

An Assessment on the Entrepreneurship Program Vis-À-Vis Employability Type of Bachelor of Science in Entrepreneurship Graduates: Basis in the Enhancement of Program Curriculum

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Abstract— The study assessed the relation of the current curriculum to the employability of the Bachelor of Science in Entrepreneurship graduates. The researchers used descriptive method in gathering the data by using a survey questionnaire. The questionnaire used was based from tracer studies in other universities whereby items were based on CHED mandates of tracing university graduates. The respondents were BS Entrepreneurship graduates of AY 2018 – 2019. There were 106 out of 147 graduates that participated in the study. The collected data were then classified, tabulated and coded for analysis. The descriptive tools employed in analyzing the data were the frequency count, percentage and ranking. The study revealed that most the graduates are female and currently employed locally. Most of them are working as clerks and are employed as regular or permanent employees. The respondents also revealed that the reason they took the course is their own preference. The graduates assessed the entrepreneurial skills are the most useful skill that they used in employment while leadership skill is their most useful one. Data collected and interpreted will be then used by the college for the enhancement of the current curriculum that can help the next batch of graduates to improve their employment.

Index Terms— curriculum, employment, employability, entrepreneurship, tracer

1 INTRODUCTION

Tracer studies are commonly becoming a recognizable practice worldwide. Graduate tracer studies involve identification and follow-up of graduates from Higher Education Institutions (HEIs) which needs consideration to how graduates view the experiences they underwent during their degree study and their transition to the job market. An aspect of quality in higher education is the quality of the outcomes achieved. Higher education adds value by developing job-related skills and competencies.

If the current curriculum should be improved, this tracer study is a precedence to determine changes based on the experience and training of the graduates. It is also not known to what extent graduates' competence goes in line with the demands of the employers. Therefore, to make the curriculum of each program responsive to the demand for potential employers, conducting this research has become a necessity for HEI.

Entrepreneurship is viewed as important to empowering the poor, enhancing production, and providing an impulse to innovation. The 1987 Philippine Constitution recognizes entrepreneurship as an engine of economic growth. Article XII Section 1 highlights the role of private enterprises in supporting equitable distribution of income and wealth, sustaining production of goods and services and expanding productivity, therefore raising the quality of life. The Philippine Development Plan (PDP) further reinforces the thrust on entrepreneurship through trade and investment to achieve the government's goal of economic development and job creation. Based on the plan, measures for macro-economic stability, employment, trade and investment, agribusiness, power-sector reforms, infrastructure, competition, science and technology, and anti-corruption are being pursued to strengthen

Philippines's competitiveness and contribute to job creation [1].

Curriculum plays an important role in developing a country's education and having an effective curriculum leads toward a prosperous, successful and responsible generation of a society. Many factors such as teachers, learners, resource materials and facilities, interest of groups, school environment, culture and ideology, instructional supervision and assessment [5].

The curriculum development and the educational reform process continually undergoes review, revision, and constant change. This can be challenging, therefore, the involvement of all stakeholders, especially individuals who are directly involved in student instruction, are a vital piece in successful curriculum development and revision.

Assessment of employability skills development is a complex endeavor requiring assessments to be framed carefully around notions of proximity and authenticity [6], and one which has resourcing implications for higher education institutions [7].

The purpose of this paper is to assess the current curriculum vis-à-vis employability type of Bachelor of Science in Entrepreneurship graduates. This study will cover the graduates of AY 2018-2019.

2 OBJECTIVES

The study's general objective was to assess the Entrepreneurship Program regarding the Employability Type of Bachelor of Science in Entrepreneurship Graduates. This study served as a basis for the enhancement and betterment of the curriculum. Moreover, it also aimed to determine the percentage distribution of the respondents' profile in terms of sex,

frequency distribution of the graduate's reasons for taking the course, percentage distribution of the employment status of the graduates and present occupation of the graduates as well as skills or competencies that are useful in employment.

3 METHODOLOGY

The researchers used descriptive method in gathering the data of graduate's employability. The survey questionnaire of this research was based from tracer studies in other Universities whereby items were based on CHED mandates of tracing university graduates.

The respondents of the study are the total population of 147 BS Entrepreneurship graduates. From this total population, 106 participated in this study which constitutes 72.10% of the total number of graduates (See Table 1).

Table 1 Distribution by Section

Section	No. of Graduates	No. of Respondents	Percentage
Entrep – 4A	32	25	23.58%
Entrep – 4B	38	23	21.69%
Entrep – 4C	39	33	31.13%
Entrep – 4D	38	25	23.58%
Total	147	106	100.00%

Names, addresses and contact numbers of the graduates were obtained from the Registrar's Office. The questionnaires were distributed online through networking sites. Furthermore, the data were classified, tabulated, and coded for analysis. Frequency count, percentage, and ranking were the descriptive statistical tools employed in analyzing the data.

4 LITERATURE REVIEW

In the last decades, the concept of entrepreneurship has become vital as a result of constant and increasing economic problems, especially unemployment [8]. Further studies also discovered that, Graduate employability now become issues of both national and global concern owing to the ever rising number of unemployed graduates [9]. As per the objectives of the study, an assessment was sought to determine the employability type of graduates who took Bachelor of Science in Entrepreneurship. Entrepreneurship is a vehicle to improve the quality of life for individuals, families, and communities and to sustain a healthy economy and environment to achieve this individual need an entrepreneurship education [10].

As human beings are embedded into a culture, it is difficult to disentangle sex and gender in colloquial language and scientific writing [2]. Socially embedded gender roles may affect employment chances in two ways, obviously interrelated. First, employers may have views on what are gender-appropriate jobs, and may recruit and hire accordingly.

The range of motivators, on the other hand, that influence our students to take a course are nearly as numerous as the number of students who enroll. For some, enrollment

reflects an intrinsic interest in the topic and can also be perceived as a require course. For others, it is the only class option that fits their schedule or a course than can make their college life easier as well as they enroll because other friends are also taking the course and it offers an opportunity to see each other and interact [3]. The factors motivating our students have a powerful influence on the type, intensity and quality of work they demonstrate in our courses. Understanding these factors can help us better support our students' learning.

Moreover, [4] deciding on a college major is a huge decision that can have an incredible impact on the rest of someone's life. Considering choices carefully is one great option to land on earning an entrepreneurship degree. Although it is a fairly common major, there are many reasons to choose from such as enjoying the real-world experience, latest business trends, increased opportunities, public speaking skills and newest ideas.

Pursuing a degree in entrepreneurship is an excellent idea for anyone who wants to go into business, and especially for those who have dreams of owning a business.

The above literatures and studies were found to be beneficial in this study.

5 DISCUSSION

In this study, data were gathered from 147 BS Entrepreneurship graduates. Table 2 shows the percentage distribution of the respondents' profile in terms of sex.

Table 2. Distribution of the Graduates in Terms of Sex

Year	Male		Female		Total	
	f	%	f	%	F	%
Entrep – 4A	2	1.89%	23	21.70%	25	23.58%
Entrep – 4B	7	6.60%	16	15.09%	23	21.70%
Entrep – 4C	7	6.60%	26	24.53%	33	31.13%
Entrep – 4D	7	6.60%	18	16.98%	25	23.58%
Total	23	21.70%	83	78.30%	106	100.00%

In the table above, it was shown that there are more female graduates which cover 78.30 percent or 83 respondents of all the 106 participants than that of male graduates which obtained 21.70 percent or 23 respondents. With the gathered data, it can be said that business course can be taken by both male or female. Table 3 presents the frequency distribution of the graduate's reasons for taking the course.

Table 3. Reasons for Taking BS Entrepreneurship Course

Reasons*	f	Rank
Really prefer the course	135	1
To have a rewarding and challenging profession	103	3

Job security	115	2
Influenced by parents and peers	75	4
Influenced by peers	33	5

*Multiple responses

The data shows that majority of the students or 135 of the respondents who graduated from BS Entrepreneurship took the course as it was their preferred course. Second highest reason is the job security the course could offer. 115 graduates took the course as one of the most stable jobs in the Philippines, especially when working in a multi-national company. Meanwhile, according to 103 graduates, they chose to take BS Entrepreneurship a rewarding and a challenging profession that could enable them to practice and enhance their entrepreneurial skills. 75 graduates who took the course were influenced by their parents as one or both of them are entrepreneurs. However, there are only 33 respondents that took the course as influenced by their peers. Overall, most graduates took the course by their preference and few as influenced by other people.

Table 4 describes the percentage distribution of the employment status of the graduates.

Table 4. Employment Status, Nature of Work and Place of Work of BS Entrepreneurship Course

Employment Status	f	%
Regular / Permanent	48	45.28%
Temporary	12	11.32%
Contractual	19	17.92%
Casual	12	11.32%
Self-employed	15	14.15%
Total	106	100.00%
Nature of Work	f	%
Employed	91	85.85%
Not Employed	15	14.15%
	106	100.00%
Place of Work	f	%
Local	104	98%
Abroad	2	2%
Total	106	100.00%

Table 4 presents the percentage distribution of the BS Entrepreneurship graduates in terms of present employment status, nature of work and place of work.

In terms of present employment, majority of the respondents are regular or permanently employed which com-

prised of 45.28 percent of the total respondents or 48 graduates. Meanwhile, there are 17.92 percent (19 graduates) respondents who are currently employed as contractual and 14.15 percent (15 graduates) who are self-employed. However, there are 11.32 percent (12 graduates) who are either casual or temporary employees. For their nature of work, more than half of the graduates are employed which represents 85.85 percent of the total respondents, while there are only 14.15 percent who are currently unemployed. In terms of their place of work, almost all the respondents work locally which comprised 98 percent of the respondents and only 2 percent was working abroad.

The data shown above can be supported by the data released by CHED that shows a consistent yearly increase in the number of business administration graduates – starting from 73, 021 in 1990 to 110, 870 in 2003. The increase in number is because all corporations prefer hiring graduates of business administration and related courses. Therefore, since the job availability for the graduates are increasing, there are more students taking up the said course.

Table 5 describes the percentage distribution of the present occupation of the graduates.

Table 5. Present occupation of BS Entrepreneurship Course

Present Occupation	f	%
Supervisors	8	8%
Government employees	12	11%
Technicians & Associate Professionals	29	27%
Service Workers	19	18%
Clerks	38	36%
Total	106	100%

Table 5 shows the frequency distribution of entrepreneurship graduates in terms of present occupation. Most of the graduates are clerks which comprise 36 percent of total respondents followed by technicians and associate professionals which is 27 percent of total respondents. There are 18 percent of graduates who work as service workers and 11 percent who work as government employees. Meanwhile, there are only 8 percent of the graduates who work as supervisors. It is because year of experience is an important factor to be called a full pledged professional. One to four years of experience for the graduates would be good enough as preparation stage to attain the managerial position.

Table 6. Skills or Competencies Found Very Useful in Employment

Skills or Competencies*	f	Rank
Communication skills	63	2

Human relations skills	57	3
Entrepreneurial skills	75	1
Information technology skills	33	4
Problem solving skills	28	6
Critical thinking skills	32	5
Leadership skills	8	7

**Multiple responses*

Table 6 presents the skills or competencies that are useful in employment of BS Entrepreneurship graduates. The top 3 skills that they found very useful in employment are the entrepreneurial skills, communication skills, and human relation skills. These 3 are then followed by information technology skills, then critical thinking skill and problem-solving skills. The skill they found to be least useful is the leadership skill. This can be compared to the study of Macatangay (2013) where in it was found that communication skills and information skills were the top skills useful for employment.

6 CONCLUSION

The researchers conducted this study to assess the current curriculum and its relation to the employability type of Bachelor of Science in Entrepreneurship graduates and collected data regarding the sex, reason of taking the course, employment status, nature of work and place of work of the graduates and the skills they found useful in employment.

After statistically testing the data, results revealed that BS Entrepreneurship graduates of AY 2018 -2019 are mostly composed of female which yielded a result of 78.30 percent and only 21.70 percent for male respondents. The results also revealed that most graduates took BS Entrepreneurship as their own preference. Likewise, the results also showed 85.15 percent of the 106 respondents are currently employed and 98 percent of them are working locally. Furthermore, 48 graduates work as regular or permanent employees while 36 percent of the respondents work as clerks. Finally, the data also showed that 106 respondents found entrepreneurial skills as the most useful one and leadership skill as the least useful.

7 RECOMMENDATION

Based on the findings and conclusions of the study, the recommendations are:

1. The College Dean should continuously assess the curriculum of the course and enhance according to the needs of the program.
2. Linkages are also recommended especially for international companies or agencies to broaden the opportunities of the graduates to work abroad.
3. The dean should also sustain the student's entrepre-

neurial skills by having linkages to top Universities offering Business Courses. However, the dean should also focus on the leadership skill of the students as some graduates also work in a managerial position where they will lead people.

4. Meanwhile for the faculty, the University should organize seminars or conferences that could enhance their technical skills related to the subject and adjust their teaching techniques aligned with the requirements.
5. It is also recommended for the faculty to emphasize to the students the significance of the subject and its relevance to their future employment so that they would have better interest and understanding towards the program.
6. For future researchers, it is recommended to study the work engagement and job satisfaction of the graduates so that the university can assess their own graduates to make them more responsive to the needs of the program.

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