

Performance of ESSU-CBMA Graduates in their Workplace and Level of Satisfaction of their Employers

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Abstract

This study focused on determining the performance of Eastern Samar State University - College of Business Management and Accountancy (ESSU-CBMA) graduates in their workplace and the level of satisfaction of employers on the skills of graduates. Data was taken from 60 respondents who are ESSU-CBMA graduates and purposively selected. Correlation was conducted to test the relationship between the profile and the workplace performance graduates. Findings reveals that the respondents are performing excellently in their workplace and their employers were highly satisfied with majority of their skills. It was concluded that their performance was directly related to their age. Moreover, women are more caring than men. Thereby, it was recommended that CBMA should conduct seminar that will further improve the sense of care of graduating students towards their would-be employer.

Keywords: Performance, Satisfaction, Workplace, Graduates, Excellent, Employer.

Introduction

The academic institution has a responsibility to enhance the student's academic and professional skills. It should provide comprehensive training to ensure that students are well-prepared to compete in the global job market and possess the necessary employability skills to secure employment with ease.

In the current labor market, finding and securing employment has become increasingly challenging for graduates. It is crucial that they possess not only theoretical knowledge gained from in-campus education but also a comprehensive set of traits, skills, training, and experiences necessary to sustain their employability and excel in their careers. This will allow them to stand out and reach the pinnacle of success in their chosen fields.

Upon graduation from the institution, students are expected to possess employability skills that are highly valued by employers. While employers may prioritize specific job-related skills when hiring, they also seek candidates who exhibit a range of employability skills. These additional skills are considered integral in the workplace and contribute to a candidate's overall suitability and success in their chosen profession.

While the achievements of graduates during their undergraduate studies can contribute to their employability, they are not always sufficient to secure a job. Some employers place less emphasis on academic accomplishments and instead prioritize the skills that candidates possess, which are directly beneficial for achieving the objectives and goals of their organization or company. In such cases, practical skills and capabilities often hold greater significance in the recruitment process.

Employers perceive employability as the readiness of new graduates to enter the workforce with the necessary skills, knowledge, attitudes, and business acumen to make valuable contributions toward organizational objectives shortly after starting their employment (Mason, Williams, and Cranmer, 2006). Therefore, it would be beneficial for the university to gather feedback from employers regarding the employability skills of accounting graduates and how well these skills are applied in the workplace. This feedback would demonstrate the effectiveness and efficiency of the university in providing quality education that adequately prepares graduates for their careers.

The alignment between the employability skills of graduates and the skill requirements of employers is considered crucial. A competency gap among graduates arises when there is a mismatch between these two skill sets. Therefore, the focus of the study would be to investigate the perceived employability skills possessed by graduates and the employability skills they demonstrate in the workplace, as perceived by their employers. Additionally, the study aims to assess whether there is a difference between the respondents' perceptions of these two aspects.

Objectives

The study aims to evaluate the performance of the graduates in their respective workplaces and determine the level of satisfaction with their performance as perceived by their employers. Specifically, it will answer the following:

1. Determine the profile of the graduates in terms of:
 - a. Age
 - b. Sex
2. Find out the feedback of the employers on the performance of the graduates in their workplace in terms of:
 - a. Competence
 - b. Commitment
 - c. Caring
 - d. Credibility
3. Find out the level of satisfaction with graduates' skills as perceived by their employers in terms of:
 - a. Academic learning
 - b. Computer skills
 - c. Written skills
 - d. Numeracy
 - e. Personal presentation
 - f. Leadership
 - g. Comprehension
 - h. Critical thinking
 - i. Enthusiasm
 - j. Logical thinking
 - k. Maturity
 - l. Project management
 - m. Time management
 - n. Initiative
 - o. Ability to handle pressure
 - p. Problem solving skills
 - q. Flexibility
 - r. Interpersonal skills
 - s. Communication skills
 - t. Independent work
 - u. Learning attitude

v. Motivation

w. Teamwork

4. Find out the relationship between the performance of the graduates in their workplace and their profile.

Significance of the Study

The information gathered by this study is of importance to the following beneficiaries:

To the students, the study will give them a glimpse of an idea on what are the essential skills that they should possess for applying for the job.

To the faculty of the department, to integrate the results of this study in their method or strategies for teaching to provide the best and most highly competitive graduates in the global labor market; and

To the university, to assess the effectiveness and efficiency of the department in giving quality education to its students.

Methodology

The study utilizes a correlation study design to examine the relationship between graduates' performance in the workplace and their profiles. It is conducted in Borongan City, Eastern Samar, and involves obtaining feedback from employers who currently employ graduates. A survey questionnaire with three sections is used: the first section collects information on respondents' profiles, the second section focuses on employers' feedback regarding the graduates' performance, and the third section assesses employers' satisfaction with the graduates' skills. The questionnaire includes questions adapted from previous studies conducted by De Castro, Prenda, Dolot, et. al. (2016) titled "Employers' Feedback on the Job Performance of Computer Engineering Graduates in an Asian Academic Institution," and by Jacob and Lee (2006) titled "Employer satisfaction with graduate skills: a case study from Malaysian business enterprises." The respondents are purposively selected, limited to employers where the graduates are currently working. Data analysis involves frequency count, mode, Pearson's correlation coefficient (r), and t-test.

Results and Discussion

Table 1 Profile of Respondents

Profile of Respondents	Frequency	Percent
Age		
Young Adult (22-30)	56	93.3
Middle-Aged Adult (31-32)	4	6.7
Sex		
Male	14	23.33
Female	46	76.67

Table 1 shows the profile of respondents in terms of age and sex. Most of the respondents were young adults with a total of 56 or 93.3%. Additionally, there are four (4) middle-aged adults. This only means that the respondents were still new in the workforce.

Table 2.1 - Performance of Graduates in their Workplace

A. Competence	Excellent 5	Good 4	Average 3	Poor 2	Very Poor 1	Interpretation
1. Applying appropriate business skills in performing required duties/functions	34	24	2			<i>Excellent</i>
2. Providing sound decision-making in responding to the needs of the organization	32	24	4			<i>Excellent</i>
3. Adopting easily to the environment of a new hardware and/or application software	38	14	8			<i>Excellent</i>
4. Demonstrating assertive communication skills in dealing with colleagues, customers, and other stakeholders	38	20	2			<i>Excellent</i>
5. Working professionally with the team in applying suitable technology to accomplish certain tasks	44	16				<i>Excellent</i>
B. Commitment						
1. Accepting willingly and performing leadership roles in various activities with an exceptional sense of duty and dependability	30	28	2			<i>Excellent</i>
2. Providing necessary support, service, and assistance for the welfare of the organization	30	28	2			<i>Excellent</i>
3. Demonstrating a passion for execution and a sense of urgency in all tasks	36	20	4			<i>Excellent</i>
4. Transcending personal needs when organizational concerns need to be attended to	32	26	2			<i>Excellent</i>
5. Participating in making decisions and implementing the activities of the organization	32	28				<i>Excellent</i>

Table 2.1 shows the performance of graduates in their workplace in terms of competence and commitment. The data was taken from 60 respondents and interpreted using **mode** which is highlighted figures in the table. All respondents rated the graduates as **excellent** in competence and commitment. This means that graduates meet the standards set by their employers. Further, it also means that they are at par with other graduates produced by other universities.

Table 2.2 - Performance of Graduates in their Workplace

C. Caring	Excellent 5	Good 4	Average 3	Poor 2	Very Poor 1	Interpretation
1. Fostering a sense of family in the workplace by helping co-employees with difficulty in completing some tasks	48	12				Excellent
2. Maintaining harmonious and friendly relations with superiors, peers, and subordinates by respecting their individual differences	46	8	6			Excellent
3. Showing market interest and pride in the present job by completing tasks on time	46	10	4			Excellent
4. Promoting a positive image of the department by serving customers effectively	48	12				Excellent
5. Demonstrating the significant values of the organization in achieving its vision and mission	48	10	2			Excellent
D. Credibility						
1. Becoming a model of leadership who adheres to the policies, rules, and regulations of the organization	38	18	4			Excellent
2. Practicing honesty, fairness, and transparency in all business transactions with the stakeholders	46	14				Excellent
3. Protecting and preserving the company's property through careful and wise use of the resources	42	16	2			Excellent
4. Demonstrating professionalism in dealing with colleagues	48	12				Excellent
5. Setting oneself as an example of moral and ethical behavior to all stakeholders	46	14				Excellent

Table 2.2 shows the performance of graduates in their workplace in terms of caring and credibility. Based on the **mode** of the data, it was found that the graduates are excellent in caring and credibility. This means that they possess values such as love and compassion toward their workmates. Moreover, credibility means that they show uprightness in their workplace.

Table 3 - Employers' Satisfaction with Graduates' Skills

Graduate Skills	Highly Satisfied 5	Satisfied 4	Neutral 3	Dissatisfied 2	Highly Dissatisfied 1	Interpretation
1. Academic Learning	29	31				<i>Satisfied</i>
2. Computer Skills	27	31	2			<i>Satisfied</i>
3. Written Skills	31	27	2			<i>Highly Satisfied</i>
4. Numeracy	29	31				<i>Satisfied</i>
5. Personal Presentation	35	25				<i>Highly Satisfied</i>
6. Leadership	15	43	2			<i>Satisfied</i>
7. Comprehension	27	31	2			<i>Satisfied</i>
8. Critical Thinking	19	41				<i>Satisfied</i>
9. Enthusiasm	27	31	2			<i>Satisfied</i>
10. Logical Thinking	25	35				<i>Satisfied</i>
11. Maturity	27	31	2			<i>Satisfied</i>
12. Project Management	24	34	2			<i>Satisfied</i>
13. Time Management	30	28	2			<i>Highly Satisfied</i>
14. Initiative	34	26				<i>Highly Satisfied</i>
15. Ability to handle pressure	38	20	2			<i>Highly Satisfied</i>
16. Problem-solving skills	31	29				<i>Highly Satisfied</i>
17. Flexibility	40	18	2			<i>Highly Satisfied</i>
18. Interpersonal skills	36	24				<i>Highly Satisfied</i>
19. Communication skills	32	28				<i>Highly Satisfied</i>
20. Independent work	44	16				<i>Highly Satisfied</i>
21. Learning Attitude	42	18				<i>Highly Satisfied</i>
22. Motivation	42	18				<i>Highly Satisfied</i>
23. Teamwork	45	15				<i>Highly Satisfied</i>

Table 3 shows the skills of graduates as perceived by their employers. This was interpreted using the mode which is the highlighted numbers in the table. The majority of the skills were rated by employers as “highly satisfied”. Among those skills are written skills, personal presentation, time management, initiative, ability to handle pressure, problem-solving skills, flexibility, interpersonal skills, communication skills, independent work, learning attitude, motivation, and teamwork. Other skills were rated as “satisfied”, such as academic learning, computer skills, numeracy, leadership, comprehension, critical thinking, enthusiasm, logical thinking, maturity, and project management. However, the highest-rated skills were teamwork and independent work, which means that they are effective both when they are alone working or within the team. In general, it can be deduced that the employers of BSBA graduates were contented with the skills they possessed.

Table 4.1 Test of Relationship Between the Performance of Graduates in their Workplace and their Age

Performance of Graduates in their Workplace	Age		
	Parameter		
	Pearson Correlation	Sig.	Int.
Competence	.308	.017	S
Commitment	.294	.022	S
Caring	.362	.005	S
Credibility	.374	.003	S

Table 4.1 shows the relationship between the performance of graduates in their workplace and their age. The performance of graduates in terms of competence, commitment, caring, and credibility was positively related to age. This means that performance was getting better for graduates with higher age. This implies that experience contributes to better performance.

Table 4.2 Test of Difference in the Performance of Graduates in their Workplace According to their Sex

Performance of Graduates in their Workplace	Sex		
	Parameter		
	t-value	Sig.	Int.
Competence	.040	.229	NS
Commitment	-.368	.225	NS
Caring	-.804	.078	S
Credibility	-.291	.268	NS

Table 4.2 shows the test of difference in the workplace performance of male and female graduates. There is a significant difference in the performance of males and females. Based on the mean, the male has a 4.65 mean, while the female has a 4.77 mean. It only means that female employees are more caring than men. Moreover, competence, commitment, and credibility show no significant difference according to sex.

Summary, Conclusions, and Recommendations

Summary

This study focused on evaluating the performance of ESSU-CBMA graduates in their workplace and the level of satisfaction of their employers. Data were collected from sixty (60) respondents who are mostly young adults (22-30) and female.

Based on the result, it was found out that the graduates have excellent performance in their workplace. Further, their employers were highly satisfied with the majority of their skills.

Findings also show that the performance of graduates was positively related to age. An implication is that experience contributes to better performance. Additionally, women were found more caring in the workplace than men.

Conclusion

The ESSU-CBMA graduates are performing excellently in their workplace which is directly related to their age. Also, women are more caring than men. Further, their skills are enough to satisfy their employers.

Recommendation

The College of Business Management and Accountancy should conduct seminars for graduating students to further improve their sense of care toward their would-be employers.

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