

Linking Education and Career Readiness: Employment Outcomes of Bachelor of Science in Customs Administration Graduates of UC-LM: A Tracer Study

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ABSTRACT

Many recent graduates struggle to find jobs aligned with their discipline, including in the Philippines, where graduate employability remains a significant concern. One of the most persistent challenges is underemployment, in which college graduates are employed in roles that do not fully utilize their qualifications or skills. Hence, this study assessed the employability of Bachelor of Science in Customs Administration graduates of the University of Cebu Lapu-Lapu and Mandaue, S.Y. 2021-2024. The results of the study were used to formulate the intervention program.

This study employed a descriptive correlational research design and the modified Graduate Tracer Study (GTS) survey questionnaire of the Commission on Higher Education (CHED). The respondents of this study were the two hundred thirty-two (232) Bachelor of Science in Customs Administration (BSCA) graduates from the University of Cebu – Lapu-Lapu and Mandaue (UCLM) who completed their degree during the period. This study employed a descriptive correlational research design and the modified Graduate Tracer Study (GTS) survey questionnaire of the Commission on Higher Education (CHED). The respondents of this study were the two hundred thirty-two (232) from the University of Cebu – Lapu-Lapu and Mandaue (UCLM) who completed their degree during the school years 2021 to 2024. Percentage, rank, weighted mean, the Chi-square test of independence, and Pearson Product-Moment Correlation (Pearson's R) were used for data analyses. This investigation observed the ethical principles of beneficence, non-maleficence, justice, and autonomy.

The results show that the majority of the respondents were single, males, from Region 7, Cebu, lived in the city, did not graduate from another course or program, and did not pursue graduate studies. More of them were 26 years old and did not take training or advanced studies. The respondents' reason for taking the Bachelor of Science in Customs Administration program was the prospect of immediate employment. The majority of respondents were employed, held regular or permanent status, worked locally, were in their first job after college, were rank-and-file in both their first and current jobs, and a few were self-employed. More of them were in customs brokerage firms; responding to advertisements was their means of looking for jobs, and they earned Php 10,000.00 to less than P15,000.00. The majority of the respondents disclosed that the Bachelor of Science in Customs Administration (BSCA) curriculum is relevant to their first job, the learned communications skill was useful in the first and current job, the hard skill that they learned in college was customs documentation and processing, while the soft skills that they learned in college was communications and negotiation skills as well as problem solving and decision-making skills, *strongly manifested* the competencies stipulated in the Science in Customs Administration (BSCA) graduate attributes in terms of life long learning, effective communicator, ethically responsible, socially-collaborative, team player, technically-competent and service-oriented and *strongly manifested* the competencies stipulated in the Science in Customs Administration (BSCA) Program Outcomes (PO) in terms of becoming successful customs brokers practitioners and/or tariff specialist, developing into champions in the pursuit of lifelong learning and upholding the standards of professionalism, corporate conduct and the University of Cebu and College of Customs Administration core values, *strongly manifested* the competencies stipulated in the Science in Customs Administration (BSCA) Program Outcomes (PO) in terms of applying tariff and customs laws, rules, and regulations in order to classify, and appraise, and compute correct duties and taxes due to imported articles, lodging online import and export

entry declarations, facilitating effectively the release of shipments from customs, analyzing and solving practical problems on matters related to tariff and custom laws. Act with integrity in the practice of the customs broker profession, and demonstrate social and ethical responsibilities towards the community and the environment. There is a significant relationship between the manifestation of the attributes of University of Cebu graduates among respondents and the competencies stipulated in the Bachelor of Science in Customs Administration Program Educational Objectives (PEO). There is a significant relationship between the respondents' responses on the manifestation of the graduate attributes and their manifestation of the Bachelor of Science in Customs Administration Program Outcomes (PO). There is a significant relationship between the respondent's demonstration of the competencies stipulated in the Bachelor of Science in Customs Administration Program Educational Objectives (PEO) and the Program Outcomes (PO). Therefore, the Bachelor of Science in Customs Administration (BSCA) graduates of the University of Cebu-Lapu-Lapu and Mandaue Campus were generally employable in the customs brokerage industry, where they practice their profession after obtaining their customs broker's license from the Professional Regulations Commission (PRC).

Keywords: Customs education, employability, tracer study, PEO, PO, correlation, Cebu, Philippines

INTRODUCTION

In today's rapidly evolving global economy, the success and competitiveness of local economies are heavily reliant on a skilled and adaptable workforce. Thus, workforce development programs play a pivotal role in shaping the economic landscape of any country or region (ResearchFDI, 2023). One of the preconditions of higher education is to produce entrepreneurs and employable graduates who can serve their respective organizations, society, and the country in general through their dedication and innovative skills. As it cannot be expected that all graduates will become independent entrepreneurs, it can be assumed that the majority of graduates in a country will seek suitable entry-level jobs based on their knowledge, skills, and previous performance.

The employment rate of graduates is frequently considered a performance indicator for determining the value of higher education by governments and international rankings (Teichler, 2009). At the same time, the continuous transformation and upgrading of the industrial structure have raised the requirements for college students' employability, leading to an imbalance between supply and demand in the labor market. The key to addressing employment difficulties lies in improving college students' employability (Zhang et al., 2022).

A diploma is no longer a guarantee of employment, and employability is an essential concern, as competition for graduates, both locally and abroad, has increased due to the remarkable rise in enrollment in higher education institutions. Higher education institutions (HEIs) are expected to equip graduates with employability skills and abilities that are desirable to potential employers. Graduates' employability also reflects the fulfillment of the HEIs' mission, vision, goals, and objectives. The graduates' success in landing decent jobs also reflects on the HEIs they graduated from (Pacleb-Ulanday, 2021).

In the Philippines, the tertiary gross enrollment rate is 33 percent. Meanwhile, 23% of the 15-30-year-old population who are at least college graduates were unemployed in 2018. Hence, while the country is at par with middle-income countries in college participation rates, it suffers from low employment among educated youth, even though unemployment correlates poorly with poverty (Tutor et al., 2019). There is also a troubling increase in the number of unemployed Filipino college graduates. A 2.6-percentage-point increase in the number of unemployed college graduates from 35.6 percent in December 2024. This troubling increase reveals that most educated citizens, those who have invested significant time and resources in higher education, were encountering growing difficulties in finding employment. Even when job opportunities exist, there is a persistent mismatch between available jobs and graduates' skills (Cariaso, 2025).

Skills mismatch is a concern for policy-makers, employers, and workers alike. It is a recurring theme in vocational education and skills development, with many policy initiatives launched to address the skills mismatch challenge. High and persistent unemployment, along with unfilled job vacancies, is often attributed to mismatches between jobs and skills. However, the idea of skills mismatch does not always explain why employers are unable to fill available vacancies: uncompetitive wages and poor working conditions are often the

main cause. Besides, skills mismatches are driven not only by low-quality education but also by demographic change, rapid technological development, new sources of job creation, and new forms of work organization. Regardless of the cause, skills mismatch can negatively affect labor market outcomes, workers' productivity, competitiveness, and economic growth (Bergin et al., 2019).

Republic Act No. 9280 (2004) stipulates that the Philippine economy includes a significant percentage of the customs brokerage sector. It facilitates communication between the government, importers, and exporters. A customs broker must hold a valid license in order to deal with the Bureau of Customs on behalf of an importer or exporter. Customs brokerage services provided in the Philippines include consultation, preparation of import and export customs documentation, declaration and payment of customs duties and taxes, and processing of import and export entries.

The Bachelor of Science in Customs Administration (BSCA) program equips graduates with the knowledge and skills to navigate the complexities of customs rules and international trade. However, a significant barrier exists between academic preparation and professional practice: the Customs Brokers Licensure Examination (CBLE). This exam is more than just a formality; it is an important gatekeeper that determines whether graduates can legally function as licensed customs brokers in the Philippines. In this era, the BSC is very challenging because it requires extensive memorization, calculation, and analytical thinking. One thing is the classification of goods for customs purposes, and there are numerous fabric names and terminology that one must remember (Belano, 2025).

The University of Cebu–Lapu–lapu and Mandaue (UCLM) is one of the academic institutions in the Philippines that offers a Bachelor of Science in Customs Administration (BSCA) program. This degree is designed to equip students with the technical and operational competencies necessary for success in both domestic and international trade environments. However, the extent to which BSCA graduates from UCLM meet current employability standards—particularly in customs brokerage, logistics, and trade compliance—remains unclear. This study examines whether the BSCA program aligns with the evolving expectations of the customs industry.

Tracer studies have been employed as a monitoring tool for students' transition from academic life to professional life. It attempts to follow graduates' professional progress in relation to the value of the knowledge and training they received from the college. Determining which courses and programs have aided the student in achieving the anticipated career path after graduation also provides an assessment of the curriculum design for each relevant course and program (Agana et al., 2024).

Many recent graduates struggle to find jobs aligned with their fields, including in the Philippines, where graduate employability remains a significant concern. One of the most persistent challenges is underemployment, in which college graduates are employed in roles that do not fully utilize their qualifications or skills. As such, higher education institutions (HEIs) offering Bachelor of Science in Customs Administration program bear a critical responsibility: to produce graduates who are not only academically proficient but also equipped with industry-relevant skills to become employable. Hence, this study determined the employability of the Bachelor of Science in Customs Administration graduates of the University of Cebu, Lapu-Lapu and Mandaue, S.Y. 2021-2024.

FRAMEWORK

This study is anchored in the Human Capital Theory of Becker (1975), which focuses on the idea of education as an investment in productivity. It states that companies have an incentive to invest in productive human capital and to build on their existing employees' human capital. Human capital is the concept that recognizes that labor capital is not homogeneous. It is a renewable resource that drives innovation, but it comes with some challenges due to its portability. Human Capital Theory suggests that organizations generate value not only through physical assets and financial capital, but through people's skills, behaviors, attributes, education, health, and experience. These qualities are considered a form of capital because they contribute directly to productivity, innovation, adaptability, and organizational resilience (Health and Well-being, n.d.).

Human Capital Theory suggests that increases in human capital, such as knowledge and skills, far exceed the contribution of labor resources to social and economic development. Education is the most effective investment for individual capital appreciation, and by continuously acquiring knowledge through learning and practice, one can effectively improve one's employability (Leonardi & Chertkovskaya, 2017).

Business and industry require a crop of graduates who understand their role in building their organizations and possess the practical skills to work effectively and efficiently. However, real contributions in the workplace go beyond having the necessary technical skills. It means engaging with the organization and its goals, understanding the workplace dynamics, and taking up a job with an informed understanding of all its requirements. It also means applying a broad range of employability skills learned across many contexts and through diverse experiences. For any attempt by industries and business sectors to become more competitive, more effective, and more innovative, one should recognize that the graduate workforce is an important part of the talent pool businesses draw from. To further these objectives, tertiary institutions clearly need to produce graduates with the skills that employers highly regard. On the other hand, emerging professionals seek interesting employment and aim to build their professional careers (Rufai et al., 2015).

The educational subsystem is recognized as the most important driving force of regional socio-economic development. The government's policy aims to promote international relations, expand foreign economic ties, and popularize exports. For regional economic development through the sphere of foreign economic activity, there is a need for personnel who meet the needs of regional employers, meet modern requirements for the quality of specialist training, and possess future competencies. A special place in the infrastructure of foreign economic activity is assigned to customs authorities (Elfimova et al., 2023).

It was the attempt to meet these objectives that led to the establishment of several other institutions of higher learning, each assigned to provide adequate, competent, and skilled human resources at all levels of the economy. Consequently, many new courses were introduced, and the curricula of the existing institutions were significantly improved to meet the present-day challenges. However, one has to realize the fact that for such programmes in the tertiary institutions to be wholly effective, students during their training must receive adequate skills that make them employable, and complementary to the courses they are studying; this will ensure that students have sufficient opportunities during their daily work to practice and develop their skills in applying techniques and procedures at their place of work (Rufai et al., 2015).

In the 21st century, teachers' contributions not only lie in educating young children's minds and souls but also in fulfilling a social obligation to nation-building and preparing future leaders. Higher education institutions need to recognize the value of improving individuals in every respect and, through their graduates, provide well-equipped human capital that will also contribute to the nation's economic growth. This vision is closely related to equipping students with the appropriate skills to secure a better job after graduation. Their achievement in securing a decent job would also be an accomplishment for the institution they graduate from (Pacleb-Ulanday, 2021).

Good curriculum designs will continue to help learners construct understanding of the subject matter and sustain the recent interest in developing several skillful practices, or 'skills'. However, they will also show care for the development of positive efficacy beliefs, metacognition, and other complex achievements valued by employers (Yorke & Knight, 2004). Among the university factors, course setting, course teaching, club activities, and employment guidance are positively correlated with college students' employability, with course teaching and club activities exerting the greatest influence (Zhang et al., 2022).

New global challenges require a rethink of the factors driving the region's development. Currently, customs authorities face difficult tasks, so it is necessary to clearly identify the direction for improving customs education. Improving the training of future specialists for customs authorities is possible only with the development of the following groups of competencies: future skills, digital skills, and self-skills. The law of synergy is triggered: a complex dynamic system is more efficient and effective due to the optimal combination of its elements. The competence paradigm of training customs specialists, equipped with competencies for the future, ready to adapt to a dynamic environment, and capable of continually updating their knowledge, will ultimately contribute to

the socio-economic and foreign economic development of the region. The vector of prospective requests is the direction for the formation and development of competencies (Elfimova et al., 2023).

The Bachelor of Science in Customs Administration (BSCA) program covers the functional areas of the customs broker profession, including national and international customs management, international trade, and supply chain management. It involves acquiring ethical and technical knowledge, skills, and competence, nurturing critical thinking, and preparing graduates for professional leadership, organizational success, and social responsibility. The program is an interdisciplinary, critical-thinking-focused program composed of the following integrated elements: customs and tariff management with fraud detection and management; international trade and trade facilitation; and transportation and supply chain management (CHED Memorandum Order No. 30, 2021).

Program Outcomes of the BS Customs Administration states that students should be able to articulate the provisions of tariff and customs laws, rules and regulations, perform the different customs valuation and classification concepts and applications, techniques and remedies; detect and manage fraud in the area of occupation, Interpret the provisions of international trade laws and agreements; demonstrate self confidence in dealing with clients, fellow professionals and the various government agencies, innovate supply chain management approaches and methodologies, and introduce new ideas for the improvement of the practice of the profession as customs broker and as a supply chain practitioner (CHED Memorandum Order No. 30, 2021).

When trying to appreciate higher education's potential to contribute to economic well-being, it is helpful to distinguish between the formation of subject-specific understandings and skills and the promotion of other valued skills, qualities, and dispositions. Whereas the world of employment has, by and large, been satisfied with the disciplinary understanding and skills developed as a consequence of participation in higher education, it has been less happy with the development of what have been termed 'generic skills', such as communication, team-working, and time-management (Yorke, 2004).

In recent years, widening participation and the development and use of employability skills have become increasingly crucial in contemporary higher education worldwide. The reason for such emphasis may not be unrelated to the skills gap between the demand for employment and the level of graduates' educational preparation. Of course, the manifestation of graduates' open unemployment and the opportunities for most students graduating from tertiary institutions to mobilize their skills, talents, and energies in the modern process are yet to be achieved (Uwaifo, 2009). Higher education has, of course, addressed issues of employability for a very long time, even if its earliest efforts focused on the employment needs of a few specialist segments of society (Yorke & Knight, 2006).

A necessary first step for higher education (HE) providers in addressing employability is to identify subject area for a particular field from which potential and relevant skills that relate to that particular occupation can be developed taking into consideration the external factors such as the entire learning environment that includes teaching facilities, workshop/laboratory, instructional materials, information, communications and technology (ICT), etc., employability and development opportunities. Higher education institutions (HEIs) can now provide for student learning by embedding learning opportunities into the core curriculum. The academic staff have prerequisite pedagogical training and are well informed about current workplace practices and how workplaces are structured and function. The acquisition of teaching skills by the academic staff, as well as knowledge, means they are expected to go beyond traditional lecturing and use a range of teaching methods in order to ensure that the students develop such employability opportunities, such as subject skill knowledge and understanding; employability attributes or generic skills; emotional intelligence; work experience and career development (Rufai et al., 2015).

The employability of graduates has become a goal that governments around the world, to varying extents, have imposed on national higher education systems. This interest in employability reflects an acceptance of human capital theory (Becker, 1975). Employability is a person's ability to obtain, maintain, and re-enter employment, drawing on knowledge, skills, and attitudes (Hillage & Pollard, 1998). In essence, the definition of employability has shifted from a simple job-centric view to a multifaceted concept encompassing skills, self-awareness,

adaptability, and lifelong learning (Römgens et al., 2020), acknowledging the interplay between individual agency and external factors. Thus, employability is defined as a dynamic blend of skills, knowledge, and abilities, nurtured by education, that empowers graduates to navigate the ever-changing job market, secure fulfilling employment, and continuously evolve in their chosen career paths under ideal conditions (Bhattacharya & Chawla, 2026).

Moreover, employability in modern economies is no longer determined solely by academic credentials but rather by a strategic blend of technical skills and soft competencies that together form the foundation of human capital. The ability to apply knowledge effectively in real-world, often complex, service contexts is what distinguishes employable graduates from merely qualified ones. Thus, the practical application of learning, emotional intelligence, and workplace readiness is a key aspect of a graduate's economic utility—hallmarks of well-developed human capital (Dacre-Pool, 2020).

Additionally, Briones et al. (2021) highlighted that employers now place greater value on soft skills, including communication, leadership, and interpersonal abilities, rather than solely on technical proficiency. This observation is particularly critical in the customs and logistics industries, which require a balance of regulatory expertise and client-facing capabilities. Employers are increasingly favoring candidates who demonstrate practical readiness and real-world competence over academic achievement alone. There is a need to enhance classroom learning through internships, simulations, and practical experiences to ensure that graduates are fully employable (Shi & Wang, 2024).

Employers in customs-related sectors do not prioritize technical proficiency alone; they also consider other factors. Instead, they place a high value on candidates with interpersonal competencies, such as effective communication, professionalism, collaboration, and client management. These attributes are essential in a field that requires constant interaction with stakeholders, such as importers, exporters, customs officials, and logistics partners. Graduates who could apply their academic knowledge in real-world customs settings—including customs clearance, valuation, and documentation—were perceived as more competent and job-ready. This distinction between having knowledge and applying it effectively aligns closely with employability theory's focus on practical intelligence and behavioral preparedness as key elements of employability (Casa et al., 2022).

Graduates with strong communication and problem-solving skills were more likely to be retained and promoted within their organizations. Employers identified these attributes as critical for maintaining smooth operations, managing client expectations, and addressing regulatory issues efficiently. Employees who could clearly articulate trade concerns, mediate between clients and customs authorities, and propose effective solutions to logistical problems were seen as valuable assets to the company (Yong & Ling, 2023).

Similarly, Shabangu and Madondo (2024) found that career longevity in the working field is closely tied to a graduate's capacity to integrate technical competence with emotional intelligence and personal adaptability. Professionals who thrive in the long term are not only proficient in the technical skills required for their respective companies but also exhibit high levels of self-awareness, resilience, and interpersonal sensitivity. These qualities enable them to handle the often stressful and complex demands of the trade environment, including tight deadlines, evolving regulations, and multi-stakeholder negotiations. In other words, graduates must be prepared not only for employment but also for lifelong career development, and this requires a balance of intellectual, social, and emotional competencies.

According to Petruzzello et al. (2021), graduates with higher levels of self-efficacy are significantly more likely to secure meaningful employment, even when their technical qualifications may not be superior. Students who possessed confidence in their ability to solve problems, learn new skills, and adapt to workplace challenges were more proactive in job searching, more persistent during the application process, and more capable of performing under pressure once employed. This reinforces the idea that psychological readiness is just as crucial as technical competence in the broader construct of employability.

Currently, most college students obtain job-hunting information online or through the job market. Although this formal channel can create more job opportunities for college students, there are specific problems, such as low-

quality employment, low employment rates, and low efficiency. Conducting employment guidance activities is an important way to provide college students with high-quality employment information and broaden their employment channels. This informal job search channel can provide college students with high-quality employment opportunities (Okolie et al., 2020).

Moreover, the increase in global competition in business and commerce has brought a multitude of unique challenges, particularly to the labor market. Among these challenges is the heightened competition for jobs and the quest for competent employees who are qualified for the positions they were hired for. With the rise in job applicants and the number of jobs available, today's situation calls for an adaptive, dynamic workforce. Employers seek human capital that can adapt and respond readily to the constant changes emerging in the work environment. One of the issues employers frequently encounter is a mismatch between the skills they expect from graduates and those graduates possess. Although students have received training and formal education in higher education institutions (HEIs), the skills they acquire in their undergraduate education do not equip them for the workplace (Arada et al., 2015).

Briones et al. (2021) stressed the institutional responsibility of higher education institutions (HEIs) to regularly review and update curricula, especially in disciplines closely tied to the rapidly evolving global trade environment. HEIs must actively respond to these developments by integrating real-time trade practices, emerging customs technologies, and updated global compliance standards into their academic programs. This ensures that the education delivered remains relevant and produces graduates with market-aligned competencies. Further, Mohd Salahuddin et al. (2023) recommend that HEIs conduct regular curriculum audits, engage in industry consultations, and revise course content to align with labor market needs, ensuring that graduates are adequately equipped to address real-world challenges. In customs administration, this means incorporating training on current trade systems, digital customs platforms, risk management, and regulatory frameworks, as well as integrating internships, capstone projects, and simulations to bridge the academic-industry divide.

A Graduate Tracer Survey (GTS) collects data on the graduate's college experience – skills learned, quality of instruction, and how it relates to employability. GTS enables us to illuminate the relationship between the college experience and labor market outcomes and to formulate courses of action for the higher education sector. In this round, we investigate further the influence of college experience on socio-political participation and life satisfaction (Tutor et al., 2019). In a tracer study, data are collected and analyzed repeatedly over time. Tracer studies are sometimes called tracker studies or longitudinal studies. In monitoring and evaluation (M&E), tracer studies primarily focus on evaluation and/or impact assessment. They are designed to determine what changed, when, and why. Tracer studies are often designed to track changes at an individual level, following a development intervention. Tracer studies are typically conducted within the same cohort. This means the same individuals, groups, or organizations are regularly contacted over time. Theoretically, tracer studies can be carried out with a cohort of people who have received support and a cohort who have not (a control or comparison group) (Simister & O'Flynn, 2017).

It is important to present literature and studies related to the tracer study that demonstrate the employability of Bachelor of Science in Customs Administration graduates.

The study by Garcia (n.d.) investigated the factors influencing the employability of customs administration graduates from employers' perspectives in Angeles City. The main purpose of the study is to explore the employability of Customs Administration graduates using the factors employed. The strongest factor in our Pearson correlation is experience, followed by skills and personal qualities. The graduates' experience (OJT), skills, and personal qualities significantly contribute to their employability. The weakest factor, which showed a moderate positive correlation in the Pearson correlation, is education. It showed that education had a modest association with graduates' employability.

Also, the study of Daquizo et al. (2025) explored the transition of Lyceum of Iligan Foundation graduates into the customs administration sector, focusing on the challenges and opportunities they face in their professional careers. It identified the primary hurdles graduates face and offered insights to enhance their preparation and support. The findings revealed that most respondents are male, aged 24-29, and single, with a majority

completing their studies within four years and holding a customs broker license. Key challenges faced by recent graduates entering the workforce include a lack of practical experience, insufficient training, and limited recognition, while the opportunities they perceive center on professional growth, international trade, and career advancement. Significant differences in challenges and opportunities were observed based on age, years of study, and licensing status. These results highlight the need for targeted support mechanisms to address challenges and leverage opportunities for recent graduates in the customs administration field. Hence, the curriculum should be enhanced to incorporate more practical skills and industry exposure. Strengthening career support services and fostering industry partnerships would improve graduates' transition into the workforce and help them navigate the customs administration sector more effectively.

Likewise, Campo et al. (2024) evaluated the alignment between academic curricula and workplace competencies among BS Customs Administration graduates from the Philippine Christian University. By using employability frameworks as a basis for its analysis, the study found that the customs curriculum adequately equipped graduates with core technical competencies, including tariff classification, trade facilitation, and customs documentation. However, it also revealed that graduates perceived gaps in the development of communication, teamwork, and digital literacy skills that are increasingly in demand by employers in the customs and logistics sectors. This evaluation aligns directly with the Employability Theory's premise that personal and transferable skills must complement technical knowledge for graduates to be truly employable. The study confirms that curriculum design must continually evolve in response to labor-market needs to produce well-rounded, adaptable graduates.

In addition, the study of Balajadia and Relatos (2023) focused on the relevance and responsiveness of the Bachelor of Science in Customs Administration (BSCA) program. It determined whether the initiatives currently practiced by the college to make the program relevant/ responsive are effective. John B. Lacson Colleges Foundation-Bacolod is a higher education institution that offers a BSCA program and is the only one of its kind in Negros Occidental. However, despite very satisfactory results in the board examination in recent years and the high demand for employment in the import and export industry, only a few are enrolled in the program. Hence, the conduct of this study is to explore opportunities to improve enrolment. The BSCA program is highly relevant and responsive, as assessed by alumni and students, and to a great extent by the industry. This implies that, as a higher education institution, JBLCF-Bacolod offers a program that is relevant/responsive; that the initiatives implemented by the College of Business are highly effective based on the four core resources; and that teachers are considered the most valuable pillars in the teaching-learning process.

The study conducted by Agana et al. (2022) examined the effects of customized training programs and on-the-job learning experiences on the market readiness of graduates in trade-related programs, including Customs Administration. Students who underwent tailored training modules demonstrated greater competency during employment screening and workplace onboarding.

Objectives Of the Study

This study determined the employability of the Bachelor of Science in Customs Administration (BSCA) graduates of the University of Cebu Lapu-Lapu and Mandaue, S.Y. 2021-2024. The results of the study were used to formulate an intervention program. Specifically, aim to present the following: 1) respondents's profile in terms of civil status, gender, region, place of origin, province, location of residence, educational attainment, post-graduate degree, and trainings or advanced studies attended; 2) the reasons of the respondents for taking the Bachelor of Science in Customs Administration course; 3) employment data in the aspects of status; present occupation; major line of business of the company, place of work; and first job after college and reasons for staying the job; 4) the reasons of the respondents in terms of accepting the job, changing job and length of time staying in the previous job, and finding the first job, 5) level position of the respondents for the first and current job, 6) self-employment status o 7) gross monthly earnings of the respondents in the first and current job, 8) relevance of the college curriculum to the first job, 9) competencies learned in college that are useful in the first and current job, 10) the soft and hard skills learned in college, 11) extent of manifestation on the competencies stipulated in the UC Graduate Attributes (GA), 12) extent of manifestation on the competencies stipulated in the BSCA Program Educational Objectives (POE), 13) extent of manifestation on the competencies stipulated in the BSCA Program Outcomes (PO), 14) significant relationship between the respondents' extent of manifestation

on the competencies in the UC Graduate Attributes (GA) and their extent of manifestation of the competencies stipulated in the BSCA Program Educational Objectives (PEO), extent of manifestation on the competencies stipulated in the UC Graduate Attributes (GA) and their manifestation of the competencies in the BSCA Program Outcomes (PO) and extent of manifestation on the competencies in the BSCA Program Educational Objectives (PEO) and their manifestation on the BSCA Program Outcomes (PO).

RESEARCH METHODOLOGY

This study used a descriptive correlational research design, with a research-developed survey questionnaire distributed electronically to the respondents. It was conducted at the University of Cebu-Lapu-Lapu and Mandaue (UCLM), a major satellite campus located along A. C. Cortes Avenue in Mandaue City. It provides affordable, high-quality education and training directly responsive to the region's dynamic industrial and economic landscape. UCLM offers a wide array of undergraduate degrees, a robust Senior High School (SHS) program, and TESDA-accredited vocational courses. The key program offerings include Maritime Education, Hospitality Management, Business, Accountancy, Engineering, Information Technology, Criminology, Nursing, Teacher Education, and a Bachelor of Science in Customs Administration (BSCA). Moreover, UCLM is located in Mandaue City, Cebu, an area strategically positioned near major trade and logistics hubs, including the Cebu International Port and Mactan-Cebu International Airport, thereby enhancing the relevance of customs education and training.

The respondents of this study were the Bachelor of Science in Customs Administration (BSCA) graduates from the University of Cebu – Lapu-Lapu and Mandaue (UCLM) who completed their degree during the school years 2021 to 2024. These graduates were either currently employed or actively seeking employment in customs administration, including customs brokerage firms, logistics companies, freight forwarding agencies, trucking firms, shipping lines, airline cargo operations, and other relevant business sectors. The inclusion criteria for this study required respondents to be: a graduate of the BS Customs Administration program from UCLM, having completed his/her degree within the period of S.Y. 2021–2024; and currently employed in customs-related industries or actively seeking employment within those sectors. Graduates from other degree programs at UCLM or other campuses, graduates before S.Y. 2021 or after 2024, and graduates who were not employed and not actively seeking work in customs-related fields were excluded. From the list of graduates from the Registrar's Office, the sample size was two hundred thirty-two (232), which was computed using Slovin's formula. Table 1 shows the distribution of research respondents. The sample comprised forty-four (44) graduates, comprising 18.97% for S.Y. 2021-2022, ninety-one (91) graduates, or 39.22% for S.Y. 2022-2023, and ninety-seven (97) graduates, or 41.81% for S.Y. 2023-2024. Random sampling was used to select the target qualified respondents.

This study used the Commission on Higher Education's modified Graduate Tracer Study (GTS) questionnaire as the primary research instrument. There are 13 parts of this survey questionnaire. The researcher submitted a transmittal letter to the Dean of the College of Customs Administration of UCLM. The researcher submitted the protocol to the University of Cebu Research Ethics Committee (UCREC) for review to obtain a Certificate of Protocol Approval. First, the researcher contacted faculty members of the College of Customs Administration to help reach out to graduates from the 2021 to 2024 school years. Then the researcher contacted the target respondents who had expressed interest in joining the tracer study and provided them with a brief orientation on the study's objectives, purpose, benefits, and procedures, and clarified that their participation is purely voluntary and that their responses will be treated with the utmost confidentiality. Those who agreed to join were asked to affix their signature to the Informed Consent Form [ICF] in either original or electronic form. Then each of them was given a copy of the survey questionnaire and ample time to complete it. Those who opted to answer immediately were given 20 to 40 minutes to complete the survey. Then the retrieval was performed upon completion.

Frequency count and simple percentage was used to analyze the data about the profile of the respondents, employment data, reasons for accepting, staying and changing job, length of time staying in the previous job, means of finding the first job, job level position, gross monthly earnings in the first and current job, relevance of the college curriculum to the first job, competencies learned in college that are useful in the first and current job, and soft and hard skills learned in college. Rank was used for the data on the reasons for taking the course.

Weighted mean was used to analyze the respondents' extent of manifestation of competencies stipulated in the UC Graduate Attributes (GA), BSCA Program Educational Objectives (PEO), and Program Outcomes (PO). The chi-square test of independence was used to assess the significant relationship between respondents' Graduate Attributes (GA) and Competencies in the BSCA Program Educational Objectives (PEO). Pearson Product-Moment Correlation (Pearson's R) was used to measure the strength and direction of the linear relationships between the Graduate attributes (GA) and Competencies and BSCA Program Outcomes (PO), and between the BSCA Program Educational Objectives (PEO) and BSCA Program Outcomes (PO).

This study ensured that the research implementation adhered to the principles of research ethics, particularly beneficence, non-maleficence, justice, and autonomy.

The current students of the Bachelor of Science in Customs Administration (BSCA) will primarily benefit from this study through the intervention program, which can guide improvements in the program, curriculum implementation, and instructional delivery. In this way, future customs brokers possess the competencies necessary to exercise the profession. To avoid psychological risk associated with recalling their employment information, they were assured that their answers would be treated with the utmost confidentiality. Also, the records and documents relating to the research respondents and their answers were de-identified to protect their privacy. This process of de-identification ensured that each respondent was not exposed to social risks or potentially shameful circumstances in the future as relating to their responses in this survey. The researcher ensured that records and information about the research participants were kept secure and would not be divulged to anyone in the future.

Additionally, research respondents were selected using clear inclusion criteria, and their selection was based on their ability to provide information on their employability and employment. No discrimination or bias is committed in any aspect of this research, ensuring fair treatment of respondents regardless of their socio-economic status, religion, political affiliation, current job, or other factors. Respect for persons is a significant aspect of this study, ensuring that their participation is voluntary and informed, and that their dignity is respected throughout the research process. Hence, they were given a substantial orientation to the study's objectives and purpose, and their decision to participate or not was based solely on their own knowledge, without being forced or intimidated. They were also informed that their participation was purely voluntary. If they changed their decision, even if they had agreed, they were given freedom.

RESULTS AND DISCUSSIONS

This section presents data on the employability of the Bachelor of Science in Customs Administration graduates of the University of Cebu, Lapu-Lapu, and Mandaue for S.Y. 2021-2024.

Table 1. Profile of the Research Respondents

Profile Indicators	Batch 2021-2022		Batch 2022-2023		Batch 2023-2024		Consolidated	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Civil Status								
Single	38	86.4	82	90.1	87	89.7	207	89.22
Married	6	13.6	9	9.9	6	6.2	21	9.05
Separated					1	1.0	1	0.43
Single Parent					3	3.1	3	1.29
Gender								
Male	22	50	43	47.3	54	55.7	119	51.29
Female	22	50	48	52.7	43	44.3	113	48.71
Age								
28 years old	8	18.2	10	11.0	3	3.1	21	9.05
27 years old	12	27.3	18	19.8	17	17.5	47	20.26
26 years old	15	34.1	25	27.5	17	17.5	57	24.57

25 years old	9	20.5	14	15.4	32	33.0	55	23.71
24 years old			15	16.5	27	27.8	42	18.10
23 years old			9	9.9	1	1.0	10	4.31
Region of Origin								
Region 6	3	6.8					3	1.29
Region 7	33	75.0	89	97.8	96	99	218	93.97
Region 8	5	11.4	1	1.1			6	2.59
Region 9	1	2.3					1	0.43
Region 10	1	2.3	1	1.1	1	1.0	3	1.29
CARAGA	1	2.3					1	0.43
Province								
Cebu	30	68.2	74	81.3	91	93.8	195	84.05
Bohol	2	4.5	6	6.6	2	2.1	10	4.31
Masbate	2	4.5	4	4.4	1	1.0	7	3.02
Leyte	1	2.3	1	1.1			2	0.86
Iloilo	2	4.5					2	0.86
Siquijor	1	2.3					1	0.43
Samar	2	4.5					2	0.86
Surigao Del Norte	1	2.3					1	0.43
Guimaras	1	2.3					1	0.43
Misamis Oriental	1	2.3			1	1.0	2	0.86
Camotes	1	2.3	2	2.2	2	2.1	5	2.16
Negros Oriental			4	4.4			4	1.72
Location								
City	27	61.4	65	71.4	60	61.9	152	65.52
Municipality	17	38.6	26	28.6	37	38.1	80	34.48
Educational Attainment (baccalaureate)								
Did not graduated from other course or program	43	97.7	91	100	97	100	231	99.57
Graduated from other course of other program	1	2.3					1	0.43
Educational Attainment (Post-graduate degree)								
Not applicable	41	93.2	79	86.8	97	100	217	93.53
Master in Business Administration	2	4.5	7	7.7			9	3.88
Master in Public Administration	1	2.3	4	4.4			5	2.16
Taking up law			1	1.1			1	0.43
Training(s) or Advan Studies attended aft college								
None	19	43.2	36	39.6	50	51.5	105	45.26
Supply Chain seminar	4	9.1	11	12.1	14	14.4	29	12.50
Customs and Tariff Law Seminar	13	29.5	10	11.0	14	14.4	37	15.95

International Trade Seminar	1	2.3	10	11.0	12	12.4	23	9.91
Tariff Computation Seminar	1	2.3	4	4.4	3	3.1	8	3.45
Customs Clearance and Procedure	6	13.6	20	22.0	4	4.1	30	12.93

In terms of civil status across all three (3) batches, 207 (89.22%) of the graduates were single, while only 1 (0.43%) was separated. The majority of BSCA graduates of the University of Cebu-Lapu Lapu and Mandaue (UCLM) campus were unmarried, even though some were still 20 years old. This information concerns the current behavior of young adults who prioritize their careers in customs brokerage before starting a family.

By gender, 119 (51.29%) of the graduates are male, while 113 (48.71%) are female. The majority of the BSCA graduates of UCLM Campus are men, indicating that the profession of customs brokerage is usually subscribed by men who ensure that the customs declaration lodged at the Bureau of Customs is correct, duties and taxes are provided accurately, and payment is received so that goods can transit across borders smoothly and without disruption.

In terms of age, 57 graduates (24.57%) were 26 years old. Meanwhile, only 10 graduates (4.31%) were 23 years old. A larger proportion of graduates from the BSCA program at the UCLM Campus were in early adulthood, indicating they were still at the entry level of their careers.

By region, 218 (93.97%) of the graduates came from Region VII, while only 1 (0.43%) came from Region IX. Only 1 graduate (0.43%) came from CARAGA. Since the University of Cebu-Lapu Lapu and Mandaue Campus is located in Cebu, it can be expected that the cohort of graduates originated in Cebu, given that other regions in the Visayas did not have a Bureau of Customs where they could practice their profession.

By province, 195 (84.05%) of the graduates were from Cebu. In comparison, only one (1) or 0.43% came from Siquijor, another one (1), 0.43% came from Guimaras, and another one (1), 0.43% came from Surigao del Norte. This data relates to their province of residence: most came from Cebu, while others came from neighboring provinces in Central Visayas. They came to Cebu to study customs administration because this program was uncommon at other higher education institutions in other provinces and even in other regions of Visayas and Mindanao, due to the Bureau of Customs' limited operational areas where their professional licenses can be used.

In terms of location of residence, 152 (65.52%) of the graduates resided in cities, while 80 (34.48%) resided in municipalities. The majority of BSCA graduates from the UCLM campus for the school years 2021-2024 lived in urban areas, as this degree or program is uncommon in rural areas, where there are no export or import transactions.

In terms of baccalaureate-level educational attainment, 231 (99.57%) of the graduates had not completed another course or program, while only 1(0.43) graduated from other course of other program. Most of them earned only the BSCA degree, as they were new to the profession, and others are still pursuing careers in customs brokerage.

Regarding postgraduate educational attainment, 217 (93.53%) of the graduates did not report postgraduate education, while only 1 (0.43%) was studying law. Meanwhile, 9 (3.88%) had completed a Master's in Business Administration, and 5 (2.16%) had completed the MPA. This group of BSCA graduates from UCLM campus for the school years 2021 to 2024 did not have the opportunity nor the motivation to pursue a master's or doctoral degree, considering that this is not a requirement in the practice of the profession as licensed customs brokers unless they are in a teaching job at a higher education institution.

For the training or advanced studies attended after college, 105 (45.26%) had not attended any training, while only 8 (3.45%) had attended a Tariff Computation Seminar. This cohort of BSCA graduates from the UCLM campus for the school years 2021 to 2024 did not see the need for further training after passing the Customs

Brokerage Licensure Examination (CBLE) or even after graduating, since they could easily find work related to their discipline.

Table 2. Reasons of the Respondents for Taking the Bachelor of Science in Customs Administration Course

Indicators	Batch 2021-2022		Batch 2022-2023		Batch 2023-2024		Consolidated	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	Rank
Scholarship offered by the University	10	9	30	4.5	12	9	52	8
Good grades in high school	4	14	16	8	5	11	25	10
Influence of parents or relatives	15	3	35	2	33	3.5	83	2.5
Peer Influence	12	6	8	12.5	1	12.5	21	13
Inspired by a role model	5	13	8	12.5	1	12.5	14	14
Strong passion for the profession	12	6	44	1	27	7	83	2.5
Prospect for immediate employment	12	6	33	3	48	1	93	1
Status or prestige of the profession	12	6	11	10	27	7	50	9
Availability of course offering in chosen institution	20	1.5	24	7	36	2	80	4.5
Prospect of career advancement	20	1.5	29	6	31	6	80	4.5
Affordable for the family	12	6	14	9	33	3.5	59	7
Prospect of attractive compensation	8	10	30	4.5	32	5	70	6
Opportunity for employment abroad	7	11.5	10	11	7	10	24	11
No particular choice or no better idea	7	11.5	1	14	15	8	23	12
Others	3	6.8	3	3.3	5	5.2	11	4.74

The top 3 reasons of the graduates for taking the Bachelor of Science in Customs Administration program are prospect of immediate employment (ranked 1st), influence of parents or relatives (ranked 2nd) and strong passion for the profession (ranked 3rd). The primary purpose of graduates in pursuing the customs administration degree is to find a job, considering that Cebu is the hub for international trade in the Visayas and Mindanao, with both international airports and seaports, where export and import transactions are prevalent and require the services of licensed customs brokers.

Sadjail et al. (2022) posit that choosing a college course is quite challenging for a student due to many environmental factors that may influence their preferences. The common factors that influence students' choice of college course were parental influence, external influences, affordability, practicality, personal preferences and interests, and socio-economic factors. The influence of others in choosing their course may help or hinder their success in life.

Table 3. Employment Data of the Respondents

Indicators	Batch 2021-2022		Batch 2022-2023		Batch 2023-2024		Consolidated	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Employment								
Yes	41	93.2	82	91.1	3	3.1	126	54.31

No	3	6.8	8	8.9	94	96.9	105	45.26
Present Occupation								
Regular or Permanent	32	72.7	47	51.6	55	56.7	134	57.76
Contractual	6	13.6	22	24.2	18	18.6	46	19.83
Temporary	3	6.8	12	13.2	18	18.6	33	14.22
Self-employed	1	2.3	3	3.3	4	4.1	8	3.45
Casual	2	4.5	7	7.7	2	2.1	11	4.74
Major line of business of the company								
Not applicable								
Customs Brokerage Firm	17	32.7	36	37.9	35	35.4	88	37.93
Freight Forwarding Company	9	17.3	29	30.5	27	27.3	65	28.02
Shipping lines	2	3.8	3	3.2	1	1.0	6	2.59
Airlines	2	3.8			2	2.0	4	1.72
Logistics Company	13	25.0	26	27.4	19	19.2	58	25.00
Trucking Company	5	9.6	1	1.1	2	2.0	8	3.45
Others	4	7.7			13	13.1	17	7.33
Place of work								
Not applicable	2	4.5					2	0.86
Local	38	86.4	86	94.5	89	91.8	213	91.81
Abroad	4	9.1	5	5.5	8	8.2	17	7.33
First job after college and reasons for staying the job								
Yes	17	38.6	42	46.2	70	72.2	129	55.60
No	27	61.4	49	53.8	27	27.8	103	44.40

In terms of employment status, 126 (54.31%) of the graduates were employed, while 105 (45.26%) were unemployed. Most of the graduates of BSCA from the UCLM campus for the school years 2021 to 2024 were able to work at the time of the survey, considering that jobs related to customs brokerage in Cebu had been in demand with the proliferation of export and importation of various commodities to and from other countries around the world.

Regarding present occupation, 134 (57.76%) of BSCA graduates at the UCLM campus for the school years 2021 to 2024 held regular or permanent positions, while only 8 (3.45%) were self-employed. The majority of this cohort of BSCA alumni worked at various customs brokerage firms, logistics companies, forwarding entities, and other related businesses amid the growth of the Cebu economy, where the movement of exported and imported goods was prevalent.

Regarding the company's major line of business, 88 (37.93%) of the graduates were employed at customs brokerage firms, while only 4 (1.72%) worked for airlines. This means that most of the BSCA graduates of the UCLM campus for the school years 2021 to 2024 were practicing as licensed customs brokers and working with businesses that were exporters and importers in Cebu.

Relating to the place of work, 213 (91.81%) of the graduates were employed locally, while only 17 (7.33%) were employed abroad. The customs brokerage license can only be exercised within the Philippines' territorial jurisdiction, as each country has its own sovereignty and policies governing customs brokerage practice.

Regarding whether the present job was their first job after college, 129 (55.60%) of the graduates reported that they were still in their first job, while 103 (44.40%) had already changed jobs. Predominantly, this group of BSCA graduates of UCLM campus for the school years 2021 to 2024 were able to land jobs where they found contentment, and their licenses as customs brokers can serve as a gateway to a high-paying career.

Business and industry require a crop of graduates who understand their role in building their organizations and possess the practical skills to work effectively and efficiently. However, real contributions in the workplace go beyond having the necessary technical skills. It means engaging with the organization and its goals, understanding the workplace dynamics, and taking up a job with an informed understanding of all its requirements. It also means applying a broad range of employability skills learned across many contexts and through diverse experiences (Rufai et al., 2015).

Table 4. Reasons of the Respondents for Accepting the Job

Indicators	Batch 2021-2022		Batch 2022-2023		Batch 2023-2024		Consolidated	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Reasons for accepting the job								
Salaries and benefits	38	32.2	61	21.7	46	17.6	145	62.50
Career challenge	19	16.1	54	19.2	53	20.2	126	54.31
Related to special skill	13	11.0	58	20.6	38	14.5	109	46.98
Related to course or program of study	29	24.6	70	24.9	56	21.4	155	66.81
Proximity to residence	8	6.8	29	10.3	26	9.9	63	27.16
Peer influence	2	1.7	1	.4	8	3.1	11	4.74
Family Influence	7	5.9	2	.7	26	9.9	35	15.09
Others	2	1.7	6	2.1	9	3.4	17	7.33
Reasons for changing job								
Salaries & benefits	23	39.0	27	30.7	14	25.5	64	27.59
Career challenge	14	23.7	24	30.7	13	23.6	51	21.98
Related to special skills	14	23.7	20	22.7	14	25.5	48	20.69
Proximity to residence	7	11.9	14	15.9	11	20	32	13.79
Others	1	1.7			3	5.5	4	1.72
Means of finding the first job								
Response to an advertisement	7	15.9	88	96.7	14	14.4	109	46.98
Arrange by school's job placement officer	3	6.8	1	1.1	11	11.3	15	6.47
As walk-in applicant	5	11.4	1	1.1	24	24.7	30	12.93
Family business	2	4.5	1	1.1	5	5.2	8	3.45
Recommended by someone	12	27.3			21	21.6	33	14.22
Job fair or Public Employment Service Office (PESO)	2	4.5			7	7.2	9	3.88

Information from friends	9	20.5			10	10.3	19	8.19
Others	4	9.1			5	5.2	9	3.88

Regarding reasons for accepting the job, 155 (66.81%) of the graduates accepted employment because it was related to their course or program of study. In contrast, only 11 (4.74%) cited peer influence. The graduates of the BSCA program at the UCLM campus for the school years 2021 to 2024 primarily accepted employment based on the relevance of the position to their academic preparation and the compensation offered, suggesting that they valued career alignment and financial stability when making employment decisions.

Regarding reasons for changing jobs and length of time in the previous job, 64 (27.59%) of the graduates cited salaries and benefits as their primary reason for changing employment. In comparison, only 4 (1.72%) selected other reasons. Hence, BSCA graduates generally sought better compensation, greater career advancement opportunities, and positions that better matched their professional skills and career aspirations when deciding to change employers.

Regarding the means of finding their first job, 109 (46.98%) of the graduates reported using a walk-in application, while only 8 (3.45%) were employed in their family business. More of the BSCA alumni at the UCLM Campus were able to find work by looking for firms that can provide them with competitive income commensurate with their licenses and competencies, given the general knowledge that customs brokerage work has been financially rewarding.

Table 5. Job Level Position of the Respondents for the First and Current Job

Indicators	Batch 2021-2022		Batch 2022-2023		Batch 2023-2024		Consolidated	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Job level position for the first job and current job								
Rank-and-file/Clerical								
First Job	30	68.2	33	36.3	63	64.9	126	54.31
Current or Present Job			18	19.8	8	8.2	26	11.21
Not applicable	14	31.8	40	44.0	26	26.8	80	34.48
Professional, Technical or Supervisory								
First Job	6	13.6	15	16.5	16	16.5	37	15.95
Current or Present Job	10	22.7	5	5.5	8	8.2	23	9.91
Not applicable	28	63.6	71	78.0	73	75.3	172	74.14
Managerial or Executive								
First Job			1	1.1			1	0.43
Current or Present Job	2	4.5	2	2.2	3	3.1	7	3.02
Not applicable	42	95.5	88	96.7	94	96.9	224	96.55

In terms of the rank or clerical position for the first job, 126 (54.31%) of the graduates held rank-and-file or clerical job positions in their first job, while 26 (11.21%) occupied the same position in their current job. Those who graduated in the last 2 to 4 years cannot be expected to be accepted into managerial positions at customs brokerage firms and logistics and forwarding companies, since managing a business requires experience, knowledge of people management, and connections in the industry.

Regarding the professional, technical, or supervisory position for the first job, 23 (9.91%) held the same professional, technical, or supervisory position in their current jobs. This data relates to the common business practice of experienced customs brokers being promoted or assigned to supervisory and managerial roles with greater responsibilities and challenges.

Regarding managerial or executive positions in the first job, 224 (96.55%) of the graduates reported not holding such a position in their first or current job. In comparison, only 1 (0.43%) held a managerial or executive position in their first job. This information communicates that for the first few years after completing the BSCA program and passing the Customs Brokerage Licensure Examinations (CBLE), they started at an entry-level job in the

field of customs brokerage, doing preparation and submission of documents, wherein they usually gather and provide essential details and payments to customs officials on behalf of the exporter or importer for processing. They also conduct document assessments of commercial documents for regulatory compliance before submission. They also perform goods classification, ensuring accurate duty and tax determination.

Table 6. Self- Employment Status of the Respondents

Indicators	Batch 2021-2022		Batch 2022-2023		Batch 2023-2024		Consolidated	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Self-employed								
First Job	1	2.3	5	5.5	2	2.1	8	3.45
Current or Present Job	1	2.3	1	1.1	3	3.1	5	2.16
Not applicable	42	95.5	85	93.4	92	94.8	219	94.40

Regarding self-employment in the first job, 8 (3.45%) of the graduates were self-employed in their first job, while 5 (2.16%) were likewise self-employed in their current job. There were only a few BSCA graduates over the last 3 to 4 years who had the business acumen and necessary capital to establish and operate their own customs brokerage firm, which entails connections with exporters and importers in Cebu, requires time, and needs popularity.

Table 7. Gross Monthly Earnings of the Respondents in the First and Current

Indicators	Batch 2021-2022		Batch 2022-2023		Batch 2023-2024		Consolidated	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Below P5,000.00	2	4.5					2	0.86
P5,000.00 to less than P10,000.00	3	6.8	8	8.8	12	12.4	23	9.91
P10,000.00 to less than P15,000.00	22	50.0	25	27.5	38	39.2	85	36.64
P15,000.00 to less than P20,000.00	16	36.4	30	33.0	24	24.7	70	30.17
P 20,000.00 to less than P25,000.00	1	2.3	17	18.7	17	17.5	35	15.09
P 25,000.00 and above			11	12.1	6	6.2	17	7.33

For the gross monthly earnings of the respondents in their first and current jobs, 85 (36.64%) of the graduates earned ₱10,000.00 to less than ₱15,000.00, while only 2 (0.86%) earned below ₱5,000.00. For a new entrant to the customs brokerage profession, it is common to have few clients or customers, which means the newly licensed customer broker faces minimal income.

Compared with professionals with more years of experience, fresh graduates enter the job-hunting world with enthusiasm. Knowing that they have the skills and talent, they are open to challenges. With their salary that allows them to live independently, landing their first job is indeed a thrilling moment for a new graduate. Money is one of the reasons why people work tirelessly. It plays a huge role in our daily lives.

Nevertheless, in this tough economy, a starting rate of less than P20,000 might not be enough for them to survive. With transportation, food, bills, family support, and miscellaneous expenses, it might be hard to allocate that limited budget within a one-month timeframe. For fresh graduates, it only gets worse (Seek, 2026).

Table 8. Relevance of the College Curriculum to the First Job

Indicators	Batch 2021-2022		Batch 2022-2023		Batch 2023-2024		Consolidated	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Yes	41	93.2	76	83.5	84	86.6	201	86.64
No	3	6.8	15	16.5	13	13.4	31	13.36

Regarding the relevance of the college curriculum to their first job, 201 (86.64%) graduates considered it relevant, while only 31 (13.36%) considered it not relevant. This information shows that the majority of BSCA alumni recognized the significance of the subjects they studied in becoming licensed customs brokers and that

these subjects prepared them to act as representatives for exporters and/or importers, helping them navigate the customs clearance process and minimize potential delays in the release of shipments. They proactively work to resolve issues, sparing the exporter and/or importer from direct involvement. Customs brokerage involves specialized brokerage services that ensure a smooth import and export process.

Students often arrive at university-level instruction with some idea of their future employment direction. University instructors need to harness their students' career enthusiasm and foster connections between the curriculum and potential future career applications. Providing students with an opportunity to connect their classroom learning (online or face-to-face) to workplace relevance will lead to positive learning outcomes, such as motivation, grit, and career goal-setting (Levine & Mudd, 2018).

Table 9. Competencies Learned in College that Were Useful in the First and Current Job

Indicators	Batch 2021-2022		Batch 2022-2023		Batch 2023-2024		Consolidated	
	(f)	(%)	(f)	(%)		(f)	(%)	(f)
Not applicable							0	0.00
Communication skills	40	28.4	70	30.2	53	19.2	163	70.26
Human Relations skills	17	12.1	47	20.3	36	13.0	100	43.10
Entrepreneurial skills	4	2.8	23	9.9	35	12.7	62	26.72
Information Technology skill	26	18.4	40	17.2	48	17.4	114	49.14
Problem-solving skills	34	24.1	38	16.4	51	18.5	123	53.02
Critical Thinking skills	20	14.2	14	6.0	48	17.4	82	35.34
Other skills, please specify					5	1.8	5	2.16

Regarding the competencies learned in college that were useful in their first and current jobs, 163 (70.26%) of the graduates identified communication skills as the most useful. In comparison, 5 (2.16%) identified other skills. This means that practicing as a customs broker entails dealing with clients or customers to assist with the shipment or release of imported cargoes from other countries. Also, during document processing at the Bureau of Customs, they had to deal with customs examiners and other authorities. In this way, they can ensure compliance with import/export requirements and serve as a liaison between businesses and relevant agencies. Also, the key responsibilities of a customs broker include providing personalized advice tailored to specific business needs, which is particularly beneficial for small enterprises with lower import/export volumes and contributes to overall business success.

Anzures (2025) revealed that graduates identified communication, management, critical thinking, and problem-solving as the most relevant skills acquired during their education. Many alumni reported being job-ready as a result of the internship and career talk sessions they attended during their studies.

Table 10. Soft Skills Learned in College

Indicators	Batch 2021-2022		Batch 2022-2023		Batch 2023-2024		Consolidated	
	(f)	(%)	(f)	(%)		(f)	(%)	(f)
Communication and Negotiation skills	41	28.3	74	24.3	68	23.4	183	78.88
Problem-solving and Decision making skills	39	26.9	71	23.4	71	24.4	181	78.02
Adaptability skills	32	22.1	83	27.3	76	26.1	191	82.33
Attention to detail	33	22.8	68	22.4	67	23.0	168	72.41
Other skills, please specify			8	2.6	9	3.1	17	7.33
Total	44	100	91	100	97	100	232	100

Regarding the soft skills learned in college, 191 (82.33%) of the graduates assessed adaptability as the most useful soft skill, while only 17 (7.33%) identified other soft skills. In the field of practice for licensed customs brokers, they need to be flexible in response to fast-changing regulatory requirements for processing documents at the Bureau of Customs (BOC), as this government agency has adopted technology for the entry and lodging of documents for export and import transactions. Hence, adopting digital business solutions is a must in the real practice of the profession.

In the workplace, soft skills complement hard skills, which refer to a person's knowledge and occupational skills. In a competitive labor market, individuals who demonstrate a strong combination of hard and soft skills often enjoy greater demand for their services. Many employers seek a balance of hard and soft skills when making hiring decisions (Kenton, 2026).

Table 12. Hard Skills Learned by the Respondents in College

Indicators	Batch 2021-2022		Batch 2022-2023		Batch 2023-2024		Consolidated	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Customs Documentation and Processing	34	24.5	59	21.8	76	23.8	169	72.84
Tariff Classification	23	16.5	59	21.8	61	19.1	143	61.64
Automated Customs Systems and Software Proficiency	27	19.4	40	14.8	58	18.2	125	53.88
Customs Laws and Regulations Proficiency	38	27.3	75	27.7	64	20.1	177	76.29
Proficiency in Trade Agreements and Special laws	16	11.5	38	14.0	45	14.1	99	42.67
Other skills, please specify	1	.7			15	4.7	16	6.90

Among the hard skills learned in college, 177 (76.29%) of the graduates reported that proficiency in customs laws and regulations was the most useful hard skill, while only 16 (6.90%) identified other hard skills. This means that the majority of the BSCA graduates were able to acquire the technical knowledge related to the laws applicable in actual practice as customs brokers and to comply with the requirements set forth by the Bureau of Customs (BOC) with which they will transact.

Hard skills are technical skills needed to perform a job. Alternatively, land a new one. They are typically industry-specific and focus on practical abilities and skills. Hard skills are technical skills required for a job. They are learned abilities acquired and enhanced through education and experience. Hard skills are important for your resume, as employers look for them when hiring. Hard skills alone do not translate into success, as employees also need other skills (Connet, 202).

Table 13. Extent of Bachelor of Science in Customs Administration Manifestation of the Competencies Stipulated in Graduate Attributes in terms of being a Lifelong Learner

	Indicators	Batch 2021-2022 (n = 44)		Batch 2022-2023 (n = 91)		Batch 2023-2024 (N = 97)		Consolidated (N=232)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I actively seek opportunities for professional growth through additional training, certifications, or further education.	3.61	Strongly Manifested	3.45	Strongly Manifested	3.70	Strongly Manifested	3.59	Strongly Manifested
2.	I stay updated on changes in Customs laws, trade policies, and logistics trends to improve my expertise.	3.41	Strongly Manifested	3.33	Strongly Manifested	3.56	Strongly Manifested	3.44	Strongly Manifested

3.	I take the initiative to learn beyond my formal education through research, self-study, or industry engagement.	3.50	Strongly Manifested	3.47	Strongly Manifested	3.47	Strongly Manifested	3.48	Strongly Manifested
4.	I am committed to continuous learning to enhance my skills in Customs administration and trade compliance.	3.55	Strongly Manifested	3.46	Strongly Manifested	3.59	Strongly Manifested	3.53	Strongly Manifested
5.	I apply new knowledge and technologies to improve my performance in Customs brokerage or related industries.	3.50	Strongly Manifested	3.48	Strongly Manifested	3.56	Strongly Manifested	3.52	Strongly Manifested
	Aggregate Mean	3.51	Strongly Manifested	3.44	Strongly Manifested	3.58	Strongly Manifested	3.51	Strongly Manifested

Legend: 1-1.74 Not Manifested; 1.75-2.49 Slightly Manifested; 2.50-3.24 Manifested; 3.25-4.0 Strongly Manifested

The aggregate mean of 3.51 indicates that graduates of the Bachelor of Science in Customs Administration, batches 2021-2022 ($\mu=3.51$), 2022-2023 ($\mu=3.44$), and 2023-2024 ($\mu=3.58$), *strongly demonstrated* being lifelong learners. This result indicates that graduates of the Bachelor of Science in Customs Administration at the University of Cebu – Lapu-Lapu and Mandaue (UCLM) possess the ability to learn new and updated customs laws and technologies in the course of their professional practice in the industry. It can be noted that the University of Cebu purchased a system that enabled students to have hands-on experience in lodging documents online with the Bureau of Customs (BOC). In this way, when the students graduated, they already acquired the skills to use the latest technological tools.

The University of Cebu (UC) graduates as expected to be life-long learners. They demonstrate skills and competencies at their educational level and field of study towards lifelong learning (University of Cebu, 2019). Lifelong learning is essential for alleviating poverty and hunger, addressing the climate crisis, fostering peaceful societies, and shaping our future. This journey begins in early childhood, preparing individuals for a lifelong learning path that becomes increasingly important as we must upskill and reskill to adapt to a world in constant change (United Nations Educational, Scientific and Cultural Organization [UNESCO], n.d).

Table 14. Extent of Manifestation Bachelor of Science in Customs Administration of the Competencies Stipulated in Graduate Attributes in terms of being an Effective Communicator

	Indicators	Batch 2021-2022 (n = 44)		Batch 2022-2023 (n = 91)		Batch 2023-2024 (N = 97)		Consolidated (N=232)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I can clearly explain Customs regulations and trade policies to clients, colleagues, and stakeholders.	3.34	Strongly Manifested	3.37	Strongly Manifested	3.58	Strongly Manifested	3.45	Strongly Manifested

2.	I write professional reports, correspondence, and Customs-related documents with accuracy and clarity.	3.30	Strongly Manifested	3.43	Strongly Manifested	3.61	Strongly Manifested	3.48	Strongly Manifested
3.	I actively listen and engage in discussions to ensure clear and effective communication in my work.	3.39	Strongly Manifested	3.45	Strongly Manifested	3.65	Strongly Manifested	3.52	Strongly Manifested
4.	I can confidently present Customs-related topics in meetings, seminars, or professional settings.	3.27	Strongly Manifested	3.35	Strongly Manifested	3.53	Strongly Manifested	3.41	Strongly Manifested
5.	I effectively communicate and negotiate with government agencies, clients, and trade partners.	3.34	Strongly Manifested	3.32	Strongly Manifested	3.57	Strongly Manifested	3.43	Strongly Manifested
	Aggregate Mean	3.33	Strongly Manifested	3.38	Strongly Manifested	3.59	Strongly Manifested	3.46	Strongly Manifested

Legend: 1-1.74 Not Manifested; 1.75-2.49 Slightly Manifested; 2.50-3.24 Manifested; 3.25-4.0 Strongly Manifested

The aggregate mean of 3.51 indicates that the Bachelor of Science in Customs Administration graduates from batches 2021-2022 ($\mu=3.33$), 2022-2023 ($\mu=3.38$), and 2023-2024 ($\mu=3.59$) *strongly demonstrated* being effective communicators. This result indicates that the Bachelor of Science in Customs Administration at the University of Cebu – Lapu-Lapu and Mandaue possesses the competencies and proficiencies to understand customs brokerage policies learned in college and to apply them when providing customs brokerage services to various customers.

Graduates of the University of Cebu (UC) are expected to be effective communicators. They exhibit proficiency in listening, speaking, writing, reading, and viewing (University of Cebu, 2019). Communication effectiveness is important across a wide range of areas of life, both professionally and personally. Effective communication is the process of exchanging ideas, thoughts, opinions, knowledge, and data so that the message is received and understood with clarity and purpose (Coursera Staff, 2026).

Table 15. Extent of Manifestation of Bachelor of Science in Customs Administration Competencies Stipulated in Graduate Attributes in terms of Being Ethically Responsible

	Indicators	Batch 2021-2022 (n = 44)		Batch 2022-2023 (n = 91)		Batch 2023-2024 (N = 97)		Consolidated (N=232)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I adhere to ethical standards and integrity in all Customs-related transactions and business dealings.	3.43	Strongly Manifested	3.46	Strongly Manifested	3.53	Strongly Manifested	3.48	Strongly Manifested
2.	I follow all legal and regulatory	3.55	Strongly Manifested	3.51	Strongly Manifested	3.64	Strongly Manifested	3.57	Strongly Manifested

	requirements in my profession, avoiding fraudulent or unethical practices.								
3.	I take accountability for my actions and ensure transparency in Customs and trade compliance.	3.48	Strongly Manifested	3.51	Strongly Manifested	3.67	Strongly Manifested	3.57	Strongly Manifested
4.	I prioritize honesty and fairness in my professional interactions, even in challenging situations.	3.55	Strongly Manifested	3.49	Strongly Manifested	3.62	Strongly Manifested	3.56	Strongly Manifested
5.	I promote ethical behavior among colleagues, clients, and industry professionals in my workplace.	3.52	Strongly Manifested	3.48	Strongly Manifested	3.59	Strongly Manifested	3.53	Strongly Manifested
	Aggregate Mean	3.50	Strongly Manifested	3.49	Strongly Manifested	3.61	Strongly Manifested	3.54	Strongly Manifested

Legend: 1-1.74 Not Manifested; 1.75-2.49 Slightly Manifested; 2.50-3.24 Manifested; 3.25-4.0 Strongly Manifested

The aggregate mean of 3.54 indicates that the Bachelor of Science in Customs Administration graduates from the batches 2021-2022 ($\mu=3.33$), 2022-2023 ($\mu=3.38$), and 2023-2024 ($\mu=3.59$) *strongly demonstrate* ethical responsibility. The products of the University of Cebu-Lapu-Lapu and Mandaue for the Bachelor of Science in Customs Administration (BSCA) for the school years 2021 to 2024 were trained in the tenets and norms of ethical practice as customs brokers.

Graduates of the University of Cebu (UC) are expected to be ethically responsible. They manifest ethical behavior in diverse situations (University of Cebu, 2019). The Code of Ethics for Customs Brokers stipulates that honesty, trustworthiness, efficiency, and fair dealing shall serve as the guiding principles for customs brokers in conducting their business. No customs brokers shall indulge in unfair and ruinous competition or shall employ deceitful devices or means to attract customers and their dealings with the government (Professional Regulations Commission [PRC], n.d.).

Table 16. Extent of Manifestation of Bachelor of Science in Customs Administration the Competencies Stipulated in Graduate Attributes in terms of being Socially-Collaborative

	Indicators	Batch 2021-2022 (n = 44)		Batch 2022-2023 (n = 91)		Batch 2023-2024 (N = 97)		Consolidated (N=232)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I actively engage in collaborative efforts to improve Customs processes and industry practices.	3.45	Strongly Manifested	3.53	Strongly Manifested	3.62	Strongly Manifested	3.55	Strongly Manifested
2.	I contribute to social and community initiatives related to trade, logistics, or public service.	3.45	Strongly Manifested	3.47	Strongly Manifested	3.67	Strongly Manifested	3.55	Strongly Manifested
3.	I support teamwork and cooperation in	3.55	Strongly Manifested	3.38	Strongly Manifested	3.66	Strongly Manifested	3.53	Strongly Manifested

	achieving shared goals within my organization.								
4.	I respect diverse perspectives and work harmoniously with individuals from different backgrounds.	3.52	Strongly Manifested	3.52	Strongly Manifested	3.58	Strongly Manifested	3.55	Strongly Manifested
5.	I participate in discussions and networking activities that contribute to industry improvements and public service.	3.41	Strongly Manifested	3.49	Strongly Manifested	3.62	Strongly Manifested	3.53	Strongly Manifested
	Aggregate Mean	3.48	Strongly Manifested	3.48	Strongly Manifested	3.63	Strongly Manifested	3.54	Strongly Manifested

Legend: 1-1.74 Not Manifested; 1.75-2.49 Slightly Manifested; 2.50-3.24 Manifested; 3.25-4.0 Strongly Manifested

The aggregate mean of 3.54 indicates that the Bachelor of Science in Customs Administration graduates from Batch 2021–2022 ($\mu = 3.48$), Batch 2022–2023 ($\mu = 3.48$), and Batch 2023–2024 ($\mu = 3.63$) *strongly manifested* social collaboration. This suggests that the graduates demonstrated collaboration, teamwork, respect for diverse perspectives, active participation in professional discussions, and engagement in community-oriented initiatives, reflecting the program's effectiveness in developing graduates who can work productively with others in professional and public service settings.

Graduates of the University of Cebu (UC) are expected to be socially accountable and responsible. They demonstrate social accountability and responsibility towards the community and the environment (University of Cebu, 2019). Thousands of cargo shipments cross borders every day in the highly complex and dynamic world of international transportation. Several teams of professionals and service providers, such as the network of customs brokerage firms, are working nonstop behind the scenes to guarantee the seamless movement of goods from one nation to another (Jordan, 2025). Efforts to modernize customs administration are expected to create new opportunities for customs brokers who are adept and flexible enough to adjust to changing market conditions (Philippine Institute of Development Studies [PIDS], 2019).

Table 17. Extent of Manifestation of Bachelor of Science in Customs Administration the Competencies Stipulated in Graduate Attributes in terms of being a Team Player

	Indicators	Batch 2021-2022 (n = 44)		Batch 2022-2023 (n = 91)		Batch 2023-2024 (N = 97)		Consolidated (N=232)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I work effectively with colleagues, superiors, and clients to achieve shared objectives in Customs-related tasks.	3.48	Strongly Manifested	3.37	Strongly Manifested	3.68	Strongly Manifested	3.52	Strongly Manifested
2.	I demonstrate flexibility and willingness to support team members in challenging situations.	3.43	Strongly Manifested	3.58	Strongly Manifested	3.59	Strongly Manifested	3.56	Strongly Manifested
3.	I contribute positively to group	3.50	Strongly Manifested	3.46	Strongly Manifested	3.60	Strongly Manifested	3.53	Strongly Manifested

	projects and collaborative decision-making in my workplace.								
4.	I respect and value the input of others when working in a team setting.	3.52	Strongly Manifested	3.56	Strongly Manifested	3.62	Strongly Manifested	3.58	Strongly Manifested
5.	I actively build professional relationships that enhance teamwork and productivity.	3.41	Strongly Manifested	3.40	Strongly Manifested	3.67	Strongly Manifested	3.51	Strongly Manifested
	Aggregate Mean	3.49	Strongly Manifested	3.47	Strongly Manifested	3.63	Strongly Manifested	3.54	Strongly Manifested

Legend: 1-1.74 Not Manifested; 1.75-2.49 Slightly Manifested; 2.50-3.24 Manifested; 3.25-4.0 Strongly Manifested

The aggregate mean of 3.54 indicates that graduates of the Bachelor of Science in Customs Administration for batches 2021-2022 ($\mu=3.49$), 2022-2023 ($\mu=3.47$), and 2023-2024 ($\mu=3.63$) *strongly demonstrated* being team players. Alumni of the University of Cebu Lapu-Lapu and Mandaue Campus for the Bachelor of Science in Customs Administration opined that they welcome different opinions, listen actively, and work constructively with others to solve problems in their work. They also tend to be adaptable and can shift between different roles (such as taking a leadership position or stepping back to support a peer) depending on the transaction.

Graduates of the University of Cebu (UC) are expected to be team players. They exhibit proactive and collaborative attributes in a diverse society (University of Cebu, 2019). The network of customs brokerage firms is important to the transactional process involved in importing and exporting goods. Insufficient knowledge and experience can make it difficult to navigate the many laws and procedures governing the import and export of commodities. The fact that each nation has its own distinct rules and regulations can greatly complicate the process. Customs brokers can help in this situation. They work closely with their clients to ensure that all relevant paperwork is in place and that the cargo meets all standards. They are specialists in international freight (Jordan, 2025).

Table 18. Extent of Manifestation of Bachelor of Science in Customs Administration the Competencies Stipulated in Graduate Attributes in terms of being Technically-Competent

	Indicators	Batch 2021-2022 (n = 44)		Batch 2022-2023 (n = 91)		Batch 2023-2024 (N = 97)		Consolidated (N=232)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I am proficient in Customs procedures, tariff classification, and trade documentation.	3.41	Strongly Manifested	3.35	Strongly Manifested	3.51	Strongly Manifested	3.43	Strongly Manifested
2.	I can efficiently process Customs declarations and compliance reports using automated systems.	3.48	Strongly Manifested	3.40	Strongly Manifested	3.61	Strongly Manifested	3.50	Strongly Manifested
3.	I apply knowledge of international trade laws and logistics regulations in my professional role.	3.39	Strongly Manifested	3.38	Strongly Manifested	3.60	Strongly Manifested	3.47	Strongly Manifested

4.	I use technology and data analysis tools to improve efficiency in Customs-related operations.	3.43	Strongly Manifested	3.45	Strongly Manifested	3.67	Strongly Manifested	3.54	Strongly Manifested
5.	I continuously improve my technical skills to meet industry standards and expectations.	3.48	Strongly Manifested	3.49	Strongly Manifested	3.63	Strongly Manifested	3.55	Strongly Manifested
	Aggregate Mean	3.44	Strongly Manifested	3.42	Strongly Manifested	3.60	Strongly Manifested	3.50	Strongly Manifested

Legend: 1-1.74 Not Manifested; 1.75-2.49 Slightly Manifested; 2.50-3.24 Manifested; 3.25-4.0 Strongly Manifested

The aggregate mean of 3.50 indicates that graduates from the Bachelor of Science in Customs Administration, the 2021-2022 ($\mu=3.44$), batch 2022-2023 ($\mu=3.42$), and 2023-2024 ($\mu=3.60$) batches, *strongly manifest* technical competence. This means that the University of Cebu was able to expose and train Bachelor of Science in Customs Administration (BSCA) graduates. At the same time, they were students in relevant technologies for document processing and storage at the Bureau of Customs (BOC).

Graduates of the University of Cebu (UC) are expected to be technically competent. They utilize appropriate technology (University of Cebu, 2019). Customs brokers possess specialized knowledge and expertise in customs regulations, tariffs, and trade agreements. They understand complex customs laws to ensure businesses remain compliant with the relevant rules and regulations. In addition to functioning as customs agents, customs brokers offer consulting services on international trade and the clearance of goods through customs (Jordan, 2025).

Moreover, the Bureau of Customs will strengthen customs operations by leveraging advanced information and communication technologies (ICT) in its systems. BOC highlighted this innovative approach during the 32nd National Convention of the Chamber of Customs and Brokers, Inc. [CCBI] (Bureau of Customs [BOC], 2014). From a regional standpoint, the Association of Southeast Asian Nations [ASEAN] (2022) emphasized the need for harmonized training standards and regional qualifications frameworks in customs administration. This move seeks to enhance cross-border professional mobility and ensure that graduates from one ASEAN country can effectively integrate into the customs workforce of another, thus promoting regional cooperation and consistency.

Table 19. Extent of Bachelor of Science in Customs Administration Manifestation of the Competencies Stipulated in Graduate Attributes in terms of being Service-Oriented

	Indicators	Batch 2021-2022 (n = 44)		Batch 2022-2023 (n = 91)		Batch 2023-2024 (N = 97)		Consolidated (N=232)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I prioritize Customer satisfaction by providing accurate and timely Customs services.	3.43	Strongly Manifested	3.55	Strongly Manifested	3.66	Strongly Manifested	3.57	Strongly Manifested
2.	I respond proactively to the needs of clients	3.46	Strongly Manifested	3.51	Strongly Manifested	3.64	Strongly Manifested	3.55	Strongly Manifested

	and stakeholders in trade and logistics.								
3.	I demonstrate professionalism and courtesy when assisting clients with Customs-related concerns.	3.41	Strongly Manifested	3.47	Strongly Manifested	3.65	Strongly Manifested	3.53	Strongly Manifested
4.	I go beyond my duties to ensure smooth and efficient Customs transactions.	3.36	Strongly Manifested	3.44	Strongly Manifested	3.55	Strongly Manifested	3.47	Strongly Manifested
5.	I am committed to serving the trade industry with integrity, efficiency, and accountability.	3.48	Strongly Manifested	3.40	Strongly Manifested	3.64	Strongly Manifested	3.52	Strongly Manifested
	Aggregate Mean	3.43	Strongly Manifested	3.47	Strongly Manifested	3.63	Strongly Manifested	3.53	Strongly Manifested

Legend: 1-1.74 Not Manifested; 1.75-2.49 Slightly Manifested; 2.50-3.24 Manifested; 3.25-4.0 Strongly Manifested

The aggregate mean of 3.53 indicates that graduates of the Bachelor of Science in Customs Administration for batches 2021-2022 ($\mu=3.43$), 2022-2023 ($\mu=3.47$), and 2023-2024 ($\mu=3.63$) *strongly manifested* being service-oriented. These results indicate that the University of Cebu (UC) graduates have a strong focus on meeting the needs and expectations of customers or users in a professional, helpful, and accommodating manner, which is essential when practicing as customs brokers.

By recognizing their strong performance in quality, dependability, flexibility, and cost, customs brokers can continue to prioritize and maintain high standards in these areas, thereby improving overall service delivery (Sernero, 2024).

Table 20. Extent of Manifestation of Bachelor of Science in Customs Administration of the Competencies Stipulated in Program Educational Objectives (PEO) in terms of Becoming Successful Customs Brokers Practitioners and/or Tariff Specialists

	Indicators	Batch 2021-2022 (n = 44)		Batch 2022-2023 (n = 91)		Batch 2023-2024 (N = 97)		Consolidated (N=232)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I have established a career in Customs brokerage, tariff classification, or a related trade and logistics profession.	3.32	Strongly Manifested	3.33	Strongly Manifested	3.63	Strongly Manifested	3.45	Strongly Manifested
2.	I effectively apply my knowledge of Customs laws, regulations, and trade policies in my current job.	3.36	Strongly Manifested	3.46	Strongly Manifested	3.58	Strongly Manifested	3.49	Strongly Manifested
3.	I have obtained (or am working towards) my Customs Broker	3.23	Manifested	3.41	Strongly Manifested	3.58	Strongly Manifested	3.45	Strongly Manifested

	Licensure, professional certification, or specialization in tariff and trade compliance.								
4.	I contribute to the facilitation of trade by ensuring accurate Customs clearance, tariff classification, and duty computation.	3.27	Strongly Manifested	3.46	Strongly Manifested	3.63	Strongly Manifested	3.50	Strongly Manifested
5.	I actively engage in professional development opportunities to enhance my expertise in Customs and tariff-related practices.	3.34	Strongly Manifested	3.42	Strongly Manifested	3.55	Strongly Manifested	3.46	Strongly Manifested
	Aggregate Mean	3.30	Strongly Manifested	3.42	Strongly Manifested	3.59	Strongly Manifested	3.47	Strongly Manifested

Legend: 1-1.74 Not Manifested; 1.75-2.49 Slightly Manifested; 2.50-3.24 Manifested; 3.25-4.0 Strongly Manifested

The aggregate mean of 3.47 indicates that the Bachelor of Science in Customs Administration graduates of batches 2021-2022 ($\mu=3.30$), 2022-2023 ($\mu=3.42$), and batch 2023-2024 ($\mu=3.59$) *strongly manifested* becoming successful customs broker practitioners and/or tariff specialists. This indicates that the quality of the training provided to the alumni of the Bachelor of Science in Customs Administration prepared them to become competent, technically ready customs brokers.

In the Philippines, section 6 of the Republic Act (RA) 9280, customs brokerage services consist of consultation, preparation of customs requisite document for imports and exports; declaration of customs duties and taxes, preparation, signing, filing, lodging and processing of import and export entries; representing importers and exporters before any government agency and private entities in cases related to valuation and classification of imported articles; and rendering of other professional services in matters relating to customs and tariff laws, its procedures and practices.

Table 21. Extent of Manifestation of Bachelor of Science in Customs Administration the Competencies Stipulated in Program Educational Objectives in terms of Developing into Champions in the Pursuit of Lifelong Learning

	Indicators	Batch 2021-2022 (n = 44)		Batch 2022-2023 (n = 91)		Batch 2023-2024 (N = 97)		Consolidated (N=232)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I seek out additional training, certifications, or graduate studies to further my knowledge in Customs administration and related fields.	3.36	Strongly Manifested	3.41	Strongly Manifested	3.57	Strongly Manifested	3.47	Strongly Manifested
2.	I stay updated on changes in Customs regulations,	3.50	Strongly Manifested	3.38	Strongly Manifested	3.62	Strongly Manifested	3.50	Strongly Manifested

	international trade agreements, and logistics policies.								
3.	I actively participate in industry seminars, workshops, or professional organizations related to Customs and trade.	3.41	Strongly Manifested	3.40	Strongly Manifested	3.61	Strongly Manifested	3.49	Strongly Manifested
4.	I apply critical thinking and analytical skills to solve real-world challenges in Customs brokerage and international trade.	3.32	Strongly Manifested	3.38	Strongly Manifested	3.64	Strongly Manifested	3.48	Strongly Manifested
5.	I take initiative in expanding my expertise beyond my formal education through research and continuous self-learning.	3.48	Strongly Manifested	3.49	Strongly Manifested	3.54	Strongly Manifested	3.51	Strongly Manifested
	Aggregate Mean	3.43	Strongly Manifested	3.41	Strongly Manifested	3.59	Strongly Manifested	3.49	Strongly Manifested

Legend: 1-1.74 Not Manifested; 1.75-2.49 Slightly Manifested; 2.50-3.24 Manifested; 3.25-4.0 Strongly Manifested

The aggregate mean of 3.49 indicates that the Bachelor of Science in Customs Administration Batch 2021-2022 ($\mu=3.43$), Bachelor of Science in Customs Administration Batch 2022-2023 ($\mu=3.41$), and Bachelor of Science in Customs Administration Batch 2023-2024 ($\mu=3.59$) graduates *strongly manifested* developing into champions in the pursuit of lifelong learning. Licensed customs brokers must be up to date on the latest policies and trade and customs laws, since they transact with customs authorities. Hence, they have to take continuing education, for it is a valuable investment in their professional development. The training and seminars that they will undertake will provide practical, industry-relevant knowledge while strengthening credibility.

Customs brokers contend with multiple challenges, including constant regulatory changes, high-stakes deadlines, demanding stakeholders, ethical dilemmas, and a fast-paced, high-pressure work environment. In response, they demonstrate professional growth through enhanced critical thinking, resilience, and adaptive learning. Their coping strategies include engaging in continuous professional development, using digital tools and automation, cultivating effective communication and negotiation skills, and demonstrating a strong commitment to ethical practices (Tanog & Ilago, 2024).

Table 22. Extent of Manifestation of Bachelor of Science in Customs Administration the Competencies Stipulated in Program Educational Objectives in terms of Upholding the Standards of Professionalism, Corporate Conduct, and the UC and BSCA Core Values

	Indicators	Batch 2021-2022 (n = 44)		Batch 2022-2023 (n = 91)		Batch 2023-2024 (N = 97)		Consolidated (N=232)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I uphold ethical standards and integrity in all Customs-related transactions and	3.50	Strongly Manifested	3.45	Strongly Manifested	3.70	Strongly Manifested	3.56	Strongly Manifested

	professional engagements.								
2.	I demonstrate professionalism in dealing with clients, government agencies, and colleagues within the Customs and trade industry.	3.52	Strongly Manifested	3.41	Strongly Manifested	3.62	Strongly Manifested	3.52	Strongly Manifested
3.	I adhere to corporate governance and compliance policies in my professional practice.	3.55	Strongly Manifested	3.46	Strongly Manifested	3.64	Strongly Manifested	3.55	Strongly Manifested
4.	I serve as a role model by embodying the values promoted by the University of Cebu.	3.45	Strongly Manifested	3.56	Strongly Manifested	3.55	Strongly Manifested	3.53	Strongly Manifested
5.	I contribute to a work culture that values accountability, excellence, and ethical Customs administration practices.	3.50	Strongly Manifested	3.47	Strongly Manifested	3.67	Strongly Manifested	3.56	Strongly Manifested
	Aggregate Mean	3.50	Strongly Manifested	3.47	Strongly Manifested	3.64	Strongly Manifested	3.55	Strongly Manifested

Legend: 1-1.74 Not Manifested; 1.75-2.49 Slightly Manifested; 2.50-3.24 Manifested; 3.25-4.0 Strongly Manifested

The aggregate mean of 3.55 indicates that the Bachelor of Science in Customs Administration batch 2021-2022 ($\mu=3.50$), batch 2022-2023 ($\mu=3.47$), batch 2023-2024 ($\mu=3.64$) graduates *strongly manifested* upholding the standards of professionalism, corporate conduct, and the University of Cebu and College of Customs Administration core values. Hence, all graduates of the Bachelor of Science in Customs Administration obtain their professional license from the Professional Regulations Commission (PRC). They are aware that they must adhere to the principles of professionalism to protect the client's interests. Customs brokers should establish national standards of professional practice.

Understanding the customs function, enhancing the services offered to importers and exporters, and ultimately improving the environment in which international trade is conducted within that country. In the late 1980s, several of those countries with longstanding customs broker communities began exploring how they could collaborate to their mutual benefit and that of their clients. Since 1990, customs brokers from around the world have been represented by the International Federation of Customs Brokers Associations (IFCBA), which in May 2009 approved a best-practices model for customs licensing (West, n.d.).

Table 23. Extent of Manifestation of Bachelor of Science in Customs Administration Competencies Stipulated in Program Outcomes in terms of Applying Tariff and Customs Laws, Rules, and Regulations in order to Classify, Appraise, and Compute Correct Duties and Taxes Due on Imported Articles

	Indicators	Batch 2021-2022 (n = 44)		Batch 2022-2023 (n = 91)		Batch 2023-2024 (N = 97)		Consolidated (N=232)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I accurately classify goods using the AHTN and other tariff classification systems.	3.34	Strongly Manifested	3.51	Strongly Manifested	3.63	Strongly Manifested	3.53	Strongly Manifested
2.	I can compute the correct duties, taxes, and other Customs fees applicable to imported goods.	3.43	Strongly Manifested	3.37	Strongly Manifested	3.63	Strongly Manifested	3.49	Strongly Manifested
3.	I ensure compliance with Customs laws and regulations when processing import transactions.	3.36	Manifested	3.36	Strongly Manifested	3.65	Strongly Manifested	3.48	Strongly Manifested
4.	I stay updated on changes in tariff laws, trade agreements, and Customs procedures.	3.34	Strongly Manifested	3.36	Strongly Manifested	3.68	Strongly Manifested	3.49	Strongly Manifested
5.	I apply valuation principles correctly to determine the dutiable value of imported articles.	3.41	Strongly Manifested	3.29	Strongly Manifested	3.53	Strongly Manifested	3.41	Strongly Manifested
	Aggregate Mean	3.38	Strongly Manifested	3.38	Strongly Manifested	3.62	Strongly Manifested	3.48	Strongly Manifested

Legend: 1-1.74 Not Manifested; 1.75-2.49 Slightly Manifested; 2.50-3.24 Manifested; 3.25-4.0 Strongly Manifested

The aggregate mean of 3.48 indicates that the Bachelor of Science in Customs Administration (BSCA) for batch 2021-2022 ($\mu=3.38$), batch 2022-2023 ($\mu=3.38$), and batch 2023-2024 ($\mu=3.62$) graduates *strongly manifested* applying tariff and customs laws, rules, and regulations in order to classify, appraise, and compute correct duties and taxes due on imported articles. It can be inferred from this data that the BSCA graduates of the University of Cebu-Lapu-Lapu and Mandaue show the proficiency to put into practice the theories and concepts taught in the classroom, particularly in interpreting the Harmonized System (HS) code to classify the goods imported and exported from other countries, which is the basis for the computation of correct duties.

Custom brokers determine the correct Harmonized System (HS) codes for imported and exported products. This affects duties, quotas, and eligibility for trade agreements. Modern brokers also account for new digital tariff schedules, product-specific restrictions (e.g., electronics with dual-use licenses), and changing trade agreements.

Misclassification can result in penalties, delayed shipments, or overpayment of duties. Brokers often cross-check product composition, end-use, and material content to ensure accurate classification (Pniewski, 2026).

Table 24. Extent of Bachelor of Science in Customs Administration Manifestation of the Competencies Stipulated in Program Outcomes in terms of Lodging Online Import and Export Entry Declarations

	Indicators	Batch 2021-2022 (n = 44)		Batch 2022-2023 (n = 91)		Batch 2023-2024 (N = 97)		Consolidated (N=232)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I am proficient in using the Electronic-to-Mobile (E2M) system, VASPs and other automated Customs clearance platforms.	3.36	Strongly Manifested	3.37	Strongly Manifested	3.65	Strongly Manifested	3.49	Strongly Manifested
2.	I can correctly prepare and submit online import and export entry declarations in compliance with Customs requirements.	3.34	Strongly Manifested	3.26	Strongly Manifested	3.61	Strongly Manifested	3.42	Strongly Manifested
3.	I ensure accuracy and completeness when lodging electronic Customs declarations.	3.39	Manifested	3.38	Strongly Manifested	3.53	Strongly Manifested	3.45	Strongly Manifested
4.	I am knowledgeable about the documentation and processes required for online cargo clearance.	3.39	Strongly Manifested	3.35	Strongly Manifested	3.66	Strongly Manifested	3.49	Strongly Manifested
5.	I can efficiently resolve system-related issues when processing online Customs transactions.	3.36	Strongly Manifested	3.35	Strongly Manifested	3.47	Strongly Manifested	3.40	Strongly Manifested
	Aggregate Mean	3.37	Strongly Manifested	3.35	Strongly Manifested	3.58	Strongly Manifested	3.45	Strongly Manifested

Legend: 1-1.74 Not Manifested; 1.75-2.49 Slightly Manifested; 2.50-3.24 Manifested; 3.25-4.0 Strongly Manifested

The aggregate mean of 3.45 indicates that the Bachelor of Science in Customs Administration graduates of batch 2021-2022 ($\mu=3.37$), batch 2022-2023 ($\mu=3.35$), and batch 2023-2024 ($\mu=3.58$) *strongly manifested* Program Outcomes (PO) in lodging online import and export entry declarations. It is also important for customs brokers

to know how to process documents at the Bureau of Customs (BOC) using the new Electronic Certificate Payment (eCP) System to conduct transactions with the agency for the import and export of goods.

The Bureau of Customs [BOC] (2026) continues to advance its modernization agenda by implementing the Customs Processing System (CPS) and the National Single Window (NSW). These transformative initiatives are laying the foundation for a fully automated, integrated, and paperless customs environment that enhances trade facilitation, promotes transparency, and strengthens border security. At the center of this transformation is the CPS, the BOC's next-generation customs platform designed to streamline and automate customs procedures through a fully digital and integrated system. The system will serve as the primary platform for the submission, processing, and clearance of customs declarations, manifests, and other trade documents.

Custom brokers should recognize that efficiency gains from a modernized customs administration will lead to more efficient trade facilitation, which can increase trade volume. This will then lead to new demand for expertise in customs rules and regulations that brokers should possess (Philippine Institute of Development Studies [PIDS], 2014).

Table 25. Extent of Manifestation of Bachelor of Science in Customs Administration Competencies Stipulated in Program Outcomes Bachelor of Science in Customs Administration Program Outcomes in terms of Facilitating Effectively the Release of Shipments from Customs

	Indicators	Batch 2021-2022 (n = 44)		Batch 2022-2023 (n = 91)		Batch 2023-2024 (N = 97)		Consolidated (N=232)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I ensure compliance with all Customs requirements to facilitate the smooth release of shipments.	3.25	Strongly Manifested	3.36	Strongly Manifested	3.65	Strongly Manifested	3.46	Strongly Manifested
2.	I coordinate effectively with Customs officers, importers, and logistics providers to expedite cargo clearance.	3.36	Strongly Manifested	3.46	Strongly Manifested	3.62	Strongly Manifested	3.51	Strongly Manifested
3.	I am knowledgeable about the different Customs clearance procedures and documentary requirements.	3.34	Manifested	3.46	Strongly Manifested	3.60	Strongly Manifested	3.50	Strongly Manifested
4.	I can address common issues and delays in shipment releases through proper documentation and compliance.	3.41	Strongly Manifested	3.42	Strongly Manifested	3.64	Strongly Manifested	3.51	Strongly Manifested

5.	I assist clients or employers in securing timely clearance and delivery of imported and exported goods.	3.43	Strongly Manifested	3.45	Strongly Manifested	3.58	Strongly Manifested	3.50	Strongly Manifested
	Aggregate Mean	3.38	Strongly Manifested	3.43	Strongly Manifested	3.62	Strongly Manifested	3.50	Strongly Manifested

Legend: 1-1.74 Not Manifested; 1.75-2.49 Slightly Manifested; 2.50-3.24 Manifested; 3.25-4.0 Strongly Manifested

The aggregate mean of 3.50 indicates that the Bachelor of Science in Customs Administration (BSCA) for batch 2021-2022 ($\mu=3.38$), batch 2022-2023 ($\mu=3.43$), and batch 2023-2024 ($\mu=3.62$) graduates *strongly manifested* the competencies stipulated for Program Outcomes (PO) in terms of facilitating the release of shipments from customs. A very important skill expected of BSCA graduates is assisting clients who have imported goods from other countries with the processing of the Single Administrative Document (SAD), since they will also sell these goods in the market. So release delays would mean opportunity loss, loss of sales, and demurrage.

Brokers know how to navigate the intricacies of the systems and required documentation. They can file the security filing, customs entry, and other required forms quickly and accurately. This reduces clearance time, helping goods move smoothly through ports and reach their final destinations without unnecessary bottlenecks (Pniewski, 2026).

Table 26. Extent of Manifestation Bachelor of Science in Customs Administration of the Competencies Stipulated in Program Outcomes in terms of Analysing and Solving Practical Problems on Matters Related to Tariff and Customs Laws

	Indicators	Batch 2021-2022 (n = 44)		Batch 2022-2023 (n = 91)		Batch 2023-2024 (N = 97)		Consolidated (N=232)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I can critically assess and resolve classification disputes or valuation issues in Customs transactions.	3.34	Strongly Manifested	3.33	Strongly Manifested	3.55	Strongly Manifested	3.42	Strongly Manifested
2.	I apply analytical skills to interpret Customs rulings and tariff regulations.	3.34	Strongly Manifested	3.32	Strongly Manifested	3.59	Strongly Manifested	3.44	Strongly Manifested
3.	I am capable of solving real-world challenges related to trade compliance and Customs clearance.	3.39	Manifested	3.45	Strongly Manifested	3.66	Strongly Manifested	3.53	Strongly Manifested
4.	I stay informed about updates in trade policies and regulatory changes that	3.45	Strongly Manifested	3.37	Strongly Manifested	3.61	Strongly Manifested	3.49	Strongly Manifested

	may impact Customs operations.								
5.	I can provide strategic solutions to ensure smooth trade facilitation while adhering to Customs laws.	3.36	Strongly Manifested	3.45	Strongly Manifested	3.53	Strongly Manifested	3.47	Strongly Manifested
	Aggregate Mean	3.38	Strongly Manifested	3.38	Strongly Manifested	3.59	Strongly Manifested	3.47	Strongly Manifested

Legend: 1-1.74 Not Manifested; 1.75-2.49 Slightly Manifested; 2.50-3.24 Manifested; 3.25-4.0 Strongly Manifested

The aggregate mean of 3.47 indicates that the Bachelor of Science in Customs Administration graduates of batches 2021-2022 ($\mu=3.38$), 2022-2023 ($\mu=3.38$), and 2023-2024 ($\mu=3.59$) *strongly manifested* proficiency in analyzing and solving practical problems related to tariff and customs laws. The application of laws and policies relating to international trade is essential for BSCA graduates and, of course, for licensed practicing customs brokers, who are essential in their role as intermediaries between traders and customs authorities. Their knowledge of customs laws and processes, and their work experience in the trade, can be helpful in the actual practice of the profession.

Customs brokers are intermediaries between traders and customs authorities. They provide all essential documentation and undertake formalities related to cargo clearance. They also ensure their clients' compliance with Customs and other regulatory agencies to collect appropriate duties, taxes, and other charges and preserve the government's interests (World Customs Organization [WCO], 2018).

Table 27. Extent of Manifestation of Bachelor of Science in Customs Administration on the Competencies Stipulated in Program Outcomes in terms of Act with Integrity in the Practice of The Customs Broker Profession

	Indicators	Batch 2021-2022 (n = 44)		Batch 2022-2023 (n = 91)		Batch 2023-2024 (N = 97)		Consolidated (N=232)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I uphold ethical standards in all Customs transactions and trade-related activities.	3.43	Strongly Manifested	3.55	Strongly Manifested	3.65	Strongly Manifested	3.57	Strongly Manifested
2.	I avoid engaging in fraudulent practices, bribery, or any actions that violate Customs regulations.	3.45	Strongly Manifested	3.38	Strongly Manifested	3.70	Strongly Manifested	3.53	Strongly Manifested
3.	I ensure transparency and accountability when handling Customs documentation and financial transactions.	3.48	Manifested	3.43	Strongly Manifested	3.61	Strongly Manifested	3.52	Strongly Manifested

4.	I promote honesty and integrity in my workplace and professional dealings.	3.41	Strongly Manifested	3.53	Strongly Manifested	3.59	Strongly Manifested	3.53	Strongly Manifested
5.	I advocate for ethical trade practices and compliance with Customs laws in my professional network.	3.48	Strongly Manifested	3.45	Strongly Manifested	3.56	Strongly Manifested	3.50	Strongly Manifested
	Aggregate Mean	3.45	Strongly Manifested	3.47	Strongly Manifested	3.62	Strongly Manifested	3.53	Strongly Manifested

Legend: 1-1.74 Not Manifested; 1.75-2.49 Slightly Manifested; 2.50-3.24 Manifested; 3.25-4.0 Strongly Manifested

The aggregate mean of 3.53 indicates that the Bachelor of Science in Customs Administration graduates of batch 2021-2022 ($\mu=3.45$), for batch 2022-2023 ($\mu=3.47$), and for batch 2023-2024 ($\mu=3.62$) *strongly manifested* in analyzing and solving practical problems on matters related to tariff and customs laws. There are some issues inherent in the practice of customs brokerage that licensed customs brokers and BSCA graduates are expected to face and resolve on behalf of their clients. These competencies are fundamental to the educational training provided to UC-LM students to prepare them for real-world practice.

Table 28. Extent of Manifestation of Bachelor of Science in Customs Administration the Competencies Stipulated in Program Outcomes in terms of Demonstrating Social and Ethical Responsibilities towards the Community and the Environment

	Indicators	Batch 2021-2022 (n = 44)		Batch 2022-2023 (n = 91)		Batch 2023-2024 (N = 97)		Consolidated (N=232)	
		Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.	I support corporate social responsibility (CSR) initiatives related to trade, Customs, and logistics.	3.43	Strongly Manifested	3.49	Strongly Manifested	3.64	Strongly Manifested	3.54	Strongly Manifested
2.	I promote fair and legal trade practices that contribute to national economic development.	3.41	Strongly Manifested	3.47	Strongly Manifested	3.60	Strongly Manifested	3.51	Strongly Manifested
3.	I consider the environmental impact of trade and logistics activities and advocate for sustainable practices.	3.48	Manifested	3.51	Strongly Manifested	3.60	Strongly Manifested	3.54	Strongly Manifested
4.	I actively participate in community outreach	3.43	Strongly Manifested	3.35	Strongly Manifested	3.54	Strongly Manifested	3.44	Strongly Manifested

	programs related to Customs administration or trade facilitation.								
5.	I ensure that my professional decisions align with ethical, social, and environmental responsibilities.	3.45	Strongly Manifested	3.46	Strongly Manifested	3.66	Strongly Manifested	3.54	Strongly Manifested
	Aggregate Mean	3.44	Strongly Manifested	3.46	Strongly Manifested	3.61	Strongly Manifested	3.52	Strongly Manifested

Legend: 1-1.74 Not Manifested; 1.75-2.49 Slightly Manifested; 2.50-3.24 Manifested; 3.25-4.0 Strongly Manifested

The aggregate mean of 3.52 indicates that the Bachelor of Science in Customs Administration (BSCA) graduates of batch 2021-2022 ($\mu=3.44$), batch 2022-2023 ($\mu=3.46$), and batch 2023-2024 ($\mu=3.61$) *strongly manifested* social and ethical responsibilities towards the community and the environment. This means that the BSCA graduates of the University of Cebu were able to learn and practice the ethical norms and values of being concerned for others in the community and fulfilling one's civic duty to help others without expecting anything in return.

Social responsibility concerns which individuals are accountable for fulfilling their civic duty, and that an individual's actions must benefit the whole of society. In this way, there must be a balance among economic growth, people's welfare, and the environment. This is built on a system of ethics, in which decisions and actions must be ethically validated before proceeding. If an action or decision causes harm to society or the environment, it would be considered socially irresponsible. Moral values that are inherent in society create a distinction between right and wrong. In this way, social fairness is believed (by most) to be in the right, but more frequently than not, this fairness is absent. Every individual has a responsibility to act in ways that benefit society rather than solely the individual (Pachamama, 2026).

Table 29. Results of the Test Significant Relationship Between the Respondents' Manifestation of the Graduate Attributes and the

Program Educational Objectives (PEO)

Paired Variables	Batch 2021-2022				Batch 2022-2023				Batch 2023-2024			
	R-Value	P-Value	Decision	Interpretation	R-Value	P-Value	Decision	Interpretation	R-Value	P-Value	Decision	Interpretation
Graduate Attributes & Educational Objectives	.778	.000	Reject Ho	Significant	.703	.000	Reject Ho	Significant	.772	.000	Reject Ho	Significant

There is a significant relationship between the respondents' manifestation of the attributes of University of Cebu graduates and the competencies stipulated in the Bachelor of Science in Customs Administration Program Educational Objectives (PEO), as indicated by a P-value of 0.000, which is less than the 0.05 alpha level. This leads to the rejection of the null hypothesis. This means that the display of the Bachelor of Science in Customs Administration graduates of the values and traits inherent in being a University of Cebu product, like being life-long learners, effective communicators, socially accountable and responsible, team players, technically competent, and ethically responsible, influenced their technical abilities in performing the job of customs brokers.

Table 30. Results of the Test of Significant Relationship Between the Respondents' Manifestation of the Graduate Attributes and the Competencies in the Program Outcomes (PO)

Paired Variables	Batch 2021-2022				Batch 2022-2023				Batch 2023-2024			
	R-Value	P-Value	Decision	Interpretation	R-Value	P-Value	Decision	Interpretation	R-Value	P-Value	Decision	Interpretation
Graduate Attributes & Program Outcomes	.840	.000	Reject Ho	Significant	.839	.000	Reject Ho	Significant	.763	.000	Reject Ho	Significant

There is a significant relationship between the respondents' responses on the manifestation of the graduate attributes and their manifestation of the Bachelor of Science in Customs Administration Program Outcomes (PO) as denoted in the P-value of 0.00, which is less than the 0.05 alpha significance level, which leads to the rejection of the null hypothesis. This result indicates that the distinct characteristics of graduates of the University of Cebu influence their ability to acquire the knowledge and proficiencies that BSCA completers should possess upon graduation.

Table 31. Results of the Test of Significant Relationship Between the Respondents' Manifestation of the BSCA Program Educational Objectives (PEO) and Program Outcomes (PO)

Paired Variables	Batch 2021-2022				Batch 2022-2023				Batch 2023-2024			
	R-Value	P-Value	Decision	Interpretation	R-Value	P-Value	Decision	Interpretation	R-Value	P-Value	Decision	Interpretation
Educational Objectives & Program Outcomes	.713	.000	Reject Ho	Significant	.829	.000	Reject Ho	Significant	.714	.000	Reject Ho	Significant

There is a significant relationship between the respondent's manifestation of the competencies stipulated in the Bachelor of Science in Customs Administration Program Educational Objectives (PEO) and the Program Outcomes (PO) based on the computed p-values of 0.000, which is less than the 0.05 alpha significance level. Therefore, the null hypothesis is rejected. This result indicates that the exhibition of the graduates of BSCA of the University of Cebu-Lapu-Lapu and Mandaue campus on the competencies that they were expected to develop upon graduation (PO) upon completion of the program relates to the abilities they were able to acquire a few years after their graduation (PEO) when they are already working in the industry. This further means that they were able to master the discipline-specific abilities they learned in school.

CONCLUSION

Based on the significant findings of this investigation, the Bachelor of Science in Customs Administration (BSCA) graduates of the University of Cebu- Lapu-Lapu and Mandaue Campus were generally employable in the customs brokerage industry where they exercise their profession after obtaining their customs broker's license at the Professional Regulations Commission (PRC) as stated in the Program Outcomes and Program Educational Objectives (PEO_

Moreover, they exhibited the core values that they learned and developed while studying at the higher education institution (HEI). They were also able to practice and apply the intended learning competencies for the educational institution's BSCA program, where they found communication skills to be significant and useful in

their professional practice. Aside from that, they were able to apply the core competencies from the curriculum they studied in college, enabling them to be technically competent in their practice as customs brokers.

Translational Research

Based on the significant findings of this study, it is recommended that the proposed intervention plan for the Bachelor of Science in Customs Administration (BSCA) at the University of Cebu-Lapu-Lapu and Mandaue be adopted by the school administrators.

Key Result Area	Specific Objectives	Scheme of Implementation	Locus of Responsibility	Time Frame	Expected Outcomes
• Strong manifestation of lifelong learner as a graduate attribute	Inculcate the value of being lifelong learner	• Integrate curricular and extra-curricular activities that will enable the students to develop the value and ability to become lifelong learners	• Dean • Faculty members • Guidance Center	Annual	50% of the graduates of BSCA will take post-graduate degree relevant to their field
• Strong manifestation of being effective communicator	• Intensify and maintain course activities that enable students to become proactive speakers	• Integrate class activities that will give the students the opportunity to speak and explain (class presentation, oral recitation, debates, etc.)	• Dean • Faculty members • Guidance Center	Annual	50% of the graduates of BSCA are proficient communicators, both oral and written
• Strong manifestation of being ethically-responsible	• Induct the virtue of ethically-responsible	• Strengthen instruction of various code of ethics relating the customs broker profession	• Dean • Faculty members	Annual	100% of the graduates of BSCA can explain and practice the provision of R.A. 9280
• Strong manifestation of being socially-collaborative and teamplayer	• Enable the students to develop ability to become team player and the virtue to be socially-responsible	• Include the class activities that requires group work and team effort • Encourage the students to become active in the community extension activities of the University of Cebu	• Dean • Faculty members	Annual	75% of the graduates of BSCA can perform tasks that enable them to become team player & socially-responsible
• Strong manifestation of being technically-competent/successful CB practitioners/tariff specialist/	• Enable the graduates of BSCA to pass the Customs Broker Licensure Examination (CBLE)	• Intensify the CBLE enhancement program	• Dean	Semestral	100% of the BSCA graduates can pass the Customs Broker Licensure Examination (CBLE)
• Strong manifestation of being service-oriented	• Maintain the students' ability to provide excellent customer service	• Integrate the SERVQUAL model in On-Job-Training Preparation	• Dean • SIPP Coordinator	Semestral	100% of the BSCA graduates can demonstrate quality customer service in dealing with clients
• Strong ability to lodge online import and	• Enable the students to be highly proficient in electronic/	• Intensify training on the use of eXPERIENT, a specialized, secure	• Dean • Faculty member	Semestral	• 100% of the BSCA graduates can lodge goods declaration

export declarations	entry	online lodging of import and export entry declarations	training environment for BSCA students			electronically at the Bureau of Customs (BOC)
• Strong manifestation on the ability to analyze and solve practical problems on matters related to tariff and customs		• Enable the student develop critical- thinking skills in custom brokerage	• Strengthen the training on tariff management course	• Dean • Facult y member		• 100% of the BSCA graduates can compute and identify documents in customs clearance

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