

Describing the employer's satisfaction on college of business education graduates employed in banking institutions

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Article History

Received : 2024-01-02

Revised : 2024-02-13

Accepted : 2024-02-16

Published : 2024-02-22

Keywords:

Employer's satisfaction; college graduates; banking institution; employee skills; performances.

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DOI:

10.20885/AMBR.vol4.iss1.art6

Abstract

This study evaluates the employer's satisfaction with the banking institutions in Pagadian City. Employers' satisfaction will be based on how the graduates show their performance towards their jobs or tasks. Employers evaluate the skills of the graduates that need to be improved in their daily tasks. This study uses the quantitative-descriptive study approach to analyze information about describing the employer's satisfaction with the graduates. The study's primary purpose is to find out how satisfied employers are with the performances of the graduates as well as what is needed to improve. It focuses on the employers of the banking institutions as research participants. The findings of the study are as follows: (1) foundation skills, (2) enterprise skills, (3) technical skills and knowledge, (4) adaptive skills, (5) team-working skills, and (6) employability skills where these are used in getting the satisfaction of the employers to the graduates where it garnered an overall weighted mean of 3.34 and a standard deviation of 0.01 with an interpretation of 'very high'. The results showed that the employers of the banking institution where the graduates are employed are very satisfied with the performance that the graduates showed to them. In addition, the employers highlighted some skills that need to be developed and improved more to become efficient and effective employees. The results of this study can be used as a basis for the development of the graduates to enhance their performance in the future.

Introduction

The employer's satisfaction is based on the performance that the graduates show to them. Normally, the satisfaction of employers is very hard to get a way that graduates should exert more effort to attain it. But this kind of attitude of the employers helps the graduates to enhance their skills and become more efficient, effective, and productive in their jobs in the banking industry. Kasriel (2018) stated that today's employers are hesitant to train their employees, unlike past employers. Today's employers expect those newly hired employees to do their jobs better and be knowledgeable enough to perform their work efficiently.

The researchers are motivated to conduct these studies, knowing that no one has ever conducted this kind of study in our locality. The researchers are ecstatic to do these studies and impart knowledge to future researchers or readers to know what classifications employers seek in their newly hired business graduates. The research gap of this study is that researchers wanting to know how satisfied those employers are in hiring these business graduates based on their overall performance to the organizations and whether these business graduates help the banking institutions be more competitive and productive. The researchers anchor their study based on the satisfaction theory. This theory comes from the employers' level of satisfaction with business graduates' studies conducted in Malaysia. This study focuses on how employers are satisfied with

the performance of business graduates. As stated by Kotler (2003), satisfaction is a person's feelings of happiness or disappointment from comparing perceived performances in relation to his or her expectations. Satisfaction works in many situations as a desirable attitude that indicates success to the extent of the intentions and behaviors (Ashton, 2018). The researchers used this theory because it fits the study, and it focuses on the employers' satisfaction with the business graduate's performance. This theory helps the study to measure the satisfaction of the employers.

This study is specifically to seek an answer with the following questions: What is the level of employers' satisfaction of the college of business education graduates in terms of the following skills such as (foundation skill, enterprise skill, technical skill and knowledge, adaptive skill, team-working skill, and employability skill). Based on the findings of the study, what needs to be improved or enhanced? These are the research questions that this study is going to address.

This study aimed to evaluate the employer's satisfaction with the college of business education graduates that is employed in banking institutions. The result did not disappoint the researchers because it garnered an overall weighted mean of 3.34 and a standard deviation of 0.01 with an interpretation of 'very high'.

Literature Review

Employees are the key factor resources of the organization. The company's success or failure is always associated with the ability to attract, retain, and reward talented and capable employees (Barween et al., 2020). Employer satisfaction can be achieved when the employees live up to their expectations. Generally, employers look for graduates with excellent accounting and related skills that can help them perform in banking institutions. These graduates must understand and can accomplish their responsibilities ideally to contribute to the organization's success. Satisfaction in general, graduate's skills are successfully recruited and reflected in a big organization rather than in a small organization (Shamsuddin et al., 2015).

This study describes the employer's satisfaction with accounting and business graduates. According to Ghani and Muhammad (2019), the outcome of their workplace expectations is high standards, so they expect the business graduates to do their best. However, the business graduates face today is how they will meet the employers' demands or expectations based on their skills and qualifications. Employers are dissatisfied with business graduates because they need more communication, team-work, technology, and other related skills that may affect their organizational performance (Ranasinghe & Herath, 2011; Sawani et al., 2016). These graduates need to possess these necessary skills to enter the real world of work. Also, their willingness to learn and ability to adapt to constant change within an organization are positive qualities of the graduates that employers want to hire. The employers expect the academe to be able to produce qualified business graduates; however, the gap is still visible. Business graduates need to possess the necessary skills and qualifications that contribute to the employer's satisfaction. Baird and Parayitam (2019) cited that higher education plays a vital role in molding their graduates, so employers expect them to perform well, be skill-harnessed, and be productive.

Identifying the need for appropriate skills is one of the primary barriers to employing business graduates. Moreover, graduates placed higher importance on the three skills compared to the employers: experiences in the field, leadership and authority, and field knowledge. On the other hand, employers consider the engagement and willingness to accept additional work as the most essential skills, surpassing graduates' perspectives. Graduates expressed higher satisfaction levels than employers in nineteen out of thirty-two skills. To bridge the satisfaction gap between graduates and employers, higher education institutions (HEIs) like colleges can support students' self-awareness through psychological service centers (Lisá et al., 2019).

Advanced-level education programs must adhere to strict accreditation requirements, which demand proof of student and employer satisfaction. They had successfully finished a program in advanced literacy. An analysis of self-reported data on participants' readiness assessments for present work tasks and program goals was used as evidence of program completers' satisfaction based on their observations, assessments, and career milestones for employer satisfaction (Riegel, 2021). Low et al. (2013) stated that the skills and attributes the

business graduates gained coming from the university the employers expected or required from these graduates the employers of these graduates (Carnevale & Smith, 2013; Low et al., 2016; Marshall et al., 2010). The employers found that these graduates still need to be ready to work, and many accounting graduates believe that soft skills are acquired at tertiary levels.

According to Majid et al. (2019), the findings revealed that students preferred the significance of soft skills for their employability and career growth. The soft skills they deemed essential included a positive attitude, oral communication, self-motivation, self-direction, and problem-solving. In contrast, employers expect fresh graduates to possess soft skills that are related to a positive attitude, teamwork, good ethics, and problem-solving. However, employers expressed dissatisfaction with the soft skills of fresh graduates, considering it needs to be more satisfactory. Baird and Parayitam (2019) also categorized skills into four categories employers are looking for in their newly hired graduates: analytical skills, career professional and readiness skills, and personality. They agreed on communication skills that Majid et al. (2019) stated.

Foundation Skills

According to Atanasovski et al. (2018), employers appreciate oral communication, knowledge of foreign languages, ethical attitude and credibility, and accounting graduates' life-long learning commitment skills. Pongton and Suntrayuth (2019) acknowledged that communication skills positively influence job satisfaction and employers' satisfaction where higher education institutions in Thailand use survey data collected from faculty members and staff in both public and private universities that communication affects employee engagement and employer satisfaction as well as job satisfaction. Improving graduate employability skills is the key function of higher education. Employers nowadays search for accounting graduates who have good academic credentials and soft skills such as communication, adaptability, problem-solving, and interpersonal skills. According to Qasim (2015), accounting and business graduates in Saudi Arabia should possess some technical and generic skills to perform their extended roles productively and efficiently in the organization and are expected to have good computing skills, critical reasoning thinking, problem-solving decision analysis, oral and written communication, team working, business ethics, time management, negotiation, planning, computer knowledge, and leadership are essential for an accounting graduate. These indicators describe the foundation skills where the business graduates should have skills. In the United Kingdom, Crawford et al. (2011) find out that the academic rated the analytical and communication skills as important skills for the business graduates while Awayiga et al. (2010) rated communication, critical thinking, and technology as important skills for business graduates to acquire these professions.

Team-Working Skills

Employers need a wide range of working skills (teamwork skills, leadership potential, verbal communication, and interpersonal skills). Still, these skills have yet to be adequately taught in their business degree programs. These skills are crucial in an accountant's career (Osmani et al., 2020). Furthermore, according to Aziz et al. (2021), work satisfaction positively influences employee commitment, indicating that employees are more committed to the firm when pleased. Using a quantitative research technique, they gathered useful data on the relationship between organizational commitment and job satisfaction. Their findings demonstrate that job satisfaction is highly connected with role stress, empowerment, job stability, employability, and leadership adoption. These findings serve as a guiding foundation for university administration to improve employee loyalty and, eventually, contribute to the organization's overall success. The importance of considering job satisfaction as a critical factor in organizational success.

A strong representation of the company as an employer, where it uses an employer branding strategy that positively influences job satisfaction, organizational identification, and employee retention. They also identified the sequential mediation model, showing that employer branding strategy impacts employee retention through job satisfaction and organizational identification. These findings emphasize the importance of creating a positive identity among satisfied employees, which reduces their intention to leave. Organizations can gain a competitive

advantage by implementing an employer branding strategy that enhances job satisfaction, fosters identification, and improves retention (Bharadwaj et al., 2021). Verčič (2020) cited that by recognizing the employees as vital stakeholders, their study delves into the relationship between employee engagement, employer brand, organizational support, and internal communication satisfaction. These studies highlighted an important and positive connection between the variables, with three independent factors that predict and explain a substantial portion of internal communication satisfaction. By understanding these dynamics, the organization can enhance its internal communication practices and effectively manage what the employee expects, fostering higher satisfaction and driving organizational success.

According to Heang et al. (2019), there are two important aspects of a student: higher education and employment. These are their stepping stones to enhancing their future career opportunities. However, they found several problems with the performance of fresh accounting graduates, including, first, not enough technical knowledge; second, bad communication skills; third, not being tech-savvy; fourth, struggling in adapting to the workplace environment; fifth, inadequate stress and time management; and lastly the sixth, lack of hands-on experience. Despite these problems, they trained these new accounting and business graduates to reduce their employment problems. Kasriel (2018) stated that today's employers are hesitant to train their employees, unlike past employers. Today's employers expect those newly hired employees to do their jobs better and be knowledgeable enough to perform their work efficiently. Hanoi opens the path to designing training programs to create greater employer satisfaction. Factors like students before graduating, the reputation of universities, and the university's recruitment support policy, which play a significant role in addressing these factors, can pave the way to improve employer satisfaction and have a better outcome for business graduates (Nguyen et al., 2020).

According to Daff (2021), employers are looking for business graduates for their technology expertise. These business graduates and newly hired know how the transaction moves through the accounting process so that they can evaluate the reasonableness of accounting information. Kleckner and Butz (2022) stresses the communication skills of accounting and business graduates that are widely regarded as essential for entry-level accounting and business professionals. With the rapid advancement in technology, employers tend to seek business graduates who know how to use technology in making financial statements and interpreting accounting information and how this accountant behaves (Hutchins & Roberts, 2018; Mohd et al., 2009).

Employability Skills

According to Raquel et al. (2019), policymakers in the Philippines focus on knowledge and skills provided by higher education institutions and the availability of opportunities in the labor market. Communication skills are the most important for graduates to be hired in a company or organization. These authors stress the five components of employability skills. First, problem-solving and analysis; second, learning; third, personal organization and time management; and fourth, creativity, innovation, and change. And lastly, personal strength. However, business graduates need to gain the skills the organization seeks. The employer's assessment of the performance of the new business graduate information must allow the academe to consider the relevance and responsiveness of their curriculum, programs, and services. Tudy (2017) added twelve components to the five components of employability skills by Nadeff (2018). These are the added components (specific job-related knowledge, specific job-related skills, oral communication, written communications, comprehension, math skills, computer skills, teamwork, quality of work, productivity, adaptability, responsibility, and character), which receive high satisfactory ratings. Obtaining business graduates with the necessary skills, understanding and technical expertise is required for the organizations that will trigger the business graduates for better performance, achievement, and success (Nilsson, 2010). In that matter, the business graduates who have a proper knowledge and ability that can possess a confidence that can help them to convince their employers in every direction of a particular job and provide a positive impact to the organizational performance.

Technical Skills

Most of the business jobs involve technical skills where they are very helpful in processing the business transaction of the banking institution as well as the organization. Chaker and Abdullah (2012) stated that these skills are needed which enables the business graduates to actively work and participate to work with others for the best benefit of the organization. This can also help the business graduates to improve their personality and can gain individual learning to their career goals. Based on the research findings of Briones et al. (2021), technical skills possessed by UNITEN positively related to the employers' level of satisfaction at significant level of correlation result and interpreted as strong in strength. This finding is consistent with the research done in Australia and Kavanagh and Drennan (2008) stated that business graduates with a good technical skill gives higher satisfaction the employers.

Adaptive Skills

This skill is very important in a way that it can help the business graduates to easily adjust and adapt to a new workplace, managers, etc. Being adaptable means that business graduates possess problem solving skills and creative thinking skills (Carnevale & Smith, 2013). Just how employers saw how Cor Jesu College graduates easily adapt to the new situations and by doing this the graduates also apply and update their knowledge and skills. It is important to have a high adaptability skill because it reduces the employee's perception of supervision (Mackey et al., 2013). Adaptability and teamwork are related to having a good character or intrapersonal skills, these two are categorized under higher order category of meta-skills (Finch et al., 2012).

Enterprise Skills

This skill is one of the important skills that business graduates must possess because employers are expecting that the business graduates must have this. Among the skills that are under in enterprise skills that only consider the ability to organize, time management, and leadership are same with the identification by Hanover Research Council (2009). But decision-making, being creative, and innovative are also linked with leadership where these skills are included in the entrepreneurial skill, and this was being introduce in the entrepreneurship in higher education (Moreland, 2006). Md Saad et al. (2013) also added that whose business graduates who possesses the ability to think critically, act logically, and evaluate situations to make decisions and solve problems is one of the valuable asset of the organization.

Research Methods

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

This study used the quantitative-descriptive research method utilizing a non-experimental descriptive survey study as the research design. Quantitative research is testing objective theories by examining the relationship among variables where it is measured on the instrument where the number of data is analyzed using statistical procedures (Creswell & Creswell, 2017). The research design of this study is survey research that provides a quantitative or numeric description of trends, attitudes, or populations by studying the sample of that population (Babbie, 1990). This notion was used in the study in a way the data was being interpreted in a numerical form where it evaluates the relationship between the mean and the standard deviation.

This research study was anchor to the satisfaction theory where this theory focuses on the level of satisfaction of what the employers can get to the performances of the business graduates. As stated by Kotler (2003), satisfaction is a feeling of happiness and disappointment toward to the person or the person's performance. This study used the quantitative research method utilizing a non-experimental descriptive survey. It is non-experimental because this study has no other variable to be compared and this study is just focuses on getting the satisfaction of the employers. As for the sampling techniques the study used non-probability sampling (automatic inclusion)

where this applies for the availability of the participants. Automatic inclusion is not based on the population size of the participant rather than its availability. The study used a survey questionnaire that was based on Brunei, and it was developed by Hoh et al. (2020) with twenty indicators aside from the survey questionnaire the study had an open-ended question. As for the findings that shown in the preceding pages the study was garnered very high remarks in all the six subscales of the survey questionnaires. It shows that the business graduates really meet the expectations of the employers from the banking institutions. Using this quantitative descriptive research is very useful in getting the results eventhough that this research study is a non-experimental study. This is the best choice for a research design when it comes to descriptive study.

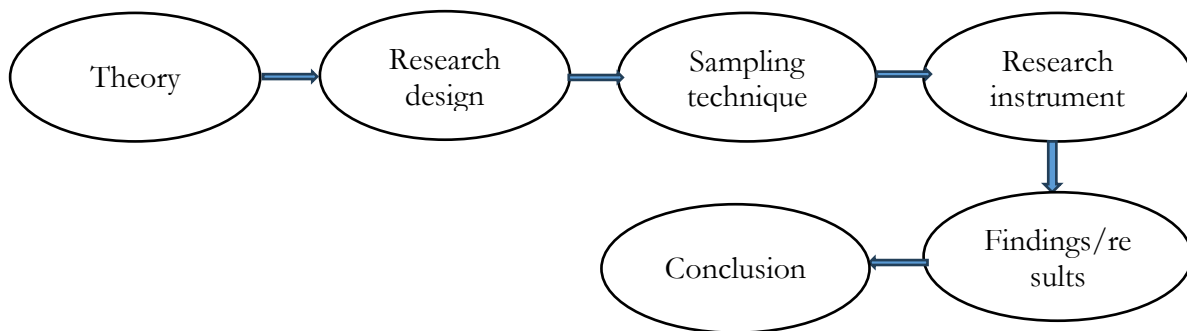


Figure 1. Procedures to Conduct the Research

Research Setting and Participants

The study was conducted in Pagadian City, Zamboanga del Sur, specifically in banking institutions where business graduates are employed. The researchers would like to know if there is a difference in skills and performance in hiring business graduates. The reason why the researchers chose this environment is because this is the best environment to conduct this study. This environment is what the researchers seek to answer their survey about how satisfied employers are in hiring those business graduates.

This study was conducted inside the banking institutions where the employers work. The researchers will use automatic inclusion where the population is unknown or the availability of the participants. The research participants are organizations' employers from the business field. This study used automatic inclusion, where the participants are not based on the whole population but on the availability of the participants. The participants of this study are 10 banking institutions in Pagadian City where College of Business Education graduates from Saint Columban are employed. The researchers garnered 45 participants because the employers rated each employee as being evaluated. In getting the 45 participants in the 10 banking institutions are based on how many business graduates employed in that banking institutions that are from the academe. And those 10 banking institutions have employed 4 or 5 business graduates.

The researchers used non-probability sampling (automatic inclusion) that uses non-random criteria such as availability, geographical proximity, and expert knowledge of individuals. It is also used when the population is either unknown or impossible to identify (Buelens et al., 2018). Automatic inclusion applies to the study because it is not based on the sample size that derives from the population; instead, it allows the researchers to have participants based on the availability of the participants.

Research Instruments

This study used a survey questionnaire with both closed and open-ended questions to gather the data. The employer satisfaction survey questionnaire was used to identify the gaps between the employer's perception of the competencies needed to get hired (Levi, 2023). The participants opted to answer the six sub-scales consisting of twenty indicators to be rated with a four-point Likert scale "with ranges; 1 = Very Dissatisfied (VD), 2 = Dissatisfied (D), 3 = Satisfied (S), 4 = Very

Satisfied (VS)”. This survey questionnaire was made by Hoh et al. (2020) to measure the satisfaction of the employers towards their hired graduates.

Employers’ responses to the survey questionnaire were statistically analyzed with the data collected and the instruments of the study. This study uses descriptive statistics that include standard deviation and mean are being considered. According to Davies et al. (2018), standard deviation is a measure of how closely a set of values is related to the mean, regardless of whether they are close to or far from the mean. On the other hand, the mean is the average of the data collected (Saini & Jawahar, 2019). The employer’s satisfaction was analyzed using descriptive statistics. Where it is calculated, described, and summarized the collected data. It is reported in the tables in its figures. The table shows the weighted mean and the standard deviation (Sainju et al., 2021). The weighted mean and standard deviation were used in the table to get the average result of each skill.

Results and Discussion

This study presents the results, discussions, and insights that the researchers have gathered through the process of surveying the study on employer satisfaction of the college of business education graduates who are employed in banking institutions. It is divided into six factors: 1) foundation skills, 2) enterprise skills, 3) technical skills and knowledge, 4) adaptive skills, 5) team-working skills, and 6) employability skills.

The level of employers’ satisfaction with the college of business education graduates is based on these indicators:

Table 1. Foundation Skills Descriptive Result

Statements	Weighted Mean	Standard Deviation	Interpretation
(1) Ability to listen to instruction.	3.40	0.50	Very high
(2) Ability to communicate verbally/orally.	3.24	0.43	High
(3) Ability to apply simple numerical/mathematical calculation.	3.31	0.47	Very high
(4) Ability to write memorandum, report, minutes, business/formal letter, etc.	3.24	0.48	High
Overall	3.30	0.47	Very high

Notes: Mean Range: 3.26-4.00 (very high); 2.51-3.25 (high); 1.76-2.50 (low); 1.00-1.75 (very low)

The table shows that the employers who have the most garnered satisfaction are posted in row 1, which is (*ability to listen to instruction*) with a weighted mean of 3.40 and a standard deviation of 0.50 with an interpretation of ‘very satisfied’. Meanwhile, the least garnered employer’s satisfaction with a weighted mean of 3.24 and a standard deviation of 0.43 and 0.48 is posted in rows 2 and 4, which are (*ability to communicate orally/verbally and ability to write memorandum, report, minutes, business/formal letter, etc.*). The results show that these indicators here that garnered a ‘very satisfying’ remarks are the business graduate’s strengths, the graduates are good in doing these. The overall satisfaction result of foundation skills was in terms of a weighted mean of 3.30 and a standard deviation of 0.47. Although the table shows that there are some indicators that garnered ‘satisfied’, the overall result has an interpretation of ‘very satisfied’. The results matter because this shows that the graduates still improve their skills based on the indicators that need to be improved.

Communication skills are considered the most important of all skills. Thus, the school should strengthen the English curriculum that focuses on oral and writing skills so that the graduates are ready to face job interviews (Uddin et al., 2016). Miscommunication skills can lead to dissatisfaction, doubtfulness, etc. Also, communication has a positive impact on job satisfaction as well as the work environment and the relationship between employees and employers (Pongton & Suntrayuth, 2019).

Table 2 shows that the employers have the most satisfaction indicator found in row 2, which is (*ability to be innovative and creative, as suitable for the job*) with a weighted mean of 3.36 and a

standard deviation of 0.48. The indicator with the least satisfaction is posted in row 3, which is (*ability to solve problems as required for the job*) having a weighted mean of 3.29 and a standard deviation of 0.46. The overall satisfaction result of enterprise skills in terms of a weighted mean of 3.34 and a standard deviation of 0.48 with the interpretation of 'very satisfied'. The organization's secrecy matters the most when the employers expect that their employees can do this, and the graduates show this to them. That is why the employers give these remarks.

Table 2. Enterprise Skills Descriptive Result

Statements	Weighted Mean	Standard Deviation	Interpretation
(5) Commitment and dedication towards the organization.	3.36	0.48	Very high
(6) Ability to be innovative and creative, as suitable for the job.	3.39	0.49	Very high
(7) Ability to solve problems as required for the job.	3.29	0.46	Very high
Overall	3.34	0.48	Very high

Notes: Mean Range: 3.26-4.00 (very high); 2.51-3.25 (high); 1.76-2.50 (low); 1.00-1.75 (very low)

According to the statistical results, they found out that the employees are effectively committed to the organization because they think they should be loyal to it. This result was answered positively with a mean score of 3.2 in the statistics, which was answered by 157 participants (Aziz et al., 2021). Kleckner and Butz (2022) proved that businesses acquired high knowledge with a relative importance' score of 0.632. With the same result of the researcher's study with the interpretation of very satisfied.

Table 3. Technical Skills and Knowledge Descriptive Result

Statements	Weighted Mean	Standard Deviation	Interpretation
(8) Observation of professional/work ethical standards.	3.38	0.49	Very high
(9) Use of technology effectively.	3.36	0.48	Very high
(10) Technical skills needed for the job.	3.33	0.48	Very high
Overall	3.36	0.48	Very high

Notes: Mean Range: 3.26-4.00 (very high); 2.51-3.25 (high); 1.76-2.50 (low); 1.00-1.75 (very low)

Under the technical skills and knowledge result on Table 3, the result shows that the highest garnered indicator is found in row 1, which is (*observation of professional/work ethical standards*) with a weighted mean of 3.38 and a standard deviation of 0.49. The lowest garnered indicator is found in row 3, which is (*technical skills needed for the job*) with a weighted mean of 3.33 and a standard deviation of 0.48. The overall satisfaction rate of technical skill and knowledge in terms of the weighted mean score is 3.36, with a standard deviation of 0.48. The results show that the graduates are capable enough to use technology for their jobs, which means that the employers are very satisfied with their performances to be able to get these kinds of remarks.

Atanasovski et al. (2018) stated that employers consistently rated with very satisfied or very high technical skill and knowledge. Where the students or graduates gain knowledge in doing their tasks, employers stress that it is more important to have an ability and desire for life-long learning to work efficiently. Technical skills related to accounting software and knowledge of taxation and business laws were given the lowest rating; however, using technical in business-related courses was given a high importance or satisfaction. These findings are similar to the findings of many international studies (Riegel, 2021) that use the Danielson Framework of Teaching to measure professionalism, where it was given by an employer a highly effective rating.

Table 4 shows that the employers have the most satisfaction indicator posted in row 1, which is (*openness to change*) with a weighted mean of 3.38 and a standard deviation of 0.49. Meanwhile, the indicator with the least satisfaction is posted in row 2, which is (*ability to work under minimal supervision - independence*) with a weighted mean of 3.27 and a standard deviation of 0.50. The overall satisfaction result of adaptive skills is a weighted mean of 3.34 and a standard deviation of

0.49 with the interpretation of 'very satisfied'. The employers give these skills a very satisfactory remark because the graduates show how flexible they are when adapting to work changes.

Table 4. Adaptive Skills Descriptive Result

Statements	Weighted Mean	Standard Deviation	Interpretation
(11) Openness to change.	3.38	0.49	Very high
(12) Ability to work under minimal supervision (independence).	3.27	0.50	Very high
(13) Ability to adapt and learn new skills and knowledge for job.	3.36	0.48	Very high
Overall	3.34	0.49	Very high

Notes: Mean Range: 3.26-4.00 (very high); 2.51-3.25 (high); 1.76-2.50 (low); 1.00-1.75 (very low)

Overall, employers regarded a responsible approach to work, ethical behavior, learning from feedback, flexibility, and adaptability to changes as the most important skills rated as more satisfactory (Lisá et al., 2019). Tholibon et al. (2021) show that the result of the generic skills is rated as 0.381 as relatively importance using the Relative Importance Index (RII) formula to measure the importance of the indicators.

Table 5. Team-working Skills Descriptive Result

Statements	Weighted Mean	Standard Deviation	Interpretation
(14) Ability to work well in a group to achieve a goal.	3.36	0.48	Very high
(15) Relations with superiors and co-workers.	3.44	0.50	Very high
(16) Contribution to a group work.	3.36	0.48	Very high
(17) Networking skills.	3.28	0.45	Very high
Overall	3.36	0.48	Very high

Notes: Mean Range: 3.26-4.00 (very high); 2.51-3.25 (high); 1.76-2.50 (low); 1.00-1.75 (very low)

The table shows that the employers have the most satisfaction indicator found in row 2, which is (*relations with superiors and co-workers*) with a weighted mean of 3.44 and a standard deviation of 0.50 with an interpretation of 'very satisfied'. The indicator with the least satisfaction is posted in row 4 (*networking skills*), with a weighted mean of 3.28 and a standard deviation of 0.45. The overall satisfaction result of team-working skills is a weighted mean of 3.36 and a standard deviation of 0.48 with the interpretation of 'very satisfied'. Employers value teamwork inside the organization, which is why these factors garnered a very satisfactory remark from the employers.

Teamwork is the most cited skill that employers are looking for in their graduates (Tudy, 2017). In a survey conducted by the Council for Industry and Higher Education among 233 employer participants, team-work skills were identified as top and important (Osmani et al., 2019).

Table 6. Employability Skills Descriptive Result

Statements	Weighted Mean	Standard Deviation	Interpretation
(18) Attendance in work, meeting, and other official activities of the company.	3.31	0.51	Very high
(19) Ability to complete given task on time.	3.36	0.48	Very high
(20) Ability to handle stress and pressure on the job.	3.33	0.52	Very high
Overall	3.33	0.50	Very high

Notes: Mean Range: 3.26-4.00 (very high); 2.51-3.25 (high); 1.76-2.50 (low); 1.00-1.75 (very low)

Under the Table 6, the result shows that the highest garnered indicator is found in row 2, which is (*ability to complete given task on time*) with a weighted mean of 3.36 and a standard deviation of 0.48. Meanwhile, the lowest garnered indicator is found in row 1 (*attendance in work, meeting, and other official activities of the company*) with a weighted mean of 3.31 and a standard deviation of 0.51.

The overall satisfaction rate for employability skills in terms of the weighted mean score is 3.33 and a standard deviation of 0.50. Aside from teamwork, attendance is a must. The employers are very strict with this. Moreover, the graduates show they are capable and flexible regarding time management. These findings are similar to those of John (2021), who highlighted that employability skills are very important to the graduates, having a composite mean score of 4.40, and believed that these graduates are very competent with a mean score of 4.34. It has been proven that business-related courses acquire most of the pressure. Do et al. (2020) suggest that graduates should know how to use their time to handle so much pressure in completing the task given.

Table 7. Employer's Level of Satisfaction

Employee's Skills	Mean	Standard Deviation	Interpretation
Foundation skill	3.30	0.47	Very high
Enterprise skills	3.34	0.48	Very high
Technical skills and knowledge	3.36	0.48	Very high
Adaptive skills	3.34	0.49	Very high
Team-working skills	3.36	0.48	Very high
Employability skills	3.33	0.50	Very high
Overall	3.34	0.01	Very high

Notes:

Mean Range: 3.26-4.00 (very high); 2.51-3.25 (high); 1.76-2.50 (low); 1.00-1.75 (very low)

Under Table 7, the highest score assigned for employer satisfaction with a weighted mean of 3.36 and a standard deviation of 0.48 is team-working skills and technical skill and knowledge. Foundation skills had a mean score of 3.30 and a standard deviation of 0.47.

The overall graduate employees' work and performances have a weighted mean score of 3.33 and a standard deviation of 0.01, indicating that most employers were 'very satisfied' with the overall works and performances of the employees. The table shows that graduates need to improve their skills under 'foundation skills' to be more productive and efficient employees.

Enhancement of the Graduates

Based on the summary of findings it shows that the overall results of each factor garnered an interpretation of 'very high' which is good for the graduates. Although the results show an outstanding remark the employers also added some suggestions to enhance the skills of the graduates. One of those suggestions is providing training workshops for the graduates to improve more of their skills and help the graduates to be prepared for the real-world experience. Employers give us suggestions on how to improve the graduates. The institution should focus on these to produce more graduates who are confident enough to face the people and already equipped with experiences they learn from their workshops.

Implication and Conclusion

According to Kotler (2003), using the satisfaction theory, the data shows that the employers of banking institutions are very satisfied with the performances that the college of business education graduates show. Based on the theory, satisfaction is all about contentment and happiness in what the employees show to their employers. The result shows what the theory is referring to. According to Uddin et al. (2016), the employees' performances affect the whole performance of the institutions. The employer's satisfaction shows that the overall performance of the graduates positively affects the wholesome of the institution and gives a good impression to the management and the customers. Based on this theory, the satisfaction of employers to the graduates will give the institutions a long-term profit and good performance. Tudy (2017) ranked the indicator that garnered the highest mean score with the interpretation of highly satisfactory. Tudy's ranks 1 and 2 are 'Computer skills' and 'Character', which corresponds to the researcher's study 'Technical skills and knowledge', rank 3 is 'Team-work' which is the same as the researcher's study 'Team-working', rank 4 is 'Adaptable' which equivalent to 'Adaptive skills', rank 5 is 'Comprehension'

which equivalent to 'Foundation skills', rank 6 is 'Creative and innovative' which is 'Enterprise skills' to this study, rank 7 'Time management' which is 'Employability skills' and the rest was rank from 8 to 19 with the rank 19 of 'Specific job-related skills' which is already included in the seven factors of the study. Dejedran et al. (2017) supported the idea that business graduates have high knowledge. It also contributes to a high personality in punctuality, good teamwork, and trustworthiness. Business graduates have high soft skills, which can affect their generic skills in working independently, good communication skills, and adapting to the current situation.

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

This study concluded that employers are very satisfied with the graduates' performances. Employers mentioned that teamwork, co-employee characteristics, attitudes, and being flexible can motivate the employees to perform more in the given tasks. This study also demonstrates that the graduates must improve their social skills, although these indicators got an interpretation of 'very satisfied'. It does not mean that the graduates need to improve their social skills. They need to be better, and employers want them to be more efficient and effective employees where they can nail every task and situation. The graduates from the institutions have received the factors mentioned earlier and therefore a highly satisfactory remark enabling them to work more productively and cooperatively.

The participants of this study are the employers of the banking institutions in Pagadian City. The employers' satisfaction is essential to the employees for them to know their performances and whether they need to improve their skills. Giving the best performance that the graduates can offer to the employers' satisfaction is the crucial factor that the graduates want to achieve. The graduates are the first ones to entertain the customers, and it will reflect their performances to the organization. The outcome of the performances shown by the graduates will be the basis of how satisfied the employers are. Overall, employers of the banking institutions are very satisfied with the graduates. These findings can help the institution where the graduates came from produce the sets of graduates already equipped with knowledge and skills on what the employers suggest to improve. This study can help the accounting programs, not just the accounting programs but also the business programs, to widen their horizon regarding their skills and knowledge to know more about these programs they will be taking.

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