

# A Tracer Study of the 2012 to 2016 Graduates of the College of Business Administration of LPU Cavite

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**Abstract:** This study refers to the tracer study of the 2012 to 2016 graduates of the College of Business Administration of Lyceum of the Philippines University- Cavite (LPU Cavite). The study determined the employment status of the graduates and the future curriculum requirements of Business Administration programs. A survey questionnaire was utilized in the conduct of tracer studies across colleges. The graduates were traced through the internet and social networking sites, possible meetings, and different means of communication available like phone calls and short messaging systems. The findings revealed that majority of the graduates are employed and holding a permanent or regular status. Almost all of the respondents agreed that the BA curriculum in general is relevant and related to their first job.

**Keywords:** Tracer study, Graduates of College of Business Administration, LPU Cavite.

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## 1. INTRODUCTION

### 1.1 Background:

The management sector reveals that the educational background of a graduate is an index of the quality of the graduate as an individual. The school the graduate represents, the training and instruction they get, all these have a bearing on the quality of the graduates (Valdez, 2012).

In 2012, LPU Cavite has produced 743 graduates coming from the pioneer batch of 2008. 115 of those graduates came from the College of Business Administration.

With the pioneer batch of BA graduates already working in the field, the researchers assessed the relation and application of the things they have learned while still studying inside the university to their current occupation.

Hence, the main purpose of the study is to identify the employment status of 2012 to 2016 BA graduates and determine the relevance of their academic preparation on their respective jobs. At the onset, the result of this study serves as an indicator on how effective the current BA program in preparing their future graduates to be competitive on their chosen profession.

Moreover, the study solely focuses on determining the employment status of BA graduates batch 2012 to 2016 of Lyceum of the Philippines University Cavite. In addition, it only discerns the overall training of the respondents under the BA degree without specific concern to specific trainings. Thus, it identifies the current career of the graduates and distinguish its affinity with the course that they have taken. The study did not include the relation of the graduates' location of residence to their work on their employability. Also, it did not include the relation of the graduates' profile to their employment.

### 1.2 Significance of the Study:

Every year, there are hundreds of graduates produced by different colleges and universities. Some of them get employed almost immediately after graduation. However, there are those who fall on the list of the underemployed and unemployed. As finding employment after graduation is important for graduating students, there looms doubt on how they can adapt to the corporate world.

One thing that employers always look for is the applicant's educational attainment. Employers tend to look at the educational background to gauge initially the skills and enough training of the applicants to perform the tasks and responsibilities applied for.

With this, the educational institution from where the individual came from plays a major role in the training and development of the students. Universities and colleges must be equipped with a curriculum that could cover the important areas of learning that are vital when the graduates perform their tasks as professionals. The training that graduates get from the university or college will give them an edge over other graduates who are also competing for a particular job.

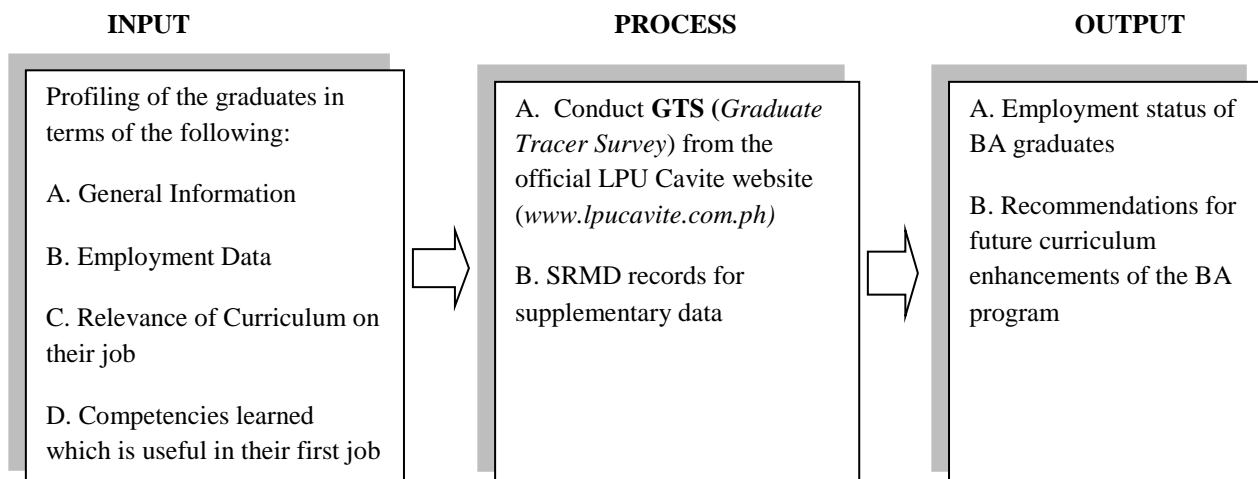
Thus, it is important that an educational institution particularly LPU Cavite is constantly monitoring the employability of its graduates. The result of this tracer study will be use in gauging the effectiveness of the current BA curriculum in preparing the graduates to work in the corporate and business industry.

### 1.3 Statement of the Problem:

This study will evaluate the employment status of BA graduates from 2012 to 2016 by answering the following questions:

1. What is the general information of the graduates?
2. What is the employment profile and status of the graduates?
3. How relevant was the BA curriculum in their first job?
4. What competencies graduates learned in the university which is useful in their first job?
5. What recommendations may be proposed to enhance the curriculum of BA programs?

### 1.4 Conceptual Framework:



## 2. LITERATURE REVIEW

According to Barber (2016), the school holds a key role in developing the skills of its students for them to be able to function and perform their roles well when employed. Universities and Colleges must see to it to prepare appropriate programs to provide the students with the required knowledge and experience the labor market demands.

The employability and productivity can also be affected by the curriculum. Colleges and universities have a responsibility to provide a curriculum that prepares and sharpens the graduates in their chosen field as well as the intellectual private and

civic life. The curriculum covers all learning opportunities provided by the school that an individual student actually selects. Colleges and universities must be equipped with a curriculum that can provide a broad sense of knowledge in the important areas of learning and enough specialization necessary for the practice of graduate's profession. The experiences, knowledge and skills achieved based on the curriculum must be relevant to the needs of the industry (Woya, 2019).

Conversely, Hansen and Hansen (2013) noted that every employer is looking for a specific set of skills from job-seekers that match the skills necessary to perform a particular job. But beyond these job-specific technical skills, certain skills are nearly universally sought by employers. The skills which are most sought by the employers are Communications Skills, Analytical/Research Skills, Computer/Technical Literacy, Flexibility/ Adaptability/ Managing Multiple Priorities, Interpersonal Abilities, Leadership Management Skills, Multicultural Sensitivity/ Awareness, Planning/ Organizing, Problem Solving/Reasoning/Creativity and Teamwork (Portaleducacao, n.d.)

Loretto (2019) adds that employers seek employees who have the personal values, characteristics, and personality traits that spell success. Good personal values make up the foundation for a good employee in addition to relevant skills. Aligning the employee's values with the goals of the organization fosters loyalty and a bond between employer and employee. Fostering good relationships within an organization and offering constructive ways to handle conflict provides a win – win situation for both employer and employee.

In addition, Anastasia (2016) states personal values are the critical tools and traits an individual need to succeed in the workplace. It is an element that one can learn, cultivate, develop, and maintain over one's lifetime.

### **3. METHODOLOGY**

#### **3.1 Research Design**

The researchers used the descriptive research method on the study, specifically a survey research. A descriptive study seeks to describe or define a subject through the means of creating a profile group of problems, people, or events, using the collection of data and the tabulation of the frequencies on research variables or their interaction (Cooper & Schindler, 2006). The participants of the study were the 2012 to 2016 BA graduates of LPU-Cavite. The total population of the BA graduates batch 2012 to 2016 in LPU Cavite is 1,054.

The researchers used the convenience sampling which is a non-probability sampling technique where participants are selected because of their convenient accessibility and proximity to the researcher. The subjects are selected because those subjects are easiest to recruit for the study and the researcher did not consider selecting subjects that are representative of the entire population.

With the current status of the participants, most of the graduates are currently employed and it is taken into consideration that there are some who will not be able to answer the questionnaire since most of the alumni are busy working.

#### **3.2 Research Instrument**

The researchers used survey questionnaires in the study for the collection of data. (See Appendix 1.1 Graduate Tracer Survey of LPU Cavite). The researchers chose the questionnaire type of instrument because it costs less, self-made, and does not require as much effort from the questioner as oral surveys, and often have uniform answers that makes it simple and easy to accumulate and decode. It is also the official questionnaire provided by LPU Cavite in conducting tracer studies across colleges.

Part I of the questionnaire is the general information of the participants; Part II presents the employment data of the respondents where the researchers were able to acquire the details needed for the goal of the study.; Part III contains the relevance of the academic preparations to the employment of the graduates and Part IV covers the assessment of the curriculum of the BA program.

#### **3.3 Source of Data**

The BA graduates from 2012-2016 as provided by SRMD office are the primary sources of data. The table below shows the total number of graduates from 2012-2016.

**Table 1: Graduates of the College of Business Administration**

Year	BSA	BA-HRDM	BA-MA	BA-MM	BA-OM	Total
2012	-	-	-	-	115	115
2013	10	19	50	-	77	156
2014	31	19	86	33	28	197
2015	24	24	109	53	47	257
2016	16	19	148	78	68	329
Total						<b>1,054</b>

The researchers determined the sample size using the Slovin's formula.

### 3.4 Statistical Treatment of Data

The researchers evaluated the data through frequency counts and percentage in answering the problem of the study. Frequency count will be used in tallying the answers of the respondents on their general information and employment data. Percentage distribution was used to determine the quantitative relation of individual response to the whole response.

### 3.5 Data Gathering

The researchers traced the graduates through the internet and social networking sites, possible meetings, and different means of communication available like phone calls and short messaging systems; the questionnaires were composed of queries regarding their employment status.

There were two ways of administering the survey. First was through personal approach wherein the researchers personally handed out the survey questionnaire and the respondents answered it manually; second way was through the means of online survey. Face book and electronic mail were used by the researchers to track and trace the respondents. All the data gathered from the respondents were arranged, planned and compiled for the analysis of data.

## 4. RESULTS AND DISCUSSION

This chapter presents the tables that are used to determine the employment status of BA graduates from A.Y. 2012-2016. This also includes the interpretation of all the responses from the participants.

### 4.1. General information

**Table 2: Distribution of respondents according to civil status**

Civil Status	Frequency	Percentage
Single	157	91%
Married	15	9%
Separated/Divorced	0	0%
Married but not living with spouse	0	0%
Single Parent	0	0%
Widow or Widower	0	0%
<b>TOTAL</b>	172	100%

The table above shows that 91 percent of the respondents are single and 9 percent of the respondents are married. Most of the married respondents came from batch 2012-13.

**Table 3: Distribution of respondents according to Gender**

Gender	Frequency	Percentage
Male	77	45%
Female	95	55%
<b>TOTAL</b>	172	100%

Table 3 shows that 95 or 55 percent of the respondents are female and 77 or 45 percent are male. Thus, female graduates are usually higher than the male graduates in LPU Cavite. According to CHED ([www.ched.gov.ph](http://www.ched.gov.ph)), more women finish

college than man in the Philippines. However, women still lag behind in entering higher paying and more regular jobs. Hence, Filipino women’s gains in higher education do not necessarily translate to social and economic advancement. The NSCB (National Statistics Coordination Board) figures showed that 269,877 of 481,862 Filipino college graduates (56%) in 2010 were women. Male graduates numbered 211,985 or 44 percent of the total. This is even while there were half a million more men than women aged 20 to 34 (11.9 million men, 11.85 million women) in the population.

**Table 4: Distribution of respondents according to Location of Residence**

Location of Residence	Frequency	Percentage
City	32	35%
Municipality	59	65%
<b>TOTAL</b>	172	100%

Table 4 indicates that majority of the respondents are still living within the Cavite Area. 65 percent are from the municipalities and 35 percent are living in the city. Most of the graduates who are single are still living with their parents due to economic or other practical reasons. This situation is not only true within Cavite but also in the entire country where “close-family ties” is part of the Filipino culture.

#### 4.2. Educational Background

**Table 5: Distribution of respondents according to Reason for Taking the Course**

Reason for Taking the Course	Frequency	Percentage
High Grades in the course or subject	15	5%
Area(s) related to course	22	8%
Good grade in high school	19	7%
Influence of parents or relatives	27	10%
Peer influence	15	5%
Inspired by role model	11	4%
Strong Passion for profession	18	6%
Prospect for immediate employment	24	9%
Status or prestige of the profession	22	8%
Availability of course offering in chosen institution	19	7%
Prospect of career advancement	19	7%
Affordable for the family	14	5%
Prospect of attractive compensation	24	8%
Opportunity for employment abroad	17	6%
No particular choice or no better idea	16	5%
Other	0	0%
<b>TOTAL</b>	282	100%

The table above shows an almost equal response on the reasons for taking the course. The most favored answer however is the influence of parents or relatives at 10 percent and the least response is “inspired by role model at 4 percent. These results were supported by a study carried out by GTI Media, the parent company of targetjobs.co.uk, along with the Association of Graduate Careers Advisory Services and professional services firm EY. It highlights the crucial role that parents play in guiding their children’s career choices and the blind spots that some parents may have when it comes to alternatives to university education, such as school leaver programmes that offer a combination of professional training and paid employment.

#### 4.3. Employment data

**Table 6: Distribution of respondents according to Employment**

Are you presently Employed?	Frequency	Percentage
Yes	138	80%
No	29	17%
Never Employed	5	3%
<b>TOTAL</b>	172	100%

Table 6 shows that majority or 80 percent of the graduates are presently employed. 17 percent have no jobs and 3 percent were never employed. The data showed that LPU graduates have a high degree of employability within the last 5 years. In 2015 alone, over half a million college graduates joined the labor force at the end of that academic year. Data from the Commission on Higher Education (CHED) released in 2015 showed that the total number of graduates for that academic year is 656,284, higher by almost 10 percent from last year's 605,375. Most of the graduates came from business administration and related fields (189,041), followed by those coming from education, science and teacher training (99,722).

**Table 7: Distribution of respondents according to reason(s) of unemployment**

Why you are not yet employed?	Frequency	Percentage
Advance or further study	20	59%
Family concern and decided not to find a job	8	20%
Health-related reason (s)	0	0%
Lack of work experience	2	7%
No job opportunity	2	7%
Did not look for a job	0	0%
Other reason(s)	2	7%
<b>TOTAL</b>	<b>34</b>	<b>100%</b>

Table 7 shows that out of the 34 respondents who are currently have no jobs or were never employed, 59 percent of the graduates chose advance study as the reason for not working. 20 percent is because of family concern and personal decision of not finding a job. 7 percent is because of lack of work experience, no job opportunity and others. Due to competition in the workplace, graduates of today have realized the increasing need to upgrade their credentials by enrolling on a master's degree program and other specialized course.

**Table 8: Distribution of respondents according to Employment Status**

Employment Status	Frequency	Percentage
Regular or Permanent	95	69%
Temporary	6	4%
Casual	0	0%
Contractual	29	21%
Self-employed	8	6%
<b>TOTAL</b>	<b>138</b>	<b>100%</b>

Table 8 shows that most of the 138 employed graduates have a regular or permanent status at 69 percent. Contractual status is at 21 percent and Temporary status is at 4 percent. Self- employed graduates is at 6 percent.

**Table 9: Distribution of respondents according to PSOC Classification**

PSOC Classification	Frequency	Percentage
Officials of Government and Special-Interest Organizations, Corporate Executives, Managers, Managing Proprietors and Supervisors.	30	22%
Professional	55	40%
Technicians and Associate Professionals	10	7%
Clerks	29	21%
Service workers and Shop and Market Sales Workers	1	1%
Farmers, Forestry Workers and Fishermen	0	0%
Trades and Related Workers	7	5%
Plant and machine Operators and Assemblers	6	4%
Laborers and Unskilled Workers	0	0%
Special Occupation	0	0%
<b>TOTAL</b>	<b>138</b>	<b>100%</b>

Table 9 indicates that 40 percent of the total 138 graduate employees are classified as working professionals. 22 percent are officials and holding supervisory functions while 21 percent are classified as clerks.

**Table 10: Distribution of respondents according to line of business**

Line of Business	Frequency	Percentage
Agriculture, Hunting and Forestry	0	0%
Fishing	0	0%
Mining and Quarrying	0	0%
Manufacturing	14	10%
Electricity, Gas and Water Supply	4	3%
Construction	0	0%
Wholesale and Retail Trade, repair of motor vehicles, motorcycles and personal and household goods	15	11%
Hotels and Restaurants	4	3%
Transport Storage and Communication	0	0%
Financial Intermediation	41	30%
Real State, Renting and Business Activities	11	8%
Public Administration and Defense; Compulsory Social Security	6	4%
Education	37	27%
Health and Social Work	6	4%
Other community, Social and Personal Service Activities	0	0%
Private Households with Employed Persons	0	0%
Extra-territorial Organizations and Bodies	0	0%
<b>TOTAL</b>	138	100%

Table 10 shows that most the graduates for the last five years were employed in the financial intermediation at 30 percent and Education at 27 percent. The results are consistent with the vision and mission of the college which is to produce students who are well equipped in financial analysis and accounting processes attune with the needs of the industry. On the other hand, a handful of graduates became college instructors teaching accounting and management subjects. In addition, 11 percent is working in the wholesale and retail business particularly marketing graduates and 10 percent belongs to the manufacturing industry mostly from operation management graduates and HRDM graduates.

**Table 11: Distribution of respondents according to place of work**

Place of Work	Frequency	Percentage
Local	128	93%
Abroad	10	7%
<b>TOTAL</b>	138	100%

Table 11 showed that 93 percent of the graduates are employed locally and only 7 percent are working abroad. With the rigidity of applying for jobs abroad, most of the graduates opted to work within the country to possibly gain more experiences and beef up its credentials as young professionals.

**Table 12: Distribution of respondents according to first job after college**

Is this your first job after College?	Frequency	Percentage
Yes	94	68%
No	44	32%
<b>TOTAL</b>	138	100%

\* If NO, proceed to questions 22 and 23

Table 12 shows that majority of the graduates are currently on their first job at 68 percent while the rest of 32 percent have already change their first jobs. Most of the respondents tend to stay for few years on their first job before moving to another job. Monster TRAK's survey online also revealed that 60 percent of college graduates said they planned to stay in their first job for two years or less.

**Table 13: Distribution of respondents according to reason(s) for staying on job**

Reason for staying on job	Frequency	Percentage
Salaries and benefits	31	27%
Career challenge	21	19%
Related to special skill	12	11%
Related to course or program of study	11	10%
Proximity to residence	16	14%
Peer influence	11	10%
Family influence	10	9%
Other	0	0%
<b>TOTAL</b>	112	100%

\* Respondents can have more than one answer

Table 13 shows that 27 percent of respondents agreed that salaries and benefits are the primary reason why they opted to stay in the company. Salary is still an important factor throughout the lifespan of an employee's career, but it's not the sole motivator to attract and retain them. More and more people are considering companies that offer incredible perks and benefits, aside from salary. Salary may not be the most important benefit, but that doesn't mean it isn't top of the list. People still need money to live to support themselves and family members. Companies that tend to underpay their employees will turn off top talent.

Career Challenge surprisingly came in second at 19 percent followed by Proximity to residence at 14 percent. The first most common reason we hear for people staying at their current employer is they're challenged by the work. People that are productive, employees that are productive, professionals who want to continue to grow and benefit a company, always want to be challenged. Whether it be the size of a project or the scope or learning something new, developing something for the company, if the person is challenged and they feel engaged and excited to come to work every day, because of that challenge, they're generally not going to make a change.

**Table 14: Distribution of respondents according to the relation of first job and the course they took in college**

Is your First Job is related to the course you took in College?	Frequency	Percentage
Yes	80	85%
No	14	15%
<b>TOTAL</b>	94	100%

Table 14 shows promising results with regards to the relation of course on their first job. 85 percent affirms that their first job is related to the course they took. Since most the employed graduates work in the financial sector (Table 4.7), it is highly probable that their first job matches or is related with their course. On the other hand, 15 percent of the respondents admitted that their first job is not related to their course. This dilemma is inevitable in today's ever demanding industry, and maybe experienced by some graduates. In fact, a new survey from CareerBuilder, a renowned employment site worldwide, suggests that plenty of graduates never work in the field that they prepared for in college. Among the 2,134 workers surveyed, 47 percent of college graduates did not find a first job that was related to their college major. What's more, 32 percent of college grads said that they had never worked in a field related to their majors.

**Table 15: Distribution of respondents according to reason(s) for accepting the job**

Reason for accepting the job	Frequency	Percentage
Salaries and benefits	30	28%
Career challenge	36	34%
Related to special skills	19	18%
Proximity to residence	21	20%
Other	0	0%
<b>TOTAL</b>	106	100%

\* Respondents can have more than one answer

Table 15 indicates that Career challenge is the leading reason why graduates accepted their first job at 34 percent. Fresh graduates usually have an ideal sense of what career they want after finishing school. Hence, it is common for over eager



and young graduates to jump into a notion of building careers right on their first job. Thus, at first, the motivation and pressure of landing the first job to start the career usually outweighs the motivation of getting the first salary. Similar to Table 4.10, the other top reasons for accepting the job were Salaries and benefits and Proximity to residence at 28 percent and 20 percent respectively.

**Table 16: Distribution of respondents according to reason(s) for changing the job**

Reason for changing the job	Frequency	Percentage
Salaries and benefits	38	42%
Career challenge	34	37%
Related to special skills	6	7%
Proximity to residence	7	8%
Other	6	6%
<b>TOTAL</b>	91	100%

Table 16 shows that Salaries/Benefits and Career Challenge at 42 percent and 37 percent respectively are the top two reasons why employed graduates would change their jobs. From the viewpoint of a company's policies on employment and turnover, the reasons why people stay in their jobs are just as important as the reasons why they leave them. An obvious point in evidence is that one individual will stay in a job under conditions that would cause another to start pounding the pavements. From the viewpoint of young professionals, monetary rewards and career challenges are strong motivators for changing jobs. Thus, it redefines 'flexibility' in the workplace as the emerging culture of millennial graduates who are hopping from one job over the other.

**Table 17: Distribution of respondents according to how long they stay in their first job**

How long did you stay in your first job	Frequency	Percentage
Less than a month	3	5%
1 to 6 months	10	17%
7 to 11 months	5	8%
1 year to less than 2 years	36	62%
2 years to less than 3 years	5	8%
3 years to less than 4 years	0	0%
<b>TOTAL</b>	58	100%

Table 17 shows that majority of employed graduates stayed in their first job from 1 year to less than 2 years. Only a handful of graduates stayed less than 6 months on their first job. The result is supported by a previous study conducted by the Marketers Forum involving 2000 graduates, who had left university within the last ten years, which revealed that the average graduate's first job only lasts eighteen months (TSRmatters, ND). In addition the MF survey also revealed that 60 percent of respondents were concerned that leaving their first job too soon would look bad on their CV, about 20 percent stated that their sole reason for staying in their job was to avoid this issue. Spending nine and a half months in a job was regarded as the average 'acceptable' period of time by graduates before moving on to other opportunities. The results also revealed that seven months was the average time taken to securing a position for new graduates. On average graduates apply for fifteen jobs for their first job.

**Table 18: Distribution of respondents according to how they found their first job**

How did you find your first job?	Frequency	Percentage
Response to an advertisement	8	14%
As walk-in applicant	12	20%
Recommended by someone	15	27%
Information from friends	13	23%
Arranged by school's job placement officer	0	0%
Family Business	3	5%
Job fair or Public Employment Service Office (PESO)	7	11%
Others	0	0%
<b>TOTAL</b>	58	100%

Table 18 shows that the leading source of employed graduates in finding a job of is usually from word of mouth. Recommended by someone and Information from friends got the highest response at 27 percent and 23 percent respectively. Employed graduates looking for job as walk-in applicant came in at 20 percent. Some employed graduates got their first job through advertisements at 14 percent and others found their first job by attending Job Fairs at 11 percent. Only few employed graduates started their career on their family business at 5 percent.

**Table 19: Distribution of respondents according to how long it took them to land their first job**

How long did it take you to land your first job?	Frequency	Percentage
Less than a month	87	52%
1 to 6 months	38	23%
7 to 11 months	35	21%
1 year to less than 2 years	3	2%
2 years to less than 3 years	3	2%
3 years to less than 4 years	0	0%
<b>TOTAL</b>	167	100%

Table 19 shows that majority of the employed graduates at 52 percent spend less than a month in getting their first job. The time frame is quite impressive and could be a positive indicator that LPU graduates especially coming from the CBA is sought after by companies and has high employability for the last five years. The rest of the employed graduates got their first job in less than a year from 1-6 months at 23 percent and 7-11 months at 21 percent. The result of the study correlates with table 8 (Employment Status) where it shows that 80 percent of the graduates are presently employed.

**Table 20: Distribution of respondents according to Job Level Position**

Job Level Position	First Job	Percentage	Current Job	Percentage
Rank or Clerical	15	34%	36	38%
Professional, Technical or Supervisory	25	57%	50	54%
Managerial or Executive	0	0%	4	4%
Self-employed	4	9%	4	4%
<b>TOTAL</b>	44	100%	94	100%

Table 20 shows that most of the employed graduates enjoy Professional, Technical or Supervisory positions both on their first job and current job at 57 percent and 54 percent respectively. 34 percent are working as Rank on file or doing clerical jobs while 4 percent were accounted for Managerial or Executive positions especially for graduates who have longer experiences working in the industry. On the least, 4% were self-employed graduates who are managing their own businesses.

**Table 21: Distribution of respondents according to their initial gross monthly earnings in their first job after college**

Initial gross monthly earnings	Frequency	Percentage
Below P 5,000.00	10	6%
P5,000.00 to less than P10,000.00	18	11%
P10,000.00 to less than P15,000.00	67	40%
P15,000.00 to less than P20,000.00	60	36%
P20,000.00 to less than P25,000.00	8	5%
25,000.00 and above	3	2%
<b>TOTAL</b>	167	100%

Table 21 shows that the initial gross monthly earnings of employed graduates on their first job is ranging from P10,000 to less than P 15,000 at 40 percent and P 15,000 to less than P 20,000 at 36 percent. Clearly, majority of the employed graduates have already enjoyed an above minimum salary right on their first job. However, there are also employed graduates who are earning less than P 10,000 particularly those working as rank on file on small companies. On the positive note, 5 percent of the employed graduates are earning more than P 20,000 and 2 percent are earning above P25,000. The result of this table coincides table 20, which showed the type of job level positions that employed graduates are currently occupying.

**Table 22: Distribution of Respondents according to the relevance of Curriculum on their First Job**

<b>Was the curriculum you had in college relevant to your first job?</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	162	97%
No	5	3%
<b>TOTAL</b>	167	100%

Table 22 shows positive response on the relevance of curriculum on the graduate’s first job. 97 percent of the respondents affirm that the curriculum they had in College is relevant to their first job and only 3 percent answered no. The result is also a good validation on the updates and revisions that CBA have done with their curriculums. The BA faculty teaching the subject is also required to update the syllabi at the end of every semester including its instructional materials. In addition, many of the BA instructors have industry experience and are aware of the competencies needed by students to be successful in their field of profession.

**Table 23: Distribution of respondents according to the competencies learned in college which is very useful on their first job**

<b>What competencies learned in college did you find very useful in your first job?</b>	<b>Frequency</b>	<b>Percentage</b>
Communication skills	42	25%
Human Relations skills	30	18%
Entrepreneurial skills	27	16%
Problem-solving skills	32	19%
Critical Thinking skills	37	22%
Other	0	0%
<b>TOTAL</b>	167	100%

Table 23 shows that communication skills and critical thinking skills are the competencies chosen by the respondents which are very useful in their first job at 25 percent and 22 percent respectively.

The 2014 survey conducted by GMAC of nearly 600 employers revealed what they want most from new graduate business hires—they want people who can speak well, write well, listen to others, present well, sell ideas to others, and negotiate with others in the course of running a business—in other words, they want communicators, with a capital C. In the words of one US high-tech recruiter, “Communication is KEY. You can have all the financial tools, but if you can’t communicate your point clearly, none of it will matter.” For new graduates, communication skills set you apart from the crowd. Of five major skill sets employers consider most important when hiring recent business grads for a mid-level position, communications skills top the list, followed in order by teamwork, technical, leadership, and managerial skills. With the exception of one industry—manufacturing, where leadership skills were in greatest demand—this finding was true across all world regions and employers, regardless of industry or company size. In order of their importance in the workplace, employers ranked communications skills, on average, twice as important as managerial skills. The top four skills employers seek in new hires are communications-related: oral and listening skills are ranked first and second-highest, followed by written communication, presentation skills, and fifth-ranked adaptability, a teamwork skill. (GMAC, 2018).

## V. CONCLUSION AND RECOMMENDATIONS

### 5.1 Conclusion

The following are the conclusion of the major findings of the study:

1. Most of the graduates were single female and are still living in Cavite with their families.
2. The influence of their parents and relatives are the primary reason why they took a business administration program.
3. Majority of the graduate respondents are employed. On the other hand, further studies is the reason of not having a present job.
4. Most of the employed graduates have permanent or regular status on their job.

5. Out of the total 138 graduate employees, 40 percent are classified as working professionals. 22 percent are officials and holding supervisory functions while 21 percent are classified as clerks.
6. Most the graduates for the last five years were employed either in the financial intermediation sector or with educational institutions.
7. Majority of the graduates are still working in the country. Only 7 percent are working abroad.
8. Majority of the graduates are currently on their first job, while the rest (32%) have already changed their first jobs.
9. Salaries and benefits emerged as the main motivating factor why employed graduates stayed on their first job. Career challenge came in second.
10. Majority of the employed graduates at 85 percent agreed that their course is related to their first job.
11. Career Challenge is the top reason why the CBA alumni accepted the job offer.
12. On the other hand, salaries and benefits came in as the main reason why they change careers.
13. Majority of employed graduates stayed in their first job from 1<sup>st</sup> to less than 2 years. Only a handful of graduates stayed less than 6 months on their first job.
14. The leading source of employed graduates in finding their first job is through recommendation from someone and Information from friends at 27 percent and 23 percent respectively.
15. More than half of the employed graduates found their first job in less than a month.
16. In terms of job level position, most of the employed graduates enjoy professional, technical or supervisory positions both on their first job and current job at 57 percent and 54 percent respectively.
17. The initial gross monthly earnings of employed graduates on their first job is ranging from Php 10,000 to less than Php 15,000 at 40 percent and Php 15,000 to less than Php 20,000 at 36 percent. Majority of the employed graduates have already enjoyed an above minimum salary right on their first job.
18. Almost all of the respondents agreed that the BA curriculum in general is relevant on their first job.
19. Communication skills and critical thinking skills emerged as the chosen competency skills by the employed graduates which are needed in their jobs.

## **5.2 Recommendations**

1. It is recommended that business simulation exercises and case studies should be used more often in the teaching instructions to further enhance the critical thinking skills and communication competencies of future graduates.
2. Opportunities in other line of businesses in the industry are untapped by most BA graduates in the last five years since employed graduates are mostly working in the financial sector and education. Hence, it is recommended that the College of Business Administration should offer specialized courses in related fields such as real state and renting business, Business Process Outsourcing, Supply Chain Management and wholesale and retail trade business to name a few.
3. Based on the results, Job fair only got 11 percent as a factor in getting a first job. In addition, school's job placement got 0 percent response. Thus, it is hereby recommended that LPU Cavite should enhance their Annual Job Fair for graduating students to increase the probability of students in landing their first job after graduation. Secondly, the "On the Job Training" (OJT) program should also be enhanced by building more partnerships and expanding networks to different sectors in the industry which is in need of fresh workforce. The OJT program through its partnerships with these companies will give more opportunities and options for students to be employed after finishing the course.

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