

Employers' Feedback on the Performance of BSBA Human Resource Development Management Graduates

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Abstract

This study aims to determine employers' feedback on the performance of BSBA Human Resource Development Management graduates from 2014-2018. Specifically, this study aims to determine the level of importance of competencies along knowledge and understanding of the job, general competencies, specialized competencies/skills in human resource management, personal qualities/attitudes of the graduates; determine the extent of performance of the graduates on competencies along knowledge and understanding of the job, general competencies, specialized competencies/skills in human resource management, personal qualities/attitudes of the graduates.

A descriptive design was employed in this study. The mean, frequency, and percentage were used to examine the data collected from 47 employers via questionnaire. In general, the statistics showed that graduates have the competencies required for the position. As a result, the BSBA Human Resource Development Management program offered the knowledge and competencies needed to fulfil the demands of the industry.

It was recommended that employers' satisfaction with graduates' performance be regularly checked to see if the different industries' competency standards are met. To stay current with changes in the skills needed by the business, there should be ongoing contact between the institution and the industry.

Keywords: employer feedback, human resource development management graduates, performance evaluation, competencies, employability, industry expectations

1. Introduction

The input that schools receive from the employers of the graduates can be used to gauge an institution's ability to create high-quality graduates in response to market demands. The educational system provides students with the skills, knowledge, and attitudes required for the careers they will pursue in the future (Valdez, 2012). The College of Business, Economics and Accountancy (CBEA), with its nine programs, contributes significantly to the region's development of business graduates as part of Mariano Marcos State University's mission to foster the development of human capital and sustainable innovations in a knowledge-driven global economy.

In order for students to be highly employable in today's competitive world, continual improvement is crucial. Higher education institutions (HEIs) are essential in shaping the graduates' competencies because only those graduates with greater competencies would be able to match the industry's expectations. Thus,

it is crucial to monitor the extent to which CBEA responds to the demands of the various businesses and its ability to produce graduates with the skills required for gainful employment.

Employers complain about the absence of key competencies most graduates need in order to excel at work and in their future careers. Therefore, institutions and educational authorities must collaborate and create methods to address skills shortages (Herath & Ranasinghe, 2011). To ensure that university graduates have the competencies necessary to meet market demands, academics and educational authorities must collaborate closely with employers.

Generally, employers' feedback on graduates' performance is seen as a crucial contribution to academic institutions. It is a useful indicator of how relevant and pertinent a program's curriculum is (Sannadan, et. al. 2016). It details how the graduates carry out their responsibilities and meet the demands of the company. Omar et al. al. (2008) pointed out that, from the viewpoint of the employers, the evaluation can be utilised as a tool to gauge the trainees' competency with regard to their qualities.

A bachelor's degree in Business Administration major in Human Resource Management (HRM) is frequently regarded as a beneficial asset for people looking for work in the human resources sector in today's competitive labour market. However, it is essential to consider the efficacy of the curriculum and the general preparedness of HRM graduates to fulfil the demands of the job market. Employers play a vital role in assessing a candidate's competency and suitability, especially in specialized fields like human resource management.

This study aims to determine the employers' feedback on the performance of BSBA Major in Human Resource Management Graduates from 2014-2018. Specifically, this study aimed to determine the level of importance of competencies along knowledge and understanding of the job, general competencies, specialised competencies/skills in human resource management, personal qualities/attitudes of the graduates; determine the extent of performance of the graduates on competencies along knowledge and understanding of the job, general competencies, specialised competencies/skills in human resource management, personal qualities/attitudes of the graduates; determine the gender difference on the level of importance of the competencies; and determine the gender difference on the extent of performance of the graduates on the competencies. These results can provide valuable input for enhancing educational programs and understanding employers' perspectives and experiences is essential for curriculum review and improvement, ensuring that academic programs align effectively with industry needs and market demands.

2. Review of Literature and Studies

Duoc and Mertzger (2006) claim that for a significant number of years, educators, businesses, and university officials have been very concerned about the quality of graduates since those graduates are less in demand in the job market. Institutional researchers are urged to focus first on factors that influence graduates' employability, academic standing, and employer satisfaction levels while tackling the problem. In accordance with this idea, Murray and Robinson (2001) state that in order to advance within an organization and fully realize one's potential as well as contribute to its strategic goals, one must possess the necessary skills.

2.1 Importance of Competencies for Employment

According to Yorke and Knight (2006), a graduate's potential for attaining and excelling at the graduate level was determined by their employability skills. They proposed that factors affecting employability may be divided into three categories: person traits (such as self- awareness and self-confidence), core skills

(such as creativity and critical analysis), and process skills (such as using a computer and dealing with complexity). These abilities served as a means for graduates to transition to the workforce.

Graduate employability is the capacity to exhibit the attributes required by the employer for the organisation's future requirements, according to Harvey (2001). A person's capacity to attain the job they want and succeed in their career choice is determined by their employability skills, which are a collection of accomplishments, understandings, and personal attitudes/qualities. Employability skills are essentially those elements of knowledge and competencies that students must possess to be prepared to meet a variety of employment requirements on the job market once they have finished their studies.

2.2 General Competencies

The general competencies of BSBA graduates are often identified through various studies, surveys, and research projects. [1] Communication Skills - Business graduates need strong communication skills to interact effectively with colleagues, clients, and stakeholders. This includes written and oral communication, active listening, and the ability to present information clearly and persuasively. [2] Human Relation Skills - Building professional relationships and networking are valuable for career growth. Graduates can establish connections within their industry and beyond. Graduates should be able to contribute effectively to group tasks, respect diverse viewpoints, and navigate conflicts constructively. [2] Entrepreneurial Skills - Some programs foster an entrepreneurial mindset, encouraging creativity, innovation, and an inclination to identify and seize opportunities. [3] Problem Solving Skills- Business graduates are exposed to quantitative methods, financial analysis, and data interpretation. These skills are crucial for making informed business decisions. [4] Critical Thinking and Problem-Solving - Business environments require graduates to analyse complex situations, identify challenges, and develop creative solutions. Critical thinking involves evaluating options, considering implications, and making well-informed decisions. [5] Leadership Skills - Business administration programs often nurture leadership skills. Graduates may possess the ability to lead projects, manage teams, and make strategic decisions to achieve organisational objectives. [5] Managerial Skills - Managing tasks and priorities efficiently is essential in a business setting. Graduates need to meet deadlines, juggle multiple responsibilities, and stay organised.

2.3 Human Resource Management Competencies

Lawler, E. E. et al. (2009) underscores the core competencies necessary for HR professionals to excel in their roles. These are business acumen, critical thinking, data analytics, and HR technology proficiency. It also stresses the need for HR professionals to possess excellent communication and relationship-building skills.

Ulrich, D. et al, (2015) emphasises the need for HR professionals to be agile, adaptable, and capable of driving organisational change. The research also highlights the importance of HR professionals having a global mindset and being able to navigate diverse cultural contexts.

Burke, R. J., Wan, T. T. H., & Richardsen, A. M. (2017) examines various HR competency models and provides insights into the core competencies required for HR professionals. They identify common competencies across different models, such as business knowledge, HR expertise, relationship management, and ethical behaviour. The study also discusses the implications of competency models for HR practitioners and organisations.

2.4 Personal Qualities/Attitudes

According to Plantilla's (2017) survey, employers thought that the listed personal qualities were crucial for employees to do their professions successfully. Self-control, a positive outlook on work, and a

willingness to learn are highly valued traits that employers look for in employees. These personal qualities must be evident for graduates to be hired for their positions.

2.5 Employers' Feedback and Curriculum Development

For UK higher education institutions, employability remains a major concern. Rae (2007) stressed the significance of looking at the curriculum in the context of institutional linkages. The difficulty is increased by the requirement for communication amongst all stakeholders involved in higher education (students, staffs, and employers). According to a study conducted in China (Guo & Beatrice, 2008), the curriculum has been revised so that students will be exposed to general business curricula during their first two years of education to broaden students' knowledge beyond the book view and move towards providing the "employability skills."

3. Research Methodology

Research Design: This study used the descriptive research design.

Data-Gathering Methods: MMSU University Research Ethics and Review Board (URERB) approval was sought first before data gathering. The researchers individually visited local agencies, while contacting organisations outside the area using email and social media platforms, mainly Facebook. The respondents were informed of the purpose of the study and given the opportunity to complete the survey with the promise that their answers would be kept strictly confidential and used solely for this study.

With the help of employed graduates, the researchers administered the questionnaires online, and some printed questionnaires were given locally. Data analysis comes after data collection.

Data-Gathering Instrument: The research utilized a questionnaire. The questionnaire was divided into four parts. Part I gathered the company profile, part II focused on the Graduates' employment profile, part III identified the level of importance and extent of performance of the competencies along knowledge and understanding of the job; general competencies, specialised competencies in human resource management; and personal qualities/attitudes. This was content validated by one employer, the Program Coordinator and the Dean of the College. The research of Plantilla (2017) was adapted, particularly the competencies along Knowledge and Understanding of the Job. Human Resource Competencies were based on the curriculum map for the BSBA Human Resource Management Program, and business/management competencies were adopted from CHED Memo No. 17 series of 2017.

Sampling Plan: Purposive sampling was used in this study. Target organisations or companies were those that have employed CBEA graduates based on Project 1: Gender-based Graduate Tracer Study of BSBA Human Resource Development Management Graduates from 2014. The respondents of the survey are the immediate supervisors of the graduates or staff at the senior level who have knowledge of the performance of the graduates.

Data Analysis Tools: Frequency and percentage were used to present the company profile and employee profile. Mean was used to determine the level of importance and extent of performance along knowledge and understanding of the job, general competencies, specialised competencies in human resource management, and personal qualities/ attitudes.

The following range of mean values were used to analyse and interpret the results:

Range of Mean Values	Level of Importance	Extent of Performance
4.51-5.00	Extremely important (EI)	Very Great Extent (VGE)
3.51-4.50	Very important (VI)	Great Extent (GE)
2.51-3.50	Moderately important (MI)	Moderate Extent (ME)
1.51-2.50	Slightly important (SI)	Small Extent (SE)
1.00-1.50	Not at all important (NI)	Not at all (NA)

4. Results and Discussion

This section discusses the level of importance and the extent of performance of competencies in knowledge and job understanding, general skills, specialized HRM competencies, and personal qualities among BSBA Human Resource Development Management graduates.

Level of Importance of Competencies in Knowledge and Understanding of the Job

Table 1 shows the level of importance of competencies along knowledge and understanding of the job of graduates of BSBA Human Resource Development Management.

Table 1. Level of Importance of Competencies along Knowledge and Understanding of the job

Indicators	Mean	Descriptive Interpretation
Knowledge in employee's field of study	4.40	Very important
Understanding of job-related information	4.51	Extremely important
Specific technical knowledge required for the job	4.36	Very important
Knowledge of specific computer applications	4.49	Very important
Understanding of organizational context	4.32	Very important
Understanding of international business	3.79	Very important
Understanding of the environment	4.40	Very important
Understanding of systems and organizations	4.30	Very important
Knowledge of peoples and cultures	4.13	Very important
OVERALL MEAN	4.30	Very important

Legend:

- 4.51-5.00 Extremely important (EI)
- 3.51-4.50 Very important (VI)
- 2.51-3.50 Moderately important (MI)
- 1.51-2.50 Slightly important (SI)
- 1.00-1.50 Not at all important (NI)

The findings revealed that knowledge and understanding of the job are crucial for graduates to perform effectively in the workplace, as indicated by the overall mean of 4.30. This suggests that when employees possess relevant job-related knowledge, they are more inclined to complete their tasks efficiently and contribute meaningfully to organizational goals. Specifically, the indicator “Understanding of job-related information” obtained the highest mean of 4.51, categorized as extremely important. This highlights the necessity for graduates to have a clear grasp of their job roles and responsibilities, as this significantly influences their work motivation, job satisfaction, and overall performance. Employees who understand

their tasks are better equipped to adapt to workplace challenges, make informed decisions, and demonstrate confidence in their roles.

Several studies support these findings, emphasizing the importance of job-related knowledge in enhancing graduate employability and performance. Tymon (2013) and Jackson & Wilton (2016) found that industry aligned curricula significantly improve graduates' work preparedness and confidence. Clarke (2018) reinforced that understanding job roles is a key factor in employee motivation and job satisfaction.

Level of Importance of Competencies in General Competencies of the Job

Table 2 shows the level of importance of general competencies of the job of graduates of BSBA Human Resource Development Management.

Table 2. Level of Importance of Competencies in General Competencies

Indicators	Mean	Descriptive Interpretation
Communication skills	4.55	Extremely important
Human relations skills	4.64	Extremely important
Entrepreneurial skills	3.79	Very important
Information Technology skills	3.94	Very important
Problem-solving skills	4.40	Very important
Critical thinking skills	4.47	Very important
Leadership skills	4.40	Very important
Managerial skills	4.30	Very important
OVERALL MEAN	4.31	Very important

The findings revealed that general competencies are highly significant in the workplace, as indicated by the overall mean of 4.31. This suggests that beyond technical expertise, transferable skills such as communication, teamwork, and adaptability play a crucial role in graduates' career success. Specifically, “Human Relation Skills” and “Communication Skills” received the highest mean scores of 4.64 and 4.54, respectively, categorized as extremely important. The emphasis on these competencies highlights the necessity for graduates to build strong interpersonal relationships and communicate effectively in professional settings. Since modern workplaces require collaboration, negotiation, and teamwork, employees with well-developed interpersonal and communication skills are more likely to excel in their roles and contribute to organizational success.

Robles (2012) emphasized that soft skills, including communication and interpersonal skills, are among the top qualities employers seek in job candidates. Clokie & Fourie (2016) found that effective communication skills significantly impact graduates' ability to secure employment and succeed in diverse professional environments.

Level of Importance of Competencies in Specialized Skills in Human Resource Management of the Job

Table 3 shows the level of importance of specialized competencies of graduates of BSBA Human Resource Development Management graduates.

Table 3. Level of Importance of Competencies in Specialized Skills in Human Resource Management

Indicators	Mean	Descriptive Interpretation
1. Human Resource Expertise		
a. Apply the concepts along human resource management	4.00	Very important
b. Knowledge of principles, practices, and functions of effective HRM	4.46	Extremely important
c. Remains current on relevant laws, legal rulings, and regulations and maintains up-to-date in HRM	4.21	Very important
2. Business Acumen	3.72	Very important
3. Employee Relation	4.15	Very important
4. Performance Management	4.23	Very important
5. Learning and Development	4.28	Very important
6. Sourcing and Talent Planning		
a. Ability to ensure that organization attracts people who will give it an edge.	4.12	Very important
b. Manage workforce with the balance of skills needed to meet short and long-term ambitions.	4.00	Very important
OVERALL MEAN	4.15	Very important

The overall results indicate that specialized competencies in Human Resource Management (HRM) are highly significant, as reflected in the overall mean of 4.15. Specialized HRM competencies encompass the essential skills, knowledge, and abilities required to effectively manage human capital within organizations. Among these, the indicator “Knowledge of principles, practices, and functions of effective human resource management” received the highest mean score of 4.46, categorized as extremely important. The remaining indicators were rated as very important, with mean scores ranging from 3.72 to 4.28, reinforcing the idea that HRM competencies are fundamental for graduates to perform their roles effectively. A solid understanding of HRM principles enables graduates to direct various functions such as recruitment, employee relations, compensation, and labor law compliance, ensuring they contribute meaningfully to organizational success.

Studies highlight the importance of specialized HRM competencies in enhancing job readiness and workplace effectiveness. Lengnick-Hall et al. (2009) emphasized that HRM expertise plays a crucial role in aligning human capital strategies with business objectives, ultimately improving organizational performance. Jackson, Schuler, and Jiang (2014) pointed out the increasing complexity of HR functions, underscoring the need for graduates to acquire both theoretical knowledge and practical skills.

Level of Importance of Competencies in Personal Qualities/Attitudes of the Job

Table 4 presents the level of importance of personal qualities/attitudes.

Table 4. Level of Importance of Personal Qualities/Attitudes

Indicators	Mean	Descriptive Interpretation
Flexibility and adaptability	4.62	Extremely important
Creativity	4.57	Extremely important
Empathy, Prudence and Temperance	4.68	Extremely important
Reliability	4.68	Extremely important
Integrity	4.72	Extremely important
Self-discipline	4.68	Extremely important
Optimism towards work	4.77	Extremely important
Pro-activeness	4.62	Extremely important
Productivity	4.75	Extremely important
Initiative	4.66	Extremely important
Accountability	4.66	Extremely important
Leadership	4.57	Extremely important
Professionalism	4.77	Extremely important
Civic Responsibility	4.51	Extremely important
Environmental and Global Awareness	4.45	Very important
Professional Skepticism	4.61	Extremely important
Risk Orientation Mindset	4.49	Very important
Resilience	4.75	Extremely important
OVERALL MEAN	4.64	Extremely important

With an obtained mean of 4.64, the result demonstrates that personal qualities/attitudes were thought to be extremely important. It is clear that these soft skills are crucial because they have an impact on how graduates behave at work and in social situations. The means of the indicators, which ranged from 4.51 to 4.77, were all assessed as being of extreme importance. These findings align with the study of Plantilla (2017), which emphasized that employers consider personal qualities essential for employees to successfully perform their roles. Personal attitudes, including reliability, teamwork, and a proactive mindset, contribute to workplace harmony, job satisfaction, and career growth. Organizations increasingly recognize that while technical skills are necessary, strong personal qualities often determine long-term success and leadership potential.

Extent of Performance of Competencies along Knowledge and Understanding of the Job

Table 5 shows the extent of performance of competencies along knowledge and understanding of the job.

Table 5. Extent of Performance of Competencies along Knowledge and Understanding of the Job

Indicators	Mean	Descriptive Interpretation
Knowledge in employee's field of study	4.11	Great Extent
Understanding of job-related information	4.23	Great Extent
Specific technical knowledge required for the job	4.26	Great Extent
Knowledge of specific computer applications	4.32	Great Extent

Understanding of organizational context	4.19	Great Extent
Understanding of international business	3.81	Great Extent
Understanding of the environment	4.06	Great Extent
Understanding of systems and organizations	4.02	Great Extent
Knowledge of peoples and cultures from other countries	3.83	Great Extent
OVERALL MEAN	4.09	Great Extent

Legend:

- 4.51-5.00 Very Great Extent (VGE)
- 3.51-4.50 Great Extent (GE)
- 2.51-3.50 Moderate Extent (ME)
- 1.51-2.50 Small Extent (SE)
- 1.00-1.50 Not at all (NA)

The results indicate that knowledge and understanding of the job are performed to a great extent, suggesting that BSBA Human Resource Development Management graduates possess the necessary competencies to meet employer expectations. With all indicators obtaining a mean range of 3.81 to 4.32, graduates demonstrate proficiency in applying HRM principles and practices in the workplace. This highlights the effectiveness of academic training in preparing students for real-world HR responsibilities. However, continuous curriculum enhancement and industry collaboration remain essential to ensure sustained competency development and alignment with evolving job market demands.

Clarke (2018) emphasized that a strong foundation in job-related knowledge enhances graduates' employability and ability to adapt to workplace challenges. Similarly, Jackson and Wilton (2016) found that higher education institutions play a crucial role in equipping students with both theoretical and practical knowledge, enabling them to perform their roles effectively in professional settings.

Extent of Performance along General Competencies

Table 6 shows the extent of performance of competencies along general competencies of the job.

Table 6. Extent of Performance of General Competencies

Indicators	Mean	Descriptive Interpretation
Communication skills	4.49	Great Extent
Human relations skills	4.51	Very Great Extent
Entrepreneurial skills	3.77	Great Extent
Information Technology skills	4.15	Great Extent
Problem-solving skills	4.04	Great Extent
Critical thinking skills	4.04	Great Extent
Leadership skills	4.32	Great Extent
Managerial skills	4.21	Great Extent
OVERALL MEAN	4.28	Great Extent

The result shows that graduates perform the competencies in terms of general competencies to a *great extent* as shown in the obtained mean of 4.28. The researchers can conclude that the employers are satisfied

with the graduates’ performance along general competencies.

All the indicators obtained a mean range of 3.77 to 4.51, categorized as great extent. Among them, the indicator "Human Relation Skills" received the highest mean of 4.51, described as very great extent. This suggests that graduates excel in building and maintaining positive relationships, communicating effectively, resolving conflicts, and collaborating with others in a professional setting. Their strong interpersonal skills contribute to a productive work environment and enhance overall organizational performance.

Goleman (1998) emphasized that emotional intelligence, which includes interpersonal and communication skills, is a key predictor of professional success and effective leadership. Similarly, Laker and Powell (2011) found that employers highly value soft skills, particularly teamwork and conflict resolution, as they contribute to a positive work environment and improved job performance. Robles (2012) further highlighted that strong human relation skills, including active listening, empathy, and professionalism, are among the top attributes sought by employers across industries. These studies reinforce the importance of developing interpersonal skills to enhance employability and workplace effectiveness.

Extent of Performance along Specialized Competencies/Skills along Human Resource Management

Table 7 shows the Personal Qualities/Attitudes of BSBA Human Resource Development Management Graduates.

Table 7. Extent of Performance of Specialized Competencies along Human Resource Management

Indicators	Mean	Descriptive Interpretation
1. Human Resource Expertise		
a. Apply the concepts along human resource management	4.09	Great Extent
b. Knowledge of principles, practices, and functions of effective HRM	4.04	Great Extent
c. Remains current on relevant laws, legal rulings, and regulations and maintains up- to-date in HRM	4.09	Great Extent
2. Business Acumen	3.91	Great Extent
3. Employee Relation	4.21	Great Extent
4. Performance Management	4.23	Great Extent
5. Learning and Development	4.15	Great Extent
6. Sourcing and Talent Planning		
a. Ability to ensure that organization attracts people who will give it an edge.	4.04	Great Extent
b. Manage workforce with the balance of skills needed to meet short and long-term ambitions.	4.24	Great Extent
OVERALL MEAN	4.11	Great Extent

As shown in the table, specialized competencies and skills in Human Resource Management (HRM) received an overall mean rating of 4.11, categorized as great extent. This indicates that employers are highly satisfied with the performance of BSBA Human Resource Development Management graduates in applying specialized HRM skills in the workplace.

All indicators were rated as great extent, with the highest mean of 4.24 attributed to the indicator “Manage workforce with the balance of skills needed to meet short- and long-term ambitions” under sourcing and talent planning. This suggests that graduates are proficient in human resource management, ensuring that organizations have the right talent to achieve both immediate and future goals. Their ability to effectively plan, recruit, and allocate human resources aligns with industry expectations, reinforcing the importance of strategic HRM competencies in organizational success.

Extent of Performance on Personal Qualities/Attitudes

Table 8 shows the Personal Qualities/Attitudes of BSBA Human Resource Development Management Graduates.

Table 8. Personal Qualities/Attitudes

Indicators	Mean	Descriptive Interpretation
Flexibility and adaptability	4.55	Very Great Extent
Creativity	4.40	GE
Empathy, Prudence and Temperance	4.62	Very Great Extent
Reliability	4.51	Very Great Extent
Integrity	4.60	Very Great Extent
Self-discipline	4.55	Very Great Extent
Optimism towards work	4.49	Great Extent
Pro-activeness	4.51	Great Extent
Productivity	4.51	Great Extent
Initiative	4.43	Great Extent
Accountability	4.60	Very Great Extent
Leadership	4.47	Great Extent
Professionalism	4.55	Very Great Extent
Civic Responsibility	4.36	Great Extent
Environmental and Global Awareness	4.30	Great Extent
Professional Skepticism	4.45	Great Extent
Risk Orientation Mindset	4.38	Great Extent
Resilience	4.51	Great Extent
OVERALL MEAN	4.49	Great Extent

Legend:

- 4.51-5.00 Very Great Extent (VGE)
- 3.51-4.50 Great Extent (GE)
- 2.51-3.50 Moderate Extent (ME)
- 1.51-2.50 Small Extent (SE)
- 1.00-1.50 Not at all (NA)

The Result shows that graduates’ personal qualities/attitudes were performed with *great extent* as shown in the obtained mean of 4.49. It can be concluded that employers are highly satisfied with the performance of graduates.

Specifically, eight out of 17 indicators were described as *very great extent*. These are indicators “Flexibility and Adaptability”, “Empathy, Prudence and Temperance “Reliability”, “Integrity”, “Self-discipline”, “Optimism towards work”, “Accountability”, “Professionalism” and “Resilience” with obtained means of ranged from 4.51 and 4.62. All the other indicators were rated as *great extent*.

Research supports the critical role of personal qualities and attitudes in employability and career success. Heckman and Kautz (2012) emphasized that non-cognitive skills such as self-discipline, reliability, and resilience are as important as technical skills in determining workplace performance. Robles (2012) identified professionalism, integrity, and communication as top soft skills valued by employers across industries. Additionally, Lippman et al. (2015) highlighted that adaptability and emotional intelligence significantly contribute to job satisfaction and career advancement. These studies reinforce the need for higher education institutions to continue fostering these essential qualities in graduates.

5. Summary and Conclusion

Based on the findings of this study, the following conclusions are drawn:

- BSBA Human Resource Development Management graduates must possess the competencies along knowledge and understanding of the job; general competencies, specialised competencies in human resource management and personal qualities/attitudes which are considered valuable to employers.
- In general, the College of Business, Economics, and Accountancy was able to give graduates the skills they needed to be productive workers.

It is recommended that:

- There should be regular checking of employers’ satisfaction with the performance of the graduates to determine whether the skills requirements of the different industries are met.
- There should be a continuous engagement between the university and the industry to keep abreast of the changes in the required competencies of the industry.
- Integrate into the syllabi work-related values highlighting the personal qualifications and attitudes needed by employers.
- Design an On-the-job training program to meet the competencies useful for employers.

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