

Industry Stakeholders' Satisfaction on the Work Competencies of the Business Department Graduates

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Abstract: John B. Lacson Colleges Foundation- Bacolod, a recognized private higher education institution by the Commission on Higher Education (CHED) in the Philippines is committed in providing quality education and training through faculty and student performance evaluation, upgrading of faculty on the latest teaching methodologies, designing industry sensitive curriculum, and becoming the major global supplier of world-class technical and professional manpower. However, the extent of JBLCF-Bacolod business graduates' contribution to the growth and development of the business industry, particularly on stakeholders' satisfaction is not clearly known yet, which makes this study particularly interesting. This study aimed to establish the important competencies considered by the industry stakeholders when hiring employees and their level of satisfaction on the work competencies of the BSCA and BSHRM graduates of John B. Lacson Colleges Foundation-Bacolod. The business graduates were evaluated by 99 employers from different sectors of the industry with area of operation in the country and abroad that have met the criteria as respondents for this study. The descriptive design which particularly employed the survey method of gathering data was used in this study. The instrument deployed was a researcher-made questionnaire consisting of the survey of the respondents' demographic profile, the managers' level of satisfaction on the professional and personal competencies of the graduates, and questions related to their employability. Frequency count and percentage distribution were used to determine the profile of the industry stakeholders. Mean was utilized to determine the level of industry stakeholders' satisfaction and extent of importance on the professional and personal competencies of JBLCF-B business graduates. Analysis of Variance (ANOVA) was used to determine the significant difference in the level of industry stakeholders' satisfaction on the professional and personal competencies of JBLCF-B business graduates and for the number of graduates employed in the company, t-test was used. The frequency of related suggestions from the industry and their respective percentages were used as basis for curriculum improvement of the BSCA and BSHRM programs to prepare business graduates to meet the expectations of the industry. Findings show that the stakeholders were satisfied to a high extent on the professional competencies of the business graduates. Graduates of BSCA and BSHRM programs of JBLCF-B were viewed by their employers as highly competent employees in resolving issues of common concern; in helping minimize the unnecessary misunderstanding, especially in times of changes and uncertainties; and in working on the solution of work-related problems through completion.

Keywords: Stakeholders, Satisfaction, Professional Competencies, Personal Competencies, Work Performance, Business Graduates

1. Introduction

Education programs are designed to equip students with the competencies and qualifications required of them in the labor market. This is so because employers demand that competencies achieved by graduates during their college education should match the company's competency needs. In

support to this idea, Freudenberg, Brimble & Cameron [10] point out the importance of teaching and learning performance as well as learning outcomes in higher education institutions in order to produce favorable graduates who are more attractive to employees, employers and other stakeholders. Producing quality graduates enhances the branding of the school [8], attracts more enrollees, and

ensures a continuous supply of graduates for national productivity and global competitiveness [12].

Challenged by the increasing expectations of the industry, several countries in Europe have introduced additional approaches to strengthen the support of higher education institutions in their graduates' careers [15]. Countries like Finland and Denmark have merged smaller higher education institutions into bigger centers to increase their critical mass of knowledge and their ability to compete internationally. The United Kingdom has necessitated a revamp of its education policies for the 21st century to address the needs not just for the country but for the many who have traditionally looked to the U.K. for advance education [13]. Extra resources have been allocated to some universities with the aim of developing their capacities to transfer knowledge from university to industry [16]. In Australia, employers' selection criteria broadly align with the understanding of what constitutes graduates' employability, including technical expertise, generic skill mastery and a successfully formed graduate identity [2014]. Furthermore, Daud et al. [8] posited that in Asia, Malaysian employers are looking for a more flexible and adaptable workforce as they themselves seek to transform their companies into a more flexible and adaptable entities in response to changing market needs. He further emphasized that business schools in Malaysia target the enhancement of soft skills and personality development in its business management curriculum. India, on the other hand, has focused on developing the capabilities of people through its strong system of higher education [15] while Singapore has invested on human capital by improving on its education system in order to reach current national wealth [13]. Moreover, the study of Lim [13] revealed that China has found grounds for education reformation to address necessary sociological changes.

Higher education in the Philippines is governed by the Commission on Higher Education (CHED). The Commission regulates the establishment or closure of private higher education institutions, their program offerings, and curricular development. In addition to regulating higher education, CHED is also responsible for developing policies to support quality improvement in the higher educational system [5]. Along with other accrediting bodies, it encourages Higher Education Institutions to benchmark on industry expectations to continually improve the quality of education and the capability of graduates.

John B. Lacson Colleges Foundation, a recognized private higher education institution by the Commission on Higher Education (CHED) which is located in Alijis, Bacolod City, Negros Occidental, is committed in providing quality education and training through faculty and student performance evaluation, upgrading of faculty on the latest teaching methodologies, designing industry sensitive curriculum, and becoming the major global supplier of world-class technical and professional manpower. The business programs it offers, namely, Bachelor of Science in Customs Administration (BSCA) and Bachelor of Science in Hotel and Restaurant Management (BSHRM) are in

compliance with the Policies, Standards and Guidelines of the Commission on Higher Education (CHED), both with the end view of keeping pace with the demands of global competitiveness [7]. However, the extent of the business graduates' contribution to the growth and development of the business industry is not clearly known yet, which makes this study particularly interesting.

Hence, tapping with the various establishments had allowed the conduct of this study to investigate the level of satisfaction of the industry stakeholders on the personal and professional competencies, extent on which these competencies are important in employing business graduates, and extent on which they have met the expected competencies of the company they are employed. Moreover, this study aimed to generate suggestions from the companies for curriculum improvement to better prepare JBLCF-B graduates to meet the expectations of the industry.

1.1. Framework

The business programs of JBLCF-Bacolod, namely, Bachelor of Science in Customs Administration (BSCA) and Bachelor of Science in Hotel and Restaurant Management (BSHRM) aim to provide quality education and promote acceptable values in the society in order to produce graduates of high morale and competency to serve the public and excel professionally, as articulated in the respective program objectives which can be found in the Academics Manual of the school. The school's database of alumni shows that BSCA and BSHRM graduates are hired by different industries like shipping, hospitality and tourism, customs brokerage and freight forwarding companies, among others. The managers of the companies where the graduates are employed, in the top, middle and lower management positions, rate the level of satisfaction on the performance of these graduates as demonstrated in their respective workplaces.

The graduates were evaluated on their professional and personal competencies. Factors for professional competencies were conceptualized from the program objectives of BSCA and BSHRM and on competency standards required by the Commission on Higher Education (CHED) for both programs. These include analytical thinking, business problem-solving, initiative, adaptability, computer literacy, interpersonal skills, customer service orientation and cooperation. This list of competencies are supported by the study of Vu et al. [18] who identified professional competencies as to include teamwork and relationship building, critical and analytical thinking, self and time management, leadership, communication skills, problem-solving skills and creativity; and Baharun, Suleiman & Awang [3] who identified that interpersonal skills such as verbal and written communication, strong knowledge in information technology and understanding customers' needs and wants should be included among the competencies needed by graduates. Factors for personal competencies were based on the school's core values, advocacy, culture and nine-point agenda and they include perseverance, loyalty,

excellence, discipline, godliness, equality, resilience and health and safety. Moreover, Daud et al. [8] cited the study of Raybould & Sheedy [17] who claim that in order for graduates to be more attractive to employers, they must have the ability to cope with uncertainty, the ability to work under pressure, the readiness to explore and create opportunities, and the ability to contribute to team success.

In addition to the sources mentioned above, the study of Lubis [14] revealed that behavior at work, quality output, positive attitude and commitment to the attainment of goals are desired qualities of graduates in their workplaces. Lubis [14] also stated that business graduates are technically capable of handling their jobs and the skills acquired from their respective schools had made them productive in their present positions. It is thus essential that feedback from industries be ascertained in terms of future performance of business graduates as organizations are now taking into account the competencies of the new recruits.

Through the feedback given by the industry on graduates

of business programs, curriculum improvement can be introduced by JBLCF-Bacolod so that its potential graduates will be well-prepared for the employment market. According to the study of Daud et al. [8], curriculum improvement should be directed towards attributes that are expected of the graduates and are relevant to the needs of the market and industry. However, the study of Agarwal, Kiran & Verma [2] revealed that educational institutions are being driven by people who usually develop their curriculum based on the perception of their expert faculty who may not possess first hand and reliable information about the industry and the market needs. Their crafted curricular offerings are often not relevant to the needs of the industries which outsource their manpower needs from the institutions they represent. Thus, it is important for the management of higher education institutions to take a leading role in assisting students to develop competencies and transfer their learnings to the world of work through curriculum improvement. Figure 1 shows the schematic diagram of this study.

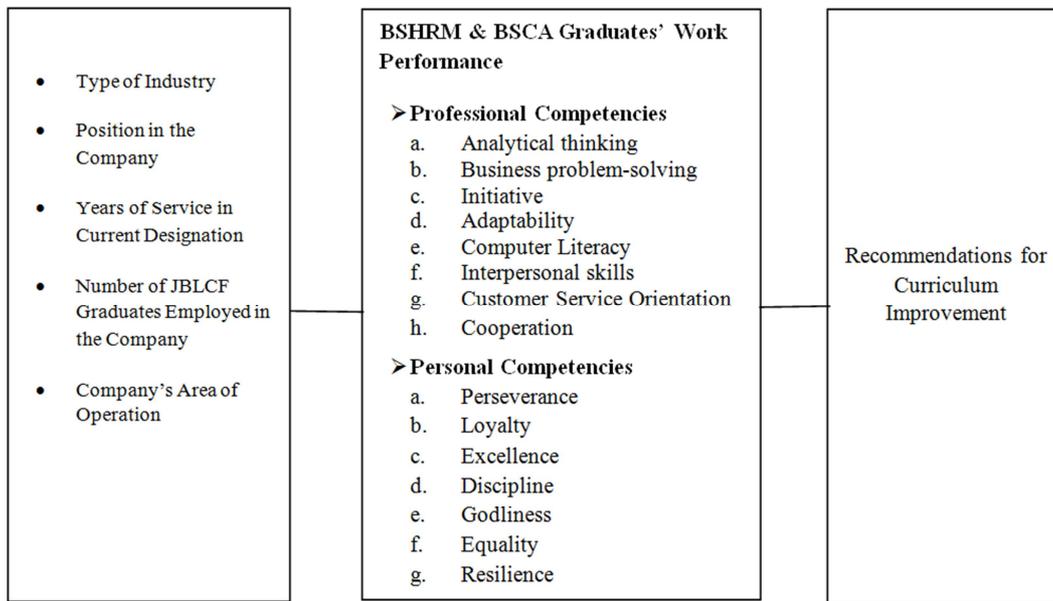


Figure 1. Paradigm of the Study.

1.2. Research Problems

This study aimed to determine the industry stakeholders' satisfaction on the work competencies of John B. Lacson Colleges Foundation-Bacolod (JBLCF-B) Business graduates. Specifically, this sought to answer the following problems:

1. What is the level of industry stakeholders' satisfaction on the following competencies of JBLCF-Bacolod business graduates?
 - 1.1. Professional Competencies
 - a Analytical thinking
 - b Business problem-solving
 - c Initiative
 - d Adaptability
 - e Computer Literacy
 - f Interpersonal skills

- g Customer Service Orientation
- h Cooperation
- 1.2. Personal Competencies
 - a Perseverance
 - b Loyalty
 - c Excellence
 - d Discipline
 - e Godliness
 - f Equality
 - g Resilience
 - h Health and Safety
2. To what extent does the business industry consider the professional and personal competencies important when employing business graduates?
3. To what extent have the JBLCF-B business graduates met the professional and personal competencies expected of them by the company in which they are

employed?

4. What are the suggestions of the companies for curriculum improvement to better prepare JBLCF-B graduates to meet the expectations of the industry?

2. Methods

This section contains the research design, the participants of the study, the sampling technique used, a thorough discussion on the research instruments, validity and reliability and the procedures for data gathering, analysis and interpretation.

2.1. Research Design

This study used the descriptive design which particularly employed the survey method as a means of gathering data. Descriptive design is appropriate in the behavioral sciences. This design provided for a systematic examination and analysis of human behavior as they happen in their natural setting.

2.2. Participants

The participants of this study were the managers of companies who employed the graduates of JBLCF-Bacolod in the Bachelor of Science in Customs Administration (BSCA) and in Bachelor of Science in Hotel and Restaurant Management (BSHRM) from 2010 to 2014. Some of the data on the graduates and their respective companies of employment were outsourced from the database of the alumni which is being compiled and regularly updated by the Business Department for research purposes.

The researcher distributed a total of 220 copies (100 for employers of BSCA graduates and 120 for employers of BSHRM graduates) of the questionnaire to the target population of participants during the period covered. These questionnaires were either distributed personally or sent through e-mail to employers of the concerned business graduates. A total of 99 interested target participants responded and returned the accomplished questionnaire. The limited number of participants and the difficulty in retrieving the data from them justified the use of purposive sampling method in this study. All of the 99 respondents qualified as participants, and were distributed as follows: 33 from

employers of BSCA graduates and 66 from employers of BSHRM graduates. The distribution of this questionnaire and the percentage of retrieval are shown in Table 1.

Table 1. The frequency and percentage of the sample population of the participants.

Participants N	n	Pe Percentage of Retrieval
BSCA Employers100	33	33
BSHRM Employers120	66	55
Total	99	45

2.3. Research Instrument

This study used a researcher-made questionnaire composed of three parts. Part 1 was for the demographic profile of the participants which includes the name of the participant, name and area of operation of the company, and the degree completed by the JBLCF-Bacolod graduates employed in the company from 2010 to 2014. The second part consisted of questions to (1) measure the managers' level of satisfaction on the professional and personal competencies of the graduates using a five-point Likert scale, and (2) questions related to the employability of the graduates.

Factors on professional competencies were conceptualized from the BSCA and BSHRM program objectives and CHED Memo # 11 Series 2005 [6] and CHED Memo # 30 Series 2006 [7], for BSCA and for BSHRM courses, respectively. The items on professional competencies included analytical thinking, business problem solving, initiative, adaptability, computer literacy, interpersonal skills, customer service orientation and cooperation. The other factors on personal competencies were based on the culture, core values, advocacy and nine-point agenda of the John B. Lacson Foundation System and were used to find out how the BSCA and BSHRM graduates of JBLCF-Bacolod have demonstrated and articulated these values in their respective workplaces. The participants were also asked to rate the importance of professional and personal competencies when employing business graduates. On a general level or average, participants were also asked to evaluate if the JBLCF-B business graduates employed in their company have met the company's expectations in the areas of professional and personal competencies. The items in the Likert Scale were rated using the following verbal description:

Table 2. Verbal Description of the Respondents' Rating.

Rating	Description		
	Level of Satisfaction	Extent of Importance	Extent of Expectation
5	Satisfied to a Great Extent	Important to a Great Extent	Substantially Exceeds Expectations
4	Satisfied to a High Extent	Important to a High Extent	Exceeds Expectations
3	Satisfied	Important	Meets Expectations
2	Dissatisfied to a Little Extent	Less Important	Below Expectations
1	Dissatisfied to a Great Extent	Not Important at all	Substantially Below Expectations

Suggestions for curriculum improvement were also gathered from the participants to prepare future graduates to meet the industry's expectation.

2.4. Statistical Tools

The following statistical tools were used to treat the data of the study.

Mean was used to determine the level of industry

stakeholders' satisfaction, extent of importance and of JBLCF-Bacolod business graduates. expectations on the professional and personal competencies

Table 3. Obtained mean range and interpretation.

Obtained Mean Range	Interpretation		
	Level of satisfaction	Extent of Importance	Extent of Expectation
4.24 - 5.00	Satisfied to a Great Extent	Important to a Great Extent	Substantially Exceeds Expectations
3.41 - 4.23	Satisfied to a High Extent	Important to a High Extent	Exceeds Expectations
2.62- 3.42	Satisfied	Important	Meets Expectations
1.81-2.61	Dissatisfied to a Little Extent	Less Important	Below Expectations
1.00-1.80	Dissatisfied to a Great Extent	Not Important at All	Substantially Below Expectations

The frequency of related suggestions and their respective percentages from the industry were used as basis for companies for curriculum improvement to for BSCA and BSHRM programs to better prepare business graduates to meet the expectations of the industry.

3. Results

This section presents the research data, their analyses and their interpretations as research findings. It presents the

industry stakeholders' satisfaction on various variables concerning the performance of John B. Lacson Colleges Foundation-Bacolod business graduates.

3.1. Satisfaction with the Professional and Personal Competencies of Business Graduates

The data on satisfaction of employers with the professional and personal competencies of JBLCF-Bacolod business graduates is shown in Table 4.

Table 4. Stakeholders' satisfaction with professional and personal competencies of JBLCF -B graduates.

Competencies	Mean	Interpretation
Professional Competencies		
1. Analytical Thinking	3.97	Satisfied to a High Extent
2. Business Problem Solving	3.88	Satisfied to a High Extent
3. Initiative	4.09	Satisfied to a High Extent
4. Adaptability	4.07	Satisfied to a High Extent
5. Computer Literacy	4.03	Satisfied to a High Extent
6. Interpersonal Skills	4.11	Satisfied to a High Extent
7. Customer Service Orientation	4.22	Satisfied to a High Extent
8. Cooperation	4.26	Satisfied to a Great Extent
Total	4.08	Satisfied to a High Extent
Personal Competencies		
1. Perseverance	4.20	Satisfied to a High Extent
2. Loyalty	4.28	Satisfied to a Great Extent
3. Excellence	4.12	Satisfied to a High Extent
4. Discipline	4.24	Satisfied to a Great Extent
5. Godliness	4.29	Satisfied to a Great Extent
6. Equality	4.28	Satisfied to a Great Extent
7. Resilience	4.16	Satisfied to a High Extent
8. Health and Safety	4.23	Satisfied to a High Extent
Total	4.22	Satisfied to a High Extent
OVERALL TOTAL	4.15	SATISFIED TO A HIGH EXTENT

Generally, the participants are "satisfied to a higher extent" on the work performance of the JBLCF-B graduates as shown in the average overall mean of 4.15.

Findings show that the Personal Competencies of the JBLCF-B graduates had relatively higher Mean compared to their Professional Competencies, at 4.22 and 4.08 respectively; but both interpreted as "Satisfied to a High Extent." Among the professional competencies, being cooperative obtained the highest Mean of 4.26, which is interpreted as managers being "satisfied to a great extent" in this competency, while competency on business problem solving was rated the least with a mean of 3.88 which means that employers are still "satisfied to a high extent" in said competency.

In terms of the Personal Competencies of the business

graduates, the competencies of Godliness, Equality and Loyalty were the first three that obtained the highest mean at 4.29, 4.28 and 4.28 respectively, which means that employers are satisfied to a great extent in these competencies. The competency of "Excellence" was rated least by the employers, with a Mean of 4.12, but still interpreted that employers were "satisfied to a high extent" in this competency.

The findings of the study implied that graduates of BSCA and BSHRM programs of JBLCF-B were being perceived by the participants who are the employers or managers of business industries, to be performing well as manifested by their overall rating of 4.15, which is being interpreted as "satisfied to a high extent". The participants viewed them as highly competent employees in resolving issues of common

concern; in helping minimize the unnecessary misunderstanding, especially in times of changes and uncertainties; and in working on the solution of work-related problems through completion. In addition, employers were satisfied to a “higher extent” by the traits of JBLCF-B business graduates who cultivated good moral character; who treat everyone equally regardless of their differences; who took pride in their work; and those who recognized both the strengths and weaknesses of the organizations they are working with and the areas for their specific development.

The result which shows cooperation having the highest mean among the factors in the professional competencies of the JBLCF –B business graduates is supported by the findings of the study of Lubis [14] entitled “Success Factors of Business Graduates of Lyceum of the Philippines University: Its Implications to Curriculum Functionality” which states that in terms of interpersonal relations or cooperation, such as working harmoniously with co-employees and management, the business graduates exceeded the performance. Moreover, the result which shows that the competency of loyalty belongs to the top three highest mean was supported by the study of Alimen et al. [1] entitled “ Stakeholder Satisfaction: Research Evaluation of Marine Engineering Cadets’ Performance at Maritime University, Philippines which revealed that stakeholders’ satisfaction on “loyalty” was moderately high.

However, some results are in contrast to the results of the study of Baharun et al. [3] who highlighted the gap between the knowledge, skills and qualities possessed by graduates of universities and other higher institution, and those knowledge, skills and qualities required by prospective employers. This gap exists due to the differences in the perceptions between industry leaders and the academe.

3.2. Extent of Importance Considered by Business Industry When Employing JBLCF-B Business Graduates

Table 5 presents the extent of importance considered by the business industry when employing graduates, specifically those coming from the business graduates of JBLCF-B.

Generally, the participants considered the professional and personal competencies as important to a great extent as shown in the average overall mean of 4.39. Findings show that the Personal Competencies had relatively higher Mean compared to Professional Competencies, at 4.43 and 4.36 respectively; but both are considered by the managers as “important to a great extent” when employing business graduates. Among the professional competencies, the competency of being cooperative obtained the highest Mean of 4.47, which means that managers consider this competency as “important to a great extent” when employing business graduates, while “business problem solving” and “analytical thinking” was rated the least with a mean of 4.20 and 4.21, respectively, but employers still consider these competencies as “important to a high extent” when employing business graduates.

In terms of the Personal Competencies, all the factors were considered by the managers as important to a great extent

when employing business graduates with the competency of “Discipline” obtaining the highest mean at 4.54 and the competency of “Equality” was rated least by the employers, with a Mean of 4.34.

Table 5. Extent of importance of the professional and personal competencies when employing business graduates as perceived by the business industry.

Work Performance	Level of Industry Stakeholders’ Satisfaction	
	Mean	Description
Professional Competencies		
Analytical thinking	4.21	Important to a High Extent
Business problem solving	4.20	Important to a High Extent
Initiative	4.33	Important to a Great Extent
Adaptability	4.41	Important to a Great Extent
Computer Literacy	4.32	Important to a Great Extent
Interpersonal Skills	4.45	Important to a Great Extent
Customer Service orientation	4.43	Important to a Great Extent
Cooperation	4.47	Important to a Great Extent
Average Mean	4.36	Important to a Great Extent
Personal Competencies		
Perseverance	4.38	Important to a Great Extent
Loyalty	4.40	Important to a Great Extent
Excellence	4.42	Important to a Great Extent
Discipline	4.54	Important to a Great Extent
Godliness	4.43	Important to a Great Extent
Equality	4.34	Important to a Great Extent
Resilience	4.40	Important to a Great Extent
Health and safety	4.47	Important to a Great Extent
Average Mean	4.43	Important to a Great Extent
Average Overall Mean	4.39	Important to a Great Extent

The findings as depicted on Table 5 of the study implied that employers want to employ business graduates who are highly competent in resolving issues of common concern and those who can help minimize the unnecessary misunderstanding, especially in times of changes and uncertainties. In addition, managers want to employ business graduates who will adhere to establish company policies and rules; practice safe habits in order to maintain a healthy and safe working environment; cultivate a good character; help the organization to be more productive, effective and profitable; take pride in his work and recognize both the strengths and weaknesses of the organizations they are working with and the areas for their specific development; can handle difficulties, demands and high pressure without becoming stressed; and possess positive attitude in completing a task and those who will treat everyone equally, regardless of their differences.

The results of the study is supported by the study of Daud et al. [8] which revealed that attributes of graduates like ability to solve situational problems; strong leadership skills; and ability to establish good relationship with co-workers, senior staff members and with top managers which were considered not important at the moment by graduates could emerge as being significant in the future as perceived by the managers. Moreover, the study of Baharun et al. [3] also revealed that critical thinking, safety and health as well as interpersonal communication skills are receiving sufficient attention from the industry.

Table 6. Extent of expectations met by the JBLCF-B business graduates as perceived by the business industry.

Competencies	Mean	Interpretation
Professional Competencies	3.95	Exceeded Expectations
Personal Competencies	3.98	Exceeded Expectations
Total Mean	3.97	Exceeded Expectations

Business graduates who were employed in their company had exceeded the expectations of the company in the areas of professional and personal competencies as indicated in their average Mean of 3.97.

Higher education institutions are expected to produce graduates that will be able to meet the demands of the labor market. If this is not given attention, graduates may develop a different perspective on their level of competency compared to what is needed at work [11]. This idea is supported by Cao [4] when his study revealed that skill mismatch is a problem in China and is detrimental to higher education institutions' external efficiency.

3.3. Suggestions on the Aspect of JBLCF-B Business Curriculum

Table 7 presents the suggestions submitted by the participants. These should be given utmost attention by authorities concerned in order to better prepare the JBLCF-B graduates to meet the expectations of the industry. Planned actions on these suggestions could be used as basis for Curriculum Development. The items in the table are arranged and numbered according to rank based on the frequently suggested courses of actions. The table shows that 16 of the participants did not make any comment. The suggestions on technical skills, values formation, and developing positive attitude towards the school are among the top ranking suggestions from the industry. These findings imply that there is a need for the school to provide the Business students with enough venues to develop further their technical skills and to strengthen the formation of good values.

Table 7. Suggestions from the business industries to be used as basis for the curriculum development enhancement of the JBLCF-B Business Department.

Suggestions for Curriculum Improvement	f
Skills should be developed	12
Develop interpersonal skills of students	8
Exposure in the business industry	8
Focus on customer service relations	8
Improve communication skills	8
More focus on culinary	6
Awareness on their job opportunities	4
Positive attitude toward work	4
Develop students' problem solving skills	2
Enhance critical thinking skills	2
Enhancement in business subjects like marketing, finance, etc. since not all BSCA graduates can work in brokerage firms	2
Enhancement on PEZA, BOC, DOF operations	2
Front office skills enhancement	2
Deepening cooperation with employers for students practicum	2
Update faculty on issues related to their fields	2
Values formation/ inculcation	2

4. Conclusion

Given the findings of this study, it can be said that JBLCF-Bacolod has succeeded in its goal of producing competent graduates from its BSCA and BSHRM programs. This is evidenced by the high level of satisfaction expressed by the industry stakeholders towards the graduates' professional and personal skills and the impression expressed by the managers that the graduates of the institution have exceeded their company's expectations on the aspect of their work performance. However, there are opportunities for improvement that the school should look into as suggested by the industry stakeholders. Such suggestions revolve on the need to enhance interpersonal communication skills, problem-solving and critical thinking skills, work values, and enhancement of knowledge on specific subjects/topics like Marketing and Finance, PEZA, BOC, and DOF operations among students.

Recommendations

In the light of the findings and conclusions of this study, the following recommendations are formulated:

1. Greater collaboration and partnership between the industry and education providers in preparing students to meet the needs of the business industry.
2. Periodical review of the curriculum and the pedagogical approaches used in the JBLCF-B Business Department to ensure closer alignment between the need of business industry and the quality of graduates the academe is producing.
3. Developing the key principle underpinning the concept of "embedding" to strengthen information and values transfer to students in the Business Department of JBLCF-Bacolod.
4. Use of innovative strategies (Instructors of the Business Department teaching BSCA and BSHRM should not be complacent in their teaching strategies and should be innovative in investigating the development of their capability in a holistic way, rather than as isolated skills.)
5. Inclusion of ethical practice and sustainability in imparting learning to students more defined skills such as teamwork, values formation and critical thinking which they will need in their work places.
6. Acting on the suggestions/feedback of the industry partners for the enhancement of the current curriculum of the Business Department.
7. Further studies on customers' satisfaction particularly on other variables which may contribute to the preparedness of Business graduates.

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