

## Tracer study on Bachelor of Science in Business Administration in Divine Word College of Jan Jose, Academic Year 2018-2022

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### Abstract

This study examined the role of responsibility and authority in professional success, alongside considerations for job innovation and corporate responsibility to bridge academic learning with workforce demands. This tracer study on Bachelor of Science in Business Administration graduates in Divine Word College of San Jose academic year 2018 – 2022 aimed to assess the employment outcomes, present status, and opportunities faced by 67 BSBA graduates using descriptive-correlational design and modified-adapted questionnaires. The findings of this study revealed that in terms of their present status, business graduates secure a job both in the government and private sector, perform business activities, and their competitive advantage is developed and well-established after obtaining a BSBA Degree. Moreover, the levels of opportunities faced by the BSBA graduates were not significantly affected by their demographic profile, educational background, and socio-economic profile, furthermore, it revealed that the opportunities faced in terms of career growth, security of tenure, and relationship in the work environment were significantly affected by their present status. The researchers recommend that the institution should prioritize the knowledge-bearing course for business ventures and job positions as well as promote the quality of education given in the field of business

administration. The school may build good relationships with companies and businesses to expose the students to real-life corporate and business world experiences. Lastly, future researchers should focus on tracing what specific job the graduates have and seek a benefit for the community or the institution that could lead to more enrollees for more graduates in the future.

**Keywords:** tracer study, opportunities faced, present status, educational background, business activities, career growth, Bachelor of Science in Business Administration

## **Tracer study on Bachelor of Science in Business Administration in Divine Word College of Jan Jose, Academic Year 2018-2022**

### **1. Introduction**

Managers and workers alike will find an extra layer of job security if they grasp two essential work concepts: responsibility and authority. Success at work requires both and not just one. A job will bring you money, it will inspire you, it taps into human instinct, it teaches you discipline, it gives you purpose, and it provides your successors with a head start (Llannes et al., 2022). Moreover, job innovation in the Philippines is another plan of the current President Ferdinand Marcos Jr., he stated that investing in our neighborhood businesses it will help our academic institutions, accept corporate responsibility by funding initiatives that promote innovation also these initiatives help us advance our broader developmental strategy by acting as catalysts, the participation will be crucial to their success, in addition, Marcos urged academic institutions to lead the way in innovation, emphasizing their crucial role as breeding grounds for the ideas, abilities, and talent that will define the future (Piatos, 2023). According to Saong and Bonifacio (2023) recognizing the realities of today's academic world, higher education institutions should play a role in not only imparting expertise but also in contributing to the maintenance of a competitive economy and, most significantly, in ensuring graduates' hopes of having employment and being socially accepted and successful in their fields of endeavor.

The Commission on Higher Education (CHED) reported that enrollment in the past few years rose due to free college tuition. Student enrollment "increased dramatically" to 4.1 million in 2022 from 2.9 million in 2017, CHED chairperson Prospero de Vera told an oversight hearing of the House Committee on Appropriations. Particularly for baccalaureate degrees, enrolment surged from 2.6 million to 3.8 million students. Significant also at the doctoral level, not just at the post-baccalaureate and master levels, so more faculty members are pursuing their Ph.D.s, which we have been advocating for to raise the caliber of instruction (Ulla et al., 2023). In addition, graduate tracer studies, which are prompted by the need to carefully assess how graduates view their experiences throughout their degree study and their transition to the labor market, entail the identification and follow-up of graduates from higher education institutions worldwide. Universities should prioritize learning from graduates' complex experiences and making necessary adjustments to their instruction and training programs if they want to enhance graduate (Odame et al., 2021)

In addition, Badiru & Wahome (2016) also pointed out that the University Graduate Tracer Studies (GTS) are becoming a recognizable practice worldwide. Towards the end of the 20th Century, European Universities adopted the use of tracer studies for several reasons: to accredit their study programs; to determine the link between study programs and the job market; to show the uniqueness and positioning of individual universities; and also to enable universities and institutions managing higher education in their respective countries make informed and evidence-based decisions about improvements and quality education and services in higher education. Higher education institutions can make a significant contribution to the quality assurance of course programs by implementing the concepts of tracer study to establish a sustainable learning environment that supports their graduates' ongoing professional growth. Because of this, a tracer study could be used as a documentary analysis to show why higher education institutions need to improve the caliber of their course offerings. This makes it possible for them to satisfy the demands of the rapidly evolving industrial, technological, socioeconomic, and educational spheres in the twenty-first century (Borah et al., 2023).

The value of a college degree is based on its potential to doors for recent graduates looking for jobs and building a safe professional path. The time a student spends in a college or other higher education setting helps to develop and refine their skills as well as prepare them to be contributing members of society and law-abiding citizens (Saong & Bonifacio, 2023). Every academic institution aspires to create graduates who are capable and well-educated and who will eventually be able to compete on a local and international level. An extremely effective

approach for assessing the whereabouts and performance of graduates in the workplace is a graduate tracer study conducted by Cuadra et al. (2019). This tracer study aimed to track the whereabouts of the graduates in the field of Business who graduated in the year 2018-2022 at the Divine Word College of San Jose (DWCSJ), every year the school produces a number of graduates, and this study aimed to know the how they found a job suitable to their course or if they didn't pursue the job aligned to their track. This study also foresees to come up with what is the result of being a Divinian graduate if it became their advantage in looking for a job or is it easy for them if they are classified as a Divinian over competing in other job applicants..

**Statement of the Problem** - This study aimed to determine the educational background, socioeconomic profile, present-study status, and opportunities faced by the Bachelor of Science in Business Administration graduates year 2018 to 2022 of Divine Word College of San Jose. Specifically, this study sought to answer the following research problems: (1) What is the respondent's demographic profile in terms of age, sex, year graduated, and civil status? (2) What is the respondent's educational background in terms of highest educational attainment, training, and seminars attended and eligibility and licenses received? (3) What is the respondents' socioeconomic profile in terms of salary scale, employment type of employment, and other sources of income? (4) What is the respondents' present status in terms of job position, business activity, and competitive advantage? (5) What is the level of opportunities faced by Divine Word College of San Jose Bachelor of Science in Business Administration graduates in terms of Career Growth, Security of Tenure, and Relationship in the Work Environment? (6) Is the level of opportunities faced by DWCSJ BSBA significantly affected by demographic profile, educational background, socioeconomic profile, and present status?

**Significance of the Study** - The researcher considered that the results of the study will provide a basis for determining the employment conditions of the Bachelor of Science in Business Administration graduates of years 2018 to 2022 of Divine Word College of San Jose provide an avenue for students, professors, school administrators, government agencies, and researchers. Thus, the study is deemed significant to the aforementioned stakeholders for the following reasons: To Bachelor of Science in Business Administration Graduate Students, the research findings can help the BSBA graduate students to be knowledgeable in terms of the current employment conditions about their college program. Specifically, this study is essential for them to understand the influence of attitudes towards employment and enables them to decide what job opportunities are worth to be applied as soon as they graduate. The findings from this study could have beneficial implications for BSBA students, especially those enrolled in the university, as they would get insights into their employment opportunities and their professional life in general after graduation. Having a glimpse of their seniors' lives after graduation may help the students in choosing their professional path, more importantly those who are still confused and have none yet in mind. This study could provide insights for professors as to where they could help their students in guiding them toward a suitable professional path. As educators, they have a big influence on a student's decision-making, especially in terms of employment, and so this study could offer them a new perspective in helping the students have a better life after graduation. The results of this research could give valuable suggestions to school administrators on how they could be more involved in helping their students land good job opportunities after graduation.

The school itself plays a vital role in shaping the employability of the students, on which this study could provide new insights to how they could improve in that role. A high rate of employment among the alumni of the school would contribute greatly to the image of the institution. In that case, this study's output, given that it would help the students be aware of their career opportunities, could also help the educational institution earn a good reputation for producing competent professionals. Government agencies concerned with jobs and employment, especially the Department of Labor and Employment, are tasked with making policies and programs that would improve the employment rate of the country. With that, this study could provide inferences to DOLE in assessing the present employment conditions of recent graduates in the Philippines and think of applicable efforts to improve it. Research findings from this would be useful among researchers as it offers promising perspectives about the employment conditions of BSBA students in the university. This study will also serve as a pertinent basis among other researchers who wish to indulge in this field focusing on the employability and chosen professional path of BSBA students who have recently graduated from the institution.

**Scope and Delimitation of the Study** - The study entitled "Tracer study on Bachelor of Science in Business Administration in Divine Word College of San Jose, the academic year 2018-2022" aimed to know the whereabouts of these BSBA graduates from 2018-2022 and their employment status. The respondents of the study are limited to the BSBA graduates of the Divine Word College of San Jose within 2018-2022 who are currently working according to their respective chosen careers. The researchers limited the study to respondents who were credible and could answer the questionnaires without any force intended. The researchers requested an official list of graduates from the Divine Word College of San Jose from the BSBA course within 2018-2022 that have a total population of 117 and due to many opportunities, the graduates may land a job residing outside the province or the country that communication for data gathering is limited that resulted to only 67 responses. The dependent variables included are Career Growth, Security of Tenure, and Relationship with the work environment while the independent variables are demographic profile, educational background, socioeconomic profile, and present status. At the end of the study, the researchers will share their significant findings with the school for the possible improvement of educational programs offered by the institution toward BSBA students and graduates. In addition, the researchers used online interaction to communicate among BSBA graduates who are employed outside San Jose. This study has been completed in the Academic Year 2023-2024 with the approval of instructors and involved heads.

## 2. Methodology

**Research Design** - This research utilized descriptive correlational design to conduct a tracer study on graduates within the Business Administration program in Divine Word College of San Jose, Academic year 2018-2022. It aimed to examine demographic profile, educational background, socioeconomic profile, present status, and opportunities faced in the professional success of the graduates. The research design was set up to offer information about the graduates' working situation, level of job satisfaction, curriculum relevance, and abilities developed during their academic careers. This study aimed to collect information about the graduates using a closed-ended questionnaire and modified-adapted survey questionnaires from the study of Paulino (2014).

**Respondents of the Study** - The researchers wrote a request for the lists of graduates in the year 2018-2022 in the registrar's office of the Divine Word College of San Jose that has been used for complete enumeration that covers the whole population of graduates in the year 2018-2022, this method is used to locate every graduate that is needed in the study. The respondents of the study are those who graduated in the year 2018-2022 at the Divine Word College of San Jose under the program of Business Administration. The graduates are known to be a product of a premiere catholic institution and they was subject of the study to collect information regarding to their employment status and their present status. The researchers aimed to collect data from the population of graduates in Divine Word College of San Jose in the year 2018-2022. The researchers provided questionnaires to collect data and information about them. The researchers did their best to reach out to all the graduates from the academic year 2018-2022 but due to the unavailability of the other graduates, the researchers were not able to cover the whole population instead continued to message who was available for the data gathering that resulted to 67 responses or 57.26% of the total population.

**Research Instrument** - The main instrument in this study was a close-ended questionnaire and a modified-adapted survey questionnaire from the study of Paulino (2014). The researchers used the 4-point Likert scale formulated for the survey to get detailed information regarding the respondents' profile and experiences related to educational background, socioeconomic profile, present status, and opportunities faced by the graduates. For validity testing, the questionnaire was subjected to the approval of the professor and expert in the field of research. Revisions or changes in the instrument are willingly accepted and changed immediately, the researcher sought feedback from experts in the field for the final approval of the instrument. For validity testing, the validity results of modified-adapted questionnaire that was used by the researchers from the study of Paulino (2014) is 0.777 to 0.951 that is shown by the computer-generated reliability coefficients. The instrument was used to test the responses of the graduates if they all had a different or similar path taken after graduation. This is used to gather data to provide consistent and comparable judgments or evaluations of the same phenomenon.

**Data Gathering Procedure** - The researcher formulated a letter of request to the respondents signed by the research adviser and asked permission of the graduate students if they were willing to participate in the study, then if they were willing to participate the researchers disseminated the survey questionnaires to gather information. This process helped the researcher to easily inform the respondents regarding the scope of the study, it would minimize the consumption of time if the selected graduate student is not willing to participate. The survey questionnaire was given through an online platform.

**Statistical Treatment of the Data** - In the statistical treatment of this study, the researchers used frequency distribution to determine the respondents' demographic profile, educational background, socioeconomic profile, and weighted mean to determine the level of present status, and opportunities faced by the Bachelor of Science in Business Administration graduates. In addition, the researchers used correlation coefficient and regression analysis to determine the relationship of the identified variables.

**Ethical Considerations** - The researchers' first approach was asking the professors to validate the questionnaires if it is allowed to be asked to the respondents and if it were granted, the researcher proceeded to ask permission to the listed graduates from Divine Word College of San Jose if they were willing to participate in the study, this involves providing participants with clear and understandable information about the research, its purpose, procedures, potential risks, benefits, and their right to withdraw at any time without consequences. Researchers must ensure that participants have the capacity to understand the information and make an informed decision about their involvement. The questionnaires were answered according to their free will, the researcher did not force any respondents to respond to every question if needed. The answers or details about the respondent were not shared with others and were kept confidential, the researcher made sure the identities of the participants were kept private. To maintain anonymity, no identifying information was gathered that could be used to connect responses to a particular person. Using codes or aliases to hide a participant's identity is known as pseudonymity. The researchers used APA 7th Edition in acknowledging the authors from different studies that were incorporated in this study.

Table 1 shows the demographic profile of the respondents in terms of age, sex, year graduated, and civil status. In terms of age, the highest rate was in the range of 25-27 consisting of 38 or 56.70%, 19 among them were 22-24 or 28.40%, 6 or 9% were 28-30 years old, while 4 or 6% were in 30 and above. This indicates that fresh graduates aim to get employment right after graduation due to their flexibility in new knowledge in a specific industry or gaining experience without considering the qualities and standards of landing a job. As noted in the study of Balingbing (2014), the graduates are younger individuals, the findings indicate that graduates find employment at a younger than the adult stage, which is regarded as the experimental age moreover, as cited in Amejas et al. (2017) most of the employed graduates were on the age 21-30 years old, the results suggest that the majority of graduates in education were genuinely in their very early stage of maturity and the typical age of students who have just completed their college studies. In terms of sex, out of the 67 BSBA graduates, 41 were female and only 26 were male. This corresponds to 61.20% and 38.80%, respectively. This may indicate that most of the graduates in different year were dominated by the female students. As supported by Balingbing's (2014) study, 117 or 75.4% out of 155 respondents were female. The graduates possessed a strong dominance over women. In addition to other professions, female workers are viewed. In terms of year graduated, it shows that 28 or 41.8% of respondents were graduates in the academic year 2018, and in the year 2022, 19 or 28.4%. Among them 17 or 25.4% were graduate students in the year 2019, 2 (2.9%) respondents were graduates in the year 2021, 2020 got 1 or 1.5%. Seemingly, the most graduates were in the year 2018 and 2022 since in the year 2019 – 2021 the world experienced a tragic pandemic which is COVID-19 that represses the students from going to school for academic purposes. Meanwhile, in the tracer study of Micabalo and Montilla (2020), the results indicate the respondents' year of graduation which varies from year 2012 to 2019

## 1. Results and Discussions

**Table 1***Demographic Profile of the Respondents in terms of Age, Sex, Year Graduated and Civil Status (n=67)*

Age	Frequency	Percentage
22-24	19	28.40%
25-27	38	56.70%
28-30	6	9%
30 and above	4	6%
Sex		
Male	26	38.80%
Female	41	61.20%
Year Graduated		
2018	28	41.8%
2019	17	25.4%
2020	1	1.5%
2021	2	2.9%
2022	19	28.4%
Civil Status		
Married	61	91%
Single	6	9%

Out of 154 respondents, 31 of them graduated in the year 2019; where it is the highest rate, which is 20.1%, same as the results that could be gleaned from Table 1 where the year before the pandemic era has lots of graduates. Lastly, the majority of the respondents are single with 61 or 91% while 6 or 9% of them are married. Considering the age of the respondents, they are usually fresh graduates and tend to be young where being single is the majority of the responses, at the age of 25-27 they are expected to be single since they just graduated from college. As supported by the study of Mina et al. (2020), 97% of the responses were single, and since most of the graduates are still in the 20–30 age range, singles dominated the class. Given that millennials make up many respondents, it is assumed that their focus on their work is why they are single.

**Table 2***Educational Background of the Respondents in terms of Highest Educational Attainment, Training and Seminars Attended, Eligibility, and Licenses (n=67)*

Highest Educational Attainment	Frequency	Percentage
College Graduate	59	88.1%
With units in master's degree	2	3.0%
Master's Degree holder	1	1.5%
With 18 units in education (uniting)	4	6.0%
Other	1	1.5%
Training and Seminars Attended		
Without training	6	9.0%
With training	49	73.1%
Not indicated	12	17.9%
Eligibility And Licenses		
Civil Service Professional	6	9.0%
Civil Service Sub-Professional	3	4.5%
Both Civil Service and Sub-Professional	1	1.5%
LET Passer	2	3.0%
Other PRC Licenses	1	1.5%
No Eligibility	54	80.6%

Table 2 shows the educational background of the respondents in terms of highest educational attainment. 59 or 88.1% were college graduates, 4 or 6.0% with 18 units in education (uniting), with units in master's degree are 2 or 3.0% of the respondents, and 1 or 1.5% with master's degree and other educational attainment. This table indicates that most of the respondents did not take any further studies since they are just fresh graduates and most of them did not pursue higher education but land or find a job instead. In terms of training and seminars attended, 49 or 73.1% of respondents with training, 12 or 17.9% of respondents with not indicated training and seminars attended, and 6 or 9.0% respondents without training. This may show that the students have a lot of training and seminars during the academic year or within the school activities. In terms of training and seminars attended, 49

or 73.1% of respondents with training, 12 or 17.9% of respondents did not indicate training and seminars attended, and 6 or 9.0% of respondents without training. This may show that the students have a lot of training and seminars during the academic year or within the school activities. In correlation with Balingbing (2014), students benefit greatly from connections with other universities and on-the-job training. Effectively and facilitated their exposure to the actual world, particularly when conducting their on-the-job training.

In terms of eligibility and licenses, among the respondents, there are 54 or 80.6% of respondents that has no eligibility, 6 or 9.0% were civil service professional passers, 3 or 4.5% were civil service sub-professional passers, while 2 of the respondents (3.0%) are LET Passer, and 1 or 1.5% are having both civil service and sub-professional and other PRC license. The table indicates that most of the graduate did not take any eligibility or licenses exams since BSBA is a non-board program and some of them were civil service professionals since the CSC Commission and the institution encourage the students to take the civil service exam before graduation. In addition, the study by Mina et al. (2020) their results that an enormous number of graduates, or 88.00% did not try taking any professional exams even though they were required to take them. The university recommends that graduates pursue professional exams that may be applied to get a job with the government.

**Table 3**

*Socioeconomic Profile of the Respondents in terms of Salary Scale, Employment, Type of Employment, Other Sources of Income (n=67)*

Salary Scale	Frequency	Percentage
Below 9,999	8	11.9%
Php 10,000 – 19,999	32	47.8%
Php 20,000 – 29,999	6	9.0%
Php 30,000 and above	9	13.4%
Not indicated	12	17.9%
<b>Employment</b>		
Employed	58	86.6%
Not Employed	9	13.4%
<b>Type of Employment</b>		
Government	16	23.9%
Private	33	49.3%
Self-employed	14	20.9%
Not Indicated	4	5.9%
<b>Other Sources of Income</b>		
Direct Selling/Money Lending	2	3.0%
Tutorial, Business and others	1	1.5%
Business	28	41.8%
Business & Part-time Instructor	1	1.5%
Part-time Instructor	1	1.5%
Professional Practice	2	3.0%
Consultancy	0	0.0%
Not applicable	18	26.9%
Other	14	20.9%

**Legend:** 3.26 – 4.00 Very High Extent 2.51 – 3.25 High Extent, 1.76 – 2.50 Low Extent, 1.00 – 1.75 Very Low Extent

Table 3 shows the socioeconomic profile of the respondents in terms of salary scale. The table indicates that 32 or 47.8% of the respondents have a salary scale of Php. 10,000-19,999, 12 or 17.9% of the respondents didn't indicate their salary while 9 or 13.4% of the respondents have Php. 30,000 and above salary scale, below 9,999 has 8 or 11.9%, among them 6 or 9.0% have Php. 20,000 – 29,999. This table indicates that the salary scale is not the basis of the graduates on getting a job or grabbing the opportunities since most of the respondents are fresh graduates, they tend to get a job for experience for further journey in getting a work that requires an experience. As noted by Mina et al. (2020), 41.00% of the respondents receive a monthly salary ranging from Php. 10,000 to Php. 15,000, where they are currently receiving a meager salary, compensation, and other privileges that cannot cover all their daily expenses. As supported by Almejas et al. (2017), the graduates are applying what they learned in their college education where salary scale is not their basis for landing a job. In terms of employment, most of the respondents are employed, which is 58 or 86.6%, and the rest is not employed which is 9 or 13.4%. This result



shows that after graduation they aim to get a job first rather than staying unemployed, as such being fresh graduates they tend to collect experience for more job opportunities. In relation to Mina et al. (2020) findings, 72.00% of their respondents are employed since it also indicates that most of the graduates made every effort to find employment upon getting their degree from college. In terms of the type of employment, most of the graduates are in the private sector consisting of 33 or 49.3%, in the government sector they are 16 or 23.9%, 14 or 20.9% are self-employed and 4 approximately 5.9% did not indicate their type of employment. The table shows that graduates tend to be employed in a private company since there are lots of job hiring in the private sector where they do not require experience unlike in the other sectors. As supported by Llanes et al. (2022) the majority of employed graduates who responded to the survey (8271, or 82.12%) are employed by private businesses or organizations, indicating that it is simpler to get a job in the local private sector. When using labor or human resources, the private sector frequently turns to companies, independent business owners, or other non-government-owned and controlled groups.

The highest rate in Table 3 as their source of income was from business got 18 or 41.8. The table signifies that the graduates tend to have business and other sources of income, where they could earn more for a living aside from being an employee. Moreover, Cortez et al. (2023) state that more graduates work in fields that are related to their chosen course, but a few of them were working in a variety of industries, including private businesses and Local governments alike even if a few of them obtained their licenses because of the fact that they had considered it to be a better chance. In contrast, Dawaton (2021) stated that the results of their studies further demonstrate a small percentage of graduates (9.09%) started their businesses after graduating. Lack of funds was a common factor given by graduates for not launching their businesses right away. This implies that the graduates are having trouble finding finance for their businesses.

Table 4 shows the mean level of present status of the respondents in terms of job position, business activity, and competitive advantage. The three sub-variables are equivalent to a weighted mean of 3.16, 3.26, and 3.33 respectively. It indicates that the graduates' job position, business activity, and competitive advantage are ensured after obtaining a BSBA degree. The said findings, however, are in contrast with the results of the tracer study in terms of college graduate occupation made by Dawaton (2021) showing that graduates work in rank-and-file occupations (86.67%) and make an average monthly salary of 83.33% to less than 10,000. This implies that B.S. Graduates in entrepreneurship fulfill the requirements of private organizations, they have regular jobs, but they do not have access to jobs leading to more senior roles. This suggests even more that recent graduates are hesitant to apply for better-paying employment outside of their more relevant province. The business graduate students would rather work locally than hunt for employment elsewhere. In terms of business activity, table 4 indicates that the graduates' business affiliation or skills in business were honed after obtaining a BSBA degree. Contrary to the results, Dawaton (2021) stated that even though graduates have an opportunity to build their businesses, lack of finance to start a business is one of the factors to consider before deciding to have their own business, collecting, or saving up for the capital is very hard for fresh graduates in starting-up an owned business. Lastly, in terms of competitive advantage, all indicators are equivalent to strongly agree, it indicates that the graduates' competitive advantage is developed and well established after obtaining a BSBA Degree. The results stated that the graduates' competitive advantage after obtaining the college degree helps them into landing their own and pursue jobs as supported by Dawaton (2021), his findings demonstrate how the training helped graduates get their current jobs. It indicates that the graduates improved communication skills come in first, followed by increased academic knowledge and increased learning efficiency. This suggests that the graduates' communicative ability, which they find useful in their current positions, was developed through the curriculum in college.

In addition, to obtain employment possibilities from working industries, Becker and Smith (2018) discusses the attributes, competencies, and capabilities of graduates and job seekers. Human capital, or personal investment, as it is commonly called, is identified by the theory as an incentive for job seekers to evaluate themselves in order to react to work prospects supplied by industry.

**Table 4**

*The Mean level of Present Status in terms of Job Position, Business Activity and Competitive Advantage*

Indicators (Job Position)	Weighted Mean	Verbal Description
1. I can ensure a permanent job after getting my BSBA degree.	3.37	Strongly Agree
2. I have more job offers after my BSBA degree.	3.21	Agree
3. It has been easier to get a job after getting my BSBA degree.	3.24	Agree
4. I am recommended for a higher position after getting my BSBA degree.	2.91	Agree
5. I can get my desired position/job level after my BSBA degree.	3.09	Agree
<b>Composite Mean</b>	<b>3.16</b>	<b>Agree</b>
<b>Indicators (Business Activity)</b>		
1. There are more opportunities for business activity after obtaining my BSBA degree.	3.46	Strongly Agree
2. Better business offers come my way after obtaining my BSBA degree.	3.25	Agree
3. I become more confident in undertaking and handling business operations after obtaining my BSBA degree.	3.37	Strongly Agree
4. I hold a better position in the business after obtaining my BSBA degree	3.10	Agree
5. I earn more from my business activities after obtaining my BSBA degree.	3.12	Agree
<b>Composite Mean</b>	<b>3.26</b>	<b>Strongly Agree</b>
<b>Indicators (Competitive Advantage)</b>		
1. I feel more competitive with colleagues after obtaining my BSBA degree.	3.31	Strongly Agree
2. I have a better chance of hitting my targets after obtaining my BSBA Degree.	3.33	Strongly Agree
3. I am more aggressive and assertive in my business strategies/employment tasks after obtaining my BSBA degree.	3.36	Strongly Agree
4. I lead the changes for improvement in my workplace after obtaining my BSBA degree.	3.31	Strongly Agree
5. I can manage my time more efficiently and effectively after obtaining my BSBA degree.	3.33	Strongly Agree
<b>Composite Mean</b>	<b>3.33</b>	<b>Strongly Agree</b>

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

Table 5 shows that the mean level of present status of the respondents in terms of career growth, security of tenure, and relationship in the work environment. All are equivalent to strongly agree with a weighted mean of 3.35, 3.35, and 3.44 respectively, which indicates that the BSBA graduates in DWCSJ have been open to various job choices after obtaining the BSBA Degree. As cited in Cortez et al. (2023), the majority of participants took their current positions mainly because of the pay and benefits that were on offer. Those benefits and pay have a big influence on whether someone decides to continue with their first job or not. However, the table indicated and claimed the primary factors keeping them at their jobs were pay and perks. Seventy-five percent of his respondents cited pay and benefits as the primary continuing to work. These declarations demonstrate that they are content with their employment choice's financial security and financial rewards. In terms of security and tenure, all the indicators have a weighted mean ranging from 3.28-3.48 which indicates that BSBA graduates have more job opportunities and such regularization on a job and after obtaining the BSBA Degree.

**Table 5**

*The Mean level of Opportunities Faced by BSBA Graduates in terms of Career Growth, Security of Tenure, and Relationship in the Work Environment*

Indicators (Career Growth)	Weighted Mean	Verbal Description
1. I have been open to various job choices.	3.46	Strongly Agree
2. I may have changed my job route successfully in the past.	3.24	Agree
3. I have been offered better job relocations equivalent to promotion.	3.22	Agree

4. I have learned to adapt to changes due to my new job specifications.	3.42	Strongly Agree
5. I have learned to manage my time better.	3.42	Strongly Agree
Composite Mean	3.35	Strongly Agree
Indicators (Security of Tenure)		
1. I have a better possibility of increasing my output.	3.37	Strongly Agree
2. I have been assured of job regularization.	3.33	Strongly Agree
3. I have been offered contracts for a permanent rather than a short-term job.	3.30	Strongly Agree
4. I have been given the choice of flexibility of working hours.	3.28	Strongly Agree
5. I have the opportunity to gain fresh work experience.	3.48	Strongly Agree
Composite Mean	3.35	Strongly Agree
Indicators (Relationship in the Work Environment)		
1. I am prepared for a healthy competition regarding qualifications and performance.	3.55	Strongly Agree
2. I have been given equal treatment for job offers.	3.42	Strongly Agree
3. I have been given chances for a salary increase.	3.36	Strongly Agree
4. I have been given equitable chances for incentives with colleagues.	3.37	Strongly Agree
5. I have become more optimistic about my work and other people.	3.61	Strongly Agree
Composite Mean	3.44	Strongly Agree

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

The results in Table 5 where graduates can secure a job after graduation were supported by Cortez et al. (2023) wherein the results show that the majority of respondents discovered their current job in under a year. In his findings, 46.67% of working graduates secured their current position within a year and a half after graduation; 4% had worked for fewer than two years, and 0.67% had worked for fewer than three years. In terms of the relationships in the workplace, it shows that the graduates' has been enhanced while taking the BSBA Program which gives more advantages in socializing and optimizing the job to be done accordingly. As cited by Llanes et al. (2022), compared to employment in the private sector, working for a government agency offers a more stable work environment free from market pressures. Public sector employees typically have better benefit packages and job security than their private sector counterparts; many government positions are filled by permanent employees following a probationary period. In the public sector, it is challenging to get paid more and get promoted, but it is comparatively simple to change employment and preserve your benefits, paid time off, and sick pay.

**Table 6**

*Correlation Coefficients and p-values for Hypothesis Testing (Ho1)*

Variables	Correlation Coefficient	Effect Size ( $r^2$ )	Critical value	t-value	P-value	Interpretation
Profile (Age)→ Opportunities Faced	0.09	0.008	2.000	0.73	0.468	Not Significant
Profile (Sex)→ Opportunities Faced	-0.18	0.033	2.000	-1.48	0.144	Not Significant
Profile (Year Graduated) → Opportunities Faced	0.23	0.055	2.000	1.91	0.061	Not Significant
Profile (Civil status) → Opportunities Faced	-0.06	0.003	2.000	-0.48	0.633	Not Significant
Profile (Age)→ Opportunities Faced	0.09	0.008	2.000	0.73	0.468	Not Significant

Legend: p-value<0.05 Significant

Table 6 shows the correlation coefficient for hypothesis 1, that the profile (age) has a computed value of 0.73 and a p-value of 0.468, the profile (sex) has a -1.48 computed value, and has p-value of 0.144, the profile (year graduated) with 1.91 computed value, and has p-value of 0.061 and profile (civil status) with -0.48 computed value and has p-value of 0.633 which indicates that there is no significant relationship between the opportunities faced by the BSBA students and their profile. It implies that demographic profile has no effect in landing a job and it is not a hindrance to becoming a good employee, it also indicates that opportunities faced by them were not based

on the demographic profile. In addition, from the study of Balingbing (2014) respondents that usually have a job are those younger people who have graduated. The results of the study show that graduates start working earlier than they would as adults, furthermore, in the same literature it was stated that the graduates were dominated by female rather than male graduates. Moreover, in the study of Micabalo and Montilla (2020), the year that covers most of the responses was the year before the pandemic and after the phenomenon. However, the respondents are mostly single since they are compromised by the fresh graduates as supported by Mina et al. (2020).

**Table 7**

*Correlation Coefficients and p-values for Hypothesis Testing (Ho2)*

Variables	Correlation Coefficient	Effect Size ( $r^2$ )	Critical value	t-value	P-value	Interpretation
Educational Background (Highest Educational Attainment)→ Opportunities Faced	0.14	0.019	2.000	1.14	0.258	Not Significant
Educational Background (Trainings and Seminars)→ Opportunities Faced	0.10	0.011	2.000	0.81	0.421	Not Significant
Educational Background (Eligibility and Licenses)→ Opportunities Faced	-0.23	0.055	2.000	-1.91	0.061	Not Significant
Educational Background (Highest Educational Attainment)→ Opportunities Faced	0.14	0.019	2.000	1.14	0.258	Not Significant

**Legend:** p-value<0.05 Significant

Table 7 shows the correlation coefficient for hypothesis 2 that educational background which has the sub-variable of highest educational background with a computed value of 1.14 and *p*-value of 0.258, training and seminars with a computed value of 0.81 and *p*-value of 0.421, eligibility and licenses with a computed value of -1.91 and *p*-value of 0.061 which is lower than the critical value of 2.00 which indicates an acceptance of the null hypothesis, therefore, the level of opportunities faced by the BSBA students is not significantly affected by their educational background. Results can be gleaned from the table that the highest educational attainment has no significant effect on the job opportunities the graduates faced upon graduation wherein, supported by the study of Siraye et al. (2018) where there were many opportunities for college graduates to work elsewhere after graduation rather than enrolling in another school of study. Moreover, the training and seminars attended have no significant effects on the opportunities faced by the graduates, however, Balingbing (2014), stated that training and seminars for students such as on-the-job training are very beneficial. efficiently and made it easier for them to experience the real world, especially when they were receiving on-the-job training. However, eligibility and licenses did not also have a significant effect on the opportunity faced since most of the respondents chose to be employed in a private sector where the qualifications are less, and eligibility or licenses are not that necessary.

Table 8 shows the correlation coefficient for hypothesis 3 which indicates there is no significant relationship between the opportunities faced by the BSBA students and their socio-economic profile. The results of the study showed that salary scale has no significant effect on the opportunities faced by graduates. As supported by Almejas et al. (2017), in their finding they suggest that graduates are using the knowledge they gained from their college education when applying for a job, and that salary scales are not the only factor in determining employment opportunities. However, in the study conducted by Mina et al. (2020), 72.00% of the respondents were employed, which suggests that the majority of college graduates make every attempt to secure employment after receiving their degrees. Wherein the study of Llanes et al. (2022) most of the respondents are employed by private institutions, she states that it is easier to get a job in the local private sector. In addition, the respondents showed that they are business-inclined. In contrast, Dawaton (2021), stated that most of the fresh graduates didn't pursue having a

business due to a lack of capital instead of being employed and earning compensation.

**Table 8**

*Correlation Coefficients and p-values for Hypothesis Testing (Ho3)*

Variables	Correlation Coefficient	Effect Size ( $r^2$ )	Critical value	t-value	P-value	Interpretation
Socio-Economic Profile (Salary Scale)→ Opportunities Faced	0.02	0.000	2.000	0.16	0.873	Not Significant
Socio-Economic Profile (Employment)→ Opportunities Faced	-0.03	0.001	2.000	-0.81	0.421	Not Significant
Socio-Economic Profile (Type of Employment)→ Opportunities Faced	-0.09	0.008	2.000	-0.24	0.811	Not Significant
Socio-Economic Profile (Other Sources of Income)→ Opportunities Faced	0.02	0.000	2.000	0.16	0.873	Not Significant

**Legend:** p-value<0.05 Significant

Table 9 shows the correlation coefficient for hypothesis 4 which indicates a highly significant relationship between the opportunities faced by the BSBA students and their present status. It implies that the present status affects the job, business, and advantage you will experience after graduating and getting a program degree. Contrary to the results of job positions, graduates took what are the available jobs rather than hunting for a better job in the cities or other places, one of the factors is that they want to gain experience for further job opportunities as cited in the study of Dawaton (2021) meanwhile, in business activity results in some of the graduates have their business venture but most of them did not pursue having a business due to lack of finance for capitalizing the business. The results can be gleaned from Table 9 where competitive advantage has a significant effect on the opportunities faced by the graduate and the study of Dawaton (2021) states that upon graduation, training facilitated employment. It suggests that the graduates' enhanced communication abilities rank first, followed by their greater academic knowledge and learning effectiveness. This implies that the graduates' communication skills were honed via the program and are now valuable in their current roles

**Table 9**

*Correlation Coefficients and p-values for Hypothesis Testing (Ho4)*

Variables	Correlation Coefficient	Effect Size ( $r^2$ )	Critical value	t-value	P-value	Interpretation
Present Status (Job Position)→ Opportunities Faced	0.66	0.436	2.000	7.09	0.000	Highly Significant
Present Status (Business Activity)→ Opportunities Faced	0.71	0.505	2.000	8.14	0.000	Highly Significant
Present Status (Competitive Advantage)→ Opportunities Faced	0.75	0.565	2.000	9.17	0.000	Highly Significant

**Legend:** p-value<0.05 Significant

### 3. Conclusions

Based on the findings, the researchers conclude the following: since most of the graduates are the ages 25-27, they are still single and tallied to be dominated by females based on the answers to the questions, the conclusion drawn was that the demographic profile of the respondents is not a hindrance to face an opportunity in finding a

job. As reflected in the Socioeconomic profile, most of them are college graduates and have training upon graduation whereas assumed that not everyone has eligibility or licenses based on the results. The conclusion is drawn that neither having or not a higher degree, training, or license is a big factor in pursuing a job and facing the opportunities available upon graduation. Since the graduates are mostly employed in the private sector, they bear to have a monthly salary scale of Php. 10,000 -19,000, an inference that salary or any type of employment available for graduates was secured upon having the college degree in BS in Business Administration program. Business graduates secure a job and perform business activities, and their competitive advantage is developed and well-established after obtaining a BSBA Degree. The opportunities faced by the respondents in terms of career growth, security of tenure, and relationship in the work environment have a 3.35 – 3.44 composite mean that signifies a strongly agree level. The levels of opportunity faced by the BSBA graduates were not significantly affected by the demographic profile, educational background, and socio-economic profile but were affected by the present status.

### 3.1 Recommendations

The results described above lead to the following suggestions: Since the institution began admitting college students at the start of its bachelor's program and its graduates have varying demographic profiles but still have chances after graduation, it is reasonable that the institution continues this approach. The institution did well in preparing the students to face the real world due to the preparation of the students through training and seminars like on-the-job training. This may be further promoted by offering more training and seminars for the students. The institution may prepare the graduates to face the job seeking opportunities where they tend to gain experience first into a convenient job available in the province thus having a business venture is one of the sources of income they have, so this preparation for the students should be more honed into developing skills in choosing the job and building own businesses. The institution may maintain the focus on prioritizing the knowledge-bearing course for business ventures and job positions as well as promoting the quality of education given in the field of business administration. The school may build relationships with big companies and businesses to expose the students to real-life corporate and business world experiences. The institution serves students with more privileges in the access to experience training and school activities that could engage more experience to the students these should be furthermore practiced for more years ahead. The institution should maintain and develop the skills and actual experiences of the students. In relation to the recommendations above, future researchers should focus on tracing what specific job the graduates have and seek a benefit for the community or the institution that could lead to more enrollees for more graduates in the future. It should benefit both the school and the educational environment for the currently enrolled students since when enrollees inclined the training and seminars, or any engaging activities will be more implemented for the students that could hone and develop more skills.

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