

Bridging Theory and Practice: Perceived Business Competencies and Institutional Attributes of BSBA Graduates

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ABSTRACT

This study aimed to assess the perceived business competencies and institutional graduate attributes of Bachelor of Science in Business Administration (BSBA) graduates from 2001-2023. It explores the career paths of these graduates and examines their educational experiences related to their career success highlighting the effectiveness of the educational program in developing essential skills. A descriptive research design was employed, and data was gathered through survey questionnaires administered solely to the BSBA graduates from South Philippine Adventist College (SPAC). The data are from the responses of 128 graduates or 46% of the total graduates who have responded to the survey. The results shows that the overall mean score of perceived business competencies is high, with $M = 3.78$ and $SD = 0.87$. The graduates do have quite good knowledge and practice regarding the competency requirements of the business environment. Of all the skills that were measured, the competency to perform basic management functions had the highest rating: $M = 4.04$, $SD = 0.88$; thus, it showed the capacity of the graduates to plan, organize, direct, and control. BSBA graduates excel as creative and critical thinkers ($M = 3.95$), service-driven citizens, $M = 4.09$; effective communicators, $M = 4.03$; transformative Christian values, $M = 4.02$; and a commitment to lifelong learning, $M = 4.04$. These findings confirm the program is successful in fostering the needed competencies and skills but point out specific areas that need additional growth. By adopting responsive academic programs that reflect real-world job market demands, institutions like SPAC can significantly improve the career prospects of their graduates, ensuring they remain competitive and relevant in today's higher education landscape

Keywords: Business Competencies, Institutional graduate attributes, BSBA graduates

INTRODUCTION

In today's rapidly evolving business environment, aligning educational outcomes with industry expectations is crucial for the success of both graduates and employers. Research into perceived business competencies and institutional graduate competencies seeks to bridge the gap between academic preparation and real-world business requirements. Studies such as those by Jackson and Wilton (2017) highlight the importance of ensuring that educational programs equip students with the skills employers' value most, including adaptability and problem-solving. Similarly, work by González-Salamanca et al. (2020) underscores the need for continuous curriculum updates to address emerging industry trends and competencies. By

investigating how well graduates meet these expectations, this research aims to identify areas for improvement in academic programs, enhance graduates' employability, and ensure that educational institutions are effectively preparing students for the modern workforce. Pertinent to the emblems, goals, and objectives of SPAC “to prepare graduates for successful careers and meaningful societal contributions through a holistic education emphasizing academic excellence, critical thinking, effective communication, and transformative learning. By fostering a culture of service, leadership, and ethical conduct, along with promoting a healthful lifestyle and community engagement, SPAC ensures graduates emerge as well-rounded professionals capable of making positive impacts.” The college needs to stay relevant in meeting the workforce needs of the society and country. The study of Micabalo and Montilaa (2020), highlights the significance of aligning program objectives with industry requirements, cultivating skills relevant to the 21st century, and strengthening proficiencies in disciplines including human resources, marketing, accounting, and finance.

This study is crucial as it addresses the knowledge gap on perceived business competencies and institutional graduate competencies of the BSBA graduates. There is no study has been conducted pertaining to the skills and training of the BSBA graduates of SPAC. By identifying discrepancies between academic training and industry needs, the research can inform curriculum improvements and enhance graduates' employability, ensuring better alignment with real-world skills and requirements.

LITERATURE REVIEW

This literature review explores the various dimensions of perceived business competences among BSBA graduates, examining key areas such as skills development, employability, and the alignment of academic training with industry expectations

Level of Business Graduate Competencies. Graduate competencies in business education, as defined by the Commission on Higher Education (CHED) of the Philippines, encompass a diverse range of skills essential for navigating today's complex professional environments. These competencies include effective communication in English and Filipino, proficiency in information and communication technology (ICT), and the ability to collaborate in diverse, multidisciplinary teams (CHED, 2017). These skills are critical for graduates to swiftly adapt to evolving business landscapes and contribute meaningfully to organizational success. The integration of ethical responsibility and awareness of cultural heritage underscores the importance of developing well-rounded professionals capable of making ethical decisions and engaging responsibly with global and local communities.

Scholarly literature supports the notion that business education should not only emphasize technical proficiency but also interpersonal skills and ethical awareness. O'Neill and Short (2023) emphasize the importance of universities enhancing students' employability through practical experiences and real-world examples in their curricula. This approach ensures graduates are not only academically qualified but also possess the practical skills sought by employers in competitive markets. Additionally, ethical considerations in business practices, as advocated by Singh and Del Bosque (2008), are crucial for fostering integrity and sustainability in corporate settings. These principles align closely with the competencies outlined by CHED, which emphasize high ethical standards and corporate citizenship as integral components of business education.

Strategic management and innovation are also pivotal competencies for business graduates, highlighted by Barney and Hesterly (2015). Proficiency in analyzing business environments, innovating based on emerging trends, and developing effective strategic plans

is essential for organizational success and growth in dynamic markets. By equipping graduates with these competencies, institutions not only enhance their employability but also contribute to sustainable economic development goals. In conclusion, the comprehensive development of graduate competencies in business education ensures graduates are well-prepared to navigate the challenges and opportunities of a globalized economy while upholding ethical standards and making positive contributions to society.

Institutional Graduate Attributes. Graduate attributes are foundational to the educational experience, defining the skills and perspectives that distinguish degree holders. These attributes, often termed as "graduateness," are crucial for personal growth and societal contribution. Institutions like the University of Stirling emphasize their role in preparing students for diverse roles by cultivating employability skills. In today's competitive job market, universities must go beyond theoretical knowledge, integrating practical experiences and active teaching methods to enhance students' readiness for professional life. This holistic approach ensures graduates are not only well-prepared for careers but also equipped with lifelong learning capabilities essential for adapting to evolving challenges (The University of Salford, n.d.).

Creative and critical thinking are integral components of graduate attributes, fostering innovation and analytical rigor. Creative thinking involves generating novel solutions, while critical thinking applies disciplined reasoning to evaluate information effectively. Both skills are invaluable in navigating complex problems across various fields, enhancing graduates' adaptability and problem-solving prowess (Forage, 2023). Effective communication further complements these attributes, emphasizing the ability to convey ideas clearly and empathetically, essential for building meaningful connections and fostering collaboration in professional settings (Staff, 2024).

Additionally, institutions like SPAC emphasize a transformative Christian witness as part of graduate attributes, blending faith-based values with academic pursuits. This holistic approach encourages students to embody compassion, integrity, and service, reflecting a commitment to ethical leadership and community stewardship. Reflective lifelong learning complements these attributes by encouraging students to continually assess their experiences and adapt their learning strategies, fostering continuous personal and professional growth (Student Handbook Revised 2022).

In the realm of business education, graduates possess versatile skills applicable across diverse industries. A business administration degree equips students with expertise in management, finance, marketing, and strategic planning, opening doors to a wide range of career opportunities from small enterprises to multinational corporations. The demand for business graduates spans sectors, highlighting their critical role in driving organizational success through leadership, innovation, and financial acumen. This breadth of skills underscores the enduring relevance of business education in preparing graduates for dynamic roles in today's global economy (De La Salle University Manila, 2018).

Theoretical Framework

The exploration of business competencies and institutional attributes of BSBA graduates is grounded in several key theories that shape curriculum development and the assessment of graduates. These theories emphasize the need to align educational outcomes with industry expectations and to integrate professional skills into academic programs.

Business Competencies. The Competency-Based Education approach centers on developing specific skills, such as communication, stakeholder management, and analytical

abilities, which are critical for employability (Layaoen, 2024). Additionally, the Professional Competences Framework aligns business school curricula with labor market demands, highlighting the importance of practical skills and adaptability in a rapidly evolving environment (Jackson, et al., 2020).

Institutional Attributes. The Graduate Attributes Model categorizes knowledge, skills, and attitudes as fundamental components in assessing graduate readiness, supporting a competency-based educational framework (Ipperciel & ElAtia, 2014). The concept of Deliberate Institutional Differentiation further promotes the intentional integration of professional skills into curricula, enhancing students' self-confidence and employability (Benson & Enström, 2017).

METHODS

In this study, the researcher used quantitative research methods. According to Fleetwood (2023), quantitative research is composed of data collection and analysis. It is perfect for locating patterns and averages, formulating predictions, evaluating relationships, and formulating results that involve wider populations. Quantitative research method uses numerical data to predict product or service futures, allowing for informed adjustments based on the understanding of these numerical results. Specifically, the research employed a descriptive research design, using surveys to collect data about perceived business competencies and institutional graduate competencies. Survey questionnaires were distributed to all BSBA graduates of SPAC through online distribution of the questionnaire.

Sampling. A purposive sampling technique was used in choosing the respondents. The purposive technique was used because those graduates of South Philippine Adventist College under the program of Bachelor of Science in Business Administration were selected as respondents. All of them were given the questionnaires but only 46% responded.

Data collection. In this study, the data collection method utilized was a survey questionnaire. The primary instrument for gathering data was a structured survey designed to assess the perceived business competencies and institutional graduate attributes intended solely for the BSBA graduates. The questionnaire was distributed through online distribution. The respondents were asked to answer about their perception based on CHED memorandum order and the SPAC attributes.

Data analysis. The collected data were analyzed using mean and standard deviation (SD). Together, mean and SD offer a comprehensive view of the dataset's distribution, helping researchers and analysts interpret the typical value and how closely or widely data points deviate from it.

In interpreting the data, a response anchor scale was used. The response anchor scale categorizes performance levels into five distinct ranges: Very High (VH), High (H), Moderate (M), Low (L), and Very Low (VL). This scale is designed to assess and interpret individual or group performance based on a numerical range, facilitating objective evaluation and comparison.

Very High (VH) (4.21-5.00) signifies exceptional performance exceeding expectations with outstanding skills. High (H) (3.41-4.20) indicates above-average performance consistently surpassing typical standards. Moderate (M) (2.61-3.40) meets basic expectations but lacks distinction. Low (L) (1.81-2.60) reflects below-average performance needing improvement. Very Low (VL) (1.00-1.80) represents performance failing to meet basic standards, requiring significant enhancement. This scale aids in evaluating performance, identifying strengths, and targeting areas for improvement.

Table 1
Response Anchor Scale

Scale	Range	Interpretation	Description
5	4.21-5.00	Very High (VH)	Exceeds standard expectations with exceptional skills and knowledge.
4	3.41-4.20	High (H)	Consistently performs above average.
3	2.61-3.40	Moderate (M)	Meets basic expectations with adequate performance.
2	1.81-2.60	Low (L)	Below average; needs improvement.
1	1.00-1.80	Very Low (VL)	Fails to meet basic standards; substantial improvement required.

RESULTS AND DISCUSSION

Business Graduates’ Competencies. Perceived competence is how people view their own ability to handle a specific task or situation. It is based on their personal beliefs and understanding of their skills and abilities (Gamage, et al, 2021). This self-view affects their motivation: people who believe they are competent are more likely to take on challenging tasks and continue working through problems.

On the other hand, those who doubt their abilities may shy away from difficult tasks due to a lack of confidence. Therefore, perceived competence is crucial in determining the tasks people choose to tackle and how much effort they put into them. This self-perception also impacts their resilience and ability to cope with setbacks, as confident individuals tend to recover more quickly from failures.

Furthermore, perceived competence can influence their interactions with others, as those who see themselves as capable are more likely to engage positively and seek out opportunities for growth. Over time, these perceptions can shape overall performance and achievement in various areas of life.

Table 2
Business Graduates’ Competencies

Indicators	Mean	SD	Interpretation
1. Perform the basic functions of management such as planning, organizing, stating, directing, and controlling.	4.04	0.88	High
2. Act in recognition of professional, social, and ethical Responsibility.	4.01	0.86	High
3. Exercise high personal moral and ethical standards.	3.98	0.83	High
4. Apply information and communication technology (ICT) Skills as required by the business environment.	3.89	0.97	High
5. Analyze the business environment for strategic directions.	3.85	0.91	High
6. Select the proper decision-making tools to critically, analytically, and creatively solve problems and drive results.	3.84	0.84	High
7. Demonstrate corporate citizenship and social responsibility.	3.83	0.86	High

8. Preserve and promote Filipino historical and cultural heritage.	3.81	0.89	High
9. Express oneself clearly and communicate effectively with Stakeholders both in oral and written forms.	3.8	0.92	High
10. Apply the basic concepts that underline each of the functional areas of business (marketing, finance, human resources management, information technology, and strategic management).	3.8	0.91	High
11. Work effectively and independently in multi-disciplinary and multi-cultural teams.	3.78	0.72	High
12. Work effectively with other stakeholders and manage Conflict in the workplace.	3.78	0.9	High
13. Effectively communicate orally and in writing both in English and Filipino.	3.74	0.83	High
14. Innovate business ideas based on emerging industry.	3.73	0.87	High
15. Plan and implement business related activities.	3.66	0.88	High
16. Prepare operational plans.	3.64	0.86	High
17. Manage a strategic business unit for economic sustainability.	3.61	0.86	High
18. Articulate and discuss the latest developments in the Specific field of practice.	3.58	0.73	High
19. Conduct business research.	3.35	1.01	Moderate
Overall Mean	3.78	0.9	High

The quantitative data from the table reveals important insights into the perceived business competencies of BSBA graduates. The overall mean score of 3.78 (SD = 0.87) indicates a high level of understanding and application of business competencies among the graduates. This suggests that, on average, respondents are well-acquainted with and effectively apply the competencies expected of them in a business context. The item with the highest mean score, 4.04 (SD = 0.88), is "Perform the basic functions of management such as planning, organizing, stating, directing, and controlling." This high rating reflects that graduates are particularly proficient in fundamental management functions, demonstrating strong skills in essential areas of business management. Similarly, the item "Act in recognition of professional, social, and ethical responsibility" received a mean score of 4.01 (SD = 0.86). This high score indicates that graduates are consistently aware of and adhere to professional and ethical standards, suggesting a solid understanding of the importance of these responsibilities in the business environment. Conversely, the item "Conduct business research" received the lowest mean score of 3.35 (SD = 1.01). This lower score highlights a relative weakness in this area, pointing to potential challenges or deficiencies in conducting business research among the graduates. The higher standard deviation (1.01) further suggests variability in respondents' experiences or confidence in this competency, indicating that some graduates may struggle significantly with business research.

Overall, while the data shows strong performance in core management and ethical competencies, it also underscores a need for improvement in business research skills. Addressing this gap could enhance graduates' overall competency and better prepare them for the diverse demands of the business field. Additionally, Table 3 presents a detailed view of various performance indicators for BSBA graduates across five distinct time periods, illustrating shifts in competencies over time. The overall mean scores indicate a generally high level of proficiency, but the trends reveal both strengths and areas needing improvement.

Table 3
Business Graduates’ Competencies Over Time

Indicators	2001-2005		2006-2010		2011-2015		2016-2020		2021-2023	
	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.
1. Perform the basic functions of management such as planning, organizing, stating, directing, and controlling.	4.38	VH	4.09	H	4.09	H	3.61	H	4.15	H
2. Act in recognition of professional, social, and ethical Responsibility.	4.15	H	4.00	H	4.09	H	3.68	H	4.11	H
3. Exercise high personal moral and ethical standards.	4.31	H	4.00	H	3.95	H	3.64	H	4.07	H
4. Apply information and communication technology (ICT) Skills as required by the business environment.	3.69	H	4.00	H	4.00	H	3.71	H	3.96	H
5. Analyze the business environment for strategic directions.	4.08	H	3.64	H	3.95	H	3.61	H	3.93	H
6. Select the proper decision-making tools to critically, analytically, and creatively solve problems and drive results.	4.23	VH	3.64	H	3.91	H	3.54	H	3.93	H
7. Demonstrate corporate citizenship and social responsibility.	3.77	H	3.82	H	3.95	H	3.61	H	3.91	H
8. Preserve and promote Filipino historical and cultural heritage.	3.92	H	4.00	H	3.73	H	3.64	H	3.87	H
9. Express oneself clearly and communicate effectively with Stakeholders both in oral and written forms.	3.85	H	3.64	H	3.91	H	3.64	H	3.87	H
10. Apply the basic concepts that underline each of the functional areas of business	4.00	H	3.82	H	3.91	H	3.46	H	3.87	H
11. Work effectively and independently in multi-disciplinary and multi-cultural teams.	3.92	H	3.82	H	3.73	H	3.61	H	3.85	H
12. Work effectively with other stakeholders and manage Conflict in the workplace.	3.69	H	3.91	H	3.86	H	3.57	H	3.85	H
13. Effectively communicate orally and in writing both in English and Filipino.	4.38	VH	3.64	H	3.36	H	3.64	H	3.81	H
14. Innovate business ideas based on emerging industry.	4.00	H	3.64	H	3.77	H	3.50	H	3.80	H
15. Plan and implement business related activities.	3.46	H	3.82	H	3.77	H	3.57	H	3.72	H
16. Prepare operational plans.	3.92	H	3.45	H	3.64	H	3.50	H	3.69	H
17. Manage a strategic business unit for economic sustainability.	3.77	H	3.73	H	3.55	H	3.46	H	3.65	H
18. Articulate and discuss the latest developments in the Specific field of practice.	3.77	H	3.55	H	3.45	H	3.54	H	3.61	H
19. Conduct business research.	3.46	H	3.00	M	3.36	M	3.46	H	3.33	M
Overall Mean	3.94	H	3.94	H	3.79	H	3.58	H	3.84	H

The data in Table 3 highlights several significant trends in the performance indicators for BSBA graduates over time.

Firstly, the competency in performing basic management functions shows notable fluctuations. It reached a high of 4.38 (VH) in 2001-2005 but fell to 3.61 (H) in 2016-2020 before rising to 4.15 (H) recently. This variability suggests that while foundational management skills are a strong area, there are periods where their effectiveness or application may wane.

Another crucial area is communication skills. The mean score for effective communication dropped significantly from 4.38 (VH) in 2001-2005 to 3.36 (H) in 2011-2015, although it improved slightly to 3.81 (H) in the most recent period. This decline underscores a notable challenge in maintaining high standards of communication consistently over time.

The competency in conducting business research is also a significant concern. Scores fell from 3.46 (H) in 2001-2005 to 3.33 (M) in 2021-2023, highlighting a consistent weakness in this area. The lower mean score suggests that business research skills are an ongoing challenge for graduates, indicating a need for targeted improvements in this competency.

Overall, while graduates generally perform well, the significant declines in communication skills and business research indicate areas that require focused attention and improvement. Addressing these gaps will be crucial for enhancing the overall competency and effectiveness of BSBA graduates.

Institutional Graduate Attributes. Graduate attributes are essential competencies that institutions aim to instill in their students, preparing them for success in their careers and broader societal roles. This research explores how effectively various educational strategies foster these attributes, which include critical thinking, communication skills, and adaptability. By examining institutional approaches and their outcomes, the study highlights the impact of these attributes on graduate preparedness and provides actionable insights for enhancing educational practices and aligning them with workforce expectations.

Table 4
Institutional Graduate Attributes/Competencies

Institutional Graduate Competencies	Mean	Interpretation
Creative and Critical Thinker	3.95	High
Service-Driven Citizen	4.09	High
Effective Communicator	4.03	High
Transformative Christian Witness	4.02	High
Reflective Life-long learner	4.04	High

The table presents data on institutional graduate competencies, with each competency assessed on a mean scale and interpreted as "High." The scores reflect the overall proficiency of graduates in these key areas, providing insight into their strengths and areas of focus.

Creative and Critical Thinker received a mean score of 3.95, classified as "High." This indicates that graduates are proficient in applying creative and critical thinking skills. They are capable of analyzing complex problems and developing innovative solutions, which are crucial for adapting to and excelling in dynamic environments. This competency is essential for fostering adaptability and problem-solving abilities in various professional contexts.

Service-Driven Citizen achieved a mean score of 4.09, also interpreted as "High." This high score underscores graduates' strong commitment to service and their ability to contribute positively to their communities. It reflects a robust sense of social responsibility and an inclination towards civic engagement, suggesting that graduates are well-prepared to address societal needs and challenges through service-oriented actions.

Effective Communicator has a mean score of 4.03, categorized as "High." This score demonstrates that graduates excel in communication skills, both in conveying and receiving information effectively. Strong communication abilities are vital for collaboration, leadership, and professional success, indicating that graduates are adept at articulating their ideas and engaging with various stakeholders.

Transformative Christian Witness received a mean score of 4.02, which is also interpreted as "High." This competency reflects graduates' commitment to integrating their Christian values and principles into their personal and professional lives. It suggests that they

are not only aware of their ethical and moral responsibilities but also actively apply these principles in their actions and decisions.

Reflective Life-long Learner achieved a mean score of 4.04, rated as "High." This high score highlights graduates' dedication to continuous learning and self-improvement. It indicates that they value ongoing personal and professional development and are likely to seek out opportunities for growth throughout their careers. This competency is crucial for staying relevant and adaptable in a constantly evolving world.

In summary, the high scores across all competencies suggest that graduates are well-rounded individuals with strong skills in critical thinking, communication, service, ethical living, and lifelong learning. These attributes collectively prepare them for success in various professional and personal contexts, reflecting a comprehensive educational foundation that emphasizes both intellectual and moral development.

Moreover, Table 5 provides a comprehensive overview of five key indicators of institutional graduate competencies across five distinct time periods. The data reveals trends and fluctuations in how graduates perform in various areas, offering insights into their evolving strengths and areas for improvement.

Table 5
Comprehensive Overview of Graduate Attributes Across Time Periods

Indicators	2001-2005		2006-2010		2011-2015		2016-2020		2021-2023	
	MEAN	Int.	MEAN	Int.	MEAN	Int.	MEAN	Int.	MEAN	Int.
Creative and Critical Thinker	4.37	VH	4.05	H	3.80	H	3.93	H	3.9	H
Service-Driven Citizen	4.69	VH	4.22	VH	4.05	H	4.01	H	3.97	H
Effective Communicator	4.63	VH	4.02	H	3.87	H	4.09	H	3.94	H
Transformative Christian Witness	4.56	VH	4.23	VH	3.97	H	3.92	H	3.92	H
Reflective Life-long learner	4.08	H	4.00	H	4.07	H	4.16	H	3.94	H

Creative and Critical Thinker. The attribute of creative and critical thinking initially exhibited strong performance, with a mean score of 4.37 (VH) from 2001-2005. However, the score declined to 3.80 (H) during 2011-2015 before recovering slightly to 3.90 (H) in 2021-2023. This trend indicates a noticeable drop in this attribute over time, suggesting that while graduates have generally maintained a high level of creative and critical thinking, there have been challenges or changes in this area that may need to be addressed.

Service-Driven Citizen. The mean scores for being a service-driven citizen have shown a gradual decline from an initial 4.69 (VH) in 2001-2005 to 3.97 (H) in 2021-2023. Despite this decrease, the scores consistently reflect a high level of commitment to service and civic engagement, though the reduction suggests a need for renewed emphasis on service-oriented activities to sustain and enhance this attribute.

Effective Communicator. Graduates' communication skills have fluctuated over the years, starting with a high mean score of 4.63 (VH) in 2001-2005, then decreasing to 3.87 (H) in 2011-2015, and slightly improving to 3.94 (H) by 2021-2023. This variability suggests that while communication remains a strong area, there have been periods of decreased effectiveness. Continued focus on enhancing communication skills may be necessary to maintain high standards.

Transformative Christian Witness. The attribute of transformative Christian witness also shows a decline from 4.56 (VH) in 2001-2005 to 3.92 (H) in 2016-2020, with no improvement in the most recent period (2021-2023). This steady decline indicates that while graduates continue to apply their Christian values, there has been a reduction in how strongly these values are integrated into their professional and personal lives.

Reflective Life-long Learner. Reflective lifelong learning showed a relatively stable performance, with scores ranging from 4.08 (H) in 2001-2005 to 3.94 (H) in 2021-2023. Although there has been a slight decline, this attribute remains high, reflecting a consistent commitment to personal and professional development. Graduates continue to value and engage in lifelong learning, which is crucial for ongoing growth and adaptability.

Overall, while graduates continue to perform well in most attributes, the data reveals specific areas where there have been declines or fluctuations. The most notable decreases are in creative and critical thinking, service-driven citizenship, and transformative Christian witness, suggesting that these areas may benefit from targeted interventions to restore and enhance performance. Maintaining focus on these attributes, alongside continued support for reflective lifelong learning, will be crucial for ensuring graduates remain well-prepared for their professional and personal endeavors.

Synthesis of Findings

The findings highlight a mixed performance in perceived business competencies among BSBA graduates, showing areas of both strength and need for improvement. Graduates demonstrate a high level of understanding and application of key business skills, especially in management functions like planning, organizing, directing, and controlling, which scored the highest. This aligns well with high ratings in institutional attributes such as being service-driven citizens ($M=4.09$) and effective communicators ($M=4.03$). These results suggest that the program effectively prepares students in traditional management and ethical competencies.

However, the declining mean scores over time, particularly from 2016 to 2020, indicate a potential gap between the evolving business environment and graduates' readiness. Skills related to research consistently scored the lowest ($M=3.35$, $SD=1.01$), highlighting a significant area of weakness. The drop in critical and creative thinking suggests that while ethical and communication skills remain robust, analytical and research skills are underdeveloped.

Overall, the interplay of these results points to a need for curricular enhancements that better integrate research and strategic thinking into the learning experience. Emphasizing practical application, especially in research and innovation, would help bridge the gap between traditional business skills and the demands of a more dynamic business landscape.

CONCLUSION, IMPLICATION, SUGGESTION, AND LIMITATIONS

Conclusion. The data on BSBA graduates' attributes and competencies generally indicate a high level of proficiency in essential business areas. Graduates demonstrate strong performance in key attributes such as management functions, ethical responsibility, and communication skills. However, there is a notable weakness in business research capabilities, suggesting that this is an area requiring significant improvement. While most attributes reflect a solid understanding and application, the variation in scores over time highlights areas of both strength and concern.

Implications. The overall high performance suggests that BSBA graduates are meeting most business competency expectations effectively. Nevertheless, the weaker performance in

business research implies potential gaps in the graduates' ability to conduct and apply research, which could impact their decision-making and strategic contributions. The variations in scores over time may reflect changes in educational practices or external factors, indicating the need for continuous adaptation of curricula to address evolving business needs.

Suggestions. To address the gap in business research skills, it is essential to enhance the training and practical experience related to research methodologies within the BSBA program. Incorporating additional workshops, research projects, and collaborations with industry experts can provide students with a more robust understanding of research practices and their application. Revising the curriculum to better reflect current business trends and needs is also crucial. Emphasizing real-world case studies, practical problem-solving exercises, and advanced decision-making tools can help maintain the relevance and effectiveness of the educational content. Implementing a system for continuous assessment and feedback can further support this effort by identifying areas needing improvement early and providing timely insights for enhancement.

Limitations. The data spans multiple time periods, which means variations in scores may be influenced by changes in educational practices, societal expectations, or economic conditions that are not controlled for in this analysis. Additionally, the findings are specific to graduates from particular programs or institutions, which may limit their generalizability to all BSBA graduates. Differences in program specifics and institutional resources could impact the broader applicability of the results. Furthermore, while the numerical scores provide a quantitative overview of performance, they may not fully capture the qualitative aspects of how graduates demonstrate and apply their competencies in real-world scenarios. Detailed insights into the practical application of these attributes are not fully represented by the data alone.

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