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# DE LA SALLE UNIVERSITY

THE EXTERNAL PRODUCTIVITY OF THE BUSINESS  
ADMINISTRATION PROGRAM OF SIENA COLLEGE,  
QUEZON CITY; 1988 to 1990

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A Thesis

Presented to

The Faculty of the Graduate School  
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by

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## THESIS ABSTRACT

**Title** : The External Productivity of the Business Administration Program of Siena College, Quezon City, 1988 to 1990

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### Statement of the Problem:

This study intended to assess the external productivity of the Business Administration (BA) program of Siena College, Quezon City from school years 1988 to 1990 with reference to the employment of the graduates of the program.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondent graduates in terms of:



- 1.1. age
- 1.2. civil status
- 1.3. socio-economic status
- 1.4. academic achievement

2. How do the graduates evaluate the internal efficiency of the Business Administration program of Siena College based on the following indicators:

- 2.1. faculty competence
- 2.2. library facilities
- 2.3. laboratory equipment and facilities
- 2.4. curriculum
- 2.5. job placement program
- 2.6. school linkages
- 2.7. co-curricular program

3. What is the level of external productivity of the BA program as measured by the following outcomes:

- 3.1. graduates' job placement
  - a. waiting time
  - b. employment status
- 3.2. graduates' job productivity
  - a. salary



- b. job performance
- c. job satisfaction

4. Is there a significant relationship between the external productivity of the BA program and the following variables:

- 4.1. selected alumni-related variables, and
- 4.2. selected school-related variables (internal efficiency)

5. Which of the following are the significant predictors of the external productivity of the BA program?

- 5.1. alumni-related factors: age, civil status, socio-economic status, and academic achievement;
- 5.2. school-related factors or internal efficiency indicators: faculty competence, library facilities, laboratory equipment and facilities, curriculum, placement program, school linkages, and co-curricular program

6. What recommendations are offered by the



graduates to improve the external productivity of the BA program of Siena College, Quezon City?

## Hypotheses

The following null hypotheses were tested at the .05 level of significance:

1. There is no significant relationship between the external productivity of the BA program and the following alumni-related variables:

- 1.1. age
- 1.2. civil status
- 1.3. socio-economic status
- 1.4. academic achievement

2. There is no significant relationship between the external productivity of the BA program and the following school-related variables or indicators of the internal efficiency of the program:

- 2.1. faculty competence
- 2.2. library facilities
- 2.3. laboratory equipment and facilities



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- 2.4. curriculum
- 2.5. job placement program
- 2.6. school linkages
- 2.7. co-curricular program

## Research Methodology

The study employed the descriptive - correlational method of research. It presented and analyzed the external productivity of the program being evaluated based on information gathered from the BA graduates of school years 1988 to 1990 and their immediate supervisors/heads. The study likewise attempted to determine which of selected alumni-related and school-related factors were significantly related with the external productivity of the program.

The relationship between measures of external productivity and measures of internal efficiency of the program were determined using multiple correlation and regression through stepwise regression.

## Instruments

Two sets of questionnaires were developed by the researcher for data-gathering purposes: one set for the BA graduates, and another for their immediate



supervisors/heads.

Prior to actual use, the questionnaires were pilot-tested with 13 graduates of the program from batches 1980 to 1992. The instruments were further subjected to content validation by experts prior to actual use.

## Findings

### 1. On the BA graduates' profile

The respondent graduates were mostly single and young with ages ranging from 24 to 26 years. The majority came from the middle and upper socio-economic status. Almost all of the respondent graduates were of average academic achievement.

### 2. On the graduates' evaluation of the internal efficiency of the BA program

The overall ratings given by the graduates for the seven school-related factors or indicators of internal efficiency, namely: faculty competence, library, laboratory, relevance of the curriculum, job placement program, external linkages, and co-curricular program taken together, showed that the graduates were



in full agreement that the BA program of Siena College was internally efficient.

Of the seven indicators of internal efficiency, faculty competence was rated the highest by the graduates, followed by relevant curriculum, adequate library, co-curricular program, and adequate laboratory. The functionality of the school's job placement program and the adequacy of external linkages were given the lowest ratings among the selected indicators of internal efficiency.

### 3. Level of external productivity of the BA program

#### 3.1. Job placement

3.1.1. Waiting time. The average waiting period of the graduates before they got employed ranged from less than a month to six months or, an average of 76 days.

3.1.2. Status. The majority of the BA graduates were fully employed. Almost half of them occupied either middle - or high - level management positions.





The majority performed job functions that were related to the training they received in college.

### 3.2. Job productivity

3.2.1. Salary. The highest reported gross monthly salary of the BA graduates was P20,000.00 while the lowest was P1,500.00. On the average, they had a gross monthly income of P4,987.29.

3.2.2. Job performance. The immediate supervisors of the respondent graduates reported that the BA graduates were comparatively better than other employees in terms of job performance.

3.2.3. Job satisfaction. Almost all of the BA graduates of the respondent school were satisfied with their present job.

4. Relationship between the external productivity of the program and selected alumni-related and school-related variables.



Age, faculty competence, and relevance of the BA curriculum were significantly related with the overall external productivity of the program ( $R = .48$ ,  $p = .0014994$ ). These three factors explained 22.8% of the variance in the measures of the external productivity of the program (i.e. as measured by the graduates' monthly income, waiting time, and others).

## 5. Predictors of the external productivity of the BA program

Age, faculty competence, and relevant curriculum were found to be significant predictors of the external productivity of the BA program. The regression equation for predicting the external productivity of the program, based on the indicated predictors was:

$$y = -1.149798 + 5.988636E - 02 X_1 - .2833998 X_2 + .1894532 X_3$$

where:

$Y$  = predicted external productivity

$X_1$  = age

$X_2$  = relevant curriculum

$X_3$  = faculty competence



6. Recommendations offered by the graduates to improve the external productivity of the BA program

To further improve the BA program of the respondent school, the graduates recommended further strengthening of teachers' competence, upgrading library holdings, providing business machines similar to those in the workplace, making the curriculum more relevant, giving more support to co-curricular activities particularly to off-campus activities, making the job placement program more functional, establishing closer industry tie-ups, and strengthening the community extension program.

### Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. As a whole, the BA program is internally efficient and externally productive.
2. The external productivity of the BA program is dependent on faculty competence, relevance of the curriculum, and age of the graduates. Specifically, the



more competent the faculty members are, the more externally productive the BA program may be expected to be. Furthermore, the more relevant the BA curriculum is, the greater the external productivity of the BA program will tend to be.

3. Since age, faculty competence, and relevance of the curriculum can explain only 22.82% of the variance in the external productivity of the BA program, there are other factors, not covered in the investigation, which can account for the remaining variance in the dependent variable.
4. Owing to their actual job experiences in the field, the BA graduates are valuable sources of feedback on specific areas that need to be improved in the BA program of the respondent school.

#### Recommendations

In view of the foregoing findings and conclusions,



the following recommendations are made:

1. Inasmuch as the external linkages and job placement program of the respondent school were rated the lowest by the alumni, the school should establish closer linkage with the industry and with the BA alumni.
2. The school administration must study the recommendations and comments of the graduates for their merit or worth, for possible consideration towards improving the BA program.
3. As offshoots of this study, the following researches are recommended:
  - 3.1. A follow-up study of the respondent graduates after a couple of years to determine the long - term benefits of the program;
  - 3.2: A more extensive research that will include other variables which may be related to and predictive of the external productivity of the BA program; and determine the extent to



which each of these factors influences the program's external efficiency;

3.3. A comparative study of the external productivity of the respondent school's four-year BA program and the one-year, two-year, and three-year BA certificate programs;

3.4. A similar research covering the other programs of the respondent school;

3.5. A study to include other measures of external productivity or benefits of the BA program like the graduates' contributions to community improvement and the assessment of such benefits against the initial status of the graduates prior to enrolment on the BA program; and

3.6. A rate of return or cost - benefit analysis of the BA program.



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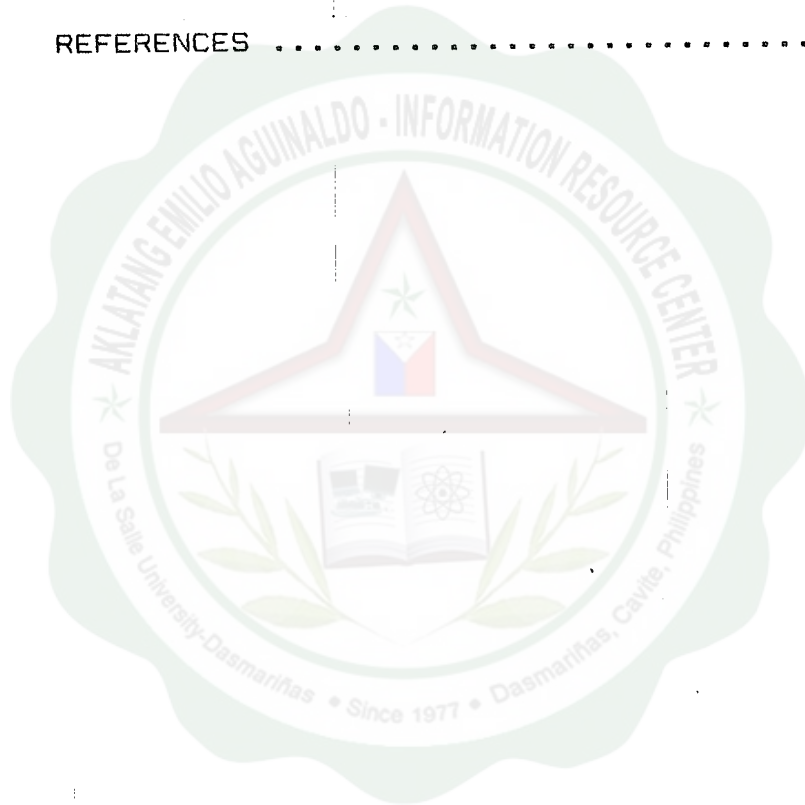
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