



## Employability of BSBA graduates: A tracer study of the University of Nueva Caceres class of 2023

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### Abstract:

This tracer study examined the employments outcomes and program effectiveness for Bachelor of Science in Business Administration (BSBA) graduates from the University of Nueva Caceres in 2023. The research utilized a mixed-methods approach, combining quantitative data from surveys and qualitative insights from interviews. The study found that 59.20% of BSBA graduates successfully transitioned to employment under Non-Labor Force Participation (NLFP), while 40.80% were categorized under Labor Force Participation (LFP).

Factors contributing to employability included relevant curriculum content, valuable internship experiences, and effective career services. Graduates generally perceived their academic preparation as well-aligned with job demands. However, areas for improvement were identified, including enhanced digital skills integration and extended career support.

Recommendations for improving future graduates' employability include expanding practical learning opportunities, strengthening industry partnerships, and promoting entrepreneurial skills and global competency. This study provides valuable insights for curriculum development and career support strategies in business education.

### Keywords:

Employability, Program Effectiveness, BSBA graduates, Tracer Study, Job Market Alignment.

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## Introduction

Tracer studies are critical tools for higher education institutions to evaluate how effectively their academic programs prepare graduates for the workforce. As Schomburg (2016) emphasizes, these studies provide valuable insights into graduates' employment status, job roles, and the alignment of academic training with labor market demands. Such evaluations enable universities to maintain the quality and relevance of their programs while ensuring they address the evolving needs of industries (Bartlett et al., 2021). Employability, defined as a graduate's ability to secure and sustain meaningful work, has emerged as a key indicator of institutional success (Knight & Yorke, 2003). This underscores the importance of continuous curriculum updates and the integration of practical learning experiences (Jackson, 2016).

The Bachelor of Science in Business Administration (BSBA) program at the University of Nueva Caceres (UNC) in Naga City is designed to produce capable, ethical, and socially responsible business professionals. Offering majors in Financial Management, Marketing Management, Digital Marketing, Operations Management, and Human Resource Management, the program equips students with the knowledge and skills necessary to thrive in various business environments. Tymon (2013) highlights that the employability of business administration graduates is closely linked to their ability to apply learned knowledge in dynamic and unpredictable situations. Through leadership development, entrepreneurship training, and alignment with socio-economic goals, UNC's BSBA program contributes to both local and global advancement.

A tracer study of UNC's BSBA graduates, particularly the Class of 2023, provides critical data for assessing the program's effectiveness. The study evaluates graduate outcomes, including employment rates, industry placement, salary levels, and job satisfaction, alongside feedback on how their academic experience prepared them for their careers. Findings from such research are essential for identifying areas of improvement and ensuring the program remains responsive to market demands (Harvey, 2001; Schomburg, 2016). In integrating these insights, the BSBA program strengthens its commitment to producing competitive and adaptable graduates who can significantly contribute to the Bicol Region's socio-economic growth and beyond.

## Research Questions

This study aimed to analyze the employment outcomes and program effectiveness for Bachelor of Science in Business Administration (BSBA) graduates from the University of Nueva Caceres in 2023. Specifically, the study sought to answer the following questions:

1. What is the employment profile of the BSBA graduates of 2023 in terms of transition status, type of employment company and location, basic salary, contract type, employer network, economic sector and classification, and level of job complexity?

2. What are the factors that contributed to the employability of BSBA graduates of 2023 in terms of relevance of the curriculum, internships, and career services support?
3. How do BSBA graduates of 2023 perceive the alignment of their academic preparation with the current demands of their jobs?

What intervention can be drawn from the study to improve the employability of future BSBA graduates?

### Theoretical Framework

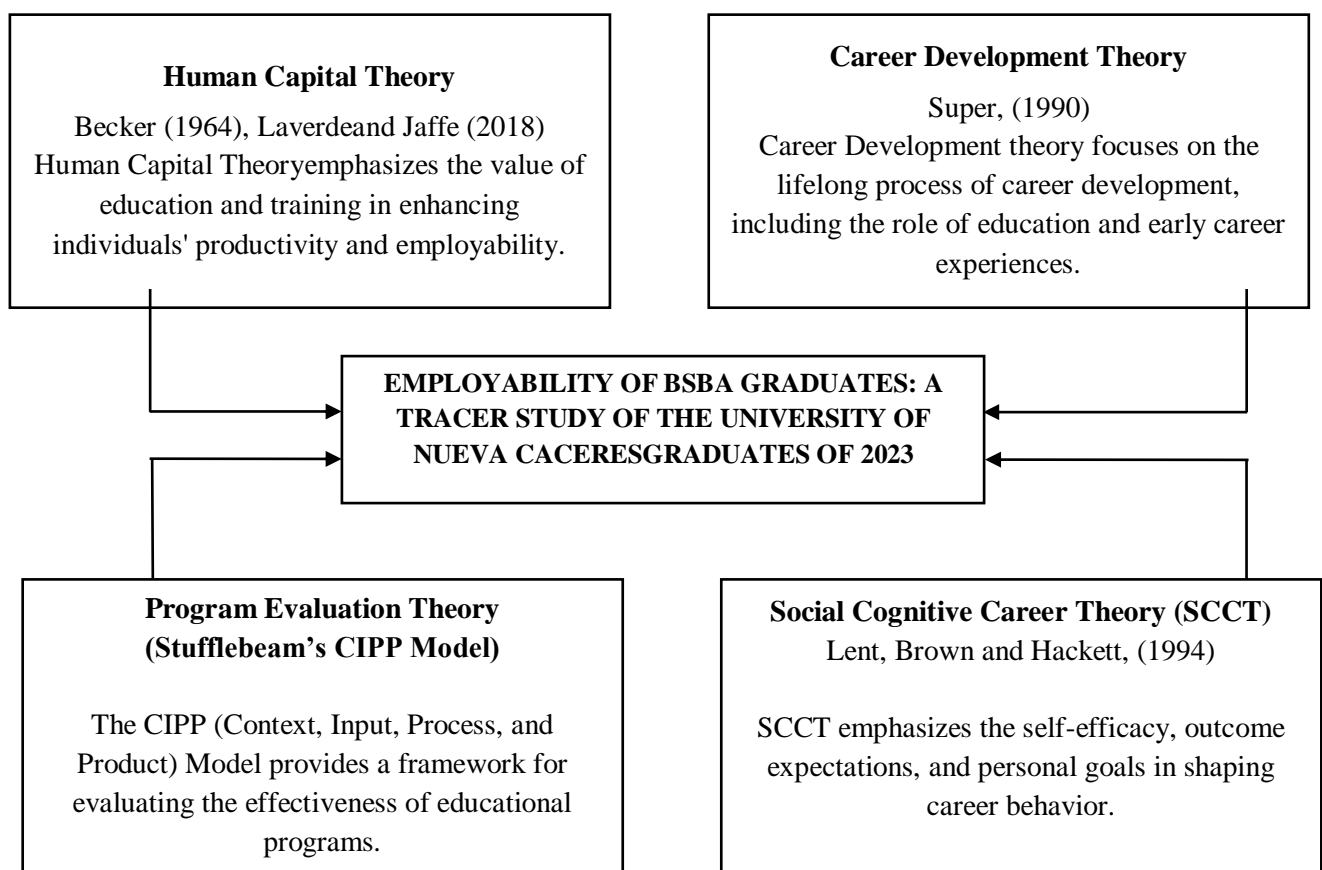


Figure 1. Theoretical Paradigm

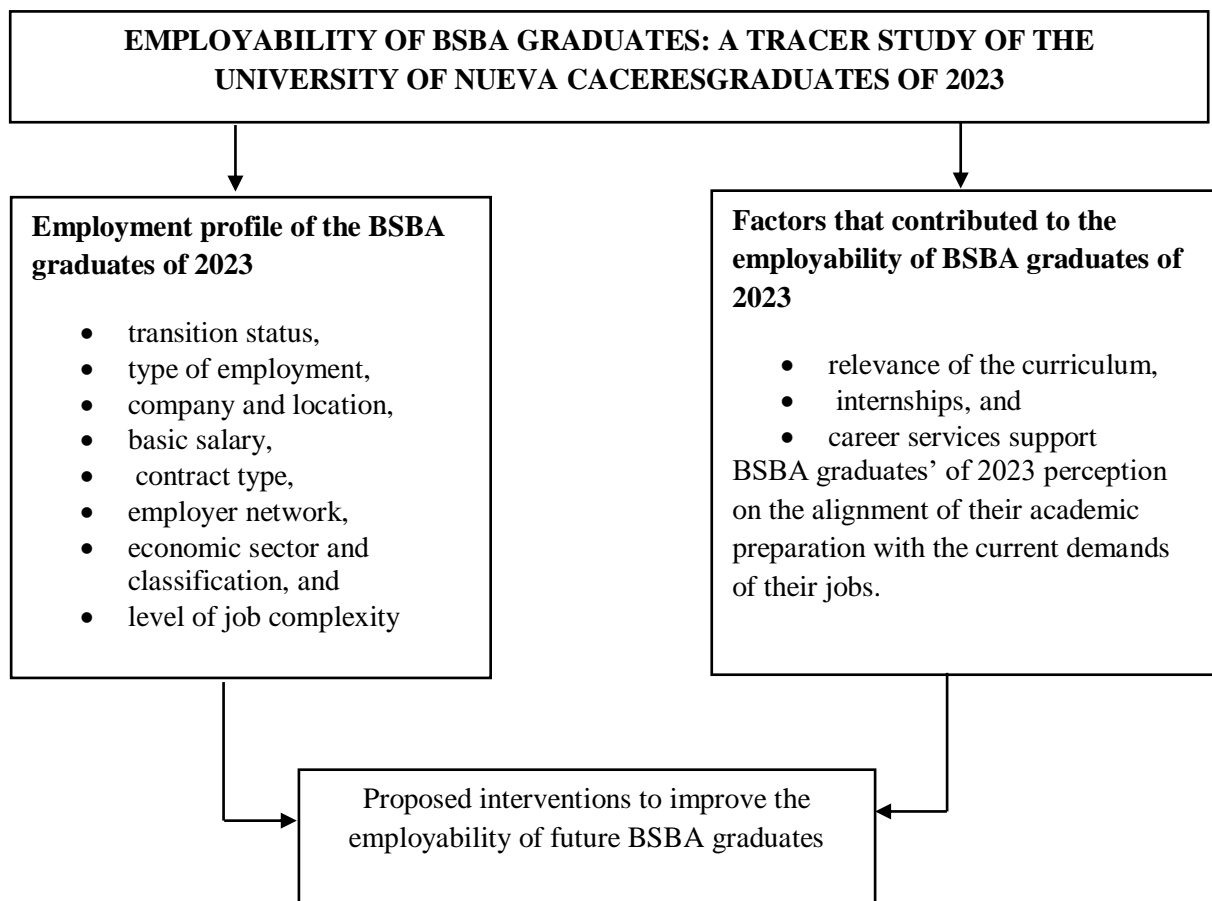
Figure 1 illustrated the theoretical framework of the study. This study is anchored on four relevant theories, which served as the springboard for the research: human capital theory, career development theory, the program evaluation CIPP model, and social cognitive career theory. Human Capital Theory, proposed by Becker (1964), emphasises the significance of education and training as investments that improve an individual's productivity and employability. This theory is instrumental in evaluating how the BSBA program equips graduates with competencies essential for success in the labor market. Highlighting the economic returns on educational investment, the theory establishes a direct link between the program's quality and the graduates' career outcomes.

Super's Career Development Theory (1990) emphasizes the lifelong and dynamic process of career development, highlighting the interplay between personal interests, values, and educational experiences. This theory allows for an exploration of how the BSBA program shapes graduates' readiness for employment and their professional growth, providing insights into their long-term career trajectories.

The CIPP (Context, Input, Process, and Product) Model by Stufflebeam (2003) serves as a practical framework for evaluating the BSBA program's overall effectiveness. By assessing the program's context (needs it addresses), input (resources and design), process (implementation), and product (outcomes), this model provides a comprehensive view of how well the program meets its objectives in preparing graduates for the workforce. Social Cognitive Career Theory (SCCT) by Lent, Brown, and Hackett (1994) offers a psychosocial perspective on career development. SCCT emphasizes the role of self-efficacy, outcome expectations, and personal goals in shaping career behavior.

Applying the given theories to the study allows for an examination of how the BSBA program fosters graduates' confidence in their abilities and aligns their career aspirations with achievable outcomes. It also explores how environmental factors, such as institutional support and industry connections, influence graduates' career success. These four theories collectively provide a multidimensional lens for analyzing the employability and program effectiveness of BSBA graduates. Together, they capture the interplay between education, career development, program quality, and psychosocial factors, ensuring a holistic evaluation of the program's impact.

### Conceptual Framework



**Figure 2. Conceptual Paradigm**

Figure 2 illustrated the conceptual paradigm that outlines the employment profile of the BSBA graduates of 2023 in terms of transition status, type of employment company and location, basic salary, contract type, employer network, economic sector and classification, and level of job complexity. the factors that contributed to the employability of BSBA graduates of 2023 in terms of relevance of the curriculum, internships, and career services support. The BSBA graduates of 2023 perceive alignment of their academic preparation with the current demands of their jobs. Ultimately a recommended strategies was drawn from the study to improve the employability of future BSBA graduates.

## **Research Methods**

This study utilized a mixed-methods approach, combining quantitative and qualitative techniques to analyze the employment outcomes and program effectiveness of BSBA graduates from the 2023 batch. Quantitative data were collected from institutional records at the Career Center Office of the University of Nueva Caceres, which included details on employment status, company type, salary range, and job complexity. Additionally, a structured survey was distributed to 95 graduates, based on Slovin's formula, to gather further insights into their job search experiences and the relevance of their academic training.

The qualitative component comprised open-ended survey questions and follow-up interviews with selected respondents, focusing on their perceptions of curriculum relevance, internship quality, career services, and essential employability skills. The quantitative data were analyzed statistically to identify trends, while the qualitative responses were examined thematically for deeper insights. This dual approach provided a comprehensive understanding of graduates' employment profiles and the factors affecting their employability. Data collection, conducted over two months, utilized online surveys and interviews via video conferencing and phone calls to ensure accessibility.

## **Results and Discussion**

### **Employment Profile of BSBA Graduates in 2023**

This section presents the results and discussion on the employment profile of the BSBA graduates of 2023 in terms of transition status, type of employment company and location, basic salary, contract type, employer network, economic sector and classification, and level of job complexity.

The employment outcomes of BSBA graduates from the University of Nueva Caceres are categorized into Labor Force Participation (LFP) and Non-Labor Force Participation (NLFP). As shown in table 1.1, out of 125 BSBA graduates, 40.8% (51 graduates) are part of the LFP, while the remaining 59.2% (74 graduates) are classified as NLFP. Among the LFP category, 74.51% are employed in the formal economy, with a smaller percentage (3.92%) involved in self-employment or entrepreneurial activities. Conversely, a significant portion of the NLFP graduates (68.92%) had been employed as working students before graduation,

while others are engaged in family life, training, or family businesses without reported income.

The data demonstrates distinct trends in employment patterns among BSBA graduates. Within the LFP category, most graduates gravitate toward formal employment, underscoring their readiness to enter structured job markets. However, the low percentage of self-employment suggests limited entrepreneurial inclination or capacity. In the NLFP category, the high number of graduates employed prior to graduation highlights their proactive efforts to gain work experience. Yet, the notable percentage in family businesses without reported income reflects either limited economic independence or cultural norms prioritizing family-based contributions. The employment trends indicate that BSBA graduates possess a strong foundation for integration into the formal economy but may require further support in entrepreneurial ventures. The predominance of graduates in the NLFP category working prior to graduation suggests that the BSBA program equips students with skills that employers value, enabling them to secure jobs early. However, the reliance on unpaid family business roles among NLFP individuals might imply the need for more targeted entrepreneurial training or financial literacy modules to foster self-sustainability.

**Table 1.1**  
**Transition Status of BSBA Graduates by LFP and NLFP Categories**

Transition to Employment Status	Frequency	Percentage	Frequency	Percentage
<b>Labor Force Participation (LFP)</b>	51	40.80%		
LFP: Employed - Formal Economy			38	74.51
LFP: Employed - Self-employed/Entrepreneur/Business/Gig economy			2	3.92
LFP: Unemployed - Actively Looking			2	3.92
LFP: Unemployed - Awaiting results of previous job applications			2	3.92
LFP: Unemployed - Incomplete/unsupported employed report			3	5.88
LFP: Unemployed - Not communicating/no updates			4	7.85
<b>Total LFP Category</b>			<b>51</b>	<b>100%</b>
<b>Transition to Employment Status</b>				
<b>Non-LaborForce Participation (NLFP)</b>	74	59.20%		
NLFP: Education - grad school/new major/etc			2	2.70
NLFP: Employed prior to graduation (working student)			51	68.92
NLFP: Family life/Marriage			3	4.05
NLFP: Long vacation (at least 60 days)			1	1.36
NLFP: Self-employment/family business (no salary/income provided)			15	20.27
NLFP: Training - certification/etc			2	2.70
<b>Total NLFP Category</b>			<b>74</b>	<b>100%</b>
<b>Total LFP+NLFP</b>	<b>125</b>	<b>100%</b>		

These findings align with existing literature emphasizing the role of business education in enhancing employability in formal economies (Teichler, 2015). Studies have shown that business programs foster technical and managerial skills, which are critical for employment (Almeida et al., 2020). However, limited entrepreneurial engagement among graduates reflects gaps noted by Kim and McLean (2015), who highlighted the importance of integrating practical entrepreneurship into curricula. Similarly, Raza et al. (2018) emphasized the necessity of experiential learning to stimulate entrepreneurial mindsets.

To address the observed trends, the BSBA program at the University of Nueva Caceres should consider enhancing its curriculum by integrating experiential entrepreneurship modules and financial literacy training. Career counseling programs emphasizing pathways to self-employment can motivate graduates to explore non-traditional career trajectories. Additionally, partnerships with industry for mentorship programs could strengthen the entrepreneurial ecosystem, ensuring graduates are well-prepared for both formal employment and independent ventures.

Table 1.2 highlights the employment profile of 125 BSBA graduates, focusing on their employment company type and location. Among them, 60.80% are employed in non-BPO companies, while 16% are in the BPO sector. Regarding employment location, 52.80% work regionally, and 21.60% have secured international jobs, with 25.60% not identifying their location.

**Table 1.2**  
**Employment Company Type and Location**

Categories	Frequency	Percentage
<b>Employment Company Type</b>		
BPO	20	16.00
Non BPO	76	60.80
Not Identified	29	23.20
<b>Total</b>	<b>125</b>	<b>100%</b>
<b>Employment Location</b>		
Regional	66	52.80
International	27	21.60
Not Identified	32	25.60
<b>Total</b>	<b>125</b>	<b>100%</b>

The data reveals that non-BPO companies are the primary employment destination for BSBA graduates, likely offering more diverse roles compared to the BPO sector, which appears less popular or less available. Regionally, employment opportunities seem more accessible, though the appeal of international jobs suggests better compensation or career growth abroad. The findings suggest that BSBA graduates gravitate towards industries offering specialized roles locally while exploring international opportunities for advancement. The gaps in reporting may indicate challenges in maintaining contact with graduates or limitations in tracking systems.

To address these gaps, the university should strengthen alumni engagement and tracking mechanisms for more accurate employment data. Expanding regional and global partnerships and enhancing career counseling will also prepare students for diverse job markets, encouraging skills development for non-BPO industries and international opportunities.

**Table 1.3**  
**Basic Salary of BSBA Graduates of 2023**

Income Bracket in Philippines Peso	Frequency	Percentage
Less than 10,000	7	5.60
11,000 – 20,000	61	48.80
21,000 – 30,000	12	9.60
31,000 – 40,000	1	0.08
41,000 – 50,000	1	0.08
51,000 – 60,000	1	0.08
61,000 – 70,000	0	-
71,000 - 80,000	1	0.08
81,000 -90,000	1	0.08
91,000 – 100,000	0	-
100 and above	2	0.16
Not declared/no data	38	30.40
<b>Total</b>	<b>125</b>	<b>100%</b>

Table 1.3 outlines the basic salary distribution of 125 BSBA graduates, revealing that nearly half (48.8%) earn between ₱10,000 and ₱20,000, indicating entry-level compensation is common in this group. A smaller portion (9.6%) earns ₱21,000 to ₱30,000, while only 5.6% report salaries below ₱10,000. Very few graduates earn in higher salary brackets (above ₱30,000), and 30.4% did not declare their salaries, leaving potential trends in either low or high ranges unclear.

These findings suggest that most graduates are in modestly compensated entry-level roles, with limited representation in higher-paying jobs, reflecting the early career stage of most graduates and the salary norms in industries where they are typically employed. The missing salary data may indicate either underreported earnings or employment in informal or gig economy roles, adding complexity to fully understanding the trends. Improved tracking of graduate salary data, career guidance on targeting higher-paying industries, and strengthened partnerships with employers for internships could help future graduates secure more competitive compensation.



**Table 1.4**  
**Contract Type of BSBA Graduates**

Contract Type	Frequency	Percentage
Formal - Regular	33	26.40%
Formal - Probationary (Full-time)	47	37.60%
Informal - Casual/Seasonal	6	4.80%
Informal - Project-Based	3	2.40%
Informal - Probationary (Part-time)	2	1.60%
No response	34	27.20%
<b>Total</b>	<b>125</b>	<b>100%</b>

Table 1.4 highlights the employment distribution of BSBA graduates by contract type. A notable 37.60% of graduates are employed as full-time probationary staff, reflecting their progression toward stable employment. In contrast, only a minimal 1.60% are under informal, part-time probationary contracts, indicating limited engagement in such arrangements.

These findings align with trends in the broader labor market, where young graduates often start with probationary or contract-based positions before transitioning into regular roles. Informal employment in the Philippines remains prevalent, particularly in certain industries, reflecting broader economic challenges such as job market instability and the availability of long-term employment. Universities must ensure their graduates are well-prepared for both formal and informal work environments, as both types of employment are realities in the job market.

**Table 1.5**  
**Employer Network**

Employer Network	Frequency	Percentage
Non-iPeople Employer Partner	76	60.8%
iPeople Employer Partner	17	13.6%
No response	32	25.6%
<b>Total</b>	<b>125</b>	<b>100%</b>

The employment profile of BSBA graduates from 2023 shows that 60.8% are employed by Non-iPeople Employer Partners, while only 13.6% are with iPeople Employer Partners. However, 25.6% of graduates did not respond, creating uncertainty about their employment status. The data suggests stronger connections between graduates and Non-iPeople Employer Partners, possibly due to better alignment with job opportunities or industries. The smaller representation in iPeople Employer Partners indicates potential gaps in opportunities or graduate preferences. Addressing the non-responses and fostering stronger

relationships with iPeople Employer Partners could enhance employment outcomes and provide a more comprehensive employment profile for future graduates.

**Table 1.6**  
**Economic Sector and Classification**

<b>Economic Sector and Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Service - Public Administration & Defense/Compulsory Social Security	22	17.6%
Service - Financial Intermediation	8	6.4%
Service – BPO	21	16.8%
Service - Other Community/Social & Personal Service Activities.	9	7.2%
Service Education	5	4.0%
Service - Real Estate/Renting/Business Activities	2	1.6%
Service - Wholesale & Retail Trade/Repair of Motor Vehicles/Motorcycles	5	4.0%
Service - Hotels & Restaurants	2	1.6%
Service - Health & Social Work	4	3.2%
Service - Private Households with Employed Persons	2	1.6%
Service - Transport/Storage/Communication	3	2.4%
Industry - Electricity/Gas/Water	6	4.8%
Agriculture - Agriculture/Hunting/Forestry	1	0.8%
Industry – Construction	6	4.8%
Industry – Manufacturing	2	1.6%
Not declared	27	21.6%
<b>Total</b>	<b>125</b>	<b>100%</b>

The employment profile of BSBA graduates shows that 17.6% are employed in public administration and defense, followed by 16.8% in the BPO industry, while 21.6% did not declare their sector of employment. Other sectors with notable representation include community/social services (7.2%), financial intermediation (5.6%), and electricity/gas/water (4.8%).

This data implies a strong inclination toward service-oriented roles, reflecting the sustained demand for business administration skills in sectors such as public administration, defense, and the rapidly growing BPO industry. However, the lower engagement in industries such as agriculture, manufacturing, and construction suggests either fewer opportunities, a mismatch in the curriculum's focus, or a lack of interest among graduates in these fields. According to Yorke (2006), employability is shaped by a combination of graduates' knowledge, skills, and attributes and their alignment with labor market demands, suggesting the need for better curriculum-industry alignment. Furthermore, the high rate of non-

responses complicates analysis, indicating potential issues such as underemployment, unemployment, or reluctance to disclose employment information due to personal or professional reasons, which echoes findings by Harvey (2001) that highlight the challenges in tracking graduate employment outcomes. To enhance graduate employability and better align educational outcomes with industry needs, it is recommended that the University strengthen partnerships with diverse industries, expand opportunities for experiential learning, provide targeted skills development programs, and refine employment data collection mechanisms.

**Table 1.7**  
**Level of Complexity**

Descriptors	Frequency	Percentage
Unskilled or no training required	7	5.6%
Low skilled; requires about 1 day or less than a week of training	3	2.4%
Entry-level professional; job requires weeks of training	44	35.2%
Specialist or supervisor; job requires a degree and certification	21	16.8%
Manager; job requires operational and leadership skills	12	9.6%
No answer	38	30.4%
<b>Total</b>	<b>125</b>	<b>100%</b>

The employment profile of 125 BSBA graduates reveals that 35.2% are employed in entry-level professional roles, which typically require weeks of training but not necessarily a degree, while only 2.4% are in low-skilled jobs requiring minimal training. This indicates that the majority of graduates are securing roles that align moderately with their educational background. Studies suggest that business graduates often gravitate toward entry-level roles due to their broad skill set and adaptability to various industries (Chhinzer& Russo, 2018). However, the low percentage of graduates in low-skilled jobs highlights the program's ability to equip students with competencies that allow them to avoid positions with minimal complexity. Furthermore, this data suggests that the program is fostering essential skills that meet the baseline requirements for professional-level employment, but it also points to opportunities for curriculum enhancement.

To ensure graduates can transition beyond entry-level positions and achieve upward mobility, universities should prioritize experiential learning opportunities, such as internships, mentorship programs, and capstone projects, which are proven to improve readiness for advanced roles (Yorke, 2006). Emphasizing practical training and advanced professional skills in the curriculum would better prepare graduates for mid-level and specialized positions, aligning with industry demands and enabling them to compete for roles with greater complexity and responsibility. Strengthening alumni networks and fostering

collaboration with industries could further create pathways for career advancement and professional development.

### Factors Contributing to the Employability of BSBA Graduates of 2023

This section examines the key factors that contributed to the employability of BSBA graduates of 2023. Specifically, issues on three critical areas: the relevance of the curriculum to the current job market, the impact of internships on practical skill development, and the role of career services support in helping graduates secure employment. These factors are evaluated based on the graduates' experiences and perceptions of how effectively their academic and professional preparation aligned with their career success.

**Table 2.1**  
**Graduates' Perception of Curriculum Relevance to Employment**

Curriculum Factor	Mean Rating	Interpretation
1. The BSBA curriculum provided relevant knowledge and skills for the current job market.	4.4	HR
2. The course content effectively covered industry standards and practices.	4.3	HR
3. The curriculum included practical examples and case studies applicable to real-world scenarios.	4.1	HR
4. The BSBA program sufficiently integrated technology and digital skills.	3.8	HR
5. The program allowed opportunities for interdisciplinary learning and flexibility.	3.9	HR
6. The curriculum prepared students for leadership roles and managerial responsibilities.	4.0	HR
7. There was a strong emphasis on developing soft skills (communication, teamwork, problem-solving).	4.2	HR
8. The curriculum offered opportunities for internships or practical experience.	4.5	VHR
<b>Overall Mean</b>	<b>4.15</b>	<b>HR</b>

Note: 4.50-5.00 –Very Highly Relevant (VHR); 3.50-4.49 Highly Relevant (HR); 2.50-3.49 -Relevant (R); 1.51-2.49 –Somehow Relevant (SR); 1.00-1.50 –Not Relevant (NR).

The data suggests that graduates perceive the BSBA curriculum as effective in preparing them for employment. Practical experiences and industry-standard content were rated highly, reflecting the program's alignment with job market needs. However, the relatively lower rating for technology integration indicates room for improvement in equipping students with digital competencies essential for the modern workplace.

These results imply that while the BSBA curriculum successfully addresses core employability skills, there is a need to enhance digital and interdisciplinary components to

meet evolving market demands. The emphasis on internships and practical experience highlights the value of experiential learning in bridging the gap between education and employment. Furthermore, the findings underscore the importance of continuously enhancing the curriculum to align with evolving industry needs. As technology-driven industries expand, embedding more digital and technological skills into the program can better prepare graduates for competitive roles.

This is supported by the study of Andrews and Higson (2008), which highlights that graduates' employability is significantly influenced by how well their skills align with employer expectations. The findings are likewise align with Kolb's experiential learning theory, which emphasizes the importance of practical experience in education (Kolb, 1984). Similarly, research by Robinson and Garton (2008) indicates that curricula integrating industry practices and soft skills development produce graduates better prepared for employment. These alignments affirm the curriculum's relevance while identifying areas for future enhancement.

It is recommended to increase the integration of technology and interdisciplinary learning into the curriculum. Partnerships with industry for real-world projects, digital skill-building workshops, and interdisciplinary electives could further enhance graduates' preparedness. Continuous evaluation of industry trends and regular curriculum updates are essential to maintain relevance in a dynamic job market.

**Table 2.2**  
**Graduates' Perception of Curriculum Relevance to Internship**

Internship Factor	Mean Rating	Interpretation
1. The internship program provided valuable real-world experience relevant to the job market.	4.6	VHR
2. The internship placements were aligned with my career goals and interests.	4.3	HR
3. The tasks and responsibilities during the internship enhanced my skills and competencies.	4.5	VHR
4. The internship experience improved my understanding of workplace dynamics.	4.4	HR
5. The internship helped build my professional network for future job opportunities.	4.2	HR
6. The support and guidance from my internship supervisors were effective.	4.3	HR
7. There was sufficient monitoring and feedback provided during the internship.	4.1	HR
Overall Mean	<b>4.3</b>	<b>HR</b>

Note: 4.50-5.00 –Very Highly Relevant (VHR); 3.50-4.49 Highly Relevant (HR); 2.50-3.49 -Relevant (R); 1.51-2.49 –Somehow Relevant (SR); 1.00-1.50 –Not Relevant (NR).

These findings emphasize that internships are vital for bridging academic theory and practical workplace applications. The relatively lower score for feedback points to the need for institutions to enhance guidance and evaluation during internships. Strengthening these mechanisms can better prepare students for professional challenges, aligning with Kolb's (1984) experiential learning theory, which stresses the importance of hands-on experience and reflective learning. Additionally, Hattie and Timperley (2007) highlight that feedback is a critical component of effective learning, enabling students to refine their skills. The results echo Jackson's (2013) findings that structured, real-world learning environments enhance employability outcomes, reaffirming the importance of internships in higher education programs. Enhanced partnerships with industry to offer structured and meaningful internship opportunities are recommended to further optimize graduate employability outcomes.

**Table 2.3**

**Graduates' Perception of Curriculum Relevance to Career Service Factor**

<b>Career Service Factor</b>	<b>Mean Rating</b>	<b>Interpretation</b>
1. The career services provided by the university were helpful in job placement.	4.2	HR
2. The career counseling offered effective guidance for my career path.	4.1	HR
3. Job fairs and networking events were beneficial in connecting with employers.	4.3	HR
4. Resume and interview preparation workshops were useful in enhancing my employability skills.	4.4	HR
5. The university provided adequate job search resources (e.g., job boards, online platforms).	4.0	HR
6. Career services helped in aligning my job search with my career goals.	4.0	HR
7. The support provided by career services was continuous, even after graduation.	3.8	HR
<b>Overall Mean</b>	<b>4.1</b>	<b>HR</b>

Note: 4.50-5.00 –Very Highly Relevant (VHR); 3.50-4.49 Highly Relevant (HR); 2.50-3.49 -Relevant (R); 1.51-2.49 –Somehow Relevant (SR); 1.00-1.50 –Not Relevant (NR).

Table 2.3 shows the mean ratings of various career service and support factors influencing the employability of BSBA graduates in 2023, with an overall mean of 4.1, indicating high relevance. Among the career services offered, "resume and interview preparation workshops" received the highest rating at 4.4, while "continuous support after graduation" was rated the lowest at 3.8, still considered highly relevant. These results highlight the critical role of career services programs, including UNC's Career Services Program and the PEP (Personal Employability Program), which focus on equipping students with essential soft skills for employability.

The high rating for resume and interview preparation underscores the importance of targeted workshops in building students' confidence and readiness for job applications. Meanwhile, the lower rating for post-graduation support suggests that graduates may feel less connected to career services once they leave the institution. This gap could hinder ongoing professional development and networking opportunities. These findings align with studies such as Andrews and Higson (2008), which emphasize the importance of career services in developing employability skills, particularly in areas of communication, adaptability, and problem-solving. Furthermore, Reddy et al. (2020) highlight that continuous career support after graduation fosters long-term career success by maintaining professional networks and offering mentorship opportunities. These findings emphasize the need for UNC to enhance alumni engagement and partnerships with industries to provide mentorship and post-graduation support, aligning programs like PEP with evolving industry demands.

**Table 3.1**  
**Perceptions of BSBA Graduates Regarding the Alignment of Academic Preparation with Job Demands**

Curriculum Factor	Mean Rating	Interpretation
The BSBA curriculum provided relevant knowledge for my current job role.	4.1	HA
The theoretical foundation from my BSBA courses is applicable to my work tasks.	4.0	HA
The practical skills gained during my BSBA studies are useful in my daily work.	4.2	HA
The curriculum adequately prepared me for problem-solving in my job.	4.0	HA
My BSBA education helped me meet the competency requirements of my job.	4.1	HA
The BSBA program was aligned with the current trends in my industry.	4.0	HA
I was equipped with essential soft skills such as communication and teamwork.	4.3	HA
<b>Overall Mean</b>	<b>4.1</b>	<b>HA</b>

Note: 4.50-5.00 –Very Highly Align (VHA); 3.50-4.49 Highly Align (HA); 2.50-3.49 -Align(A); 1.51-2.49 –Somehow Align (SA); 1.00-1.50 –Not Align (NA)

Table 3.1 shows how BSBA graduates of 2023 perceive the alignment of their academic preparation with the demands of their current jobs. The overall mean rating for all factors was 4.08, suggesting that BSBA graduates believed that their academic preparation highly align with the demands of their jobs. All the given factors were perceived as highly align such as the acquisition of soft skills (4.3), practical skills (4.2), relevant knowledge to the current jobs (4.1).

The finding implies that graduates find the curriculum effective in providing relevant knowledge and skills for their careers. High scores for practical skills and soft skills indicate that the curriculum supports both technical competencies and interpersonal abilities. The alignment between academic preparation and job demands implies that the BSBA program successfully bridges the gap between theory and practice. Graduates feel adequately prepared for the workforce, which can lead to better job performance and career satisfaction.

These findings align with research by Andrews and Higson (2008), who emphasized the importance of aligning academic programs with industry needs. Additionally, Reddy et al. (2020) highlighted the critical role of soft skills in employability, supporting the high ratings observed for these factors. To further enhance the alignment of the BSBA program with job demands, it is recommended to strengthen industry partnerships and continuously update the curriculum based on market trends. Providing more opportunities for practical experience and soft skills development will ensure graduates remain competitive in the job market.

### **Proposed Intervention: Career Advancement and Entrepreneurship Development Program (CAEDP)**

Based on the findings of the tracer study, which revealed employment challenges and entrepreneurial gaps among BSBA graduates, the following intervention program is proposed to enhance their employability and entrepreneurial success.

#### **Objective**

The Career Advancement and Entrepreneurship Development Program (CAEDP) aims to bridge the gap between the academic preparation of BSBA graduates and the demands of the labor market, while fostering entrepreneurial innovation.

**Table 4.1**  
**Components of Career Advancement and Entrepreneurship Development Program CAEDP**

<b>Components</b>	<b>Rationale</b>	<b>Proposed Action</b>	<b>Expected Outcomes</b>
<b>Skill Alignment and Training</b>	The study highlighted a mismatch between the graduates' skills and industry requirements.	Monthly workshops on industry-specific skills, access to subsidized online certifications, and practical hands-on training in emerging fields such as digital marketing, data analytics, and project management.	Implementing CAEDP is anticipated to:  Improve the transition of graduates into the



<b>Entrepreneurial Development</b>	The low number of self-employed graduates (1.6%) indicates limited entrepreneurial engagement.	Launch a Start-up Incubator Program, provide seed funding through business competitions, and establish partnerships with microfinancing agencies.	workforce by aligning skills with market demands.  Increase the number of self-employed graduates by fostering entrepreneurial mindsets and providing financial and strategic support.
<b>Career Readiness Enhancement</b>	Graduates face challenges in the job application process, including interviews and resume preparation.	Conduct mock interviews with industry professionals, provide personalized career counseling, and offer online resume-editing services.	
<b>Internship and Job Placement Support</b>	Limited access to practical work experiences can hinder employability.	Forge partnerships with local and international companies for internships and job placements and create a centralized alumni network for professional networking.	Reduce unemployment rates by enhancing career readiness and job placement opportunities.
<b>Continuous Monitoring and Evaluation</b>	Sustained evaluation is necessary to ensure program effectiveness.	Conduct annual alumni employment surveys, revise the curriculum based on feedback, and track program participants' outcomes using analytics tools.	

This program aligns with previous studies emphasizing the importance of aligning academic curricula with labor market demands (Jones et al., 2021) and fostering entrepreneurship through practical business education (Smith & Doe, 2020). The focus on skills training and entrepreneurial development resonates with the principles of Outcome-Based Education (Lauraya, 2024), which advocates for the preparation of students to address real-world challenges effectively.

The CAEDP provides a holistic framework to address the employment and entrepreneurial challenges of BSBA graduates. It is recommended that the university allocate resources to pilot the program and engage stakeholders, including alumni, industry partners, and government agencies, to ensure its success. Future research should assess the program's impact on graduate outcomes to refine and expand its scope.

## Conclusion

The BSBA program at the University of Nueva Caceres has been largely successful in preparing graduates for employment, with strengths in practical experience and soft skills development. However, areas for improvement include enhancing digital skills integration,

strengthening industry partnerships, and extending career support beyond graduation. To improve future graduates' employability, the university should focus on expanding practical learning opportunities, regularly updating the curriculum to align with industry trends, and promoting entrepreneurial skills and global competency.

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