Employability Study of BS in Business Administration Major in Financial Management Graduates of Notre Dame of Marbel University, South Cotabato, Philippines

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Abstract

This study was conducted to determine the status of employment of graduates of the BS in Business Administratssion major in Financial Management from school years 2017 to 2020, their level of preparation at Notre Dame of Marbel University, and their employability. Specifically, the study described the profile of graduates, their present employment, and employment history. The level of preparation was determined in terms of contribution of NDMU on preparation for work, competencies perceived to be useful in job, quality of learning gained on the following aspects of NDMU, and helpful support services of NDMU. The graduates' level of satisfaction was also determined. Ultimately, the study determined the variable that influenced employability of graduates. The study used quantitative research design. The University was able to prepare the graduates holistically. They acquired skills necessary to perform their jobs well. In general, the graduates are very highly satisfied with their academic experience at NDMU and their student life in the University. Based on the findings of the study it was concluded that the employability of graduates of the BSBA FM program is high. This is evident in the high percentage of graduates employed in less than six months after graduation. The contribution of NDMU on preparation for work significantly influence the employability of graduates. Strengthening the curriculum to address the needs of the industry and ensuring that graduates are equipped with all necessary knowledge, skills, and holistic self-beliefs can increase the probability of being employed in less than six (6) months.

Keywords: business graduates tracer study, employability, work preparation, employment history, curriculum improvement

1. Introduction

Higher educational institutions (HEI) aim to produce graduates that are fully equipped with skills and competencies required in their respective degrees. Graduates are expected to pursue careers that are related to their chosen field while others further their studies by pursuing post graduate courses. One way of measuring the effectiveness of HEIs in delivering its goal as a source of competent human resource is the employability of its graduates. In the study of Tutor, M. V., Orbeta, Aniceto C., Jr, & Miraflor, J. M. B. (2021), the gross enrollment rate in the Philippines in 2018 is 33%, however, 23% of the population aged 15-30 years who are at least college graduates were unemployed. In 2014, the Philippines registered the

highest unemployment among ASEAN countries at 7.1% according to the World Bank database, this is despite having higher rate of enrolment in tertiary education than in most ASEAN countries in 2013, except of Thailand and Malaysia (OECD/ADB (2017).

The country suffers from low employment among its educated youth, and this has been well documented by ILO (2012). According to the Labor Force Survey of the Philippine Statistics Authority, 35% of the unemployed population are individuals with a higher education qualification. In 2012, 36% of the firms considered the lack of pertinent skills or skills mismatch was the main reason why they had difficulty in filling up vacancies based on the survey conducted by the Department of Labor and Employment (DOLE). Skills mismatch has always been associated with high unemployment and underemployment among the educated youth Tutor, M. V., Orbeta, Aniceto C., Jr, & Miraflor, J. M. B. (2021). Aside from skills mismatch, other barriers to employment are as follows: oversupply of graduates in several fields or shortage of employment opportunities in their field of specialization; low wages in an entry-level position; lack of competencies and skills of an average college graduate; and not being aware of employment opportunities available (Orbeta, Gonzles, & Francesca, 2016)

The difficulty experienced by firms in hiring labor force has a great impact also on their growth. Based on the World Bank Enterprise Survey, in 2009, 7.8% of the private sector firms said that inadequately educated workforce is a major constraint for growth and in 2015 it increased to 10.1% (World Bank, 2015). Incongruence between education provision and industry needs persistently exist. This gap is caused by the following factors: (1) absence of relevant labor market information, and (2) inadequate preparation of graduates due to insufficient participation of industry in faculty training and curriculum development (Department of Labor and Employment, 2010). Another emerging culprit of this incongruence is the revolution of skills required from the labor market due to globalization and shifting to the Fourth Industrial Revolution.

One way to address the gap is to assess the experience of students in terms of early employment and overall college experience. This action will help HEIs find out if college experience can influence employment outcomes of graduates, and the extent of its influence to the latter. This will aid HEIs in formulating strategies to lessen the gap between education provision and industry needs, if not completely eradicate the gap.

Notre Dame of Marbel University has long been delivering quality education for 75 years in the vast island of Mindanao, and one of the premiere universities in Region 12. For the past 75 years, it produced thousands of graduates who served and serving both local and foreign industries. The University aims to produce graduates that are competent, culture sensitive, and with character; and true to its goal, the University has been constantly improving its strategies to respond to the changes in its environment, most importantly, changes in the labor market. College of Business Administration is one of the four colleges of the University. It has three departments, namely: Accountancy Department, Business Administration Department, and Hospitality Management Department. The Business Administration program offers three courses: BSBA Major in Marketing Management, BSBA Major in Financial Management, and BSBA Major in Human Resource Development Management. The Business Administration program is PAASCU Level III accredited.

Graduates of this program work in different sectors and industries. Industries continuously upgrade their systems and operations to stay relevant to the markets they are serving. Globalization and emergence of the fourth industry revolution are some of the major reasons of these upgrades. With this, the labor market should also be responsive with these changes. Thus, HEIs offering business administration courses should

also respond to the needs of the labor market. NDMU is the leading provider of business administration graduates in Region 12. Hence, the program should ensure that strategies are in place to ensure that graduates will acquire all relevant skills and competencies required in their field of specialization. To aid in the formulation strategy, assessment of the college and early employment experiences of the graduates is needed. This can be done by conducting a graduate tracer study (GTS). A graduate tracer study (GTS) can explain the relationship between college experience and labor market outcomes Tutor, M. V., Orbeta, Aniceto C., Jr, & Miraflor, J. M. B. (2021). In addition to studying the employment history of the graduates, it is also deemed necessary to assess their employability and gain valuable insights on factors that influence the students capability to get employment, sustain their employment, and grow through it. Through this, NDMU BA Department will be able to formulate actions to address the issues and gaps mentioned above.

This study covered graduates of the Bachelor of Science in Business Administration Major in Financial Management (BSBA-FM) from academic years 2017-2018, 2018-2019, and 2019-2020. The results of this study can be utilized by the Business Administration Department in the evaluation and improvement the current curriculum and how the program is being implemented.

Theoretical Framework

USEM Account of Employability coined by Yorke & Knight (2006) discussed that employability is influenced by four components: understanding, skills, efficacy, and metacognition. As shown in Figure 1, these components are inter-related. Understanding equates to knowledge as the key outcome of higher education. Graduates of higher education are expected to have thorough knowledge or, in this theory, understanding of all theories and concepts significantly related and useful in the practice of their chosen profession. Certainly, their knowledge allows them acquire and perform skills necessary in their field of specialization. However, this would depend on their efficacy beliefs and their ability to integrate their knowledge and skills to perform, solve problems, and make decisions.

This model was used to develop a conceptual framework to test the employability of BSBA Financial Management Graduates of Notre Dame of Marbel University.

**Figure 1: The USEM Account of Employability**
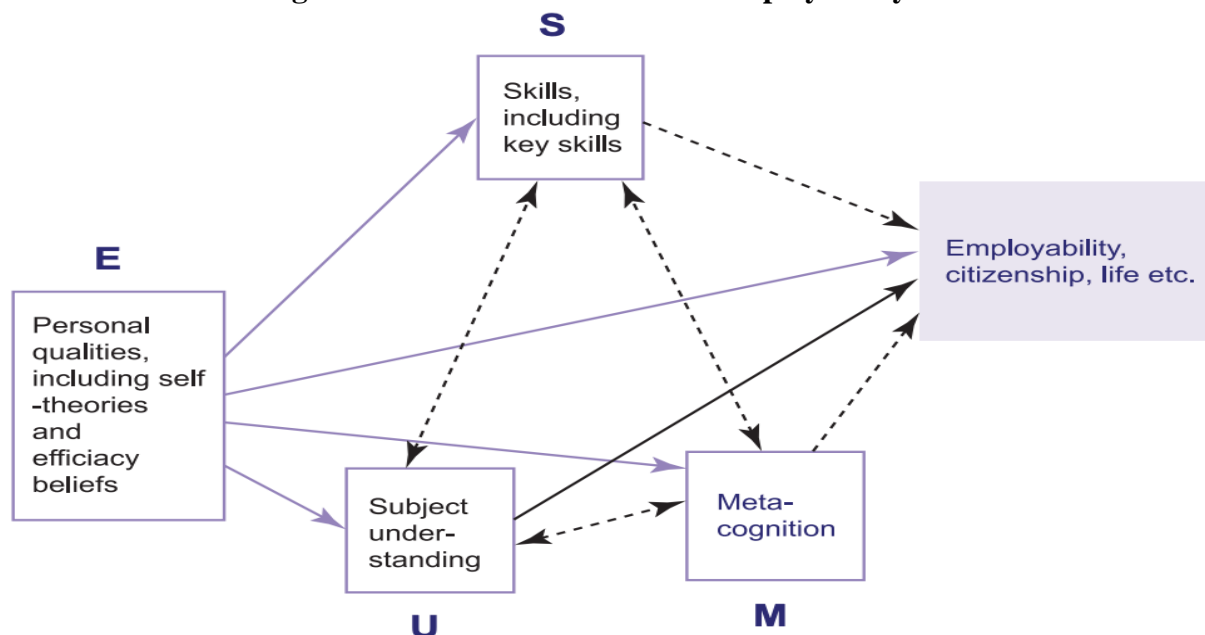
Conceptual Framework

According to Bolton Career Services Employability Guide, as seen in the study of Harvey (2004), employability refers to the capability of an individual to obtain employment, staying employed, and seeking new opportunities for professional growth. Employability in this framework is considered as the dependent variable being studied. This is measured using the length of time before a graduate landed his/her first job after graduation. There are three possible outcomes to determine level of employability: (1) landing their first job in less than six months after graduation, (2) landing their first job in more than six months but less than one year after graduation, and (3) landing their first job more than one year after graduation.

The level of employability may be influenced by the following independent variables: (1) contribution of NDMU on preparation of work, (2) skills perceived to be useful in job, (c) quality of learning gained from NDMU, and (3) helpful support services of NDMU. These four variables were based on the USEM Account of Employability Theory. All these variables are necessary for the graduates to acquire knowledge and skills, embrace self-belief, and develop metacognition. The University has prided itself in honing graduates in a holistic approach.

Figure 2: Conceptual Framework
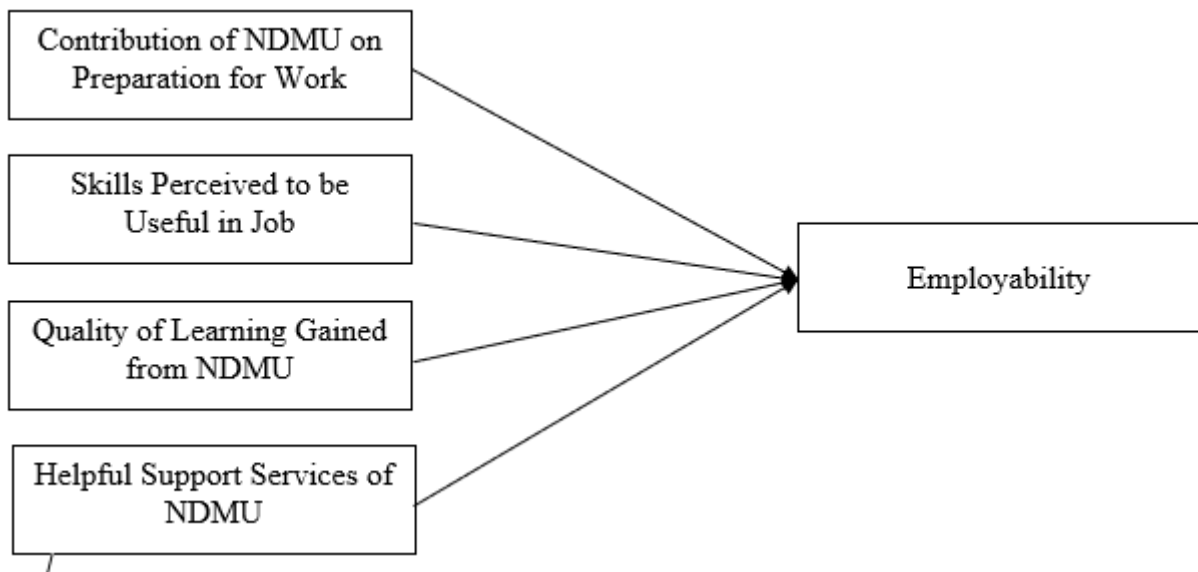
Objectives of the Study

The purpose of the study was to determine the status of employment of graduates of the BS in Business Administration major in Financial Management from school years 2017 to 2020 and their level of preparation at Notre Dame of Marbel University. Ultimately, this study aimed to determine if the following variables, contribution of NDMU on preparation for work, skills perceived to be useful in job, quality learning gained from NDMU, and helpful support services of NDMU, can influence the employability of BSBA-FM graduates of the University:

Specifically, the study did the following:

1. Describe the profile of graduate respondents of the BSBA FM along the following:
a. Age
b. Sex

c. Civil status

d. Educational attainment

e. Reasons for taking business course

2. Describe the present employment profile of the graduate respondents in terms of:

a type of present employment

b type of institution

c position

d employment tenure

e industry

f work address

g reasons for being not employed

3. Determine the employability of graduate-respondents of the BS in Business Administration major in Financial Management.

4. Describe the employment history of graduate-respondents of the BS in Business Administration major in Financial Management along the following:

a information about first work

1. source of information about the first employment

2. first job related to degree of specialization

3. reasons for staying in present job

b employment history

1. number of employment

2. reasons for being employed more than once

5. Determine the level of preparation at NDMU as perceived by the graduate respondents along the following areas:

a contribution of NDMU on Preparation for Work

b skills perceived to be useful in job

c quality of learning gained on the following aspects of NDMU

d helpful support services of NDMU

6. Determine the level of satisfaction of BSBA FM graduates in academic experience and student Life at NDMU.

7. Determine the respondents' recommendations to further improve the BSBA Financial Management Program of the College of the College of Business Administration.

8. Determine if contribution of NDMU on preparation for work, skills perceived to be useful in job, quality learning gained from NDMU, and helpful support services of NDMU, can predict the employability of the graduate-respondents of the BS in Business Administration major in Financial Management.

Hypothesis

H_o: Contribution of NDMU on preparation for work, skills perceived to be useful in job, quality learning gained from NDMU, and helpful support services of NDMU cannot predict the employability of the graduate-respondents of the BS in Business Administration major in Financial Management

2. Methodology

The study used quantitative research design on determining the employment status and employability of

the graduates of BS in Business Administration major in Financial Management of Notre Dame of Marbel University. According to Te et al. (2019), quantitative research design aims to generalize the result across the population being studied and a survey questionnaire is used in collecting primary data. Hence, this design is deemed appropriate in conducting a descriptive-correlational study. The data for this study was collected using a survey questionnaire patterned after the CHED GTS survey form. Data gathering was conducted last June 2022 up to May 2023.

As per records of the University Registrar, there were **366 g**raduates of BSBA in Financial Management from 2017 to 2020. Sample Size Calculator by Raosoft, Inc. was utilized to compute for the sample size. With 10% margin of error and 90% confidence level, the sample size was 58. All members of the population were given a copy of the survey questionnaire through KoboToolbox. However, only those who responded were included in the data analysis.

The distribution of respondents per year graduated is presented in Table 1. There were 118 respondents: 38% were graduates from school year 2019, followed by graduates in 2017 (31%) and 2018 (29%). Only 3% are graduates from school year 2020.

Table 1: BSBA FM Graduate-Respondents by Period Graduated

Period Graduated	Frequency	Percent
2017	36	31
2018	34	29
2019	45	38
2020	3	3
Total	118	100

The research instrument used was a self-completed questionnaire. The survey questionnaire was adapted from the Commission on Higher Education (CHED) Graduate Tracer Study Form and was modified by the NDMU Research and Publication Center. For the Business Administration tracer study, suggestions of the faculty members were considered in finalizing the survey questionnaire.

The questionnaire consists of the following variables: profile of graduates, present employment, reasons for employment and unemployment, employment history, waiting time for first employment, first job experiences, relevance and effectiveness of learning in NDMU, and recommendations on how to improve the financial management program. The questions/items included in the questionnaire are combinations of open-ended and closed ended questions. Closed-ended questions are either dichotomous and multiple choice. A five-point likert scale was also used to gauge the perception of graduates on their college preparation and their overall satisfaction with their academic experience at NDMU.

The survey questionnaire was digitalized by the NDMU Research and Publication Center using KoboToolbox. The link was sent to the Messenger accounts of the graduates. To optimize the response rate, a follow up message with the KoboToolbox link was sent after three days to those graduates who did not respond on the first distribution of questionnaire. The same process was done until the sample size was reached.

Data on profile of graduates, present employment, reasons for employment and unemployment, employment history, waiting time for first employment, first job experiences were analyzed using frequency counts and percentage, while mean was used to analyzed the relevance and effectiveness of learning in NDMU. Data on recommendations were encoded and grouped into similar responses. Ordinal logistics regression analysis was used to test if the identified independent variables in the conceptual

framework can predict the employability of the BSBA FM graduates. Assumptions were tested prior to running the regression analysis.

3. Results and Discussion

Profile of Respondents

The profile of the graduate-respondents in terms of age, sex, civil status, and educational attainment is presented in Table 2. In terms of age, 75% of the respondents are 23-25 years old, 20% are 26-27 years old, and only 5% are 29 years old and above. There are more female graduates (64%) than male graduates (36%). Most graduates are still single (93%). Only 3% of the respondents pursued post-graduate degree. The study covered graduates from school year 2017 to 2020. This explains why majority of the graduates are 23-25 years old and are still single. There are more female graduates than male. Although the number of female graduates is higher than their counterpart, there is a fair representation of sex in the Philippine workplace wherein 58.20% of the professional workers are female and 52% of the business leaders are also female ("Philippines tops economies for women in workplaces," 2020).

Table 2: Profile of the BSBA FM Graduate-Respondents

Demographic profile indicators	Frequency	Percent
Age		
23 - 25	88	75%
26 - 28	24	20%
29 years old and above	6	5%
Total	118	100%
Sex		
Female	76	64%
Male	42	36%
Total	118	100%
Civil Status		
Single	110	93%
Married	8	7%
Total	118	100%
Highest Educational Attainment		
Master's Degree	4	3%
Did not pursue post-graduate study	114	97%
Total	118	100%

Reasons for Taking Business Course

Among the several reasons presented in Table 3, influence of parents or relatives got the highest percentage (42%), followed by: prospect for immediate employment (36%), prospect of career advancement (26%), availability of course offering in chosen institution (27%), and strong passion for the profession (22%). Strong passion for entrepreneurship was the least consideration when the graduates took up business course. Very few are pursuing graduate studies. Influence of parents or relatives strongly influenced the decision of graduates in what course to take. Similar result was noted in the study of

Rababah et al., (2017) wherein they concluded that family members among personal interest and media have an influence on the student decision to take a business course.

Table 3: Reasons for Taking Business Course

Reasons	Frequency	Percent
Influence of parents or relatives	50	42%
Prospect for immediate employment	42	36%
Prospect of career advancement	31	26%
Availability of course offering in chosen institution	27	23%
Strong passion for the profession	26	22%
Peer influence	23	19%
Affordability	23	19%
Inspire by a role model	17	14%
Prospect of attractive compensation/return	14	12%
No particular choice or no better idea	14	12%
Status or prestige of the profession	12	10%
Good grades in high school	10	8%
Opportunity for employment abroad	10	8%
Strong passion for entrepreneurship	2	2%
Others		
The course was easy	1	1%

Present Employment of Graduate Respondents

The employment information of the respondents were discussed based on the status: employed, self-employed, or not employed. For employed respondents, the type of institution, position, tenure, and work address are presented on Table 5. The industry and business address were collected for graduates who are self-employed, in which the summary is presented in Table 6. On the other hand, the reasons of graduates who are not employed are presented in Table 7.

Employment Status of Graduate-Respondents

Out of the 118 respondents, 85% (100) are employed, 15% (13) are into self-employment, and only 3% (3) are not employed.

Table 4: Employment Status of Graduate-Respondents

Employment Status	Frequency	Percent
Employed	100	85%
Self employed	15	13%
Not employed	3	3%
Total	118	100%

Type of Insitution, Position, Employment Tenure, and Work Address of Graduate-Respondents who are Employed

Majority (67%) of the employed graduates are working in private companies while 33% are government workers. Eighty-five (85%) percent are working as rank and file, 10% and 5% are in supervisory level and managerial level, respectively. As to employment tenure, 62% of the respondents are regular, 31% are

contractual or job order, and 7% are still on probation. Most of the respondents (87%) are working in companies located in Mindanao, 7% are Luzon-based, and 6% are OFWs (Overseas Filipino Workers).

Table 5: Type of Insitution, Position, Employment Tenure, and Work Address of Graduate-Respondents who are Employed

	Frequency	Percent
Type of Institution		
Private Company	67	67%
Government	33	33%
Total	100	100%
Position/Designation		
Manager	5	5%
Supervisor	10	10%
Rank and File	85	85%
Total	100	100%
Employment Tenure		
Regular	62	62%
Contractual/Casual/Job Order	31	31%
Probationary	7	7%
Total	100	100%
Work Address		
Mindanao	87	87%
Luzon	7	7%
Outside of the country	6	6%
Total	100	100%

Industry and Business Address of Graduate-Respondents who are Self-Employed

Graduate-respondents who are self-employed are engaged in wholesale and retail trading (47%), while 20% are engaged in businesses related to agriculture, 2% are service providers and freelancers, and only 7% are involved in manufacturing. Most (93%) of their businesses are located in Mindanao.

Table 6: Industry and Business Address of Graduate-Respondents who are Self-Employed

	Frequency	Percent
Industry		
Wholesale and retail trade	7	47%
Manufacturing	1	7%
Agriculture	3	20%
Services	2	13%
Others		
Freelancing	2	13%
Total	15	100%
Business Address		
Mindanao	14	93%
Outside of the country	1	7%

Total	15	100%

Reasons of Graduate-Respondents for Being Not Employed

Of the three unemployed graduates, one pursued advanced study after graduation. On the other hand, one perceived that he/she lacks professional qualification to be employed, while career shift was the reason why another graduate chose not to be employed.

Table 7: Reasons of Graduate-Respondents for Being Not Employed

	Frequency	Percent
Pursued advance study after graduation	1	34%
Lack of professional qualification	1	33%
Others		
Career shift	1	13%
Total	3	100%

A very good number of graduates are employed mostly by private companies, but a good percentage chose to work as government workers. The private sector acts as the main provider of jobs in Region 12. Majority are still working as rank and file. It is to be noted that many graduates are with permanent or regular status since mostly are working in private companies. Many still chose to work in companies located in Mindanao. Very few of the graduates ventured to entrepreneurship wherein mostly operate a wholesaling or retailing business. Most of those who started their business came from families of entrepreneurs. Access to capital may have been easier for them. Also, one factor that may have influenced them is their exposure to the business even before graduating. Roman, T., & Maxim, A. (2017) concluded in their study that personality and academic profile of graduates may significantly influence entrepreneurial intention, however, the influence is weak; however, their exposure to entrepreneurial training is a determining factor in pursuing entrepreneurial career.

Employability of BSBA FM Graduates

Employability in this study is defined according to the definition set by Bolton Career Services Employability Guide, as seen in the study of Harvey (2004), wherein it refers to the capability of an individual to obtain employment, staying employed, and seeking new opportunities for professional growth. Hence, employability is measured based on the length of time before obtaining their first job after graduation: (1) landing their first job in less than six months after graduation, (2) landing their first job in more than six months but less than one year after graduation, and (3) landing their first job more than one year after graduation.

A very good number of graduates, 73% (86), was able to secure their first employment less than 6 months after graduation, while 16% (19) took 6 months to one (1) year before finding their first job, and 11% (13) waited for more than one (1) year before being employed.

Table 9: Length of Period Before Landing First Job

Category	Frequency	Percent
Less than 6 months	86	73%
6 months to one (1) year	19	16%
More than one (1) year	13	11%
Total	118	100%

Employment History of Graduate-Respondents

One of the goals of a tracer study is to gauge the capability of graduates in securing employment after graduation. Employment history was discussed in this section, with emphasis on the length of period before a graduate lands his/her first job, ways of finding job, relatedness of college degree with the first job, reasons for accepting the job, and the number of employment.

Present Employment as First Job

Sixty two (62%) percent of the graduates have already moved on from their first job while 38% chose to stay.

Table 8: Present Employment as First Job of Graduate-Respondents

Category	Frequency	Percent
Yes	45	38%
No	73	62%
Total	118	100%

Ways of Finding First Job

Of the several ways of finding their first job, graduates were able to secure their first employment through recommendation (39%, 46) and as a walk-in applicant (35%, 41). Some (10%, 12) also attended job fairs to scout for employment opportunities, while others submitted their applications online (9%, 11).

Table 9: Ways of Finding First Job

Category	Frequency	Percent
Through recommendation	46	39%
As walk-in applicant	41	35%
Attended job fair	12	10%
Online application	11	9%
Others	8	7%
Total	118	100%

Relatedness of College Degree with the First Job

Eighty one (81%) percent of the graduates agreed that their college degree is related to their first job, while 19% landed on jobs not related to their degree.

Table 10: Relatedness of college degree with the first job

Category	Frequency	Percent
Yes	95	81%
No	23	19%
Total	118	100%

Reasons for Accepting First Job

The graduates considered salaries and benefits as the main reason for accepting their first job regardless of its relatedness to their degree, wherein 29% of those whose first job was related to their degree, and 35% of those whose job was not related. This is followed by career challenge (28% and 26%, respectively), good working environment (28% and 17%, respectively), and proximity to residence (8% and 9%,

respectively).

Table 11: Reasons for Accepting First Job

Reasons	First job is related to college degree		First job is not related to college degree	
	Frequency	Percent	Frequency	Percent
Salaries and benefits	28	29%	8	35%
Proximity to residence	8	8%	2	9%
Career challenge	27	28%	6	26%
Good working environment	27	28%	4	17%
Others	5	5%	3	13%
Total	95	100%	23	100%

Number of Employment

Forty percent (40%) of the graduates have been employed only once, 35% (41) were employed twice, 18% (21) were employed three times, and 8% were employed more than four times.

Table 12: Respondents by Number of Previous Employment

Category	Frequency	Percent
Employed once	47	40%
Employed twice	41	35%
Employed three times	21	18%
Employed four times	6	5%
Employed five times	3	3%
Total	118	100%

Reasons for Leaving Previous Jobs Held

Career advancement is considered as the main reason (f=27, 38%) of the graduates for leaving their previous jobs. This is followed by pay benefits (f=20, 28%) as the second reason for leaving, while prioritizing work-life balance ranked 3rd (f=17, 24%).

Table 13: Reasons for leaving previous jobs held

Category	Top 1 Reason for Leaving the Job		Top 2 Reason for Leaving the Job		Top 3 Reason for Leaving the Job	
	f	%	f	%	f	%
Career advancement	27	38%	14	20%	16	23%
Pay benefits	12	17%	20	28%	16	23%
Work environment	17	24%	17	24%	11	15%
Poor management	9	13%	8	11%	8	11%
Flexibility (work-life balance)	2	3%	10	14%	17	24%
Others	4	6%	2	3%	3	4%
Total	71	100%	71	100%	71	100%

The graduates were able to land their first job less than 6 months after graduation. They were able to access more job opportunities through recommendation and as a walk-in applicant. Their first job is highly related with their course. The major reasons why they accepted their first job include salaries and benefits, career

challenge, and good working environment. On the other hand, few graduates were able to land a job that is not related to their degree. Although not related to their degree, they decided to accept the job because of good compensation package and career challenge. The employability study conducted by Ajoc (2020) also identified salaries and benefits as common factors for staying on their job.

Many have already moved on from their first job and have been employed two to three times. There are several reasons why they change jobs more than once. The major reason for changing jobs is career advancement, while benefits and work-life balance are minor reasons for moving from one employment to another. These young professionals are still in pursuit of career advancements before settling to their dream job or career.

Level of Job Preparation at NDMU

Overall, the graduates perceived that they have very high level of job preparation (mean= 4.43) at the University. They have very high level of job preparation in terms of the following: actualizing responsibilities at work through values formation as a helpful tool (mean = 4.59); acquisition of content knowledge and skills in preparation for their profession (mean=4.50); acquisition of leadership skills (mean = 4.42); acquisition of other skills and experiences to actualize learning in the first job experience (mean=4.41); and acquisition of skills necessary in conducting research (mean=4.25). Overall, the graduates of the BSBA Financial Management have very high level of job preparation. The University was able to prepare them by instilling values necessary to perform well in their job. The BSBA FM curriculum helped the graduates to acquire content knowledge, skills, and competencies needed, including leadership skills and skills in conducting research.

Table 14: Contribution of NDMU on Preparation for Work

Indicators	Mean	Interpretation
Values formation helpful in actualizing responsibilities at work	4.59	The graduate has very high level of job preparation
Acquiring content knowledge and skills in preparation for my profession	4.50	The graduate has very high level of job preparation
Leadership skills to contribute to the community and workplace	4.42	The graduate has very high level of job preparation
Skills and competencies to actualize learning in the first job experience	4.41	The graduate has very high level of job preparation
Acquiring skills in conducting research	4.25	The graduate has very high level of job preparation
Overall Mean	4.43	The graduate has very high level of job preparation

Skills Learned in College that are useful in Job

The following skills have been perceived by the graduates to have been very highly useful in performing their job: human relations skills (mean=4.46), communication skills (mean=4.38), problem-solving skills (mean=4.36), critical thinking skills (mean=4.33), entrepreneurial skills (mean=4.30), and creative skills (mean=4.18). On the other hand, they found information technology skills (mean-4.18) as very useful in their job.

The graduates perceived that the following skills are very highly useful in their job: human relation skills, communication skills, problem-solving skills, critical thinking skills, entrepreneurial skills, and creative skills. The Information and Communication Technology (ICT) infrastructures of industries in Region 12 still lag behind other regions. This may explain why graduates perceive ICT skills are less useful than the skills mentioned above.

Table 15:Competencies Perceived to be Useful in Job

Skills	Mean	Interpretation
Human Relation skills	4.46	The skill is very highly of useful in my job
Communication skills	4.38	The skill is very highly of useful in my job
Problem-solving skills	4.36	The skill is very highly of useful in my job
Critical Thinking skills	4.33	The skill is very highly of useful in my job
Entrepreneurial skills	4.30	The skill is very highly of useful in my job
Creative Skills	4.25	The skill is very highly of useful in my job
Information Technology Skills	4.18	The skill is very useful in my job

Level of Satisfaction in Academic Experiences and Student Life at NDMU

The graduates experienced very high level of quality of learning through the teaching faculty (mean=4.46), field study/OJT (mean=4.45), quality of lectures in the major subjects (mean=4.39), examination and evaluations that enhance skills and knowledge (mean=4.36), adequate curriculum (mean=4.32), and multi-media learning equipment, facilities, and materials (mean=4.31). Printed learning materials (mean=4.20) gave graduates high level of quality of learning.

Table 16: Quality of Learning Gained on the Following Aspects of NDMU

Indicators	Mean	Interpretation
Teaching faculty	4.46	The graduate experienced very high level of quality of learning
Field Study / OJT	4.45	The graduate experienced very high level of quality of learning
Quality of lectures in the major subjects	4.39	The graduate experienced very high level of quality of learning
Examinations/evaluations that enhance knowledge and skills	4.36	The graduate experienced very high level of quality of learning
Adequacy of curriculum to equip me as a professional.	4.32	The graduate experienced very high level of quality of learning
Multi-media learning equipment, facilities and materials (audiovisuals, internet, LCD projectors, CDs)	4.31	The graduate experienced very high level of quality of learning
Teacher Learning Center and other facilities	4.21	The graduate experienced very high level of quality of learning
Printing learning materials (books, hand-outs, manuals, etc.)	4.20	The graduate experienced high level of quality of learning

In terms of NDMU's support services, all four have been very helpful to the graduates: values formation (mean=4.42), academic mentoring/advising (mean=4.32), career guidance and counseling (mean=4.30), and trainings and seminars (mean=4.25).

Table 17: Helpful support services of NDMU

Indicators	Mean	Interpretation
Values formation activities (Retreats, recollections, etc.)	4.42	The support services are very helpful to students
Academic mentoring/advising	4.32	The support services are very helpful to students
Career guidance and counseling	4.30	The support services are very helpful to students
Trainings and seminars	4.25	The support services are very helpful to students

Overall, the graduates are very highly satisfied with their academic experience (mean=4.54) in NDMU and their student life spent in the University (mean=4.52) Qualified teaching faculty helped the graduates to experience very high level of quality of learning. Classroom instruction including appropriate assessment and meaningful lectures allowed the graduates to experience very high level of quality of learning. In addition, facilities played significant role in the learning experience of students.

In terms of support services, graduates agree that value formation activities, academic mentoring/advising, career guidance and counseling, and training and seminars are very helpful in preparing them to be professionals.

Table 18:Satisfaction on academic experience and student life in NDMU

Variables	Mean	Interpretation
Academic experience at NDMU	4.54	The graduates are very highly satisfied.
Student life in NDMU	4.52	The graduates are very highly satisfied.

Recommendations to Improve BSBA Major in Financial Management Program

The graduates recommended that there should be more seminars and trainings (f=36, 58%) as supplementals to classroom lectures to further enhance content knowledge necessary for job preparation. In addition to the seminars and trainings, classroom activities (f=7, 11%) should also be improved in terms of teaching strategies. Activities that will develop entrepreneurial and corporate skills must be integrated in the curriculum (f=4, 6%). Also, utilization of strategies that will enhance the communication skills of the students (f=4, 6%). Enhancement of IT skills (f=2, 3%) through inclusion of business-related software in some subjects being taught is also recommended. Some recommendations include conduct of educational tour, provision of accessible learning resources to the students, improvement of OJT program, provide opportunities for students to acquire certifications or accreditations, equip students with skills to perform both on-site and online jobs, and inclusion of 18 units of accounting subject as this is one requirement for government employment.

Table 19: Recommendations to Improve BSBA Major in Financial Management Program

Suggestions and Recommendations	f	Percent
Prepare students for actual work by giving more seminars and trainings	36	58%
Improve classroom activities	7	11%

Activities to develop entrepreneurial and corporate skills of the students	4	6%
Improve communication skills of the students	4	6%
Enhance IT skills (Social media mgt., Business-related software, Microsoft application)	2	3%
Conduct educational tour to expose students to the real world	2	3%
Provide accessible learning resources to the students	2	3%
Improve the conduct of On-the-Job Training (OJT)	1	2%
Prepare students for accreditation or certification exams	1	2%
Equip students to be more competitive both on-site and virtual jobs	1	2%
Include 18 units of accounting subject	1	2%
Total	62	100

Predictors of Employability

This sections discusses the results of the ordinal logistics regression analysis. The tool was used to determine which independent variable(s) predict the employability of the graduate-respondents of the BS in Business Administration major in Financial Management.

Assumptions

There are four assumptions that must be satisfied before an ordinal logistics regression analysis must be done. The first assumption requires that the dependent variable should be measured at the ordinal level. The dependent variable in this study is Employability measured in terms of the length of time before being employed. The variable is measured as ordinal with three possible outcomes: (3) less than six months, (2) more than six months but less than one year, and (1) more than one year.

The second assumption requires that there must one or more independent variables that are continuous, ordinal or categorical. a. There are four independent variables: (1) Contribution of NDMU on Preparation for Work, (2) Skills Perceived to be Useful in Job, (3) Quality of Learning Gained from NDMU, and (4) Helpful Support Services of NDMU. These variables are measured as interval using mean. Hence, falling under continuous measurement.

There must be no presence multicollinearity among independent variables as the third assumption. Chatterjee & Simonoff (2013) suggested that multicollinearity is present when the Variance Inflation Factor (VIF) is greater than 5 or the Tolerance Index (TI) is less than .20. The VIF of the four independent variables are below 5 and the TI are above .20 thresholds as shown in Table 20. Hence, the independent variables are not highly correlated with each other. Hence, multicollinearity is not present among the variables.

Table 20: Collinearity Statistics

Independent Variables	Tolerance	Variance Inflation Factor (VIF)
Contribution of NDMU on Preparation for Work	.387	2.584
Skills Perceived to be Useful in Job	.373	2.684
Quality of Learning Gained from NDMU	.324	3.090
Helpful Support Services of NDMU	.381	2.625

The final assumption is the presence of proportional odds. The result of the test of parallel of lines presented in Table 21 was used to determine if the presence of proportional odds is observed. Marquier

(2019) states that the assumption of proportional odds is present if the p-value is greater than .05. For this model, the p-value is .314, which is greater than .05. Hence, the assumption of proportional odds is present.

Table 21: Test of Parallel Lines

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	159.413			
General	154.668[b]	4.745[c]	4	.314

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

a. Link function: Logit.

b. The log-likelihood value cannot be further increased after maximum number of step-halving.

c. The Chi-Square statistic is computed based on the log-likelihood value of the last iteration of the general model. Validity of the test is uncertain.

Ordinal Logistics Regression Result

Goodness-of-Fit. The Goodness-of-Fit test measures the adequacy of the model. The model adequately fits the data if the p-value is more than 0.05 (IBM Documentation, 2023). The significance value of Pearson and Deviance as presented in Table 22 are .191 and .982, respectively, which are above the 0.05 threshold. Hence, the model is a good fit.

Table 22: Goodness-of-Fit

	Chi-Square	df	Sig.
Pearson	211.032	194	.191
Deviance	154.978	194	.982

Based on the coefficient of determination produced by Nagelkerke in Table 23, the predictor in the model can only explain 6.7% of the variations in the length of time before being employed variable.

Table 23: Pseudo R-Square

	R^2
Cox and Snell	0.067
Nagelkerkie	0.085
McFadden	0.045

Parameter Estimates. The parameter estimates of the model is shown in Table 24. Based on its p-value, only one independent variable is considered as a significant predictor of the length of time before graduates are being employed. Contribution of NDMU on Preparation for Work with a p-value of .009 is statistically significant. Hence, the null hypothesis that states that contribution of NDMU on preparation for work, skills perceived to be useful in job, quality learning gained from NDMU, and helpful support services of NDMU cannot predict the employability of the graduate-respondents of the BS in Business Administration major in Financial Management is rejected.

Based on the parameter estimate, for every one unit increase in the college preparation of BSBA FM graduates of NDMU, it is expected that there will be a 1.70 increase in the log odds of being employed in less than six (6) months.

Table 24: Parameter Estimates

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[LBBE = 1.00]	-1.850	1.901	.947	1	.330	-5.575	1.876
	[LBBE = 2.00]	-.676	1.892	.128	1	.721	-4.384	3.032
Location	WPMEAN	1.701	.653	6.780	1	.009	.421	2.981
	SKMEAN	-.946	.706	1.796	1	.180	-2.329	.437
	QLMEAN	-.129	.664	.038	1	.845	-1.430	1.171
	SSMEAN	-.603	.562	1.155	1	.283	-1.704	.497

Based on the coefficient exponentiated shown in Table 25, for a one unit increase in the Contribution of NDMU on Preparation for Work (expressed in mean), the odds that they will be hired in less than six (6) months is 5.47 greater than being unemployed longer than six months.

Table 25: Coefficient Exponentiated

		Exp_B	95% Confidence Interval	
			Lower Bound	Upper Bound
Threshold	[LBBE = 1.00]	.157	0.004	6.526
	[LBBE = 2.00]	.509	0.012	20.749
Location	CPMEAN	5.478	1.523	19.707
	SKMEAN	.388	.097	1.549
	QLMEAN	.879	.239	3.226
	SSMEAN	.547	.182	1.644

4. Conclusions and Recommendations

Conclusion

The University was able to prepare the graduates holistically. This is evident in the high percentage of graduates who were able to secure employment in less than six months after graduation and are also currently employed. They acquired skills necessary to perform their jobs well. In general, the graduates are very highly satisfied with their academic experience at NDMU and their student life in the University. The contribution of NDMU on preparation for work significantly influence the employability of graduates. It increases the probability of the graduates being hired in less than six months. Hence, emphasizing the importance of the role of higher educational institutions in providing adequate, prepared, and matched labor force in the labor market.

Recommendations

Based on the findings of this study, the following actions are recommended:

For Curriculum and Instruction**:** (a) intensify programs related to entrepreneurship; (b) integrate in the curriculum subjects related to data analytics, utilization of business software, or any course related to ICT; (c) research subjects must allow the students to learn practical skills necessary in conducting studies relevant to their specialization; (d) prepare students for actual work by giving them more seminars and trainings relevant to their field; (e) conduct educational tour to expose students to the real world; (f) prepare students for accreditation or certification exams, and (g) intensify work preparation program for all BSBA students.

For Other Sectors in the University**:** (a) the Guidance Center must regularly update their Facebook page on job postings; (b) ensure that facilities are adequate such as multi-media learning equipment, facilities and materials, and teaching learning center and other facilities; (c) improve access to online and printed learning materials; and (d) intensify career guidance for senior high school students and incoming first year students.

5.   Acknowledgement

6.   References

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