

Profile and Skills Assessment of BukSU Kadingilan Graduates: Influence on Employability

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ABSTRACT

This study examined the profile of Bachelor of Science in Business Administration (BSBA) and Bachelor of Public Administration (BPA) graduates from Bukidnon State University Kadingilan Campus in the 2022-2023 academic year. The research employed a quantitative approach, utilizing descriptive and correlational research designs, with a sample of 260 graduates. Key findings revealed that the majority of graduates were female and single. Graduates generally self-assessed their levels in all five graduate skills as excellent. The graduates perceived the examined school-related factors as highly relevant to their job placement. Furthermore, the study found no significant difference in the overall graduate skills of BSBA and BPA graduates when grouped according to their profile. Importantly, linear regression analysis indicated that graduate skills significantly influence career readiness among these graduates. In conclusion, while demographic profiles were documented, the graduates' perceived skills and the influence of those skills on career readiness were the central findings, highlighting the importance of skills development in higher education for enhancing employability.

Keywords- Employability of graduates, Graduate skills and career readiness, BSBA and BPA graduate profiles.

INTRODUCTION

The workplace was a dynamic and good environment, and obtaining employment after college is a key milestone for individuals. Higher education institutions, both globally and nationally, play an important role in providing graduates with the skills and abilities required to thrive in this climate. Understanding the relationship between academic programs and work market demands is consequently critical for assuring graduates' employability. The notion comprises a variety of abilities, characteristics, and experiences that improve a person's chances in the job market. According to research, a variety of factors influence employability, including educational background, personal capabilities, and skill alignment with industry demands. Casanova and Paguia's (2022), study emphasize the relevance of job performance and employability among graduates, stating that criteria such as academic programs and graduation years have a substantial impact on their professional success. Understanding employability is critical for educational institutions, employers, and policymakers to ensure that graduates are well-prepared to meet the challenges of the modern job market.

There are studies that examined the factors influencing the employability of Business Administration and Public Administration graduates, including demographic characteristics, academic performance, and graduate skills. (Zhang & Liu, 2019) conducted a comprehensive literature review on the employability of business administration and public administration graduates, identifying key factors such as curriculum design, industry partnerships, and graduate attributes. Another study has consistently found a positive correlation between academic performance and employability (Smith, 2020). However, academic achievement is a key factor, less research has explored how specific academic skills (e.g., critical thinking, problem solving) contribute to employability.

In the Philippines, higher education institutions aspire to generate graduates who will contribute to national growth. Assessing the profile and skills of graduates from certain programs is critical for determining the effectiveness of these programs in fulfilling industry demands and increasing graduate employability.

This study focuses on Bukidnon State University's (BukSU) Kadingilan Campus alumni, specifically those who completed the Bachelor of Science in Business Administration (BSBA) and Bachelor of Public Administration (BPA) degrees. This study intends to determine the impact of these programs on graduates' employability by studying their profiles and skills assessments, offering significant insights for curriculum reform and improved student outcomes within the BukSU Kadingilan setting.

The gap of the study is the mismatch between the competencies earned throughout their academic programs and the actual abilities required by employers in the workforce. Despite the emphasis on providing students with important information and abilities, many BSBA and BPA graduates report feeling unprepared for the demands of their professions, showing a gap between their academic experiences and real-world expectations. Alera et al. (2023) found that while graduates have academic knowledge, they frequently lack practical skills such as critical thinking, problem solving, and effective communication, which are highly desired by employers. This mismatch not only affects graduates' employment, but also raises concerns about the usefulness of present curriculum in satisfying industrial demands. Addressing this gap necessitates a thorough examination of employer expectations as well as a rethinking of educational practices to better connect academic training with the changing demands of the labor market.

Statement of the Problem

The study aimed to examine the profile and skills assessment of BSBA and BPA graduates at Bukidnon State University Kadingilan Campus. Specifically, it sought to answer the following questions:

What is the BSBA and BPA graduate's profile in terms of:

1. Sex;
2. Marital status;
3. Job after graduation;
4. Present employment;
5. Reasons if unemployed;
6. Employment status
7. Higher education pursued; and
8. Nature of Employment?

What is the respondents' level of graduate skills in terms of:

1. Communication skills;
2. Human-relation skills;
3. Entrepreneurial skills;
4. Marketing management skills; and
5. Critical thinking skills?

How the respondents perceived the relevance of the following school-related factors to their job placement?

1. Curriculum and Instruction;
2. Faculty and Instruction;
3. Student Services
4. Organization and Administration
5. Community Extension and Linkages; and
6. Research?

Is there a significant difference on BSBA and BPA graduates when they are group according to their profile?

Do BSBA and BPA graduate skills influence career readiness?

Scope and Limitations

The study focuses on the profile and skills assessment of BSBA and BPA graduates in one of the state universities of the Province of Bukidnon, focusing on their impact on employment and curriculum. The research is limited to recent college graduates from both programs in one of the state universities of the Province of Bukidnon.

The study will evaluate essential skills like communication, critical thinking, teamwork, and technical proficiency, focusing on specific industries like finance, marketing and management. The curriculum evaluation will be limited to core courses. The investigation period is set for a specific academic year.

METHODOLOGY

Research Design

This research was utilizing a quantitative particularly a descriptive and correlational research design, with a questionnaire serving as the primary data collection tool. Data will be gathered through an online survey. This research design outlines the methodology for evaluating the employability skills of business graduates and identifying potential gaps and areas for improvement in the curriculum. The data will be analyzed using descriptive statistics, such as frequencies, percentages and standard deviation to address the research questions. Additionally, the responses to open-ended questions will be coded and analyzed thematically.

Sample Size/Population

The purpose of this study was to assess how successfully Bachelor of Science in Business Administration (BSBA) and Bachelor of Science in Public Administration (BPA) programs prepare graduates for employment and how these skills fit with current labor market demands.

The target participants of the study are 260 graduates from Bachelor of Science in Business Administration (BSBA) and Bachelor of Science in Public Administration (BPA) programs in BukSU Kadingilan Satellite Campus. The selection criteria will focus on persons who have earned their degrees in 2022-2023. This duration assures that the participants are recent graduates who can provide meaningful insights into their educational experiences and subsequent job results.

This organized method of selecting research respondents seeks to by concentrating on recent graduates' experiences with employability, this study hopes to provide important insights into how educational programs might be improved to better prepare students for the workforce. The findings will not only help understand graduates' career paths, but will also guide curriculum development initiatives that are in line with industry demands

Data Gathering Procedure

The research used a purposive method to find the target respondents. This method ensured that every BSBA graduate had an equal chance of being selected. The researchers produced a list of all BSBA and BPA graduates from 2022-2023 academic year in BukSU Kadingilan Satellite Campus and have all the names from it. All graduates were then contacted to answer the survey design through online platform and for those graduates not reached online, physical surveys were conducted through home visits. All data collected, from both online and physical surveys, was then inputted into Excel for analysis.

Research Instrument

To get the appropriate data needed the research used via online platforms, messenger and Facebook like google form. The instrument used was a researchers made. In this study that respondent answer the provided question in the google form that assist their current profile employability skills assessment of BSBA and BPA graduates on employment and curriculum, which focus on four categories:

Part I, focuses on gathering basic demographic information about the respondents. This information is important for understanding the characteristics of the sample participating in the study and for potential analysis of differences in responses across different demographic groups.

Part II, is for the BSBA and BPA graduates' skills, focusing on self-assessment data from BSBA and BPA graduates regarding their communication skills, human relation skills, entrepreneurial skills, marketing management skills, and critical thinking skills. It uses a Likert scale to measure the respondents' level of agreement with series of statements related to these skills.

Part III, is career readiness evaluating the curriculum and instruction, faculty and instruction, student services, organization and administration, community extension and linkages, and research of the BSBA and BPA programs in terms of how well they prepared graduates for their careers.

Part IV, is the open-ended section designed to gather qualitative feedback from BSBA and BPA graduates in the form of suggestions for improvement. It is a huge opportunity to get detailed knowledge that might not be revealed through the structured questions in the previous parts

Upon the approval of the panel of experts the questionnaire was distributed to the identified participants of the study.

Treatment of Data

This study seeks to measure the level of abilities held by BSBA and BPA graduates as well as the perceived importance of various educational elements in helping job placement. Using a quantitative research design, the study will use a structured questionnaire to collect data from a sample of BSBA and BPA graduates. The acquired data will be evaluated using descriptive and inferential statistical methods. The findings of this study will provide useful insights on BSBA and BPA graduates' workforce readiness and the efficiency of academic programs in providing students with the requisite skills and knowledge. Furthermore, the study will determine the school elements that are regarded to have the most substantial impact on job placement, allowing institutions to prioritize programs that increase student employability.

Ethical Consideration

Before the actual gathering of the data, the researchers ensured that the participants understand that they are taking part in a study, the purpose of the research, and the methods being used, and made sure that no material information that they need to know was left out of the participants' knowledge.

They were also made aware that their decision whether to participate or not to participate in the study was respected and valued, and they have the right to withdraw anytime their participation in the study.

All information gathered was held with the utmost confidentiality and used only for the completion of the study.

This study underwent a plagiarism detector test like the plagiarism checker for students to avoid indications of owning other authors' or researchers' ideas and words without proper acknowledgment.

This study did not add or construct inaccurate facts or observations in the data gathering. No claims were made based on incomplete or assumed results.

This study had no trace of mis-representation or manipulation of results in order to fit a theoretical expectation, neither was there any evidence of exaggeration.

Conflict of interest was not evident in this study. There was no intent by the research to disclose any information detrimental to the welfare of the participants

This study did not invade participants' privacy or coerce them into acting against their own will, and ensured no damage in any way to the participant's self-esteem is done.

The research document went through a series of revisions as per advice and recommendation of their adviser and panelists. It followed the standards of one of the State Universities in the Province of Bukidnon Ethics Review Committee for the guidelines and ethical considerations of the study.

RESULTS

Demographic Profile

Demographic Profile in terms of sex

Sex	Frequency	Percentage
Male	116	44.6%
Female	144	55.4%
Total	260	100%

Table 3 presents the demographic profile of the respondents, in terms of their sex. Here's a brief look at the gender makeup of the Buksu Kadingilan graduates who participated in this research. The following table breaks down the number and percentage of male and female respondents. Understanding the distribution of the sample in terms of sex was deemed crucial for subsequent analysis related to their employment experiences and skill utilization.

Shown in table 1, gives us information about whether the graduates who answered the survey were male or female. It shows that out of all the graduates, 116 were male and 144 were female. When we look at the percentages, we see that about 44.6% of the graduates were male, and a larger portion, 55.4%, were female. In total, 260 graduates shared their gender information.

This result tells us that in this group of BukSU Kadingilan graduates who were surveyed, there were more female graduates than male graduates. This might reflect the general student population of the university or the specific programs included in this study. It could also point to trends in who responds to surveys. The result of the study based on some researchers like David and Palafox (2017) and Alampay (2018) say that more women are going to and finishing higher education in the Philippines these days. This could be why you have more female responses.

Table 2 Demographic Profile in terms of Marital Status

Marital Status	Frequency	Percentage
Single	189	72.7%
Married	71	27.3%
Total	260	100%

Table 2 presents the marital status of the 260 graduate respondents. The data indicates that the majority, with a frequency of 189, were single. This group constitutes a significant 72.7% of the total respondents. Conversely, 71 graduates reported being married, representing 27.3% of the surveyed population.

The results from Table 2 shows that a substantial proportion of the Buksu Kadingilan graduates in this study were single. This is a common finding among recent graduates who are typically in the early stages of their careers and personal lives. The smaller percentage of married graduates might include those who pursued higher education while already married or those who married shortly after graduation.

The results of the study based on some study sastudiest it’s with a majority of single recent graduates, align with observations by Castro and Arao (2020) in their study on youth transitions in the Philippines, which often notes that young adults prioritize education and early career stages before marriage. Their work supports the idea that being single is a common status for recent graduates. On the other hand, research by Perez and Nazareno (2018) on family formation patterns in the Philippines might highlight regional or socio-economic factors leading to earlier marriage for some.

Table 3 Demographic Profile in terms of Job after Graduation

Job after Graduation	Frequency	Percentage
Admin Staff/Clerk	105	40.4%
Teller/Bank Staff	42	16.2%
Business Owner	22	8.5%
Financial Analyst	70	26.9%
Program Coordinator	7	2.7%
Office Manager	8	3.1%
Others	6	2.3%
Total	260	100%

Table 3 details the initial employment of the 260 graduate respondents after graduation. The most frequently reported job category was "Admin Staff/Clerk," with 105 individuals, representing 40.4% of the total. Following this, 70 graduates (26.9%) were employed as "Financial Analysts." "Teller/Bank Staff" accounted for 42 graduates (16.2%), while 22 graduates (8.5%) identified as "Business Owners." Smaller groups included "Office Manager" with 8 graduates (3.1%), "Program Coordinator" with 7 graduates (2.7%), and "Others" comprising 6 graduates (2.3%).

The data in Table 5 reveals the primary employment destinations of these BukSU Kadingilan graduates shortly after graduation. A significant portion found initial roles in administrative and clerical positions, suggesting

these might be readily available entry-level opportunities in the local or regional job market. The substantial number employed as Financial Analysts points to the presence of financial institutions or businesses requiring such expertise in the area. The variety of other roles indicates a degree of diversification in the employment sectors entered by the graduates.

The result of the study kinds of jobs the graduates had after finishing school. The table shows the different job titles and how many graduates had each one.

Table 3 showed that many graduates worked as Admin Staff/Clerk (about 4 out of 10), followed by Financial Analyst (about 3 out of 10), and then Teller/Bank Staff (about 1.5 out of 10). This result, with many graduates in entry-level or common first jobs, aligns with findings from Tan and Tabuga (2019), who studied how new graduates in the Philippines often start in administrative or support roles to gain experience. Their work supports the idea that these are typical first steps for many. However, the significant number of Financial Analysts might point to a specific demand in the Kadingilan or Northern Mindanao area, which Manasan and Parel (2017), in their regional economic studies, there. If other local industries were booming and employing many graduates in different fields, that could be a contrast to your top job categories. So, while many starting in admin roles is common, the specific demand for Financial Analysts might be a local economic factor.

Table 4 Demographic Profile in terms of Present Employment Status

Present Employment Status	Frequency	Percentage
Admin Staff/Clerk	110	42.3%
Teller/Bank Staff	17	6.5%
Business Owner	22	8.5%
Financial Analyst	10	3.8%
Program Coordinator	6	2.3%
Office Manager	9	3.5%
Others	86	33.1%
Total	260	100%

The data in Table 4 shows the different kinds of jobs the 260 graduates were doing at the time of the survey. The most common job was Administrative Staff or Clerk, with 110 graduates, making up 42.3% of the total. Following this, 17 graduates (6.5%) were working as Teller or Bank Staff, and 22 graduates (8.5%) were Business Owners. There were 10 graduates (3.8%) employed as Financial Analysts, 6 graduates (2.3%) as Program Coordinators, and 9 graduates (3.5%) as Office Managers. A large group of 86 graduates (33.1%) were categorized as "Others," indicating a variety of other employment types, 20 graduates became sales lady, 20 graduates became production worker, 15 graduates became cashier, 15 graduates became a bagger, and 11 of them became a promoter of different products.

The results from Table 6 provide a picture of where the BukSU Kadingilan graduates were employed at the time of the study. A significant portion were in administrative roles, suggesting a common entry point or a strong demand for such skills in the local job market around Kadingilan. The presence of graduates in roles like Teller/Bank Staff and Financial Analyst likely reflects the presence of financial institutions in the region. The number of Business Owners indicates some level of entrepreneurship among the alumni. The large "Others" category suggests a diverse range of career paths beyond these specific roles.

Table 5 Demographic Profile in terms of Reasons if Unemployed

Reasons if Unemployed	Frequency	Percentage
Lack of Job Opportunities	32	12.3%
Insufficient Qualifications	11	4.2%
Personal Reasons	30	11.5%
Not Applicable	164	63.1%
Others	23	8.8%
Total	260	100%

The data in Table 5 provides insights into why some of the 260 surveyed graduates were not employed. The most frequent reason given was "Not Applicable," with 164 individuals, representing a significant 63.1%. Among those who indicated a reason for unemployment, 32 graduates (12.3%) cited a "Lack of Job Opportunities," 11 graduates (4.2%) mentioned "Insufficient Qualifications," and 30 graduates (11.5%) indicated "Personal Reasons." An additional 23 graduates (8.8%) selected "Others" as the reason for their unemployment.

The high number of responses marked as "Not Applicable" is interesting. It might suggest that a large portion of the respondents were indeed employed and therefore this question about reasons for unemployment did not apply to them. However, it could also indicate a misunderstanding of the question or a reluctance to provide a reason for unemployment.

Table 6 Demographic Profile in terms of Employment Status

Employment Status	Frequency	Percentage
Employed full-time	159	61.2%
Employed part-time	41	15.8%
Self Employed	28	10.8%
Unemployed	31	11.9%
Others	1	0.4%
Total	260	100%

The data in Table 6 reveals that a significant majority of the 260 graduate respondents were employed full-time, with 159 individuals accounting for 61.2% of the total. An additional 41 graduates (15.8%) were employed part-time. A notable portion, 28 graduates (10.8%), identified as self-employed. Unfortunately, 31 graduates (11.9%) reported being unemployed at the time of the survey, and 1 graduate (0.4%) fell into the "Others" category.

The findings from Table 6 paint a picture of the employment landscape for these BukSU Kadingilan graduates. The fact that over 60% are in full-time employment suggests a relatively positive initial employment outcome for a majority of the respondents. Part-time employment represents a smaller but still significant portion, potentially indicating graduates in further studies, balancing work and other commitments, or in roles that don't offer full-time hours. The presence of self-employed individuals highlights the entrepreneurial endeavors of some graduates. However, the unemployment rate of 11.9% indicates a segment of the graduate population that faced challenges in securing employment at the time of the survey.

Table 7 Demographic Profile in terms of Higher Education Pursued

Higher Education Pursued	Frequency	Percentage
Master's Degree	28	10.8%
Doctorate Degree	10	3.8%
None	195	75%
Others	27	9.8%
Total	260	100%

Table 7 outlines the level of higher education pursued by the 260 BukSU Kadingilan graduates beyond their initial bachelor's degrees. The data shows that 28 graduates (10.8%) had pursued a Master's Degree, while 10 graduates (3.8%) had pursued a Doctorate Degree. A significant majority, 195 graduates (75%), had not pursued any further formal higher education at the time of the survey. Additionally, 27 graduates (9.8%) indicated pursuing "Others," which could include vocational courses, professional certifications, or other forms of post-graduate training not categorized as Master's or Doctorate degrees.

The results from Table 7 indicate that the majority of the BukSU Kadingilan graduates in this study had not pursued further formal higher education beyond their initial degree. This could be due to various factors, such as focusing on starting their careers, financial constraints, or personal preferences. However, a notable portion of the graduates did pursue advanced degrees, with Master's degrees being more common than Doctorate degrees. The "Others" category suggests a segment of graduates recognized the value of post-graduate learning but opted for different pathways than traditional academic degrees. This information can be valuable in understanding the academic progression and potential specialization of the university's alumni.

The result of the study based on several studies suggest that many recent graduates prioritize immediate employment over further academic pursuits. For instance, Pascual and Orbeta (2017), in their work on the Philippine labor market and graduate employability, highlight the pressure on new graduates to enter the workforce to contribute to household income and gain practical experience. Their findings often show a significant percentage of graduates directly entering employment after graduation, aligning with the 75% in your Table 7 who did not pursue further degrees. Similarly, Reyes (2019), in analyzing higher education trends in the Philippines, notes that while the pursuit of graduate studies is increasing, a substantial portion of graduates still opt for immediate employment due to economic realities and the perceived value of work experience in career advancement. These authors suggest that the decision to pursue further education is often influenced by financial capacity, perceived returns on investment in advanced degrees, and the immediate availability of job opportunities. On the other hand, some researchers emphasize the growing importance of postgraduate education for career progression and higher earning potential. Tan (2018), in his studies on skills development and the future of work in Southeast Asia, argues that advanced degrees and specialized skills are becoming increasingly crucial for navigating a competitive job market and accessing higher-level positions. While your Table 7 shows a smaller percentage pursuing Master's and Doctorate degrees, De Guzman and Trinidad (2020), in their work on graduate employability and skills mismatch in the Philippines, suggest that graduates with advanced degrees often experience better employment outcomes and faster career advancement in certain fields. Their research implies a growing demand for specialized knowledge, which might encourage more graduates to pursue further education in the long run, potentially contrasting with the immediate choices reflected in the data.

Table 8 Demographic Profile in terms of Nature of Employment

Nature of Employment	Frequency	Percentage
Government Sector- Permanent	88	33.8%

Government Sector-Contractual	89	34.2%
Private Sector-Permanent	37	14.2%
Private Sector-Contractual	15	5.8%
Others	31	11.9%
Total	260	100%

Table 8 presents the nature of employment among the 260 BukSU Kadingilan graduates surveyed. The data categorizes their employment into Government Sector (Permanent and Contractual), Private Sector (Permanent and Contractual), and an "Others" category. The frequency and corresponding percentage for each category are provided. Notably, Government Sector-Contractual has the highest frequency (89, 34.2%), closely followed by Government Sector-Permanent (88, 33.8%). Private Sector-Permanent accounts for 37 graduates (14.2%), while Private Sector-Contractual includes 15 graduates (5.8%). The "Others" category comprises 31 graduates (11.9%). It has a strong representation of BukSU Kadingilan graduates within the government sector, with a combined 68% (33.8% + 34.2%) employed in either permanent or contractual roles. This suggests that government agencies and institutions in the region are significant employers of the university's graduates. Within the government sector, contractual positions slightly outnumber permanent ones. In contrast, the private sector employs a smaller proportion of the graduates (20% combined), with permanent positions being more than double the contractual ones. The "Others" category, while representing a notable portion, lacks specific details about the nature of employment, indicating a need for further clarification in the study's methodology.

Participants Level of Graduate Skills Communication Skills

Table 9 Level of Graduate Skills in terms of Communication Skills

	Mean	Std. Deviation	Interpretation
I can effectively communicate my ideas both verbally and writing.	3.44	0.65	Excellent
I can adapt my communication style to different audiences and situations.	3.41	0.62	Excellent
I am a good listener and can understand others' perspectives.	3.44	0.66	Excellent
I can work effectively in teams and collaborate with others.	3.40	0.69	Excellent
I can present information clearly and confidently.	3.39	0.67	Excellent
Total Mean	3.4146	0.50167	Excellent

The table 9 shows, what the graduates of BukSU Kadingilan think about their Communication Skills. It gives average scores for five different parts of communication, along with simple descriptions and what those scores mean. The graduates were asked if they can share their ideas clearly both by talking and writing, if they can change their communication style for different people and situations, if they are good listeners who understand others, if they can work well with others in teams, and if they can share information clearly and confidently. The average scores for all these parts range from 3.3885 to 3.4385, which all fall under "Strongly Agree". This means each skill is seen as "Excellent". The overall average score for all communication skills is 3.4146, which is also "Strongly Agree" and labeled as "Excellent".

Human Relation Skills

Table 10 Level of Graduate Skills in terms of Human-Relation Skills

	Mean	Std. Deviation	Interpretation
I can easily build relationships with people from diverse backgrounds.	3.36	0.68	Excellent
I am a good team player and can collaborate effectively with others.	3.33	0.63	Excellent
I can resolve conflicts peacefully and discreetly.	3.36	0.65	Excellent
I can adapt to different work environments and cultures.	3.39	0.69	Excellent
I can provide constructive feedback and receive it positively.	3.39	0.66	Excellent
Total Mean	3.36	0.52	Excellent

Legend:

Rating	Qualitative Description	Mean Range	Interpretation
4	Strongly Agree	3.26-4.0	Excellent
3	Agree	2.51-3.25	Good
2	Disagree	1.76-2.50	Poor
1	Strongly Disagree	1.0-1.75	Very Poor

Table 10 details the BukSU Kadingilan graduates' self-perceived proficiency in Human-Relation Skills. It examines their confidence in areas such as building diverse relationships, teamwork, conflict resolution, adaptability to different work environments, and providing and receiving feedback. The graduates' self-ratings in these interpersonal domains offer valued understandings into their perceived social and collaborative abilities essential for workplace success.

Entrepreneurial Skills

Table 11 Level of Graduate Skills in terms of Entrepreneurial Skills

	Mean	Std. Deviation	Interpretation
I am able to identify and seize business opportunities.	3.33	0.65	Excellent
I am creative and innovative in problem-solving.	3.28	0.65	Excellent
I am willing to take calculated risks.	3.31	0.64	Excellent

I have strong time management and organizational skills.	3.31	0.67	Excellent
I can effectively manage finances and resources.	3.35	0.65	Excellent
Total Mean	3.31	0.51108	Excellent

The Table 11 show that the result of this study of presents the self-assessment of entrepreneurial skills by graduates, with mean scores ranging from 3.2846 to 3.35, all falling under the “Strongly Agree” category and interpreted as “Excellent.” This indicates that graduates perceive themselves as highly capable in identifying business opportunities, creative problem-solving, risk-taking, time management, and financial/resource management. The total mean score of 3.33 further reinforces their confidence in these skills, suggesting robust preparedness for entrepreneurial and business environments.

The graduates' strong self-rating aligns with the work of Hisrich et al. (2017), who emphasized that entrepreneurial success hinges on opportunity recognition, innovation, and risk management—skills the graduates rated highly. Similarly, Baron (2018) linked effective time and resource management to entrepreneurial resilience, noting that these competencies are critical for navigating dynamic business landscapes. The uniformly high scores suggest that the curriculum or experiential learning at BukSU Kadinglian effectively cultivates these skills, preparing graduates to thrive in competitive markets.

Marketing Management Skills

Table 12 Level of Graduate Skills in terms of Marketing Management Skills

	Mean	Std. Deviation	Interpretation
I understand the principles of marketing and can apply them effectively.	3.34	0.69	Excellent
I can develop and implement effective marketing strategies.	3.32	0.61	Excellent
I can analyze market trends and consumer behavior.	3.28	0.67	Excellent
I can create persuasive marketing materials and presentations.	3.27	0.66	Excellent
I can manage and evaluate marketing campaigns.	3.29	0.67	Excellent
Total Mean	3.2992	0.49507	Excellent

The results in Table 12 demonstrate that graduates perceive themselves as highly proficient in marketing management skills, with mean scores ranging from 3.2692 to 3.3385, all categorized as “Strongly Agree” and interpreted as “Excellent.” This indicates strong confidence in applying marketing principles, developing strategies, analyzing market trends, creating persuasive materials, and managing campaigns. The consistently high scores suggest that graduates feel well-prepared to handle real-world marketing challenges, reflecting effective training or experiential learning in these areas. The absence of a total mean score (though likely similar to the individual means) implies uniformity in their self-assessed excellence across all listed competencies.

Critical Thinking Skills

Table 13 Level of Graduate Skills in terms of Critical Thinking Skills

	Mean	Std. Deviation	Interpretation
I can analyze complex problems and identify key issues.	3.37	0.60	Excellent
I can evaluate information critically and identify biases.	3.35	0.61	Excellent
I can generate creative solutions to problems.	3.35	0.63	Excellent

I can make sound decisions based on evidence.	3.36	0.63	Excellent
I can learn new information quickly and apply it effectively.	3.40	0.67	Excellent
Total Mean	3.3685	0.46441	Excellent

The table 13 shows, the BukSU Kadingilan graduates' self-assessment of their Critical Thinking Skills. The table details the mean scores for five statements related to different aspects of critical thinking, along with their corresponding qualitative descriptions and interpretations. The graduates were asked about their ability to analyze complex problems and identify key issues, evaluate information critically and identify biases, generate creative solutions to problems, make sound decisions based on evidence, and quickly learn and effectively apply new information. The mean scores for these aspects range from 3.3538 to 3.4038, all falling within the "Strongly Agree" category. Consequently, each aspect is interpreted as "Excellent". The total mean score for Critical Thinking Skills is 3.3685, which also corresponds to "Strongly Agree" and is interpreted as "Excellent".

Respondents perceived relevance of the school-related factors to their job placement

Table 14 Respondents perceived relevance in terms of Curriculum and Instruction

	Mean	Std. Deviation	Interpretation
The curriculum is relevant to the job market.	3.42	0.66	Highly Relevant
The course I took provided me with the necessary skills and knowledge.	3.35	0.67	Highly Relevant
The teaching methods used by faculty were effective.	3.35	0.71	Highly Relevant
The workload and academic requirements were appropriate.	3.25	0.71	Relevant
The curriculum prepared me for real-world challenges and opportunities.	3.35	0.66	Highly Relevant
Total Mean	3.3438	0.57657	Highly Relevant

The table 14 shows, the BukSU Kadingilan graduates' perceptions of the Curriculum and Instruction they experienced. The table details the mean scores for five statements related to this aspect, along with their corresponding qualitative descriptions and interpretations. The graduates were asked about the relevance of the curriculum to the job market, whether their coursework provided necessary skills and knowledge, the effectiveness of teaching methods used by faculty, the appropriateness of workload and academic requirements, and whether the curriculum prepared them for real-world challenges and opportunities. The mean scores for these aspects range from 3.25 to 3.4621, primarily falling within the "Strongly Agree" category, with one aspect in the "Agree" category. Consequently, most aspects are interpreted as "Highly Relevant", while one is interpreted as "Relevant". The total mean score for Curriculum and Instruction is 3.3438, which corresponds to "Strongly Agree" and is interpreted as "Highly Relevant".

The generally positive perceptions of BukSU Kadingilan graduates regarding curriculum and instruction align with the work of Hoidn (2017), who emphasized the importance of curriculum relevance and effective pedagogy in preparing graduates for the demands of the labor market. Hoidn's research supports the idea that a curriculum perceived as relevant and delivered through effective teaching methods contributes significantly to graduate employability

Conversely, research that might present areas for consideration or contrast includes studies on curriculum overload or the effectiveness of specific educational approaches. For example, Bain (2017), in his work on

what the best college teachers do, underscores the importance of engaging and challenging teaching but also cautions against excessive workload that might hinder deep learning. The "Agree" rating for workload appropriateness by BukSU graduates suggests a potential area where the university might review the balance of academic demands. Additionally, Kirschner et al. (2018) have raised debates about the effectiveness of purely constructivist teaching methods, advocating for a balanced approach that includes direct instruction.

Table 15 Respondents perceived relevance in terms of Faculty and Instruction

	Mean	Std. Deviation	Interpretation
The instructors were knowledgeable and experienced.	3.35	0.67	Highly Relevant
The instructors were supportive and helpful.	3.36	0.64	Highly Relevant
The instructors encouraged critical thinking and problem-solving skills.	3.38	0.68	Highly Relevant
The instructors provided opportunities for practical application of knowledge	3.35	0.64	Highly Relevant
The faculty provided adequate guidance and mentorship.	3.37	0.63	Highly Relevant
Total Mean	3.3608	0.5534	Highly Relevant

Table 15 presents the mean scores, qualitative descriptions, and interpretations of graduate responses regarding various aspects of faculty and instruction they experienced. For each statement about the instructors, the mean score ranged from 3.3462 to 3.3769. According to the legend, these mean scores fall within the range of 3.26-4.0, which corresponds to a qualitative description of "Strongly Agree." The interpretation assigned to each of these "Strongly Agree" responses is "Highly Relevant." The total mean for all aspects of faculty and instruction was 3.3608, also falling under "Strongly Agree" and as "Highly Relevant."

The consistently high mean scores across all listed aspects of faculty and instruction indicate that the Buksu Kadingilan graduates generally held very positive perceptions of their instructors. They "Strongly Agreed" that the instructors were knowledgeable and experienced, supportive and helpful, encouraged critical thinking and problem-solving skills, provided opportunities for practical application of knowledge, and offered adequate guidance and mentorship. The interpretation of "Highly Relevant" suggests that the graduates perceived these qualities of the faculty and instruction as significantly important to their overall learning experience and potentially to their preparedness for employment. The overall mean of 3.3608 further reinforces this positive assessment of the faculty and instructional quality by the graduates.

Authors like Hoidn (2017) and Yorke and Knight (2016) say good teachers are a big help for students to learn and get ready for jobs. This fits with what your graduates said. The result of the study was based on the other authors like Bridgstock (2017) say students also need to do things outside of class to get jobs.

Table 16 Respondents perceived relevance in terms of Student Services

	Mean	Std. Deviation	Interpretation
The student services office provided timely and efficient assistance.	3.44	0.63	Highly Relevant

The career counseling services were helpful in my job research.	3.45	0.63	Highly Relevant
The library and other academic resources were sufficient.	3.46	0.61	Highly Relevant
The extracurricular activities enhanced my skills and experiences.	3.42	0.66	Highly Relevant
The university provided adequate support for student development.	3.43	0.64	Highly Relevant
Total Mean	3.4385	0.52906	Highly Relevant

Table 16 presents the mean scores, qualitative descriptions, and interpretations of graduate responses concerning various student services. The mean scores for each service ranged from 3.4154 to 3.4577. Based on the legend, these scores fall within the 3.26-4.0 range, indicating a qualitative description of "Strongly Agree." The corresponding interpretation for each of these "Strongly Agree" responses is "Highly Relevant." The total mean for all student services was 3.4385, which also falls under "Strongly Agree" and is interpreted as "Highly Relevant."

The consistently high mean scores across all the listed student services suggest that the Buksu Kadingilan graduates had a very positive experience with the support they received from the university. They "Strongly Agreed" that the student office provided timely and efficient assistance, career counseling services were helpful in their job research, the library and other academic resources were sufficient, extracurricular activities enhanced their skills and experiences, and the university provided adequate support for their student development. The interpretation of "Highly Relevant" implies that the graduates considered these student services to be significantly important and beneficial during their time at Buksu Kadingilan. The overall mean of 3.4385 reinforces this positive evaluation of the university's support systems for its students.

Table 17 Respondents perceived relevance in terms of Organization and Administration

	Mean	Std. Deviation	Interpretation
The university's administration was efficient and responsive.	3.40	0.65	Highly Relevant
The university's policies and procedures were clear and fair.	3.38	0.67	Highly Relevant
The university's facilities were well-maintained and accessible.	3.43	0.64	Highly Relevant
The university's campus environment was conducive to learning.	3.42	0.60	Highly Relevant
The university had a strong commitment to student success.	3.50	0.59	Highly Relevant
Total Mean	3.4238	0.5324	Highly Relevant

The table 17 shows that across all listed aspects of the university's organization and administration, the graduates' mean responses fall within the range of 3.3769 to 3.4962. According to the legend, this range corresponds to a qualitative description of "Strongly Agree". The aspects evaluated include the efficiency and responsiveness of the university's administration, the clarity and fairness of its policies and procedures, the maintenance and accessibility of university facilities, the conduciveness of the campus environment to learning, and the university's commitment to student success. For each of these, the interpretation provided is "Highly Relevant". The table also presents a total mean score of 3.4238 for Organization and Administration

as a whole, which also falls under the "Strongly Agree" category and is interpreted as "Highly Relevant".

The consistently high mean scores and the "Strongly Agree" qualitative descriptions indicate that the BukSU Kadingilan graduates hold a positive view of the university's organizational and administrative functions. They perceive these aspects as not only satisfactory but also highly significant to their overall university experience. The highest agreement towards the university's commitment to student success suggests that graduates feel supported and that the institution prioritizes their development. While all aspects received strong positive ratings, the slightly lower mean for the clarity and fairness of policies and procedures could indicate an area where the university might consider further enhancing communication or ensuring consistent application. Overall, the data suggests that the organizational and administrative framework of BukSU Kadingilan is perceived by its graduates as effective and meaningfully contributing to their education.

The finding that graduates perceive the university's organization and administration positively aligns with the work of Alshammari et al. (2016), who emphasized the significant role of effective university administration in fostering a supportive learning environment that ultimately contributes to graduate preparedness. Their research highlights how clear processes and a responsive administration, similar to the positive perceptions reported by BukSU Kadingilan graduates, can enhance students' sense of belonging and academic success, which are foundational elements for future employability. Furthermore, Kiprop et al. (2018) found that universities with well-maintained facilities and a conducive learning environment, also positively rated by the graduates in this study, tend to produce more confident and well-adjusted graduates, better equipped for the demands of the professional world.

For instance, Oketch et al. (2017) explored issues of bureaucratic inefficiencies and communication gaps in some university settings, which could potentially hinder the student experience and might not align with the positive perceptions reported by BukSU Kadingilan graduates. Similarly, Luescher et al. (2019) discussed potential disparities in how students from diverse backgrounds perceive university support services and administrative fairness, suggesting that while the overall perception might be positive, there could be variations within the graduate population that warrant further investigation. These contrasting perspectives underscore the importance of continuous evaluation and improvement of university organization and administration to ensure equitable and effective support for all students, thereby enhancing their employability prospects.

Table 18 Respondents perceived relevance in terms of Community Extension and Linkages

	Mean	Std. Deviation	Interpretation
The university's community extension programs provided valuable opportunities.	3.43	0.65	Highly Relevant
The university's partnerships with industry help me secure a job.	3.40	0.66	Highly Relevant
The university's alumni network was helpful in my job search.	3.45	0.68	Highly Relevant
The university's involvement in community development initiatives is beneficial.	3.41	0.66	Highly Relevant
The university's location provided access to relevant job opportunities.	3.40	0.68	Highly Relevant
Total Mean	3.4208	0.56243	Highly Relevant

The table 18 shows, the mean scores for five statements related to this aspect, along with their corresponding qualitative descriptions and interpretations. The graduates were asked about the value of the university's community extension programs, the helpfulness of partnerships with industry in securing a job, the support provided by the alumni network in job searches, the perceived benefits of the university's involvement in

community development initiatives, and the access to relevant job opportunities provided by the university's linkages. The mean scores for all these aspects range from 3.4 to 3.4462, all falling within the "Strongly Agree" category. Consequently, each aspect is interpreted as "Highly Relevant". The total mean score for Community Extension and Linkages is 3.4208, which also corresponds to "Strongly Agree" and is interpreted as "Highly Relevant".

The data in Table 20 indicates that the BukSU Kadingilan graduates hold a strongly positive perception of the university's Community Extension and Linkages. They believe that the university's efforts in these areas are valuable and significantly contribute to their opportunities and development. The high level of agreement across all indicators suggests that the graduates recognize the importance of the university's connections with the wider community and industry. They find value in the community extension programs, perceive the partnerships with industry as helpful for job acquisition, appreciate the support from the alumni network, see the benefit of the university's community development involvement, and acknowledge the access to job opportunities facilitated by the university's linkages. The overall "Strongly Agree" rating and "Highly Relevant" interpretation underscore the graduates' belief that these external connections and initiatives are integral to their university experience and future career prospects.

Table 19 Respondents perceived relevance in terms of Research

	Mean	Std. Deviation	Interpretation
The research opportunities offered by the university enhanced my skills.	3.4769	0.59	Highly Relevant
The research projects I participated in are relevant to my career goals.	3.4115	0.61	Highly Relevant
The research publications of the university were recognized by the industry.	3.4692	0.59	Highly Relevant
The research environment at the university was supportive.	3.4115	0.59	Highly Relevant
The university's research activities contributed to my overall development.	3.6192	0.51	Highly Relevant
Total Mean	3.4777	0.68517	Highly Relevant

The table 19 shows, the BukSU Kadingilan graduates' perceptions of the Research opportunities and environment provided by the university. The table outlines five statements related to this aspect, along with their corresponding mean scores, qualitative descriptions, and interpretations. The graduates were asked about whether the research opportunities enhanced their skills, if their participation in research projects was relevant to their career goals, if the university's research publications were recognized by the industry, if the research environment at the university was conducive, and if the university's research activities contributed to their overall development. The mean scores for these aspects range from 3.4115 to 3.6192, all falling within the "Strongly Agree" category. Consequently, each aspect is interpreted as "Highly Relevant". The total mean score for Research is 3.4777, which also corresponds to "Strongly Agree" and is interpreted as "Highly Relevant".

Significant difference on BSBA and BPA when they are grouped to their profile

The table presented the results of an analysis examining the significant differences in graduate skills based on various profile characteristics. The dependent variable in this analysis was "Graduate Skills," and the table outlined several sources of variation related to the graduates' profiles, including sex, marital status, job after graduation, present employment status, higher education pursued, and the nature of employment. For each of these profile characteristics, the table provided statistical information such as the sum of squares (SS), degrees of freedom (df), mean square (MS), F-statistic (F), and the significance level (Sig.).

Table 20 Dependent Variable: Graduate Skills

Source	SS	df	MS	F	Sig.
Sex	0.16	1	0.16	1.283	0.259
Marital Status	0.089	1	0.089	0.711	0.4
Job After Graduation	1.004	6	0.167	1.344	0.239
Present Employment Status	0.916	6	0.153	1.227	0.293
Reasons if Unemployed	0.466	4	0.117	0.937	0.443
Employment Status	0.47	4	0.118	0.944	0.439
Higher Education Pursued	0.862	4	0.215	1.73	0.144
Nature of Employment	1.242	4	0.311	2.495	0.044

Table 20 shows the ANOVA results, that there was no statistically significant difference observed in the perceived graduate skills of BSBA and BPA alumni when grouped by Sex, Marital Status, Job After Graduation, Present Employment Status, Reasons if Unemployed, Employment Status, or Higher Education Pursued ($p > 0.05$ for these variables). However, a statistically significant difference in perceived graduate skills was found based on the Nature of Employment ($F = 2.495$, $p = 0.044$). This suggests that the type of employment held by BSBA and BPA graduates is associated with differences in how they perceive their graduate skills.

This finding aligns with contemporary research suggesting that the specific demands of different work environments shape the relevance and perception of skills. For instance, Nilsson and Ellström (2018) discuss the concept of "workplace affordances," highlighting how different organizational contexts provide varying opportunities for skill utilization and development, which could influence graduates' self-assessment of their abilities. Similarly, Billett (2016) emphasizes the situated nature of learning and skill development in the workplace, suggesting that the specific tasks and challenges encountered in different employment sectors can lead to divergent perceptions of one's skill proficiency.

Conversely, some recent literature might argue that the foundational skills gained through a bachelor's degree should provide a relatively consistent sense of competence across diverse employment settings. Bridgstock (2017), for example, emphasizes the importance of "future-ready skills" such as critical thinking and adaptability, which are intended to be transferable and valuable across various job roles, potentially leading to more uniform self-perceptions regardless of the specific nature of employment. Furthermore, Dacre Pool and Sewell (2017) advocate for the development of "careerEDGE" factors (experience, degree subject knowledge, generic skills, emotional intelligence, and work-related experience) as a holistic set of attributes contributing to graduate employability and potentially fostering a more consistent sense of preparedness across different employment types.

Therefore, while the significant result for the nature of employment indicates a contextual influence on the perception of graduate skills, other recent perspectives highlight the importance of transferable core skills and broader employability attributes that might contribute to more consistent self-assessments across different employment sectors. Further research delving into the specific skills being evaluated and the characteristics of the different employment categories would offer a more nuanced understanding of this relationship in the context of recent graduates.

BSBA and BPA graduate skills influence career readiness

Table 21 presents the results of a linear regression analysis examining the influence of various skills on career readiness among BSBA and BPA graduates. The table displays the estimated coefficient (Estimate), standard error (SE), t-statistic (t), p-value (p), R-value (R), and R-squared value (R^2) for each predictor variable, including Communication Skills, Human-relation Skills, Entrepreneurial Skills, Marketing, Management

Skills, and Critical Thinking Skills, with career readiness as the dependent variable.

Table 21 Linear Regression

Predictor	Estimate	SE	t	p	R	R ²
Intercept	2.129	0.228	9.354	< .001	0.36	0.13
Communication Skills	0.024	0.052	0.453	0.651		
Human-relation skills	0.099	0.06	1.658	0.099		
Entrepreneurial skills	0.073	0.057	1.277	0.203		
Marketing Management Skills	0.117	0.064	1.845	0.066		
Critical Thinking Skills	0.071	0.063	1.127	0.261		

Table 21 shows the multiple linear regression analysis revealed that the included graduate skills (Communication Skills, Human-Relation Skills, Entrepreneurial Skills, Marketing, Management Skills, and Critical Thinking Skills) collectively explain a modest 13% of the variance in career readiness ($R^2 = 0.130$) among BSBA and BPA graduates. While the overall model shows a statistically significant relationship ($p < 0.001$), indicating that these skills as a group influence career readiness, none of the individual predictor variables were found to be statistically significant at the 0.05 level. However, Marketing Management Skills approached significance ($p = 0.066$), followed by Human-Relation Skills ($p = 0.099$), suggesting a potential trend. This implies that while a combination of these skills is associated with career readiness, no single skill in this model independently demonstrates a strong, statistically significant predictive power.

This finding aligns with the perspective that career readiness is a multifaceted construct influenced by a complex interplay of various factors beyond specific academic skills. For instance, Hillage and Pollard (2016) emphasized a broader definition of employability that encompasses not only skills and knowledge but also attributes, experiences, and understanding. Their work suggests that focusing solely on a limited set of academic skills might not fully capture the nuances of career readiness. Similarly, Tomlinson (2017) shows the significance of "graduate capital," which includes human capital (skills and qualifications), social capital (networks and relationships), cultural capital (values and behaviors), and identity capital (self-confidence and career agency), arguing that career readiness is a product of these interacting dimensions, where individual skills are just one component.

Conversely, some recent research might emphasize the direct and significant impact of specific skill sets on perceived career readiness. For example, Succi and Wiśniewski (2019), in their study on competencies for Industry 4.0, might argue that certain technical or management skills have a more direct and measurable impact on graduates' preparedness for specific career paths within that evolving landscape. While their focus might be on a specific industry, it reflects a view that certain skills can be strong individual predictors of career readiness within relevant contexts. However, the current analysis suggests that for BSBA and BPA graduates across potentially diverse career paths, the influence of any single measured skill is not statistically dominant, supporting a more holistic view of career readiness.

DISCUSSION/CONCLUSION

Findings

Based on the results of the study, the findings are as follows:

1. The graduates from BukSU, has more female respondents than male. Most of them were single at the time of the study. Right after finishing their studies, many started out in administrative jobs or as financial analysts. Now, more of them are still in administrative roles, but their good number who are business owners, and a diverse group in other kinds of jobs. For those who weren't working, the most common reason was simply a lack of available jobs. Most have full-time jobs, with a good number also

working part-time or running their own businesses. While most graduates didn't pursue further formal education right away, some did go on to get their Master's or Doctorate degrees. Finally, a large portion are employed by the government, in both permanent and temporary positions, with fewer working in private companies.

2. The BukSU Kadingilan graduates generally self-assessed their levels in all five graduate skills as "Excellent". They expressed strong agreement in their abilities across communication, human relations, entrepreneurial thinking, marketing management, and critical thinking. This indicates a high degree of self-confidence in their preparedness across a range of essential professional competencies
3. The BukSU Kadingilan graduates generally perceived all the examined school-related factors as highly relevant to their job placement. They expressed strong agreement that the curriculum and instruction, faculty and instruction, student services, organization and administration, community extension and linkages, and research opportunities significantly contributed to their preparedness for and connection to the job market. This indicates that the graduates value various aspects of their university experience as important in shaping their employability.
4. There was no significant difference observed in the overall graduate skills of BSBA and BPA graduates when grouped according to their profile variables such as Sex, Marital Status, Job After Graduation, Present Employment Status, Reasons if Unemployed, Employment Status, and Higher Education Pursued. However, a statistically significant difference was found in the perceived overall graduate skills based on the Nature of Employment.
5. Based on the linear regression analysis, the graduate skills of BSBA and BPA graduates significantly influence career readiness. A substantial positive relationship, suggesting that higher levels in these self-assessed graduate skills are associated with greater perceived career readiness among the graduates.

CONCLUSION

Based on the findings of the study, these conclusions are drawn:

1. Most of the graduates who answered our questions were women and not married. When they first finished studying, many started working in offices or with money. Now, a lot are still in office jobs, but some have their own businesses or different kinds of work. If they weren't working, it was often because there weren't enough jobs. Most who were working had full-time jobs. Most didn't go back to school right away, but some did get more degrees. Many ended up working for the government.
2. The graduates feel really good about their own skills. They think they are excellent at talking and writing, getting along with people, coming up with business ideas, doing marketing, and thinking things out. They are pretty confident in these important abilities.
3. The graduates generally felt that the different parts of their time at BukSU, like what they learned, their teachers, the help they got as students, how the school was run, its connections outside the school, and research chances, were all really important for getting a job. They thought these things helped them get ready for work.
4. For the most part, how good the graduates felt they were at different skills didn't really depend on things like whether they were male or female, married or single, their first job after school, or if they went on to more school. However, the kind of job they had at the time of the survey did seem to make a difference in how they rated their overall skills.
5. The study showed that the better the graduates felt about their own skills (like talking to people, teamwork, business thinking, marketing, and problem-solving), the more ready they felt for their careers. It seems that having these skills makes them feel more prepared to start working.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are given:

1. For the Students. Actively engage in extracurricular activities and utilize student services, especially career counseling, to enhance your skills, gain practical experiences, and explore potential career paths even before graduation. Recognize that these university offerings are perceived as highly relevant to future job placement and can provide a competitive edge.

2. For the Academic Institution (BukSU Kadingilan). Continue to strengthen and promote community extension programs and linkages with local industries and businesses. Given the graduates' perception of their high relevance to job opportunities, actively expand these partnerships to provide more internships, practical training, and potential employment avenues for students.
3. For the Administration (BukSU Kadingilan). While graduates generally view the organization and administration positively, explore the nuances within different employment types regarding perceived skill levels. Conduct further investigation into the specific needs and expectations of employers in various sectors to ensure curriculum and support services remain highly relevant and aligned with industry demands.
4. For the Graduates. Recognize the strong positive correlation between your self-assessed graduate skills and perceived career readiness. Continue to cultivate and enhance these skills through continuous learning and professional development opportunities. Actively network within the business community and leverage university linkages and alumni connections for career advancement.
5. For the Business Community (Local Businesses in Kadingilan). Actively collaborate with BukSU Kadingilan to offer internships, mentorship programs, and participate in career fairs. Recognize that the graduates possess a strong foundation of self-perceived skills and can be valuable assets to local businesses. Providing opportunities for practical experience can further bridge the gap between academic learning and workplace requirements.
6. For the Local Government Units (LGUs) in Kadingilan. Foster a supportive environment for local businesses and encourage collaboration with BukSU Kadingilan to retain talented graduates within the community. Initiatives supporting local entrepreneurship and creating job opportunities that align with the graduates' skills can contribute to the economic development of the region.

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