previous studies and literature about student expectations about the work world. These are: employability, salary, application of learned hard skills, employer expectations, workload, and work environment.

This research is qualitative; thus, the sampling was non-random and purposive. 5th year Civil Engineering college students of Adamson University, and civil engineer fresh graduates were the sample of the study. Students from the Civil Engineering program was selected due to it being the most predominant among other branches of engineering, in terms of board exam takers with a total of 8,855 examinees, among the engineering programs (Professional Regulation Commision, 2019). Graduating or 5^{th} year engineering students were chosen for this study because these students have been extensively immersed in the engineering program, thus having wider knowledge about the program and more grounded expectations. These expectations were paralleled to the experiences of fresh graduates of Civil Engineering, as fresh graduates are the ones with experiences from the current state of affairs in the workforce or the labor market, resultantly yielding opportune result.

Snowball sampling, also known as chain referral sampling or respondent-driven sampling, was used in acquiring samples as it is at times the superlative technique to trace subjects with specific characteristics or qualities requisite in the research paper (Lune & Berg, 2016). Snowball sampling also enabled the researchers to select participants with appropriate attributes through the referral of an already verified subject. This study also used quota sampling of Cresswell in defining the characteristics for sample validity. Since the study utilized phenomenological and case study research designs, the suggested number of participants were 3-10 and 4-5 respectively. The researchers decided on five (5) graduating civil engineers and five (5) recent graduates of the civil engineering program as samples for accurate results.

The study used face-to-face interview as its main data collection procedure, for it enabled the researchers to ask comprehensive open-ended type of questions to obtain qualitative responses from the participants, yielding in-depth and detailed answers. The interview questions were hallowed from the established themes that researchers chose for the study. Moreover, the questions were validated by the content adviser assuring that the questions will lead to a result that accomplishes the objective of the study. In line with this, the rubric of the content adviser with the validation of the questions were the following: clarity, wordiness, negative wording, overlapping responses, balance, use of jargons, appropriateness of responses, use of technical language, application of praxis, and relationship to problem.

The gathered responses were organized through tables that accords to its specific type of question and objective. The researchers used both strict and intelligent verbatim in data transcription. Once transcribed, the responses were classified into superordinate themes for easier bracketing in preparation for thematic analysis.

ISSN No:-2456-2165

IV. RESULTS AND DISCUSSION

The first theme is **Employability**, defined as one's ability to gain and maintain employment, as well as to obtain new employment if need be (Dacre Pool & Sewell, 2007). The data from the interviews yielded six (6) commonalities between students' expectations and civil engineers' experiences regarding employability, namely: the competition in the job market; importance of experience; advantage of referrals; necessity of the licensure exam and recognition of reputable academic standing.

Firstly, both student and civil engineer participants recognized the challenge of landing a job caused by the competition in the job market. According to Tarca (2013), the competition has increased due to the changes in the requirements set by employers in terms of applicant's skills and attitude needed for their career path. In addition to this, the Professional Regulation Commission (2019) stated that 3,372 out of 8,855 passed the Civil Engineer Licensure Examination on May 2019 alone which contributes to the competitive job market for Civil Engineers in the country.

Secondly, student participants in the study expect work experience to be a factor to consider when applying for a job. Coinciding with this, a survey conducted by NACE's Job Outlook (2017) resulted that 91% of employers prefer candidates having relevant work experience. A similar survey was conducted by Jobstreet (2015) which revealed that employers want fresh graduates to highlight internship and part-time job experiences during the hiring process. Needless to say, employers highly consider work experience when hiring new graduates. This was evident in the civil engineer participants' testimonies that work experience is paramount in one's credentials for landing a job.

Thirdly, the advantage of having referrals were another factor considered by student participants in securing a job. According to a research by CareerBuilder (2018), 88% of companies rated employee referrals above all other sources in searching for employees, while 82% deemed employee referrals above all others for generating the best return in investment. Moreover, LinkedIn global survey results show that almost 80% of career professionals consider career networking important to achieve success in one's career and 70% of job seekers in 2016 were hired at a company where they had a connection. The civil engineer participants in the study acknowledged the predicament of finding a job without referrals and how this was alleviated by existing career networks.

Fourthly, the student participants expect that the passing of the licensure board exam also affects one's employability. According to CollegeGrad (2018), civil engineers need a minimum of bachelor's degree in civil engineering and licensure for promotion to senior positions. Senior positions referring to civil engineers who work for the general public, required to hold a license which certifies the skills and knowledge needed to design, construct and maintain infrastructures and public buildings (Miller, 2002). Although an unlicensed engineer is still employable in the Philippines, according to the civil engineer participants, failure to obtain a license to practice affects one's work designation, prohibiting them from occupying certain jobs. Whereas, a licensed professional engineer can practice as an educator, sign, seal and submit engineering designs and plans to private clients, as well as to public authorities for approval (Miller, 2002). This was evident in one of the civil engineer participants employed as a professor at a university upon passing the licensure exam.

Lastly, the value of grades and academic standing were also recognized by student participants as contributing factors to one's employability. According to a study conducted by Chhinzer and Russo (2018), the role one's GPA plays may vary according to how well one's done in college and the industries that interest him/her. Additionally, sectors such as finance, technology and accounting and engineering remain highly competitive, using GPA as one of the principal indicators of competence (Brown, 2015). This is parallel to the majority of civil engineer participants' experience that their grades suggestively affected their employment.

The second theme is **Salary,** from which emerged two (2) similarities between students' expectations and civil engineers' experiences, namely: work designation and experience. According to students, they expect one's salary to vary depending on one's specific work designation either as: an office engineer, earning the lowest salary; a field engineer, earning higher salary; or a design engineer, earning the highest salary among the three mentioned job descriptions. Parallel to this, it was also mentioned by an engineering professor participant that engineers who pursue a career in the academe earn higher salaries than those in the field. Besides one's work designation, both student and civil engineer participants recognized work experience as a key determinant in one's salary.

The third theme is **Employers' criteria**, from which emerged four (4) commonalities namely: consideration over employee's alma mater, years and amount of experience that an employee has, the willingness of an employee to learn and to improve and the value of soft skills in the workplace.

Firstly, students mentioned how they perceive employers to decide whether to hire an applicant based on his/her place of graduation or alma mater. Evidently, reports from JobStreet revealed that 62.27% of employers surveyed gave importance to a fresh graduate's alma mater (Rappler, 2016). Furthermore, the recent graduates' experience is parallel to this, revealing that their place of graduation notably affected their employment during the hiring process. This was evident, as one of the participants was immediately absorbed by his alma mater after graduating as a university professor, despite not yet having a master's degree in engineering.

Secondly, students highlighted that work experience is one of the major criteria that employers search for in an applicant's credentials during the hiring process. A related study entitled "Factors Influencing Internal and External Employability of Employees" by Judhi (2010), yielded that only job experience was substantial for internal employability. Parallel to this, the fresh graduate participants testified that employers did look for experience by testing their knowledge and looking for prior exposure to the work-world through internships or OJTs (On-Job-Training),

Thirdly, students remarked the value of one's willingness to learn and improve. A student participant expressed that an employee's willingness to learn was sought after because of others who work for dissimilar motives like money and job experience. Connected to this, is a qualitative research entitled "Defining and Measuring Employability" by Harvey (2001), wherein it is indicated that employers believe that a college degree is not the end of learning and seeing the magnitude of one's willingness to keep on learning is far more valuable. This was aligned with the graduates' experience Aligned with this was the graduates experience with employers, claiming that employers seek for an applicant's willingness to learn during the hiring process.

Lastly, students expect the possession of good soft skills to be part of employer criteria. A study entitled, "Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace" by Robles (2012) states that companies nowadays consider strong soft skills as a key attribute in job applicants, as well as hard skills. He further enumerated that the top 10 skills perceived most important by executives were: integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethic. Moreover, soft skills can be just as important as hard skills when seeking employment, for these testify to your integrity as a candidate for the job (Doyle, Important Soft Skills for Workplace Success, 2019). The civil engineer participants' experiences were parallel to this, as they cited communication skills, etiquette, teamwork, leadership, diligence, and willingness to learn as the soft skills that employers looked for in them.

The fourth theme is **Workload** which refers to the amount of work or working time expected or assigned**.** Among the participants' responses, three (2) parallel subthemes were identified, namely: distribution of workload and time-pressured responsibilities and deadlines.

Firstly, students expect the workload to vary depending on one's work designation, and for the distribution to be limited and gradual due to inexperience. Given this, most companies approach their interns in terms of giving workload will depend on the status or position of an individual (Johnson, 2017). Regarding workload variations, according to UNLV Engineering Career Services, a field engineer is responsible for majority of project layout as well as safety and quality control. While, an office engineer works directly project engineers and supporting field engineers through effective materials management. Parallel with the students' expectation, the gravity of the graduates' workload is heavily influenced by the associated responsibilities of one's work designation. This was evident in participants' responses describing their workload to be challenging and overwhelming, one having to work 10 to 14 hours a day as a field engineer.

Secondly, students expect time pressure from strict deadlines due to timeliness of construction projects. Engineers often have different tasks which simultaneously require the best quality of work while also taking the time allotment for the project into consideration (Keil, 2017). This time pressure was experienced by the graduate participants, stating that attentiveness and responsibility is important, for some superiors set strict deadlines.

The fifth theme is the **Application of Hard Skills at Work.** Among the participants' responses, two (2) parallel superordinate themes were identified, namely: skills needed are dependent on the chosen engineering field; and limited application of skills since there is a little workload.

Firstly, students expect. major subjects such as costing, design, and surveying to be the most applicable. They also expect the required technical skills for work to be dependent on their work designation in their chosen engineering field. In relation to this, the duties of a civil engineer may be divided into different branches or work designations, each demanding a distinct technical skill set. (Doyle, Important Job Skills for Engineers, 2019). Aligned with the expectations, the graduates' responses suggest that the hard skills taught in college are the foundation for the practical applications at work such as, project implementation, construction and project management. Furthermore, graduates indicate that the applicability of the hard skills are still dependent on one's pursued field in civil engineering which is parallel to the students' expectations.

Secondly, students only expect limited application of technical skills due to assumed simplicity of an undergraduate's workload. In relation, new hires are more likely to be treated easily and receive relatively light workload within the first few weeks to acclimate to their new surroundings (How To Deal With Workplace Culture Shock in a New Job, 2016). This was evident in the undergraduate participants' experience as they recognize that at the beginning of their employment, the utilization of hard skills was limited due to the acclimation period. From this, the researchers further inferred one's timespan in a job as another determinant in the application of hard skills.

The sixth theme is **Work Environment.** The work environment can involve social interactions in the workplace, including interactions with peers, subordinates, and managers (DOLE, 2019). Among the responses of the participants, two (2) superordinate themes were identified, namely: the value of soft skills in the work environment, and the implication of private vs government owned contractors.

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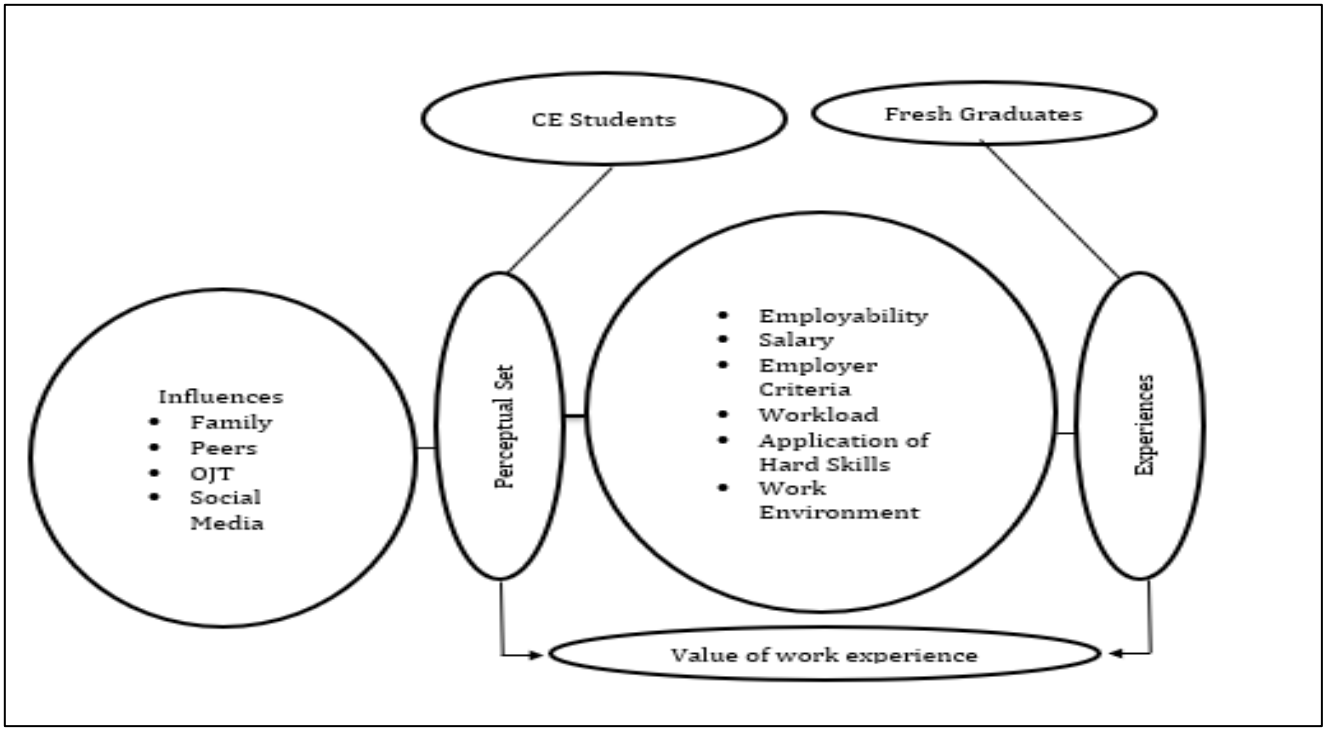
Firstly, the student participants are expecting a friendly and accommodating work environment. Most of them prefer to interact with other employees who have a character of being sociable, approachable and not overly serious about the work. According to Pollock (2019), research shows that having a friendly working environment not only boost one's productivity but also results in higher job satisfaction among employees. In addition to this Peters (2013) stated that most of us spend our lives at work, so naturally having a positive environment is important. Aligned with this, is the importance of good interpersonal skills in inducing a friendly work environment. Soft skills help facilitate human connections, are key to building relationships, and creating more opportunities for advancement (Robinson, 2019). This was pointed out by an undergraduate participant, stating that the key to a friendly work environment is a good set of soft skills.

Secondly, the student participants expect to be under pressure and a strict work environment that includes project deadlines and consistency in work performance. However, some also expect that such implications depend on the ownership of the company and how it's run. Since strictness can be implied to rules and regulations, (Larkin, 2019) articulated that rules are needed to make things run smoothly around the workplace. Furthermore, undergraduate participants working under the government sector suggest that the work environment is manageable as they experience minimal time and load pressure, as they are the ones in charge of assigning and hiring private contractors. Whereas, private contractors are the ones to carry out the projects of the government, racing with time to meet deadlines and finish projects, showing that the strictness and pressure in the work environment may vary. The undergraduate experiences parallel with the student expectations, resulting that strictness in the work environment is determined by the company's management and ownership, whether it be private or state owned.

Ultimately, the resulting commonalities between the student expectations and fresh graduates' experiences were determined by four (4) underlying influences. These are: On-Job-Training (OJT)/Internships, family in the industry, peers in the civil engineering program, and social media. Among the four, OJT was the most suggestive influence over the students' expectations. Herein, students were exposed to the realities in the work world, shaping their perceptions about the gravity of an engineer's workload, how much a typical engineer generally earns in the country, the challenges in finding a job and applicability of hard skills in the field. On the other hand, family and peers also influenced the expectations of students, as some of the participants have family members and friends working in the industry, thus providing them with knowledge about the work world. This can be related to the Theory of Second-Order Expectation and Behavior by Webster and Whitmeyer (1999), which states that one's personality modifies the behavior within the basis of others' perceptions. This was evident as the perception of family members and peers influences the perception of the student participants about the work world, thus possibly resulting in modifying their behaviors in accordance to their formed expectations. Lastly, it was pointed out by a participant with no family connections or peers in the industry, that social media was his primary source in gathering information about what to expect upon his graduation.

V. RECONTEXTUALIZED FRAMEWORK



Fig

VI. CONCLUSION

In conclusion, the multiple commonalities revealed in the study between the students' expectations and fresh graduates' experiences suggest that students generally have a realistic expectation about the realities of the work world. The value of work experience emerged as a common determinant among the six (6) themes: employability, salary, employer criteria, application of learned hard skills, workload, and work environment. Results further show that the students' standard of certainty is primarily increased by prior exposure to the work world through On-Job-Training (OJT) or internships, along with the minor influences of family and peers in the industry, and social media.

From this, the researchers inferred that work experience is paramount in gauging the practicality of the student expectation regarding the work life, thus inhibiting the emotional constraints that expectations carry, and that the recognition of these influences is paramount in understanding the formation of one's expectations. Within the results, anomalous data also emerged among the students' responses suggesting some uncertainties in students' perceptions. Future researchers should analyze the parallel and anomalous themes to determine the level of pragmatism and establish the causal relationship between them to better understand the significance of the factors that determine one's expectations

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APPENDIX A: ANOMALOUS DATA

The anomalous superordinate themes illustrated in this guide emerged from the participants' responses depicting no similarity between the students' expectations and fresh graduates' experiences, therefore were not included in the results and discussion.

	Expectation of Graduating Civil Engineering Students	Experience of Civil Engineer Fresh Graduates
Employability	• Absorption from OJT • Self – Awareness of skills	
Salary	• Depends on the size of the company	
Employer's Criteria	• Value to the company- What an individual can offer to the company	• Hard and technical skills • Knowledge in theoretical and actual application • Project management
Workload	• Training phase induces light workload • Dependent on the size of the company	• Training phase induces heavy workload
Application of Hard skills	• Depends on the company	• Skills needed are learned through experience
Work environment	• Gender discrimination	

APPENDIX B: CIVIL ENGINEERING STUDENTS' RESPONSES

The data illustrated in this guide are the graduating students' responses from the interviews in direct verbatim.

1.1 After graduating, how easy or difficult do you think it will be to find a job?	"Tingin ko mahirap pag fresh grad, kasi madaming saby-sabay na gagraduate eh. Tsaka siguro depende rin sa mga interview mo. Tas syempre baguhan ka syempre kabado kapa sa mga job interview mo niyan. Malamang madaming kang pagaapplyan kaya mahirap kapag sa una." "Uhm feeling ko mahirap siya kapag wala kang source, kapag wala kang kakilala kasi, kapag gusto mo sa malalaking kompanya, pero kapag yung maliliit lang, mga bago palang, mga sub-contractors medyo mabilis lang kasi maliliit palang yun tsaka ang mga required kasi kapag sa mga malalaking company yung nakapag board exam ka minsan, pero minsan din hindi pero mas marami yung professional na yung may license." "For me, depende, kasi ako pwede akong maghanap agad ng job ko kasi yung tito ko engineer din siya and then may connection na ako dun, and then dun sa pinag ojt-han ko pwede ka ring kunin dun kasi pag nag ojt ka kasi most of ng mga nag oojts dun kinukuha agad ng companies depende na lang sayo kung papasok ka pero pag kunware ayaw mo dun sa pinag ojt-han mo maghahanap ka sa ibang company so sa tingin ko mahihirapan ka dun tsaka depende kasi ang hinahanap din nila dun kung maganda ba yung mga grado mo tsaka sa board exam yung rating mo dun kung maganda rin ba so factor din yun para makapaghanap ng trabaho."

1.2 Describe your expectations regarding your initial salary.	"Tingin ko mababa kasi nung nag OJT ako yung supervisor ko nung before pa siya maging supervisor, parang nasa below 20,000 din lang yung initial salary niya, pero registered civil engineer na siya nun. Para sakin yung below 20 mababa yun". "Mababa, kasi sa napag ojt-han ko maliit lang siya (yung company), sub-contract siya, so medyo mataas yung salary pero kapag sa malaking company ka mababa ang starting sa…yung tatay ko kasi CE rin, ang starting sa kanila 18k or 19k, pero sa iba ang pinakamababa talaga is 15k, licensed na yun, pero yung sa napag ojt-han ko yung sa engineer namin umaabot siya ng 22k may overtime na yun so bali mga 19k lang siguro yun, mga Chinese kasi mga kuripot" "Sakin, dun nga sa pinag ojt-han ko sa EI sinabi sakin dun kapag sa labas, field engineer ka, malaki sweldo mo mga 18k siguro ganun pero pag nasa loob ka more on parang compu-computer siguro mga 15k mga ganun mababa lang pero kapag designer ka malaki ang sahod mo siguro mga 20k above ganun so ganun lang assumptions ko sa salary." "Sakto lang, 16,000 starting for me, normal, sa pinag OJT ko nun 16,000 to 20,000 pero ewan ko pano nila tinitignan sa salary." "Ayun base sa OJT namin na ang starting 15k pataas kasi dati ang akala ko 12k then may nagsabi ng 15k. Sa hirap na dinanas naming parang hindi pero siguro okay na rin kasi fresh grad pa lang naman, wala ka rin naman na experience kung baga OJT lang yung pinaka experience so reasonable naman."
1.3 How relevant do you think the learned hard skills are in the work setting?	"Ang applicable dun sa work setting na talaga is yung mga major namin tulad nung sa design, sa surveying nagagamit talaga siya lalo na sa field. Kasi papagamitin ka talaga ng actual instruments na ginagamit dito sa school na gagamitin din sa mismong trabaho. Generally naman most ng pinagaaral mo sa school applicable work." "hindi lahat pero ang masasabi kong magagamit mo talaga kapag nag master's ka kunware nag structural ka magagamit mo talaga yung inaral mo dun sa minasters mo dun sa magiging trabaho mo kung gusto mong maging designer pero yung hindi ka nag masters kunware gumraduate ka lang ng CE feeling ko hindi lahat kasi ang basic lang na magiging trabaho mo sa una ay QA, QC, QS bali nagchecheck ka lang palagi ng ginagawa yung mga ganun lang check lang.". "Sakin, yung ibang mga subject like yung mga major mga surveying sa mga RCD's pagdating sa mga design yun talaga ang pinaka main na magagamit mo pag nagtrabaho ka surveying kasi first na ginagawa yan sa trabaho checheck mo yung site, and then sa mga design naman if kung gusto mong maging designer nga magagamit mo siya talaga sa pag design yun nga kung gusto mo maging designer gagawa ka ng mga plano so magagamit mo yung mga pinagaralan mong ganun pero yung iba naman siguro wala na wala di mo medyo magagamit kasi sa reality kasi may sinusundan kasi sila dun like sa NSCP yung mga provisions yung mga depende sa company kung ano papagawa sayo so ganun depende nalang din." "20% mga ganon, para sakin malayo yung theoretical sa actual. More on yung mga costing, ayan magagamit mo yan sa totoo pati design siguro kaso hindi ka pa naman engineer tsaka after mo mag board exam, para pwede ka

	na pumirma, kailangan mo pa ng 5 years' experience kaya yung design hindi mo pa magagamit. More on costing and survey. Yun lang, konti lang." " Siguro ang masasabi ko kasi millennials tayo so parang computer base na yung mostly ginagamit sa mga kompanya. Yung satin mga pinag aaralan nating mga concepts parang checking lang siya kung magtutugma yung computer sa mga pinag aralan natin. Ayun para sakin hindi naman siya gamit na gamit lalo na sa OJT namin, hindi namin nagamit talaga yung mga pinag aralan namin. Ang pinaka nagamit lang talaga yung designing autocad, softwares lang."
1.4 Describe your assumptions regarding the possible employer criteria (e.g. educational attainment, etc.)	"Syempre pagnatanggap ka, yung mga sinabi mo dun sa interview mo dapat magawa mo siya." (feeling ko kulang to dito yung ginamit na phone ko sa pagrecord) "University, kung san ka galing, feeling ko kasi kapag kunware taga La Salle ka mataas na yun eh parang ang tingin nila sayo eh ano ganun. " q: so sa tingin mo ang pinakaprominent nila na basehan is yung kung san ka nagaral? "hindi naman siguro kasi nga mabilis siya kapag may backer ka talaga, kaya minsan di importante kung san ka nanggaling pero yung kapag kunware ikaw lang magisa kunware wala kang kilala maganda siguro kung maganda yung school mo, mabilis kang makukuha." "Sakin, base from me nung naghanap ako ng pag oojt-han yung company nga same thing lang yun kapag maghahanap ka ng trabaho so syempre factor din yun yung school mo kasi depende sa kanila yun kung maraming for example, sa mga tao nila depende kunyare kung maraming adamsonian dun, maraming ibang school dun siguro factor din yun and then siguro sa traits din siguro" "Unang tinitignan sa totoo lang, yung school mo. Tinitignan nila yan kung galing ka sa magandang school and yung grades hindi naman tinitignan eh kasi ang unang sabak mo diyan kahit hindi ka nag OJT, itututuro muna sayo yung gagawin kaya feeling ko hindi naman gano ka required sa kompanya." Q: ano tingin sa adu? "maganda din kasi kasama sa uaap so kilala din" "Sa engineer syempre hardworking unang una yun tapos yung willingness para magtrabaho, meron kasi iba nagtatrabaho lang para lang sa pera or yung iba sa experience para sa sarili niya kung gusto niyang matuto or not, then yung mga expectations din ng mga employers satin parang ang gusto nila yung makakatulong tayo sa kompanya may mashare tayo hindi yung papabigat pa tayo so ayun."
1.5 How heavy do you expect the workload to be?	"itututuro pa naman yan sa umpisa, tsaka di ka agad bibigyan agad ng mahirap na trabaho kasi igaguide ka pa naman don. Lalo sa course namin sa field itututuro pa yun sayo paunti-unti hindi yung mahirap agad. Unang-una fresh grad ka di ka bibigyan agad ng mahirap na trabaho kasi syempre anong gagawin mo don, ang experience mo palang don is yung OJT mo" "Sa umpisa di masyado kasi kapag bago ka, kasi yung sa tatay ko kapag bago ka TA ka lang Technical Assistant ka so bale parang secretary ka o kaya mataas na yun kapag naging project engineer ka pero , kasi parang tuturuan ka muna eh, depende kasi sa kompanya minsan kapag malaki tuturuan ka muna parang trainee ka muna pero kapag sa mga maliliit katulad dun sa pinag ojt-han ko, depende kung ano yung open na position tapos kasi minsan bago lang siya tapos kinuha na agad siyang project in-charge PIC na

	agad siya." "Sakin, since yung sa pinag ojt-han ko yung EI niya hindi ako tinreat ng parang studyante, binigay sakin yung trabahao talaga, yung actual job talaga nila so sakin naman yung umpisa first day ko medyo goods kasi pinili ko yung engineering alam mo yung maraming gagawin kaso sakin naman, kaya naman di naman masyadong mabigat nasa sayo lang yun kung ma-eenjoy mo yung pagtratrabaho mo or yung mga binibigay na gawain sayo so nasa sayo nalang yun depende sayo sakin okay lang goods ako di naman ako medyo nahirapan." Q: ano pinagawa sa ojt "lahat, nilabas kami sa field, office, pinagdesign kami, pinapunta din kami sa pagawaan ng mga semento, actual job na talaga ng civil engineer "Mahirap, mabigat.lalo na kapag na de-delay yung project mo, kapag mas minamadali. May number of days kasi yan every project bawal kasi madelay yan, magpepenalty kasi yan pag nadelay kaya kailangan paspasan lahat. Mahirap din mahirap." "Para sakin ibibigay nila satin yung mga mahihirap na trabaho kasi parang itetest nila tayo kung talagang okay ka, kung talagang mapagkatitiwalaan ka sa ibibigay sayong trabaho para atleast alam nila kung talagang okay ka or hindi."
1.6 Describe your presumptions in the work environment. (people, work atmosphere, etc.)	"Sa engineering dapat kasi strict. Kaya ineexpect ko talaga na strict sila. Dapat consistent lagi mga gagawin mo. Dapat on-time ka lagi, yung mga deadline ng mga pinapagawa sayo dapat on-time din, strict kasi dapat eh yung mga gagawin mo dapat hindi mali-mali." "Depende kasi sa ano eh sa pagpapatakbo nila eh minsan kasi kunware kapag babae ka. kasi mahirap, maraming manyak nung ojt maraming manyak tapos. depende eh sa pagpapatakbo kasi minsan may strict minsan may hindi." Sakin, depende kasi dun sa pinag ojt-han ko same thing lang din naman depende kasi yun eh kung friendly ka or ganun, kung makakasundo mo naman yung mga katrabaho mo mas okay mas maganda kasi kunyari pag may hindi ka nagawa sa trabaho mo pwede kang humingi ng tulong sa kanila pero pag yun naman mababait naman yung mga tao dun so expect mo na hindi masyadong maano yung environment pwera nalang kung hindi ka masyadong ano sa tao kasi meron din dung iba sobrang yabang mga ganun syempre yung mga tao sa kaniya nilalayuan siya so depende nalang din sa personality mo or pano mo aanuhin yunh mga katrabaho mo.". "Ako gusto ko yung magiging katrabaho ko yung hindi gano kaseryoso sa trabaho, yung makakausap mo pa kahit nasa work kayo, pwede kayo mag biruan, ganun lang ayoko ng masyadong seryoso sa opisina o kaya sa site kasi nakakaiba rin ng mood yun diba?" "Ang maganda sana yung friendly, hindi yung may leader na mataas tingin niya lagi sa sarili niya yung bossy yung ganun. Ang gusto ko lang yung pantay pantay yung tingin ganun. Sa OJT ko naman hindi ako nakaexperience ng ganon."

2.1 Who or what are the possible influences in molding your expectations after graduating?	"Base dun sa mga tropa ko kasi last year lang sila grumaduate. Mga 4 months or 3 months pa sila continous na naghahanap ng trabaho. Ibang course sila pero ganon din, tsaka sa mababang school sila di sila sa mga univeristy kaya feeling ko nakakapekto rin yung sa school kung san ka galing tsaka yung mga records mo sa school, feeling ko tinitignan din yung mga yun." Sa ojt tsaka sa tatay ko." "Expectation ko since yung papa ko at tito ko civil sila so sa kanila ko rin nakuha since gusto ko rin naman magkaroon ng trabahong parang challenging kumbaga yung lalabas labas ka so may gagawin ka sa mga pag construct so ganun, sa pamilya ko rin siguro." "Wala naman, nung high school ako pero ex ko na ngayon, parehas kaming CE ngayon so talagang balak na naming nung highschool pa kami na parehas kami mag ci-civil engineer tsaka kasi diba ang engineering medyo kilala yan eh, tapos dalawa kasi yung choice ko nung una ECE or CE hindi ko pinili yung ECE kasi yung tito ko ECE na so ayoko naman ng macocompare kapag sa trabaho kaya nag CE ako. Nag base din ako sa mga experience pati sa OJT ko ayun lang." "Social media, nabasa ko rin tapos observant din ako sa mga sinasabi sakin ng ibang tao mga classmates ko. Yung iba kasi may mga influencer talaga mga family nila. Ako kasi totally wala, walang civil engineer samin so wala akong alam kung ano magiging trabaho ganun so sila lang din nagsasabi sakin, sa kanila lang ako nagbabase sa social media at sa mga kaibigan ko ayun."

APPENDIX C: FRESH GRADUATES' RESPONSES

Included in this guide are the responses of the fresh graduates in the use of direct verbatim.

Interview Questions	Interview Responses
1. How difficult or easy was the job-hunting experience? What made it difficult/easy?	In my experience, the job hunting was quite easy. After I graduated and passed the licensure examination, my alma mater already absorbed me to teach civil engineering students. Also, I applied to some construction firms and companies and had an interview. But, I chose the academe since I want to teach and also to inspire other aspiring engineers. Our country now is in the building phase, the project also known as "Build, build, build". It gives opportunities specially to civil engineers to practice and had a job. The factor that made the job hunting easy for me was the credentials, specially experience and good standing in class. Some of the companies today looked at the standing of a student during his/her college days. Other job seekers find it difficult to land a job because of poor standing, less experience and not so good result in the interview phase. Medyo mahirap. Lalo pag bago kang pasok wala ka pang experience. Pipili ka ng kung sa office ka lang or sa site. Usually hindi masyadong malaking factor yung board exam akse karamihan sa mga engineering firm experience yung hinahanap. Kahit abroad. Almost pantay lang ang chances na makakuha ng trabaho ng engineer na board passer sa hindi board passer . Pero yun nga lang hindi ka pwede magin in charge kung wala kang liscence kase hindi ka pwedeng managot sa isang bagay kung wala kang lisensya (a). Just in case na magkaproblem sa isang project ganun.

	Medyo mahirap din kasi madaming nagapply and syempre yung mga employer marami silang tinitignan na criteria. For a fresh graduate, job hunting is easy, but what is difficult to find a good company where you can learn a lot of knowledge and have good compensation. Medyo hindi ako nahirapan sa paghahanap ng trabaho kasi sa dalawang inapplayan ko, nirefer lang ako. Pero kung mag-aaply ka talaga nang walang tulong ng iba sadyang mahirap talaga mapa-online man o walk-in.
2. Describe your initial salary expectation. Were they met?	Back in the college days, our professor already gave us an idea that the starting salary of a civil engineer is not that quite high. To be honest, the salary is quite different to our expectations, especially of what the social media stating. For my own salary, it is quite high than those in the field. I am satisfied with my salary for now. As your credentials and experience grow, the more the increase in salary is. Hindi ko sya nameet kase expected ko nun na mataas. Which in reality hindi pala ganun. Inexpect ko kase around mataas mga above 20 ganun. Para sakin mataas na kase iyon. Pero in reality hindi naman pala ganun. Oo na met sila kasi bago pa kami grumaduate may mga expected salary na kami yung mga sinasabi samin kung ano talaga yung average salary ng mga newly grad so kung ano yung inexpect naming, yun naman yung nakuha kong salary. No. When we first entered engineering school, as a young college student we expect that when you became an engineer, high salary will be offered. But in reality, as long as your inexperienced, your salary will be low. Iyong paunang sahod na ineexpect ko average lang ng entry level ng mga civil engineer. Nakuha ko naman after series of interviews.
3. How relevant/applicable are the learned hard skills from college in the work environment?	As they always say, 99% of skills are learned outside the school". Actually, it is true. Some of the skills are learned when you start to experience the work of job. (A) But also, take note that you were not able to learn that if you didn't master the basic skills (B). Therefore, college taught us the basic skills that we may use to understane more the hard skills. Depende kase kung sa site. Kung sa site more on practical na kase yun eh sa pagdedesign ng plano or pagiim[lement yun yung susundin mo yung project implementation yung contruction and project management. In terms of theory naman useful alng siya usually kung magdedesign kas sa initial stage or kung gusto mo magturo sa university. Generally tingin ko naman useful pero dependent sa field na kukunin mo. Sa ngayon since newly grad hindi pa naman lahat nagagamit, I think sa future magagamit. Very minimal pa lang talaga yung nagagamit since yung mga tinuturo sa school is theory and yung nangyayari is actual, maliit na maliit lang talaga yung criteria na nagagamit. Relevant and applicable. But there are a lot of things that can be learned only in the actual work environment especially in the construction industry. Sa totoo lang sobrang relevant ng mga pinag-aralan ng mga civil engineer students sa college pagdating sa trabaho lalo na kung Construction Management and papasuking trabaho kasi halos sakop nito ang lahat ng major subjects.

4. What were the employer criteria expected/required of you during the hiring process?	During the hiring process, the employer expected me to have masters degree. Unfortunately, i didnt have that time so I promise to take masters degree. Also, the criteria focuses on your communication skills, manners, technical skills and social skills. Communication skill is how you talk or communicate with others, specially the usage of universal language which is english. Manners focuses on how discipline you are as a worker. It also include how goal oriented you are and the willingness to be part of the development of the company. Technical skills include softwares, programs, or any civil engineering skill that you master. It is important to develop yourself and trained to atleast master any softwares related to your course. Lastly, social skill is the way you handle people or your co employee. You should develop teamwork and leadership to be fit in group. Experience yung titignan. Yung grades di naman gaano tinitignan. Yung tinitignan talaga are yung skills and yung paghandle mo ng project mostly project management talaga. Nagexam ako sa company, tapos interview. Since hiring naman sila, titignan nila yung capacity mo theoretically tyaka sa actual so nahire namana ako. Samin naman kasi yung employer ko ngayon di naman siya yung mataas yung standard or marami yung criteria ang hinahanap niya lang is yung willing talagang matuto yung hindi syempre tamad. Q: nakaapekto ba yung kung saang galing school ka? Sa tingin ko oo kasi yung naghire sakin is yung kakilala namin Q: connection ganon? Oo Experience and knowledge on the job position Una, sinisigurado nila na mya lisensya ang mag-aapply sa kanila. Pangalawa, kung may experience na at mga natutunan sa nakaraang trabaho. At pangatlo, inaalam nila iyong mga kaalaman mo sa pinapasukan mong trabaho.
5. Describe the gravity of your workload in the workplace	If i will rate it 1 the lowest and 10 the highest, it will be 8. There is too much work to do but what made it easier a little bit is the passion and willingness to do the job. There are challenging workloads to do but you have to always do your best for you to stay in the chosen company. Some may be strict of the deadlines and stuffs, so you have to be alert and responsible. Sakto lang di naman masyado mabigat yung trabaho. Ang mabigat yiung mga tao. Kahit gano kahirap yung trabaho andyan at andyan yan so matatapos at matatapos din naman yan eh. Mas mabigat syempre yung environment mo yung mga kasamahan yung mga supervisors mo. Andun yung pressure, wala sa trabaho. Sa ngayon parang wala naman masyado since mostly ng ginagawa namin is monitoring ng mga tao, materials ganon, process, so sa tingin hindi naman siya yung talagang taxing o yung mabigat sa workload, chill lang. As per my current situation, we have very heavy workload where we need to work 10 to 14 hours a day. Sa totoo lang natatambakan talaga ako ng trabaho at papeles sa sobrang dami ng binibigay sakin kase gusto nila na matutunan ko lahat ng pasikot sikot sa pinasukan ko na trabaho.

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6. How would you describe the work environment you are currently working in?	The work environment is actually good. Even though i am a "newbie" in the work, they are always ready to help me and guide me. The secret is communication. If you continue on being a shy person during work, no one will talk or approach you. You should also talk to your co employees and listen to their advices also. Maayos naman sa work environment kase under government ako. Pagprivate kase, like yung first job ko masakit sa ulo. Depende sa boss talaga. Pag private, medyo toxic environment kase laging under pressure lalo na pag construction. Unlike pag sa government mas relaxed and mas managaebable yung time mo. Mas magaan magwork sa government kesa sa private kase kayo yung client pag sa government. Unlike pag sa private sila most likely yung contractor. Pag government kase ikaw yung tagapagbigay ng project sa kanila. Unlike pag sa private or contractor side, sila yung mas pressured sa time, nagiimplement, kung tama ba yung naimpliment ng engineers mo, kung nasusunod ba yung oras or duration ng project, kung natatapos ba on time, kung bakit may mga delay, kung ano yung mga problema ganun. So nandun talaga yung sakit sa ulo pag nasa private ka. Okay naman yung mga tao madali silang makasundo, madali silang makatrabaho, madali silang makausap ayon at maayos silang katrabaho. Have a wide range of opportunities for learning skills and knowledge in my chosen field Perfect. Bagong company, malaking project, mababait at matulunging mga katrabaho, maintindihing mga boss, mabilis na pagreregular sa mga empleyado at mabilis na pagtaas ng sweldo. Wala na kong mahihiling pa.