



Tracer Study of BSBA-Marketing Management & BS Entrep Graduates Batch 2023 of Nueva Ecija University of Science and Technology –Atate Campus, Palayan City

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Abstract— This tracer study assessed the employability of BSBA-Marketing Management and BS Entrepreneurship graduates from NEUST-Atate Campus. A descriptive research design with total enumeration was employed to survey all 87 graduates of 2023. Key findings include high employment rates for both programs, with 64.29% of BSBA-MM and 76.47% of BS Entrepreneurship graduates employed. Most graduates secured jobs through personal connections and direct applications, primarily in marketing, sales, and logistics roles. While BS Entrepreneurship graduates are more likely to hold managerial positions, both groups generally have similar earning potential. Graduates possess strong skills in communication, human relations, critical thinking, and information technology, and are satisfied with their training, particularly in communication skills. However, challenges were limited job opportunities and inadequate job experience. To enhance employability, recommendations include strengthening career services, updating the curriculum to align with industry trends, and fostering strong industry partnerships. These measures aim to better prepare graduates for the workforce and address the evolving demands of the job market.

Keywords— Tracer Study, Marketing Management, Entrepreneurship, NEUST Atate Campus

I. INTRODUCTION

Tracer studies are an important link between academic institutions and their alumni, offering helpful insights into graduates' career experiences. In keeping to the mandates of the Commission on Higher Education (CHED), this tracer research focuses on BSBA Marketing Management and BS Entrep graduates who, with pride, completed their degrees in the year 2023 in Nueva Ecija University of Science and Technology – Atate Campus.

The study delves into vast ranges of the graduates' experiences in terms of their employment status, skills assessment, and valuable suggestions for improvement. An effective approach for ascertaining the whereabouts and performance of graduates in the workplace is a graduate tracer study (Cuadra, Lijuera & Aure, Ma & Gonzaga, Gretchen, 2019). Also, academic institutions are required to monitor their graduates' performance to establish responsibility and whether or

whether the individual has benefited from their programs, either the organization or the nation (Hazaymeh & Dela Peña, 2017).

In the first part, an account is given of the employment status of the BSBA and BS Entrep graduates. The jobs they are currently engaged in, their work positions, and salaries are indicated. Problems encountered in relation to their careers and whether these roles fit with what they had studied are also included. In part two, their level of application of those skills is also examined with particular emphasis to the quality of training they received while at the campus. In part 3, graduates provide their useful comments on strategies to enhance employability and curriculum quality.

The use of a tracer study remains true to the mandate of both NEUST and CHED to provide better learning in the Philippines. A study of the career options taken up by graduates who took their Bachelor of Science

in Business Administration major in Marketing management and BS Entrepreneurship at the Atate Campus of Nueva Ecija University of Science and Technology is presented herein. This shows the will of the university to equip its students with skills that will help them continue in their careers.

II. RESEARCH PROBLEM

This tracer study seeks to comprehensively assess the employability of BSBA-MM and BS Entrep graduates from NEUST-Atate Campus, focusing on these dimensions:

1. Describe the status of the BSBA-MM and BS Entrep 2023 graduates in terms of:
 - 1.1 Employment;
 - 1.2 Reason for Unemployment;
 - 1.3 Present occupation;
 - 1.4 Present job position;
 - 1.5 Gross monthly earnings in present job;
 - 1.6 Number of Months/Years Before Getting the First Job;
 - 1.7 Method of First Job Acquisition;
 - 1.8 Difficulties Encountered in Looking for their First Job;
 - 1.9 Nature of Present Job with the Course Taken;
 - 1.10 Length of Service with the Present Company; and
 - 1.11 Reason for Staying with Present Job;
2. Describe the skills utilization and training assessment of the graduates in their current position;
3. Identify the graduates' feedback and suggestions regarding strategies to enhance employability and curriculum quality;
4. Propose recommendations for improving Graduates' Career Advancement and Employability in the programs.

III. METHODOLOGY

The research design used in this study is a descriptive research approach with a total enumeration

Table 1. Frequency Counts and Percentage Distribution as to Employment Status

Employment Status	BSBA-MM		BS Entrep		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Employed	45	64.29%	13	76.47%	58	66.67%
Unemployed	22	31.43%	3	17.65%	25	28.74%
Not traced	3	4.29%	1	5.88%	4	4.60%
Total	70	100%	17	100.00%	87	100.00%

sampling technique. Descriptive research aims to systematically describe and present an accurate representation of the characteristics, behaviors, and experiences of a specific group or population (Kim, H., Sefcik, J. S., & Bradway, C., 2017). The accurate description of reality is a methodical approach to information gathering (Lans, W., & Van der Voordt, DJM, 2002). In this case, the study focuses on describing the employment status, skills utilization, feedback, and suggestions of the graduates of 2023.

Total enumeration, also known as a census or complete enumeration, is a sampling technique where data is collected from the entire population of interest rather than from a subset or sample. In this study, all 87 graduates (BSBA-MM with 70 graduates and BS Entrep with 17 graduates) from the target population were included as respondents. This approach ensures that every member of the population is represented, eliminating the need for statistical sampling and allowing for a comprehensive examination of the entire group.

The data collection methods included the distribution of a survey questionnaire to all participants and individual interviews with some respondents to gather additional qualitative insights. The utilization of survey questionnaires allow for a quantitative methods approach, enabling the collection of the data needed.

The collected data were analyzed by tabulating the survey responses and presenting the results in tables. A Likert scale was used for questions that required respondents to rate their opinions or experiences. Mean and percentage calculations were employed as statistical measures to analyze specific items in the dataset, providing a quantitative summary of the graduates' responses.

IV. RESULTS AND DISCUSSION

I. Status of the BSBA Marketing Management and BS Entrep graduates

1.1 Employment Status

Data presented reveals that the majority of graduates in BSBA Marketing Management and BS Entrepreneurship are employed. 64.29% for BSBA-MM, 76.47% for BS Entrep, and on average 66.67%. But there is still an issue about unemployment, 31.43% for BSBA-MM, 17.65% for BS Entrep, averaging 28.74%. The higher employment rate among BS Entrep graduates

suggests that their entrepreneurial training may provide a competitive advantage in the job market. Strengthening career support, enhancing entrepreneurship education, and building industry linkages are recommended to improve graduate outcomes.

1.2 Reason for Unemployment

Table 2. Frequency Counts and Percentage Distribution as to Reason for Unemployment

Reason for Unemployment	BSBA-MM		BS Entrep		Total	
	f	%	f	%	f	%
Advance or further study	1	4.55%			1	4.00%
Family concern and decided not to find a job	6	27.27%	2	66.67%	8	32.00%
Health-related reason (s)	1	4.55%			1	4.00%
Lack of work experience	3	13.64%			3	12.00%
No job opportunity	8	36.36%	1	33.33%	9	36.00%
Did not look for a job	2	9.09%			2	8.00%
As SK Chairperson	1	4.55%			1	4.00%
Total	22	100%	3	100.00%	25	100%

The table breaks down the reasons for unemployment of BSBA-MM and BS Entrepreneurship graduates. "No job opportunity" was the most common reason for unemployment in both groups (36.36% and 33.33%, respectively). Other significant reasons included "family concern and decided not to find a job" (27.27% and 66.67%) and "lack of work experience" (13.64% and 12.00%). Interestingly, though, a higher percentage of BS

Entrepreneurship graduates were found to be unemployed due to "advance or further study" (66.67% compared to 4.55% for BSBA-MM graduates). Overall, the data suggests that both have problems in finding employment as lack of job opportunities proved to be the major obstruction.

1.3 Present Occupation

Table 3. Frequency Counts and Percentage Distribution as to Present Occupation

Present Occupation	BSBA-MM		BS Entrep		Total	
	f	%	f	%	f	%
Banking, Finance, Insurance	7	15.56%	4	30.77%	11	18.97%
Marketing, Sales, Logistics	18	40.00%	4	30.77%	22	37.93%
Services	5	11.11%	1	7.69%	6	10.34%
Business Process Outsourcing	1	2.22%	2	15.38%	3	5.17%
Industrial/Manufacturing	1	2.22%	1	7.69%	2	3.45%
Government and Quasi-government	6	13.33%	1	7.69%	7	12.07%
Food Business	1	2.22%			1	1.72%
Health and Social Works	1	2.22%			1	1.72%
Hotels and Restaurants	2	4.44%			2	3.45%
Academe	1	2.22%			1	1.72%
Telecom/Communications	2	4.44%			2	3.45%
Total	45	100%	13	100.00%	58	100%

The table shows the present occupations of BSBA-MM and BS Entrepreneurship graduates. The most common occupation for both groups is in Marketing, Sales, and Logistics (40% and 30.77%, respectively). Banking, Finance, and Insurance is also a popular choice (15.56% and 30.77%). A significant number of graduates

are working in Services (11.11% and 7.69%). The remaining occupations have a smaller percentage of graduates. Overall, the data suggests that both groups find employment in a variety of fields, with Marketing, Sales, and Logistics being the most popular choice.

1.4 Present Job Position

Table 4. Frequency Counts and Percentage Distribution as to Present Job Position

Present Job Position	BSBA-MM		BS Entrep		Total	
	f	%	f	%	f	%
Managerial	1	2.22%	4	30.77%	5	8.62%
Supervisory	3	6.67%		0.00%	3	5.17%
Rank- and –file	37	82.22%	6	46.15%	43	74.14%
Self-employed/Owner/co-owner	4	8.89%	3	23.08%	7	12.07%
Total	45	100%	13	100.00%	58	100%

The table shows the present job positions of BSBA-MM and BS Entrepreneurship graduates. The majority of both groups hold rank-and-file positions (82.22% and 46.15%, respectively). A significant number of BS Entrepreneurship graduates are self-employed or own/co-own businesses (23.08%), while only 8.89% of BSBA-MM graduates are in this category. Managerial positions are held by 2.22% of BSBA-MM graduates and

30.77% of BS Entrepreneurship graduates. Supervisory positions are held by 6.67% of BSBA-MM graduates, while no BS Entrepreneurship graduates hold this position. Overall, the data suggests that BS Entrepreneurship graduates are more likely to be self-employed or hold managerial positions compared to BSBA-MM graduates.

1.5 Gross Monthly Earnings in Present Job

Table 5. Frequency Counts and Percentage Distribution as to Gross Monthly Earnings in Present Job

Gross Monthly Earnings in Present Job	BSBA-MM		BS Entrep		Total	
	f	%	f	%	f	%
Below P 5,000.00						
P 5,000.00 to less than P 10,000.00	15	33.33%	5	38.46%	20	34.48%
P 10,000.00 to less than P 15,000.00	16	35.56%	2	15.38%	18	31.03%
P 15,000.00 to less than P 20,000.00	8	17.78%	4	30.77%	12	20.69%
P 20,000.00 to less than P 25,000.00	4	8.89%	2	15.38%	6	10.34%
P 25,000.00 and above	2	4.44%		0.00%	2	3.45%
Total	45	100%	13	100.00%	58	100%

The table depicts gross monthly earnings of BSBA-MM and BS Entrepreneurship graduates in their present occupations. Most of the individuals both in BSBA-MM and BS Entrepreneurship falls between P5,000.00 and P10,000.00 monthly earners with 33.33% and 38.46%, respectively. Between P10,000.00 to P15,000.00, the group under BSBA-MM was still significantly represented at 35.56%, but smaller groups of BS Entrepreneurship individuals were found to obtain above P15,000.00. Overall, the data reveals that both

groups have approximately the same earning potential. Most of them earn within the lower to middle income range.

1.6 Number of Months/Years Before Getting the First Job

Table 6. Frequency Counts and Percentage Distribution as to number of months/years before getting the first job

Number of Months/Years Before Getting the First Job	BSBA-MM		BS Entrep		Total	
	f	%	f	%	f	%
1-3 months	16	35.56%	9	69.23%	25	43.10%
4-6 months	10	22.22%	1	7.69%	11	18.97%
7-9 months	3	6.67%	2	15.38%	5	8.62%
10-12 months	7	15.56%		0.00%	7	12.07%
more than 1 year but less than two years	9	20.00%	1	7.69%	10	17.24%
Total	45	100%	13	100.00%	58	100%

The table shows the number of months or years it took BSBA-MM and BS Entrepreneurship graduates to land their first job. Both groups had a similar distribution, with most graduates finding employment within the first three months (43.10% and 69.23%, respectively). However, a higher percentage of BS Entrepreneurship graduates secured jobs within the first three months

compared to BSBA-MM graduates. For both groups, the number of months to secure employment decreased as the time frame increased. A significant proportion of both groups found jobs within the first year, with only a small percentage taking more than a year but less than two years to find their first job.

1.7 Method of First Job Acquisition

Table 7. Frequency Counts and Percentage Distribution as to Method of First Job Acquisition

Method of First Job Acquisition	BSBA-MM		BS Entrep		Total	
	f	%	f	%	f	%
recommended by someone	19	42.22%	5	38.46%	24	41.38%
as walk-in applicant	13	28.89%	7	53.85%	20	34.48%
information from friends	3	6.67%			3	5.17%
family business	1	2.22%			1	1.72%
job fair	2	4.44%	1	7.69%	3	5.17%
response to an advertisement	1	2.22%			1	1.72%
arranged by school's placement services	1	2.22%			1	1.72%
absorbed by the company with OJT	1	2.22%			1	1.72%
job online platforms / jobstreet	3	6.67%			3	5.17%
Public Employment Service Office (PESO)	1	2.22%			1	1.72%
Total	45	100%	13	100.00%	58	100%

The table shows the methods through which BSBA-MM and BS Entrepreneurship graduates acquired their first jobs. For both groups, the most common method was being recommended by someone (42.22% and 38.46%, respectively). Another significant method was applying as a walk-in applicant (28.89% and 53.85%). Other methods, such as information from friends, family business, job fairs, responses to advertisements, school placement services, company absorption with OJT, online platforms, and PESO, were used by a smaller percentage of graduates from both groups. Overall, the data suggests

that personal connections and direct applications were the most effective methods for both groups to secure their first jobs.

1.8 Difficulties Encountered in Looking for their First Job



Table 8. Frequency Counts and Percentage Distribution as to Difficulties Encountered in Looking for Their First Job

Difficulties Encountered in Looking for their First Job	BSBA-MM		BS Entrep		Total	
	f	%	f	%	f	%
few job vacancies	18	40.00%	2	15.38%	20	34.48%
inadequate experience	12	26.67%	2	15.38%	14	24.14%
low compensation offer	3	6.67%		0.00%	3	5.17%
mismatch of educational qualifications	4	8.89%	1	7.69%	5.0	8.62%
passing the pre-employment interview					0.0	0.00%
lack of skills/competencies			1	7.69%	1.0	1.72%
low opportunity for advancement			1	7.69%	1.0	1.72%
personality factors	4	8.89%			4.0	6.90%
passing the pre-employment exam	2	4.44%			2.0	3.45%
not meeting paper requirements	2	4.44%	1	7.69%	3.0	5.17%
No previous job			5	38.46%	5.0	8.62%
Total	45	100%	13	100.00%	58	100%

The table shows that the major challenges that BSBA-MM and BS Entrepreneurship graduates faced in finding their first job were limited job vacancies (40% and 15.38%, respectively) and lack of experience (26.67% and 15.38%). Other challenges that both groups faced included low compensation offers, mismatched educational

qualifications, and passing pre-employment interviews. These findings suggest that both groups need to focus on gaining relevant experience and developing strong skills to increase their employability and overcome these obstacles.

1.9 Nature of their Present Job with the Course they Finished

Table 9. Frequency Counts and Percentage Distribution as to Nature of their Present Job with the Course they Finished

Nature of Present Job with the Course they Finished	BSBA-MM		BS Entrep		Total	
	f	%	f	%	f	%
Completely related	20	44.44%	1	7.69%	21	36.21%
Somehow related	18	40.00%	8	61.54%	26	44.83%
Not related at all	7	15.56%	4	30.77%	11	18.97%
Total	45	100%	13	100.00%	58	100%

The table shows a gap between what the current job is and the course completed for both BSBA-MM and BS Entrepreneurship graduates. Indeed, while a big share of BSBA-MM graduates (44.44%) was in completely related jobs, a bigger percentage of BS Entrepreneurship graduates (61.54%) had somehow related jobs to their course. Interestingly, a large proportion of the graduates from both programs (15.56% and 30.77%, respectively)

are engaged in non-degrees-related employment, which implies that a good portion of the graduates are perhaps not applying their academic knowledge satisfactorily in their jobs.

1.10 Length of Service with the Present Company

Table 10. Frequency Counts and Percentage Distribution as to Length of Service with the Present Company

Length of Service with the Present Company	BSBA-MM		BS Entrep		Total	
	f	%	f	%	f	%
1-3 months	4	8.89%	1	7.69%	5	8.62%
4-6 months	11	24.44%	2	15.38%	13	22.41%
7-9 months	10	22.22%	2	15.38%	12	20.69%
10-12 months	8	17.78%	2	15.38%	10	17.24%
more than 1 year but less than 2 years	10	22.22%	6	46.15%	16	27.59%
more than 2 years but less than 3 years	2	4.44%			2	3.45%
Total	45	100%	13	100.00%	58	100.00%

The table shows that there is a difference in the service length with the current company between BSBA-MM and BS Entrepreneurship graduates. The percentage of longer service tenure among BS Entrepreneurship graduates is higher, at 46.15% who have served for more than a year but less than two years. Meanwhile, BSBA-MM graduates are more spread out in the length of service, with no single category dominating. This means that the BS Entrepreneurship graduates are likely to be more retentionist with their existing employers than the BSBA-MM graduates.

The data shows a diverse range of length of service among NEUST BSBA Marketing Management

graduates in Palayan City with their current employers. 1-3 months: A quarter of the graduates (25%) have been with their present companies for a relatively short period of 1 to 3 months. This suggests that a portion of the graduates recently joined their current employers. Another 25% of the graduates have a slightly longer length of service, ranging from 4 to 6 months. This indicates that a similar proportion of graduates have been in their current jobs for a bit longer but still within the first half-year of employment. While a portion has relatively shorter tenure, others have gained more extended experience, indicating different stages in their professional careers.

1.11 Reason for Staying with Present Job

Table 11. Frequency Counts and Percentage Distribution as to Reason for Staying with Present Job

Reason for Staying with Present Job	BSBA-MM		BS Entrep		Total	
	f	%	f	%	f	%
Good salary	8	17.78%	4	8.89%	12	20.69%
Good relationship with coworkers	11	24.44%	5	11.11%	16	27.59%
Career challenge	4	8.89%			4	6.90%
Job enjoyment	5	11.11%			5	8.62%
Proximity to residence						
Good management	2	4.44%	1	2.22%	3	5.17%
Stable company	1	2.22%			1	1.72%
Related to course or program study	1	2.22%			1	1.72%
Family influence	1	2.22%			1	1.72%
To gain experience	12	26.67%	3	6.67%	15	25.86%
Total	45	100%	13	100.00%	58	100.00%

The table reveals that good salary and good relationships with coworkers are the primary reasons for staying with the present job for both BSBA-MM and BS Entrepreneurship graduates. While BSBA-MM graduates prioritize good relationships more (24.44%), BS Entrepreneurship graduates are more likely to stay due to

good salary (17.78%). Other factors such as job enjoyment, proximity to residence, and stable company also play a role, although to a lesser extent. Interestingly, a significant number of BSBA-MM graduates (26.67%) stay to gain experience, indicating a focus on career development.

II. Skills Utilization and Training Assessment of the Graduates in their Position

2.1 Extent of Use of Different Skills to Present Job of the Respondents

Table 12. Extent of Use of Different Skills to Present Job of the Respondents

Skills	BSBA-MM		BS Entrep	
	WM	VD	WM	VD
Communication Skill	3.57	SA	3.62	SA
Human Relation Skill	3.45	SA	3.69	SA
Critical Thinking Skill	3.36	SA	3.54	SA
Entrepreneurial Skill	3.14	A	3.42	SA
Comprehension Skill	3.36	SA	3.54	SA
Decision-making Skill	3.43	SA	3.54	SA
Problem Solving Skill	3.36	SA	3.46	SA
Leadership Skill	3.30	SA	3.46	SA
Information Technology Skill	3.36	SA	3.54	SA
Research Skill	3.27	SA	3.23	SA
Grand Mean	3.36	SA	3.5	SA

Legend: Strongly Agree (SA) 3.25 – 4.00; Agree (A) 2.5 – 3.24; Disagree (D) 1.75 – 2.49 Strongly Disagree (SD) 1:00 – 1.74

Both BSBA-MM and BS Entrepreneurship graduates have a good skillset because average ratings are above 3.00 on a 5-point Likert scale. These two groups highly rate themselves for their skills in communication (3.57 and 3.62), human relation (3.45 and 3.69), critical thinking (3.36 and 3.54), and information technology (3.36 and 3.54). However, there are some differences that are notable. BS Entrepreneurship graduates rated themselves a little higher in entrepreneurial skills (3.42) than BSBA-

MM graduates (3.14). On the other hand, BSBA-MM graduates rated themselves a little higher in research skills (3.27) than BS Entrepreneurship graduates (3.23). Overall, both groups of graduates demonstrate a strong foundation of skills, which likely contributes to their success in the workforce.

2.2 Adequacy of training acquired form NEUST Atate Campus

Table 13. Extent of Adequacy of Training Acquired from NEUST Atate Campus

Skills	BSBA-MM		BS Entrep	
	WM	VD	WM	VD
Communication Skill	3.59	SA	3.62	SA
Human Relation Skill	3.57	SA	3.62	SA
Critical Thinking Skill	3.48	SA	3.62	SA
Entrepreneurial Skill	3.42	SA	3.54	SA
Comprehension Skill	3.45	SA	3.58	SA
Decision-making Skill	3.45	SA	3,54	SA
Problem Solving Skill	3.49	SA	3.62	SA
Leadership Skill	3.48	SA	3.5	SA
Information Technology Skill	3.41	SA	3.62	SA
Research Skill	3.44	SA	3.46	SA
Grand Mean	3.48	SA	3.57	SA

Legend: Strongly Agree (SA) 3.25 – 4.00; Agree (A) 2.5 – 3.24; Disagree (D) 1.75 – 2.49 Strongly Disagree (SD) 1:00 – 1.74

The table shows that BSBA-MM and BS Entrepreneurship graduates perceive the training they acquired from NEUST Atate Campus as very adequate. Both groups rate their training in communication (3.59 and 3.62), human relation (3.57 and 3.62), critical thinking (3.48 and 3.62), and information technology (3.41 and 3.62) skills as strongly agree, with average ratings above 3.50 on a 5-point Likert scale. Interestingly, both groups also rate their entrepreneurial skills training as strongly agree (3.42 and 3.54), which means that the university has successfully

equipped graduates with the knowledge and skills required in this area. In general, the table indicates that BSBA-MM and BS Entrepreneurship graduates are generally satisfied with their quality of training in NEUST Atate Campus. This likely contributes to their success upon entering the labor force.

3. Graduates' Feedback and Suggestions Regarding Strategies to Enhance Employability and Curriculum Quality
3.1 Suggestions to Improve the Employability of the NEUST Atate Campus graduates

Table 14. Suggestions to Improve the Employability of the NEUST Atate Campus graduates

Suggestions to Improve the Employability of the NEUST Atate Campus graduates	BSBA-MM			BS Entrep		
	f	%	Rank	f	%	Rank
Provide students with more training programs and seminars	17	37.78%	1	5	38.46%	1
Invite more companies to participate in the school job fair	10	22.22%	2	3	23.08%	2
Develop partnership with more companies for the OJT program	8	17.78%	3	2	15.38%	3-4
Improvement of the OJT program	1	2.22%	6-7	1	7.69%	5
Improvement of the teaching methodology	1	2.22%	6-7			
Improve student communication skill	2	4.44%	5	2	15.38%	3-4
Motivate and inspire students	6	13.33%	4			

The table shows that BSBA-MM and BS Entrepreneurship graduates suggest and rank ideas on how NEUST Atate Campus should improve employability. One of the highest suggestions for improvement in both groups is to prepare students more for training and seminars. Interestingly, inviting a greater number of companies for the school job fair received the second-highest score in the suggestion of improvement for both groups, considering the industry involvement in achieving better

employability. While there are different rankings in the other lists, the two groups agree on the priorities of practical training, links with industry, and communicating effectively. These findings serve as useful information for prioritizing NEUST Atate Campus efforts to improve graduate employability.

3.2 Suggestion to further improve the course curriculum

Table 15. Suggestion to further improve the course curriculum

Suggestion to further improve the course curriculum	BSBA-MM			BS Entrep		
	f	%	Rank	f	%	Rank
Offer more major courses / subjects based on the needs of the industry	36	80.00%	1	7	53.85%	1
Major courses must be taught by highly competent professors and with industry experience	3	6.67%	4-6			
Apply various classroom and practical activities, not just reporting	3	6.67%	4-6	1	7.69%	4-6
Integrate trainings, seminars and more job exposure in the curriculum	5	11.11%	3	2	15.38%	3
Researches such as feasibility studies, capstone projects, business plans must be conducted by each group under advisorship of another professors	1	2.22%	8			
Application of more current trends in business and information technology and less paper works and theories	3	6.67%	4-6	1	7.69%	4-6
Invite outside speakers with expertise in the field of business				1	7.69%	4-6

management and information technology

Add more subjects on technical writing, business and oral communications

2 4.44% 7

Provide more opportunities where students can apply what they learned in the business and information technology

6 13.33% 2 6 46.15% 2

The table presents suggestions from BSBA-MM and BS Entrepreneurship graduates on how to further improve the course curriculum. Both groups prioritize offering more major courses/subjects based on the needs of the industry as the top suggestion, with 80.00% of BSBA-MM graduates and 53.85% of BS Entrepreneurship graduates advocating for this. Interestingly, both groups also emphasize the importance of practical application, with suggestions like integrating more training, seminars, and job exposure (11.11% and 15.38%), and conducting research projects under the guidance of professors (2.22% and 7.69%). While there are some differences in the rankings of other suggestions, both groups generally agree on the need for highly competent professors with industry experience (6.67% and 7.69%), the integration of current trends in business and information technology (6.67% and 7.69%), and opportunities for students to apply their learning through practical activities (13.33% and 46.15%). These findings provide valuable insights into the areas where NEUST Atate Campus can focus its efforts to improve the curriculum and better prepare graduates for the workforce.

V. CONCLUSIONS

- Both BSBA-MM and BS Entrepreneurship graduates have high employment rates, particularly BS Entrepreneurship graduates. However, challenges such as job vacancies and family concerns persist. Graduates often secure jobs through personal connections and direct applications, and tend to work in marketing, sales, and logistics roles. While BS Entrepreneurship graduates have a higher likelihood of managerial positions and longer tenure, both groups generally have similar earning potential and job satisfaction. Both BSBA-MM and BS Entrepreneurship graduates possess a strong skillset, particularly in communication, human relations, critical thinking, and information technology.
- Both BSBA-MM and BS Entrepreneurship graduates possess a strong skillset, particularly in communication, human relations, critical thinking, and information technology. They are also satisfied with the quality of their training, especially in communication skills.

- To improve employability, NEUST Atate Campus should prioritize increased training programs, industry engagement, and improved communication skills. To enhance the curriculum, the university should focus on industry-relevant courses, practical application, and experienced faculty.

VI. RECOMMENDATIONS

Based on the comprehensive findings of the study, several recommendations can be made to address the key areas of employment status, career alignment, skills utilization, and curriculum quality:

- NEUST Atate Campus should strengthen its career services by providing comprehensive career counseling, expanding internship opportunities, organizing job fairs, and fostering alumni networks.
- The university should review and update its curriculum to align with industry trends and incorporate more practical training, internships, and real-world projects.
- NEUST Atate Campus should establish strong industry partnerships to facilitate internships, job placements, and collaborative research projects.

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