

**BSBA-FMA Program of Higher Educational Institutions in  
Region III and the Graduates' Performance in the Workplace:  
An Evaluation**

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— *Review of* —  
**Integrative  
Business &  
Economics**  
— *Research* —

**ABSTRACT**

The higher educational institutions in Region III offering the BSBA-FMA program were accredited by a recognized accrediting agency as a College or a Department of Business Administration/Business and Accountancy.

The strengths of the program were the following: vision, mission, goals and objectives (VMGO) were printed in bulletins, manuals and also displayed in conspicuous places accessible to all; great efforts were made to disseminate VMGO to stakeholders; quality instruction is enhanced by requiring syllabi, examination questions, departmental examination, and conducting supervisory visits to the classes; students and stakeholders also appreciated the well-organized and continuing scholarship grants and financial assistance programs and grants enabling deserving students to finish degrees; and the administrative support is ably demonstrated.

The weaknesses of the BSBA-FMA program of higher educational institutions in Region III were the following: the budget allotted to support library services and activities was inadequate; comfort rooms were ill-maintained and no potable water in the campus; inadequate number of linkages established to support the research activities; laboratories did not conform to the standards, and inadequate number of apparatuses and materials; and lastly, no facilities and equipment are specifically identified for use for extension and community involvement activities.

The BSBA-FMA graduates in the workplace are productive for they possessed the intellectual and manual skills needed in the workplace. They possessed the pleasing personality required in the workplace and have the stamina to work above average work pressure and demands.

However, planning and organization, judgment, creativeness, expression and initiative are the weaknesses of BSBA-FMA graduates in the workplace that higher educational institutions have to consider.

The needs of the BSBA-FMA program of higher educational institutions were: need to organize committees to review the extension and community development programs; need to look for funds to ensure the projects' sustainability; need for the laboratory facilities and equipment to be continuously updated, upgraded and enhanced; and lastly, the need for continuous enhancement and improvement of physical plant and facilities.

The needs of the program based on the graduates' required competencies in the workplace were: need to add/integrate computer subjects that will focus on the advance computer technology skills required in the workplace; teachers handling computer subjects may introduce/require varied learning opportunities by requiring their students to explore the internet, e-mail, spreadsheets or do some statistical computations using the computer; plant visits to computerized enterprises may be encouraged to expose the students with the machines/systems the enterprises are using; and, experts and specialists in the information-communication technology (ICT) may be invited as resource speakers on updates about the new ICT developments and technologies. The students' personnel services offices are also needed to design program of activities that will address the needs of the graduates in enhancing

their total personality; sponsor seminars, workshops and trainings on teamwork, cooperation, group decision, making harmony and productiveness; and at the same time, to provide a functional guidance program directed towards the welfare and total personality development of the students.

### **Introduction**

The Business Administration program covers the integrated approach and interrelationship among the functional areas of business, as well as, sensitivity to the economic, social, technological, legal and international environment in which business must operate. The objective of the program is not simply to impart basic business knowledge, but to instill and nurture important qualities and skills in our students that are essential for future business leadership and organizational success.

An institution that intends to improve the quality of the program offering may decide to go through a voluntary accreditation. Henceforth, a systematic review of the institution's system and direction has to be undertaken to examine the quality of its curricular offering, to rationalize the status of the program and to reevaluate the degree of its commitment to the delivery of the basic components of the educational program.

Moreover, the academic and non-academic challenges and experiences students had in the undergraduate are reflective of their performances in the workplace. A need to study the performance of the BSBA-FMA graduates in the workplace would depict their competitiveness with other degrees.

### **Statement of the Problem**

The study aimed to evaluate the Bachelor of Science in Business Administration, Major in Financial and Management Accounting, program of higher educational institutions in Region III and the graduates' performance in the workplace.

Specifically, this study answered the following questions:

1. How is the BSBA-FMA program of higher educational institutions in Region III evaluated by accrediting agencies in terms of:
  - 1.1 status and
  - 1.2 strengths and weaknesses?
2. How are the BSBA-FMA graduates' performances in the workplace evaluated by the employers, supervisors and peers?
3. What are the needs of the program based on the evaluation of the graduates?
4. What curricular reforms may be proposed to meet the needs of the program?

### **Significance of the Study**

The outcome of the study would help the administrators to make judgments about priorities and make pieces of advice on means by which the most highly prioritized needs can be addressed.

The results of the study would serve as guide in planning, directing, and monitoring of specific actions to be undertaken to address the identified needs of the academic program.

The study also presented the important roles BSBA-FMA faculty members assumed in providing quality education and preparing the graduates in the workplace.

BSBA-FMA students were the ultimate beneficiaries of the study. The proposed curricular reforms are intended to enhance and improve the educational system that affects their performance in the workplace.

The concepts included in the study would inform the graduates' employers and supervisors of the trainings the graduates had undergone. So they would be able to appreciate the employable qualities of the graduates that can be utilized to combat the new challenges their businesses are exposed to.

### **Scope and Limitations**

The study is an evaluation of the BSBA-FMA program offered by higher educational institutions in Region III. All higher educational institutions in Region III with BSBA-FMA graduates from 2002-2006 were considered.

The BSBA-FMA program of the higher educational institutions in Region III was evaluated by the accrediting agencies as to status, strengths and weaknesses. Meanwhile, the BSBA-FMA graduates' performances in the workplace as to: intellectual and manual skills; attitudes towards work; power of reason, criticism and creativity; and personal attributes were also evaluated by their employers, supervisors and peers.

The needs of the program based on the evaluation of the graduates were identified. Hence, curricular reforms were proposed to meet the needs of the program.

Corollary, the study was delimited to the available addresses and contact numbers of BSBA-FMA graduates of school year 2002-2006 of the higher educational institutions obtained from the alumni and registrars' offices.

### **Related Literature and Studies**

Accreditation is a quality-management mechanism that occurs in adjunction to the minimum requirements of quality that are stipulated for institutions and programs, and verified by the Commission on Higher Education (CHED). (International Institute for Educational Planning [www.unesco.org/iiep](http://www.unesco.org/iiep)).

All Philippine accreditation agencies have opted to focus on program accreditation, for which they have developed a considerable number of specific instruments. The following are the ten basic educational components being assessed and evaluated by the accrediting agency: Statement of Vision, Mission, Goals and Objectives; Faculty; Curriculum and Instruction; Support to Students; Research; Extension; Library; Physical Plant and Facilities; Laboratories; and, Administration. (Accrediting Agency of Chartered Colleges and Universities of the Philippines Survey Instruments)

The adequacy or inadequacy of a curricular program can be adjudged by the occupational opportunities made available to the graduate, their present position and the nature of the jobs they are immediately in after graduation.

Financial analysts and personal financial advisors are the occupational opportunities waiting for BSBA-FMA graduates in the workplace. (<http://www.bls.gov/oco/ocos259.htm>)

The portfolio assessment conducted in the University of South Africa highlighted the skill areas in the practice of teaching; while the survey undertaken at Penn State focused on students' impressions of the quality of instructions; and the study of Fu revealed the limiting factors in the development and growth of the curricular programs in the developing countries; were all related to the present study because the results of the activities undertaken are inputs to the basic educational components of the present study.

The studies conducted by Joen, Abella and Alvarez are similar to the present study because both studies considered the nine basic educational components in evaluating the programs of the educational institutions. However, their studies were an institutional evaluation for considering only the programs of their respective schools: Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), Lyceum Northwestern and Saint Louis Anne College, respectively.

Another study was made by Uy who discussed the quality of the Bachelor of Science in Commerce graduates of private colleges in Samar Island, school year 2002-2003, as perceived by their employers in terms of the following: organizational skills; communication skills; job knowledge, cooperation and relation; problem solving; and, technical skills. Uy's and the current study determined the performances of the graduates in the workplace.

### **Conceptual Framework**

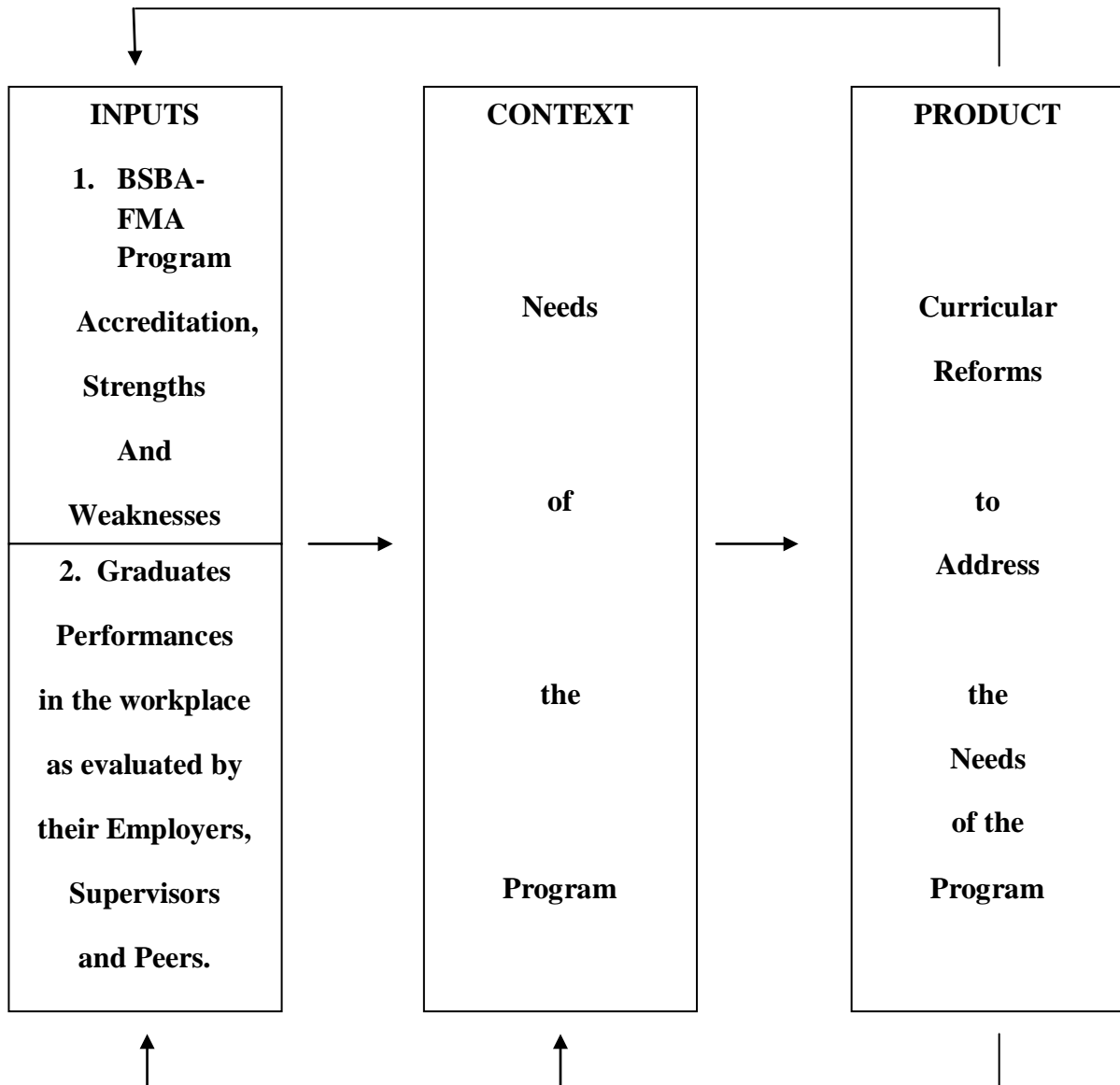
The objective of all higher educational institutions is to provide quality education. An evaluation of the ten basic educational components, namely: vision, mission, goals and objectives; faculty; curriculum and instruction; support to students; research; extension and community involvement; library; physical plant and facilities; laboratories; and, administration led to the identification of the institutions' strengths and weaknesses. Identified strengths of the program should be continuously enhanced while identified weaknesses of the program should be given immediate action(s) to turn the weaknesses into strengths. The quality of outputs or products produced was a reflection of how the inputs were utilized to achieve the objectives of the institution. The graduates' performances in the workplace were the outputs or end product of the educational institution. An evaluation of the program and the graduates' performances in the workplace led to the identification of the needs of the program and the weaknesses of the graduates in the workplace. Curricular reforms may be proposed to enhance and improve the basic educational components. Eventually, enhancements and improvements in the educational system affect the performances of the graduates in the workplace.

Figure 1 shows the paradigm of the study. The Context Input Product (CIP) evaluation method was used.

Context pertains to the needs of the BSBA-FMA program needing immediate actions. Inputs 1 were the BSBA-FMA program accreditation status, strengths and weaknesses. Accrediting agency, self and stakeholders evaluations of the ten basic educational components led to the identification of the strengths and weaknesses/needs of the program. The ultimate objective is to improve the quality and competitiveness of the graduates in the workplace.

Inputs 2 pertain to the performances of the BSBA-FMA graduates in the workplace as evaluated by their employers, supervisors and peers. Needs of the program were identified based on the weaknesses of the graduates in the workplace, results of evaluation of the ten areas of accreditation and curricular needs/skills graduates in the workplace needed to enhance based on self-assessment and experiences they had gone through. Product pertains to the proposed curricular reforms intended to address the needs of the program.

**Figure I Paradigm of the Study**



## Research Methodology

The Context, Input, Product (CIP) evaluation model was used in the study. The questionnaire, interviews, observation and documentary analyses were the principal tools used in gathering information. A performance appraisal report was also designed to guide employers, supervisors and peers of the selected graduates in assessing the performance of the graduates in the workplace.

The main instrument used in gathering the data needed was the questionnaire. It consisted of ten (10) basic educational components, namely: vision, mission, goals and objectives; faculty; curriculum and instruction; support to students; research; extension and community involvement; library; physical plant and facilities; laboratory; and, administration. The questionnaire was personally distributed by the researcher to the respondents of the study. The Likert-type scale was adopted to guide the respondents in making the evaluation of the BSBA-FMA program of higher educational institutions in Region III.

The instrument utilized the rating scale 1 – 5 interpreted as follows:

5 – Excellent	: Provision is extensive and functioning excellently.
4 – Very Satisfactory	: Provision is moderately extensive and functioning well.
3 - Satisfactory	: Provision is adequate and functioning well.
2 – Fair	: Provision is very limited but functioning well.
1 – Poor	: Provision is very limited and functioning poorly.

The Performance Appraisal Report was the instrument used to assess the performance of the BSBA-FMA graduates in the workplace. There were fourteen (14) appraisal characteristics considered, namely: knowledge, quality of work, quantity of work, planning and organization, judgment, expression, dependability, ability to work under pressure, initiative, cooperativeness, attitudes toward attendance, creativeness, personality, and, interest. A short definition of the 14 appraisal characteristics were stated in the performance appraisal report.

The employee's performance was described as follows:

E – Excellent	:He does exceptionally good work rarely achieved by others; a model employee.
VS – Very Satisfactory	:He performs clearly and substantially above required standards.
S – Satisfactory	:He is able to succeed essential requirements in some degree or measure.
F – Fair	:He hardly meets essential requirements.
P – Poor	:He is unable to meet essential requirements; needs further training and development.

The following statistical techniques deemed appropriate for the problems of the study were employed: percentage, weighted mean and ranking.

The computed weighted mean of each of the ten basic educational components was verbally described as follows:

Value	Limit	Verbal Interpretation
5	4.51 – 5.00	Excellent
4	3.51 – 4.50	Very Satisfactory

3	2.51 – 3.50	Satisfactory
2	1.51 – 2.50	Fair
1	1.00 – 1.50	Poor

## Results and Discussion

The higher educational institutions in Region III offering the BSBA-FMA program were accredited by a recognized accrediting agency as a College or a Department of Business Administration/Business and Accountancy.

The strengths of the program were the following: vision, mission, goals and objectives (VMGO) were printed in bulletins, manuals and also displayed in conspicuous places accessible to all; great efforts were made to disseminate VMGO to stakeholders; quality instruction is enhanced by requiring syllabi, examination questions, departmental examination, and conducting supervisory visits to the classes; students and stakeholders also appreciated the well-organized and continuing scholarship grants and financial assistance programs and grants enabling deserving students to finish degrees; and the administrative support is ably demonstrated.

The areas needing further improvements were as follows: the budget allotted to support library services and activities was inadequate; comfort rooms were ill-maintained and no potable water in the campus; inadequate number of linkages established to support the research activities; laboratories did not conform to the standards, and inadequate number of apparatuses and materials; and lastly, no facilities and equipment are specifically identified for use for extension and community involvement activities.

The BSBA-FMA graduates in the workplace are productive for they possessed the intellectual and manual skills needed in the workplace. They possessed the pleasing personality required in the workplace and have the stamina to work above average work pressure and demands.

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The needs of the BSBA-FMA program of higher educational institutions were: need to organize committees to review the extension and community development programs; need to look for funds to ensure the projects' sustainability; need for the laboratory facilities and equipment to be continuously updated, upgraded and enhanced; and lastly, the need for continuous enhancement and improvement of physical plant and facilities.

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their total personality; sponsor seminars, workshops and trainings on teamwork, cooperation, group decision, making harmony and productiveness; and at the same time, to provide a functional guidance program directed towards the welfare and total personality development of the students.

Higher educational institutions in Region III offering the BSBA-FMA program have to consider the proposed curricular reforms to address the needs of the program.

Based on the findings and conclusions made, the following recommendations were made:

The Program Deans, Chairmen and Faculty Members have to work as a committee to review the content, relevance and conformity of the BSBA-FM curriculum to CHED Memorandum Order (CMO) No. 39, series of 2006.

The Committee on Syllabi has to review the course contents of all syllabi, revise, update and enhance the syllabi according to the prescribed contents of pertinent authorities in business education and the suggested format of the accrediting agency; seek updated references relevant to the changes made/identified needs; and, determine and identify the appropriate teaching methods that will help the faculty handling the course attain the objectives of the course.

The Program Deans, Chairmen, FMA Faculty members and JFINEX Officers have to work as a committee to design the practicum program of the BSBA-FM curriculum.

Faculty members handling management, finance, marketing, economics and accounting subjects should integrate/emphasize the concept and importance of planning and organization. Faculty members handling higher finance subjects should emphasize and let the students apply the concepts of planning and organization in analyzing cases, simulating management consultancy services and in preparing project feasibility study; and, encourage students to do research work requiring the application of the concepts/theories learned.

To improve the communication skills of the students and be able to convey ideas clearly both orally and written in English, it should be strictly used as the medium of instruction; teachers in all subjects must encourage their students to speak, recite, question and reason out using the English language; require teachers to employ teaching methods and strategies that will enhance the oral and written communication skills of the students; speech classes/subjects are to be added in the curriculum; speech laboratories should also be set up; add new English subject intended to train the students in writing different types of business letters and correspondence; and, Finance teachers may require students to answer essay quizzes and examinations, analyze cases and prepare feasibility studies.

Faculty members have to conduct review/special/remedial classes to supplement the classroom instruction related to identified area/need of students. The consultancy services provided by the faculty members should be strictly enforced.

Program Deans, Chairmen, Faculty Members, Student Organizations' Officers in coordination with linkages have to provide complementary lectures/seminars/trainings/workshops that will enhance students' working knowledge and skills as to leadership, values education, team building and the like.



Faculty members and officers of student organization in coordination with linkages may conduct necessary educational field trips/benchmarking activities relevant to their subject/courses.

Program Deans, Chairmen, JFINEX Advisers and Officers have to arrange linkages permits to accept interested students to go on with the “on-the-job trainings” and eventually to be considered as possible future job placements for students.

The Program Deans, Chairmen and faculty members have to work as a team to encourage and motivate students to actively participate in academic/athletic/skills/culture and arts competitions to instill industry and discipline; recognize the outstanding performances of students; and, involve student representatives in decision making whenever necessary.

Administrators, Program Deans and Chairmen have to work to improve the communication with and involvement of parents and community members in instruction, extra-curricular activities and governance, and funds to procure updated books and other reference materials.

The research, training and extension coordinators may encourage faculty and students to contribute articles/research works to the institutions publications; and, actively participate in extension and community involvement activities.

Administrators, Program Deans and Chairmen have to search for fund for the development and establishment of school facilities and library resources in support to research and scientific discoveries.