Journal of Mathematics Instruction, Social Research and Opinion
Vol. 2, No. 2, July 2023, pp. 129 – 144, https://doi.org/10.58421/misro.v2i2.87
ISSN 2962-7842

Feedback on Technical, Organizational, and Customer Service Skills of Employers of the Automotive Technology Graduates of One State University in the Philippines

John Michael D. Aquino[1], Jeffrey N. Garcia[2]
[1,2]Laguna State Polytechnic University, Sta. Cruz, Laguna, Philippines

Article Info

Article history:

Received 2023-03-31
Revised 2023-04-08
Accepted 2023-04-09

Keywords:

Technical Practitioners
Organizational Skills
Customer Service Skills
Automotive Technology Graduate

ABSTRACT

Employers' feedback on graduates' work productivity is critical for instructional designers, developers, and academic educators to produce new ideas for how graduates may fulfill their duties as citizens of dynamically varying companies. The findings of this study will be used to evaluate the automotive technology program and the basis for graduates' performance at work as it corresponds to technical practitioners, organizational skills, and customer service skills. The Sequential Mixed Method Design was used in the process of this study. The researcher utilized purposive sampling because the participants were determined with 42 employers and 88 LSPU-CIT automotive technology graduates from various firms that were the study's respondents. The researchers used a self-created survey-type questionnaire and a focus group discussion (FGD) interview guide to test the instrument's validity and reliability.

Furthermore, respondents were asked to fill out a survey regarding how they rated a graduate's performance, and FGD was held to gain a broad and deep understanding of CIT Graduates' situations in their companies. Following the collection of all meaningful data, an experimental design was used. The findings revealed that the degree of feedback across employers in three domains was undeniable from the employers' perspective, as agreed in the in-depth conversation with the selected companies.

Corresponding Author:

John Michael D. Aquino
College of Arts and Sciences, Laguna State Polytechnic University, Philippines
Email: johnmichael.aquino@lspu.edu.ph

1. INTRODUCTION

Education supports people's empowerment in various factors in life, and as responsible adults and productive citizens, graduates play a significant role in society. This will help everyone upgrade their political, socioeconomic, and technological advancement. In addition, a country's economy is based on its citizens' knowledge and skills. In academic institutions, these will help you to acquire skills that will change and upskill the outcomes

of external investment, technological advancements, and globalization [1]. People must gain skills to be efficient and productive and earn a living to keep up with changes, which may be accomplished through education. Furthermore, higher education believed that the solution to the 21st century's developing and complicated nature and issues is dealing with reforms [2], which the higher education institutions are continually producing graduates who are capable of applying all the learnings acquired that will be used to the nature and needs of their work environment [3]. It uses a standardized survey to document the status of graduates to check and balance the obtained information on whether learning institutions are creating the required skills [4].

The employers' feedback on the graduates' work performance is crucial for curriculum designers, developers, and educators in the academic community to develop more ideas for how graduates can fulfill their roles as members of dynamic global organizations [5]. The disparity between university and industry processes in defining competency criteria is reflected in their various practices of determining competency requirements. Academic institutions were honing the students with the necessary competencies mandatory by the industries [3]. Employers are also inseparable customers of Higher Education Institutions (HEIs) as they offer employment to graduates.

LSPU's College of Industrial Technology students were taught the mental capacity and skills needed to compete globally. The students must be able to practice the role of improving productivity and can get a job after finishing their undergraduate degree for continuous development not only for themselves but also for society. They should also pass National Certification as technicians in their field of specialization imbued with positive work attitudes, values, and ethical norms as practiced in the industry. In addition, the college must produce high-caliber graduates who are well-equipped with technical, managerial, research, and entrepreneurial competencies in automotive technology. Moreover, the statements in CIT gram indicate that the students must apply the knowledge gained in solving complex technological problems and develop skills in interpreting and analyzing data in their respective fields. Graduates must understand the concepts and principles in their field of expertise, how to improve communication in both oral and written formats with high comprehension levels and articulate technical innovation output, particularly to their employers and clients.

The results of this research serve as the evaluation of the automotive technology program and the basis of the graduates' performance in their workplace as specific to technical practitioners, organizational skills, and customer service skills, which will provide inputs in determining and guaranteeing that the graduates of the College of Industrial Technology are the well-equipped, effective and efficient employee that manifest in their companies with essential competencies, expertise, intelligence, morals, and ethics. This research is critical conduct for the following reasons; the students will boost their confidence and motivation in finishing their studies at LSPU-CIT, the academic department faculty and officials to help assess the curricular programs of the University, the other higher learning institutions, which will examine the program options are best fitted and in demand in the job market, and the Commission on Higher Education (CHED),

which will help their Curricular Committee in reforming and designing the programs that will be given and served to students.

Conceptual Framework

The study is derived from three outcome domains in Automotive Technology at the University's College of Industrial Technology. Graduates are required to exhibit these results in their respective workplaces. As the topic of this research, employers of graduates who can assess the workforce's overall performance and provide feedback are involved.

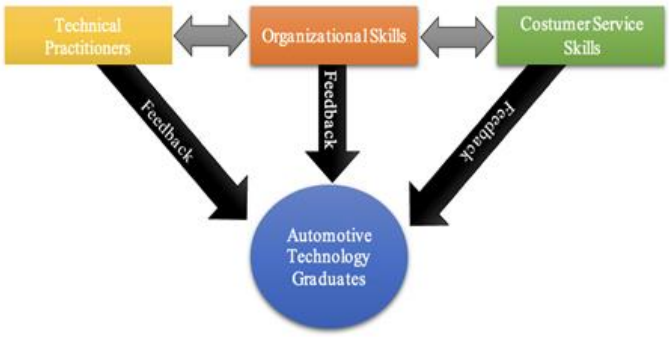

Figure 1. Conceptual Framework

Objectives of the Study

The study is designed to determine the automotive technology graduate's performance in their workplace as their employers evaluate and provide feedback to them.

Specifically, this study will seek to answer the following:

1. What is the level of feedback among employers in terms of;
   1.1.technical practitioners,
   1.2.organizational skills, and
   1.3.customer service skills
2. Is there a significant relationship between the factors mentioned above?
3. What are the strengths and weaknesses of Automotive Technology graduates?

2. METHOD

Research Design

Sequential Mixed Method Design was applied in this study to gather necessary information about the assessment of the employers in automotive technology graduates of LSPU-CIT. In addition, it was attested that studies that support current acts concerning the nature and status or phenomenon of anything are classified as research [6]. Moreover, using mixed methods is essential to validate the data by opposing two approaches [7].

Participants

This study utilized purposive sampling since the respondents were identified with a total of 42 employers from different companies, which were the respondents of this study and consisted of 88 automotive technology graduates of LSPU-CIT. Purposive sampling is described as a non-probability sampling approach in which the items picked for the sample are chosen at the researchers' discretion [8].

Instrument

The researchers used a self-made survey-type questionnaire, which underwent pilot testing to confirm the instrument's validity and dependability. The Cronbach alpha was also utilized to clarify the consistency of the complete research instrument in this investigation. In addition, the researchers employed focus group discussion (FGD) and provided an interview guide. This undergoes expert validation to ensure the questionnaire content is covered and the study's objectives are answered. The focus group discussion would be a type of group interviewing in which a moderator (interviewer) guides a small group of people in a loosely arranged discussion about various topics of interest. The debate path is typically pre-planned, and most facilitators rely on an outline, or interviewer's guide, to ensure that specific topics are covered [9].

Furthermore, it is a beautiful method for bringing people with similar histories or perspectives together to discuss a topic of interest. A facilitator (or group facilitator) leads a group of participants by proposing topics for discussion and aiding them in engaging in lively and spontaneous communication among themselves. Furthermore, an interview guide is necessary to concentrate the research [10]. This helps the researchers gather the necessary data to achieve the study's goal.

Data Collection and Analysis

Following the validation of the instrument, improvements were made to improve its readability based on expert recommendations. Henceforth, respondents to the study were requested to answer a survey regarding their rating of the performance of a diploma holder of automotive technology who tends to happen to be a worker of their respective companies, and focus group discussions were held to gain a broad and deep understanding of CIT Graduates' situations in their companies.

A 5-point Likert scale was used to standardize the data set. The scores were based on the performance of automotive technology graduates within the respondents' firms. Each company was told to mark the value that reflected the graduate's success. The poll was conducted using an internet web provider as a platform. The collected data was analyzed using the mean, standard deviation, and Pearson Chi-square test.

Table 1. Likert scale [11]

Weight	Interpretation
4.50 – 5.00	Highly Evident
3.50 – 4.49	Evident
2.50 – 3.49	Moderately Evident
1.50 – 2.49	Not Evident
1.00 – 1.49	Highly Not Evident

The researchers also employed narrative analysis to collect data from FGDs. A narrative analysis entails understanding the specific tales of the interview participants. Conduct a qualitative content approach to determine significant elements of their stories

likely to resonate with your audience. Also, highlight noteworthy discoveries from various domains of your research [12].

The rating in the discussion part was provided and assessed to ascertain the position concerning the graduation outcomes. After collecting all meaningful data, an experimental design was used to investigate the relevant information through quantitative to qualitative levels. The study's supporters followed ethical research guidelines for the research technique and data handling. The researchers obtained a letter of approval from the University to conduct the study in the associated industries and enterprises. The current investigation posed ethical and safety concerns for both responders and researchers. The confidentiality of the data utilized in the study was observed.

3. RESULTS AND DISCUSSION

This section examines the presentation, analysis, and interpretations of the data on the amount of feedback across employers related to technical practitioners, organizational skills, customer service skills, and the link between these three factors. The researcher also investigates the strengths and weaknesses among Automotive Technology graduates.

Table 2. Level of Feedback among Employers in Terms of Technical Practitioners in Automotive Graduate

Statement	Mean	SD	Verbal Interpretation
Ability to perform tasks acquired from training and proper guidance during the on-job training.	4.68	0.51	Very evident
Analyze, comprehend, and implement technical instructions into operation.	4.66	0.52	Very evident
Examine the work's technical prowess.	4.70	0.46	Very evident
Mastery of relevant information, techniques, abilities, and latest technological equipment	4.64	0.53	Very evident
Strong aptitude for using existing knowledge and adapting to new fields of mathematics, science, and technology	4.66	0.47	Very evident
The capacity to perform, evaluate, and evaluate experiments, as well as to use empirical information to optimize operations	4.61	0.53	Very evident
The potential to use innovation within system design, parts, or procedures that are suited for program goals.	4.68	0.47	Very evident
Recognizing the importance of, and capacity to participate in, knowledge acquisition or lifelong learning	4.68	0.47	Very evident
Capacity in technological problem identification, analysis, and resolution	4.59	0.54	Very evident
Perform the technical skills complying to the needs of the company	4.66	0.52	Very evident
Composite Mean: SD	**4.66**	**0.50**	Very evident

The level of feedback among employers regarding technical practitioners has a composite mean of 4.66 and 0.50 as the standard deviation. It showed that the employers observed that the automotive graduates in LSPU-CIT have enough skills and knowledge in their field of specialization. This also means that the graduates of automotive technology have acquired the competencies needed by the students. Among the particulars, one stood out: examining the work’s technical prowess with a mean of 4.70. graduates also could perform tasks acquired from pieces of training and proper guidance during the on-job pieces of training, the potential to use innovation within system design, parts, or procedures that are suited for program goals, and the ability to recognize the importance of,

and capacity to participate in, knowledge acquisition or lifelong learning which pegged at the mean of 4.68. In addition, they can analyze, comprehend, and implement technical instructions into operation, have a strong aptitude for using existing knowledge and adapting to new fields of mathematics, science, and technology, and perform the technical skills complying to the needs of the company with a mean of 4.66. However, the least among all the particular, it is very evident, was the capacity in technological problem identification, analysis, and resolution, which got a mean of 4.59 and a standard deviation of 0.54.

This research examines the study area through technical competence analysis in the automobile manufacturing expertise area of Industries 4.0 [13]. In addition, one resource training design was developed to expand automotive technology industry needs and enhance competitiveness for skills, including raising the quality of instructors and school-enterprise collaboration mechanisms and curriculum system changes [14]. This showed that the competencies of automotive technology are setting high standards and continuing innovation for the students, which should be understood [15].

Table 3. Level of Feedback among Employers in Terms of Organizational Skills in Automotive Graduate

Statement	Mean	SD	Verbal Interpretation
Listen and act to workplace instructions	4.91	0.29	Very evident
Ability to perform the tasks in their own ways and capability.	4.80	0.40	Very evident
Incorporate goals and objectives to tactical ideals.	4.82	0.39	Very evident
Maintain high learning and advancement environment	4.82	0.39	Very evident
Set good attitudes and behaviors that will contribute to the good performance of the company.	4.86	0.34	Very evident
Demonstrate work ethics.	4.75	0.43	Very evident
Establish a team's function and responsibilities.	4.80	0.40	Very evident
Problems and challenges are structured in a rational manner to enable useful and concise dialogue.	4.66	0.52	Very evident
Helps in enhancing healthy work environment	4.82	0.39	Very evident
As issues and problems occur, they are acknowledged.	4.68	0.51	Very evident
Composite Mean: SD	**4.79**	**0.41**	Very evident

On the other hand, the level of feedback on organizational skills of CIT graduates in automotive among employers has a composite mean of 4.79 and a standard deviation of 0.41. It illustrated that the organizational skills of the graduates were very evident in the experience and perspective of the employers. Among the indicators, the ability to listen and act to workplace instructions stood out with a mean of 4.91 and 0.29 standard deviation. Graduates set good attitudes and behaviors that will contribute to the good performance of the company (*m*=4.86, *SD*=0.39). They can also incorporate goals and objectives to tactical ideals, maintain a high learning and advancement environment, and help enhance a healthy work environment with the following indicators having a mean of 4. 82 and a standard deviation of 0.39. Two indicators received a mean of 4.80 and 0.40 as standard deviation, stating that they can perform the tasks in their own ways and capability and establish a team's function and responsibilities. Even though all the indicators were

very evident, there is a minor indicator, which stated that the problems and challenges are structured in a rational manner to enable useful and concise dialogue

Best practices, including multidisciplinary systems thinking, close collaboration among all parties, operational thinking, and examination of the whole system life cycle, allow for a comprehensive study of global value chains to maximize business processes [16]. Acquiring the skills in organizing a company helps not only the business to grow but also the employees to have professional development. Employees should be allowed to use their newly learned skills and knowledge. To choose training recipients, fair and open methods should be employed. Finally, firms should create cultural mechanisms that foster employees' enthusiasm for continual learning [14].

Table 4. Level of Feedback among Employers in Terms of Customer Service Skills in Automotive Graduate

Statement	Mean	SD	Verbal Interpretation
Service employees must be able to demonstrate understanding.	4.75	0.48	Very evident
Should communicate in a manner that is in accordance with the customer, give importance to their words and also how they present themselves.	4.75	0.48	Very evident
Able to show respect and provide immediate response to customers for their needs.	4.73	0.49	Very evident
Set the way of management and organization for the customer in addressing their needs	4.84	0.37	Very evident
Lead the experience while dealing with customers to troubleshoot their concerns to guarantee complete understanding between both the customer and business.	4.73	0.49	Very evident
Establish a continuous interest in learning and dealing with the customers.	4.70	0.50	Very evident
Demonstrate on how to provide service with respect and responsiveness with the customers.	4.68	0.47	Very evident
Prioritize the needs of customers.	4.77	0.42	Very evident
Impartial or selective service delivery is required because all customers must be given value.	4.70	0.50	Very evident
The service is not replaceable by anything and is provided according to need.	4.70	0.50	Very evident
Composite Mean: SD	**4.74**	**0.47**	Very evident

The employers' feedback to the automotive technology graduates under CIT regarding customer service skills was evident, with a composite mean of 4.77 and 0.47 as the standard deviation. This also showed that all the indicators were very evident. The graduates showed that they set the way of management and organization for the customer in addressing their needs (m=4.84, SD=0.37). They Prioritize the needs of customers (m=4.77, SD=0.42). Graduates were able to demonstrate understanding and communicate in a manner that is in accordance with the customer, giving importance to their words and how they present themselves (m=4.75, SD=0.48). However, the ability to demonstrate how to provide service with respect and responsiveness to the customers (m=4.68, SD=0.47) is the least among all indicators of customer service skills of graduates of Automotive in LSPU-CIT.

Service quality assessment is commonly employed in after-sales service, notably in the automobile industry. To satisfy client expectations and improve customer satisfaction,

the maintenance dealer must provide high-quality service, which creates consumer confidence in the organization. With all these, the business may establish customer loyalty and retention, increasing gross value and competitive advantage [17]. One research project also suggested that the guarantee of service quality factor greatly influenced customer satisfaction [18]. Customer service refers to the staff's attitudes and eagerness to help customers meet their needs (Rahman & Saidin, 2021).

A Pearson product-moment correlation examined the relationships between technical practitioners', organizational, and customer service skills.

Table 5. Pearson's Correlations of the three domains of Automotive Technology in LSPU

			n	Pearson's r	p	significance at 0.05
Technical Practitioners	-	Organizational Skills	88	0.862	< .001	significant
Technical Practitioners	-	Customer Service Skills	88	0.824	< .001	significant
Organizational Skills	-	Customer Service Skills	88	0.865	< .001	significant

The table shows that technical practitioners' skills have a robust positive correlation to organizational skills (r=0.862), similar to its correlation to customer service skills (r=0.824). These solid positive correlations are both significant ($p<0.001$). The table also shows a significant ($p<0.001$) strong positive correlation between organizational skills and customer service skills (r=0.865). This illustrates that the three domains correlate with each other. With this, it must be observed by the college dean and instructors that this must be attained and acquired by the students of CIT Automotive.

The researchers conducted the FGD with eight employers in the automotive field and provided the interview guide to answer the question on the strengths and weaknesses they observe in the automotive graduates of LSPU CIT.

Employer's feedback on the Strengths of automotive technology graduates of LSPU-CIT as technical practitioners

The researcher explored the three domains that automotive technology students must acquire before they graduate with their degree, and this was based on the given standards and competencies. A technical practitioner is described as a person who is actively involved in an art, discipline, or profession, especially in automotive technology [20]. The employers all agreed that the graduates were highly trainable and had sufficient knowledge to do their duties as technicians. Employers A and B stated that the graduates could do basic work in service centers and already have essential skills, as demonstrated in their exercises. Employer H

emphasized that the graduate talks the about the various aspects of their technical duties, particularly in troubleshooting, as he stated:

> *"…We are hard-working and reliable in our job. We are ready to tackle all aspects of their job, and they have the eagerness to learn."*

This signifies that employers have trust and are willing to teach their employees to acquire new knowledge and practice all the theories and principles in technology. Graduates also showed their willingness to participate and learn. In addition, Employer F reiterated that the graduates he observed were skillful, active, and easy to learn new things, and Employer E added that the graduates always attended to details and were fast learners in terms of technical work. On the other hand, Employer G stated that:

> *"…they can apply the learning that they gained in the school in performing duty or task, Easy to adapt the new technology because of their knowledge in automotive, Gaining new and advanced skills on it for their chosen profession."*

This statement illustrated that the employers agreed that the graduates are highly trainable and have enough knowledge to do their tasks as technical workers in their companies as they observed in the workplace. It also reiterated that the graduates quickly learn new technology, an asset to continuing their profession. This positive feedback was agreed by Employer C and D as they stated respectively that:

> *"…Knowledge and proper training, Fast adaptation in technology. I see in him that he is determined to learn new technologies here in our company."*

> *"… willingness to undergo training and learned from superior, he also a hard-working and flexible to learned all about in technical aspect."*

It is evident that most graduates acquire the competencies needed, are easy to learn, particularly new sets of technology, and relate their actions to standards provided by CHED as technical practitioners.

Employers' feedback on the Strengths of automotive technology graduates of LSPU-CIT in their organizational skills

An individual's organizational competence is a set of activities to increase future generations' learning and problem-solving, including job completion. The organization demands the integration of multiple components in order to reach a desired goal [21]. With this, the employers have various observations on how the graduates handle the situations in their workplace. As Employer A emphasized as he stated that:

> ***"…****Automotive technicians are organized at all times simply because there are many tools and equipment to be used in repairing a vehicle. He could*

carry out all the instructions given even before all things were new to him. He always writes down the instructions so as not to say repeatedly."

The employer observed that his employee was organized in handling their company's various tools and equipment. Always lend their ears to listen to all instructions and learn new things to expand their skills and abilities in managing their actions. As employers added and agreed, the graduate can analyze, comprehend and implement technical instruction into operation. Meanwhile, Employer B emphasized the problem-solving skills in the company as he stated:

"… the natural ability of each person to deal or handle a situation based on what they had learned from their mentors. He was able to demonstrate a problem with the vehicle properly and can also show what the cause of the problem is and what should be the solution."

They can find solutions to the problem they experience in their work. Employers E and D agreed and reiterated that graduates are analytical-minded individuals who can assess situations through operational statistics and perform the task in their own ways and capability.

Moreover, the over characteristics of the graduates in terms of organizational skills were having time management and project management such as making schedules and quality of work, teamwork, planning, prioritizing (Employer D), having good organizational surroundings gives a warm to work on the company (Employer F), excellent leadership skills with discipline, good character (Employer H), cooperation and accepting new ideas, and sharing ideas to the organization (Employer G). These were highly observed in the different companies. The graduates followed instructions decisively, could work with others and follow in performing tasks, and were able to adapt and quickly learn something. The individuals are trained in school to handle situations in their job. How they will react and behave in their managers as well as the organization of tools and equipment which was reiterated by Employer C as he stated:

"…one of the strengths of an automotive technician is having a good work ethic."

This work ethic is also a significant characteristic of individuals, particularly in their work. It provides a collegial and harmonious relationship with the workplace.

Employer's feedback on the Strengths of automotive technology graduates of LSPU-CIT in their customer service skills

Client service skills include the capacity to engage with others, solve problems, be patient and empathetic, ensure consumer satisfaction, and address customer complaints. Employees who excel at customer relations may significantly impact the organization [19]. The automotive graduates possessed customer service

skills based on the responses of the FGD participants. Employer D stated automotive graduates are superior in terms of customer service as he stated that:

> *"...using their technical skills, they can satisfy the customer by explaining in layman's terms how the problem occurs and what are the do and do not to maintain the vehicle in good running condition."*

The other employers agreed to this as Employer A added that:

> *"...This is the ability to communicate well to address customers' needs or problems."*

Graduates are taking control and responsibility, handling the customer with respect and self-control. The University honed the confidence based on the shared knowledge in the teaching-learning process. As the discussion goes by, Employer B and C shared respectively that:

> *"... graduates have learned from time to time so they can deliver the right and specific information to our customer."*

> *"...So much confident facing clients, well manner & respectful, Give the customer needs and satisfaction, and sometimes explaining to the customer what parts need to replace."*

This showed that automotive graduates have interpersonal skills and can communicate with customers with good values. They can tell and speak about the vehicle's needs and problems to the customers. They know how to handle customers with a good attitude, which was agreed upon by Employer F. In addition, Employer G stated that:

> *"...Being able to interact with people properly will be vital to success as an automobile technician. While you will spend most of the time on the job working on automobiles, you will also engage with customers regularly and must be able to speak with a diverse range of individuals to satisfy their requirements."*

Employer H also stated that:

> *"...Engaging with clients and responding to their inquiries in a friendly and professional manner is critical to maintaining their business."*

This means that good communication between employees in all kinds of customers helps the company retain business. These statements were also stated by Employers C and E. Giving the customer needs and satisfaction, and sometimes explaining to customers what parts are needed to replace is a good factor for them.

Employer's feedback on the weaknesses of Automotive graduates in the three domains; Technical Practitioners, Organizational Skills, and Customer Service Skills

The automotive technology graduates have many strengths, as the research participants discussed. This does not represent a whole graduate. This is just an observation the employees observed. However, they also talked about some of the weaknesses of the graduates where it is tolerable and needs to develop.

Weaknesses of Technical Practitioners

In technical, the weaknesses that the employers stated where they all agreed were; technical aptitude and less experience (A and H), Cannot find any weakness maybe it depends on the individual (B and C), cannot execute overhauling (D), improving the weakness might provide them an advantage over their competitor in a competitive market (E), they overthink and the result they afraid to try (F), More on hi-technology must learn on school (G).

These were the employers' statements when the researchers asked about their weaknesses. Of course, the lack of experience is always given, particularly the fresh graduate. As Employer A stated:

> *"... we accept fresh graduates, and they do not have enough experience to undergo different problems and models in the vehicle. Nevertheless, the good thing was they are willing to learn new things."*

Employer H added that:

> *"...fresh graduates are more eager to learn."*

Meanwhile, Employers B and C did not say anything about weaknesses as they explained that individuals do not have the same knowledge, capabilities, and attitudes. Moreover, according to them, the graduates they observed have good skills. On the other hand, Employer D acknowledges the skills of his employees, but the execution of overhauling is quite disappointing for him. As supported by Employer D, he reiterated that:

> *"...Willingness to undergo training and learn from a superior is a good factor for him."*

Graduates must develop self-confidence and other self-values to compete in the market (Employer E and F). On the other hand, the use of high technology in the field must be learned from school, as Employer G stated. These are the weaknesses of automotive graduates in technical aspects.

Weaknesses in Organizational Skills

There are also weaknesses on the part of the automotive graduates in the organization. Research participants said that no one is perfect. This is just an observation of their employees that they give time to address. They gave the following as they experienced it; not always wearing the uniform (A), self-

discipline (B and D), attitude problems (C), time management (E), unable to scope the organization routine (F), problems of people not into automotive field (G), and lack of patience (H).

These are the weaknesses aspect of automotive graduates as observed by employers. This not applies to all graduates. Some graduates have a hard time managing time and wearing uniforms in the workplace. Employer A always reminds his employees to wear the proper uniform, while Employer B reiterated to have the self-discipline to become productive and efficient at all times. Time management is one of Employer E's problems in his employee experiences. Hence, Employer F had a hard time with his employees because he could not memorize the organization routine, and Employer H was on the patience of his employee in handling troubleshooting. While Employer G explained that those hardships experienced might be because they are not into it as he stated that:

"...only those who are not really into the automotive industry and do not care in their profession have the weakness."

It is assumed that not all in the automotive field are passionate about it, which is why some minimal misbehavior is observed. Furthermore, these are the automotive graduate's observable weaknesses in LSPU-CIT regarding organizational skills.

Customer Service Skills

In this domain, the employers' participants in FGD all agreed that the employees from LSPU CIT have good intrapersonal skills or good communication with customers. However, they gave some reminders and tips to strengthen their skills in communication. Some of the graduates are shy in communicating with others, especially if new graduates (A, D, and E) are having a hard time communicating in English (B), sometimes they need to explain more and direct to the point (C), some need more patience in handling customer (H), stay calm (F), and always good-looking (G).

Graduates must develop their self-confidence in communicating with various kinds of customers. They must also train the ability to speak in English, and the ability to explain the details more vividly to the customer is also essential [22]–[27]. The other must improve the virtue of patience in talking with the customer, stay calm, and not go out of line when the customer is shouting. Furthermore, lastly, observe the appearance as employer G reiterated. He mentioned that appearance is essential since most automotive practitioners are in dirty places; somehow, employees were also assigned to the office, so they must be presentable. Students in the automobile sector have been trained to communicate in English through skill-based colleges. Unfortunately, there do not appear to be many studies on the communication skills required of personnel in the automobile business [28].

4. CONCLUSION

This study concluded that the level of feedback among employers regarding technical practitioners, organizational skills, and customer service skills was evident from the employers' perspective, which was agreed upon in the in-depth discussion with the selected employers. Even graduates have different personalities, and employers highly observe these domains. The strengths and weaknesses were also discussed, and the statements in the three domains were evident and observed.

Employers recognized and agreed that LSPU-CIT automotive graduates have adequate skills and experience in their respective fields of expertise. It also implies that automotive technology graduates have gained the abilities required of students in the three major domains. Graduates were linked to the ability to perform tasks acquired from pieces of training and proper guidance during on-the-job pieces of training, have the potential to use innovative system design, parts, or procedures that are suited for program goals, and have the capacity to highlight the value of, and ability to engage in, knowledge acquisition or continuous learning. Furthermore, graduates proved they could evaluate, interpret, and implement technical instructions, have an excellent aptitude for applying current knowledge and adapting to new disciplines, and execute technical skills following the company's demands. The graduates were extremely visible in the employers' experience and perspective. The capacity to listen to and follow workplace directions is observed. Graduates have positive attitudes and actions that contribute to the company's success. They may also blend goals and objectives into tactical concepts, maintain a high learning & development atmosphere, and contribute to a healthy work environment. They can perform tasks uniquely and define a team's roles and duties. The graduates demonstrated that they paved the way for the customer's management to meet their prioritized demands. They demonstrated comprehension and communicated appropriately with the consumer, emphasizing their words and how they presented themselves.

5. SUGGESTIONS

For the continued study, the research scholars may analyze and compare the graduates' experiences and perceptions to focus on the three domains. They may use this research as a reference guide for the Laguna State Polytechnic University System, particularly the other major, the Bachelor of Industrial Technology program. They may also use more essential data with more variables and replies to obtain good results while achieving the domains or skills required of all pupils. It is also recommended to conduct research in the same context where Structural Equation Model (SEM) investigation technique is used.

ACKNOWLEDGEMENTS

The researchers want to acknowledge all the respondents of this research for sharing their valuable time and lived experiences. They also thank their family, friends, and colleagues who contributed significantly and inspired them to finish this paper.

REFERENCES

[1] T. L. Ramirez, L. T. Cruz, and N. V Alcantara, "Tracer Study of Rtu Graduates: an Analysis," *Res. - Journal Arts*, vol. 66, no. 1, pp. 66–76, 2014.

[2] A. C. Gines, "Tracer Study of PNU Graduates," *Am. Int. J. Contemp. Res.*, vol. 4, no. 3, pp. 81–98, 2014.

[3] H. A. Encio, M. G. Buenviaje, R. F. G. Refozar, and J. M. Laguador, "Employers' Feedback on the Competencies of MBA Graduates based on Curriculum and Student Outcomes," *IOSR J. Bus. Manag.*, vol. 18, no. 08, pp. 101–105, Aug. 2016, doi: 10.9790/487X-180804101105.

[4] J. Michael, A. Carla, J. Culajara, I. Ancho, G. Arrieta, and C. Barrameda, "Education Leaders , Research Scholars , and Expert Practitioners : Feedback of Employers and Immediate Heads of Educational Management Graduates," vol. 7, no. June, pp. 49–55, 2021.

[5] S. Peter and E. Lucas, "Evaluating the Role of Project Management on Sustainable Development," *Pakistan Res. J. Manag. Sci.*, vol. 1, no. 1, pp. 64–69, 2017.

[6] A. Santos, "In the Philippines, Distance Learning Reveals the Digital Divide," 2020. https://hk.boell.org/en/2020/10/06/philippines-distance-learning-reveals-digital-divide.

[7] C. A. McKim, "The Value of Mixed Methods Research," *J. Mix. Methods Res.*, vol. 11, no. 2, pp. 202–222, Apr. 2017, doi: 10.1177/1558689815607096.

[8] M. M. Rahman, "Sample Size Determination for Survey Research and Non-Probability Sampling Techniques: A Review and Set of Recommendations," *J. Entrep. Bus. Econ.*, vol. 11, no. 1, pp. 42–62, 2023, [Online]. Available: http://scientificia.com/index.php/JEBE/article/view/201/190.

[9] L. Mishra, "Focus Group Discussion in Qualitative Research," *TechnoLearn An Int. J. Educ. Technol.*, vol. 6, no. 1, p. 1, 2016, doi: 10.5958/2249-5223.2016.00001.2.

[10] M. DeJonckheere and L. M. Vaughn, "Semistructured interviewing in primary care research: A balance of relationship and rigour," *Fam. Med. Community Heal.*, vol. 7, no. 2, pp. 1–8, 2019, doi: 10.1136/fmch-2018-000057.

[11] A. Joshi, S. Kale, S. Chandel, and D. Pal, "Likert Scale: Explored and Explained," *Br. J. Appl. Sci. Technol.*, vol. 7, no. 4, pp. 396–403, Jan. 2015, doi: 10.9734/BJAST/2015/14975.

[12] S. Windiarti, N. Fadilah, E. Dhermawati, and B. W. Pratolo, "Teachers' Perception toward the Obstacles of E-Learning Classes," *Ethical Ling. J. Lang. Teach. Lit.*, vol. 6, no. 2, pp. 117–128, Sep. 2019, doi: 10.30605/25409190.v6.117-128.

[13] M. Jumhan and A. G. Abdullah, "The Analysis of Technical Competency towards the Automotive Manufacturing Expertise in the Industrial Context 4.0," in *Proceedings of the 4th International Conference on Innovation in Engineering and Vocational Education (ICIEVE 2021)*, 2022, vol. 651, no. Icieve 2021, pp. 78–82, doi: 10.2991/assehr.k.220305.016.

[14] J. Hanaysha, "Testing the Effects of Employee Engagement, Work Environment, and Organizational Learning on Organizational Commitment," *Procedia - Soc. Behav. Sci.*, vol. 229, pp. 289–297, Aug. 2016, doi: 10.1016/j.sbspro.2016.07.139.

[15] D. D. Merritt and B. Z. Liles, "Narrative Analysis," *J. Speech Hear. Disord.*, vol. 54, no. 3, pp. 438–447, Aug. 1989, doi: 10.1044/jshd.5403.438.

[16] A. Alharbi, "A descriptive-evaluative study of a Saudi EFL textbook series," *Cogent Educ.*, vol. 2, no. 1, p. 1079946, Dec. 2015, doi: 10.1080/2331186X.2015.1079946.

[17] J. R. Balinado, Y. T. Prasetyo, M. N. Young, S. F. Persada, B. A. Miraja, and A. A. N. Perwira Redi, "The Effect of Service Quality on Customer Satisfaction in an Automotive After-Sales Service," *J. Open Innov. Technol. Mark. Complex.*, vol. 7, no. 2, p. 116, Apr. 2021, doi: 10.3390/joitmc7020116.

[18] N. Gajic and M. Boolaky, "Impact of technical support on customer satisfaction: Case of automotive paints," *SAGE Open*, vol. 5, no. 4, 2015, doi: 10.1177/2158244015611457.

[19] W. Afezah Wan Abdul Rahman and Z. Hanim Saidin, "Customer Loyalty: The Effect of Service Quality and Brand Image in Malaysias Automotive Industry," *Int. J. Asian Soc. Sci.*, vol. 11, no. 4, pp. 188–199, 2021, doi: 10.18488/journal.1.2021.114.188.199.

[20] S. W. Lange, "Examining Career And Technical Education Practitioner Preparation And Professional Development Needs," Illinois State University, 2020.

[21] R. Dovleac, A. Lorincz, A. Ionica, and M. Leba, "A Business and Technical Approach on Startups Applied on an Automotive System," *Int. J. Econ. Manag. Syst.*, vol. 1, pp. 153–157, 2016.

[22] L. M. Kuehne, "Practical science communication strategies for graduate students," *Conserv. Biol.*, vol. 28, no. 5, pp. 1225–1235, 2014, doi: 10.1111/cobi.12305.

[23] A. Radermacher, "Investigating the skill gap between graduating students and industry expectations," *36th International Conference on Software Engineering, ICSE Companion 2014 - Proceedings*. pp. 291–300, 2014, doi: 10.1145/2591062.2591159.

[24] J. K. Anderson, "Patterns of communication in high-fidelity simulation," *J. Nurs. Educ.*, vol. 54, no.

1, pp. 22–27, 2015, doi: 10.3928/01484834-20141228-01.

[25] A. Kokkinaki, "Students' perceptions of plagiarism and relevant policies in Cyprus," *Int. J. Educ. Integr.*, vol. 11, no. 1, 2015, doi: 10.1007/s40979-015-0001-7.

[26] M. P. McDermott, "Veterinarian-client communication skills: Current state, relevance, and opportunities for improvement," *J. Vet. Med. Educ.*, vol. 42, no. 4, pp. 305–314, 2015, doi: 10.3138/jvme.0115-006R.

[27] M. A. Rubega, "Assessment by Audiences Shows Little Effect of Science Communication Training," *Sci. Commun.*, vol. 43, no. 2, pp. 139–169, 2021, doi: 10.1177/1075547020971639.

[28] V. Ramamuruthy, D. Dewitt, and N. Alias, "The need for technical communication for 21st century learning in tvet institutions: Perceptions of industry experts," *J. Tech. Educ. Train.*, vol. 13, no. 1, pp. 148–158, 2021, doi: 10.30880/jtet.2021.13.01.016.