

Original Article

Assessing Employers' Feedback on the Job Performance of BS Entrepreneurship Graduates: Basis for Curriculum Enhancement

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Article History:

Date received: June 24, 2026
Date revised: September 3, 2026
Date accepted: September 16, 2026

Recommended citation:

Baesa, H. (2026). Assessing employers' feedback on the job performance of BS Entrepreneurship graduates: Basis for curriculum enhancement. *Journal of Interdisciplinary Perspectives*, 4(10), 282-292.
<https://doi.org/10.69569/jip.2026.390>

Abstract. This study assessed employers' feedback on the job performance of BS Entrepreneurship graduates to provide an evidence-based basis for developing an enhancement plan for the program. While graduate performance is an important indicator of program effectiveness, limited employer-based evidence is available to identify the competencies that BS Entrepreneurship graduates demonstrate in the workplace and the areas requiring further development. The study employed a descriptive-quantitative research design involving immediate supervisors, department heads, and employers of BS Entrepreneurship graduates from academic years 2022 to 2025. Of 528 graduates, the study obtained 265 valid employer responses. The study used a validated structured questionnaire adapted from Bangguiyac et al. (2025) to assess graduates' personal abilities, interpersonal abilities, intellectual abilities, and general and specific knowledge and skills. The study used frequency, percentage, and weighted mean to analyze the data. Results indicated that employers rated the graduates' overall job performance as very high across the assessed competency areas, with general and specific knowledge and skills receiving the strongest assessment. Graduates demonstrated notable strengths in work organization, work ethics, teamwork, independent thinking, adaptability, and commitment to sustainability. However, areas requiring further improvement included decision-making, initiative, professional communication, meeting facilitation, problem-solving in complex situations, and international perspective. These findings indicate that BS Entrepreneurship graduates generally demonstrate strong workplace competencies while highlighting specific areas for further development. Based on the findings, an enhancement plan was proposed focusing on experiential learning, global exposure, communication training, industry-based activities, curriculum alignment, and quality assurance to further strengthen the BS Entrepreneurship program and improve graduate workplace readiness.

Keywords: *BS Entrepreneurship graduates; Employer feedback; Graduate employability; Job performance; Program enhancement.*

Graduate employability has become an important concern in higher education as universities are increasingly expected to prepare graduates who can effectively respond to workplace demands. Beyond academic knowledge, employers seek graduates who demonstrate technical competence, communication skills, problem-solving ability, adaptability, initiative, and positive professional attitudes. These expectations

highlight the need for higher education institutions to continuously evaluate the effectiveness and relevance of their academic programs in preparing graduates for employment and professional practice.

In entrepreneurship education, graduate employability is closely associated with the development of practical competencies, workplace readiness, and entrepreneurial capabilities. Business and entrepreneurship graduates are expected to apply knowledge of management, marketing, finance, and business operations while demonstrating creativity, initiative, collaboration, leadership, decision-making, and adaptability. Mainga et al. (2022) emphasized that employability among business students involves a broad range of competencies that contribute to effective workplace performance and long-term career development. Similarly, Karaca-Atik et al. (2023) identified 21st-century competencies, particularly adaptability and continuous learning, as important for graduates' career development in changing work environments.

Human Capital Theory helps explain the development of these competencies, which posits that education and training build knowledge, skills, and productive capacities that contribute to workplace performance (Becker, 1964). From this perspective, competencies such as technical knowledge, communication, problem-solving, and decision-making represent forms of human capital that graduates acquire and apply in employment settings. Career adaptability, viewed within Career Construction Theory, further explains how individuals use psychosocial resources to manage changing tasks, career transitions, and uncertain work conditions through concern, control, curiosity, and confidence (Savickas, 2013; Wang & Li, 2024). Together, these perspectives provide a basis for understanding graduate performance as involving both competencies developed through education and the capacity to adapt to changing workplace demands.

Employers are an important source of evidence in evaluating graduate performance because they directly observe graduates' competencies and behaviors in actual work settings. Employer feedback can indicate whether graduates demonstrate the knowledge, skills, attitudes, and interpersonal capabilities expected in the workplace. Previous studies have shown that employers commonly consider communication, interpersonal skills, professional attitude, technical competence, problem-solving, and readiness to perform assigned responsibilities when evaluating graduates (Briones et al., 2021; Steurer et al., 2023). However, employers should also interpret evaluations within their specific organizational and employment contexts because ratings may reflect immediate job requirements and sector-specific expectations. Thus, employer feedback provides valuable evidence of workplace performance, but it should be considered alongside broader educational and career-development objectives.

Previous research has also emphasized aligning academic preparation with industry requirements. Al-Shehab et al. (2020) found that employability skills among business graduates should be examined against employer expectations to determine whether academic preparation aligns with workplace requirements. Bhatti et al. (2022) likewise noted that employability skills and teaching-learning approaches may differ across contexts, demonstrating the importance of examining graduates within their educational and labor-market environments. Recent studies have also highlighted work-based learning, project-based learning, professional communication, and industry engagement as approaches that may strengthen graduate readiness and employability (Abuelmaatti & Vinokur, 2025; Ahmad Kamil et al., 2025; Larsen, 2025). These findings suggest that curriculum enhancement should consider both current industry expectations and the development of competencies that enable graduates to adapt to future workplace and career demands.

In the Philippine higher education context, graduate tracer studies and employer feedback commonly examine employment outcomes, program relevance, and workplace performance. Torrejas and Ordaneza (2022) and Reyes et al. (2021) demonstrated the value of graduate tracking in examining employment status and academic program relevance. However, employment status and job placement alone do not sufficiently explain how graduates perform in their actual workplaces or which competencies require further development. Bangguiyac et al. (2025) further emphasized the value of employer feedback in evaluating curriculum effectiveness and preparing business graduates for workplace performance. Employer-based assessment can therefore provide more direct evidence of how graduates apply the competencies developed through their academic preparation.

Despite the growing literature on graduate employability, business education, and workplace competencies, program-specific evidence on the job performance of BS Entrepreneurship graduates from the perspective of their

employers remains needed. Existing studies frequently examine general employability skills among business graduates. However, fewer studies assess entrepreneurship graduates across personal, interpersonal, and intellectual abilities, as well as general and specific knowledge and skills demonstrated in the workplace. Moreover, limited local evidence directly connects employer evaluations with the development of an enhancement plan for a BS Entrepreneurship program. The literature also provides limited integration of Human Capital Theory and career adaptability in interpreting employer-rated graduate competencies. Addressing this gap matters because program enhancement should not focus solely on immediate employer expectations; it should also strengthen graduates' knowledge, skills, and capacity to adapt to changing workplace and entrepreneurial environments.

Therefore, this study aims to assess employers' feedback on the job performance of Bachelor of Science in Entrepreneurship (BS Entrepreneurship) graduates to inform the program's enhancement plan. Specifically, it seeks to: (1) describe the socio-demographic profile of the graduates in terms of position category, employment status, years of employment, monthly salary, and work location; (2) assess employers' evaluations of graduates' job performance in terms of personal abilities, interpersonal abilities, intellectual abilities, and general and specific knowledge and skills; and (3) develop a proposed enhancement plan for the BS Entrepreneurship program based on the findings. The study is significant because it provides empirical evidence to help the institution identify graduates' strengths and areas for further development and use these findings to strengthen curriculum alignment, experiential learning, industry engagement, communication training, global exposure, and other program initiatives. In doing so, the study contributes to the continuing improvement of entrepreneurship education and the preparation of graduates for current and future workplace and entrepreneurial demands.

Methodology

Research Design

The study employed a descriptive-quantitative research design to assess employers' feedback on the job performance of Bachelor of Science in Entrepreneurship (BS Entrepreneurship) graduates from the College of Business Education and Accountancy. A quantitative approach is appropriate when numerical data are collected and analyzed to describe measurable characteristics, attitudes, or assessments of a population (Creswell & Creswell, 2018). The descriptive design was appropriate because the study sought to describe graduates' employment characteristics and determine their job performance level based on employers' assessments, without manipulating variables or introducing an intervention. The results were subsequently used as an empirical basis for developing a proposed enhancement plan for the BS Entrepreneurship program.

Participants and Sampling Technique

The study respondents were immediate supervisors, department heads, business owners, or employers with direct knowledge of, and sufficient familiarity with, the job performance of BS Entrepreneurship graduates from academic years 2022 to 2025. The institution's graduate records identified 528 BS Entrepreneurship graduates from the specified academic years. These records served as the basis for identifying eligible graduates whose employers or immediate supervisors could be invited to participate in the study. The study initially used Slovin's formula to determine a minimum sample requirement of 233 graduates from the population of 528 graduates.

However, because the actual respondents were employers rather than the graduates themselves, the computed figure was treated as the minimum number of graduate-employer cases to be represented rather than as a direct estimate of the employer population. During data collection, we obtained 265 valid employer responses and included them in the final analysis. The number of valid responses exceeded the minimum target and provided sufficient cases for the descriptive analysis. Respondents were included if they were an immediate supervisor, department head, business owner, or employer who directly supervised or had sufficient knowledge of the participating graduate's workplace performance. Respondents were excluded if they had no direct knowledge of the graduate's performance, did not meet the identified respondent qualifications, submitted incomplete responses, or submitted duplicate responses. The final sample consisted of 265 valid employer responses.

Research Instrument

The primary data-gathering instrument was a structured questionnaire adapted from Bangguiyac et al. (2025) to assess employers' feedback on the job performance of BS Entrepreneurship graduates. The questionnaire measured job performance across four dimensions: personal abilities, interpersonal abilities, intellectual abilities,

and general and specific knowledge and skills. The instrument was reviewed and contextualized for the present study to ensure that its content was appropriate for assessing the workplace performance of BS Entrepreneurship graduates. The questionnaire employed a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The responses were interpreted using the following ranges: 4.21–5.00, Strongly Agree; 3.41–4.20, Agree; 2.61–3.40, Neutral; 1.81–2.60, Disagree; and 1.00–1.80, Strongly Disagree. To establish content validity, three experts in business and academe reviewed the questionnaire. The validators evaluated the instrument for relevance, clarity, appropriateness, and alignment with the study's objectives. The researchers incorporated revisions based on their recommendations before administering the instrument to the respondents. The questionnaire's reliability was established through a Cronbach's alpha coefficient of 0.92, indicating excellent internal consistency among the items measuring the graduates' job performance.

Data Gathering Procedure

Before data collection, the researcher secured the list of BS Entrepreneurship graduates from academic years 2022 to 2025 from the Alumni Relations Office, in coordination with the Registrar's Office, subject to the institution's data-access and privacy requirements. The graduate list was used only to identify eligible graduates and facilitate contact with their respective employers or immediate supervisors.

After validation, the questionnaire was converted into Google Forms to facilitate online data collection. The survey was disseminated through official graduate group chats and other authorized communication channels. Graduates were asked to forward the survey invitation to their immediate supervisors, department heads, business owners, or employers with direct knowledge of their job performance. To verify respondents' eligibility, the survey included screening items requiring respondents to indicate their position or role, relationship to the graduate, and basis for evaluating the graduate's workplace performance. Respondents were instructed not to provide unnecessary personally identifying information about themselves or the graduates. Where feasible and consistent with institutional privacy requirements, the researchers also verified the respondent's stated position or relationship with the graduate.

Data collection was conducted over one month. The researchers sent follow-up reminders through established communication channels to encourage participation. After the collection period, the team screened submitted responses for eligibility, completeness, duplication, and consistency. The final dataset excluded duplicate, incomplete, and ineligible responses. Only responses that satisfied the established inclusion criteria were retained for analysis, resulting in 265 valid employer responses.

Data Analysis Procedure

The collected data were analyzed using frequencies, percentages, and weighted means. Frequency and percentage distributions summarized the graduates' employment characteristics, including position category, employment status, years of employment, monthly salary, and work location. The weighted mean was used to determine employers' assessment of graduates' job performance across four dimensions: personal abilities, interpersonal abilities, intellectual abilities, and general and specific knowledge and skills. The descriptive results were subsequently examined to identify the graduates' areas of strength and competencies requiring further development. These findings formed the basis for the proposed enhancement plan for the BS Entrepreneurship program.

Ethical Considerations

The researchers observed ethical principles throughout the study to protect the rights, privacy, and welfare of all respondents. The University's Research Ethics Committee granted ethical clearance before data collection. All respondents received informed consent information explaining the study's purpose, the voluntary nature of participation, the procedures involved, and their right to decline participation or withdraw without penalty. Informed consent was obtained from all 265 final respondents included in the analysis. Participation was voluntary, and respondents were not required to disclose information unnecessary to the study objectives.

The study involved employers evaluating graduates; we took particular care to protect confidentiality to prevent individual graduates, respondents, or organizations from being identified through the reported findings. The collected responses were treated confidentially and analyzed only for academic and research purposes. Data were reported in aggregated and summarized form, and identifying information was not included in the presentation of the results. Access to the collected data was limited to the researchers and authorized personnel, and the data

were stored securely in accordance with the university's research ethics and data-protection requirements. Data retention and eventual disposal followed the applicable institutional research ethics protocol.

Results and Discussion

Socio-Demographic Profile of Graduates

Table 1 presents the employment characteristics of the BS Entrepreneurship graduates as reported in the study. In terms of position category, the largest proportion of graduates worked in sales, marketing, retail, and e-commerce, accounting for 92 respondents (34.72%). This was followed by administrative and office support positions, with 41 respondents (15.47%), and finance, accounting, banking, and collections, with 32 respondents (12.08%). This concentration suggests that the competencies developed through entrepreneurship education apply to a range of business-oriented functions involving customer relations, sales, operations, financial activities, and administrative responsibilities. This distribution is also consistent with the broad nature of entrepreneurship education, which prepares students for diverse organizational and business-related roles rather than a single occupational pathway.

Regarding employment status, 254 graduates (95.85%) were permanent or regular employees, while 11 (4.15%) were contractual. The high proportion of regular employment indicates that most graduates had obtained relatively stable employment arrangements at the time of the study. However, this finding should be interpreted as an employment outcome rather than direct evidence that the BS Entrepreneurship program caused employment stability. Labor-market conditions, individual qualifications, work experience, and employer requirements may also influence employment status.

In terms of years of employment, 145 graduates (54.72%) had been employed for one to three years, while 103 (38.87%) had been employed for more than three years and 17 (6.42%) had less than one year of employment. The concentration in the one-to-three-year category suggests that many graduates had already accumulated meaningful workplace exposure after graduation. This period may give graduates opportunities to apply and further develop competencies gained through formal education. The findings support the importance of continuous learning and workplace exposure in strengthening employability, as career development requires graduates to adapt their competencies as they encounter new tasks and responsibilities (Mainga et al., 2022; Karaca-Atik et al., 2023).

For monthly salary, the largest group of graduates reported earning ₱20,001 and above, with 128 respondents (48.30%), followed by those earning ₱15,001–₱20,000, with 121 respondents (45.66%). These results indicate that a substantial proportion of the graduates were employed in positions providing comparatively favorable income levels. Nevertheless, salary should be interpreted cautiously because compensation may vary according to occupation, industry, location, organizational size, work experience, and employment arrangements. It should therefore be treated as an indicator of graduates' employment outcomes rather than as a direct measure of program effectiveness.

Regarding work location, 249 graduates (93.96%) were employed locally, while 16 (6.04%) worked internationally. The predominance of local employment may reflect the graduates' access to domestic employment opportunities and the strength of local business and service sectors. At the same time, the relatively small proportion working internationally may explain the lower employer rating for the indicator on having an international perspective in the interpersonal abilities dimension. Limited exposure to international workplaces may reduce graduates' opportunities to develop familiarity with global business practices and cross-cultural work environments. This finding suggests a potential area for program enhancement through international business exposure, cross-cultural learning, and interaction with international practitioners.

The employment profile indicates that most BS Entrepreneurship graduates had entered the labor market, with a large proportion working in business-related positions, holding regular employment, and having at least one year of work experience. These findings provide useful contextual information for interpreting the subsequent employer assessments. However, employment outcomes alone should not be considered proof of program effectiveness. Instead, they provide background evidence that can be considered alongside employers' evaluations of graduates' workplace competencies.

Table 1. Socio-Demographic Profiles of Graduates

Profile Variable	Category	Frequency	Percentage	Rank
Position Category	Sales / Marketing / Retail / E-commerce	92	34.72%	1
	Administrative / Office Support	41	15.47%	2
	Finance / Accounting / Banking / Collections	32	12.08%	3
	Customer Service / BPO / Virtual Assistance	24	9.06%	4
	Management / Supervisory / Operations	21	7.92%	5
	Research / Data / IT / Technical	18	6.79%	6
	Others	14	5.28%	7
	Logistics / Procurement / Supply Chain	8	3.02%	8
	Human Resource / Recruitment	7	2.64%	9
	Education / Training	6	2.26%	10
	Government / Public Service	2	0.75%	11
	Total	265	100.00%	
Employment Status	Permanent/Regular	254	95.85%	1
	Contractual	11	4.15%	2
	Total	265	100.00%	
Years of Employment	1 to 3 years	145	54.72%	1
	More than 3 years	103	38.87%	2
	Less than one year	17	6.42%	3
	Total	265	100.00%	
Monthly Salary	₱20,001 and above	128	48.30%	1
	₱15,001-₱20,000	121	45.66%	2
	₱10,000 and below	9	3.40%	3
	₱10,001-₱15,000	5	1.89%	4
	₱10,000-₱20,000	2	0.75%	5
	Total	265	100.00%	
Location of Work	Local	249	93.96%	1
	International/Abroad	16	6.04%	2
	Total		100.00%	

Employers' Feedback on the Job Performance of Entrepreneurship Graduates

Table 2 presents employers' assessments of the graduates' personal abilities. The overall weighted mean of 4.49, interpreted as Strongly Agree, indicates that employers generally perceived the graduates as demonstrating strong personal and professional qualities in the workplace. The highest-rated indicator was commitment to sustainability activities and programs of the organization (WM = 4.67), followed by openness to feedback and learning from mistakes, sense of humor and ability to put work into perspective, and commitment to work ethics (all WM = 4.64). These results indicate that employers particularly recognized graduates' willingness to learn, ethical behavior, and ability to contribute positively to organizational activities. These qualities matter because workplace performance involves not only technical competence but also responsible behavior, receptiveness to feedback, and the ability to function effectively within an organization.

The findings may also be understood through Human Capital Theory, which views education and training as mechanisms through which individuals develop knowledge, skills, and productive capacities (Becker, 1964). From this perspective, graduates' positive work attitudes and professional behaviors may represent competencies developed and reinforced through their academic and workplace experiences. These findings align with Mainga et al. (2022), who emphasized the importance of soft skills, positive attitudes, and workplace readiness in graduate employability. Steurer et al. (2023) similarly highlighted the importance employers place on learning orientation, self-determination, confidence, and positive workplace behavior.

Although all indicators received a Strongly Agree interpretation, ratings were comparatively lower for taking ownership of initiatives, including outcomes (WM = 4.24) and the ability to make tough work-related decisions (WM = 4.24). These results do not indicate poor performance; rather, they identify competencies that received relatively lower evaluations within an otherwise highly rated domain. The findings suggest that graduates may benefit from additional opportunities to practice independent decision-making, initiative-taking, accountability, and leadership. This is particularly relevant because 54.72% of the graduates had only one to three years of employment experience. Greater exposure to complex workplace responsibilities, mentoring, and decision-making situations may help strengthen these competencies. The uniformly high ratings should also be interpreted with caution. Because all indicators were rated Strongly Agree, consider the possibility of a ceiling effect or

positive response tendency. Employer courtesy, social desirability, or the fact that graduates helped distribute the survey to their employers may also have influenced responses. Therefore, the results demonstrate strong employer evaluations within the sample but should not be interpreted as definitive proof that all graduates possess the same level of competence.

Table 2. *Employers' Feedback on the Job Performance of BSE Graduates Based on Personal Abilities*

Indicators	Weighted Mean	Descriptive Equivalent
Commitment to sustainability activities and programs of the organization	4.67	Strongly Agree
Openness to feedback and learning from mistakes	4.64	Strongly Agree
Possessing a sense of humor and the capacity to put work in perspective	4.64	Strongly Agree
Commitment to work ethics	4.64	Strongly Agree
Persistence when things do not go as planned	4.62	Strongly Agree
Maintaining composure and calmness in high-stress situations	4.58	Strongly Agree
Awareness of personal strengths and weaknesses	4.49	Strongly Agree
Desire to perform to the best of one's ability	4.48	Strongly Agree
Ability to exercise restraint and avoid hasty decisions when addressing problems	4.45	Strongly Agree
Confidence in taking business risks and managing projects	4.44	Strongly Agree
Willingness to help with menial tasks at work	4.43	Strongly Agree
Flexibility and adaptability at work	4.33	Strongly Agree
Taking ownership of initiatives, including outcomes	4.24	Strongly Agree
Ability to make tough decisions related to work	4.24	Strongly Agree
Overall Weighted Mean	4.49	Strongly Agree

Table 3 shows that the graduates received an overall weighted mean of 4.43, interpreted as Strongly Agree, for interpersonal abilities. The highest-rated indicator was the ability to inspire others to succeed (WM = 4.57), followed by the ability to provide constructive feedback to coworkers (WM = 4.55) and the ability to contribute positively to team projects (WM = 4.52). These findings suggest that employers generally viewed the graduates as capable of developing positive workplace relationships, contributing to collaborative activities, and interacting constructively with colleagues. Such competencies are particularly relevant in business and entrepreneurial settings, where employees frequently work with customers, colleagues, supervisors, and other stakeholders. These findings align with Briones et al. (2021), who identified communication, leadership, and interpersonal competencies as key employer expectations among business graduates. Al-Shehab et al. (2020) likewise emphasized employability skills that enable graduates to work effectively with others and respond to workplace requirements.

The lowest-rated indicator was having an international perspective (WM = 4.28). Although the rating remains within the Strongly Agree category, its position as the lowest indicator suggests that international awareness and global orientation may be comparatively less developed than other interpersonal competencies. This finding is particularly noteworthy because 93.96% of the graduates were employed locally. Limited exposure to international organizations, cross-cultural teams, and global business environments may provide fewer opportunities for graduates to develop and demonstrate international perspectives. This finding supports the need to distinguish between local workplace readiness and broader career adaptability. Career adaptability emphasizes individuals' capacity to manage changing career tasks and environments through concern, control, curiosity, and confidence (Savickas, 2013; Wang & Li, 2024). Providing international speakers, global business cases, cross-cultural collaboration, and exposure to international entrepreneurship practices may therefore help students develop competencies that extend beyond their immediate local employment environment. Wainio and Escurra Ferreira (2025) likewise emphasized the value of internationalization activities in developing global competence through authentic cross-cultural learning.

Table 4 presents the employers' assessment of the graduates' intellectual abilities, with an overall weighted mean of 4.36, interpreted as Strongly Agree. The highest-rated indicator was being an independent thinker (WM = 4.47), followed by awareness that there is no single standard way to solve workplace issues or complete a project (WM = 4.44) and the capacity to modify a course of action in response to developments during implementation (WM = 4.42). The results suggest that employers viewed graduates as capable of thinking independently, considering alternatives, and adjusting their actions as workplace conditions change. These competencies are particularly relevant to entrepreneurship because entrepreneurial and business environments often require individuals to evaluate alternatives, respond to uncertainty, and develop solutions to emerging problems. Bhatti and Zakariya (2024) similarly emphasized the contribution of creativity, innovation, work ability, and entrepreneurial attitudes

to business graduates' employability.

Table 3. *Employers' Feedback on the Job Performance of BSE Graduates Based on Interpersonal Abilities*

Indicators	Weighted Mean	Descriptive Equivalent
Ability to inspire others to succeed	4.57	Strongly Agree
Ability to provide constructive feedback to coworkers without blaming them	4.55	Strongly Agree
Ability to contribute positively to improving team projects	4.52	Strongly Agree
Ability to collaborate with seniors without feeling intimidated	4.47	Strongly Agree
Ability to establish and utilize networks of colleagues to address significant workplace issues	4.45	Strongly Agree
Knowledge of how the different units' function and the influence they have in different work scenarios	4.37	Strongly Agree
Ability to relate and collaborate with diverse individuals	4.35	Strongly Agree
Ability to consider other viewpoints before deciding	4.35	Strongly Agree
Having an international perspective	4.28	Strongly Agree
Overall weighted mean	4.43	Strongly Agree

Table 4. *Employers' Feedback on the Job Performance of BSE Graduates Based on Intellectual Abilities*

Indicators	Weighted Mean	Descriptive Equivalent
Being an independent thinker	4.47	Strongly Agree
Awareness that there is no single standard way to solve workplace issues or complete a project	4.44	Strongly Agree
Capacity to modify a course of action in response to developments during implementation	4.42	Strongly Agree
Capacity to discern connections between seemingly unrelated activities and construct a comprehensive picture	4.40	Strongly Agree
Demonstrates creativity and entrepreneurial skills	4.40	Strongly Agree
Ability to identify and evaluate various choices and choose the best one	4.38	Strongly Agree
Ability to set and justify priorities	4.36	Strongly Agree
Ability to diagnose problems and test these in action	4.32	Strongly Agree
Ability to recognize the central issue in any circumstance from multiple details	4.31	Strongly Agree
Ability to identify patterns within a complex scenario	4.23	Strongly Agree
Capability to utilize prior experience to figure out what is going on when a present situation takes an unexpected turn	4.22	Strongly Agree

The comparatively lower indicators were the ability to use prior experience when a situation takes an unexpected turn (WM = 4.22) and the ability to identify patterns within a complex scenario (WM = 4.23). Although these indicators were still rated Strongly Agree, their relatively lower scores suggest that graduates may require more opportunities to apply previous knowledge and experience to unfamiliar or complex situations. Such competencies are difficult to develop through theoretical instruction alone because they require repeated exposure to authentic problems and reflection on previous experiences.

From a Human Capital Theory perspective, these competencies represent the application of knowledge and skills to productive workplace activities (Becker, 1964). From a career adaptability perspective, the ability to adjust to unexpected situations reflects the need to prepare graduates for changing and uncertain career environments (Savickas, 2013; Wang & Li, 2024). Consequently, business simulations, case-based learning, industry immersion, mentoring, and reflective activities may give students opportunities to practice decision-making and problem-solving in situations that resemble actual workplace conditions. Abuelmaatti and Vinokur (2025) and Larsen (2025) likewise emphasized the value of work-based and experiential learning in connecting academic preparation with practical workplace requirements.

Table 5 presents the employers' assessments of the graduates' general and specific knowledge and skills. This dimension obtained the highest overall weighted mean among the four competency areas (4.52), interpreted as Strongly Agree. The highest-rated indicator was ability to organize work (WM = 4.77), followed by knowledge of risk management and litigation and its effect on professional work (WM = 4.66), and helping others learn in the workplace (WM = 4.63). The high rating for work organization suggests that employers particularly recognized graduates' ability to manage responsibilities, organize tasks, and work systematically. This competency matters in business environments where employees often must manage multiple responsibilities, coordinate activities, and meet organizational requirements. The strong ratings for risk management, project management, and helping others learn also suggest that graduates were seen as capable of contributing beyond completing their individual tasks. These findings are consistent with Al-Shehab et al. (2020), who emphasized the importance of organizational, teamwork, risk-management, decision-making, and adaptability skills in graduate employability.

The findings also support the Human Capital Theory perspective because graduates' knowledge and skills appear to translate into workplace behaviors and responsibilities.

Table 5. *Employers' Feedback on the Job Performance of BSE Graduates Based on General and Specific Knowledge and Skills*

Indicators	Weighted Mean	Descriptive Equivalent
Ability to organize work	4.77	Strongly Agree
Knowledge about risk management and litigation, and how it affects professional work	4.66	Strongly Agree
Helping others learn in the workplace	4.63	Strongly Agree
Knowledge in managing projects for successful implementation	4.57	Strongly Agree
Ability to communicate and accomplish vital functions using it effectively	4.56	Strongly Agree
Ability to manage professional growth and development	4.52	Strongly Agree
Technical expertise relevant to current work requirements	4.46	Strongly Agree
Understanding how organizations operate	4.40	Strongly Agree
Ability to facilitate and actively engage in productive meetings	4.35	Strongly Agree
Ability to communicate effectively	4.32	Strongly Agree
Overall Weighted Mean	4.52	Strongly Agree

The relatively lower-rated indicators were ability to communicate effectively (WM = 4.32) and ability to facilitate and actively engage in productive meetings (WM = 4.35). Again, these ratings remain within the Strongly Agree category and should not be interpreted as evidence of inadequate performance. However, their relative position suggests that professional communication and meeting facilitation may provide the greatest opportunities for further development within this competency area. Ahmad Kamil et al. (2025) emphasized the importance of communication and workplace-related competencies in preparing graduates for professional environments. The findings therefore provide a practical basis for strengthening communication-oriented learning experiences. Business pitching, client presentations, simulated meetings, role-playing, reporting activities, and professional communication workshops can provide students with repeated opportunities to communicate ideas, respond to questions, facilitate discussions, and coordinate tasks. Such activities can complement graduates' existing strengths in technical and organizational competencies.

Proposed Enhancement Plan for the BS Entrepreneurship Program

Table 6 presents the proposed enhancement plan developed from the areas that received comparatively lower employer ratings. Although all competency indicators were rated Strongly Agree, the enhancement plan does not imply that graduates performed poorly. Instead, it aims to sustain existing strengths while further developing competencies with relatively lower ratings, particularly initiative and decision-making, international perspective, complex problem-solving, and professional communication.

For personal abilities, the plan focuses on leadership simulations, decision-making exercises, case analysis, reflective activities, and student-led business projects. These activities are intended to provide students with opportunities to exercise initiative, accept responsibility for outcomes, and make decisions in realistic business situations. For interpersonal abilities, the inclusion of international speakers, global entrepreneurship webinars, international business cases, business expos, and cross-cultural collaboration is intended to address the relatively lower rating for international perspective. These activities can broaden students' understanding of global business environments while complementing their strong existing interpersonal competencies.

To strengthen intellectual abilities, the plan proposes business simulations, problem-based learning, case analysis, mentoring, industry immersion, and reflective activities to help students recognize patterns, solve complex problems, and apply prior experience to unfamiliar situations. These strategies are consistent with the need to provide authentic opportunities for students to apply theoretical knowledge to practical workplace problems.

For general and specific knowledge and skills, the plan emphasizes business pitching, simulated meetings, oral presentations, client presentations, and communication workshops. These activities directly address the relatively lower ratings for effective communication and meeting facilitation while maintaining the graduates' existing strengths in work organization, project management, and technical knowledge. The enhancement plan may be strengthened further through clearly defined implementation timelines, responsible offices, expected outputs, and success indicators. Monitoring and evaluation should also be conducted periodically to determine whether the proposed activities result in observable improvements in the identified competency areas. In this way, the plan can function not only as a list of recommended activities but also as an actionable component of the program's continuous quality-improvement process.

Table 6. Proposed Enhancement Plan for the BS Entrepreneurship Program

Skill Area	Objectives	Proposed Activities/Strategies	Persons/Office Involved	Expected Output
Personal Abilities	To strengthen students' confidence, accountability, initiative, and decision-making in work-related situations.	Conduct leadership simulations, decision-making exercises, case analysis, reflective activities, and student-led business projects.	Program Chair, Entrepreneurship Faculty, Student Organization Advisers, Industry Partners	Students demonstrate stronger initiative, responsibility, leadership confidence, and sound decision-making skills.
Interpersonal Abilities	To improve students' collaboration, communication, networking, and awareness of global business practices.	Invite international speakers, conduct global entrepreneurship webinars, integrate international business cases, encourage participation in business expos, and develop cross-cultural collaboration activities.	Program Chair, Entrepreneurship Faculty, External Affairs Office, International Linkages Office	Students develop stronger interpersonal skills, global awareness, cross-cultural communication, and readiness for diverse work environments.
Intellectual Abilities	To enhance students' critical thinking, problem-solving, creativity, pattern recognition, and reflective judgment.	Use business simulations, problem-based learning, case analysis, mentoring sessions, industry immersion, and reflective journals after practicum or internship.	Entrepreneurship Faculty, Internship Coordinator, Industry Mentors, Partner Companies	Students become more capable of analyzing complex situations, applying previous learning, and making practical decisions in unfamiliar workplace conditions.
General and Specific Knowledge and Skills	To strengthen students' professional communication, meeting facilitation, project coordination, and workplace presentation skills.	Conduct business pitching, role-playing, simulated meetings, oral presentations, class reporting, client presentation activities, and communication workshops.	Entrepreneurship Faculty, Communication Faculty, Internship Coordinator, Industry Partners	Students communicate ideas more clearly, participate actively in meetings, coordinate tasks effectively, and perform workplace functions with greater confidence.

Conclusion

The findings indicate that employers generally provided highly favorable assessments of BS Entrepreneurship graduates' job performance across the four competency areas: personal abilities, interpersonal abilities, intellectual abilities, and general and specific knowledge and skills. Among these domains, general and specific knowledge and skills obtained the highest overall assessment, followed by personal abilities, interpersonal abilities, and intellectual abilities. The graduates' employment profile also indicates that most were working in business-related positions, were permanently or regularly employed, and had accumulated workplace experience. These findings provide contextual evidence of graduates' labor market participation and observed workplace performance. The study also identified specific competencies that, although still rated highly, received comparatively lower assessments. These included taking initiative and making difficult work-related decisions under personal abilities; having an international perspective under interpersonal abilities; recognizing patterns in complex situations and applying previous experience to unexpected circumstances under intellectual abilities; and effective communication and meeting facilitation under general and specific knowledge and skills. These areas provide practical directions for further program enhancement. The findings suggest that the BS Entrepreneurship program may contribute to graduates' workplace readiness by developing competencies that employers value; however, the descriptive design does not establish that the program directly caused the observed performance.

The findings have implications for curriculum development and higher education quality assurance. The institution may use employer feedback as evidence for curriculum review, competency mapping, and continuous quality improvement. The identified strengths may be sustained through existing learning experiences, while comparatively lower-rated competencies may be addressed through experiential learning, business simulations, industry immersion, mentoring, communication activities, and internationalization initiatives. Strengthening partnerships with industry may also provide students with more authentic opportunities to apply classroom knowledge, practice professional decision-making, and develop adaptability in workplace settings. The proposed enhancement plan may therefore be incorporated into the BS Entrepreneurship program's continuous

improvement activities. Its implementation should include clear timelines, responsible offices, expected outputs, and measurable success indicators. Regular monitoring and evaluation should be conducted to determine whether the activities address the identified areas for development. Employer feedback may likewise be institutionalized as part of graduate monitoring and program review, together with tracer studies and other quality-assurance mechanisms.

Future studies may expand the present research by incorporating qualitative interviews with employers, graduate self-assessments, and comparisons between employer and graduate ratings. Longitudinal studies may also examine how graduates' competencies develop over time. In addition, future researchers may use inferential or mixed-methods approaches to examine factors associated with job performance and to obtain deeper explanations of employer expectations and graduate workplace experiences. Such approaches may provide stronger evidence for future curriculum development and entrepreneurship program enhancement.

Contributions of Authors

The sole author is responsible for conceptualizing and writing the entire paper.

Funding

N/A

Conflict of Interests

The author declares no conflict of interest.

Acknowledgment

N/A

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