

# Employers' Level Of Satisfaction On The Work Performance Of De La Salle University-Dasmariñas Under The College Of Business Administration And Accountancy (Cbaa), College Of Education(Coed), College Of Liberal Arts And Communications (Clac), And College Of Science And Computer Studies (Cscs)

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**Abstract** - This study assessed employer satisfaction with the work performance of graduates from De La Salle University-Dasmariñas (DLSU-D), specifically from the College of Business Administration and Accountancy (CBAA), College of Education (COEd), College of Liberal Arts and Communications (CLAC), and College of Science and Computer Studies (CSCS). Researchers surveyed 27 employers across education, government, and private sectors. Most surveyed employers held supervisory or managerial roles and had hired DLSUD graduates in diverse fields like education, human resources, IT, finance, and health sciences. Employers reported high satisfaction with graduates' mastery of knowledge, technical skills, and interpersonal abilities, especially noting their work ethics, dedication, and adaptability. While the overall performance and preparedness of graduates were highly rated, the study identified areas for improvement, including communication skills, punctuality, and initiative. The findings emphasize the need to align academic training with industry expectations, highlighting that DLSU-D graduates significantly contribute to organizational success. Recommendations include enhancing soft skills development, updating curricula based on employer feedback, and strengthening career readiness programs to further improve graduate outcomes.

**Keywords:** Graduate employability, Employer satisfaction, Work performance, Higher education outcomes, DLSU-D graduates

## I. INTRODUCTION

The effectiveness of an academic program is often measured by the success of its graduates, with employer feedback playing a vital role in evaluating this success. Employers' opinions are crucial for curriculum development and career planning, as they reflect the evolving demands of the workplace, which now prioritize not only academic achievement but also soft skills like communication, decision-making, and teamwork. Universities are responsible for fostering these competencies and ensuring faculty qualifications align with institutional goals. Studies, including tracer research at De La Salle University-Dasmariñas (DLSU-D), have highlighted the importance of employer satisfaction in assessing graduate performance across various colleges, aiming to enhance academic programs and better prepare students for employment.

## II. LITERATURE REVIEW

Employer feedback is crucial for higher education institutions to assess how well they prepare graduates for the workforce. Studies by Aquino (2018), Gabriel and Sison (2018), Gregana et al. (2022), Mendoza (2021), Layaoen (2024), Mehrotra and Elias (2017), Sannadan et al. (2016), and Tudy (2017) consistently show that while graduates often possess strong technical skills, there's a significant need for improvement in soft skills like communication, critical thinking, teamwork, and adaptability. This feedback often points to a mismatch between academic curricula and industry demands, emphasizing the importance of professionalism and work ethic. Ultimately, these studies advocate for the utilization of employer feedback to refine curriculum design and enhance student support, ensuring graduates are well-equipped for professional success

## III. MATERIALS AND METHODS

- 1. Research Design:** A survey research method was used to assess employer satisfaction with the work performance of De La Salle University-Dasmariñas (DLSU-D) graduates.
- 2. Participants/Data Sources: Employers** of DLSU-D graduates from the College of Business Administration and Accountancy (CBAA), College of Education (COEd), College of Liberal Arts and Communication (CLAC), and College of Science and Computer Studies (CSCS) participated.
- 3. Tools and Instruments:** The study utilized a standardized, structured questionnaire, adapted from the SEARCA Tracer Study, to measure employer satisfaction.
- 4. Procedures:** Data was collected via an online Microsoft Form survey to gather feedback on employer satisfaction with DLSU-D graduates' work performance. Respondents were informed of the study's purpose.

5. **Analysis Techniques:** Purposive sampling was employed to identify specific insights within the target population. Participation was voluntary, and anonymity and confidentiality were maintained, with only aggregated data reported.

#### IV. RESULTS AND DISCUSSION

**Table 1.** Frequency Distribution of the Respondents in terms of Job Title

<b>Job Title</b>	<b>Frequency</b>	<b>Percentage</b>
Academic Director/ principal	1	3.7 %
Accountant	1	3.7 %
Admin and HR Supervisor	2	7.4 %
Analytics Manager	1	3.7 %
Bank Manager	1	3.7 %
<b>Job Title</b>	<b>Frequency</b>	<b>Percentage</b>
Chair, Department of Natural Sciences and Mathematics	1	3.7 %
HRDM PERSONNEL	1	3.7 %
Head	1	3.7 %
Human Resource Management Officer IV	1	3.7 %
PRINCIPAL	6	22.20%
Professor and Clinical Research Site Leader	2	7.4 %
RECTOR / PRESIDENT	1	3.7 %
Registrar III	2	7.4 %
Risk Management Officer	1	3.7 %
SPED HEAD	1	3.7 %
Talent Acquisition Manager	1	3.7 %
Talent Acquisition Sr. Lead	1	3.7 %
Team Leader	1	3.7 %
Vice President for Administrative and Support Services	1	3.7 %
<b><u>Total</u></b>	<b><u>27</u></b>	<b><u>100</u></b>

The data reveals that a significant portion of the respondents (22.2%) are school principals, while others hold leadership or supervisory roles such as academic directors, HR officers, managers, and department heads. This indicates that the feedback gathered comes from individuals with direct oversight of employee performance and decision-making authority in hiring and evaluation.

This aligns with Gregana et al. (2022), who emphasized that employer evaluations are most meaningful when provided by those in supervisory roles. Tudy (2027) also noted that such feedback is essential for assessing the real-world readiness of graduates and for guiding curriculum development. The presence of high-level respondents adds credibility to the findings and suggests that the feedback reflects informed assessments of graduate performance.

**Table 2.** Frequency Distribution of the Respondents in Terms of Organization/Company/Institution They are Connected With.

Organization/Company/Institution	Frequency	Percentage
AS White Global	1	3.7 %
City College of Tagaytay	1	3.7 %
City Government of Dasmariñas	2	7.4 %
College of Allied Sciences, De La Salle Medical and Health Sciences Institute	1	3.7 %
DON BOSCO TECHNICAL INSTITUTE	1	3.7 %
Organization/Company/Institution	Frequency	Percentage
De La Salle Medical and Health Sciences Institute, TB-HIV Research Unit, Angelo King Medical Research Center, De La Salle Medical and Health Sciences Institute	2	7.4 %
Department of Education	5	18.5 %
Elizabeth Seton School	1	3.7 %
Focus Global Inc.	1	3.7 %
Gardenia Bakeries Philippines Inc.	1	3.7 %
Kolehiyo ng Lungsod Ng Dasmariñas	1	3.7 %
Land Bank of the Philippines (LBP)	3	11.1
MOL Magsaysay Maritime Academy	2	7.4 %
MSC Crewing Services Philippines, Inc.	1	3.7 %
ROGATIONIST COLLEGE	2	7.4 %
ST THOMAS MORE LEARNING CENTER	1	3.7 %
Statefields School, Incorporated	1	3.7 %

<b><u>Total</u></b>	<b><u>27</u></b>	<b><u>100</u></b>
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In general, the majority of respondents (approximately 67%) are affiliated with educational institutions, including public and private schools, colleges, and universities. The remaining respondents represent sectors such as banking, government, and private corporations.

This distribution suggests that DLSU-D graduates are primarily employed in the education sector, which may reflect the university's strong programs in education and liberal arts. It also highlights the importance of aligning academic training with the expectations of both public and private employers. As Layaoen (2024) suggests, employer feedback from diverse sectors helps institutions understand how well graduates adapt to different professional environments.

**Table 3.** Frequency Distribution of the Respondents in Terms of Nature of Work or Field where They Hire DLSU-D Graduates

<b>Nature of Work or Field where you hire DLSU-D graduates</b>	<b>Frequency</b>	<b>Percentage</b>
Accounting, Human Resources/Recruitment, IT/Software Applications, Education, Laboratory Technician/Supervisors/Microbiologist, Business Process/Outsourcing	9	33.33
Banking and Financial Services	2	7.41
Data Analyst/Statistics	2	7.41
Education	12	44.44
Others (Please specify) Clinical/Health Research Data Management	2	7.41
<b><u>Total</u></b>	<b><u>27</u></b>	<b><u>100</u></b>

The data shows that 44.44% of employers hire DLSU-D graduates in the field of education, followed by 33.33% in fields such as HR, IT, laboratory sciences, and BPO. Smaller percentages are found in banking, data analytics, and health research.

This reflects a broad employability of DLSU-D graduates across various sectors, though with a strong concentration in education. The presence of graduates in technical and analytical roles also suggests that the university's programs in business, science, and computer studies are producing graduates with relevant skills. According to Mehrotra and Elias (2017), employers increasingly value graduates who can apply technical knowledge in real-world settings, particularly in data-driven and tech-enabled industries.

**Table 4.** Frequency Distribution of the Respondents in Terms of Estimated Number of Employees who Graduated from DLSU-D in the Last 10 Years

Estimate number of employees who graduated from DLSU-D in the last 10 years	Frequency	Percentage
Less than 10	12	44.4 %
10 - 30	12	44.4 %
31 - 50	2	7.4 %
More than 100	1	3.7 %
<b><i>Total</i></b>	<b><i>27</i></b>	<b><i>100</i></b>

Nearly 89% of respondents reported hiring fewer than 30 DLSU-D graduates in the past decade, with 44.4% hiring fewer than 10. Only one respondent reported hiring more than 100 graduates.

This suggests that while DLSU-D graduates are present in various organizations, their representation in each company is relatively modest. This may be due to the size of the companies, the specific hiring needs, or competition with graduates from other institutions. Tudy (2017) noted that job mismatches and oversupply in certain fields can affect graduate employment rates. The data underscores the need for continuous alignment between academic offerings and labor market demands.

**Table 5.** The Level of Expectations and Satisfaction on the Performance of DLSU-D Graduates of the Company

Expectations on the Graduates	Mean	Rank	Verbal Interpretation
Mastery of knowledge in the field	3.58	1	Very Satisfied
Mastery of skills needed in the field	3.54	4.5	Very Satisfied
Ability to perform technical skills of the profession	3.56	2.5	Very Satisfied
Relevance of graduates' skill and/or knowledge base in relationship to real-world	3.54	4.5	Very Satisfied
Organization and delivery of work	3.5	6	Very Satisfied
Expectations on the Graduates	Mean	Rank	Verbal Interpretation
Excellent work product/result	3.48	7	satisfied
Ability to communicate effectively with co-workers and/or customers/clients/patients	3.3	8	satisfied

Ability to maintain good relationships with others	3.56	2.5	Very Satisfied
Punctuality and Attendance	3.26	9	satisfied
<b><u>Overall preparedness for employment at your company</u></b>	<b><u>3.54</u></b>		<b><u>Very High</u></b>
<b><u>OVERALL SATISFACTION of the performance of DLSU-D graduates in your company.</u></b>	<b><u>3.52</u></b>		<b><u>Very High</u></b>

Employers rated DLSU-D graduates highly in terms of their mastery of knowledge and technical skills, with mean scores of 3.58 and 3.56 respectively. These ratings suggest that the university's academic programs are effectively equipping students with the foundational and practical competencies needed in their fields. Additionally, graduates were commended for their ability to maintain good relationships with others, reflecting strong interpersonal skills. However, slightly lower scores were observed in areas such as communication (3.30) and punctuality (3.26), indicating that while graduates are generally well-prepared, there are specific soft skills that require further development. This aligns with Layaoen's (2024) findings, which emphasized the importance of communication and stakeholder management in organizational success. Mehrotra and Elias (2017) also noted that employers increasingly value digital literacy and effective communication, especially in tech-driven workplaces. Overall, the high satisfaction scores—3.54 for preparedness and 3.52 for performance—demonstrate that DLSU-D graduates are viewed positively, though targeted improvements could enhance their workplace effectiveness.

**Table 6.** Distribution of the Respondents in Terms of the Importance of Performance of Graduates to the Overall Success of Business/Company/Institution

<b>How important is the performance of our graduates to the overall success of your business/company/institution</b>	<b>Frequency</b>	<b>Percentage</b>
Important	1	3.7 %
Somewhat important	2	7.4 %
Very important	24	88.9 %
<b><u>Total</u></b>	<b><u>27</u></b>	<b><u>100</u></b>

The data from Table 6 reveals that 88.9% of employers consider the performance of DLSU-D graduates to be very important to the success of their organizations. This strong consensus highlights the critical role that employee quality plays in achieving institutional goals. It also reinforces the idea that higher education institutions must continuously align their curricula with industry needs to ensure graduates are not only employable but also capable of contributing meaningfully to their workplaces. Aquino (2018) supports this view, stating that employer feedback is essential for understanding the evolving demands of the workforce and

for shaping educational strategies that produce competent professionals. **Table 7.** Strengths of DLSU-D graduates according to the Respondents

STRENGTHS of DLSU-D graduates		Frequency	Percentage
Committed/ dedicated / competent / good work ethics	Our DLSU-D SPED graduates are known for their exceptional patience and relentless dedication. They go above and beyond to tailor their teaching methods to suit the unique needs of each student, ensuring no one is left behind. Their unwavering commitment to our learning center sets them apart as educators who truly make a difference in the lives of their students.	1	3.70
	Adaptive and good work ethics	1	3.70
	Dedicated, Passionate and hardworking	4	14.81
	The DLSU-D graduates are observed to be compassionate to students, dedicated to work, values integrity, and manifest spirituality and faith in God	2	7.41
	They are optimistic and energetic employees.	1	3.70
	They seem to be responsible and committed to work	1	3.70
	optimistic attitude	1	3.70
	very good attitude, good work ethics	1	3.70
	work ethic	1	3.70
	Very adaptive to work environment, can work with different kind of people in the workplace.	2	7.41
	Competency, commitment and sense of service	1	3.70
	Good communication and interpersonal skills.	2	7.41

	<b><u>Total</u></b>	<b><u>18</u></b>	<b><u>66.67</u></b>
With technical skills / knowledgeable / quality of education	Advanced technical skills including Power BI and Python	1	3.70
	Commendable technical (hard) skills	2	7.41
<b>STRENGTHS of DLSU-D graduates</b>		<b>Frequency</b>	<b>Percentage</b>
	Graduates have a solid theoretical foundation and practical skills which makes them well-prepared to handle complex tasks and challenges in the workplace	2	7.41
	Quality of education, systematic function of the employees	2	7.41
	They have the knowledge and skills that CCT expected for them to perform at work	1	3.70
	Technical Skills and Communication Skills	1	3.70
	<b><u>Total</u></b>	<b><u>9</u></b>	<b><u>33.33</u></b>
	<b><u>Total</u></b>	<b><u>27</u></b>	<b><u>100</u></b>

Employers identified two major categories of strengths among DLSU-D graduates: personal attributes and technical competencies. A majority (66.67%) highlighted traits such as dedication, adaptability, good work ethics, and integrity. These qualities are essential in fostering a productive and respectful work environment. Meanwhile, 33.33% of respondents praised the graduates' technical skills and academic preparation, noting their proficiency in tools like Power BI and Python, and their ability to handle complex tasks. These findings reflect a well-rounded graduate profile, combining character and competence—qualities that Mendoza (2021) and Aquino (2018) emphasized as key indicators of workplace success. The balance between soft skills and technical expertise suggests that DLSU-D's educational approach is producing graduates who are both capable and conscientious.

**Table 8.** Areas for Improvement of DLSU-D Graduates according to the Respondents

<b>NEEDS IMPROVEMENT</b>	<b>Frequency</b>	<b>Percentage</b>
Confidence to step up/career growth	1	4.17
Attendance/Punctuality	1	4.17
Effective communication with stakeholders	1	4.17
Improvement in soft skills and work ethic	2	8.33

Maybe, lack of initiatives.	2	8.33
N/A/None/None so Far	13	54.17
They can still improve other non-academic skills	1	4.17
They need to enroll further/graduate studies to hone their skills and better perform the administrative tasks often assigned to them	1	4.17
They should improve their attendance and punctuality.	1	4.17
They can be more confident	1	4.17
<b><u>Total</u></b>	<b><u>24</u></b>	<b><u>100.00</u></b>

While more than half of the respondents (54.17%) reported no significant concerns, the remaining feedback pointed to areas where DLSU-D graduates could improve. These include confidence, initiative, attendance, punctuality, and further development of soft skills. Such feedback is consistent with Layaoen's (2024) gap analysis, which found that even highperforming graduates may fall short of fully meeting industry expectations. Addressing these areas through enhanced student development programs, leadership training, and experiential learning opportunities can help bridge the gap between academic preparation and workplace demands. Encouraging students to pursue graduate studies or professional certifications may also enhance their readiness for more complex roles.

## V. CONCLUSION

Employers from various sectors including education, government, and private institutions—hold consistently positive views of DLSU-D graduates, with many respondents occupying leadership roles that lend credibility to their assessments. Graduates are employed across diverse fields such as education, HR, IT, finance, and health sciences, showcasing the relevance and adaptability of the university's academic programs. Employers report high satisfaction with graduates' technical expertise, interpersonal skills, work ethics, and adaptability, reflecting DLSU-D's commitment to both academic excellence and character development. However, some areas for improvement remain, particularly in soft skills like communication, punctuality, confidence, and initiative, which are increasingly vital in professional environments. Overall, the performance of DLSU-D graduates is seen as integral to organizational success, emphasizing the need for continuous curriculum enhancement and student development efforts guided by employer feedback.

## AUTHORS' CONTRIBUTIONS

The study was conceptualized by Dr. Cristina C. Salibay, with support from Dr. Edna T. Mercado and Dr. Felinore Angelica H. Valera. The authors collaborated on methodology.

Mercado and Valera collected data via online surveys and co-wrote the draft after Mercado performed data analysis. Salibay supervised the study and its final editing.

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