Assessing Career Path: A Tracer Study of 2018-2022 Business Administration Graduates of Veritas College of Irosin

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Abstract— Tracer studies are essential for evaluating educational institutions' ability to produce graduates who meet labor market demands. The job outcomes and competencies of Veritas College of Irosin Bachelor of Science in Business Administration (BSBA) graduates from 2018 to 2022 are evaluated in this study. The results show trends in employment, difficulties in the labor market, and perceived skills required for professional success. Strategic suggestions are offered to improve the BSBA program even more and bring it into line with industry demands.

Keywords— BSBA graduates, classroom tracer study, competencies, curriculum development, employability.

I. INTRODUCTION

In order to evaluate how successfully higher education programs, meet the needs of both domestic and international labor markets, tracer studies are essential tools for governments, legislators, and educational institutions. These studies, which track graduates' career pathways, offer important insights into employment trends, skill gaps, and how relevant educational preparation is to industry demands. Such data is essential for developing academic policies, directing funding choices, and improving courses.

Empowering people with the skills required for fulfilling work is the main goal of higher education. Obtaining a degree represents the development of employable talents, which raises one's social standing. Training and seminars, in addition to formal education, are essential for preparing people for occupations related to their academic background.

In addition to evaluating the success of educational initiatives, tracer studies encourage international cooperation and benchmarking. Institutions can find best practices, investigate areas for improvement, and create chances for research and academic collaboration by comparing graduation outcomes across regions. This encourages creativity and ongoing development in higher education, which eventually helps create a workforce that is competitive worldwide.

Veritas College of Irosin (VCI) and other educational establishments are essential to the development of knowledgeable and valuable people. The employability and accomplishments of an institution's graduates frequently serve as indicators of its success. In light of this, postsecondary educational establishments carry out tracer studies to track the advancement of their graduates, evaluate how applicable their education is to their present occupations, and collect information for curriculum revisions.

Veritas College of Irosin is a Catholic college that serves both locals and visitors from nearby towns. It is located in the Municipality of Irosin, Province of Sorsogon. The institution has provided a range of professional and vocational courses since its founding in 1985, including the Bachelor of Science in Business Administration (BSBA) degree. In order to satisfy the increasing needs of its community, it has extended its services and facilities over time. The career outcomes of VCI BSBA graduates from 2018 to 2022 are the main subject of this study. It aims to assess if the institution's training programs and abilities have sufficiently equipped graduates for the workforce. The results will give the college, graduates, and incoming students important information that will help them make strategic decisions to improve the BSBA program and better match it with industry standards.

Statement of the Problem

The purpose of this study was to ascertain the current situation of Veritas College of Irosin's Business Administration Department graduates from Batches 2018, 2019, 2020, 2021, and 2022. Its specific goal was to respond to the following queries:

1. What is the demographic profile of the Bachelor of Science in Business Administration (BSBA) 2018-2022 Graduates of Veritas College of Irosin along:

Residence
- 1.1. Year of graduation
- 1.2. Gender
- 1.3. Civil status
- 1.4. Age

2. What is the employment profile of the graduates of Bachelor of Business Administration (BSBA) Batches 2018-2022 of Veritas College of Irosin along:
- 2.1. Employment status
- 2.2. Type of employer
- 2.3. Nature of work
- 2.4. Salary
- 2.5. Length of time spent in being employed

3. What specific competencies do the graduates perceive helped them land a job?

4. What are the problems encountered by the Veritas College of Irosin graduates in their:
- 4.1. Job search process
- 4.2. First job

5. To what extent do graduates perceive that their Business Administration Curriculum or Degree prepares them for their current jobs?

6. What strategic plan may be recommended to further enhance the offering of the BSBA Program at Veritas College of Irosin?

II. METHODOLOGY

Veritas College of Irosin (VCI) BSBA graduates from 2018 to 2022 were the subjects of this study, which used a descriptive and quantitative research design to gather and analyze data in a systematic manner. The quantitative method ensured solid numerical data that could be statistically analyzed for objective insights, while the descriptive approach gave the researcher a clear picture of the graduates' employment status, job relevance, and program satisfaction.

A semi-structured survey questionnaire that was specifically created to capture data on demographic profiles, employment status, income ranges, length of job search, and workplace competencies was used for data collection. Respondents were able to share their professional experiences and recommendations for improving the program using open-ended questions. In order to boost response rates, the poll was mostly disseminated online through email and social media, with follow-up phone calls.

In order to meet Schomburg's recommended response rate of 30% to 60% for tracer studies, a random sample of 77 graduates (33% of the population) participated in the study, which targeted all 236 BSBA graduates from the identified batches. Analyzing the data involved summarizing responses and performing statistical evaluations to find trends and areas for improvement. Statistical treatments included frequency and percentage distributions for demographic and employment data, while mean values and descriptive rating scales were used to interpret perceived competencies. Challenges encountered by graduates were ranked based on frequency. The findings highlighted both the strengths of the BSBA program and areas requiring enhancement, particularly the need for more hands-on training and industry exposure.

III. RESULTS AND DISCUSSION

The following results were gathered, analyzed, and interpreted by the researcher based on the objectives of the study.

Demographic Profile of the Respondents

An analysis of the respondents' demographic profile provides a comprehensive understanding of their background and characteristics. This section includes critical details such as residency, which identifies the respondents' geographical location, and graduation year, which indicates their entry into the labor market. Additionally, demographic parameters such as gender, civil status, and age are examined to offer insights into the diversity of the sample.

Table 1.1 Current Residence of the Respondents

Category	Frequency (f)	Percentage (%)
Urban	28	36
Rural	46	60
Overseas	3	4
Total	77	100

The table 1.1 shows that residency data, there are 77 respondents. The demographic profile of Veritas College of Irosin's BSBA graduates from 2018 to 2022 reveals that 46 graduates (60%) are from rural areas. A minority of respondents, three graduates (4%), are based overseas, while 28 graduates (36%) reside in urban areas. This data indicates that a significant portion of the graduates originate from rural areas, with urban and international residents representing a smaller fraction of the cohort.

Table 1.2 *Year of Graduation of the Respondents*

Category	Frequency (f)	Percentage (%)
2018	16	21
2019	18	23
2020	4	5
2021	1	1
2022	38	50
Total	77	100

Table 1.2 reveals a notable uptick in 2022 graduates (50%), followed by 2019 (23%) and 2018 (21%), suggesting that things have returned to normal following the COVID-19 pandemic and the installation of K–12 programs. However, because of the pandemic and educational reforms, the 2020 and 2021 cohorts had a steep drop, making up only 5% and 1% of respondents, respectively. Cabansag (2021) emphasizes how curriculum restructuring in the early years of K–12 hampered students' advancement.

Table 1.3 *Gender Distribution of Respondents*

Category	Frequency (f)	Percentage (%)
Male	27	35%
Female	50	65%
Total	77	100

The data revealed that in terms of gender, 65% of respondents are female, while 35% are male. The higher proportion of female respondents reflected the greater number of female graduates in the population and tied to how the survey was disseminated, with women being more likely to respond via digital forms. Studies on survey response and non-response have demonstrated that at least when it comes to conventional survey administration methods, there are trends in the demographics of survey respondents. (Curtin et al (2000; Moore and Tarnai (2002); Singer et al (2000) Women are more likely to participate in surveys than men.

Table 1.4 *Civil Status of Respondents*

Category	Frequency (f)	Percentage (%)
Single	67	87
Married	10	13
Divorced	0	0
Widowed	0	0
Total	77	100

Table 1.4 shows that the majority of the respondents are single, which is a characteristic of recent graduates who are in the early stages of their careers. This life stage is often associated with fewer family responsibilities, influencing their mobility and job-seeking behaviors. Specifically, 87% of the respondents are single, while 13% are married. Martin et al (2019), that younger, unmarried persons are more likely to move or change occupations to further their careers than their married counterpart, demonstrating greater occupational and geographic mobility.

Table 1.5 *Age of Respondents*

Category	Frequency (f)	Percentage (%)
40 and above	1	1.3
35-39	1	1.3
30-34	6	7.8
25-29	52	67.5

20-24	17	22.1
Total	77	100

Table 1.5 shows that age information is primarily composed of recent graduates and young professionals, as evidenced by the age distribution, which reveals that the majority of respondents are between the ages of 25 and 29 (67.5%), followed by those between the ages of 20 and 24 (22.1%). William et al. (2021) point out that whereas people in their 20s and 24s are frequently still seeking education or acquiring entry-level experience, those in their 25s and 29s are usually at crucial professional stages, navigating early career development after completing higher education.

Employment Profiles of the Respondents

Exploring how teachers handle subjects outside their expertise involves looking at the challenges and opportunities they face. This analysis focuses on understanding how teaching unfamiliar subjects impacts teachers, the strategies they use to overcome challenges, and how it affects student learning. By studying data on teachers teaching beyond their expertise, one can learn what support and training they need to improve their teaching in various subjects.

Table 2.1 Employment Status of the BSBA 2018-2022 Graduates

Employment Status	Frequency (f)	Percentage %
Employed	68	88
Self-employed	2	3
Unemployed	6	8
Further Studies	1	1
Total	77	100

Research by Reyes (2020) shows that on job trends among business administration graduates in the Philippines offers important background information for a study on the employment outcomes of business graduates. According to Reyes, a significant portion of business graduates start working right away, especially in industries like management, marketing, and finance. Similar to the high employment rate of Veritas College of Irosin's BSBA graduates (88% employed), this trend indicates a strong industry need for business abilities. Additionally, Reyes (2020) pointed out that graduates who do not find employment right away frequently mention a lack of experience or certain skill gaps as obstacles, which is similar to the difficulties reported by the 8% of unemployed BSBA grads in the data provided.

Cruz et al (2019), who investigated the rates of self-employment among business graduates, conducted another pertinent study. In line with the 3% self-employment percentage seen in the Veritas College

data, they found that about 5% of their respondents sought self-employment or entrepreneurial endeavors. This pattern suggests that business graduates are becoming more interested in entrepreneurship, which may be fueled by more opportunities in the digital economy and assistance for new businesses.

In addition, business graduates typically prefer employment over completing higher degrees, according to Torres's (2018) research on trends in further education among recent graduates. Just 2% of business grads, according to Torres, enrolled in additional courses right away, which is comparable to the 1% of Veritas alumni who are doing so. This supports the finding that the majority of BSBA graduates would rather start working than pursue further education. All of these studies indicate that BSBA graduates are ready for work right away, however, some are considering starting their businesses or going back to school (Reyes, 2020; Cruz et al, 2019; Torres, 2018).

Table 2.2 Type of Employer of Respondents

Type of Employer	Frequency (f)	Percentage (%)
Private Sector	52	76
Public Sector	13	19
International Organizations	2	3
Non-Profit Organizations	1	2
Total	68	100

Table 2.2 provides a detailed breakdown of the types of employers and the nature of work for BSBA graduates from 2018-2022, covering 68 respondents. Previous studies have examined the job distribution of BSBA graduates across industries, revealing comparable patterns of private-sector dominance. Santos et al (2021) discovered that more than 70% of graduates worked in the private sector, which is comparable to the 76% of

Veritas College graduates who did the same. The report also noted that graduates looking for organized corporate settings with room for advancement find that private companies provide a variety of positions in management, marketing, and finance. Because of the wide range of job options it offers, the private sector appears to remain a top choice for business graduates, according to this alignment with Veritas data.

Table 2.3 Nature of Work of Respondents

Nature of Employment	Frequency (f)	Percentage %
Finance/Accounting	17	25
Administrative	14	21
Sales/Marketing	13	19
Others	13	19
Managerial	4	6
Technical	4	6
Human Resources	3	4
Total	68	100

Table 2.3 shows that the majority of Veritas College of Irosin BSBA graduates from 2018 to 2022 work in the finance/accounting industry (25%), followed by administrative roles (21%), and sales and marketing (19%). Technical and managerial roles make up 6% of each, mostly in multinational corporations, while human resources roles and other fields make up 4% and 19%, respectively. These results are consistent with trends noted by De Leon et al. (2020), who noted that career advancement opportunities and competitive pay make finance and administrative roles popular choices for BSBA graduates in the Philippines.

According to Santos et al. (2019), sales and marketing offers entry-level positions that foster critical skills like communication and negotiation, which is in line with the 19% of Veritas graduates employed in this sector. Due to the advanced expertise needed, Panganiban (2021) said that management and technical positions are less popular for new graduates, as evidenced by the 6% presence of Veritas alumni in these positions. Graduates of BSBA programs generally begin their careers in industries related to their education, especially sales, administration, and finance.

Table 2.4 Salary Distribution of the Respondents

Salary Range	Frequency (f)	Percentage (%)
Above ₱50,000	5	7.35
₱40,001 - ₱50,000	0	0
₱30,001 - ₱40,000	5	7.35
₱20,001 - ₱30,000	15	22.06
Below ₱20,000	43	63.24
TOTAL	68	100%

The salary distribution for BSBA graduates of Veritas College aligns with related studies on entry-level salaries in the Philippines. Fernandez et al. (2020) noted that graduates working in rural areas or small to mid-sized businesses typically earn between ₱15,000 and ₱20,000, reflected in the 63.24% of Veritas alumni within this range. Cruz et al. (2019) found that those in larger companies or urban areas often earn ₱20,000 to

₱30,000, aligning with 22.06% of respondents. Gonzales et al. (2021) highlighted that graduates earning above ₱30,000 typically hold management or specialized roles, consistent with the small 7.35% of Veritas alumni in higher income brackets, likely employed in technical or global corporations offering competitive pay.

Table 2.5 Length of Time Spent in Job Seeking

Salary Range	Frequency (f)	Percentage (%)
Less than 6 months	43	63
6 months - 1 year	10	15
1 - 2 years	8	12
2 - 3 years	2	3
More than 3 years	5	7
TOTAL	68	100%

Table 2.5 shows that the data on job search duration among Veritas College of Irosin BSBA graduates shows that 63% found employment within six months, indicating a smooth workforce transition. However, 12% took 1 to 2 years, 15% needed 2 to 3 years, and 7% spent over three years securing jobs, reflecting challenges in job market alignment. These findings highlight the need for targeted career support to better equip graduates for successful employment outcomes.

Facilitating Competencies Perceived by the Graduates
In today's competitive job market, Having the appropriate mix of competencies is crucial for recent graduates as they move from academic settings to professional positions. The particular abilities that graduates believe are necessary for landing a job and succeeding in the workplace are highlighted in this chapter. Employers usually emphasize these competencies—which include technical proficiency, interpersonal skills, critical thinking, and project management—as being essential for success. This section offers insight into the qualities thought to be essential for accomplishing professional goals and leaving a lasting impression on job applications by examining input from graduates.

Table 3. Facilitating Competencies Perceived by the Graduates

Competencies		Mean	Description
3.1. Analytical Skills		4.02	Highly Beneficial
	Problem-solving	3.97	
	Data Analysis	3.99	
	Critical Thinking	4.1	
3.2. Project Management		4.15	Highly Beneficial
	Planning and Organizing	4.22	
	Time Management	4.19	
	Resource Allocation	4.04	
3.3. Communication Skills		4.04	Highly Beneficial
	Verbal Communication	4.06	
	Written Communication	4.09	
	Presentation Skills	3.97	
3.4. Technical Skills		3.99	Highly Beneficial
	Technical Writing	4.07	
	Proficiency in relevant software/tools	3.99	
	Industry-specific Knowledge	3.9	
3.5. Interpersonal Skills		4.22	Highly Beneficial
	Teamwork	4.62	
	Conflict Resolution	4.04	
	Networking	3.99	
3.6. Customer Service		4.31	Highly Beneficial
	Client Relations	4.29	
	Customer Support	4.5	
	Service Orientation	4.13	
3.7. Marketing Skills		3.86	Beneficial

	Market Research	3.99	
	Digital Marketing	3.74	
	Sales Strategies	3.87	
3.8. Adaptability		4.28	Highly Beneficial
	Flexibility	4.34	
	Learning Agility	4.22	
	Coping with Change	4.29	
3.9. Leadership Skills		4.13	Highly Beneficial
	Decision-making	4.31	
	Delegation	3.94	
	Motivating Others	4.13	
3.10. Personal Management		4.18	Highly Beneficial
	Self-motivation	4.38	
	Stress Management	4.04	
	Goal Setting	4.12	

Teachers who are assigned to teach subjects outside their expertise employ a variety of coping mechanisms to navigate this challenge and maintain their effectiveness in the classroom. One of the most common strategies is conducting thorough research, which helps teachers understand unfamiliar subject matter, familiarize themselves with key concepts and terminology, and boost their confidence. Additionally, teachers often invest in professional development through workshops, courses, and conferences to gain specialized knowledge, stay updated, and increase their teaching competence. When feeling overwhelmed, teachers seek help from colleagues, mentors, or experts, which provides valuable insights and support. They also make use of available resources, such as textbooks and online materials, to deepen their understanding and enhance lesson delivery. Reflecting on their teaching practices allows educators to simplify complex topics and improve their methods to better meet student needs. Teachers are also encouraged to view mistakes as learning opportunities, fostering resilience and adaptability in their teaching approach. Creative teaching methods, such as interactive activities and visual aids, help make challenging content more engaging and accessible. Lastly, maintaining self-belief is crucial, as confidence in their ability to teach any subject empowers teachers to overcome challenges and adapt to unfamiliar material.

Research and professional development stand out as the most vital coping strategies, as they equip teachers with the knowledge and skills needed to successfully teach beyond their expertise, ultimately improving their teaching experience and student outcomes.

Technical Assistance Provided by School Heads to Teachers Handling Subjects Beyond Their Specialization.

Analyzing the technical support given by school leaders to teachers handling subjects outside their expertise involves looking at the guidance and assistance provided. This analysis focuses on understanding the types of support offered, how effective they are, and their impact on teacher performance.

Table 4. *Technical Assistance Provided by School Heads to Teachers Handling Subjects Beyond their Specialization*

TECHNICAL ASSISTANCE	FREQUENCY	RANK
Developed a strategy: Heads of schools collaborated with teachers to create a plan that includes lesson plans, methods for assessing student understanding, and solutions for children who might struggle with the subject.	24	1
Connect with subject matter experts: School Heads facilitated connections with subject matter experts who can offer guidance and assistance.	22	2
Encouraged Collaboration: To help teachers better understand the subject, school administrators encouraged teachers to work with colleagues who have more experience in the subject.	21	3

Provided resources: school heads provide teachers with resources like subject-specific literature, internet resources, and opportunities for professional development.	20	4.5
Set expectations: School heads set expectations for teachers regarding the level of knowledge and competency required for the subject.	20	4.5
Established a support network: School heads established a network of support for teachers in the form of mentors, colleagues, and administrators who can provide guidance and assistance.	19	6
Monitored progress: School heads monitored the progress of teachers to ensure they were meeting the expectations set and standard.	18	7.5
Celebrated success: When a teacher reaches a significant teaching milestone, school heads acknowledge and celebrate their accomplishment.	18	7.5
Provided Feedback: Teachers received comments from school heads regarding their subject-matter instruction as well as recommendations for enhancement.	17	9
Encouraged professional growth: School heads encouraged and gave chances for professional growth, including webinars, seminars, workshops, and online courses.	16	10

The technical assistance provided by school heads to teachers handling subjects outside their specialization is crucial for ensuring effective teaching and maintaining academic standards.

The data revealed that the most frequent and effective form of support is collaborative planning, where school heads work with teachers to create comprehensive lesson plans and strategies. Other key forms of support include connecting teachers with subject matter experts, encouraging collaboration with experienced colleagues, providing resources like literature and internet access, and setting clear expectations. Additionally, school heads establish support networks, monitor progress, celebrate successes, offer feedback, and encourage professional growth through workshops and seminars. This support helps teachers improve their teaching practices, build confidence, and enhance student outcomes. The study emphasizes that teaching subjects outside one's expertise requires ongoing assistance from school leaders to ensure both teacher success and student achievement.

Proposed Intervention to Enhance Work Performance of Teachers Handling Subjects Beyond their Area of Specialization

The proposed intervention, entitled "Maximizing Teaching Effectiveness: Strategies for Teachers in Teaching Subjects Beyond their Specialization," aims to enhance the work performance of teachers assigned to subjects outside their area of expertise. The intervention focuses on skill development, emotional support, and knowledge enhancement to help teachers adapt and perform effectively in these challenging situations. The program includes a 3-day seminar/workshop designed to provide teachers with strategies for lesson planning,

teaching flexibility, teamwork, and reflective practices, as well as access to professional development resources.

The program will utilize a blended learning approach (online and face-to-face) and take place outside of regular school hours. It is aligned with the MATATAG curriculum and the objectives of the Philippine Development Plan to improve teacher competencies. The seminar's outcomes include improved teacher effectiveness, greater confidence, and better teaching practices in subjects beyond their specialization. Additionally, a school-based mentoring program will be implemented throughout the school year, focusing on identifying challenges, creating lesson plans, developing subject knowledge, and encouraging reflective practice. The intervention is designed to support teachers' professional growth and ensure continued quality education for students.

IV. CONCLUSIONS AND RECOMMENDATIONS

The conclusions drawn from the study highlight several key points. Most teachers at Gallanosa National High School who teach subjects outside their expertise are females aged 25-35, with 5-9 years of teaching experience, primarily specializing in TLE/HE. These teachers often face challenges such as adaptability, job satisfaction, and mastering the basics of the subjects they are teaching, which demonstrates their strong commitment to providing quality education and supporting student growth. To manage these challenges, teachers engage in research, pursue professional development, seek guidance from colleagues or tutors, and make use of available resources. School heads provide essential technical support to these teachers by developing strategies, connecting them with subject

matter experts, and promoting collaboration among peers.

Based on these findings, several recommendations are made. First, promoting teacher collaboration through joint teaching sessions, lesson planning, and peer observations can enhance their skills and provide mutual support. Offering mentoring to those teaching outside their expertise is also crucial in providing ongoing guidance. Additionally, fostering a flexible educational culture and recognizing teachers who take on subjects outside their specialization can encourage others to be more open to such challenges. It is recommended to offer continuous professional development opportunities through workshops and training sessions to boost teachers' confidence and teaching effectiveness. Lastly, implementing the proposed seminar, "Maximizing Teaching Effectiveness: Strategies for Educators in Teaching Beyond Their Specialization," would provide targeted support to improve teachers' work performance, equipping them with the necessary competencies to meet diverse student needs even when teaching subjects outside their specialization.

V. ACKNOWLEDGEMENT

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