



## CAREER PATH OF THE BACHELOR OF SCIENCE IN ENTREPRENEURSHIP STUDENTS OF ACADEMIC YEAR 2014-2018

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### ABSTRACT

The study assessed the career path of the Bachelor of Science in Entrepreneurship from 2014 to 2018. The researcher 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 respondent of the study is the total population of 377 BS Entrepreneurship graduates. From this total population, 265 participated in this study which constitutes 70.29% of the total number of graduates. The data were classified, tabulated, and coded for analysis. Frequency count, percentage, and ranking were the descriptive statistical tools employed in analyzing the data. The study revealed that most of the BS Entrepreneurship graduates were female and employed in their field of specialization. Entrepreneurship graduates have regular status as officials in the government and special interest organizations, corporate executives, managers, managing proprietors and/or supervisors. They consider entrepreneurship as a rewarding and challenging profession because it would give them the prospect of applying their entrepreneurial skills in the ever-changing society. The graduates assessed that entrepreneurial skills is the most relevant skill or competency in their current job hence, they are given tasks to apply their entrepreneurial competency.

**Keywords:** *Tracer, Entrepreneurship Students, Employability*

### 1. INTRODUCTION

People go to universities and finish college degree with the goal of being employed and earn a living. The Bachelor of Science in Entrepreneurship (BSEntrep.), a four-year course offered in the College of Business Management and Accountancy (CBMA), is designed to provide undergraduate students an in-depth understanding and appreciation of new venture operations in small business enterprises. It aims to equip young students with entrepreneurial spirit to realize a vibrant and developing economy in the hands of the Filipinos and develop desirable qualities of leadership, social concern and moral values among them. Further, it will help aspiring entrepreneurs acquire the skills, knowledge, and values that will increase their chances of success (CMO 18 Series of 2017).

Entrepreneurship is viewed as important to empowering the poor, enhancing production, and as an impetus 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 as cited by Evangelista (2013).

However, studies show that the Philippines' unemployment rate is the second-highest among the Association Nation (ASEAN) member countries, with Indonesia registering the highest at 8.4 percent (Adriano, 2009). This is indeed high especially if compared to the end-of-year unemployment rates in Thailand, Singapore, and Malaysia at 1.4 percent, 2.6 percent and 3.3 percent, respectively. In the perspective of Higher Education Institutions (HEI's), employability has a variety of meanings. It describes the employment rate of graduates to the characteristics of the



graduate (Harvey, 2013). For some, employability can be associated with how quickly a graduate finds employment. As a result, the waiting period for seeking employment dominates the indicator of whether or not an institution is able to produce qualified graduates for the job market (Syafiq & Fikawati, 2018). However, given the broad understanding of employability, it is important to recognize that the quality of a university graduate is not just a reflection of the quality of the curriculum and its supporting academic environment; for there could be other factors contributory to employability and unemployment.

As researcher, employability performance indicator cannot be concluded simply from the employment rates of HEI graduates; while some definitions of employability signifies that it is closely linked to the rapport between higher education and employment. This relationship poses critical questions about the purpose and structure of the higher education system. Employability is not about only training or providing additional skills to gain employment; it should also be about how the higher education system through its many institutions develops critical, reflective and empowered learners who will be highly sought after and valued by employers. The employers' perspective of the kind of graduates they will hire is important to help HEIs decide the direction of their educational goals. It is in this context that the researcher were prompted to undertake this study.

### 1.1 Objectives of the Study

The study assessed the career path of the Bachelor of Science in Entrepreneurship from 2014 to 2018. Specifically, it sought answers to the following:

- What is the sex distribution of the graduates?
- What are the graduate's reasons of pursuing their course?
- What is the employment status of the graduates?
- What are the skills or competencies found very useful in employment?

## 2. MATERIALS AND METHODS

### 2.1 Research Design

The researcher 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.

### 2.2 Participants

The respondent of the study is the total population of 377 BS Entrepreneurship graduates. From this total population, 265 participated in this study which constitutes 70.29% of the total number of graduates (See Table 1).

**Table 1** Distribution by Year of Graduation

Year	No. of Graduates	No. of Respondents	Percentage
2017 – 2018	116	81	30.57
2016 – 2017	78	62	23.40
2015 – 2016	81	67	25.28
2014 – 2015	102	55	20.75
<b>Total</b>	<b>377</b>	<b>265</b>	<b>100.00</b>

### 2.3 Instrument and Procedure

Names, addresses and contact numbers of the graduates from 2014 to 2018 were obtained from the Registrar's Office; wherein the questionnaires were distributed online through networking sites.

### 2.4 Data Analysis

The data were classified, tabulated, and coded for analysis. Frequency count, percentage, and ranking were the descriptive statistical tools employed in analyzing the data.



### 3. RESULTS AND DISCUSSION

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	%
2017 – 2018	23	8.68	58	21.89	81	30.57
2016 – 2017	10	3.77	52	19.62	62	23.40
2015 – 2016	7	2.64	60	22.64	67	25.28
2014 – 2015	16	6.04	39	14.72	55	20.75
<b>Total</b>	<b>56</b>	<b>21.13</b>	<b>209</b>	<b>78.87</b>	<b>265</b>	<b>100.00</b>

It was found out that majority of the graduates are female which obtained a frequency of 209 or 78.87 percent while male got 21.13 percent. Although the respondents is dominated by female graduates, the sex profile means that business course can be both for men or women.

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	86	4
To have a rewarding and challenging profession	185	1
Job security	127	2
Influenced by parents and peers	42	5
Influenced by peers	105	3

\*Multiple responses

As presented in Table 3, there are 185 of them who replied that BS Entrepreneurship course would give them the chance to have a rewarding and challenging profession such as being entrepreneurs. According to the respondents, they consider entrepreneurship as a rewarding and challenging profession because it would give them the prospect of applying their entrepreneurial skills in the ever-changing society. According to 105 graduates, their peers influence them in taking BS Entrepreneurship. One hundred twenty - seven graduates replied that entrepreneurship is one of the most stable jobs in the Philippines, most especially if one is employed in multi-national companies. Eighty - six graduates responded that it was the course or program that they really liked, so they decided and finished the program. A few revealed (42) that they were influenced by their parents, hence they took the course/program. Whatever their reasons were, they were enough to motivate them to take the program and finish it at the prescribed time of four years.

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

**Table 4** Employment Status of BS Entrepreneurship Course

Employment Status	f	%
Employed	214	80.75
Regular / Permanent	126	47.55
Temporary	68	25.66
Self-employed	20	7.55
Not Employed	51	19.25
<b>Present Occupation</b>		
Officials of Government and Special Interest Organizations, Corporate Executives, Managers, Managing Proprietors and Supervisors	98	36.98
Technicians and Associate Professionals	52	19.62
Clerks	64	24.15
<b>Total</b>	<b>265</b>	<b>100.00</b>



As described in Table 4, 214 (80.75%) graduates are gainfully employed whose job held is related to field of specialization. From this percentage, 126 (47.55%) are regular/permanent, 68 (25.66%) are in temporary status while few (20) are self-employed who are working for oneself, from one's own profession or business, and not working for another firm yet drawing a salary.

At present, the graduates of Business Entrepreneurship from 2014 – 2018 employed in clerical positions (24.15%) and as technicians and associate professionals (19.62%) while their a bigger percentage (36.98%) are either officials of government and special interest organizations, corporate executives, managers, managing proprietors and/or supervisors.

This result may be associated with CHED data that since all corporations whether in the service or industry sectors involve business administration with prospects for job openings for graduates of business administration and related courses are better. It is not therefore surprising to note from 1990 to 2003, the data by CHED showing a consistent growth in the number of business administration graduates yearly – from 73,021 in 1990 to 110,870 in 2003 wherein this field has consistently been the topnotcher in terms of the number of graduates by discipline group were and consistently producing more than 20 percent of all graduates by program annually.

While there are graduates who were unemployed with 19.25 percent; reasons can be attributed to unemployment which revealed lack of work experience, health related reasons and family concern. Majority of the unemployed respondents are fresh graduates which indicates competitions in finding employment is very high due to graduates mismatch and competitive business graduates.

Table 5 discloses the relevant skills or competencies which are found very useful in the graduate's present job.

**Table 5 Skills or Competencies Found Very Useful in Employment**

Skills or Competencies*	F	Rank
Communication skills	187	3
Human relations skills	190	2
Entrepreneurial skills	210	1
Information technology skills	86	4
Problem solving skills	72	5
Critical thinking skills	54	6

\*Multiple responses

As revealed in Table 5, the responses showed that entrepreneurial skills ranked number 1 as the most useful skill in their job which signifies that the graduates were given tasks to apply their entrepreneurial competency. Communication skills and Human relations skills ranked 2<sup>nd</sup> and 3<sup>rd</sup> which are followed by information technology skills, problem-solving skills, and the least is critical thinking skills.

In finding employment, skills needed are intellectual skills, communication skills and interpersonal skills which contributed much to graduates future employment (Laguador and Dotong, 2013). While human relation skills and communication skills are important, it is equally important that graduates develop entrepreneurial skills which is very vital to create a more satisfying and adaptable work environment.

#### 4. CONCLUSION

Most of the BS Entrepreneurship graduates are female and employed in their field of specialization. Entrepreneurship graduates have regular status as officials in the government and special interest organizations, corporate executives, managers, managing proprietors and/or supervisors. They consider entrepreneurship as a rewarding and challenging profession because it would give them the prospect of applying their entrepreneurial skills in the ever-changing



society. The graduates assessed that entrepreneurial skills is the most relevant skill or competency in their current job hence, they are given tasks to apply their entrepreneurial competency.

It is recommended that the college Dean may continuously benchmark with other business schools for curriculum enhancement. Linkages may also be explored on international exposure for Business graduates. The dean may sustain students' entrepreneurial skills competency through strengthening the teaching strategy used by subject professors.

The University's recognized organizations on business may spearhead computer related seminars in order to update information technology skills of graduating students. Likewise, work values may also be part of series of seminars for graduating business students. Study on critical thinking and problem solving skills may also be explored for Business graduates. Work engagement and job satisfaction of the graduates may also be considered for future investigation.

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