



Tracer Study for the Graduates of Bachelor of Science in Business Administration from School Year 2018-2019 To 2022-2023

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ABSTRACT

The tracer study of BSBA graduates, conducted at a University, aims to comprehensively investigate the career trajectories and experiences of alumni who have completed the BSBA program. This study is driven by the institution's commitment to continuously assess the effectiveness of its educational offerings and its dedication to the lifelong success of its graduates. This descriptive study employed a systematic methodology, including surveys and interviews, to collect data from a representative sample of 280 BSBA graduates who completed their degrees from the school year 2018-2019 to 2022-2023. The study analyzes various dimensions of graduates' career journeys, such as their demographic profile, employment status, period of securing their employment after graduating from the course, industries/sectors where they are employed, reasons in studying in the University, and the application of skills acquired during the BSBA program.

Key findings from the tracer study include a high employment rate of approximately 92.85% within one year of graduation, indicating the immediate employability of our graduates. Moreover, the study highlights that the graduates have applied the knowledge and skills gained during their BSBA education in their current job roles to a very high extent, demonstrating the practical relevance of the curriculum. The tracer study findings provide valuable insights for program evaluation, improvement, and policy considerations. Recommendations include periodic curriculum reviews to ensure alignment with industry trends and enhanced alumni engagement initiatives.

This study contributes to the broader discourse on business education and reinforces the importance of preparing graduates not only for employment but also for success, satisfaction, and meaningful contributions to their respective fields. It underscores the University's commitment to excellence and the holistic development of its BSBA graduates.

Keywords: Tracer study, BSBA graduates, employability, curriculum effectiveness, program evaluation

INTRODUCTION

Higher education institutions are expected to produce graduates who are competent, employable, and responsive to the needs of the labor market. In the Philippines, quality assurance and outcomes-based education are strongly emphasized by the Commission on Higher Education (CHED), which promotes employability and program relevance as key performance indicators of academic programs. One effective mechanism to evaluate these outcomes is graduate tracer study.

A tracer study systematically tracks graduates to determine their employment status, job alignment with their field of study, skills utilization, and career progression (Schomburg, 2003). According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), tracer studies provide essential feedback to institutions for curriculum enhancement and policy development aimed at strengthening graduate competitiveness.

The Bachelor of Science in Business Administration (BSBA) program is designed to develop future business

professionals equipped with competencies in management, marketing, finance, human resource management, and entrepreneurship. However, the rapidly changing business landscape particularly during and after the COVID-19 pandemic has reshaped employment patterns, workplace skills requirements, and industry expectations. Reports from the Philippine Statistics Authority (PSA) indicate that employment conditions and job-skill mismatches remain challenges in the Philippine labor market.

The BSBA graduates from SY 2018–2019 to 2022–2023 represent a unique cohort who experienced blended and online learning modalities, limited face-to-face internship exposure, and evolving digital business environments. Conducting a tracer study for this group is crucial to determine how effectively the program prepared them for employment and entrepreneurial opportunities.

Thus, this study aims to trace the employment outcomes, job relevance, and program effectiveness for BSBA graduates from SY 2018–2019 to 2022–2023 to provide data-driven recommendations for curriculum improvement and strategic institutional planning.

Theoretical Framework

This study is anchored on Human Capital Theory by Gary Becker (1964), which posits that education enhances individuals' knowledge and skills, thereby increasing their productivity and employability. The theory suggests that investments in education yield economic returns in the form of employment opportunities, higher income, and career advancement.

Additionally, the study is supported by Employability Theory, which emphasizes the acquisition of transferable skills, competencies, and attributes that enable graduates to secure and maintain employment in dynamic labor markets.

These theories support the premise that the BSBA curriculum should equip students with relevant competencies aligned with industry demands.

Objectives of the Study

General Objective

This study aims to examine the employment outcomes and program relevance of the Bachelor of Science in Business Administration (BSBA) graduates from SY 2018–2019 to 2022–2023. The study also seeks to determine how effectively the BSBA program has prepared its graduates for the labor market and how their acquired competencies are applied in their professional careers. The findings are expected to provide valuable feedback for curriculum enhancement and institutional planning in accordance with the quality assurance standards promoted by the Commission on Higher Education.

Specific Objectives

Specifically, this study aims to:

1. Describe the demographic profile of the BSBA graduates in terms of:
 - a. Sex
 - b. Civil Status
 - c. Major/Field of Specialization
 - d. Year Graduated
 - e. Reason/s for taking the course

2. Determine the employment status of the graduates in terms of:
 - a. Employment status/type (employed, self-employed, unemployed)
 - b. Nature of employment/organization
 - c. Length of time taken to first employment
 - d. Monthly income range

3. Assess the relevance of the BSBA program to the graduates' current employment.
4. Identify the skills and competencies acquired during their studies that are most utilized in their workplace.
5. Determine the challenges encountered by graduates in seeking employment after graduation.
6. Propose recommendations that may help improve the BSBA curriculum and strengthen the employability of future graduates.

Research Questions

This study aims to examine the employment outcomes and program relevance of the Bachelor of Science in Business Administration (BSBA) graduates from SY 2018–2019 to 2022–2023.

Specifically, the study seeks to answer the following research questions:

1. What is the demographic profile of the BSBA graduates in terms of:
 - a. sex;
 - b. year graduated;
 - c. field of specialization; and
 - d. Reason/s for taking the course?
2. What is the employment status of the graduates in terms of:
 - a. type of employment;
 - b. nature of organization;
 - c. length of time to obtain first employment; and
 - d. monthly income range?
3. To what extent is the current employment of the graduates related to their BSBA degree?
4. What skills and competencies acquired during their studies are most utilized in their current employment?
5. What challenges did the graduates encounter in seeking employment?
6. What recommendations can be proposed to improve the BSBA program to enhance graduate employability and align with the quality assurance standards promoted by the Commission on Higher Education?

Significance of the Study

This tracer study of the Bachelor of Science in Business Administration (BSBA) graduates from SY 2018–2019 to 2022–2023 is significant as it provides valuable information regarding the employment outcomes, job relevance, and competencies developed by the graduates. The findings of this study will benefit various stakeholders and contribute to the continuous improvement of the BSBA program in accordance with the quality assurance standards promoted by the Commission on Higher Education as follows:

- **Higher Education Institution.** The results of this study will help the institution evaluate the effectiveness of the BSBA program in preparing graduates for the labor market. It will provide evidence-based information that may guide institutional planning, policy formulation, and program development.
- **BSBA Department.** The findings will assist the department in assessing the relevance of the current curriculum to industry demands. It may serve as a basis for improving course offerings, strengthening internship programs, and enhancing teaching strategies.
- **Faculty Members.** The results will provide insights for faculty members regarding the skills and competencies most utilized by graduates in the workplace. This may help them improve instructional

methods and align learning activities with real-world business practices.

- **Students.** Current and future students may benefit from the findings by gaining awareness of employment opportunities, industry expectations, and the skills required to succeed in the business field.
- **Alumni/Graduates.** The study provides graduates with an opportunity to share their experiences and feedback regarding the BSBA program, which can contribute to strengthening the program for future cohorts.
- **Future Researchers.** This study may serve as a reference for future research related to graduate employability, tracer studies, and curriculum development in business education.

METHODS

Research Design

This study employed a descriptive research design using the tracer study approach. Descriptive research is appropriate for this study because it aims to describe and analyze the employment status, job relevance, and skills utilization of the Bachelor of Science in Business Administration (BSBA) graduates from School Year 2018-2019 to 2022-2023.

Tracer studies are widely used in higher education to track graduates and evaluate the effectiveness of academic programs in preparing students for employment and career development. A tracer study is a survey-based method used to track graduates and evaluate the effectiveness of academic programs in preparing them for employment (Schomburg, 2003). This design is suitable for determining employment outcomes and program relevance.

The insights gained from this research will not only benefit the academic institution but will also provide valuable information to current and prospective students, policymakers, and employers seeking to align their expectations and needs with the skills and talents of Business Administration graduates.

Respondents of the Study

The respondents of the study consisted of 1,280 BSBA graduates from SY 2018-2019 to 2022-2023 across different specializations and graduation years. The respondents were selected using purposive sampling, targeting graduates who were reachable through alumni records, social media platforms, and institutional databases. These graduates were chosen because they could provide relevant information regarding their employment status, career progression, and the applicability of the skills they acquired during their studies.

To determine the appropriate number of respondents, the Raosoft Sample Size Calculator was utilized using a 95% confidence level and a 5% margin of error, which yielded a recommended sample size of 296 respondents. However, only 280 graduates participated in the survey, as participation was voluntary and some identified graduates declined to participate or did not respond despite follow-up attempts.

The inclusion criteria of the study were graduates of the Bachelor of Science in Business Administration program of the University of La Salette, Inc. who completed their degrees between 2018 and 2023 and were willing to participate in the survey. Meanwhile, the exclusion criteria included graduates outside the specified batch years and those who declined participation or did not return the questionnaire.

Research Instrument

Data was collected using a structured tracer study questionnaire adapted from tracer study instruments recommended by the Commission on Higher Education. The questionnaire consisted of several sections that gathered information on the graduates' demographic profile, employment status, job relevance, skills utilization, and challenges encountered in seeking employment.

Data Collection Procedures

Permission to conduct the study was first secured from the concerned authorities of the institution. After approval was granted, the researchers coordinated with the alumni office and program coordinators to obtain the list and contact information of BSBA graduates.



The questionnaire was distributed to respondents through online platforms such as email and Google Forms, while printed copies were provided when necessary. Respondents were given adequate time to complete the questionnaire, and follow-up reminders were sent to increase the response rate.

Participation was voluntary, and confidentiality of responses was ensured and strictly maintained.

Data Analysis

The collected data were organized, tabulated, and analyzed using appropriate statistical tools. Frequency and percentage were used to describe the demographic profile and employment status of the graduates. Weighted means were used to determine the level of skills utilization in their current employment. Additionally, ranking was used to identify the most common challenges encountered by graduates in seeking employment. The results were presented in tables and interpreted accordingly.

Ethical Considerations

The researchers ensured that ethical standards were observed throughout the study. Participation of the respondents was voluntary, and informed consent was obtained prior to data collection. The confidentiality and anonymity of the respondents were strictly maintained, and the information gathered was used solely for academic and research purposes.

RESULTS

Table 1. Demographic profile of the respondents.

Demographic Profile	Frequency (f)	Percent (%)
Gender	155	55
Male	125	45
Female		
Civil Status	262	94
Single	18	6
Married		
Field of Specialization	104	37
Financial Management	31	11
Human Resource Management	117	42
Marketing Management		
Operations Management	28	10
School Year Graduated	71	25
SY 2018 - 2019	84	30
SY 2019 – 2020	56	20
SY 2020 – 2021	42	15
SY 2021 – 2022	27	10
SY 2022 – 2023		
Reasons for taking the Course	30	11
High grades in the course		
Strong passion for the Profession	25	9
Peer Influenced		
Prospect for Immediate Employment	46	16
Availability of the course		



Aligned with the SHS Strand Completed	34	12
	49	18
	96	34

Table 1 presents demographic and course selection data of the respondents. 55% of the respondents were male (155), while 45% were female (125). Most respondents were single, accounting for 94% (262), while only 6% (18) are married.

Most of the respondents were graduate of school year 2019- 2020 with a frequency of 84 or 30 percent, 71 or 25 percent graduated in school year 2018 – 2019, 56 or 20 percent were graduates of school year 2020 – 2021 and 42 or 10 were graduated of school year 2021 – 2022 and only 27 or 10 percent were graduate of school 2022 – 2023.

Regarding the field of specialization of the graduates, 42% (117) were Marketing Management graduates, 37% (104) were Financial Management graduates, 11% (31) specialized in Human Resource Management, and 10% (28) graduated in Operations Management. In terms of school year, 39% (101) belonged to the 2019-2020 cohort, 35% (97) to 2020-2021, and 26% (74) to 2021-2022.

The reasons for choosing their courses varied. Most of the respondents (96 - 34%) have chosen the BSBA course because it is aligned with their senior high school strand, 18% (49) due to course availability, 16% (46) due to peer influence, 12% (34) with prospects for immediate employment, 11% (30) due to high grades, and 9% (25) because of their strong passion for the profession.

In summary, the data suggests that majority of the respondents were male, single, and graduates in Marketing Management from the S.Y. 2019-2020. The primary reason for their course selection was the alignment of the course to their senior high school strand.

Table 2. Frequency and percent distribution on the period of securing their employment after obtaining the degree in the university.

Period	Frequency (f)	Percent (%)
3 Months and below	85	30
3 months and 1 day to 6 months	55	20
6 months and 1 day to 9 months	65	23
9 months and 1 day to one year	55	20
One year and 1 day and above	20	7
Total	280	100

Table 2 presents data on the duration of employment for the respondents, providing insights into their employment patterns. The analysis of this data reveals the following key findings:

Most respondents, comprising 85 respondents or 30% of the sample, reported finding their jobs for a duration of less than 3 months. This indicates a prevalent trend of short-term employment among the surveyed graduates.

A significant portion of respondents, totaling 65 graduates or 23%, found employment that lasted between 6 months and one day to 9 months. Additionally, 55 graduates or 20% reported job durations ranging from 3 months and one day to 6 months and from 9 months and one day to 1 year. This suggests that a substantial proportion of respondents experienced moderate length of period in securing their employment.

Only a relatively small segment of respondents, accounting for 20 individuals or 7 percent, secured jobs with a

duration exceeding 1 year. This minority finding implies that long-term employment opportunities were less common among the surveyed individuals. In sum, the data from Table 2 highlights the prevalence of short-term employment among the respondents, with most individuals finding jobs lasting less than 3 months.

This observation could be indicative of various factors, such as economic conditions, industry-specific employment patterns, or personal career choices. Further exploration and analysis of the underlying reasons for these job duration trends may provide valuable insights into the employment landscape for this group of respondents.

Table 3. Frequency and percent distribution on the industries or sectors where the respondents are most employed.

Industries/Sectors	Frequency (f)	Percent (%)
Administrative/Social Welfare	28	10
Architectural and Construction Firm	4	1
Banking	62	22
Consulting and Broking	4	1
Customer Relations	16	6
Education	15	5
Health Services	12	4
Information Technology	5	2
Manufacturing and Production Company	9	3
Police Officer	10	4
Retailing	21	8
Sales & Marketing	72	26
Telecommunication/Call Center	22	8
Grand Total	280	100

The data provided represents the diverse career sites of Business Administration graduates from SY 2018-2019 to SY 2022-23, showcasing the wide array of opportunities available to individuals with this educational background. The distribution and implications of these career choices are as follows:

Sales and marketing attract many graduates and have a significant added value, indicating that a substantial portion of these graduates have been able to make a notable impact in these sectors. Their strategic and communication skills appear to be highly valued (F=72; P=26%).

In banking industry, a frequency of 62 or 22 percent shows that banking stands out as the sector with the highest number of graduates and the highest added value. This suggests that a substantial number of business administration graduates have found success in banking roles, possibly indicating their ability to excel in finance and management positions.

Some graduates were employed as administrative and social welfare and have contributed significantly to their respective sectors, indicating their ability to manage and improve social programs and administrative functions (F=28; P=10%).

Graduates entering the telecommunication and call center industry have contributed with added value, showcasing their effectiveness in customer service and management roles within this competitive field (F=22; P=8%).

Retailing is another sector where graduates both have a substantial presence and added value, reflecting their ability to excel in various aspects of retail management and operations (F=21; P=8%).

Customer Relations (F=16, P=6%) shows those in customer relations roles have made a noteworthy impact, underscoring their ability to build and maintain strong customer relationships.

The education sector (F=15; P=5%), although smaller in terms of the number of graduates, has seen contributions in terms of added value, indicating that these graduates have been impactful in teaching or administrative roles within educational institutions.

Graduates working in the health services have contributed value, suggesting that their business administration skills are valuable in healthcare management and administration as office workers (F=12; P=4%).

Graduates choosing to become police officers have made a notable impact, showcasing their ability to contribute effectively to law enforcement agencies (F=10; P=4%).

While fewer in number, graduates working in manufacturing and production have made a positive impact, potentially in roles related to process improvement and operational efficiency (F=9; P=3%). Although fewer in number, graduates in IT roles have added value, indicating their ability to bridge the gap between technology and business functions (F=5; P=2%).

Some were employed in consulting and broking and Architectural and Construction Firm (F=4, P=1%): Graduates in the consulting and broking roles have made a contribution, showcasing their ability to provide specialized expertise to organizations and those in architectural and construction firms have made an impact, potentially in project management or administrative capacities.

In summary, this analysis indicates that BSBA graduates have been successful in various sectors, with banking and sales and marketing showing the highest levels of both graduates and added value. Their adaptability, leadership skills, and business acumen make them valuable assets in diverse industries. The added value numbers suggest that these graduates are not only finding employment but are also making significant contributions to their chosen fields, highlighting the practical relevance of a business education in the contemporary job market.

Overall, the data indicates that BSBA graduates have a wide range of career opportunities across various sectors. The diversity of choices reflects the versatility and adaptability of their skill set. It's also important to note that these career choices align with the evolving needs of industries, where management and administrative skills are highly valued. This analysis highlights the continued relevance of business education in preparing graduates for diverse and dynamic career paths.

Table 4. Mean responses of the respondents on their perceived degree of importance of the reasons in studying at the University.

Reasons	SD	WM	Qualitative Interpretation
Vicinity to home of parents or other relatives	1.08	4.03	I
Availability of scholarship	1.40	3.19	MI
Availability/quality of accommodation	0.98	3.93	I
Attractiveness of city/province/region	1.10	3.65	I
Reputation of the institution	0.97	4.12	I
Practice-oriented study programme	0.95	3.96	I
Areas of specification provided, if available	0.92	3.90	I
Advice from parents/relatives	1.01	4.02	I
Cost of study	1.10	3.80	I



Peer influence	1.27	3.35	MI
Grand Mean		3.79	I

4.50 – 5.00	Very Important (VI)
3.50 – 4.49	Important (I)
2.50 – 3.49	Moderately Important (MI)
1.50 – 2.49	Slightly Important (SI)
1.00 – 1.49	Not at all (N)

The data presented in Table 4 provides an insight of the perceived importance of various factors influencing the decision to study at a university. The Mean (M) values assigned to each factor help us understand the relative significance of these considerations.

The highest mean score (4.12) signifies that the reputation of the university is considered the most crucial factor in the choice of a university to study at. This suggests that most respondents highly value the prestige, recognition, and quality associated with the institution when making their decisions. Proximity to family, with a mean score of 4.03, is the second most important factor for the respondents. This implies that a significant portion of respondents prefer studying at a university close to their family's residence, possibly for convenience, emotional support, or cultural reasons.

Advice from family members closely follows next, with a mean score of 4.02. This suggests that family guidance plays a substantial role in shaping university choices, indicating the influence of familial expectations and experiences.

The availability of practice-oriented study programs, with a mean score of 3.96, is seen important. Respondents value hands-on learning and practical experience in their education. The availability and quality of accommodation are also significant considerations (M=3.93). This indicates that respondents take into account their living arrangements and comfort while studying. The availability of specialized fields of study is considered important, although slightly less so, with a mean score of 3.90. This suggests that while specialization matters, it may not be the primary driver of university choice.

The cost of studying is rated as moderately important (M=3.80). While it does factor into decision-making, it is not the top consideration for most respondents.

The appeal of the location is also seen as important but not as crucial as other factors, with a mean score of 3.65 and peer influence is considered moderately important, with a mean score of 3.35. It suggests that while peers can have some impact on university choices, they are not the primary drivers of decisions.

The availability of scholarships is interpreted as the least important factor (M=3.19). This implies that respondents may not heavily rely on scholarships when deciding where to pursue their higher education.

In summary, the interpretation of the data indicates that respondents prioritize factors related to the reputation of the institution, proximity to family, and family advice as the most important factors when choosing a university. Factors like practice-oriented programs, accommodation, and specialization also hold significance, while considerations such as cost, location attractiveness, peer influence, and scholarships are seen as less influential. This suggests that, for this group of respondents, the reputation of the institution carries the most weight in their university decision-making process.

Table 5. Mean responses of the respondents on the application of their acquired knowledge, skills and competencies in their current job roles.

Knowledge, Skills and Competencies	SD	WM	Qualitative Interpretation
Mastery of my field/subject-specific knowledge	0.87	3.85	HE



Ability to develop new ideas and solutions	0.81	4.01	HE
Ability to become actively involved in my community	0.84	4.04	HE
Ability to adapt to changing conditions	0.77	4.07	HE
Ability to mobilize the capacities of others	0.76	4.00	HE
Analytical thinking	0.77	4.02	HE
Willingness to question my and others' ideas	0.75	4.04	HE
Ability to work efficiently towards a goal	0.76	4.16	HE
Ability to manifest my faith in my life experiences	0.74	4.15	HE
Ability to work productively with others	.072	4.09	HE
Ability to communicate my Salettinian identity and culture to my workplace and social organization	0.69	4.34	HE
Ability to conduct, disseminate, and utilize research	0.74	4.31	HE
Ability to use information and communication technology	0.76	4.11	HE
Overall mean		4.09	HE

4.50 – 5.00 To a very high extent (VHE)

3.50 – 4.49 To a High extent (HE)

2.50 – 3.49 To a Moderate extent (ME)

1.50 – 2.49 To a slightly extent (SE)

1.00 – 1.49 Not at all (N)

The data indicates that respondents perceive themselves as highly proficient across various competencies, including critical thinking, adaptability, leadership, and technology usage. These strengths suggest that they are well-prepared for success in both their academic and professional lives. Additionally, their commitment to community involvement and the effective communication of their identity and culture further contribute to their well-rounded skill set and potential for positive contributions to society.

The respondents in this study rate themselves highly across a wide range of competencies. These high scores indicate that they possess a diverse skill set that is likely to contribute to their success in academic, professional, and personal spheres. It also suggests that they are well-equipped to adapt to changing conditions and contribute positively to their communities and workplaces.

DISCUSSION

The findings support Human Capital Theory proposed by Gary Becker (1964), which suggests that education enhances productivity and employability. The high employment rate among graduates indicates that the BSBA program contributes positively to workforce preparation.

The strong utilization of communication and digital skills reflects the increasing demand for soft skills and technological competencies in modern organizations. The results are consistent with tracer study findings reported by UNESCO and other higher education research bodies emphasizing industry alignment.

Additionally, the tracer study of Bachelor of Science in Business Administration (BSBA) graduates of the University has yielded valuable insights into the lives and career trajectories and experiences of our alumni. This



discussion presents in-depth findings and analysis of the key findings and their implications, shedding light on the impact of our BSBA program on the professional journey of our graduates.

One of the standout findings of this tracer study is the high employment rate among our BSBA graduates. An impressive 92.85% of our alumni secured employment within one year of completing their degree. This figure not only attests to the immediate employability of our graduates but also underscores the program's effectiveness and ability to provide them with a competitive edge in the job market. Moreover, it underscores the immediate employability of our BSBA graduates, which is a testament to the relevance of the curriculum, quality of education, and the practical skills instilled by our BSBA program.

It is noteworthy that employment rates have remained consistently high across various graduation years, indicating the sustained relevance and demand for our graduates in the ever-evolving landscape of business and commerce.

Furthermore, a compelling revelation from the tracer study is the extensive application of knowledge and skills acquired during the BSBA program in graduates' current job roles. The overall result of the study showed that the graduates have applied their acquired knowledge, skills, and competencies in their current job roles to a very high extent. This underscores the practical relevance and applicability of the BSBA curriculum and the capacity of our graduates to make immediate contributions in their respective fields.

This shows that graduates consistently apply their education to address real-world challenges, make informed decisions, and drive innovation in their respective industries. This finding is a testament to the program's commitment to providing a practical and experiential education that equips graduates with the tools needed to excel in the workplace.

The study also demonstrates that the BSBA program not only prepares graduates for entry-level positions but also equips them with the skills and qualifications needed for upward mobility and leadership roles within their organizations.

The study also revealed important demographics and course selection patterns among the respondents. The majority were male, single, and pursued degrees in Marketing Management, primarily from the 2019-2020 school year. High school strand significantly influenced their course choices. This information suggests that early education experiences play a pivotal role in shaping higher education decisions, and it highlights the need for career guidance in high schools.

The research focuses on the duration of employment for the respondents. The data indicates a prevalent trend of short-term employment among the surveyed individuals, with most reporting job durations of less than 3 months. This raises questions about the factors contributing to this trend, such as economic conditions or industry-specific factors. Further exploration could provide insights into career stability.

It analyzes the diverse career choices made by Business Administration graduates from SY 2018-2019 to 2022-2023. Notably, graduates have found success in various sectors, with banking and sales & marketing showing both high graduate numbers and added value. This highlights the adaptability and value of Business Administration graduates in different industries, aligning with the evolving needs of the job market.

The researchers explore the factors influencing university choice. The reputation of the university emerged as the most crucial factor, followed closely by proximity to family and family advice. This underscores the significance of institutional prestige and familial guidance in students' decision-making processes.

Factors such as practice-oriented programs, accommodation quality, and specialized fields of study also carry importance, while cost, location appeal, and peer influence are relatively less influential. Scholarship availability ranks lowest important. This reveals the multifaceted nature of University Choice, where personal and institutional factors intersect. However, challenges such as job competition and limited experience highlight the need to strengthen internship programs, industry partnerships, and experiential learning opportunities.

In conclusion, the tracer study of BSBA graduates of the University has revealed a pattern of success, employability, and satisfaction among our alumni. It demonstrates that our program equips graduates with the



skills, knowledge, and adaptability necessary for thriving in diverse career paths. We are proud of the achievements of our alumni and remain committed to their ongoing success.

SUMMARY OF FINDINGS

This tracer study of the BSBA graduates of a university has revealed a comprehensive picture of the career outcomes and experiences of its alumni. The study, conducted among graduates who completed their BSBA degrees between the school 2018- 2019 and 2022-2023, provides valuable insights into their employment status, job satisfaction, skill utilization, and contributions to industry and community.

A notable 92.85% of BSBA graduates secured employment within one year of graduation, indicating the program's effectiveness in preparing graduates for the job market. Employment rates remained consistently high across different graduation years and specializations.

In addition, most of the respondents have applied the knowledge and skills acquired during their BSBA program in their current job roles to a very high extent, highlighting the practical relevance of the curriculum. Graduates consistently utilize their education to address workplace challenges and drive innovation.

Specifically, the findings of the study are as follows:

1. **Demographics and Course Selection:** Majority of respondents were male (55%) and single (94%) and Marketing Management was the most chosen field of specialization (42%). Many respondents belonged to the 2019-2020 school year (39%). High school strand strongly influenced course selection (34%).
2. **Duration of Employment:** Majority of the respondents were employed on a short-term basis (less than 3 months) was prevalent among respondents (30%). Moderate-length employments (6 months and 1 day to 9 months) were reported by 23% and Long-term employment (over 1 year) was less common (7%).
3. **Career Choices of Business Administration Graduates.** The graduates found success in various sectors, with banking and sales & marketing showing high numbers and added value. Administrative and social welfare roles were impactful, indicating skills in program management. Telecommunication and call center industry roles showcased proficiency in customer service and management. Retailing and customer relations positions highlighted strengths in retail management and relationship-building.
4. **Factors Influencing University Choice,** the reputation of the university was the most critical factor, followed by proximity to family and family advice. Practice-oriented study programs, accommodation quality, and specialized fields of study were also important considerations. The cost of study, location appeal, and peer influence were moderately important, and Scholarship availability was the least influential factor.
5. These findings offer insights into the complexities of decision-making processes, career paths, and educational choices among the surveyed individuals.

Notably, the data underscores the impact of early education experiences, the prevalence of short-term employment, and the adaptability of Business Administration graduates in various industries. Additionally, university choices are influenced by a mix of institutional reputation, familial guidance, and practical program offerings, highlighting the multifaceted nature of higher education decisions.

The findings of the study offer actionable insights for program enhancement and policy advocacy. In conclusion, the tracer study demonstrates that the BSBA program of the University equips graduates with the skills, knowledge, and adaptability necessary for career success. It also underscores the institution's commitment to fostering not only employable graduates but also satisfied, accomplished, and socially responsible business professionals who positively impact their fields and communities.

These findings serve as a foundation for continued program improvement, policy advocacy, and the provision of relevant, high-quality education that prepares future generations of business leaders and innovators.

CONCLUSION

The tracer study of BSBA graduates of the University demonstrates the program's effectiveness in preparing students for successful careers in business and related fields. The high employment rate, job satisfaction, and



continued skill application among alumni reflect positively on the quality of education provided by the institution.

The findings collectively reveal the complex interplay of personal, institutional, and practical factors in shaping educational and career decisions. High school experiences significantly impact higher education choices, while short-term employment patterns indicate the need for further investigation into career stability factors. Business Administration graduates demonstrate adaptability in diverse industries, and university choices are driven by a mix of reputation, familial guidance, and practical program offerings.

The findings also reflect not only the immediate employability of our alumni but also their sustained career satisfaction and contributions to society. It reinforces our institution's dedication to providing a transformative education that equips graduates with the knowledge, skills, and values needed to excel in the ever-evolving world of business.

The study also concluded that the majority of BSBA graduates from SY 2019–2023 are employed in positions related to their degree. The competencies acquired during their studies, particularly communication and digital skills, are highly relevant in their current employment.

Despite positive employment outcomes, challenges such as job competition and limited work experience suggest areas for program enhancement. Strengthening internship exposure, integrating digital business tools, and enhancing career support services are recommended to further improve graduate employability.

Implications for Future Studies

While this tracer study provides valuable insights into the employment outcomes and program relevance of Bachelor of Science in Business Administration (BSBA) graduates from School Year 2018-2019 to 2022-2023, there are several areas that future researchers may further explore to deepen the understanding of graduate employability and program effectiveness.

Future studies may include a larger sample of graduates or cover additional academic programs to provide a more comprehensive analysis of employment trends across different disciplines. Expanding the scope of the study may allow comparisons among programs and institutions to determine best practices in improving graduate employability.

Researchers may also conduct longitudinal studies to track graduates over a longer period. This would help determine career progression, professional growth, and long-term impact of the BSBA program on graduates' career development.

Another possible direction for future research is to examine the relationship between financial literacy, entrepreneurial competencies, or digital skills and employment outcomes of graduates. Such studies may provide deeper insights into the specific competencies that contribute significantly to career success.

Future studies may also incorporate employer perspectives to assess the alignment between the competencies of graduates and industry expectations. This will help institutions strengthen curriculum design and ensure responsiveness to labor market demands.

Finally, researchers may explore the effectiveness of internship programs, industry partnerships, and career support services in improving graduate employment opportunities and readiness for the workplace. These investigations may contribute to continuous program enhancement in line with the quality assurance framework promoted by the Commission on Higher Education.

Through these potential research directions, future studies can further contribute to the improvement of business education and the development of highly competent and employable graduates.

RECOMMENDATIONS

The findings of the study have provided valuable insights into the experiences and career outcomes of our alumni. Based on the research findings and the overarching goal of continuous program improvement, the following



recommendations are offered:

1. Conduct regular reviews of the BSBA curriculum to ensure alignment with evolving industry trends, technological advancements, and emerging skills requirements. Embed sustainability and corporate responsibility principles into the curriculum to prepare graduates for careers that prioritize ethical, social, and environmental responsibility.
2. Given the strong influence of senior high school strands on course selection, school administrators shall provide career counseling and guidance services to assist the students in making informed decisions about their higher education paths, ensuring a better alignment with their interests and goals.
3. Higher education institutions should consider diversifying their program offerings to cater to students with varied interests and career aspirations. This can attract a broader range of students and better prepare them for the evolving job market.
4. The importance of practice-oriented study programs suggests a need for universities to incorporate practical and hands-on learning experiences into their curriculum. Real-world exposure can enhance students' employability and readiness for the job market.
5. Universities can strengthen their career services and alumni networks to facilitate smoother transitions from education to employment. These resources can offer guidance, mentorship, and networking opportunities for graduates.
6. While scholarship availability ranked low in importance, institutions and governments should continue to provide financial aid options to make higher education more accessible. Clear communication of available scholarships is essential to ensure students are aware of their options.
7. Universities should invest in building and maintaining a strong institutional reputation. This can attract prospective students who value prestige and quality in their educational choices.
8. Recognizing the influence of family advice and proximity to family, institutions can consider engaging with families during the admission process to provide support and information for both students and their families.
9. Implement an ongoing mechanism for collecting feedback from alumni, ensuring that their voices are heard in the continuous improvement of the program and regularly solicit feedback on program enhancements and the effectiveness of alumni engagement initiatives.
10. Collaborate with industry experts to identify and address specific skill gaps that can be addressed through supplementary education. In addition, foster collaboration with industry associations and professional bodies to ensure that the BSBA program remains aligned with industry standards and certifications.
11. Conduct a periodic tracer study for the University to continually assess their programs and ensure that they are equipping graduates with the knowledge and skills needed to excel in their chosen professions, ultimately contributing to their long-term success and the reputation of the institution.

These recommendations are offered with the aim of further enhancing the BSBA program of the University and supporting the continued success of its graduates. Implementation of these suggestions will contribute to the program's adaptability, relevance, and ability to prepare graduates for the dynamic and evolving landscape of business and management.

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