



Exploring the Employers' Satisfaction with Human Resource Graduates of Saint Columban College

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ABSTRACT

This study investigated the satisfaction of employers with Bachelor of Science in Business Administration – Human Resource Management (HRM) graduates from Saint Columban College. It aimed to assess how well these graduates met industry expectations in terms of skills, competencies, and job performance. The study employed a quantitative research design using a survey questionnaire. The data were analyzed using descriptive statistics and inferential statistics such as independent samples t-test, one-way, and multiple regression analysis. The research emphasized six essential skills areas: foundation skills, enterprise skills, technical skills and knowledge, adaptive skills, team-working skills, and employability skills. The results revealed that the overall employers' satisfaction level of human resource graduates was moderate ($M = 3.50$, $SD = 0.59$). Despite the high ratings, the study suggested further improvement, particularly in enhancing graduates' social and team-working skills. Employers recommended that the institution provide additional training workshops to better equip graduates for the workplace, particularly in areas like teamwork and communication. These findings highlighted the importance of ongoing professional development and the need for educational institutions to adapt to the evolving demands of the labor market. The study concluded by suggesting that continued efforts be made to refine graduates' skills, ensuring their preparedness for future challenges and fostering greater employer satisfaction.

Keywords: Employers' Satisfaction, Human Resource Graduates, Foundation Skills, Enterprise Skills, Technical Skills, Adaptive Skills, Team-working Skills, Employability Skills, Training Workshops, Graduate Performance.

Introduction

Human resource management (HRM) is a strategic method to managing employees in a company so they can perform at their best and successfully contribute to the goals of the business. Hiring, training, development, performance management, and making sure labor regulations are followed are all included in HRM. An organization's HRM is extremely important since it is essential to creating a positive work environment, encouraging employee involvement, and coordinating personal objectives with the organization's mission. Good HRM practices help the company succeed by increasing worker productivity, lowering attrition, and making sure the company adjusts to shifting labor demands and market conditions. A quantitative research strategy was used in this study to methodically examine employer satisfaction.

The study utilized a quantitative design distinguished by its dependence on statistical analysis and numerical data to identify trends, evaluate hypotheses, and formulate forecasts. As technology and regulations in the HRM profession continue to evolve, it is critical to evaluate how well educational programs prepare students for specific HR responsibilities, such as talent management and compliance. It was difficult to determine how well these programs matched industry standards because there was insufficient study in this area. This survey shed light on the demands and expectations of the local industry, pointing out areas where educational initiatives should be strengthened to better serve those needs.

Review of Literature

Human Resource Management (HRM) is the strategic approach to managing people within an organization to maximize their performance and contribute effectively to the company's objectives. Human Resources Management encompasses recruiting, training, development, performance management, and ensuring compliance with labor laws. The importance of Human Resources in an organization is profound, as they are responsible for cultivating a positive workplace culture, fostering employee engagement, and aligning individual goals with the organization's mission. Effective Human Resources Management practices contribute to the organization's success by enhancing employee productivity, reducing turnover, and ensuring the organization adapts to changing market conditions and workforce needs (Armstrong & Taylor, 2020).

Since human resources are essential, higher educational institutions like colleges and universities should focus on improving the skills of their graduates. Recent studies emphasize that universities must adapt their programs to meet evolving industry needs, particularly in enhancing technical and soft skills essential for HRM professionals. For instance, a study by Tomlinson (2019) highlights the importance of integrating employability skills into higher

education curricula to better prepare graduates for the workforce. Additionally, Jackson and Bridgstock (2020) argue that graduates equipped with a combination of technical expertise and interpersonal skills are better positioned to succeed in the rapidly changing job market, underscoring the critical role of universities in fostering these competencies.

In Hanoi, research highlights that employers' satisfaction with accounting graduates is significantly influenced by several factors, among which emotional intelligence emerges as crucial. It reveals that enhancing emotional intelligence within college training programs could improve job satisfaction among employers (Nguyen et al., 2020). This finding aligns with broader research suggesting that emotional intelligence boosts employability skills and aligns with employer expectations. Similarly, the significance of emotional intelligence in the Indian IT sector demonstrates that it substantially enhances the employability and job satisfaction of recent engineering graduates (Chand et al., 2019).

The narrative extends further into the realm of employer branding and internal communication. A strong employer brand, bolstered by effective internal communication and engagement, influences employee satisfaction, retention, and overall engagement (Špoljarić & Verčič, 2021). Their study highlights the need to align internal practices with the employer brand's perceptions, impacting employee satisfaction and retention. This underscores higher education institutions' need to adapt curricula to the evolving job market demands. Incorporating soft skills, including emotional intelligence, into educational programs is crucial for preparing graduates for today's competitive job market, enhancing employability, and meeting employer expectations (Al Asefer & Zainal Abidin, 2021).

A recent study explores the key elements affecting employers' and graduates' satisfaction with economics programs. The study identifies critical factors such as academic knowledge, professional attitude, and essential skills like problem-solving and leadership. These elements are central to preparing graduates for the workforce and highlight strengths and areas needing improvement in current educational programs. By focusing on these aspects, institutions can better prepare students for the demands of the job market and lay the groundwork for future studies and policy recommendations (Luong, 2024).

Complementing this, research delves into the role of engagement and employer branding in talent retention (Chopra et al., 2023). Their study emphasizes that high engagement levels are crucial for strengthening the relationship between employer branding and employee retention. The study illustrates that a robust employer brand and effective engagement strategies significantly enhance employer value and mediate the relationship between branding and retention. Organizations that successfully boost engagement and leverage their employer value propositions are better positioned to retain talent in a competitive labor market.

The study emphasizes the significant impact that a strong employer brand has on employers' satisfaction with Human Resources Management graduates. It emphasizes that to hire and retain skilled Human Resources Management professionals successfully; organizations must focus on developing a compelling employer brand. A strong brand attracts top talent and plays a crucial role in retaining employees by fostering a positive work environment and aligning with their expectations (Gunesh et al., 2017).

Similarly, they delve into prospective workers' preferences, revealing that private sector roles are often favored over governmental positions. This preference underscores the importance of employer branding in attracting and retaining talent. Their research suggests that the private and governmental sectors must address critical challenges to meet employee expectations effectively. By improving employer branding, both sectors can enhance their appeal to prospective employees and increase overall satisfaction with Human Resources Management graduates (Bhatt & Jain, 2015).

The research provides an in-depth examination of the Australian job market by evaluating 359 marketing job listings on Seek.com.au. It reveals employers highly emphasize graduates' motivation, time management, communication abilities, and digital marketing experience. However, this focus on specific skills raises questions about the alignment between industry needs and the traditional emphasis on marketing degrees. The study underscores a discrepancy between the skills valued by employers and those typically highlighted in marketing curricula, suggesting a need for further research on employability and curriculum relevance in Australia (Alcaraz et al., 2017).

In contrast, the study explores employer satisfaction with graduates in Brunei Darussalam, focusing on communication, problem-solving, and time management competencies. It demonstrates that employers in Brunei Darussalam are generally pleased with the graduates' competencies and how well these align with job expectations. The research uses the Input-Environment-Output (IEO) model to show that educational outcomes effectively match corporate expectations, suggesting that the model successfully bridges the gap between what is taught and what is required in the workforce (Hoh et al., 2020).

In Georgia, only 21.7% of workers are delighted with their salaries, suggesting that internal factors such as career prospects and job interest weigh more heavily on job satisfaction than material incentives. This dissatisfaction raises concerns about the accuracy of reported job satisfaction levels and hints at underlying issues in employer-employee relationships that warrant further investigation (Makasarashvili et al., 2023).

Similarly, a troubling disconnect is identified in Nigeria, where real estate graduates' competencies, particularly in commercial awareness, fall short of employer expectations. This misalignment suggests an overhaul of curricula to better prepare students for the industry's demands (Adeogun et al., 2024). Complementing this, specific employability skills and managing expectations are crucial for improving employer satisfaction. Employers in Indonesia prioritize communication, professional, and thinking skills but need to add gaps between these expectations and graduates' competencies. When graduates exceed expectations, it significantly enhances employer satisfaction, illustrating the critical role of aligning perceived and actual skills (Sjawie & Ardi, 2021).

In contrast, another study demonstrates that when graduates exceed expectations, it significantly enhances employer satisfaction, illustrating the critical role of aligning perceived and actual skills (Ghosh et al., 2019). Meanwhile, while accounting interns generally meet job competency and responsibility standards, they struggle with communication and technical report preparation, indicating areas where internship programs need refinement (Abdillah et al., 2016).

The research findings in Bangladesh's telecommunications sector indicate that various factors, including the learning environment, job satisfaction, inspiration from the company, and supervisors' evaluation system, are essential in determining employee satisfaction in Bangladesh's telecom sector. Effective communication, a supportive learning environment, and supervisors' evaluation systems are essential for improving employee satisfaction in Bangladesh's telecommunications industry (Akther et al., 2016). Similarly, employers' satisfaction with Universiti Tenaga Nasional (UNITEN) accounting graduates is positively correlated with graduates' technical skills, communication abilities, and organizational competencies. This suggests that ensuring a match between what employers seek and the skills graduates possess can significantly enhance satisfaction on both sides (Hisyam et al., 2015).

Employers are generally pleased with the Universiti Teknologi MARA (UiTM) Pahang Civil Engineering Diploma students' industrial training, appreciating their knowledge, punctuality, skill improvement, and communication with colleagues, which etc., a strong link between students' knowledge and personality (Aziz et al., 2021). In addition, employers in the northeastern United States highly value interpersonal skills, critical thinking, problem-solving abilities, and professionalism when hiring graduates. This research suggests that to better prepare students for the workforce, higher education institutions must focus on developing these key competencies, particularly interpersonal and problem-solving skills (Baird & Parayitam 2019).

As employers increasingly prioritize leadership, communication, and interpersonal skills over formal qualifications or technical expertise, the evolving landscape of graduate recruitment becomes clear. While traditional skills like accounting or technology are still valuable, the focus has shifted to soft skills that enhance team dynamics and leadership, with varying preferences depending on the business type, highlighting the need for further research into these employability skills (Apat et al., 2021). Building on this, identify that employer satisfaction is significantly influenced by kinesics, emotional intelligence, and especially personality traits, with personality traits having the strongest impact (Chatterji et al., 2023).

The disconnect between educational outcomes and employer expectations highlights a pressing issue in graduate employability. Many newly graduated engineers in India struggle to meet the skill expectations of employers, leading to lower job satisfaction and underscoring the need for stronger collaborations between industry and academia to align educational curricula with real-world requirements (Sinha & Mishra, 2019). Complementing this, Li and Yang emphasize the importance of enhancing the employability of graduates from private colleges to boost employer satisfaction, suggesting that current research points to the need for a deeper understanding of how well graduates perform in the job market relative to the quality of their education (Yang & Li, 2023).

Methodology

A significant gap exists between employers' satisfaction with biology graduates' career progression and the evolving trends in the biological sciences industry, leading to recommendations for targeted training, improved college-employer collaboration, and refined career advancement plans to better align educational outcomes with industry needs (Aloro et al., 2024). About this, graduates of San Isidro College's BSBA program have secured jobs and demonstrated strong interpersonal and communication skills, there are notable gaps in problem-solving, critical thinking, and marketing management, underscoring the need for curriculum improvements to better prepare students for the job market (Hallasgo & Taja-on, 2023).

Recent studies in different educational contexts vividly illustrate the connection between graduate performance and employer satisfaction. Ozamiz City teacher education graduates demonstrated exceptional contextual productivity and adaptability, significantly contributing to their strong work performance and high employer satisfaction. This study emphasizes that while work performance, particularly adaptive abilities, is a crucial predictor of employer satisfaction, other factors, such as work productivity, showed no significant correlation (Baluyos et al., 2024). Meanwhile, a practical framework for small liberal arts institutions to assess program completers' preparedness and employer satisfaction is provided, with the study finding that graduates felt well-prepared for their job responsibilities, and employer satisfaction was effectively measured through employment milestones and evaluations (Riegel, 2021).

Gathering employers' feedback on alumni from the College of Teacher Education, Arts, and Sciences (CTEAS) using a Google Forms survey with 100 employers. Results showed high satisfaction with alumni skills in technical knowledge, enterprise, adaptability, teamwork, employability, and management. The department should focus on enhancing foundational and technical skills to continue producing well-prepared graduates (Escalante et al., 2024).

Additionally, intense satisfaction from banking institutions in Pagadian City with the performance of their graduates is reported, with an overall satisfaction rating of 3.34. However, specific skill areas where targeted improvements could further boost graduate performance are also pointed out (Alfanta et al., 2024). The "expectation gap" between graduate skills and employer requirements is addressed in the accounting sector, noting that while extensive technical expertise is not always necessary, a solid grasp of fundamental technical skills and non-technical competencies is crucial. Recommendations for including practical case studies, group discussions, and business presentations in accounting curricula align with the broader trend of emphasizing skill development that meets employer needs (Allen et al., 2016).

Factors, including emotional intelligence, employability skills, and alignment between educational outcomes and industry needs, shaped employer satisfaction with graduates. Studies indicated that soft skills, particularly communication and problem-solving, for Human Resources graduates from one

of the private higher educational institutions in Pagadian City were crucial for enhancing job performance and satisfaction. A strong employer brand and effective internal communication also significantly impacted employee engagement, retention, and overall satisfaction. There was a growing need for higher education institutions to tailor curricula to meet employers' expectations better, focusing on both technical competencies and essential soft skills to bridge the gap between graduate abilities and industry demands.

The study highlighted a critical gap in research regarding employer satisfaction with one of the private higher education institutions in Pagadian City, especially concerning sector-specific needs. More targeted research was needed on how well the program prepared graduates for specialized human resource skills and adapted to evolving human resources management demands. Assessing the program's effectiveness in preparing students for specialized roles, such as talent management and compliance, was vital due to ongoing technological and regulatory changes in the Human Resources Management field. The lack of research in this area limited understanding of how well the program aligned with industry expectations. To address this, conducting a regional employer satisfaction survey was essential. This survey provided insights into local industry needs and expectations, highlighting areas for improvement. By understanding employer feedback, one of the private Catholic institutions in Pagadian City could renew its curriculum to meet industry standards better. Ultimately, this enhanced the employability of its Human Resources Management graduates and ensured they were well-equipped for the specialized demands of the Human Resources Management profession.

The motivation for undertaking this study was to evaluate the effectiveness of one of the private higher education Catholic institutions in Pagadian City. The Human Resources Management program prepared graduates to meet the specific needs of local employers. By assessing employer satisfaction, the study aimed to identify strengths and areas needing improvement in the graduates' skills and competencies. Understanding this feedback was crucial for pinpointing gaps between the program's offerings and industry expectations. The insights gained guided targeted curriculum enhancements to better align with local industry requirements. This alignment was essential for improving the program's relevance and increasing the employability of Human Resources Management graduates. The focus on local employer needs ensured that graduates were equipped with the most in-demand skills. Addressing these needs helped bridge gaps between academic training and practical, on-the-job requirements. Ultimately, the research renewed the program to better serve students and employers.

Conceptual Framework

The conceptual framework for this study was based on the employability of graduates from the Bachelor of Science in Business Administration-Human Resources Management (BSBA-HRM) program at Saint Columban College, specifically focusing on cohorts from the first, second, and summer terms between 2013 and 2023.

Figure 1.

Conceptual Framework of the Study

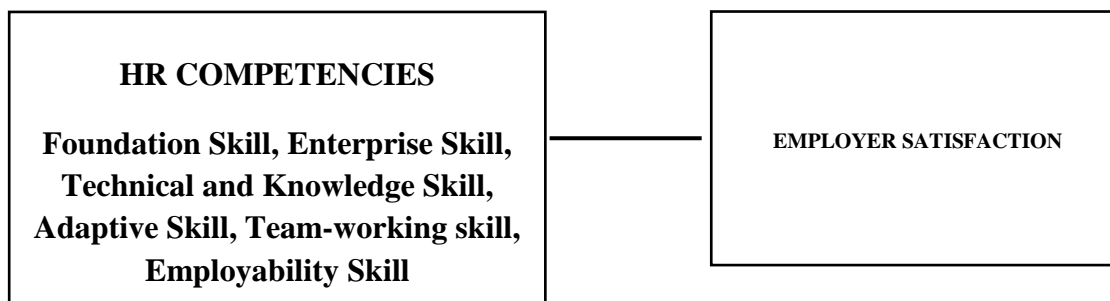


Figure 1 showed that a single skill or competency did not determine employer satisfaction, but rather various factors. The Human Resources Management competencies were divided into categories to provide a comprehensive view of what contributed to employability. These competencies encompassed foundational skills such as literacy and communication, technical skills related to labor laws and HR software, adaptive skills for thriving in dynamic environments, teamwork skills for effective collaboration, and employability skills like problem-solving and leadership. This holistic set of competencies was essential for Human Resources Management graduates to succeed in their careers.

The framework integrated Herzberg's Two-Factor Theory, developed by psychologist Frederick Herzberg in 1959. This theory contended that two sets of factors caused job satisfaction and dissatisfaction. Hygiene factors referred to the necessities of a job. If they were present, they did not bring higher satisfaction or motivation; if they were absent, they caused dissatisfaction. The hygiene factors included salary, job security, working conditions, company policies, and interpersonal relationships in the workplace. These factors were necessary to prevent dissatisfaction but had little motivational value.

On the other hand, motivators were factors about the nature of the work and the opportunities it enabled in terms of growth, achievement, and recognition. Examples of motivators included accomplishments, recognition, exciting and challenging tasks, responsibilities, promotion opportunities, and professional growth. This theory greatly influenced organizational behavior and human resource management stakeholders, distinguishing between hygiene factors that prevented dissatisfaction and motivators that enhanced employer satisfaction.

According to Herzberg, employers had to actively address hygiene factors to prevent dissatisfaction and motivators to boost employee satisfaction and motivation. This theory greatly influenced organizational behavior and human resource management stakeholders, distinguishing between hygiene factors

that prevented dissatisfaction and motivators that enhanced employer satisfaction. Basic skills were necessary to avoid dissatisfaction, while technical and teamwork skills acted as motivators that positively influenced employer satisfaction.

Through the application of Herzberg's Two-Factor Theory to the study's results, it became evident how hygiene considerations and motivators affected employers' satisfaction with graduates. Motivators, which result in job happiness, and hygiene elements, which avert discontent but do not always inspire workers, are distinguished by Herzberg's theory. Employers were pleased with graduates' outstanding contributions, including their leadership qualities, problem-solving talents, and inventiveness, according to the survey. Because they reflected inherent elements of labor that offered a sense of accomplishment, recognition, and personal development, these attributes were in line with Herzberg's motivators. For instance, companies emphasized that graduates who showed great leadership and creative thinking not only fulfilled but surpassed expectations, making a substantial contribution to the company's development. This reaffirmed the importance of developing these motivators through program improvements, such as changing the curriculum to include leadership development and chances for original problem-solving.

However, basic skills and dependability were found to be hygiene elements, which are essential components of graduate success. Although these qualities were recognized by employers as being necessary for the smooth operation of the workplace, their existence did not always translate into high levels of satisfaction. Rather, one of the reasons for discontent was the lack of these fundamental skills. For example, several companies saw discrepancies in graduates' timeliness and punctuality, which coincided with Herzberg's hygiene aspects like working circumstances and job security. This two-pronged strategy was in line with Herzberg's Two-Factor Theory and guaranteed that graduates were capable of contributing significantly to their organizations in addition to being competent.

Statement of the Problem

The Graduates of the Bachelor of Science in Business Administration majoring in Human Resources Management from one of the private higher educational institutions in Pagadian City possess the knowledge and abilities needed to pursue jobs in employee relations, organizational development, and human resource management, helping to advance the expansion and prosperity of local companies and organizations. This study utilized the employers of private institutions as research respondents and was conducted during the school year 2024-2025.

Specifically, the study aimed to answer the following questions:

1. What is the level of employers' satisfaction with the Bachelor of Science in Business Administration major in Human Resources Management graduates in terms of the following skills:
 - 1.1 Foundation Skill
 - 1.2 Enterprise Skill
 - 1.3 Technical Skill and Knowledge
 - 1.4 Adaptive Skill
 - 1.5 Team-working Skill
 - 1.6 Employability Skill
2. What are the suggestions of the employers' for improvement of the program?

Significance of the Study

This research aimed to describe employers' satisfaction with the Bachelor of Science in Business Administration (BSBA) major in Human Resources graduates from a private higher educational institution in Pagadian City. The study systematically gathered and recorded data to provide insights beneficial to various stakeholders. For the BSBA program, the findings guided curriculum enhancements to align with employer expectations, improving graduate readiness and program relevance. Employers gained strategies to refine hiring standards and better understand critical qualifications for Human Resource professionals. The Human Resources industry benefited from statistics on employer satisfaction, highlighting strengths and areas for improvement in graduate preparation. Graduates used the findings to align their skills and career goals with industry standards, enhancing employability. Finally, future researchers found this study valuable as a foundation for further investigations into industry gaps and needs.

Definition of Terms

The following are the terms used extensively in the research study:

College of Business Administration major in Human Resources Management Graduates. This refers to those who have already graduated with business courses major in Human Resources Management.

Employability Skills. This refers to the talents directly related to getting and keeping a job as employability skills (Harvey, 2001; McQuaid & Lindsay, 2005). They consist of the general and discipline-specific abilities needed to function in a work environment and career management abilities, which are separated into self-management and career development. Career management knowledge and abilities are crucial for employability because they greatly influence whether, how much, when, and where general and discipline-specific talents are acquired, demonstrated (for example, while applying for a job), and utilized.

Employers. This refers to the individual who manages the organization.

Employer's Satisfaction. This refers to the degree to which employers are satisfied with the performance of employees who are Human Resources Management graduates.

Private Institution. This refers to the institution where the Human Resources Management graduates are employed.

Soft skills. This refers to the different skills that describe behavior and traits.

Working skills. This refers to how Human Resources Management graduates perform inside and outside of the organization or in a teamwork environment.

This chapter presents the study's research methodology, including a discussion of the research design and methods, which include the research environment, research subjects, sampling techniques, instrumentation, data gathering techniques, and statistical treatment.

Research Design

This research employed a quantitative research design to investigate employer satisfaction systematically. Quantitative design is characterized by its reliance on numerical data and statistical analysis to understand patterns, test theories, and make predictions. This approach allowed researchers to quantify variables and analyze relationships through mathematical and statistical techniques, providing a clear, objective view of the phenomena under study (Creswell, 2014).

Specifically, this study employed a descriptive research design. Descriptive research design is a subset of quantitative methods and focuses on providing a comprehensive description of a phenomenon without manipulating variables. This approach was used to observe and describe the characteristics of a particular group or situation as they naturally occurred. According to a recent source, "Descriptive research aims to accurately portray the attributes of a phenomenon or the relationships among variables without influencing the setting or subjects" (Smith, 2019). For instance, a study might describe the levels of job satisfaction among employees by analyzing responses from satisfaction surveys.

This design allowed for a detailed exploration of how satisfied employees were with various aspects of their work environment without intervening or altering the natural conditions. By employing a descriptive quantitative approach, this research systematically gathered data on employee satisfaction levels and identified key factors contributing to their overall experience. This method provided a clear, empirical basis for understanding and addressing areas of concern, ultimately guiding improvements in employer practices and policies.

Research Environment

This study was conducted in various organizations and institutions in different places that had hired human resource management graduates from one of the private higher institutions in Pagadian City. With a focus on assessing skill and performance disparities, this study investigates employers' satisfaction with recruiting graduates in human resource management. The chosen environments gave the required background information for conducting focused surveys to gauge employer viewpoints. To collect pertinent information on employer satisfaction with recruiting human resource management graduates, the researchers used these settings to assess whether the abilities and performance of graduates fulfilled employer expectations.

Research Participants

The research respondents for this study were employers and managers from various organizations and institutions across different locations who had hired Human Resources Management graduates from one of the private higher education institutions in Pagadian City. A total of 101 respondents were involved, and they represented a variety of industries, including banking, retail, healthcare, education, government services, and other industries.

Table 1

The total Respondents in Different Industry

Industry	Number of Respondents
Banking Sector	9
Healthcare Industry	2
Retail Sector	19
Manufacturing Industry	12
Education Services	24
Government Services	21
Others	14
Total	101

The distribution of 101 respondents across different industries is seen in the table. With 24 individuals (23.8%), education services were the most represented, followed by government services with 21 people (20.8%). Twelve respondents (11.9%) were from the manufacturing industry, and 19 respondents (18.8%) were from the retail sector. Healthcare had the fewest respondents (two, or 2%), while the banking industry had nine, or 8.9%. Furthermore, 14 respondents (13.9%) were classified as others, indicating a combination of non-specific occupations or other industries.

Sampling Techniques

The researchers used automatic inclusion, a technique that chose volunteers who naturally fit certain predetermined requirements crucial to the study. With this method, volunteers were picked based on their innate fit with the study's requirements, eliminating the need for random selection. It ensured that only employers with direct experience in hiring Human Resources Management graduates from Saint Columban College were included, guaranteeing the data's relevance and accuracy (Patton, 2020).

Research Instruments

This study used a survey questionnaire adapted with both closed and open-ended questions to gather the data. The employer satisfaction survey questionnaire identified the gaps between the employer's perception of the competencies needed to get hired and was made to measure the satisfaction of the employers towards their hired graduates (Hoh, 2022). The respondents were asked to respond to six (6) sub-scales of twenty (20) indicators. The twenty indicators were distributed across six sub-scales, each assessing specific competencies required by employers: Foundation Skill (4 indicators): Ability to listen to instruction, ability to communicate verbally/orally, ability to apply simple numerical/mathematics calculation, and ability to write memorandum, report minutes, business formal letter, etc. Enterprise Skill (3 indicators): Commitment and dedication towards the organization, ability to be innovative and creative, as suitable for the job, and ability to solve problems as required for the job. Technical Skill and Knowledge (3 indicators): Observation of professional/ work ethical standards, use of technology effectively, and technical skills needed for the job. Adaptive Skill (3 indicators): Openness to change, ability to work under minimal supervision (independence), and ability to adapt and learn new skills and knowledge for job). Team-working Skill (4 indicators): Ability to work well in a group to achieve goal, relations with superiors and co-workers, contribution to a group work, and networking skills. Employability Skill (3 indicators): Attendance in work, meeting, and other official activities of the company, ability to complete given task on time, and ability to handle stress and pressure on the job.

Table 2

Satisfaction Scale for Competencies

Rating	Interpretation	Description
4	Very Satisfied	The competency exceeded their expectations.
3	Satisfied	The competency met their expectations
2	Dissatisfied	The competency did not meet their expectations.
1	Very Dissatisfied	The respondents felt the competency was far below expectations.

Table 2 presented a satisfaction scale that was used to evaluate competencies. The scale ranged from 4 to 1, with each number corresponding to a different level of satisfaction. A rating of 4 indicated that the respondents was "Very Satisfied," meaning the competency exceeded their expectations. A rating of 3 meant the respondents was "Satisfied," signifying that the competency met their expectations. A rating of 2 represented that the respondents was "Dissatisfied," meaning the competency fell short of their expectations. Finally, a rating of 1 represented "Very Dissatisfied," indicating that the respondents felt the competency was far below expectations. This scale allowed for a nuanced understanding of respondent perceptions regarding various competencies.

Data Gathering Techniques

In data gathering, the researchers followed a structured process to collect data from the employers of Human Resources Management graduates. First, the process began with securing the letter to identify and obtain a list of students majoring in Human Resources with a Bachelor of Science in Business Administration. Second, the researchers sought a Letter of Permission from the authorities to conduct the study, including the school president, the department dean, and the organization's employers. They requested the study's approval from advisors, validation consultants, and groups. Then, the researchers used organizations employing and identified whether there were Human Resources Management graduates as their reference point. Lastly, the researchers explained the purpose and methodology of the study at their request for permission and ensured that all data collected was kept confidential. The findings were used solely for research purposes.

The researchers provided a link for the questionnaire, which the manager or employer filled out the questionnaire. The collected data was analyzed and interpreted statistically to generate essential findings, conclusions, and recommendations for this study.

Statistical Treatment

The researcher used Descriptive statistics that included standard deviation and mean. According to Omda and Sergent (2022), standard deviation measures how closely a set of values is related to the mean, regardless of whether they are close to or far from the mean. On the other hand, the mean is the average of the data collected (Hurley & Tenny, 2022). The standard deviation quantified the variability or dispersion around the average, whereas the weighted

mean yielded the average score for each skill, representing the responses' central tendency. These statistical metrics were used to give a clear picture of the degree of difference among respondents' ratings and the average level of satisfaction. To guarantee the accuracy and dependability of the data processing findings, the Special Package for Social Sciences (SPSS) software was used to process the data on a computer.

Ethical Considerations in Research

The researchers excelled in protecting respondents' rights and well-being. Surveys were conducted voluntarily and without burdening the employers. To ensure privacy and confidentiality, the researchers anonymized their identities and adhered to the Data Privacy Act of 2012. This Act guided the ethical considerations, ensuring that personal data was collected, stored, and analyzed securely, with informed consent obtained and respondents' identities protected at all stages of the research.

Confidentiality. This refers to the researcher's obligation to handle respondents' data to prevent unauthorized access or disclosure of their identities or sensitive information. Researchers take measures to safeguard respondents' confidentiality by storing data securely, using coded identifiers rather than personal information, and limiting access to the data to authorized individuals.

Data Protection. This referred to the practices that were implemented to safeguard the privacy, confidentiality, and security of data collected from research respondents. It involved ensuring that information was handled responsibly, ethically, and in compliance with legal requirements. Researchers were responsible for securing data storage and transmission to prevent unauthorized access, including protecting electronic data and maintaining the confidentiality of hard-copy records. These measures were essential for maintaining respondents' trust and upholding ethical standards in research.

Informed Consent. This must be given to the individuals before conducting the survey. The respondents can ask questions and get the information before conducting the survey.

Integrity. This refers to the quality of being honest and moral uprightness (Oxford Dictionary, 2023). All data collected from the respondents are accurate and entirely done by the researcher.

Principle of Privacy. Researchers ensured that respondents' personal information was protected and kept confidential. They handled data responsibly by minimizing the collection of identifiable information, securing the data against unauthorized access, and ensuring that any data shared publicly was anonymized. This principle was critical to maintaining trust and upholding the rights of individuals involved in research.

Principle of Voluntary Participation. These people pertain to employers who are participating in the study. All respondents indicated a formal agreement of their involvement in the study. The purpose of the permission letter was to assure respondents that their participation in this study was completely voluntary and that they could discontinue their participation anytime. In addition, respondents were given a comprehensive explanation of the research study.

This chapter presented the results, discussions, and insights that the researchers gathered through the process of surveying the study on employers' satisfaction with Human Resources graduates from one of the private institutions in Pagadian City.

The graduates of the Bachelor of Science in Business Administration majoring in Human Resources Management from one of the private higher educational institutions in Pagadian City were equipped with the knowledge and skills required to pursue careers in various HR roles, such as recruitment, training, employee relations, and organizational development. This study utilized the employers of private institutions as research respondents and was conducted during the school year 2024. It is divided into six factors: 1) foundation skills, 2) enterprise skills, 3) technical skills and knowledge, 4) adaptive skills, 5) team-working skills, and 6) employability skills. During the 2024 academic year, 101 employers from private institutions in various workplaces participated in the study.

The Level of Employers' Satisfaction on Human Resources Graduates

The level of employers' satisfaction measured how well graduates in human resources fulfilled the demands, specifications, and standards of their employers in a variety of work environments. It showed how employers viewed graduates' performance, skills, and capacity to support organizational success. In this study, the degree of employer satisfaction with Saint Columban College's human resources graduates was evaluated using 20 indicators. These indicators were categorized into six essential skill sets that collectively represented the competencies and qualities employers expected from their employees.

Foundation Skills. Foundational skills, such as critical thinking, literacy, numeracy, and communication, are necessary for HR graduates to carry out their jobs efficiently. Employer satisfaction and effective HR operations are supported by these competencies.

Table 3

Satisfaction on Foundation Skills

Indicators	Mean	SD	Interpretation
1. Ability to listen to instruction	3.51	0.58	Very Satisfied
2. Ability to communicate verbally/orally	3.51	0.59	Very Satisfied

3. Ability to apply simple numerical/mathematical calculation	3.51	0.52	Very Satisfied
4. Ability to write memorandum, report, minutes, business/formal letter, etc.	3.50	0.59	Very Satisfied
Total	3.51	0.57	Very Satisfied

Hypothetical mean range: 1.00 – 1.75 – Very Low Satisfaction; 1.76 – 2.50 – Low Satisfaction; 2.51 – 3.25 – High Satisfaction; 3.26 – 4.00 – Very High Satisfaction.

The table showed that the highest-rated skills were posted in indicators 1, 2, and 3, which were the ability to listen to instruction, the ability to communicate verbally/orally, and the ability to apply simple numerical/mathematical calculations, each with a weighted mean of 3.51 and standard deviations of 0.58, 0.59, and 0.52, respectively, with an interpretation of "Very Satisfied." Meanwhile, the least-rated skill was found in indicator 4, which was the ability to write a memorandum, report, minutes, business/formal letter, etc., with a weighted mean of 3.50 and a standard deviation of 0.59, still interpreted as "Very Satisfied."

The overall result for the skills showed a weighted mean of 3.51 and a standard deviation of 0.57, with an interpretation of "Very Satisfied." This indicated that the respondents exhibited exceptional proficiency across all indicators. While all skills were rated highly, continuous improvement was necessary to maintain or enhance these competencies.

Writing and communication skills are integral to professional success. According to Huang and Zhang (2022), effective communication skills significantly enhance workplace interactions and contribute to overall job performance. Their research highlights that individuals who can articulate their thoughts clearly and listen effectively tend to experience higher levels of job satisfaction and are better equipped to navigate workplace challenges. Workplace learning opportunities play a crucial role in developing foundational skills that lead to job satisfaction. A study by Koekemoer et al. (2021) found that access to learning resources and opportunities for professional growth positively correlates with job satisfaction. The findings suggest that organizations that foster an environment conducive to skill development not only enhance employee competencies but also improve overall job satisfaction levels. This reinforces the importance of continuous learning and development in maintaining high proficiency in foundational skills.

Enterprise skills. Enterprise skills, such as problem-solving, leadership, and dedication to work, are essential for HR graduates to manage organizational challenges and drive business growth. These competencies enable HR professionals to make strategic decisions, foster teamwork, and align HR practices with overall business objectives.

Table 4 Satisfaction on Enterprise Skills

Indicators	Mean	SD	Interpretation
1. Commitment and dedication towards the organization	3.55	0.66	Very Satisfied
2. Ability to be innovative and creative, as suitable for the job	3.56	0.61	Very Satisfied
3. Ability to solve problems as required for the job	3.54	0.59	Very Satisfied
Total	3.55	0.62	Very Satisfied

Hypothetical mean range: 1.00 – 1.75 – Very Low Satisfaction; 1.76 – 2.50 – Low Satisfaction; 2.51 – 3.25 – High Satisfaction; 3.26 – 4.00 – Very High Satisfaction

The table indicated that respondents had rated their satisfaction with enterprise skills very high across all indicators. The highest-rated skill was the ability to be innovative and creative, as suitable for the job with a mean score of 3.56 and a standard deviation of 0.61, followed closely by commitment and dedication towards the organization (mean = 3.55, SD = 0.66) and the ability to solve problems as required for the job (mean = 3.54, SD = 0.59).

The overall mean score of 3.55 (SD = 0.62) reflects a strong sense of satisfaction among employees regarding their enterprise skills. This suggests that employees feel confident in their ability to contribute creatively, remain dedicated to their organization, and effectively solve problems.

The high scores in innovation and creativity are particularly noteworthy, as they indicate that employees are not only engaged but also willing to think outside the box to improve processes and outcomes within their roles. According to Wang et al. (2023) highlights that fostering an innovative culture within organizations leads to higher employee satisfaction and performance, as employees feel empowered to express their ideas and contribute to organizational success. This aligns with the findings of this survey, where respondents exhibit a strong commitment to innovation in their jobs. The ability to solve problems effectively is essential for organizational success and employee satisfaction. According to Purba et al. (2020), problem-solving skills are critical for enhancing job satisfaction and overall performance in the workplace. Their study found that employees who possess strong problem-solving abilities tend to be more satisfied with their jobs because they can navigate challenges effectively and contribute positively to their teams. This reinforces the importance of continuous development in enterprise skills, ensuring that employees remain equipped to meet the demands of their roles.

Technical and knowledge skills. Technical and knowledge skills, such as proficiency in HR software, data analysis, and an understanding of labor laws, are essential for HR graduates to perform their tasks accurately and efficiently. These skills ensure that HR professionals can manage complex systems, stay compliant with regulations, and provide data-driven insights to support organizational decision-making.

Table 5*Satisfaction on Technical and Knowledge Skills*

Indicators	Mean	SD	Interpretation
1. Observation of professional/ work ethical Standards	3.43	0.62	Very Satisfied
2. Use of technology effectively	3.39	0.63	Very Satisfied
3. Technical skills needed for the job	3.57	0.55	Very Satisfied
Total	3.46	0.61	Very Satisfied

Hypothetical mean range: 1.00 – 1.75 – Very Low Satisfaction; 1.76 – 2.50 – Low Satisfaction; 2.51 – 3.25 – High Satisfaction; 3.26 – 4.00 – Very High Satisfaction

Under the Technical Skills and Knowledge table, the result shows that the highest-garnered indicator is found in indicator 3, which is the technical skills needed for the job, with a weighted mean of 3.57 and a standard deviation of 0.55. The lowest-garnered indicator is found in indicator 2, which is the use of technology effectively, with a weighted mean of 3.39 and a standard deviation of 0.63.

The overall satisfaction rate for Technical Skills and Knowledge, in terms of the weighted mean score, is 3.46, with a standard deviation of 0.61. The results indicate that employers are very satisfied with the graduates' technical capabilities, particularly in the specific skills required for their roles. The slight difference in satisfaction between the indicators suggests a small opportunity for improvement in technology-related skills.

The high rating for technical skills indicates that employees are well-equipped to perform their job functions effectively. According to Kaur and Kumar (2019), there is a significant positive relationship between training and development practices and job satisfaction among employees in technical fields. Their study emphasizes that continuous training enhances employees' technical competencies, leading to greater job satisfaction and performance. Moreover, the ability to observe professional and work ethical standards is crucial for maintaining workplace integrity and fostering a positive organizational culture. A study by Khoualdi et al. (2018) found that effective knowledge management processes positively impact job satisfaction by promoting ethical behavior and professional standards among employees. Their research highlights that organizations that prioritize ethical standards not only enhance employee satisfaction but also improve overall organizational performance.

Adaptive skills. Adaptive skills, such as flexibility, resilience, and a growth mindset, are crucial for HR graduates to navigate dynamic work environments and respond to changing organizational needs. These competencies enable HR professionals to manage uncertainty, embrace new challenges, and continuously improve their approaches to problem-solving and decision-making.

Table 6*Satisfaction on Adaptive Skills*

Indicators	Mean	SD	Interpretation
1. Openness to change	3.55	0.62	Very Satisfied
2. Ability to work under minimal supervision (independence)	3.49	0.59	Very Satisfied
3. Ability to adapt and learn new skills and knowledge for job	3.51	0.56	Very Satisfied
Total	3.52	0.59	Very Satisfied

Hypothetical mean range: 1.00 – 1.75 – Very Low Satisfaction; 1.76 – 2.50 – Low Satisfaction; 2.51 – 3.25 – High Satisfaction; 3.26 – 4.00 – Very High Satisfaction

Under the Adaptive Skills table, the result showed that the highest-garnered indicator was found in indicator 1, which was openness to change, with a weighted mean of 3.55 and a standard deviation of 0.62. The lowest-garnered indicator was found in indicator 2, which was the ability to work under minimal supervision (independence), with a weighted mean of 3.49 and a standard deviation of 0.59, although it was still rated as "Very Satisfied."

The overall satisfaction rate for Adaptive Skills, with a weighted mean score of 3.52 and a standard deviation of 0.59, is interpreted as "Very Satisfied." This suggests that employers are highly satisfied with the graduates' ability to adapt to new situations, work independently, and continuously learn for job improvement.

The high rating for openness to change suggests that employees are receptive to new ideas and practices, which is critical in today's rapidly evolving workplace. According to the 2022 Employer Satisfaction Survey conducted by QILT, (2022). employers expressed significant satisfaction with graduates' adaptive skills, noting that adaptability is crucial for employees to navigate changes effectively. Furthermore, the ability to work independently under minimal supervision is vital for enhancing productivity and performance in modern workplaces. A study by Marques-Quinteiro et al. (2018) emphasizes that self-leadership positively influences employee adaptive performance and job satisfaction, particularly in rapidly changing environments.

Team-working skills. Team-working skills, such as collaboration, communication, and conflict resolution, are vital for HR graduates to build effective, cohesive teams within an organization. These competencies ensure HR professionals can foster a positive team dynamic, facilitate cooperation, and drive collective success in achieving organizational goals.

Table 7*Satisfaction on Team-working Skills*

Indicators	Mean	SD	Interpretation
1. Ability to work well in a group to achieve a goal	3.41	0.55	Very Satisfied
2. Relations with superiors and co-workers	3.52	0.63	Very Satisfied
3. Contribution to a group work	3.47	0.63	Very Satisfied
4. Networking skills	3.42	0.60	Very Satisfied
Total	3.45	0.60	Very Satisfied

Hypothetical mean range: 1.00 – 1.75 – Very Low Satisfaction; 1.76 – 2.50 – Low Satisfaction; 2.51 – 3.25 – High Satisfaction; 3.26 – 4.00 – Very High Satisfaction

The table showed that the indicator with the highest satisfaction was relations with superiors and co-workers (indicator 2), which had a weighted mean of 3.52 and a standard deviation of 0.63, interpreted as Very Satisfied. The indicator with the lowest satisfaction was the ability to work well in a group to achieve a goal (indicator 1), with a weighted mean of 3.41 and a standard deviation of 0.55, though it still fell under the Very Satisfied category.

The overall satisfaction result for Team-working Skills was a weighted mean of 3.45 and a standard deviation of 0.60, interpreted as Very Satisfied. This indicated that employees exhibited strong team-working abilities, which were crucial for organizational performance.

The high rating for relationships with superiors and co-workers suggests that employers value effective interpersonal dynamics within teams, which contribute to a collaborative work environment. A study by Al Sabei et al. (2022) emphasizes that positive relationships among team members enhance job satisfaction and overall team performance, where employers demonstrate satisfaction with their employees' ability to build strong working relationships, indicating a healthy team culture that fosters collaboration and support. Research conducted by Griffin et al. (2022) highlights that effective teamwork not only improves job satisfaction but also enhances the quality of work produced by teams. Their findings suggest that when employees feel they can contribute meaningfully within a team context, it leads to increased motivation and engagement, ultimately benefiting the organization as a whole.

Employability Skills. Employability skills, such as teamwork, problem-solving, adaptability, and time management, are crucial for HR graduates to succeed in dynamic work environments. These skills enhance their ability to meet workplace demands, fostering employer satisfaction and driving organizational success.

Table 8*Satisfaction on Employability Skill*

Indicators	Mean	SD	Interpretation
1. Attendance in work, meeting, and other official activities of the company	3.49	0.60	Very Satisfied
2. Ability to complete given task on time	3.52	0.61	Very Satisfied
3. Ability to handle stress and pressure on the job	3.61	0.59	Very Satisfied
Total	3.54	0.53	Very Satisfied

Hypothetical mean range: 1.00 – 1.75 – Very Low Satisfaction; 1.76 – 2.50 – Low Satisfaction; 2.51 – 3.25 – High Satisfaction; 3.26 – 4.00 – Very High Satisfaction

Under the employability table, showed that the indicator with the highest satisfaction was the ability to handle stress and pressure on the job (indicator 3), with a weighted mean of 3.61 and a standard deviation of 0.59, interpreted as Very High. This demonstrated employees' strong ability to manage job-related challenges effectively. The indicator with the lowest satisfaction was attendance at work, meetings, and other official activities of the company (indicator 1), with a weighted mean of 3.49 and a standard deviation of 0.60, though it still fell under the Very Satisfied category.

The overall satisfaction result for Employability Skills is a weighted mean of 3.54 and a standard deviation of 0.53, interpreted as Very Satisfied. This highlights the strong foundational skills employees bring to the workplace, contributing to overall organizational success.

The ability to handle stress and pressure indicates that employers value employees who can maintain performance under challenging circumstances. According to Abas and Imam (2016), employability skills significantly influence job performance and employee engagement, directly impacting how well employees manage stress in the workplace (Abas & Imam, 2016). Their research emphasizes that employees who possess strong employability skills are better equipped to navigate workplace challenges, resulting in higher job satisfaction and performance levels. Additionally, the ability to complete tasks on time is crucial for organizational efficiency. A study by Baharudin et al. (2023) highlights that employers prioritize punctuality and task completion as vital employability skills, noting that these competencies directly correlate with overall job performance. Their findings suggest that when employees consistently meet deadlines and attend work-related activities, it leads to enhanced productivity and a positive work environment.

Overall Satisfaction. The overall satisfaction of employers with HR graduates is influenced by various skill categories, including foundation, enterprise, technical and knowledge, adaptive, team-working, and employability skills. Each of these competencies plays a vital role in determining the graduates' ability to meet workplace demands and contribute effectively to organizational goals. The following table provides an overview of employer satisfaction across these skill areas.

Table 9

Overall Satisfaction

Indicators	Mean	SD	Interpretation
Foundation skill	3.51	0.57	Very Satisfied
Enterprise skill	3.55	0.62	Very Satisfied
Technical and knowledge skill	3.46	0.61	Very Satisfied
Adaptive skill	3.52	0.59	Very Satisfied
Team-working skill	3.45	0.60	Very Satisfied
Employability skill	3.54	0.58	Very Satisfied
Total	3.50	0.59	Very Satisfied

Hypothetical mean range: 1.00 – 1.75 – Very Low Satisfaction; 1.76 – 2.50 – Low Satisfaction; 2.51 – 3.25 – High Satisfaction; 3.26 – 4.00 – Very High Satisfaction

The results indicate strong overall satisfaction with the key skills evaluated, all of which are seen as essential for success in professional settings. The *enterprise skill* category (3.55) received the highest rating, reflecting employees' well-developed capabilities in business-related areas. *Team-working skills* (3.45), while the lowest among the indicators, remain in the Very Satisfied range, suggesting that team collaboration is highly valued but might have slight room for improvement compared to other skills.

This "Very Satisfied" rating across all areas highlights that the evaluated individuals possess the necessary skills to excel in the workplace, contributing significantly to overall performance and organizational success.

Employers particularly value the high ratings in enterprise skills, which encompass critical soft skills such as communication, teamwork, and adaptability. According to research by the Enterprise Skills Program (2023), these skills are increasingly recognized as vital for success in today's agile and technology-driven workplaces (Enterprise Skills Program, 2023). The study highlights that employers are looking for candidates who not only possess technical knowledge but also demonstrate strong interpersonal skills that enable effective collaboration and problem-solving within teams. Moreover, the high scores in employability skills underscore the importance of attendance, task completion, and stress management in enhancing job performance. A study by IntoJobs (2023) emphasizes that employability skills significantly boost job performance and career flexibility, making individuals more marketable in the job market (IntoJobs, 2023). The research indicates that employers prioritize these competencies when evaluating potential hires and current employees, reinforcing the notion that a well-rounded skill set leads to greater employee satisfaction and retention.

Some indicators in each factor must be enhanced, although the interpretation is very satisfactory. These indicators that need to be enhanced by the graduates do not negatively affect their performances. It gives them time to be more productive and efficient employees. Most employers give business graduates great satisfaction. It does not mean that the graduates should be stagnant in what the employers give to them as description. They must maintain and level up their performances to become effective and efficient employees. Let the graduates improve daily for the best performances they render to the institution. This remark can motivate the institution to produce more effective and efficient business graduates.

Improvement or Enhancement of the Graduates

The study's findings show that graduates' performance is recognized as "Very Satisfied," indicating their excellent suitability for success in the future. On the other hand, employer input points out areas that need improvement, especially in terms of enhancing graduates' abilities to meet expectations in the

workplace. For graduates to improve their talents, employers advise adding training seminars that emphasize technical, leadership, communication, and problem-solving abilities.

Graduates would be better prepared for challenges in the workplace thanks to these workshops, which would offer extra real-world experience not entirely addressed in academic curricula. Employers stress how important practical experience is. Information from the classroom is important, but success depends on using that information in real-world situations. Offering graduates practical experience through workshops and internships would increase their confidence and improve their preparedness for the workforce.

Findings and Conclusion

Summary of Findings

The following are the main results of the study based on the responses of the respondents during the survey.

1. What is the level of employers' satisfaction with Human Resource graduates regarding the following indicators:

- 1.1 Foundation Skill

With a weighted mean of 3.51 and a "Very Satisfied" interpretation, the skills that were rated the highest were the capacity to follow directions, speak, and perform basic arithmetic computations. All of the skills, even the lowest-ranked one (writing formal documents) at 3.50, are rated as "Very Satisfied," yet maintaining this extraordinary ability requires constant improvement.

- 1.2 Enterprise Skill

Innovation and creativity are the most highly ranked talent (3.56), while problem-solving is the least rated (3.54). Both are understood as "Very Satisfied." Overall, respondents show remarkable dedication, creativity, and problem-solving abilities, with little difference in ratings.

- 1.3 Technical and Knowledge Skill

Effective use of technology is evaluated as the least technical competence (3.39), while job-specific expertise is scored as the most (3.57). Employers are generally rather satisfied (3.46) with the technical skills of graduates, pointing to a small chance to improve their knowledge of technology.

- 1.4 Adaptive Skill

The flexibility, independence, and commitment to lifelong learning of graduates are often rated as highly satisfactory by employers (3.52). Working independently (3.49) and being open to change (3.55) are the two adaptive skills that are ranked highest, both receiving the rating of "Very Satisfied."

- 1.5 Team-working Skill

Overall, employees exhibit outstanding team-working abilities (3.45), which are critical for organizational performance. The highest-rated team-working talent is relations with superiors and coworkers (3.52), while the lowest-rated skill is group collaboration to achieve goals (3.41).

- 1.6 Employability Skill

Employees generally exhibit strong fundamental employability skills (3.54), which are critical to the operation of the company. Managing stress and pressure is the employability skill with the greatest rating (3.61), while attending work and official activities has the lowest rating (3.49). The rating is "Very Satisfied."

The level of employers' satisfaction Human Resource graduates, in terms of the overall results, the highest score for employer satisfaction with weighted mean of 3.55 and a standard deviation of 0.62 is Enterprise Skills. Team-working Skills had a mean score of 3.45 and a standard deviation of 0.60. The overall graduate employees' work and performance have weighted mean score of 3.50 and a standard deviation of 0.59, indicating that most employers were very satisfied with overall works and performances of the employees. The table shows that graduates need to improve their skills under 'Team-working Skills' to be more productive and cooperative employees.

2. What are the suggestions of the employers' for the improvement of the program?

To improve graduates' abilities and get them ready for the real-world experience, employers advise offering training sessions. Institutions may concentrate on these workshops in order to generate self-assured graduates who can work well with others and use their abilities to accomplish objectives, making sure they have the necessary experience and practical knowledge.

Conclusion

Graduates of the business administration program exhibit competencies that illustrate the program's quality. One important indicator of the program's success in getting students ready for the workforce is employer satisfaction. Positive feedback for Saint Columban College's education and training initiatives is indicated by the extremely high degree of satisfaction employers have with the skills demonstrated by its alumni. It shows how dedicated the program is to creating capable and skilled workers who are prepared to contribute to the workforce. As a result, maintaining the excellent

instruction and growth that students receive from the business administration curriculum is crucial. Additionally, to satisfy employer expectations and improve general satisfaction, it is advised that the department focus on the particular skills that received the lowest scores.

Recommendations

Based on the findings, the researchers endorse the following recommendation.

1. Employers or managers of human resource graduates encourage to focus on enhancing their skills and acquiring new knowledge and resources that improve their work performances and foster a positive work environment.
2. Graduates can access opportunity for advancement and developing their skills and personal and professional characteristic. Acquiring different kinds of remarks can help them bold a strong foundation they can use in their jobs. Boosting employer's satisfaction, performance and workplace reputation in business graduates by accessing opportunities for advancement and training.
3. The College of Business Education program is a significant factor that contributes to the performance of the employees in their workplace. Also, it provides a training ground for students to help them develop their abilities and prepare for jobs with greater responsibility. The institution must offer the necessary support and training for the program to be productive and efficient and generate Business graduates who are confident enough to compete.
4. Future researchers may empirically conduct on how to employers' satisfaction can be obtain towards the College of Business Education graduates in the institution and how to improve their social skill where the employers are looking for. The researchers suggest that future researchers how these results affect the performances of the graduates in their workplace as well as the institution or school where the graduates came from.

Acknowledgment

First, the researchers express their deepest gratitude to their most gracious, loving, and heavenly God. His strength, knowledge, and wisdom have been the guiding light throughout this research study, particularly in specific instances where His guidance was evident. The researchers are confident that His heavenly direction will continue to greatly aid their path.

Second, the researchers sincerely thank their parents, who have always been there during good times and bad and who always encourage them when they want to give up. The researchers are very grateful for their ongoing support of the requirements, but they also understand that it may make their study difficult.

Third, the researchers extend their heartfelt gratitude to Ms. Mylene P. Alfanta, CPA, their esteemed business research teacher and adviser. Her steadfast supervision and invaluable assistance have been essential to completing this study. With her continual assistance and expert ideas, this project is possible.

Fourth, the researchers would like to express their gratitude to Mr. Ace Virgel T. Batingal, CHRA, their research instructor, for all of his aid and encouragement in helping them to express their thoughts and writing abilities.

Lastly, the researchers express their profound gratitude to every research respondent for generously contributing their time and expertise to the project. The success and breadth of the research depend on their willingness to offer their experience and advice.

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