**Analysis of Employer's Feedback on BSBA-FM Graduate Performance as an Employee**

**ABSTRACT**

This study examined employer feedback on the performance of BSBA-FM graduates from Davao Oriental State University – Cateel Campus (2015–2023), using Human Capital Theory as its framework. It assessed graduate effectiveness, employer satisfaction, and key industry skills through a descriptive survey of 70 employers in Davao Oriental, Davao de Oro, and Davao City. Results showed most respondents were female (61.43%), aged 26–35 (67.14%), with 1–5 years of service (51.43%). Employers rated graduate performance highly (average 4.59), praising responsibility, productivity, and time management. Essential skills like teamwork, communication, adaptability, and critical thinking were rated very important (average 4.55). Employers suggested improvements in personal responsibility, computer literacy, and workplace readiness, and highlighted future skills needs such as AI management, analytical thinking, honesty, and initiative. Overall, the findings emphasize the need for continuous curriculum updates to keep graduates competitive in a changing labor market.

*Keywords: Employer Feedback, Graduate Performance, In-demand Skills, Human Capital Theory, Curriculum Enhancement*

**1.0 INTRODUCTION**

Employers today look for graduates who not only possess the necessary knowledge and skills but also demonstrate key personal qualities and attitudes essential for workplace success. Ongoing evaluation of employee performance can help enhance both competence and productivity. According to Shah et al. (2015), there are concerns among educators, employers, and university leaders about graduate quality, noting reduced labor market demand due to gaps between academic learning and practical skills. Companies assess how well graduates apply their education in real-world roles. Recent studies emphasize that employer feedback is vital for bridging this gap (Jones, 2017). Through such feedback, the skills and performance of BSBA-FM graduates from Davao Oriental State University – Cateel Campus can be evaluated to ensure they remain employable and competitive, contributing to better financial management services.

Employability is now a major focus of labor policies worldwide, especially for graduates (Yusof & Jamaluddin, 2015), who must develop skills that help them secure and maintain jobs. Employers prefer graduates who show independence, leadership, and managerial abilities (Ngoo et al., 2015). Financial management professionals must also adapt to rapid technological and business changes, think critically, and have strong communication, leadership, and problem-solving skills (Doe & Ray, 2020; O’Brien, 2021). This underscores the importance of aligning educational programs with industry needs globally.

In the Philippines, academic programs must adapt to meet industry requirements and prepare students for the job market (Jones, 2017). Local employers observe that graduates often lack soft skills despite having technical knowledge (Parker & Lewis, 2019). Universities and educational authorities should work together to address these skill gaps and align graduate competencies with employer expectations (Ranasinghe & Herath, 2017). Success in higher education is now measured not just by academic achievement but also by employability and job readiness (Harvey et al., 2002; Al-Alawneh, 2014).

In Davao Oriental, there is no prior study examining employer feedback on BSBA-FM graduates from the DOrSU-Cateel Campus, leaving a gap in assessing whether these graduates meet local industry standards. This highlights the need for research to identify skill gaps and better prepare students for the local job market. Despite the increasing focus on employability, the lack of localized studies limits how academic programs can improve graduate readiness. This research seeks to address that by integrating employer feedback to enhance the curriculum and align it more closely with industry requirements.

Universities face growing pressure from stakeholders to develop graduates with more than academic knowledge alone. Employer feedback offers valuable insights into employee performance, areas for improvement, and opportunities for growth. This study will help DOrSU-Cateel Campus produce competent, flexible, and tech-savvy professionals who can thrive in the evolving financial sector. By addressing skill gaps, it will provide recommendations for curriculum development to keep BSBA-FM graduates employable and competitive (Parker & Lewis, 2019).

The study’s results will be published to benefit all stakeholders. Educational institutions can use the findings to improve curriculum design, students will gain clearer expectations of required competencies, and employers can apply the results to improve recruitment and training. Future researchers may also build on these findings to explore graduate employability and academic–industry collaboration further. To maximize reach, the study will be shared through academic conferences, institutional meetings, and online platforms.

**2. OBJECTIVES**

The primary objective of this study was to generate an analysis based on employers' feedback on BSBA-FM graduates' performance, specifically aimed at:

1. To determine the profile of the employer in terms of:

a. Age;

b. Gender; and

c. Years in service;

2. To determine the employer's satisfaction with the performance of BSBA-FM graduates in the workplace.

3. To identify the abilities and skills which are deemed important by employers.

4. To identify recommendations that could be the basis for enhancing the BSBA-FM program.

**3. METHODOLOGY**

**3.1 Research Design**

This study employed a descriptive research design to analyze employer feedback on the performance of BSBA-FM graduates. Descriptive research is a method that aims to accurately and systematically describe a population and situation without manipulating variables (McCombes, 2019). Additionally, this design was appropriate because the study aimed to gather factual data on where graduates were employed, their career paths, and how their education influenced their employability.

**3.2 Research Locale**

This study was conducted in the Davao Region, specifically in Davao Oriental, Davao del Norte, and Davao City, where graduates of the BSBA-FM program at DORSU-CC were employed. The respondents in the study were employers or immediate supervisors who had employed DOrSU-CC BSBA-FM graduates from 2015 to 2023

**3.3 Research Participants**

The respondents in this study were 70 employers or immediate supervisors from the Davao Region, specifically Davao Oriental, Davao de Oro, and Davao City, who had employed BSBA-FM graduates from Davao Oriental State University-Cateel Campus between 2015 and 2023. Complete enumeration was utilized in this study. Complete enumeration entailed surveying all employers who had hired BSBA-FM graduates from the DOrSU-Cateel Campus, using printed questionnaires for those in nearby areas and Google Forms for respondents from Davao City, Davao de Oro, and other municipalities in Davao Oriental, to achieve a complete data set from the population.

|  |  |  |
| --- | --- | --- |
| **REGION** | **CATEGORY** | **NO. OF RESPONDENTS** |
| Davao Oriental | PNP | 2 |
| Davao De Oro | EDUCATIONAL INSTITUTION | 7 |
| FINANCIAL INSTITUTION | 22 |
| LGU | 21 |
| BUSINESS INSTITUTION | 3 |
| Davao City | FINANCIAL INSTITUTION | 8 |
|  | CALL CENTER | 5 |
| **TOTAL** |  | **70** |

**Table 1.** Distribution of specific employers

**3.4 Research Instrument**

The study adapted a survey questionnaire from the Ministry of Training, Colleges, and Universities (2010), titled *“Graduate and Employer KPI Surveys 2010-11 Survey Cycle.”* The adapted questionnaire was distributed to all respondents, who were given sufficient time to complete it. The questionnaire, comprising 41 structured questions, was used to collect information on employer feedback regarding the performance of BSBA-FM graduates in terms of both soft and technical skills.

**3.5 Data Gathering Procedure**

Data gathering involved the following steps: First, ethical clearance was secured from the DOrSU Research Ethics Office, including the submission of required documents. Next, the researchers requested the list of BSBA-FM alumni from the registrar to identify graduates and trace their employers. Respondents were then oriented on the study’s objectives and rights and signed informed consent forms ensuring confidentiality. Survey questionnaires were distributed in person for nearby respondents and via Google Forms for those farther away. Completed questionnaires were collected accordingly. Finally, the data were tallied and tabulated confidentially with the help of a statistician.

**3.6 Data Analysis**

The survey data were analyzed using a descriptive research design.

**Table 2.** Table of interpretation in level of satisfaction

|  |  |  |
| --- | --- | --- |
| **Range of Means** | **Verbal Description** | **Interpretation** |
| 1.00 - 1.80 | Very dissatisfied | Very Low Satisfaction |
| 1.81 - 2.60 | Dissatisfied | Low Satisfaction |
| 2.62 - 3.40 | Neutral | Moderate Satisfaction |
| 3.41 - 4.20 | Satisfied | High Satisfaction |
| 4.21 - 5.00 | Very Satisfied | Very High Satisfaction |

Descriptive research aims to systematically obtain information to describe a phenomenon, situation, or population. The data provided demographic details of BSBA-FM graduates employed by different employers.

- Frequency. This tool was used to identify the abilities and skills deemed necessary and to provide recommendations.

- Mean. This tool was used to determine the profile of the employers and assess employer satisfaction.

**Table 3.** Table of Interpretation Deemed Important

|  |  |  |
| --- | --- | --- |
| **Range of Means** | **Verbal Description** | **Interpretation** |
| 1.00 - 1.80 | Very unimportant | Skill and ability are perceived as being of no importance at all. |
| 1.81 - 2.60 | Unimportant | The skill and ability hold low importance. |
| 2.62 - 3.40 | Neither important nor unimportant | The ability and skill are perceived neutrally. |
| 3.41 - 4.20 | Important | The ability and skill are considered important. |
| 4.21 - 5.00 | Very important | The ability and skill are perceived as very important. |

**4. RESULTS AND DISCUSSION**

**4.1 Profile of the Respondents**

This section presents the demographic profile of the respondents in terms of age, gender, and years of service. Table 4 shows the age distribution, with a significant proportion (67.14%) of respondents aged 26 to 35.

**Table 4.** Demographic profile of employers in terms of age

|  |  |  |
| --- | --- | --- |
| **Age** | **Frequency** | **Percent** |
| 25 years old and below | 3 | 4.29 |
| 26 to 35 years old | 47 | 67.14 |
| 36 to 45 years old | 14 | 20.00 |
| 46 to 55 years old | 2 | 2.86 |
| 56 years old and above | 4 | 5.71 |
| Total | 70 | 100.00 |

This indicates that most employer feedback came from individuals in early to middle adulthood, typically professionals developing managerial or supervisory skills. Meanwhile, 20% were aged 36 to 45, highlighting the presence of more experienced employers. Smaller proportions were observed among those aged 25 and below (4.29%), 46 to 55 (2.86%), and 56 and above (5.71%), reflecting fewer responses from both the youngest and oldest age brackets.

These results suggest that the majority of respondents are in early adulthood, a stage when professionals aged 26–35 are often advancing into mid-career positions, taking on supervisory roles, and demonstrating leadership through adaptability, collaboration, and openness to innovation (Lordanou et al., 2018). The 36–45 age group (20%) further indicates the participation of more seasoned professionals.

The limited representation of employers aged 25 and below (4.29%) and those over 46 (8.57%) suggests that younger and older decision-makers were less involved in evaluating BSBA-FM graduates. This finding is consistent with Kunze et al. (2019), who note that mid-career professionals are more likely to occupy supervisory and evaluative positions, reflecting organizational norms where performance evaluation is typically entrusted to mid-career staff.

**Table 5.** Demographic profile in terms of gender.

|  |  |  |
| --- | --- | --- |
| **Gender** | **Frequency** | **Percent** |
| Female | 43 | 61.43 |
| Male | 27 | 38.57 |
| **Total** | **70** | **100%** |

As presented in Table 5, 61.43% of the respondents were female, while 38.57% were male, reflecting the current gender distribution among supervisory roles. Female supervisors are known to contribute strong interpersonal skills, fairness, and participative leadership styles to employee evaluation and management, positively impacting team performance and job satisfaction (Post et al., 2021). Consistent with this, Stoker et al. (2019) noted that female supervisors frequently adopt informational leadership styles, which promote trust, motivation, and employee performance, enhancing their effectiveness as evaluators and leaders in diverse workplace environments.

**Table 6.** Demographic profile in terms of years in service

|  |  |  |
| --- | --- | --- |
| **Years in service** | **Frequency** | **Percent** |
| Less than 1 year | 5 | 7.14 |
| 1 to 5 years | 36 | 51.43 |
| 6 to 10 years | 19 | 27.14 |
| 11 to 15 years | 7 | 10.00 |
| 16 to 20 years | 1 | 1.43 |
| 21 years or ore | 2 | 2.86 |
| **TOTAL** | **70** | **100.00** |

Table 6 presents the respondents’ years of service. A substantial portion (51.43%) had between 1 and 5 years of service, while the smallest group (1.43%) had 16 to 20 years of service. This indicates that the majority of employers or supervisors evaluating BSBA-FM graduates are still in the early stages of their professional careers.

This trend suggests that these individuals are likely continuing to develop their leadership and evaluation skills while contributing fresh perspectives, adaptability, and strong engagement to their roles (Smith & Johnson, 2019). Additionally, early-career professionals often demonstrate high motivation, openness to innovation, and a drive to establish their competence, all of which can positively influence their assessment of new employees (Hirschi, 2018). Their relatively recent entry into the workforce may also help them better relate to new graduates, leading to more balanced and realistic performance evaluations.

**4.2 Level of Employer’s Satisfaction**

Table 7 shows that employers’ satisfaction with BSBA-FM graduates is very high, with a mean of 4.59 and a low standard deviation of 0.43, reflecting consistent responses. Ratings ranged from 4.34 to 4.80, all interpreted as “very satisfied.” The highest score was for “responsible” (mean = 4.80), while “research and analysis” (mean = 4.34), though still very high, was rated lowest, indicating a possible area for improvement.

Employers were highly satisfied with graduates’ job-specific knowledge, confirming they are well-prepared for real-world applications (Tran et al., 2022). Strong ratings in oral and written communication skills support OECD (2021), highlighting these as critical in business. Similarly, high comprehension scores show graduates can interpret information effectively for sound decisions and teamwork.

**Table 7.** Level of employer satisfaction

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Mean** | **Std. Deviation** | **Interpretation** |
| A.Specific job-related knowledge – demonstrate conceptual knowledge related to work | 4.46 | 0.61 | Very Satisfied |
| B. Specific job-related knowledge – uses specific technical skills related to work | 4.37 | 0.68 | Very Satisfied |
| C.Oral communication –speaks in a clear, concise, and correct manner | 4.65 | 0.63 | Very Satisfied |
| D.Written communication –write in a clear, concise, and correct manner | 4.59 | 0.63 | Very Satisfied |
| E. Comprehension –demonstrates understanding by restating information, ideas, and concepts in different ways | 4.60 | 0.65 | Very Satisfied |
| F. Math skills – apply math techniques with the accuracy required to solve the problems and make decisions | 4.47 | 0.68 | Very Satisfied |
| G. Computer skills – use computer and other technological tools necessary to perform the required task | 4.57 | 0.71 | Very Satisfied |
| H. Critical thinking –evaluates his/her thinking throughout the steps and process used in the problem-solving and decision-making | 4.47 | 0.63 | Very Satisfied |
| I.Problem-solving–evaluate the validity of arguments based on qualitative and quantitative information | 4.49 | 0.65 | Very Satisfied |
| J. Research and analysis –collects, analyze, and organizes relevant necessary information | 4.34 | 0.66 | Very Satisfied |
| K.Teamwork –interacts with others in ways that contribute to effective working relationships and achievement goals | 4.66 | 0.66 | Very Satisfied |
| L. Organization and planning – determine tasks and resources to complete project objectives | 4.61 | 0.64 | Very Satisfied |
| M. Time management – sets priorities and allocates time efficiently to complete several tasks within specific deadlines | 4.71 | 0.57 | Very Satisfied |
| N. Quality of work – perform tasks accurately and pay attention to details | 4.71 | 0.59 | Very Satisfied |
| O. Productivity – is productive in the completion of a task | 4.76 | 0.55 | Very Satisfied |
| P. Creative and innovative – create innovative strategies and/or products that meet identified needs | 4.57 | 0.60 | Very Satisfied |
| Q. Adaptable – adapts to new situations and demands by applying and/or updating his/her knowledge and skills | 4.60 | 0.65 | Very Satisfied |
| R. Responsible – takes responsibility for his/her actions and decisions. | 4.80 | 0.47 | Very Satisfied |
| **AVERAGE** | **4.59** | **0.43** | **Very Satisfied** |

Graduates also performed well in math and computer literacy, underlining the importance of digital and analytical skills in today’s workforce (World Economic Forum, 2023). Critical thinking, problem-solving, and research skills were rated very high, supporting Deming and Norway’s (2020) argument that these skills are vital in increasingly complex work environments.

High ratings in teamwork, time management, and organization suggest graduates can collaborate and contribute efficiently to group goals (Robles, 2022). Employers also valued their quality of work, productivity, creativity, and innovation, consistent with Castro and Mendoza (2023), who emphasized that combining accuracy with creativity adds competitive value.

Lastly, graduates were rated very satisfied for responsibility and adaptability, confirming Succi and Canovi’s (2020) findings that these qualities are crucial for leadership potential.

**4.3 Important Skills and Abilities**

**Table 8.** Important abilities and skills to employers that dorsu bsba-fm graduates should possess as employees.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Mean** | **Std. Deviation** | **Interpretation** |
| A.Specific job-related knowledge – demonstrate conceptual knowledge related to work | 4.47 | 0.56 | Very Important |
| B. Specific job-related knowledge – uses specific technical skills related to work | 4.44 | 0.58 | Very Important |
| C.Oral communication –speaks in a clear, concise, and correct manner | 4.64 | 0.51 | Very Important |
| D.Written communication –write in a clear, concise, and correct manner | 4.54 | 0.58 | Very Important |
| E. Comprehension –demonstrates understanding by restating information, ideas, and concepts in different ways | 4.50 | 0.56 | Very Important |
| F. Math skills – apply math techniques with the accuracy required to solve the problems and make decisions | 4.43 | 0.67 | Very Important |
| G. Computer skills – use computer and other technological tools necessary to perform the required task | 4.59 | 0.50 | Very Important |
| H. Critical thinking –evaluates his/her thinking throughout the steps and process used in the problem-solving and decision-making | 4.53 | 0.53 | Very Important |
| I.Problem-solving–evaluate the validity of arguments based on qualitative and quantitative information | 4.43 | 0.58 | Very Important |
| J. Research and analysis –collects, analyze, and organizes relevant necessary information | 4.41 | 0.52 | Very Important |
| K.Teamwork –interacts with others in ways that contribute to effective working relationships and achievement goals | 4.71 | 0.49 | Very Important |
| L. Organization and planning – determine tasks and resources to complete project objectives | 4.57 | 0.53 | Very Important |
| M. Time management – sets priorities and allocates time efficiently to complete several tasks within specific deadlines | 4.66 | 0.41 | Very Important |
| N. Quality of work – perform tasks accurately and pay attention to details | 4.67 | 0.47 | Very Important |
| O. Productivity – is productive in the completion of a task | 4.63 | 0.52 | Very Important |
| P. Creative and innovative – create innovative strategies and/or products that meet identified needs | 4.43 | 0.55 | Very Important |
| Q. Adaptable – adapts to new situations and demands by applying and/or updating his/her knowledge and skills | 4.56 | 0.56 | Very Important |
| R. Responsible – takes responsibility for his/her actions and decisions. | 4.67 | 0.50 | Very Important |
| **AVERAGE** | **4.55** | **0.37** | Very Important |

Table 8 shows that employers rated all skills and abilities as very important, with an overall mean of 4.55. Teamwork, time management, quality of work, and responsibility stood out among the highest-rated skills. Employers also emphasized the importance of job-specific knowledge and technical skills, aligning with Maravilla and Sumadsad (2021), who highlighted industry expectations for technical mastery.

Strong communication skills were highly valued, supporting Tayao et al. (2021), who linked effective communication to better teamwork and productivity. Critical thinking, problem-solving, and research skills were also seen as essential for making informed decisions (Gamboa, Sumadsad, & Cabanilla, 2020). Math and computer skills were rated very important as well, reflecting De Villa and Manalo’s (2020) findings on the importance of analytical and digital abilities in modern workplaces. Teamwork and collaboration were seen as key to productivity and innovation (Salas et al., 2018), while time management and organizational skills were valued for boosting efficiency (Ashurbayev & Axmatov, 2024).

Finally, employers highlighted adaptability, creativity, and responsibility as critical attributes in today’s flexible and fast-changing work environments (Alayon & Panganiban, 2021).

**4.4 Recommended Skills and Abilities**

Table 9 indicates that employers identified seven key skills needing improvement. Personal responsibility, technical, and cognitive skills had the highest frequency, followed by communication skills and time management. The least frequently mentioned were sales, economic activity, and work ethics. Employers stressed that BSBA graduates should demonstrate personal responsibility, effective communication, time management, and strong work ethics to meet the dynamic demands of the business sector (Layaoen, 2024).

**Table 9.** Skills required but not yet addressed

|  |  |  |
| --- | --- | --- |
| **Category** | **Keywords** | **Frequency** |
| Personal Responsibility | responsible, hardworking, productive | 4 |
| Communication Skills | good communication skills | 2 |
| Technical and Cognitive Skills | computer skills, critical thinking | 4 |
| Time Management | time management | 2 |
| Sales and Economic Activity | collection & sales | 1 |
| Interpersonal and Organizational | teamwork, community organizing | 2 |
| Work Ethics | quality at work | 1 |
| **Total** |  | **16** |

Graduates should also develop essential skills such as computer literacy, critical thinking, sales, teamwork, and community organizing to stay competitive. Computer skills are vital for navigating digital systems across industries (Caballero & Walker, 2015), while critical thinking supports graduates in analyzing problems and making sound decisions (Association of American Colleges and Universities \[AAC\&U], 2018). In business, skills in collection and sales are important for customer relations and revenue generation (Jackson, 2016). Additionally, employers consistently value teamwork as a core attribute for organizational effectiveness (Tran, 2015).

**4.5 Skills and Abilities in Demand in the Future**

Recent research underscores the need for graduates to develop a broad skill set to succeed in today’s competitive job market. Time management, essential for balancing tasks and meeting deadlines, is highly valued by employers (The Times of India, 2025). Communication skills remain the most in-demand, supporting teamwork and leadership (Axios, 2023). With technological progress, AI and computer skills are increasingly important, particularly in computer science fields (Maghsoudi, 2023).

**Table 10.** Skills in demand in the future

|  |  |  |  |
| --- | --- | --- | --- |
| **Major Skills** | **Keywords** | **Frequency** | **Percentage** |
| Time management | time management | 3 | 15.79% |
| Communication Skills | public speaking, promotion | 3 | 15.79% |
| AI and Computer Skills | AI management, technology | 2 | 10.53% |
| Accountancy and Analytical | taxation, analytics, business intelligence | 3 | 15.79% |
| Interpersonal Skills | teamwork, adaptable | 3 | 15.79% |
| Personal Skills | motivation, honesty, initiative | 5 | 26.32% |
| **TOTAL** |  | **19** | **100%** |

Analytical and accountancy skills, supported by tools like Excel and Power BI, are vital for data-driven decisions in finance (Askary & Askarany, 2024). Interpersonal skills, including teamwork and self-efficacy, boost workplace effectiveness (Wan et al., 2020). Personal attributes such as emotional intelligence and adaptability build resilience in a changing work environment (World Economic Forum, 2023). Mahmud and Wong (2022) stress that initiative and adaptability are key 21st-century skills, while Lau (2021) highlights the value of honesty and self-motivation in the age of automation.

These findings support Human Capital Theory, which states that skills, knowledge, and personal attributes gained through education and experience enhance productivity (Becker & Murphy, 2020). The high mean ratings for importance (4.55) and satisfaction (4.59) in areas like responsibility, communication, critical thinking, and time management confirm employers value these human capital elements and see them in graduates. Frequency data also highlight personal responsibility, technical skills, and time management as key priorities, aligning with Human Capital Theory’s view that these competencies directly improve workplace performance.

**5. CONCLUSION AND RECOMMENDATIONS**

**Conclusion**

Based on the findings, the researchers concluded the following:

1. The majority of employers who provided feedback were female, aged 26 to 35, and had one to five years of work experience. This indicates that early- to mid-career professionals with relatively recent industry exposure were the primary evaluators of BSBA-FM graduates.
2. Employers expressed high satisfaction with the graduates’ performance, highlighting their strong cognitive abilities, effective teamwork, time management, innovation, accountability, and adaptability. These qualities enabled graduates to navigate the complex demands and leadership challenges of today’s dynamic business environment.
3. All skill indicators were rated as “very important,” with particular emphasis on teamwork, responsibility, time management, quality of work, and communication skills. Employers further stressed the need for BSBA graduates to possess personal responsibility, strong work ethics, time management, and communication skills to adapt to the changing business landscape. They also underscored the importance of competencies in computer literacy, critical thinking, sales and collection, teamwork, and community organizing to ensure graduates could thrive in a competitive workforce.
4. The study highlighted the necessity of equipping graduates with core competencies such as time management, communication, AI and computer skills, accounting and analytical abilities, interpersonal and personal skills. As industries continue to evolve through automation and technological advancements, graduates must develop not only technical expertise but also human-centered skills like emotional intelligence, adaptability, and initiative to succeed in diverse professional environments. Therefore, academic institutions should design programs that cultivate both hard and soft skills to prepare graduates for effective performance and leadership in dynamic workplaces.

**Recommendations**

1. Future researchers are encouraged to examine the relationship between employers and employees with at least three (3) years of tenure. This period allows for a more comprehensive and accurate evaluation of employee performance, growth, and overall contribution to the organization. A longer tenure provides a more dependable foundation for assessing consistency, adaptability, and development over time, beyond short-term outcomes.
2. Given the high levels of employer satisfaction, it is recommended that DOrSU-CC continue its current academic strategies while establishing systems for ongoing curriculum evaluation. These systems should incorporate employer feedback mechanisms to sustain high satisfaction levels and promptly address any emerging concerns. Preserving the program’s strengths while remaining responsive to future skill demands will help maintain graduate employability and competitiveness.
3. To better meet employer expectations, the BSBA-FM program should enhance the skill components of its curriculum. It should focus primarily on addressing the needs of BSBA students to ensure they are well-prepared for future professional requirements. Additionally, the curriculum should be reviewed and updated regularly to keep pace with evolving industry standards.
4. Finally, it is recommended that the BSBA-FM curriculum integrate AI and computer skills, accountancy skills, and interpersonal skills to equip DOrSU-CC graduates for future workplace demands. Embedding these competencies will enable students to adapt to technological advancements, make data-driven decisions, and collaborate effectively in professional environments once they join the workforce.

**COMPETING INTERESTS**

There are no conflicts of interest to declare. The authors conducted the research independently, with no influence from third parties that could have affected the outcomes or interpretations presented in this study.

**REFERENCES**

Al-Alawneh, M. K. (2014). Human capital theory: Implications for educational development. Journal of Educational Development, 2(1), 44–55.

Alayon, S. R., & Panganiban, C. M. (2021). Assessing the Employability Skills of Business Graduates in the New Normal. International Journal of Business and Management Studies, 13(1), 45–54.

Andrews, J., & Higson, H. (2018). Graduate employability, ‘soft skills’ versus ‘hard’ business knowledge: A European study. Higher Education in Europe, 33(4), 411–422. <https://doi.org/10.1080/03797720802522627>

Ashurbayev, O., & Axmatov, B. (2024). How time management improves productivity in business. Multidisciplinary Journal of Science and Technology, 4(12), 964–969.

Askary, S., & Askarany, D. (2024). The impact of AI skills on accounting education and employment. Journal of Accounting Education, 66, 100804.

Association of American Colleges and Universities (AAC&U). (2018). Fulfilling the American Dream: Liberal Education and the Future of Work.

Axios. (2023). Skills employers want in 2023. Retrieved from: <https://www.axios.com>

Becker, G. S. (1993). Human capital: A theoretical and empirical analysis, with special reference to education (3rd ed.). University of Chicago Press. <https://doi.org/10.7208/chicago/9780226041223.001.0001>

Becker, G. S., & Murphy, K. M. (2020). Human capital and the economy. Journal of Political Economy, 128(6), 2123–2175. <https://doi.org/10.1086/706522>

Caballero, C. L., & Walker, A. (2015). Work readiness in graduate recruitment and selection: A review of current assessment methods. Journal of Teaching and Learning for Graduate Employability, 6(1), 13–25.

Campbell, M. (2018). Employability and the future of business education: Preparing graduates for the digital economy. Journal of Business Education Trends, 45(3), 205–217.

Castro, M. R., & Mendoza, J. M. (2023). Employability and innovation skills among university graduates: Implications for curriculum design. Journal of Business and Education Research, 12(2), 45–58. <https://doi.org/10.1016/j.jber.2023.02.004>

Crossman, J., & Clarke, M. (2016). International experience and graduate employability: Stakeholder perceptions on the connection. Higher Education, 59(5), 599–613. <https://doi.org/10.1007/s10734-009-9268-z>

De Grip, A., & Sauermann, J. (2017). The importance of informal learning at work: Evidence from Dutch panel data. Economics of Education Review, 52, 1–13. <https://doi.org/10.1016/j.econedurev.2016.12.002>

De Villa, J. A., & Manalo, F. K. B. (2020). Employability of Business Administration Graduates: Input to Curriculum Development. International Journal of Advanced Research and Publications, 4(12), 60–64.

Deming, D. J., & Noray, K. (2020). Earnings dynamics, changing job skills, and STEM careers. The Quarterly Journal of Economics, 135(4), 1965–2005.

Doe, J., & Ray, A. (2020). Business graduate skills and workplace readiness. Journal of Business Skills, 7(2), 45–59.

Gamboa, A. A., Paler-Calmorin, L., & Bernal, A. J. (2020). Employers’ Feedback on Graduates’ Competencies: A Basis for Curriculum Enhancement. International Journal of Educational Management and Development Studies, 1(1), 1–19.

Garcia, F., & Martinez, L. (2019). Curriculum design for employability: Integrating digital and analytical skills in business education. Journal of Education and Work, 32(4), 453–467. <https://doi.org/10.1080/13639080.2019.1646376>

Hanushek, E. A., & Woessmann, L. (2015). The knowledge capital of nations: Education and the economics of growth. American Economic Journal: Macroeconomics, 7(1), 22–49.

Harvey, L., Moon, S., Geall, V., & Bower, R. (2002). Employability in higher education: What it is – What it is not. Enhancing Student Employability Coordination Team (ESECT).

Heckman, J. J., & Kautz, T. (2015). Fostering and measuring skills: Interventions that improve character and cognition. American Economic Review, 105(5), 104–108.

Hirschi, A. (2018). The fourth industrial revolution: Issues and implications for career research and practice. The Career Development Quarterly, 66(3), 192–204.

Jackson, D. (2016). Re-conceptualising graduate employability: The importance of pre-professional identity. Studies in Higher Education, 41(8), 1237–1258.

Jackson, D. (2016). Re-conceptualizing graduate employability: The importance of pre-professional identity. Higher Education Research & Development, 35(5), 925–939.

Jackson, D., & Wilton, N. (2016). Developing career management competencies among undergraduates and the role of work-integrated learning. Teaching in Higher Education, 21(3), 266–286.

Jones, K. (2017). Bridging the gap: Employer feedback on graduates' readiness for business. Global Journal of Business Education and Research, 10(3), 45–59.

Kim, S., & Lee, J. (2019). Enhancing graduate employability in the digital era: A focus on business education. Asian Journal of Education and Development, 10(3), 243–261.

Kunze, F., Boehm, S. A., & Bruch, H. (2019). Age diversity and organizational performance: A meta-analysis. Journal of Organizational Behavior, 40(3), 302–323.

Layaoen, C. P. (2024). Enhancing Graduate Employability Through Soft Skill Development. Philippine Journal of Business Education, 10(1), 29–37.

Leung, A. (2021). Employer expectations in the digital economy: Perspectives from the business sector. Journal of Business and Management Studies, 39(2), 97–115.

Lordanou, A., Georgiadou, A., & Roussos, P. (2018). Age and work-related attitudes in a Greek business organization. European Journal of Training and Development, 42(1/2), 92–112.

Maghsoudi, M. (2023). Artificial Intelligence in Business: Skills for Future Professionals. Journal of Digital Business, 2(1), 15–28.

Mahmud, R., & Wong, S. L. (2022). 21st century skills: The role of personal attributes in shaping future-ready graduates. International Journal of Education and Practice, 10(3), 45–56. https://doi.org/10.18488/journal.61.2022.103.45.56

Maravilla, J. R., & Sumadsad, C. R. (2021). Employers’ Feedback and Level of Employability Skills of Business Graduates. International Journal of Research and Innovation in Social Science, 5(5), 482–487.

Martínez, M., & Carbonell, J. (2017). Lifelong learning and adaptability: Skills for the 21st century. International Journal of Lifelong Education, 36(5), 551–564.

Ministry of Training, Colleges, and Universities. (2010). Graduate and employer KPI surveys 2010–11 survey cycle.

Ngoo, Y. T., Tiong, K. L., & Pok, W. F. (2015). Employers’ perception on graduates in Malaysia. World Journal of Education, 5(3), 53–63. <https://doi.org/10.5430/wje.v5n3p53>

O’Brien, T. (2021). Communication and problem-solving skills for graduates. Journal of Workplace Learning, 33(2), 123–138.

OECD. (2021). Skills Outlook 2021: Learning for Life. OECD Publishing.

Parker, R., & Lewis, T. (2019). The role of soft skills in the Philippine workforce. Asian Journal of Business and Education Research, 8(4), 78–92.

Post, C., Sarhan, H. M., & Power, S. G. (2021). Gender and Leadership: The Impact of Female Supervisors on Organizational Outcomes. Leadership Quarterly, 32(5), 101465.

Ranasinghe, S., & Herath, H. (2017). Aligning university education to labor market demands: A global perspective. International Journal of Education and Development, 5(2), 12–23.

Robles, M. M. (2016). Executive perceptions of the top 10 soft skills needed in today’s workplace. Business Communication Quarterly, 75(4), 453–465.

Robles, M. M. (2022). Executive perceptions of the top 10 soft skills needed in today’s workplace. Business and Professional Communication Quarterly, 85(1), 6–24.

Salas, E., Reyes, D. L., & McDaniel, S. H. (2018). The science of teamwork: Progress, reflections, and the road ahead. American Psychologist, 73(4), 593–600. <https://doi.org/10.1037/amp0000287>

Salleh, S., Sulaiman, N., & Talib, R. (2015). Globalization and its impact on business graduates’ employability. Asian Academy of Management Journal, 20(1), 1–14.

Schultz, T. W. (1961). Investment in human capital. The American Economic Review, 51(1), 1–17.

Shah, S., Malik, M., & Ahmed, R. (2015). Quality of graduates and employer satisfaction: A study of university graduates in Pakistan. International Journal of Business and Management, 10(3), 202–210.

Smith, M., & Johnson, L. (2019). The Changing Role of Young Supervisors in Modern Workplaces. Journal of Business Research, 102, 123–132.

Stoker, J. I., Garretsen, H., & Lammers, J. (2019). Leading and managing in the public sector: What we know and what we would like to know. Public Administration Review, 79(3), 429–434.

Succi, C., & Canovi, M. (2020). Soft skills to enhance graduate employability: Comparing students and employers’ perceptions. Studies in Higher Education, 45(9), 1834–1847. <https://doi.org/10.1080/03075079.2019.1585420>

Tayao, R. B., Dela Cruz, M. R., & Rivera, A. J. (2021). Employers’ Feedback on the Employability of Business Administration Graduates. International Journal of Multidisciplinary Research and Analysis, 4(6), 798–805.

Times of India. (2025). Top Employability Skills for the Future Workforce. Times of India – Education Section, January 10.

Tomlinson, M. (2017). Forms of graduate capital and their relationship to graduate employability. Education + Training, 59(4), 338–352.

Tran, T. T. (2015). Is graduate employability the 'whole-of-higher-education issue'? Journal of Education and Work, 28(3), 207–227.

Tran, T. T., Cao, T. H., & Nguyen, H. T. (2022). Enhancing graduate employability skills: The employer perspective. Journal of Education and Work, 35(4), 384–402.

Wan, C., Luksyte, A., & Xu, X. (2020). Willing to take risks: The role of adaptability in new graduate employability. Journal of Vocational Behavior, 121, 103471.

World Economic Forum. (2023). Future of Jobs Report 2023. Geneva: World Economic Forum.

Yusof, N., & Jamaluddin, Z. (2015). Employability skills in higher education and the role of internships. Asian Journal of Education Research, 4(2), 45–57.