



FACTORS INFLUENCING LSPU - MASTER IN PUBLIC ADMINISTRATION GRADUATES ON THEIR JOB PERFORMANCE

Katrina Joanne L. Villacorta

Laguna State Polytechnic University – Santa Cruz Main Campus, Philippines

ABSTRACT

The main objective of the study is to determine the employment status of the LSPU-MPA 2018-2023 and perform an assessment of various factors influencing their job performance and career progression. Moreover, this research will provide valuable insights for both academic institution and employers. The data collected would consist of the responses and demographic profiles gathered using a standardized and self-designed questionnaire via Google Form, where 104 respondents, including 52 MPA 2018-2023 graduates and 52 supervisors, responded. The data gathered was analyzed through statistical treatment the following; Descriptive statistics e.g. mean, standard deviation, frequency, and correlational analysis and regression analysis, as well as, to test the hypotheses and the significance and strength of the relationship. The result reveals that there is no significant difference in the job performance on the level of LSPU-MPA graduates when the respondent is grouped by age, gender, educational attainment, work experience, and employment status, $p\text{-value} > 0.05$. At the same time, there is a significant difference in job performance in competence, commitment, and teamwork in LSPU-MPA graduates the respondent is grouped by job level or position after MPA graduation, $p\text{-value} < 0.05$. Also, there is no significant difference in the level of credibility of the LSPU-MPA graduate when the respondent is grouped by job level or position before the employer. However, there is also a significant difference in job performance when the respondent is grouped by the performance rating, $p\text{-value} < 0.05$. There is no significant difference in job performance on LSPU – MPA when the respondent is grouped by promotions received and by the length of service, $p\text{-value} > 0.05$. Furthermore, there was a statistically significant monotonous relationship between the job performance of the LSPU-MPA graduates and the influential factors. The strength of relationships is weak to strong, connoting changes in the influential factor lead to changes in competence, commitment, teamwork, and credibility of the respondents. Thus, there is a term for a relative change in job performance.

KEYWORDS: Job Performance, Personal Attributes, Leadership Abilities, Organizational support, Competence, Commitment, Teamwork, Credibility

INTRODUCTION

Pursuing higher education is one of a person's commitments and opportunities as well, especially to create space for the person to have higher career prospects and thus perform at the job. Lifelong learning commitments provide better opportunities for personal development and career advancement for graduate students. Therefore, higher education is not just a status symbol but rather an obligation that builds greater responsibility to improve performance. Higher education's goal is to produce quality graduates who are versatile to diverse the environment, most zealous to learn more knowledge to improve skills and after employment to use such learned knowledge for new knowledge hence apply it in interpreting problems (Doe, 2015). The Master of Public Administration program at Laguna State Polytechnic University is designed to provide students with the requisite competencies and knowledge to practice in the public administration discipline. Furthermore, the program is intended to enable graduates to serve in various leadership or managerial positions within the government agencies, non-government organizations, and other public service sector. Based on this, the current research is aims to identify the employment status of LSPU-MPA graduates between 2018-2023 and examine the

varied factors that influence the individual's job performance and professional growth.

MATERIALS AND METHODS

This study will utilize a quantitative research design to investigate the factors that affect the job performance of MPA graduates from LSPU. Since the target respondents for this study are the MPA graduates and their immediate supervisors, the study provides a directed inquiry into the job performance of these people. The selection of the quantitative research design offers a disciplined, numerically data-driven way to gather and analyze information. According to Siedlecki (2020), descriptive research design is a research process that accumulates data conveying information about a population in the natural environment being studied. The respondent populations are then randomly selected from the population, and a specific survey questionnaire serves as the primary data gathering instrument. In the methodology, the survey instrument's consistency played a significant impact factor. The consistency of survey instrument reliability was checked using Cronbach's Alpha. The survey questionnaire was formulated to collect information about IV and DV. Independent variables for consideration include demographic profile, personal attributes, leadership abilities, and organizational support. The dependent



variables in this analysis are competence, commitment, teamwork, and credibility in job performance. Survey method is the most fitting method in this research since surveys, according to Babbie (2015), can be seen as vehicles to sample attitudes in populations.

RESULT AND DISCUSSION

Demographic Profile of the Respondents in Terms of Age

The majority of the respondents fall within the age groups of 29-34 and 23-28, with 26.92% and 23.08% of the total, respectively. The percentage of graduates decreases as their age goes beyond 34 years old, and older groups have a smaller proportion. The age group of 59-63 years old has the smallest, with only 1.92% in total.

Demographic Profile of the Respondents in Terms of Gender

In terms of gender, most of LSPU-MPA graduates are female, comprising 73.08% of the total, while male respondents make up the minority, with 26.92% of the total. Percentage of females is markedly high than males.

Demographic Profile of the Respondents in Terms of Educational Attainment

The results show that the majority of the graduates hold a Master's Degree, representing 96.15% of the total. Only small portion have achieved a Doctorate Degree, with 3.85% of the total respondents. There is a significantly higher representation of individuals with Master's Degrees among the surveyed LSPU-MPA graduates.

Demographic Profile of the Respondents in Terms of Year Graduated in MPA Program

In terms of the year of graduations of MPA graduates, year 2023 has the largest percentage of MPA graduates, comprising 40.38% of the total, followed by the year 2022, with 15.38%. The year 2018 and 2020 have the same percentage of graduates, with 13.46% while 2021 have 9.62% of the total graduates. The year 2019 has the smallest number of graduates, accounting for 7.69% of the total.

Demographic Profile of the Respondents in Terms of Work Experience

The majority of the respondents have work experience in the Government sector, comprising 71.15% of the total. The other types of work experience, such as Administrative, Private, Office Staff/Clerical, Research, Accounting, and Others, have smaller percentages, ranging from 1.92% to 11.54%.

Demographic Profile of the Respondents in Terms of Employment Status

In terms of employment status, majority of the respondents before enrolling in the MPA were in Regular/Permanent employment, accounting for 57.69% of the total respondents. After completing the MPA program, there was a significant increase in the number of individuals in Regular/Permanent employment, with the percentage increasing to 88.46%. This indicates a positive impact of the MPA program on securing permanent employment. The results illustrate the changes in employment status among individuals before and after completing the MPA program.

Demographic Profile of the Respondents in Terms of Job Level Position

The majority of the respondents before enrolling in the MPA were in Clerical positions, which accounted 50.00% of the total. After completing the MPA program, there was a significant increase in the number of graduates in Professional/Supervisor positions, with the percentage of 59.62%. This indicates a positive impact of the MPA program on career advancement to supervisory roles.

Demographic Profile of the Respondents in Terms of Performance Rating

Most of the respondents before enrolling in the MPA program received a performance rating of Very Satisfactory, accounting for 69.23% of the total. After completing the MPA program, there was a slight increase in the number of individuals with a Very Satisfactory performance rating, with the percentage increasing to 78.85%. Conversely, there were decreases in the number of individuals with Satisfactory and Excellent performance ratings after completing the MPA program. Overall, there is an improvement in performance ratings.

Demographic Profile of the Respondents in Terms of Number of Promotions After Graduation

In terms of number of promotions, most of the graduates, with 51.9% had 1 promotion. This implies that there is an impact when it comes to promotion after graduation of LSPU-MPA graduates. Next is 15.9% which had 2 promotions, followed by 11.54% and 9.62% for 0 and none promotions.

Demographic Profile of the Respondents in Terms of Years in Service

In terms of number of years in service, the MPA graduates from LSPU were mostly in 5-8 years in service, comprising, 42.31% of the total respondents of the study. This is followed by the 9-12 years in service, with 26.92% of the total. For 1-4 and 29-32 years in service have similar percentages of graduates, that is, 9.62% while other years have smallest percentage, accounting for 3.85% of the total.



Table 11
Level of LSPU-MPA Graduates' Influential Factors in terms of Personal Attributes

Statements	LSPU-MPA Graduates			Supervisor		
	WM	SD	Interpretation	WM	SD	Interpretation
1. The level of self-motivation I possess enhances my job performance.	4.73	0.45	Excellent	4.75	0.44	Excellent
2. My ability to work well independently significantly contributes to my job performance.	4.69	0.58	Excellent	4.77	0.43	Excellent
3. I effectively manage my time and prioritize tasks, leading to improved job performance.	4.63	0.53	Excellent	4.75	0.44	Excellent
4. My communication skills positively impact my job performance.	4.69	0.47	Excellent	4.75	0.44	Excellent
5. The level of professionalism and ethical behavior I exhibit significantly influences my job performance.	4.79	0.41	Excellent	4.81	0.40	Excellent
Composite Mean	4.71		Excellent	4.77		Excellent

Note. The mean is interpreted using the following: 4.20-5.00=Excellent, 3.40-4.19=Very Good, 2.60-3.39=Good, 1.80-2.59= Fair, 1.00-1.79= Poor.

Based on these results, it can be concluded that LSPU-MPA graduates possess strong personal attributes, especially professionalism, ethical behavior, and self-motivation which are equally important in the workplace, and have a positive impact on job performance. However, time management and task prioritization field are seen weak. There may be a need to further enhance the time management, and a training intervention program could be organized to address the gap. Also, the positive perceptions of supervisors underscore the

importance of support and development opportunities to sustain the LSPU-MPA output. According to Beaumont-Oates (2023) study, personality attributes have a significant impact on job work output, coworkers' relationships, and the overall work ambiance. It is essential to understand human characteristics at work to create a harmonious environment, and influence work output.

Table 12
Level of LSPU-MPA Graduates' Influential Factors in terms of Leadership Abilities

Statements	LSPU-MPA Graduates			Supervisor		
	WM	SD	Interpretation	WM	SD	Interpretation
1. My ability to take initiative and be proactive positively affects my job performance.	4.62	0.49	Excellent	4.77	0.47	Excellent
2. The level of influence I have in my team positively impacts my job performance.	4.63	0.49	Excellent	4.73	0.49	Excellent
3. My ability to motivate and inspire others contributes to improved job performance.	4.75	0.44	Excellent	4.79	0.46	Excellent
4. My problem-solving and decision-making skills enhance my job performance.	4.71	0.46	Excellent	4.79	0.41	Excellent
5. The level of adaptability and resilience I demonstrate influences my job performance.	4.69	0.47	Excellent	4.79	0.41	Excellent
Composite Mean	4.68	0.39	Excellent	4.77	0.39	Excellent

Note. The mean is interpreted using the following: 4.20-5.00=Excellent, 3.40-4.19=Very Good, 2.60-3.39=Good, 1.80-2.59= Fair, 1.00-1.79= Poor.



The perception of LSPU graduates and supervisors on the leadership abilities of LSPU MPA graduates is significant. If both group of respondents uphold MPA graduates' strong leadership abilities, it is an indication that they are capable of leading in professional situations. This is consistent with the demands in the field of public administration that require effective leaders to foster success and meet organizational objectives. However, the difference in the perception of the graduates' effect on the influence to their respective teams in comparison to their strengths in the areas of leadership attributes is an area of concern. This margin implies that although MPA graduates have strong leadership attributes, they may not be fully using them to have a positive influence on their

teams or job performance as perceived by supervisors. This area can be improved by offering more leadership-oriented opportunities or mentoring LSPU MPA graduates on how to influence and inspire their teams. The same can be actualized by facilitating a conducive organizational climate that supports the role of MPA graduates by recognizing their input as leaders. Furthermore, training on leadership attributes can help to bridge the perception gap regarding the graduates' influence to their teams by graduates and supervisors. According to Al-Malki et al., (2018) graduates who have strong leadership attributes meet their task-related objectives towards organizations' success. Leadership skills development can enhance graduates' job performance.

Table 13
Level of LSPU-MPA Graduates' Influential Factors in terms of Organizational Support

Statements	LSPU-MPA Graduates			Supervisor		
	WM	SD	Interpretation	WM	SD	Interpretation
1. The resources and tools provided by the organization significantly contribute to my job performance.	4.62	0.49	Excellent	4.67	0.51	Excellent
2. The level of support and guidance received from my supervisor positively impacts my job performance.	4.63	0.53	Excellent	4.71	0.46	Excellent
3. The training and development opportunities offered by the organization enhance my job performance.	4.63	0.56	Excellent	4.71	0.46	Excellent
4. The clarity and effectiveness of organizational policies and procedures facilitate my job performance.	4.63	0.56	Excellent	4.75	0.44	Excellent
5. The level of teamwork and collaboration within the organization positively influences my job performance.	4.73	0.45	Excellent	4.77	0.43	Excellent
Composite Mean	4.65		Excellent	4.72		Excellent

Note. The mean is interpreted using the following: 4.20-5.00=Excellent, 3.40-4.19=Very Good, 2.60-3.39=Good, 1.80-2.59= Fair, 1.00-1.79= Poor.

On the other hand, the supervisor's perception of the level of teamwork and collaboration within the organization and their assessment of the provision of tools and resources in as much the same way the high level of perception of the MPA graduates on the level of organizational support they are getting. With this kind of perception, the supervisors' level of perception on this aspect is a little bit higher than the MPA graduates. However, the slight discrepancy in perception indicates the potential for supervisors to further advocate for and ensure the provision of necessary resources, tools and support to optimize the job performance of LSPU-MPA graduates. Personal attributes, leadership abilities, and organizational support as perceived by

the LSPU-MPA graduates and supervisors are very important in developing job performance. Through the understanding of the performance influencers, graduates and supervisors can pursue as well as efforts towards the right course and develop their job performance. Abou-Moghli (2015) study indicates that the provision of job support is likely to increase job satisfaction and job commitment are fulfilled which results in an improvement in job performance. Therefore, organizational support remains an essential part in the improvement of the graduates' job performance.



Table 14
Level of LSPU-MPA Graduates' Job Performance in terms of Competence

Statements	LSPU-MPA Graduates			Supervisor		
	WM	SD	Interpretation	WM	SD	Interpretation
1. I possess the necessary knowledge and skills to perform my job effectively.	4.77	0.47	Excellent	4.77	0.43	Excellent
2. My job performance demonstrates a high level of competence.	4.73	0.45	Excellent	4.75	0.44	Excellent
3. I consistently meet or exceed the expectations and requirements of my role.	4.69	0.47	Excellent	4.81	0.40	Excellent
4. I continuously seek opportunities to improve my professional competence.	4.71	0.50	Excellent	4.73	0.49	Excellent
5. The level of expertise I bring to my job positively impacts my performance.	4.77	0.43	Excellent	4.81	0.40	Excellent
Composite Mean	4.73		Excellent	4.77		Excellent

Note. The mean is interpreted using the following: 4.20-5.00=Excellent, 3.40-4.19=Very Good, 2.60-3.39=Good, 1.80-2.59= Fair, 1.00-1.79= Poor.

LSPU-MPA graduates generally show a high level of job performance competence in their self-assessment and rating by supervisors. It means that there is a positive alignment between the perception of graduates and supervisors on graduate's expertise, knowledge, and fit in the job. However, from the results, there is a slight difference in general perspective between graduates and supervisors that graduates looking forward to continuous professional performance improvement. If addressed accordingly, this can improve the overall

professional competence of graduates and also ensure further growth and development in their careers. Competence is a matter of cognitive ability that is task-specific, more or less specialized system and domain-specific skills, proficiencies or traits that enable one to learn how to accomplish an objective and do it well, for employers, they require graduates should have a wide-ranging skill in terms of employability, and utilize them efficiently to improve job performance (Abas et al 2016).

Table 15
Level of LSPU-MPA Graduates' Job Performance in terms of Commitment

Statements	LSPU-MPA Graduates			Supervisor		
	WM	SD	Interpretation	WM	SD	Interpretation
1. I am dedicated and committed to my work and responsibilities.	4.85	0.41	Excellent	4.73	0.45	Excellent
2. I consistently demonstrate a strong work ethic and a willingness to go the extra mile.	4.81	0.40	Excellent	4.75	0.44	Excellent
3. I am committed to achieving the goals and objectives of the organization.	4.87	0.34	Excellent	4.67	0.55	Excellent
4. My commitment to professional growth and development positively influences my job performance.	4.79	0.41	Excellent	4.71	0.46	Excellent
5. The level of dedication I show towards my work significantly contributes to my performance.	4.83	0.38	Excellent	4.75	0.44	Excellent
Composite Mean	4.83		Excellent	4.72		Excellent

Note. The mean is interpreted using the following: 4.20-5.00=Excellent, 3.40-4.19=Very Good, 2.60-3.39=Good, 1.80-2.59= Fair, 1.00-1.79= Poor.

Based on the results above, it may be concluded that the LSPU-MPA graduates perceptions of their job performance that related to commitment is generally excellent. This implies that they are highly committed to work and dedicated to helping in achieving organizational goals. This commitment has a positive

impact to their overall performance despite being slightly below their own general expectations. However, when it comes to their supervisors about their performance, it is also excellent especially in those that are dedicated and committed to work. The only issue is that supervisors' ratings regarding the



graduates' commitment to organizational goals are also slightly lower than graduates' own general expectations. However, the fact that the graduates are highly committed is generally valid if both evaluate perceive the actions in a positive way. This implies that the graduates have a strong work ethics and are very proactive in their responsibilities. According to Cobbinah

et al., (2020) employees that demonstrate high levels of commitment are generally committed to investing time effort and energy to their task and measures and it is likely that such employees are to behave in ways that leads to high level of job performance and to the achievement of the organizational goal.

Table 16
Level of LSPU-MPA Graduates' Job Performance in terms of Teamwork

Statements	LSPU-MPA Graduates			Supervisor		
	WM	SD	Interpretation	WM	SD	Interpretation
1. I effectively collaborate and work well with others in a team environment.	4.67	0.47	Excellent	4.73	0.45	Excellent
2. I contribute positively to team dynamics and foster a cooperative work atmosphere.	4.75	0.44	Excellent	4.81	0.40	Excellent
3. I actively engage in team discussions and contribute valuable ideas and insights.	4.67	0.51	Excellent	4.77	0.43	Excellent
4. I readily offer assistance and support to team members when needed.	4.75	0.48	Excellent	4.71	0.46	Excellent
5. The level of teamwork and collaboration I exhibit significantly impacts my job performance.	4.71	0.50	Excellent	4.75	0.44	Excellent
Composite Mean	4.71		Excellent	4.75		Excellent

Note. The mean is interpreted using the following: 4.20-5.00=Excellent, 3.40-4.19=Very Good, 2.60-3.39=Good, 1.80-2.59= Fair, 1.00-1.79= Poor.

The results indicate that MPA graduates have high self-perception on their job performance in terms of teamwork, consisting contributing positively to team dynamics. Supervisors accord MPA graduates an excellent teamwork rating. However, while graduates excel in teamwork overall, their level of engagement in team discussions and contribution of valuable ideas and insights falls slightly below their general perception. Additionally, supervisors' diverging perceptions

highlight the importance of clear communication and mutual understanding between graduates and supervisors to maximize team effectiveness and performance. Therefore, supervisors should invest time and resources in improving teamwork among their employees to benefit more among staff in order to raise productivity and creativity (Subbalakshmi and Sirisha, 2020).

Table 17
Level of LSPU-MPA Graduates' Job Performance in terms of Credibility

Statements	LSPU-MPA Graduates			Supervisor		
	WM	SD	Interpretation	WM	SD	Interpretation
1. I consistently demonstrate a high level of professionalism and integrity in my work.	4.79	0.41	Excellent	4.83	0.38	Excellent
2. I am regarded as credible and reliable by colleagues and superiors.	4.69	0.47	Excellent	4.85	0.36	Excellent
3. I consistently deliver on my commitments and follow through on tasks.	4.73	0.45	Excellent	4.79	0.41	Excellent
4. My words and actions align with organizational values and goals.	4.73	0.49	Excellent	4.79	0.41	Excellent



5. The level of trust and confidence bestowed upon me positively influences my job performance.	4.79	0.41	Excellent	4.83	0.38	Excellent
Composite Mean	4.75		Excellent	4.82		Excellent

Note. The mean is interpreted using the following: 4.20-5.00=Excellent, 3.40-4.19=Very Good, 2.60-3.39=Good, 1.80-2.59= Fair, 1.00-1.79= Poor.

Graduates and supervisors generally rate credibility at a real high level which indicates how consistent one is in behavior and professionalism. Although on graduates' side, there is a slight discrepancy in how they perceive their credibility to colleagues and superiors. Thus, these results generally show the need for a

train on how much one sees the other, and excellent performance calls for train and continuous growing. Research by Dewi et al., (2020) Credibility is also a vital factor that the quality of the graduate's work is likely to be accepted based on how much the parties one works with getting convinced.

Table 18
Difference in Job Performance of MPA Graduates when Grouped According to Age

	Age	Mean	χ^2	p-value	Decision on Ho	Interpretation
Competence	23-28	4.72	2.1196	0.908	Fail to reject Ho	Not Significant
	29-34	4.64				
	35-40	4.82				
	41-46	4.80				
	47-52	4.75				
	53-58	4.67				
	59-63	5.00				
Commitment	23-28	4.87	3.6264	0.727	Fail to reject Ho	Not Significant
	29-34	4.71				
	35-40	4.62				
	41-46	4.83				
	47-52	4.80				
	53-58	4.60				
	59-63	5.00				
Teamwork	23-28	4.87	5.305	0.505	Fail to reject Ho	Not Significant
	29-34	4.60				
	35-40	4.60				
	41-46	4.83				
	47-52	4.90				
	53-58	4.47				
	59-63	5.00				
Credibility	23-28	4.87	3.229	0.780	Fail to reject Ho	Not Significant
	29-34	4.71				
	35-40	4.62				
	41-46	4.83				
	47-52	4.80				
	53-58	4.60				
	59-63	5.00				

Note. p – value < 0.05 is significant.



Table 19
Difference in Job Performance of MPA Graduates when Grouped According to Gender

Job Performance	Gender	Mean	Mann-Whitney U	p-value	Decision on Ho	Interpretation
Competence	Female	4.71	235.5	0.472	Fail to reject Ho	Not Significant
	Male	4.81				
Commitment	Female	4.82	234	0.969	Fail to reject Ho	Not Significant
	Male	4.84				
Teamwork	Female	4.68	236	0.498	Fail to reject Ho	Not Significant
	Male	4.79				
Credibility	Female	4.72	214.5	0.229	Fail to reject Ho	Not Significant
	Male	4.81				

Note. p – value < 0.05 is significant.

Table 20
Difference in Job Performance of MPA Graduates when Grouped According to Educational Attainment

Job Performance	Educational Attainment	Mean	Mann-Whitney U	p-value	Decision on Ho	Interpretation
Competence	Master's Degree	4.73	50	1.00	Fail to reject Ho	Not Significant
	Doctorate Degree	4.90				
Commitment	Master's Degree	4.82	45	0.789	Fail to reject Ho	Not Significant
	Doctorate Degree	4.90				
Teamwork	Master's Degree	4.71	48.5	0.958	Fail to reject Ho	Not Significant
	Doctorate Degree	4.80				
Credibility	Master's Degree	4.75	43.0	0.723	Fail to reject Ho	Not Significant
	59-63	4.60				

Note. p – value < 0.05 is significant.

Table 21
Difference in Job Performance of MPA Graduates when Grouped According to Year of Graduation in MPA Program

Job Performance	Year of Graduation in MPA Program	Mean	χ^2	p-value	Decision on Ho	Interpretation
Competence	2018	4.86	2.007	0.848	Fail to reject Ho	Not Significant
	2019	4.75				
	2020	4.71				
	2021	4.80				
	2022	4.75				
	2023	4.68				
Commitment	2018	4.97	3.139	0.679	Fail to reject Ho	Not Significant
	2019	4.95				
	2020	4.83				
	2021	4.80				
	2022	4.68				
Teamwork	2023	4.82	4.917	0.426	Fail to reject Ho	Not Significant
	2018	4.86				
	2019	4.90				



	2020	4.66				
	2021	4.80				
	2022	4.55				
	2023	4.69				
	2018	4.91				
	2019	4.80				
Credibility	2020	4.69	4.986	0.418	Fail to reject Ho	Not Significant
	2021	4.84				
	2022	4.58				
	2023	4.74				

Note. p – value < 0.05 is significant.

Table 22
Difference in Job Performance of MPA Graduates when Grouped According to Work Experience

Job Performance	Work Experience	Mean	χ^2	p-value	Decision on Ho	Interpretation
Competence	Government	4.69	7.791	0.254	Fail to reject Ho	Not Significant
	Administrative	5.00				
	Private	4.85				
	Office	4.70				
	Staff/Clerical	4.70				
	Research	5.00				
	Accounting	4.00				
	Others	5.00				
Commitment	Government	4.77	5.747	0.452	Fail to reject Ho	Not Significant
	Administrative	5.00				
	Private	4.90				
	Office	5.00				
	Staff/Clerical	5.00				
	Research	5.00				
	Accounting	5.00				
	Others	5.00				
Teamwork	Government	4.66	6.766	0.343	Fail to reject Ho	Not Significant
	Administrative	4.80				
	Private	4.90				
	Office	5.00				
	Staff/Clerical	5.00				
	Research	5.00				
	Accounting	4.00				
	Others	5.00				
Credibility	Government	4.70	6.334	0.387	Fail to reject Ho	Not Significant
	Administrative	4.93				
	Private	4.80				
	Office	5.00				
	Staff/Clerical	5.00				
	Research	5.00				
	Accounting	4.20				
	Others	5.00				

Note. p – value < 0.05 is significant.



Table 23
Difference in Job Performance of MPA Graduates when Grouped According to Employment Status

Job Performance	Employment Status	Mean	χ^2	p-value	Decision on Ho	Interpretation
Competence	Regular/Permanent	4.72	1.113	0.573	Fail to reject Ho	Not Significant
	Contractual	4.80				
	Others	5.00				
Commitment	Regular/Permanent	4.80	2.600	0.273	Fail to reject Ho	Not Significant
	Contractual	5.00				
	Others	5.00				
Teamwork	Regular/Permanent	4.68	2.620	0.270	Fail to reject Ho	Not Significant
	Contractual	4.95				
	Others	5.00				
Credibility	Regular/Permanent	4.72	2.011	0.366	Fail to reject Ho	Not Significant
	Contractual	4.95				
	Others	5.00				

Note. p – value < 0.05 is significant.

As can be seen in Table 18-23, there is no significant difference in the levels of job performance of LSPU-MPA graduates when grouped according to age, gender, educational attainment, year graduated in MPA program, work experience, and employment status, *p-values* > 0.05. The result implies that the

MPA values everyone's abilities and contributions equally in the organization and rather than factors like age, gender, or job title. This result can help build a culture of fairness in a work environment to develop professionally.

Table 24
Difference in Job Performance of MPA Graduates when Grouped According to Job Level Position

Job Performance	Job Level Position after MPA	Mean	χ^2	p-value	Decision on Ho	Interpretation
Competence	Professional/Supervisor	4.81	9.913	0.024	Reject Ho	Significant
	Others	4.80				
	Clerical	4.36				
Commitment	Manager/Executive	5.00	9.770	0.021	Reject Ho	Significant
	Professional/Supervisor	4.89				
	Others	4.94				
Teamwork	Clerical	4.48	8.433	0.038	Reject Ho	Significant
	Manager/Executive	5.00				
	Professional/Supervisor	4.76				
Credibility	Others	4.80	5.886	0.117	Fail to reject Ho	Not Significant
	Clerical	4.48				
	Manager/Executive	5.00				

Note. p – value < 0.05 is significant.

There is a significant difference in the job performance as to competence, commitment, and teamwork of MPA graduate when grouped according to job level position after their graduation, *p-values* < 0.05. However, there is no significant

difference in the level of credibility of MPA graduates when grouped according to job level position. This suggests that the level of credibility of MPA graduates remains consistent regardless of their job level position.

Table 25
Post-Hoc Analysis of the Significant Difference in Competence of MPA Graduates when Grouped According to Job Level Position

Pair	Mean Rank difference	Z	SE	Critical value	p-value	p-value/2
x1-x3	12.465	2.627	4.7449	12.518	0.0086	0.0043
x2-x3	19.9	2.5781	7.7187	20.364	0.0099	0.005

Note: x1- Professional/Supervisor; x2 - Manager/Executive ; x3- Clerical



Table 26

Post-Hoc Analysis of the Significant Difference in Commitment of MPA Graduates when Grouped According to Job Level Position

Pair	Mean Rank difference	Z	SE	Critical value	p-value	p-value/2
x1-x3	11.521	2.6151	4.4055	11.623	0.0089	0.0045
x2-x3	17.65	2.4628	7.1666	18.908	0.0138	0.0069
x3-x4	-14.29	2.3942	5.9698	15.75	0.0167	0.0083

Note: x1- Professional/Supervisor; x2 - Manager/Executive ; x3- Clerical ; x4-Others

Table 27

Post-Hoc Analysis of the Significant Difference in Teamwork of MPA Graduates when Grouped According to Job Level Position

Pair	Mean Rank difference	Z	SE	Critical value	p-value	p-value/2
x1-x2	20.95	2.6044	8.0442	21.223	0.0092	0.0046

Note: x1 - Manager/Executive ; x2- Clerical

The post-hoc analyses in Tables 25-27 indicate the following findings: MPA graduates on professional/supervisory and managerial/executive positions demonstrate significantly higher levels of competence than those on clerical positions. They also exhibit significantly higher levels of commitment

than clerical job MPA graduates. Finally, the MPA graduates on managerial/executive positions show significantly higher teamwork than their clerical level counterparts.

Table 28

Difference in Job Performance of MPA Graduates when Grouped According to Performance Rating

Job Performance	Performance rating after MPA	Mean	χ^2	p-value	Decision on Ho	Interpretation
Competence	Very Satisfactory	4.74	3.635	0.162	Fail to reject Ho	Not Significant
	Excellent	4.84				
	Satisfactory	4.20				
Commitment	Very Satisfactory	4.81	5.772	0.056	Fail to reject Ho	Not Significant
	Excellent	4.96				
	Satisfactory	4.50				
Teamwork	Very Satisfactory	4.71	4.136	0.126	Fail to reject Ho	Not Significant
	Excellent	4.87				
	Satisfactory	4.00				
Credibility	Very Satisfactory	4.74	6.672	0.036	Reject Ho	Significant
	Excellent	4.93				
	Satisfactory	4.00				

Note. p – value < 0.05 is significant.

Findings resulted that there is a significant difference in job performance of MPA graduates when grouped according to their performance rating, *p-value* < 0.05. From the post hoc analysis in Table 29, MPA graduates with excellent performance rating have a significantly different level of

credibility compared to those with a satisfactory performance rating. On the other hand, their level of competence, commitment, and team is not different irrespective of the performance rating.

Table 29

Post-Hoc Analysis of the Significant Difference in Job Performance of MPA Graduates when Grouped According to Performance Rating

DSCF Pairwise comparisons - Credibility			
		W	p
Excellent	Satisfactory	-3.475	0.037

Note. p – value < 0.05 is significant.

This outcome suggests that, depending on the performance rating, credibility can differ, but other important attributes such

as competence, commitment, and teamwork do not, reflecting the importance of these traits in professional setting.



Table 30

Difference in Job Performance of MPA Graduates when Grouped According to Number of Promotions After Graduation

Job Performance	Number of Promotions	Mean	χ^2	p-value	Decision on Ho	Interpretation
Competence	0	4.80	9.437	0.223	Fail to reject Ho	Not Significant
	1	4.81				
	2	4.73				
	3	5.00				
	4	4.00				
	None	4.60				
	N/A	4.20				
	Confidential	5.00				
Commitment	0	4.93	5.319	0.621	Fail to reject Ho	Not Significant
	1	4.84				
	2	4.83				
	3	5.00				
	4	4.80				
	None	4.80				
	N/A	4.47				
	Confidential	5.00				
Teamwork	0	4.87	10.961	0.140	Fail to reject Ho	Not Significant
	1	4.80				
	2	4.68				
	3	5.00				
	4	4.80				
	None	4.32				
	N/A	4.13				
	Confidential	5.00				
Credibility	0	4.80	8.043	0.329	Fail to reject Ho	Not Significant
	1	4.81				
	2	4.73				
	3	5.00				
	4	4.60				
	None	4.56				
	N/A	4.27				
	Confidential	5.00				

Note. p – value < 0.05 is significant.

There were no significant differences in job performance based on the number of promotions attained by LSPU-MPA graduates, p-values > 0.05. This suggests similar levels of competence, commitment, teamwork, and credibility, regardless of the number of promotions MPA graduates have received in their

profession. In other words, a graduate’s performance and dedication to their work remained steady despite career progress. This may be seen as an evidence of the efficacy of the LSPU MPA program in preparing graduates for each stage of their careers.

Table 31

Difference in Job Performance of MPA Graduates when Grouped According to Years in Service

Job Performance	Years in Service	Mean	χ^2	p-value	Decision on Ho	Interpretation
Competence	1-4	4.68	3.280	0.773	Fail to reject Ho	Not Significant
	5-8	4.78				
	9-12	4.70				
	13-16	5.00				
	17-20	4.50				
	21-24	4.40				
	29-32	4.80				
Commitment	1-4	4.92	4.683	0.585	Fail to reject Ho	Not Significant
	5-8	4.86				
	9-12	4.71				
	13-16	5.00				
	17-20	4.70				



	21-24	4.60				
	29-32	4.96				
	1-4	4.80				
	5-8	4.80				
	9-12	4.53				
Teamwork	13-16	5.00	6.162	0.405	Fail to reject Ho	Not Significant
	17-20	4.60				
	21-24	4.50				
	29-32	4.76				
	1-4	4.76				
	5-8	4.80				
	9-12	4.67				
Credibility	13-16	5.00	2.420	0.877	Fail to reject Ho	Not Significant
	17-20	4.50				
	21-24	4.50				
	29-32	4.80				

Note. p – value < 0.05 is significant.

There is no significant difference in the job performance of LSPU-MPA graduates when grouped according to their length of service, *p-values* > 0.05. This implies that regardless of the length of service of MPA graduates in their profession, their level of competence, commitment, teamwork and credibility in their profession remains the same. This is an indicator of the

effectiveness of MPA programs enabling their graduates to perform their work as expected regardless of the time they have offered their service to the profession. Professional development programs are therefore effective in maintaining and improving one’s professional performance.

Table 32
Relationship between Job Performance and Influential Factors

Job Performance	Influential Factors	Spearman's rho	p-value	Decision on Ho	Interpretation
Competence	Personal Attributes	0.63	<.00001	Reject Ho	Significant
	Leadership Abilities	0.55	0.00003	Reject Ho	Significant
	Organizational Support	0.38	0.00517	Reject Ho	Significant
Commitment	Personal Attributes	0.54	0.00004	Reject Ho	Significant
	Leadership Abilities	0.71	<.00001	Reject Ho	Significant
	Organizational Support	0.58	<.00001	Reject Ho	Significant
Teamwork	Personal Attributes	0.74	<.00001	Reject Ho	Significant
	Leadership Abilities	0.70	<.00001	Reject Ho	Significant
	Organizational Support	0.58	<.00001	Reject Ho	Significant
Credibility	Personal Attributes	0.61	<.00001	Reject Ho	Significant
	Leadership Abilities	0.70	<.00001	Reject Ho	Significant
	Organizational Support	0.59	<.00001	Reject Ho	Significant

Note. p – value < 0.05 is significant. The strength of *r* is interpreted as follows. [0, .2) – very weak; [0.2, 0.4) – weak; [0.4,0.6) – moderate; [0.6,0.8) – strong; [0.8,1) – very strong

There is a statistically significant monotonic relationship between LSPU-MPA graduates' job performance and the influential factors, *p-values* < 0.05. It shows the strength of the relationship which ranges from weak to strong. If the graduates' personal attributes, leadership abilities and organizational support increases, their competence levels, levels of commitment, teamwork and credibility will also increase. Therefore, positive changes in influential factors leads to positive changes in job performance.

CONCLUSIONS

In conclusion, the factors influencing LSPU Master in Public Administration (MPA) graduates on their job performance contributed to the development of professional effectiveness in public administration. Based on the results, personal attributes,

leadership abilities, and organizational support mattered the most, while the latter had a somewhat more powerful effect. Thus, the areas identified for improvement were time management and task prioritization in the personal context and some of the aspects of leadership skills. On the other hand, MPA graduates were effective in their jobs, in terms of competence, commitment, teamwork, and credibility. Focusing on the efforts in aligning graduates and supervisors' expectations, concentrating on the identified areas of improvement, and promoting interests that can enhance in an overall professional effectiveness and organizational performance The equality factor is also manifested in evaluating the job performance indicators against individual characteristics, and not for age, gender, and job title. Credibility remains high, whereas the difference in performance is possible



for different job levels. The credibility measure shows a connection with performance rates, proving the value of feedback and recognition. The job length does not affect job performance, which means the MPA grad preparation works regardless of experience. At the same, the positive effect of the improvements in personal attributes, leadership abilities, and organizational support resulting in the improved job performance was evident, indicating the high importance of these factors for graduates' success in public administration.

RECOMMENDATIONS

The following are some recommendations drawn from the findings.

1. Develop and enhance training programs, the institution might create short courses or organize workshops or seminars that bring together MPA Graduates and industry supervisors to discuss expectations, challenges and strategies to show success. These sessions can assist graduates to match their abilities with organizational goals. Alternatively, such sessions could be incorporated into the present curriculum or provided as additional development opportunities.
2. Launch leadership development programs like mentorship programs. Graduates might have the opportunity to learn from successful alumni or professionals in their field
3. Implement structures feedback mechanisms where graduates can share what they have experienced This input can help the institution determining areas that may require further support and how well its graduates applying their skills in the real world based on evidence and feedback.
4. Offer the graduates continuous learning and professional development opportunities tailored to their needs. These opportunities must also be extended to graduates throughout the working and career journey.
5. Future researchers should continue research on significant interventions concerning the measurements of job performance and career progress from MPA graduates.

REFERENCES

1. ABEL, J. R. (2014). Are recent college graduates finding good jobs. *Current Issues in Economics and Finance*, 20(1). <http://dornsife.usc.edu/assets/ites/718/>
2. ABAS, M. C., & IMAM, O. A. (2016). Graduates' competence on employability skills and job performance. *International Journal of Evaluation and Research in Education*, 5(2), 119. <https://doi.org/10.11591/ijere.v5i2.4530>
3. ABOU-MOGHLI, A. A. (2015). The Role of Organizational Support in Improving Employees Performance. *International Business Research*, 8(2). <https://www.academia.edu/97580201/>
4. ABUN, D., ASUNCION, S. B., LAZARO, J. R., MAGALLANES, T., & CATBAGAN, N. (2021). The Effect of Educational Attainment, Length of Work Experience on the Self-Efficacy of Teachers and Employees. *International Journal of Business Ecosystem & Strategy*, 3(2)(2021)<https://www.academia.edu/97580201/>
5. ABUKHALIFA, A. & KAMIL, N. L. (2022). Intensifying Employees' Job Performance in Palestine Banking Sector: How Personal Attributes Tell Us? <https://www.academia.edu/79247784/>
6. AL-MALKI, M., & JUAN, W. (2018). Leadership Styles and Job Performance: a Literature Review. *Journal of International Business Research and Marketing*, 3(3), 40–49. <https://doi.org/10.18775/jibrm.1849-8558.2015.33.3004>
7. AGWU, DR. M. O. (2015). Teamwork and Employee Performance in The bonny Nigeria Liquefied Natural Gas Plant. *Strategic Management Quarterly*, 3(4). <https://doi.org/10.15640/smq.v3n4a3>
8. ALBRIGHT, M. D., & LEVY, P. E., (2006). The Effects of Source Credibility and Performance Rating Discrepancy on Reactions to Multiple Raters. <https://www.researchgate.net/publication/229509180>
9. ASSBEIHAT, J. (2016) The Impact of Collaboration among Members on Team Performance. <https://d1wqtxts1xzle7.cloudfront.net/49407051/3-libre.pdf?1475777814>
10. BALUKU, M. (2020). Gender, Organizational Commitment and Job Performance in the Ugandan Local Government. <https://www.academia.edu/82232425>
11. BARTLETT, M. (2020). The Most Lucrative Careers for MPA Graduates. *Post University*.<https://post.edu/blog/career-outlook-promising-mpa-graduate-word-yes>
12. BASHIR, M., HAMEED, A., BARI, M. W., & ULLAH, R. (2021). The Impact of Age-Diverse Workforce on Organization Performance: Mediating Role of Job Crafting. *SAGE Open*, <https://doi.org/10.1177/2158244021999058>
13. BEAUMONT-OATES, W. (2023). Which Personality Attributes Are Most Important in the Workplace. *Thomas International*. <https://www.thomas.co/resources/type/hr-blog/>
14. COBBINAH, E., NTARMAH, A. H., OBENG, A. F., & QUANSAH, P. E. (2020). Organizational Commitment and Job Performance: Examining the Mediating and Moderating Roles of Organizational Citizenship Behaviour and Leadership Styles. *International Journal of Human Resource Studies*. <https://doi.org/10.5296/ijhrs.v10i4.17660>
15. CRUZ, J. L. D., & CRUZ, T. L. D. (2023). Employment and employability skills of graduate school graduates in Tagudin Campus. *International Journal of Multidisciplinary*, 4(4), 1129–1136. <https://doi.org/10.11594/ijmaber.04.04.10>
16. BABBIE, E. R. (2015). The practice of social research. *Teaching Sociology*, 17(4), 499. <https://doi.org/10.2307/1318433>
17. DAGUPLO, M. S., CAPILI, P. L. G., ESTRELLA A. R. C., & BANO, A. L. (2020). Tracking the Employment and Employability Characteristics of the Graduates of the College of Teacher Education <https://www.researchgate.net/publication/340077923>
18. DEWI, D. P., INDRIATI, F., & SOELING, P. D. (2020). Effect of perceived organizational support, quality of work-life and employee engagement on employee performance. *International journal of management*, 11(6), 707-717
19. DOE, TINA. (2015). The High Impact Instructional Leadership Participant Manual
20. GUNAWAN, M. A., & GUNAWAN, H. (2019). Compensation, Competence, Organizational Commitment and Its Effect on Employee Performance: Job Satisfaction as Intervening. <https://doi.org/10.30871/jaat.v4i2.1595>



21. GUPTA, N., & K. GUPTA, A. (2020). *Big Five Personality Traits and Their Impact on Job Performance of Managers in FMCG Sector.* . <https://doi.org/10.35940/ijrte.e6406.018520>
22. KIM, K. Y., EISENBERGER, R., & BAIK, K. (2016). *Perceived organizational support and affective organizational commitment: Moderating influence of perceived organizational competence.* *Journal of Organizational Behavior*, 37(4), 558–583. <https://doi.org/10.1002/job.2081>
23. SIEDLECKI, S. L. (2020). *Understanding descriptive research designs and methods.* *Clinical Nurse Specialist*, 34(1), 8–12. <https://doi.org/10.1097>
24. SUBBALAKSHMI. B. H., & SIRISHA, K. (2020). *The Impact of Teamwork on Work Performance of Employees.* <https://www.academia.edu/42023318>
25. UPPAL, N., MISHRA, S. K., & VOHRA, N. (2014). *Prior Related Work Experience and Job Performance: Role of personality.* *International Journal of Selection and Assessment*, 22(1), 39–51. <https://doi.org/10.1111/ijsa.12055>