

## NEUST SAN LEONARDO CAMPUS' CONTRIBUTIONS IN THE PERFORMANCE OF ITS BUSINESS ADMINISTRATION GRADUATES: AN ASSESSMENT

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### Abstract

*Employability of graduates is an indicator that the curriculum of the university had a major effect on the graduates. The main objective of this tracer study is to determine career development and evaluate the curriculum enhancement of the programs. The programs include Marketing Management and Human Resource Management. The sampling is purposive and only dependent on the response rate of the expected response. The researchers used ninety-four (94) BSBA Graduates of the year 2016 to 2018 as the respondents. The data collected from the questionnaires were organized and tabulated using frequency, percentage (%), and weighted mean. The study identified the employment of the Graduates and the level of satisfaction in the services, learning environment, and facilities provided by the Institution. It also evaluated the extent of use of various curricular programs that contributed to the development of the skills. Results of the study show that the graduates are mostly employed. It also showed that most of them are in Financial institutions as their industry of employment. Furthermore, the study showed that the graduates' satisfaction with NEUST's services, learning environment, and facilities are favorable. It also showed that the university's curriculum programs contributed to the development of skills necessary to the graduates' line of work.*

**Keywords:** Performance, Business Administration, Graduates, University

### INTRODUCTION

The Nueva Ecija University of Science and Technology (NEUST) started in June 1908 as a vocational course at the Wright Institute in San Isidro, Nueva Ecija where young Filipinos were trained in woodworking and basic telegraphy. Said vocational course lasted until SY-1927-1928 when the general secondary school was transferred to Cabanatuan City.

According to Salvatierra et.al (2019), on April 4, 2008, the Sangguniang Bayan of San Leonardo approved the Resolution No. 24A-s'2008, giving authority to Hon. FROILAN NAGANO to sign the Memorandum of Agreement between NEUST and the Municipality of San Leonardo for a free college education program to be sponsored by its local government. Its top priority is the provision of monetary scholarship benefits for the poor but deserving students of San Leonardo helping them pursue their college education without costs on their part. The memorandum of agreement was signed by Atty. HILARIO C. ORTIZ PH. D., President of NEUST and Hon. Froilan A. Nagano, Municipal Mayor of San Leonardo. According to this MOA, the school will be called Nueva Ecija University of Science and Technology, San Leonardo Academic Extension Campus. NEUST-SLAEC is governed by two committees, the Executive Committee headed by Hon. Froilan A. Nagano as

Executive Director, and the Administrative Committee headed by Ms. Chris Evert T. Inonillo, Academic Extension Administrator.

On the part of the Administrative Committee, the BANR-186 Development has been noticeable through the opening of new educational programs, starting from its foundation courses in 2009 Bachelor of Science in Information Technology (BSIT) and Bachelor of Science in Business Administration (BSBA) NEUST-SLAEC offered first two years in Bachelor of Elementary Education (BEED) and Bachelor of Science Education (BSE) only in 2010. Due to the demand of the parents, Mayors Nagano with the support of Sangguniang Bayan Members proposed the opening of a Bachelor of Science in Business Administration in 2011 which has been approved in the same year. The undeniable success of the partnership has been the main object why the continuance of the 3rd and 4<sup>th</sup> year education course has been granted recently. With the various courses that students can enroll in NEUST-SLAEC, enrollees which started from 182 had increased to 761 with the recent statistic. From the old PNP, the station converted into a classroom NEUST-SLAEC move to its new home in 2010. It has been more conducive to the student studying in wider classrooms with proper ventilation and sufficient lighting with a fresh and relaxing environment since the San Leonardo Park is situated in front of the said new NEUST-SLAEC.

Naturally, the majority of students place a premium on their ability to find work following graduation and in the years to come. To assist students in developing their employability skills and capacity to convey them, the campus recently increased its offering of higher education courses to encompass a diverse range of areas. Once acquired, these qualities must be honed throughout one's career, not only during job searches and interviews but also through personal development plans and making the most of available work experience opportunities. There is no doubt that university enhances a student's ability to learn and progress throughout his or her life.

In line with the mentioned challenges, the researchers aim to determine the NEUST San Leonardo Campus' Contributions to the performance of its Business Administration graduates. This tracer tries to ascertain graduates' work situation and the extent to which they have advanced, particularly in terms of their accomplishments. Additionally, this study sought to offer results. This study intends to provide information about how graduates performed in their chosen fields and to assess the effectiveness of the curriculum framework. The findings may be critical to the colleges' value because they may enable them to get essential knowledge to update their records of graduates while also assessing their graduates' performance.

Specifically, it sought to answer the following questions:

1. Establish the profile of the NEUST BSBA graduates in terms of:
  - 1.1 Employment status; and
  - 1.2 Industry of Employment.
2. Assess the graduates' level of satisfaction in terms of:
  - 2.1 University services,
  - 2.2 Learning environment; and
  - 2.3 Facilities.
3. Determine the extent to which the various curricular programs contributed to the development of the graduates in terms of:
  - 3.1 Communication skills,
  - 3.2 Human relation skills,
  - 3.3 Leadership skills,
  - 3.4 Problem-solving skills; and
  - 3.5 Research skills.

## **BSBA PROGRAM**

Ramos et.al (2018), emphasized that the benefits of evaluating employability skills apply to all stakeholders in undergraduate education. Educators can better gauge their contribution to graduate work readiness and are alerted to areas of weakness requiring an adjustment in their strategies, program content, learning activities, and/or assessment. Graduates will be better equipped to explicitly promote their capabilities in employability skills. Finally, the evaluation result will highlight those areas which would benefit from industry assistance and intervention, such as embedding professional learning activities into curricula and assessment.

A study by Laguador et.al as cited by Refozar et.al (2017), found out that employers have very high regard for the competence of the graduates in terms of the relevance of their knowledge and skills in research and work discipline, communication skills, and computer skills. They strongly preferred employees, who are loyal and committed to their works and functions; responsible team members; with strong moral values, and a high sense of professionalism. They also added that a positive attitude is something that 1st most valued by supervisors and coworkers and that also makes the job more pleasant and fun to go to each day.

Fresh Graduate Performance

Tutor et.al (2019), conducted a very comprehensive tracer study using 11,547 college graduates from the entire Philippines. They found that there are several tell-tale signs of job-education mismatch: (a) graduates feel that they did not sufficiently develop communication, critical thinking, and problem-solving skills; (b) less than 70% think that their college degree is relevant to their first job; (c) less than half of them consider occupational skills, which they learned in college, as the main reason for landing their first or current jobs; (d) around a fourth think that outdated skills learned in college is keeping them from getting a good job. Thus, graduates and employers are in congruence on the skills gaps that are preventing graduates from achieving their preferred occupations. Overall, only 50.3% of graduates who took courses with professional license requirements and are employed during the reference period are in jobs that match their degree. The predominant "not matched" occupations are various types of clerks, retail, sales, and other service workers, and laborers.

In their study conducted, Siraye et.al (2018), found that the top ten employability skills in greatest need of curricular attention, according to the perception of graduates, were making decisions in a short period, identifying problems, writing reports, prioritizing problems, applying IT as a management tool, revising plans to include new information, writing external business communication, providing novel solutions to problems, relating well with supervisors, and identifying essential components of a problem. They, then suggested that for the graduates to be successful in the labor market, universities in their part need to design and implement their program curricula in line with the globally acknowledged need for the long-term career development of graduates.

## **CURRICULUM**

Findings of the study conducted by Pangilinan et.al (2019), also showed competencies/skills like critical solving skills, human relation skills, and conceptual skills which the graduates considered very useful. They also found that school-related factors such as teacher relates subjects to the practical corporate situation; teacher professionally conducts himself and the teacher has a good communication skill, were considered to be very important by the respondents.

Dorji et. Al (2020), analyzed the relevance of the course program of one university in Bhutan's perceived by its graduates. It was found that the academic experience of the respondents is very relevant for employability. The program provided them with opportunities to get a suitable job and

they also found it very useful for their current job. They ultimately perceived that they acquired adequate knowledge for the job.

## MATERIALS AND METHODS

### Research Design

The study utilized the descriptive analysis to assess the degree level of satisfaction in NEUST. The method to be used in this study is a quantitative research design that used frequencies, percentages, weighted mean, and other statistical analyses.

According to Prezi (2014), descriptive research is used to describe the characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why/ the characteristics occurred. Rather it addresses the "what" question. Descriptive research describes what is. It involves the description, recording, analysis, and interpretation of the present nature, composition, or processes of phenomena.

### Study Locale

This research was conducted in the San Leonardo Nueva Ecija where the respondents were identified. The List of the students in the San Leonardo was extracted from NEUST San Leonardo Off-Campus. The respondents of this study came from the different barangays found in San Leonardo Nueva Ecija

### Participant Selection

The total sample size of the respondents of the survey is ninety-four (94) from the total population of 124. This study used a random sampling technique, a random sample is one of the main types of non-probability sampling methods. Random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen using the Raosoft Calculator, which is a software that primarily calculates or generates the sample size of a research or survey. A sample chosen randomly is meant to be an unbiased representation of the total population.

### Data Collection

The results of this research were obtained via a limited face-to-face survey, interview, and other online platforms like messenger, which used a database to gather and store data, as well as statistical tools to analyze the results. Regarding the authenticity of the study subject, entitled "NEUST San Leonardo Campus' Contributions in the Performance of its Business Administration Graduates: A Foundation for Curriculum Enhancement", the researchers begin gathering relevant data and material from the Internet. The questionnaire was led by relevant research and is confirmed by a competent person for validation of the recommended views. The researchers perform a dry run to ensure the questionnaire's reliability and validity. The instrument's reliability coefficient was evaluated and measured to ensure internal consistency. The reliability coefficient of the instrument was tested and measured with a score of .790, which means that the instrument has a good internal consistency. The validity of the research instrument was established by presenting the developed research instrument for the comments of the experts who rated the instrument with 4.52 as its weighted mean having a verbal interpretation of "very good".

### Data Analysis

The data collected from the locale were encoded, tallied, and analyzed. Statistical tools such as Percentage, Frequency Distribution, and Weighted Mean, were used in analyzing the data gathered. The scale below was employed to interpret the results.

**Table 1. Scales for Interpretation in the Level of Satisfaction at NEUST.**

Scale	Mean Range	Interpretation	Description
4	3.26 - 4.00	Highly Satisfied	Highly in favor

3	2.51 - 3.25	Satisfied	In favor
2	1.76 - 2.50	Not Satisfied	Not in favor
1	1.00 - 1.75	Not Highly Satisfied	Highly not in favor

Table 1 presents the scales applied by the researchers in the interpretation and description of data under the Level of Satisfaction at NEUST to determine the favorable using a 4-point Likert scale. The purpose of the researchers is to identify the perspective of the respondents which among the level of satisfaction are being highly in favor, in favor, not so in favor, not in favor, or highly not in favor.

**Table 3. Scales for Interpretation of Training Skills at NEUST.**

Scale	Mean Range	Interpretation	Description
4	3.26 - 4.00	Very Adequate	Highly in favor
3	2.51 - 3.25	Adequate	In favor
2	1.76 - 2.50	Somewhat Adequate	Not in favor
1	1.00 - 1.75	Not Adequate	Highly not in favor

The scale for interpretation table 3 was used by the researchers to interpret and describe the Training Skills at NEUST. To measure the practices of the skills of the respondents using a 5-point Likert scale.

**RESULTS AND DISCUSSION**

**1. Establish the profile of the respondents of the NEUST BSBA graduates in terms of:**

**1.1 Employment Status**

Table 3 shows the establishment of the profile of the NEUST BSBA graduates in terms of current employment status.

**Table 3. Employment Students of BSBA Graduates**

EMPLOYMENT STATUS	FREQUENCY	PERCENTAGE
Employed	42	45%
Not Employed	30	32%
Self Employed	22	23%
<b>TOTAL</b>	<b>94</b>	<b>100%</b>

This table shows the current employment status of the respondent. It shows that there were only limited numbers of BSBA graduates who were not employed. This signifies that more potential graduates were now starting to build their careers.

According to Salazar et.al (2015), the employability of graduates is one of the good barometers of successful academic curricula offered by the schools. Hence, it shows that the offered curricula of the campus were being employed by the graduates in building their careers.

**1.2 Industry of Employment**

Table 4 shows the establishment of the profile of the NEUST BSBA graduates in terms of industry of employment.

**Table 4. Industry of Employment**

INDUSTRY OF EMPLOYMENT	FREQUENCY	PERCENTAGE
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Academe	14	15%
Hospital	11	12%
Financial Institutions	49	52%
Others	20	21%
<b>TOTAL</b>	<b>94</b>	<b>100%</b>

In the table above, based on the data, the majority of the respondents were working in the financial institution with a percentage of **52%**, on the other hand, the least is in the Hospital with a percentage of **17%**. The table shows that most graduates are working as Financial institution employees. This signifies that the graduates were practicing the course that they have obtained. It shows that the skills obtained from their undergraduate program will be employed in their work.

In a study conducted by Catacutan et.al (2020), less than half (43%) of the graduates are working as accounting staff (e.g. cashiers, bookkeepers, accounting clerks, accounts payable analysts, etc.) and administrative aides/assistants. In line with this, it shows that there is a connection between the course graduated and the job that they have sought.

## 2. Assess the graduates' level of satisfaction in terms of:

### 2.1 Services

Table 5 shows the assess the graduates' level of satisfaction in terms of Services Provided at NEUST.

*Table 5. Satisfaction in terms of services provided*

SERVICES	WEIGHTED MEAN	VI	RANK	VB
Administrative Support	3.00	Satisfied	3	In favor
Faculty Support	3.04	Highly Satisfied	1	Highly in favor
Staff	2.95	Highly Satisfied	4	Highly in favor
Academic Advising	3.02	Highly Satisfied	2	Highly in favor
Guidance and Counseling	2.92	Highly Satisfied	5	Highly in favor
Accommodation	2.85	Highly Satisfied	8	Highly in favor
Food Services	2.51	Satisfied	12	In favor
Library Services	2.64	Highly Satisfied	10	Highly in favor
Extension/Outreach/Community Involvement	2.75	Satisfied	9	In favor
Extra-curricular activities	2.92	Satisfied	5	In favor
Co-curricular activities	2.56	Satisfied	11	In favor
Security	2.89	Highly Satisfied	7	Highly in favor
<b>Average Weighted Mean</b>	<b>2.83</b>	<b>Highly Satisfied</b>	-	<b>Highly in favor</b>

The table above determines the level of satisfaction of the respondent in services provided by the University. The Faculty Support ranked as number one with a weighted mean of **3.04** and a verbal interpretation as **highly satisfied** and Food Service as the least with the weighted mean of **2.51** and a verbal interpretation as **satisfied**. The results show that overall, the respondents are satisfied with the services of NEUST. This signifies that the faculty of the campus plays a major part in the development of the graduates. Since most of the time of the students during their tertiary level are

being with their faculty, it impacted the lives of the students that contributed to how they will carry themselves in the corporate office. On the other hand, food services ranked lastly since students were just going to buy food just only to satisfy their hunger. According to the other respondents, instead of buying food in the canteen, they will just go home to eat and to save money as well.

Ciobanu (2013) asserts that student services assist students in having a more positive learning experience and achieving academic success. The concern of faculty to the students contributes to the decrease of university dropout rates and the diversification of student life by promoting and establishing an open system for making rational judgments and resolving difficulties, as well as training students for active citizenship. It is vital to cultivate specific characteristics for them to foster students' engagement as users and recipients.

## 2.2 Learning Environment

Table 6 shows the assess the graduates' level of satisfaction in terms of Learning Environment/Climate at NEUST.

*Table 6. Level of Satisfaction in terms of learning Environment/Climate*

Learning Environment/Climate	Weighted Mean	VI	Rank	VB
Knowledge of content	2.62	Highly Satisfied	7	Highly in favor
Interaction with students	2.91	Highly Satisfied	3	Highly in favor
Creativity in teaching	2.65	Highly Satisfied	4	Highly in favor
Delivery Skills/Teaching Methods	2.92	Highly Satisfied	1	Highly in favor
Instructional Materials	2.56	Satisfied	6	Highly in favor
Respect for Students	2.92	Highly Satisfied	1	Highly in favor
The atmosphere of political and cultural understanding	2.65	Highly Satisfied	4	Highly in favor
Average Weighted Mean	2.74	Highly Satisfied	-	Highly in favor

The above table shows the level of satisfaction of the respondent in Learning Environment/Climate in the University. The Respect for Students and Delivery Skills/Teaching Methods are the most answered with the weighted mean of **2.92** and a verbal interpretation of **highly satisfied** and instructional Materials is the least with the weighted mean of **2.56** and verbal interpretation of **satisfied**. It shows that the teaching methods of the faculty are effective in the sense that they created an impact on the professional development of the graduates. According to the respondents, some of the topics that they have remembered were based on the teaching strategies of the faculty. On the other hand, knowledge of the content shows that there is a need for improvement of the curriculum. According to the respondents, the curriculum should add some topics that are relevant to the partner industries of the school. It could be a great help to include the concerns into a doable action such as curriculum development.

Franzoni et.al. (2008) stated that recent research on the learning process has shown that students tend to learn in different ways and that they prefer to use different teaching resources as well. In this line, there is a great advantage if the school will use an effective teaching strategy for the students to retain all the learnings and preserve it for future purposes.

### 2.3. Facilities

Table 7 shows the assess the graduates' level of satisfaction in terms of Facilities at NEUST.

*Table 7. Satisfaction in Terms of Facilities*

Facilities	Weighted Mean	VI	Rank	VB
Library	2.96	Highly Satisfied	1	Highly in favor
Science Laboratories	2.32	Satisfied	11	In favor
Computer Laboratories	2.74	Highly Satisfied	5	Highly in favor
Equipment	2.79	Satisfied	3	In favor
Classroom	2.75	Highly Satisfied	4	Highly in favor
Clinic	2.30	Satisfied	12	In favor
Canteen/Food stalls	2.38	Satisfied	9	In favor
Recreational Facilities	2.70	Satisfied	6	In favor
Audio-Visual Room	2.52	Satisfied	7	In favor
Auditorium	2.36	Satisfied	10	In favor
Communication Facilities	2.51	Satisfied	8	In favor
General conditions of building and grounds	2.86	Satisfied	2	In favor
<b>Averaged Weighted Mean</b>	<b>2.59</b>	<b>Satisfied</b>	-	<b>In favor</b>

As seen in the table above, it determines the level of satisfaction of the respondent in the Facilities of the University. Library ranked as number one with a weighted mean of **2.96** and verbal interpretation of **highly satisfied** while clinic had a weighted mean of **2.30** and verbal interpretation of **satisfied**. It shows that the graduates are satisfied with the library facility of the campus. According to the respondents, books and computers in the library are helpful in their study. As added, the respondents have used a library for their research and a room for review. On the other hand, the clinic shows that the respondents have a poor level of satisfaction since the clinic is not fully functional. It will be a great help if some of the emergency medicines can be found in the clinic.

Based on the results, the respondents are satisfied with the facilities in NEUST. In addition to that, facilities should be in the best interest of the students: teachers and faculty staff that can help them work effectively and increase efficiency.

According to the support of Hallak (1990), identified facilities as the main factor contributing to academic achievement in the school system. They include the school buildings, classrooms, libraries, laboratories, and recreational equipment among others. Hallak claimed that the quality, appropriateness, and adequacy of these items contribute to performance in the school system.

### 3. Determine the extent to which the various curricular programs contributed to the development of the graduates in terms of:

#### 3.1. Communication Skills

Table 8 shows the extent to which the various curricular programs contributed to the development of the graduates in terms of communication skills.



**Table 8. Contribution of Curriculum Programs in Communication Skill**

Communication Skill	Weighted Mean	VI	Rank	VB
<b>Express ideas in a clear and logical manner</b>	3.06	Very Adequate	1	Highly in favor
<b>Use various forms and styles of written communication</b>	2.87	Adequate	4	In favor
<b>Use grammatically correct language and vocabulary</b>	2.89	Adequate	3	In favor
<b>Listen with objectivity to gain an understanding of the ideas of others</b>	2.96	Very Adequate	2	Highly in favor
<b>Average Weighted Mean</b>	<b>2.94</b>	<b>Very Adequate</b>		<b>Highly in favor</b>

The table above depicted the contribution to the development of their skills in Communication. The "express ideas clearly and logically" had the highest weighted mean of **3.32** as ranked number one and verbally interpreted as **Very Adequate**, on the other hand, Use various forms and styles of written communication got the lowest weighted mean of **2.87** and verbal interpretation of **Adequate**. The data shows that communication skills are essential to allow students to understand information more accurately and quickly. On the other hand, the adequacy of the written communications skills lacked the requirements of the respondents. According to the respondents, they are not that expert in terms of subject-verb agreement, sentence construction patterns, and other grammar concerns. These skills should be given focus in the English curriculum/subjects of the BSBA program.

According to respondents, expressing their ideas clearly and logically have a great contribution to the development of their skills. In addition to that, to express ideas clearly and logically one must have to provide enough reasoning and evidence to support your point for any kind of discussion.

According to Connor et.al. (2008), it also helps to develop the student's communication skills that include daily interaction within the working environment and technical writing.

### 3.2. Human Relation Skills

Table 9 shows the extent to which the various curricular programs contributed to the development of the graduates in terms of Human Relation Skills.

**Table 9. Contribution of Curriculum Programs in Human Relation Skill**

Human Relation Skills	Weighted Mean	VI	Rank	VB
<b>Demonstrate effective social behavior in a variety of settings and under different circumstances</b>	2.88	Adequate	3	In favor
<b>Respond to the needs of colleagues in the workplace</b>	2.87	Very Adequate	4	Highly in favor
<b>Apply effective conflict resolution skills</b>	2.91	Very Adequate	1	Highly in favor
<b>Foster professional relationships with people in the workplace</b>	2.86	Adequate	5	In favor

<b>Exhibit cooperative and supportive relations with others</b>	2.91	Adequate	1	In favor
<b>Average Weighted Mean</b>	<b>2.88</b>	<b>Adequate</b>	-	<b>In favor</b>

The table above shows the contribution of developing human relation skills of the Graduates. The statement "apply effective conflict resolutions skills" and Exhibit cooperative and supportive relations with others" had the highest weighted mean of **2.91** and a verbal interpretation of **Very Adequate** and the lowest being "Foster professional relationships with people in the workplace" with a weighted mean **2.86** and verbal interpretation of **Adequate**. This shows that human relations skills can help to create a better relationship and it can reduce conflict in the workplace. This was performed by the support given by the administration of the campus and the office of student affairs. It signifies that there is a positive relationship between the faculty and staff and the students especially in dealing with conflicts. Aside from this, since students are prone to social interactions, it is said by the respondents that the conflict management of the campus is helpful to them especially in dealing with other people.

According to the respondents, applying effective conflict resolution can save business time and money as well as improve colleague relationships and employee performance.

According to Brian Tracy International (2001), 85 percent of success in life is determined by social skills and the ability to interact positively and effectively with others.

### 3.3. Leadership Skills

Table 10 shows the extent to which the various curricular programs contributed to the development of the graduates in terms of Leadership Skills.

**Table 11. Contribution of Curriculum Programs in Leadership Skill**

Leadership Skills	Weighted Mean	VI	Rank	VB
<b>Stimulate collaborative efforts with colleagues in the workplace</b>	2.94	Adequate	4	In favor
<b>Motivate, mobilize and inspire people to move toward the goal of the organizations</b>	3.01	Adequate	2	In favor
<b>Organize and coordinate people and tasks to achieve the organization's goal</b>	2.95	Very Adequate	3	Highly in favor
<b>Facilitate effective implementation of programs of the departments/School/Organization</b>	2.84	Adequate	5	In favor
<b>Maintain self-control amid stressful encounters with group members.</b>	2.70	Adequate	6	Highly in favor
<b>Take responsibility and risks in making decisions</b>	3.03	Very Adequate	1	Highly in favor

<b>Average Weighted Mean</b>	<b>2.91</b>	<b>Adequate</b>		-
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Table 10 shows the contribution of developing leadership skills of the Graduates. The "take responsibility and risks in making decisions" had the highest weighted mean of **3.03** and verbal interpretation of **Very Adequate** and "maintain self-control during stressful encounters with group members" had the lowest weighted mean of **2.70** and verbal interpretation of **Adequate**. This shows that the graduates have transformed into effective leaders that can communicate well, motivate their team, handle and delegate responsibilities, listen to feedback and have the flexibility to solve the problems in an ever-changing workplace.

According to the respondents, during their days in college, taking responsibilities and also taking risks in decision-making had a great contribution to their development of being a leader. As added, their leadership skills were obtained in becoming leaders in different students' activities including the research and feasibility development, programs, and other school-related activities.

Lavery (2003) explained that the school cultivates a leadership culture among its students by challenging and educating them about their inherent potential as leaders, by providing opportunities for them to develop and improve their leadership abilities, and by supporting them in their leadership initiatives and activities.

### 3.4. Problem-Solving Skills

Table 11 shows the extent to which the various curricular programs contributed to the development of the graduates in terms of Problem-solving in NEUST.

*Table 12. Contribution of Curriculum Program in Problem Solving Skill*

<b>Problem Solving</b>	<b>Weighted Mean</b>	<b>VI</b>	<b>Rank</b>	<b>VB</b>
<b>Identify the underlying issues in a problem</b>	2.87	Adequate	3	In favor
<b>Examine alternative solutions and strategies to make an informed decision on the problem</b>	2.84	Adequate	4	In favor
<b>Develop a clear plan to solve the problem</b>	2.95	Very Adequate	1	Highly in favor
<b>Evaluate action for making a future decision</b>	2.91	Adequate	2	In favor
<b>Average Weighted Mean</b>	-	<b>Adequate</b>		<b>In favor</b>

Table 12 shows the contribution to the development of the Graduates in terms of problem-solving. The "develop a clear plan to solve the problem" had the highest weighted mean of **2.95** and verbal interpretation of **Very Adequate** and "Examine alternative solutions and strategies to make an informed decision on the problem" with the lowest weighted mean of **2.84** and a verbal interpretation of **Adequate**. This data shows that problem-solving skills can prioritize, plan and execute strategies, and it can bring them to their roles and workplace. According to the respondents, their college days helped them in developing a systematic way of viewing problems and developing short- and long-term solutions. As added, it helped them in solving challenges that they have been encountering in their careers.

According to Munamar et.al (2018), self-efficacy is needed by students in solving these economic problems so that they can achieve success in learning. Students with high Self-Efficacy will be better able to survive facing these economic problems, easily solve tasks and economic problems, and failure to solve economic problems is considered due to lack of effort or learning.

## RESEARCH

Table 12 shows the extent to which the various curricular programs contributed to the development of the graduates in terms of Research Skills.

*Table 12. Contribution of Curriculum Programs in Research Skill*

Research Skills	Weighted Mean	VI	Rank	VB
Identify research problems in one's discipline	2.98	Very Adequate	1	Highly in favor
Formulate testable hypothesis	2.87	Adequate	6	In favor
Demonstrate knowledge of various data-gathering techniques	2.94	Very Adequate	3	Highly in favor
Apply appropriate statistics in processing data	2.87	Adequate	6	In favor
Analyze and interprets research results	2.92	Very Adequate	4	Highly in favor
Draw conclusions and generalizations from research data	2.92	Adequate	4	In favor
Use technology to acquire needed information	2.96	Very Adequate	2	Highly in favor
<b>Average Weighted Mean</b>	<b>2.92</b>	<b>Adequate</b>		-

The table above depicts the contribution in the development of research skills of the Graduates. The "Identify research problems in one's discipline and Use technology to acquire needed information" both had the highest weighted mean of **2.98** with the verbal interpretation of **Very Adequate** and "apply appropriate statistics in processing data" and "Formulate testable hypothesis" had the lowest weighted mean of **2.87** with a verbal interpretation of **Adequate**.

This shows that the respondents have limited research skills. According to the respondents, they have more developed their skills in identifying problems in one's discipline and in using technology to gather information but they do not know how to formally write a research paper. It is connected with the results in the communication skills of the respondents that they have shown a weak skill in terms of writing. Writing is one of the skills that should be enhanced before a person wants to write research. This should be improved and be given focus by the school since nowadays corporate offices were looking for employees who can perform research.

According to Murtonen et.al (2015), training in research skills is highly valued in the marketplace. Likewise, university administrators are emphasizing the importance of students acquiring research skills. Subsequently, many degree programs include research methodology courses as requirements.

### CONCLUSION AND RECOMMENDATIONS

The respondents of this research are college graduates of the year 2016-2018 in business administration. In addition to that, most of the respondents are currently employed in Financial institutions. In terms of services provided by the institution, the Faculty Support is satisfied. When

it comes to the learning environment the respondents were satisfied with the delivery skills/teaching methods and respect for students. In terms of Facilities, respondents were satisfied. Facilities aim to be highly responsive to the satisfaction that considered facilities must be genuinely well organized. Some of the respondents are active and had knowledgeable skills to be employed because of practicing leadership especially as problem-solvers that developed skills for advancement and enhancement. For identifying the research problem researchers got the point of their question to answer the problem is one discipline and by use of technology for acquiring the needed information.

With the given conclusions above, the researchers recommended the following:

Among these recommendations that need to be considered are: the need to review the curriculum particularly on offering major subjects that shall focus on the enhancement of both hard and soft skills/competencies that are expected among the graduates, the exposure of BA students to more realistic on-the-job training inside and outside the province, The need to improve university facilities, the recruitment of experienced and trained professors to develop more the skills and knowledge of the students to the match the needs of the industry, the seminar/training courses to complement the students' theoretical knowledge learned in the classroom in a more realistic environment, NUEST needs to add more learning materials or instructional materials to prevent teachers and students from overemphasizing recitation and memorization. This can easily dominate the lesson BA students, should be encouraged to take further education after graduation. They may also be encouraged to invest in their professional development thru attending more training programs/seminars, joining various professional organizations, and building connections.

NEUST should focus more on activities, programs, and learning experiences that somehow complement what students are learning at school. Experiences related to or reflecting the academic curriculum. NEUST should help BA Graduates to find their first job and evaluate all the skills they can acquire in the actual workplace. BA graduates also need to effectively develop their business skills so that they can start their own business.

It is recommended that the faculty members handling core professional subjects should be well trained on the different employment demands of the major establishments in the city. In addition, this study can be replicated by other institutions in cities and regions to identify their graduates and examine their employability. The results of such studies can be used to improve the current education system. Graduates should possess communication skills, human relations skills, computer skills, and the ability to work under pressure to have a greater chance of being employed. Universities therefore should develop these skills for their students to increase the likelihood of desired employability. With all the findings of the study, it is recommended that University should review the recommendations shared by the Business Administration graduates.

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