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Level of employer satisfaction with Divine Word College of Vigan Business Administration graduates in terms of Christian-spirited, competent, socially responsible, logical, and critical thinking attributes.

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ABSTRACT

This study examined employer satisfaction with the job performance of Bachelor of Science in Business Administration graduates of the Divine Word College of Vigan (DWCV). Specifically, it assessed the extent to which employers were satisfied with graduates' attributes as Christian-Spirited, Competent, Socially Responsible, Logical, and Critical Thinking attributes. Using a descriptive-quantitative research design, data were collected through validated survey questionnaires distributed to employers who directly supervised DWCV graduates within the past three years. Responses were analyzed using weighted mean and descriptive statistics. Employers expressed the highest satisfaction with graduates' Christian-Spirited values and Social Responsibility, highlighting ethical conduct, respect for others, and adherence to organizational standards. Competence, particularly in digital literacy, also ranked highly, reflecting adaptability to workplace demands. Lower scores were noted for Logical and Critical Thinking, especially in quantitative reasoning, decision-making under pressure, and defending recommendations. The findings suggest that greater emphasis on case-based learning, experiential activities, and analytical exercises may further strengthen graduates' higher-order thinking skills. The study supports Becker's (1964) Human Capital Theory and Kotler's (2003) Satisfaction Theory, demonstrating that DWCV successfully produces graduates who meet employer expectations while highlighting the need to strengthen higher-order thinking skills further. Results provide useful feedback for administrators, faculty, and students, ensuring the program remains responsive to labor market demands and contributes to organizational success and societal development.

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Introduction

Employers today seek candidates who possess higher-order thinking skills, including creativity, learning agility, reasoning, problem-solving, and decision-making (Latisha & Surina, 2010). In addition, employers highly value strong academic competencies such as reading, writing, listening, and

communication (Saleh, 2020), as well as fundamental knowledge in science and mathematics (Saleh, 2019). The quality of graduates directly influences employer satisfaction, as graduate performance reflects the extent to which employees meet workplace expectations and contribute to organizational success (Balmadres et al., 2024). Although these expectations are often demanding, they encourage graduates to continuously develop their competencies and become more productive and effective professionals. As Kasriel (2018) noted, many employers today are less willing to invest in extensive employee training, expecting new hires to be adequately prepared for their roles upon entry into the workforce.

In response to these workplace demands, Bachelor of Science in Business Administration graduates are expected to demonstrate the core graduate attributes of Divine Word College of Vigan (DWCV), namely being Christian-spirited, competent, socially responsible, and logical and critical thinkers. These attributes reflect the institution's commitment to producing graduates who are not only professionally competent but also ethically grounded and socially responsive.

Although previous studies have examined employer satisfaction and graduate employability across various higher education institutions, limited empirical evidence exists regarding how employers evaluate the graduate attributes of Bachelor of Science in Business Administration graduates of Divine Word College of Vigan. Specifically, there is insufficient evidence on employers' perceptions of graduates' Christian-spirited values, competence, social responsibility, and logical and critical thinking as demonstrated in workplace performance. This gap underscores the need for the present study, which seeks to determine the level of employer satisfaction with the graduate attributes of Bachelor of Science in Business Administration graduates of Divine Word College of Vigan. The findings are expected to provide empirical evidence that will inform curriculum enhancement, support continuous quality improvement, and strengthen the institution's capacity to prepare graduates who effectively meet the evolving expectations of employers and the workplace.

Literature review

Theoretical foundation

This study is anchored in three complementary theories that explain the relationship between higher education, graduate attributes, and employer satisfaction.

First, Kotler's Satisfaction Theory (2003) posits that satisfaction arises from comparing perceived performance with prior expectations. Satisfaction occurs when actual performance meets or exceeds expectations, whereas dissatisfaction arises when performance falls short of those expectations. In the context of this study, employer satisfaction is achieved when the performance of Divine Word College of Vigan (DWCV) Business Administration graduates meets or exceeds employers' expectations for professional competence, ethical values, workplace behavior, and the institution's desired graduate attributes. Ashton (2018) further emphasized that satisfaction reflects the successful attainment of expected outcomes, making this theory an appropriate framework for evaluating employers' perceptions of graduate performance.

Second, Becker's Human Capital Theory (1964) asserts that investments in education and training enhance an individual's knowledge, skills, competencies, and productivity, thereby increasing employability and organizational value. Within the context of this study, the graduate attributes promoted by Divine Word College of Vigan—being Christian-spirited, competent, socially responsible, and logical and critical thinkers—represent forms of human capital that equip graduates with the capabilities required in the workplace (Jiang et al., 2024). Employer satisfaction, therefore, serves as an indicator of how effectively these educational investments are translated into workplace competence, job performance, and organizational contribution.

Finally, Freeman's Stakeholder Theory (1984) recognizes employers as key stakeholders in higher education because they are the primary recipients of graduates and beneficiaries of educational outcomes. As stakeholders, employers provide valuable feedback regarding the relevance and effectiveness of academic programs in preparing graduates for professional practice. Their evaluations offer important evidence of whether the knowledge, skills, values, and competencies developed by the institution align with current industry needs and workplace expectations. Consequently, assessing employer satisfaction with the graduate attributes of DWCV Business Administration graduates provides an important basis for evaluating curriculum effectiveness and strengthening the alignment between academic preparation and labor market demands.

Employer satisfaction

The demand for highly skilled graduates able to adapt to rapid technological change is critical (Saleh, 2019). Employers increasingly seek competencies in problem-solving, communication, teamwork, and decision-making (Saleh, 2019). Employer satisfaction has become an important indicator of higher education quality because it reflects the extent to which graduates meet workplace expectations. Kotler (2003) defined satisfaction as the comparison between perceived performance and prior expectations, a concept that has been widely applied in educational and organizational research. Employer satisfaction refers to the university graduates' overall quality (work and performance) in their company or organization.

Employability and graduate attributes

In today's knowledge-based economy, possessing a university degree alone is no longer sufficient to guarantee employability. Higher education institutions are expected to produce graduates who possess not only disciplinary knowledge but also transferable skills, ethical values, adaptability, and critical thinking abilities that enable them to contribute effectively in the workplace (Bok, 2006; Kivinen & Silvennoinen, 2002). Consequently, colleges and universities are challenged to align their academic programs with the evolving needs of the labor market through continuous curriculum improvement and stronger industry partnerships.

The competencies expected by employers extend beyond technical expertise. Wagner (2010) identified seven survival skills essential for success in the 21st-century workplace, including critical thinking, problem-solving, adaptability, effective communication, collaboration, and innovation. Similarly, Fugate et al. (2004) argued that employability is not merely the ability to obtain employment but also the capacity to perform effectively, adapt to organizational changes, and sustain long-term career growth. Supporting these perspectives, Saleh (2019, 2020) found that employers increasingly value graduates

who demonstrate technical competence, effective communication, teamwork, analytical thinking, and the ability to apply knowledge in practical workplace settings.

These workplace competencies are embodied in the graduate attributes of Divine Word College of Vigan (DWCV), namely being Christian-Spirited, Competent, Socially Responsible, and Logical and Critical Thinkers. These attributes reflect the institution's commitment to developing graduates who possess the knowledge, skills, values, and dispositions necessary to meet organizational expectations and contribute responsibly to society. Consequently, assessing employer satisfaction with these graduate attributes provides valuable evidence of the Business Administration curriculum's effectiveness in preparing graduates for professional practice. It offers important insights for continuous curriculum enhancement and quality improvement.

Statement of the problem

This study aimed to determine the level of employer satisfaction with the graduate attributes of Bachelor of Science in Business Administration graduates of Divine Word College of Vigan.

It specifically answered the following questions:

1. What is the level of employer satisfaction with graduates in terms of the following attributes:
 - 1.1. Christian-Spirited
 - 1.2. competent
 - 1.3. socially responsible
 - 1.4. logical thinker
 - 1.5. critical thinker

Research methodology

This chapter presents the methods and procedures used in conducting the study. It includes the research design, the study locale, the population and sampling, and the data-gathering instrument. It also describes how the data were collected and how the level of employer satisfaction with the graduate attributes of Bachelor of Science in Business Administration graduates of Divine Word College of Vigan was determined.

Research design

This study employed a descriptive-quantitative research design to determine the level of employer satisfaction with the graduate attributes of Bachelor of Science in Business Administration graduates of Divine Word College of Vigan (DWCV). A descriptive research design was considered appropriate because it describes the current condition or phenomenon as it exists without manipulating any variables. It is commonly used to determine the characteristics, perceptions, and attitudes of a specific population (Ariola, 2006; McCombes, 2020). In this study, a descriptive approach was used to assess employers' satisfaction with DWCV graduates in terms of being Christian-Spirited, Competent, Socially Responsible, Logical, and Critical Thinkers.

Locale of the study

The study was conducted across various organizations and institutions that employ Bachelor of Science in Business Administration graduates of Divine Word College of Vigan.

Population

The study's respondents were employers or immediate supervisors of Bachelor of Science in Business Administration graduates from Divine Word College of Vigan. Purposive sampling was employed to identify respondents who supervised DWCV graduates within the last three years and could therefore evaluate their workplace performance and graduate attributes.

Data gathering instruments

The primary instrument used in the study was a researcher-developed questionnaire based on the graduate attributes of Divine Word College of Vigan and informed by relevant literature on employer satisfaction and graduate employability. The questionnaire underwent content validation by research experts to ensure its validity and appropriateness. Reliability testing using Cronbach's alpha was conducted to assess the instrument's internal consistency before its administration.

Data gathering procedures

Before data collection, the researcher secured the necessary permission from the appropriate authorities. After obtaining approval, the researcher distributed the survey questionnaire via Google Forms, email, and social media platforms to accommodate employers' availability and convenience. A cover letter explaining the purpose of the study and an informed consent form accompanied each questionnaire. Responses were collected within the designated data collection period, and follow-up reminders were sent to encourage participation and improve the response rate. Upon completion of the data collection, all responses were organized, encoded, and prepared for statistical analysis.

Ethical procedures

The study adhered to the ethical principles governing research involving human participants. Participation in the study was entirely voluntary, and informed consent was obtained from all respondents before they answered the questionnaire. The respondents were informed of the purpose of the study and assured that their identities and responses would remain confidential and be used solely for academic and research purposes. The dignity, privacy, and well-being of the participants were protected throughout the study. Furthermore, responsible use of artificial intelligence was observed during the preparation of the manuscript, and all sources were properly acknowledged and cited in accordance with APA 7th Edition guidelines.

Statistical treatment of data

The data gathered from the survey questionnaires were analyzed using descriptive statistics. Specifically, the weighted mean was used to determine the level of employer satisfaction with the graduate attributes of DWCV Business Administration graduates. The following descriptive scale was used in interpreting the weighted mean scores:

Statistical Range	Descriptive Interpretation
4.21 – 5.00	Very Satisfied
3.41 – 4.20	Satisfied
2.61 – 3.40	Moderately Satisfied
1.81 – 2.60	Dissatisfied
1.00 – 1.80	Very Dissatisfied

Data presentation and analysis

Problem 1: What is the level of employer satisfaction with graduates in terms of the following attributes:

- a. Christian-Spirited
- b. Competent
- c. Socially Responsible
- d. Logical thinker
- e. Critical Thinker

Table 1: Christian-spirited (values and work ethics)

	Mean	Descriptive Rating
1. Demonstrate honesty and integrity in work tasks.	4.46	Very Satisfied
2. Show respect and compassion in dealing with colleagues and clients.	4.67	Very Satisfied
3. Make ethical decisions when faced with dilemmas at work.	4.22	Very Satisfied
4. Exhibit service orientation and willingness to help beyond minimum requirements.	4.33	Very Satisfied
5. Maintain professionalism (punctuality, accountability, responsible use of resources).	4.54	Very Satisfied
Weighted Mean	4.44	Very Satisfied

Source: Paculan (2026)

The results under the Christian-spirited (Values and Work Ethics) attribute revealed that employers were very satisfied with the demonstration of ethical and professional values among DWCV Business Administration graduates, as reflected by the high weighted mean of 4.44. This indicates that the graduates consistently demonstrate Christian values and ethical behavior in the workplace, enabling them to build positive relationships with colleagues and clients while maintaining professionalism and integrity in their duties.

All individual indicators received a descriptive rating of "Very Satisfied," indicating that employers consistently observed these desirable qualities among the graduates. The highest-rated indicator was "Show respect and compassion in dealing with colleagues and clients" ($M = 4.67$), suggesting that the graduates possess strong interpersonal skills and demonstrate genuine concern and respect for others in the workplace. Meanwhile, the lowest-rated indicator, although still interpreted as "Very Satisfied," was "Make ethical decisions when faced with dilemmas at work" ($M = 4.22$). This suggests that while graduates generally demonstrate sound ethical judgment, there remains an opportunity to strengthen their decision-making skills further when confronted with complex workplace situations.

A very satisfied rating on the Christian-spirited attribute implies that graduates consistently demonstrate Christian values, virtues, and Christ-like attitudes through honesty, integrity, compassion, accountability, and professionalism in their daily work and interactions. Such behaviors foster trust, promote harmonious workplace relationships, and contribute to a positive organizational culture. This finding supports Tetteh's (2022) observations, which emphasized that students with strong Christian values are more likely to exhibit ethical behavior, moral responsibility, and positive interpersonal relationships in both academic and professional settings.

Table 2. Competent (knowledge and skills)

	Mean	Descriptive Rating
1. Apply foundational business knowledge (accounting, finance, marketing, management).	4.30	Very Satisfied
2. Produce quality outputs with accuracy and attention to detail.	4.28	Very Satisfied
3. Use digital tools/productivity software and basic data analysis in daily work.	4.48	Very Satisfied
4. Meet deadlines and manage workload efficiently.	4.24	Very Satisfied
5. Communicate clearly in writing (memos, emails, reports).	4.35	Very Satisfied
Weighted Mean	4.33	Very Satisfied

Source: Paculan (2026)

The results under the Competent (Knowledge and Skills) attribute yielded a weighted mean of 4.33, interpreted as Very Satisfied. This indicates that employers perceive DWCV Business Administration graduates as highly competent in applying business knowledge, technical skills, communication skills, and digital competencies to perform their workplace responsibilities.

Among the indicators, the highest mean score was obtained by "Use digital tools/productivity software and basic data analysis in daily work" ($M = 4.48$), suggesting that the graduates possess strong digital literacy and can adapt effectively to technology-driven work environments. Conversely, "Meet deadlines and manage workload efficiently" received the lowest mean score ($M = 4.24$), yet remained within the "Very Satisfied" category. This indicates that while graduates generally demonstrate effective time management and productivity, there remains an opportunity to strengthen their ability to manage multiple tasks and workplace demands efficiently.

A very satisfied rating on the Competent attribute implies that graduates consistently demonstrate the knowledge, technical skills, and professional competencies expected by employers. They can apply theoretical knowledge to practical workplace situations, utilize digital technologies effectively, and communicate clearly to accomplish assigned responsibilities. This finding is consistent with Saleh (2020), who emphasized that employers highly value graduates who possess strong technical competence, communication skills, and the ability to apply knowledge effectively in the workplace. Similarly, Jiang et al. (2024) noted that competencies and proactive career behaviors significantly contribute to graduates' employability and workplace success.

Table3. Socially responsible (citizenship and inclusivity)

	Mean	Descriptive Rating
1. Follow organizational policies, compliance, and ethical standards.	4.50	Very Satisfied
2. Work effectively with diverse teammates and clients (inclusivity).	4.41	Very Satisfied
3. Consider community and environmental impact in business decisions.	4.28	Very Satisfied
4. Demonstrate accountability for resources entrusted to them.	4.35	Very Satisfied
5. Engage in initiatives that create positive social value (CSR, volunteering, service).	4.22	Very Satisfied
Weighted Mean	4.35	Very Satisfied

Source: Paculan (2026)

The Socially Responsible (Citizenship and Inclusivity) attribute obtained a weighted mean of 4.35, indicating that employers were very satisfied with the DWCV Business Administration graduates' demonstration of socially responsible behavior and inclusive workplace practices. This suggests that the graduates consistently exhibit ethical conduct, accountability, respect for diversity, and commitment to organizational and societal responsibilities.

Among the indicators, the highest mean score was observed for "Follow organizational policies, compliance, and ethical standards" ($M = 4.50$), indicating that employers perceive the graduates as highly committed to organizational rules, ethical practices, and professional responsibility. The lowest mean score, although still interpreted as "Very Satisfied," was obtained by "Engage in initiatives that create positive social value (CSR, volunteering, service)" ($M = 4.22$). While this result reflects a positive perception of graduates' involvement in community-oriented activities, it also suggests an opportunity to encourage further participation in corporate social responsibility initiatives and community engagement programs.

A very satisfied rating on the Socially Responsible attribute indicates that graduates consistently demonstrate responsible citizenship, ethical decision-making, accountability, and respect for diversity in the workplace. These qualities enable them to collaborate with diverse stakeholders while contributing positively to their organizations and the wider community. This finding is consistent with Kivinen and Silvennoinen (2002), who emphasized that higher education institutions should develop graduates who are socially responsible and responsive to the evolving needs of society and the labor market. Likewise, Freeman's (1984) Stakeholder Theory highlights that organizations value employees who recognize their responsibilities not only to their employers but also to colleagues, clients, communities, and other stakeholders, thereby contributing to sustainable organizational success.

Table 4. Logical (analytical reasoning)

	Mean	Descriptive Rating
1. Analyze data, trends, or processes to identify issues and opportunities.	4.26	Very Satisfied

2. Break down complex tasks into clear, logical steps.	4.13	Satisfied
3. Use quantitative reasoning (basic metrics, percentages, variances) in decision-making.	4.07	Satisfied
4. Verify information and check assumptions before acting.	4.24	Very Satisfied
5. Document and organize work systematically for traceability.	4.35	Very Satisfied
Weighted Mean	4.21	Very Satisfied

Source: Paculan (2026)

The Logical (Analytical Reasoning) attribute yielded a weighted mean of 4.21, interpreted as Very Satisfied. This indicates that employers perceive DWCV Business Administration graduates as capable of applying logical thinking and analytical reasoning in performing workplace tasks. The findings suggest that the graduates are generally able to analyze information systematically, organize work efficiently, verify facts before making decisions, and apply sound judgment in addressing workplace situations.

Among the indicators, "Document and organize work systematically for traceability" received the highest mean score ($M = 4.35$), indicating that employers recognize graduates' ability to maintain organized records and apply systematic approaches to their work. On the other hand, "Use quantitative reasoning (basic metrics, percentages, variances) in decision-making" received the lowest mean score ($M = 4.07$), although it was still interpreted as "Satisfied." This finding suggests that while graduates demonstrate adequate analytical skills, there remains an opportunity further to strengthen their quantitative reasoning and data-driven decision-making abilities.

A very satisfied rating on the Logical attribute implies that graduates consistently demonstrate the ability to think systematically, analyze information objectively, and make informed decisions based on available evidence. These competencies enable graduates to solve workplace problems efficiently, organize tasks logically, and contribute to sound organizational decision-making. This finding supports Wagner (2010), who identified critical thinking and problem-solving as essential survival skills for success in the 21st-century workplace. Similarly, Saleh (2019) emphasized that employers highly value graduates with analytical abilities who can apply reasoning skills to address workplace challenges and improve organizational performance.

Table 5. Critical thinker (problem-solving and judgment)

	Mean	Descriptive Rating
1. Evaluate multiple options and propose practical solutions.	4.15	Satisfied
2. Exercise sound judgment under time or information constraints.	4.17	Satisfied
3. Innovate or improve processes (suggestions, small experiments).	4.28	Very Satisfied
4. Defend recommendations with evidence and a clear rationale.	4.13	Satisfied
5. Communicate ideas orally with clarity and confidence.	4.26	Very Satisfied
Weighted Mean	4.20	Satisfied

Source: Paculan (2026)

The Critical Thinker (Problem-Solving and Judgment) attribute yielded a weighted mean of 4.20, interpreted as Satisfied. This indicates that employers generally perceive DWCV Business Administration graduates as capable of exercising critical thinking, sound judgment, and problem-solving skills in the workplace. Although the graduates demonstrate positive critical-thinking abilities, the findings suggest that there remains room for further improvement, particularly in decision-making, evaluating alternatives, and supporting recommendations with evidence.

Among the indicators, "Innovate or improve processes (suggestions, small experiments)" obtained the highest mean score ($M = 4.28$), indicating that employers recognize the graduates' ability to contribute innovative ideas and improve workplace processes. In contrast, "Defend recommendations with evidence and clear rationale" received the lowest mean score ($M = 4.13$), although it remained within the "Satisfied" category. Likewise, "Evaluate multiple options and propose practical solutions" ($M = 4.15$) and "Exercise sound judgment under time or information constraints" ($M = 4.17$) suggest opportunities to further strengthen higher-order thinking skills through continued professional development and workplace experience.

A Satisfied rating on the Critical Thinker attribute indicates that graduates generally demonstrate the ability to analyze situations, solve workplace problems, evaluate alternatives, and make sound judgments when performing their responsibilities. However, the findings also imply that these competencies can be further strengthened to enable graduates to make more evidence-based decisions and respond more effectively to complex workplace challenges. This finding supports Wagner (2010), who identified critical thinking and problem-solving as essential competencies for success in the 21st-century workplace. Similarly, Saleh (2019) emphasized that employers value graduates who possess sound analytical judgment and can apply critical thinking skills to improve organizational performance and decision-making.

Across the five graduate attributes, employers expressed the highest satisfaction with the graduates' Christian-Spirited and Socially Responsible qualities. At the same time, Critical Thinking received the lowest overall rating, though it remained within the Satisfied category. This suggests that DWCV Business Administration graduates are generally perceived as ethical, competent, socially responsible, and capable of addressing workplace challenges. Nevertheless, further strengthening critical thinking through case-based learning, problem-solving activities, and evidence-based decision-making exercises may further enhance graduates' workplace effectiveness and professional competence.

Results and discussion

The findings of this study indicate that employers are highly satisfied with the graduate attributes of Bachelor of Science in Business Administration graduates of Divine Word College of Vigan (DWCV). Overall, the results suggest that the institution has been successful in developing graduates who possess ethical values, professional competence, social responsibility, and workplace readiness. These findings support Kotler's (2003) Satisfaction Theory, which posits that satisfaction is achieved when actual performance meets or exceeds expectations, as well as Becker's (1964) Human Capital Theory, which emphasizes that education enhances individuals' knowledge, skills, and competencies, thereby increasing

their value and productivity in the workplace. The high level of employer satisfaction reflects the institution's effectiveness in preparing graduates who are capable of meeting contemporary workplace expectations.

Among the graduate attributes, Christian-Spirited (Values and Work Ethics) received the highest rating, indicating that employers highly value graduates' integrity, professionalism, respect, and ethical conduct in the workplace. This finding reinforces Kotler's (2003) assertion that satisfaction is attained when expected performance standards are met and supports Ashton's (2018) observation that ethical behavior fosters employer confidence, trust, and long-term satisfaction. Likewise, the high ratings for competence, particularly in digital literacy and professional skills, are consistent with the findings of Saleh (2020) and Jiang et al. (2024), who emphasized that technical competence, adaptability, and continuous learning are essential qualities sought by employers. Similarly, the graduates' strong performance in social responsibility reflects the role of higher education in developing individuals capable of contributing responsibly to organizations and society, supporting the perspectives of Kivinen and Silvennoinen (2002) on the alignment of higher education with societal and labor market expectations.

Although employers expressed high satisfaction with graduates' logical and critical thinking abilities, these attributes received comparatively lower ratings than other graduate attributes, suggesting opportunities for continuous improvement. This observation is consistent with the work of Balmadres et al. (2024), Wagner (2010), and Saleh (2019), who highlighted analytical reasoning, critical thinking, problem-solving, and sound decision-making as among the most essential competencies required in today's dynamic workplace. These findings suggest that the Business Administration curriculum may be further strengthened by incorporating more case-based learning, business simulations, experiential activities, and decision-making exercises that promote higher-order thinking and practical application of knowledge.

While the findings provide valuable insights into employers' perceptions of DWCV Business Administration graduates, they should be interpreted within the scope of the study. The investigation was limited to determining employers' level of satisfaction with the graduate attributes of Bachelor of Science in Business Administration graduates of Divine Word College of Vigan. The respondents consisted only of employers or immediate supervisors who had directly supervised these graduates, and the data were collected solely through a structured survey questionnaire. As a descriptive study, it did not examine the causal factors influencing employer satisfaction, nor did it compare the findings with those of graduates from other higher education institutions or academic programs.

Building on these findings, future studies may broaden the scope by including graduates from other academic disciplines or higher education institutions to facilitate comparative analyses of employer satisfaction and graduate attributes. Employing mixed-methods or qualitative approaches, such as interviews or focus group discussions with employers, could also yield richer insights into the factors shaping employer satisfaction and workplace expectations.

Furthermore, future research may investigate the relationship between graduate attributes and other indicators of employability, including job performance, career advancement, employee retention,

organizational commitment, and long-term career success. Such investigations would provide a more comprehensive understanding of graduate outcomes and generate stronger evidence to support continuous curriculum enhancement and institutional quality improvement.

Conclusion

This study demonstrated that employers are generally very satisfied with DWCV Business Administration graduates, particularly in values, ethics, and social responsibility. At the same time, critical thinking emerged as a relative area of improvement. The results validate DWCV's success in producing competent and socially responsible graduates, while also highlighting the need to strengthen higher-order reasoning and decision-making skills. Grounded in Kotler's (2003) satisfaction theory and Becker's (1964) human capital theory, the study shows that employer satisfaction reflects the extent to which higher education prepares students for workplace realities. In conclusion, DWCV successfully produces graduates who meet employer expectations in values, skills, and responsibility. Strengthening higher-order thinking will further boost graduate competitiveness and maintain employer trust.

The findings provide empirical evidence that the DWCV Business Administration curriculum effectively develops graduates who meet employer expectations in values, competence, and social responsibility. These findings may serve as valuable input for institutional quality assurance and continuous improvement initiatives aimed at sustaining graduate employability and employer satisfaction.

Authors' contributions: The author solely conceptualized the study, reviewed the related literature, designed the research methodology, developed and validated the research instrument, collected and analyzed the data, interpreted the findings, and prepared the manuscript for publication. The author also ensured compliance with ethical standards and the proper citation of all references used in the study.

Ethical review statement: This study was conducted in accordance with the ethical standards for research involving human participants. Before data collection, permission to conduct the study was obtained from the appropriate authorities. Participation by employer-respondents was voluntary, and informed consent was obtained before the survey questionnaire was administered. The identities of the respondents and the organizations they represented were kept confidential, and all information collected was used solely for academic and research purposes. The study complied with the ethical principles of voluntary participation, confidentiality, anonymity, and data privacy.

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