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RESEARCH ARTICLE

SDSSU BUSINESS AND MANAGEMENT EDUCATION: A GRADUATE CAREER TRACKING

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Abstract

This academic research aims to determine the graduate career tracking of the Bachelor of Science in Business Administration (BSBA) and Bachelor of Science in Hospitality Management (BSHM) graduates of Surigao del Sur State University. To address the need for the institutional reforms and periodic assessments, respondents were covered from 2017 to 2018. Findings revealed that majority of them are presently employed as regular or permanent in status possessing clerical jobs or rank and file. Most of the respondents are presently employed in the wholesale, retail and automotive industries being their first jobs since these major lines of businesses are relevant in their curriculum. Career challenge is the fundamental reason why they stay on their jobs until the present. Results further disclosed that most of the respondents waited one to six months before landing their first jobs. As perceived by the respondents, communication skills were the most useful among other competencies in their first job and human relations skills in their present job. Using ANOVA, findings unveiled that there is no significant difference of the respondents' competencies as to their present jobs when grouped according to their programs of specialization. Further, there is no significant difference in the respondents' competencies in relation to their present jobs when grouped according to their gender differences. The findings are noteworthy for the administration and to the academic sectors where the skills of the graduates are aligned in this competitive labor market which is equally important in the challenges brought by the Industrial Revolution 4.0.

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Introduction:-

Quality education does not end within the borders of the room. In fact, most of the remarkable commencement speeches convey that marking the day during graduation ceremonies is just the beginning for another yet more challenging life ahead of the graduates, is it not? For the Higher Education Institutions (HEIs), conferring them as graduates of their respective disciplines is not enough. Aclan, Saban, Fameronag, and Francisco (2018) noted that the primary responsibility of HEIs is to produce graduates equipped in preparation for their future undertakings and become service oriented, professionally competent, productive and principled citizens as cited in the study of Plantilla (2017). As a mandate, HEIs are obliged by the Commission on Higher Education (CHED) to conduct periodic tracer studies in relation to the graduates' employability. This is to assess the possibility of avoiding or perhaps minimizing gaps (Renny, Ruhama, Chandra, & Sarjono, 2013) between the world of higher education and

the workplace demands of the community. These authors define tracer studies as tracking or tracing graduates between 1 to 3 years after graduation with the purpose of assessing what these HEIs produce as to the demands of the workplace, and determining the competencies of the graduates if these also match or harmonize to the needs of the industry. In their study, Refozar and del Mundo cited by Refozar, Velasquez, and Luistro (2017) argued that a gap is apparently seen between the number of graduates and its employment rates. Schomburg (2016) argues that matching of skills of the potential graduates entails multiple decision-making efforts from different stakeholder groups in different times. In the Philippines, Aranda (2018) noted that jobs and skills mismatch is the common problem according to the sectors in the human capital production and utilization. In her study, Absuelo (2014) pointed out that those graduates in business-related programs experience lower employability as well as higher underemployment. In 2004, business graduates in the Philippines had been oversupplied tantamounting to 22 percent finishing the degrees which ended up being unemployed (Buenviaje, del Mundo, Añonuevo, & Martinez, 2015). Further, Ranasinghe and Herath cited by Mehrotra and Elias (2017) further contend that most often employers complain about graduates lacking core skills needed in the workplace or are hesitant to hire fresh graduates due to the absence of necessary skills needed by industries (Aranda, 2018). Thus, educational institutions and industry stakeholder groups have to work closely to ensure that graduates' skills satisfy the market needs as well.

Viewing the gap in this study as it still unresolved nowadays led to the researchers' intent to investigate the graduate career tracking of the students taking up Bachelor of Science in Business Administration majors in Human Resource Development Management (HRDM) and Financial Management (FM) and the Bachelor of Science in Hospitality Management (BSHM) under the College of Business and Management of Surigao del Sur State University (SDSSU) Tagbina Campus in the province of the second district of Surigao del Sur. As the precursor of innovative education, SDSSU unceasingly achieves its vision and mission of producing high-spirited graduates imbued with nationalism and Filipino values in response to the demands of the "glocal" labor market.

Objectives of the Study:-

This academic research convenes all the graduates of the BSBA and BSHM expressing their unstoppable determination making Surigao del Sur State University (SDSSU) as the underpinning of their education in the tertiary level as diversified, innovative and competitive "glocal" university. This pragmatic study investigated in determining the graduate career tracking of the BSBA and the BSHM alumni class of 2017 and 2018. Specifically, it sought to:

1. determine the respondents' socio-demographic profile in terms of sex, civil status, and place of present employment;
2. ascertain the educational background of the respondents in terms of their degrees of specialization, reasons for pursuing the degree, and awards received during college;
3. determine the reasons why some respondents have never been employed, present employment status (those who are presently employed), present occupational classification, major line of business, responses whether or not it is their first job after college, reasons for staying on the job up to the present, length of stay in the first job, source of finding the first job, waiting period before landing the first job, job level position, initial gross monthly income during the first job, relevance of the curriculum in the first job, usefulness of the competencies in the first job, and extent of the usefulness of the competencies in the present job
4. determine the significant differences of the respondents' competencies in their present jobs when grouped according to their (a) program of specialization and (b) sex

Literature Review:-

What employment opportunities demand nowadays is the driving force of the labor market (Sing, 2010). Aside from honing and developing their capacities in the higher education, tertiary students must also prepare themselves to be dignified members as well as productive citizens in the society (Rojas and Rojas, 2016) as the 21st century is a world of revolutionary intensifying skills (Abas & Imam, 2016). Extant literatures define tracer studies in a number of ways. Schomburg (2016) defines tracer studies or graduate surveys which are standardized in nature both in written or oral form which are undertaken after graduation or at the end of the training period from the various education institutions. These tracer studies are commonly seen as a customary practice around the world that involves determining and making a follow-up of graduates of various HEIs on how they view their experiences in their studies as well as the transition in the job market (Badiru & Wahome, 2016). Vicente, Herrera, and Teus (2017) also define tracer studies as wide-ranging, unprejudiced, and evaluative measures of tracking the recent employment statuses of the graduates including the assessment of their competencies. Tracer studies according to Schomburg

cited by Aquino et al. (2015) are empirical studies which provide concrete and essential information in evaluating the outcome of education as well the trainings provided by the higher education institutions. What's good about conducting Graduate Tracer Studies (GTS) is that higher education institutions may benefit the results intrinsically and extrinsically and if are designed with unique features in it, such methods will provide straightforward and utilizable results (Badiru&Wahome, 2016).

Quite a number of literature regarding tracer studies in the higher education have already been carried out with the aim of ascertaining the employment profile and the relevance of the curricula to the job market. As a developing nation such as Philippines, pursuing higher education is considered to be a form of investment and a manner of earning a prestige in the family (Rojas & Rojas, 2016). Tracer studies are conducted to monitor the progress of the graduates' employability and other pertinent information necessary to enrich the curricular offerings of the higher education institutions where these graduates belong. The study conducted by Aquino et al. (2015) in One State University in Batangas revealed that a greater number of graduates opted to take up Bachelor of Secondary Education (BSEd) than those taking up Bachelor of Elementary Education (BEEd). Dotong et al. (2016) conducted their tracer study of the graduates of the engineering courses and found out that these graduates are highly employable in most manufacturing companies related to their college degrees. A tracer study was also undertaken by Gagalang, Tibay and Matela (2017) on the graduates of Bachelor of Arts majors in English and Political Science where notable findings disclosed that majority of them are employed with job positions classified in the rank and file statuses. In their graduate tracking, Buenviaje et al. (2015) further unveiled that majority of the graduates of the Bachelor of Science in Business and Computer Management at the Lyceum of the Philippines University are employed in their permanent positions in the manufacturing firms holding clerical positions. Moreover, in the field of social sciences, majority of the graduates taking up Bachelor of Science in Psychology were working in private institutions due to numerous positions related to their program of study but are contractual or casual in status due to limited positions not only in the private sectors but also in the government agencies (Gagalang, Francisco, & Regalado, 2017). Celis, Festijo and Cueto (2013) also unveiled in their study that most of the Hotel and Restaurant Management graduates of the Lyceum of the Philippines University are gainfully employed working on contractual basis classified in the rank and file job positions. They landed their first jobs from one to two years after graduation. In the same manner, the conduct of De Castro (2017) on the employability of the Hotel and Restaurant Management graduates of One State College disclosed that majority of their graduates successfully employed while a few are working abroad due to enormous requirements and austere qualifications. Though these graduates acquired their first jobs in less than three months working in hotels and fast food chains, a lot of them were still facing predicaments in finding the jobs because of limited job vacancies and the scarcity of job positions in relation to their program of specialization. Sagarino et al. (2017) also concluded that a 51.8% employability rate was found in the graduates of the Bachelor of Music. Most of them are working in the academe as teachers or music studios and have landed their jobs within six months after graduation.

Notable readings of various related literatures and studies provide significant avenues of the researchers' academic endeavor. It helps the authors examine cautiously these literatures and related studies geared towards obtaining possible answer taken from the objectives. Through the literature review, the research proponents were able to justify the significant amount of findings uncovered. This research endeavor is also guided by the prevailing theory on human capital in relation to the employability of graduates. The theory provides profound meaning in understanding the imperative contribution of conducting tracer studies in the tertiary level as a framework for policy reviews of the higher education institution and policy making mechanisms to ensure that the curricula are in line with the present needs of the labor market and the industry as a whole.

SDSSU College of Business and Management

The Surigao del Sur State University (SDSSU) by virtue of Republic Act 9998 was founded with the primary aim of providing not only substantive education but transforming the lives to better quality living of every Surigaonon in the province of Surigao del Sur. The main campus of SDSSU system is situated in Tandag City, the provincial capital. With the philosophical ambition of the institution, six satellite campuses have already established all of which have their corresponding flagship programs situated in the province of Surigao del Sur. SDSSU Tagbina Campus, one of the six satellite campuses, offers varied programs serving the needs of the community. In 2000, a lot of students in the community took up BSBA as their education of higher learning. The first batch of the BSBA graduates joined the job market in 2004. Since then a lot of graduates taking up the said program have already been employed while others have their own micro and small scale enterprises. Anchored from the Policies, Standards, and

Guidelines (PSGs) for the BSBA (CMO No. 39, 2006 p. 6), graduates of the program should possess the following competency standards, to wit:

1. Convey ideas clearly both oral and written in English.
2. Prepare, analyze, and evaluate reports, proposals and concept papers.
3. Demonstrate the values of fairness, transparency, accountability, hard work, honesty, patience, diligence, innovativeness and risk taking.
4. Apply the principles of the different forms of communication.
5. Develop the ability to access, retrieve and disseminate information using IT.
6. Perform quality work.
7. Understand the concepts and principles of good interpersonal relations.
8. Develop a wholesome personality.
9. Participate actively in business associations and comply with their policies and obligations.
10. Demonstrate leadership qualities, civic-mindedness and responsible citizenship.
11. Conduct environmental scanning.
12. Conduct feasibility study and other business research/plan.
13. Explain the concepts, approaches, and techniques of environmental conservation.
14. Know and understand the country's national development thrusts, concerns and socio-economic indicators.

In 2017, CHED formulated the revised policies, standards, and guidelines for the BSBA program with five specializations by virtue of CMO # 17 series of 2017. The revised policies, standards, and guidelines of the BSBA program led to the adoption of the Outcomes-Based Education (OBE). Meanwhile, the university's application for Bachelor of Science in Hospitality Management (BSHM) to operate in Tagbina Campus was formally endorsed for approval and implementation which took effect beginning academic year 2008-2009. In 2017, CHED implemented the shift of BSHM leading to outcomes-based education. Such update of the curriculum was institutionalized on the premise that the present curricular programs offered by these HEIs have to be abreast with the current trends. Grounded from the Policies, Standards, and Guidelines (PSGs) for the Bachelor Science in Tourism Management (BSTM) and Bachelor of Science in Hospitality Management (BSHM) (CMO No. 62, 2017 p. 6), graduates of the BSHM program should possess the following competency standards, to wit:

1. Produce food products and services complying with enterprise standards.
2. Apply management skills in F & B service and operations.
3. Perform and provide full guest cycle services for front office.
4. Perform and maintain various housekeeping services for guest and facility operations.
5. Plan and implement a risk management program to provide a safe and secure workplace.
6. Provide food and beverage service and manage the operation seamlessly based on industry standards.

These two programs have brought significant changes in the lives of every Surigaonon. With the full implementation of free education in the tertiary level which started in 2018, more college freshmen have opted to enroll these programs.

Hypothesis

With the level of significance at $\alpha = 0.05$, the study is formulated under the assumption that there is no significant difference as to the extent on the usefulness of the graduates' competencies in their present jobs in relation to their job performances when grouped according to their (a) program of specialization and (b) sex

Theoretical Framework

This study is grounded from the human capital theory. The term human capital comprises all the current and future workforce participants who highlight the need to develop their fullest capabilities for the benefit of the common good (Kreitner & Cassidy, 2013). The field of this theory was officially proclaimed in 1960 according to Blaug cited by Sweetland (1996). Sweetland contended that individuals and societies derived economic benefits from investing people and that education constantly evolves as the core of human capital investment. der Merwe (2010), on the other hand, opined that if getting the right formal education allows people to be more productive which is then a significant reason for investing such then it would infer that the labor market expectations as well as the experiences of the higher education graduates in the labor market would tend to be reasonable. Human capital theory asserts that there is an imperative evidence of the positive relationship (Sing, 2010) between investments in the development of the economic growth and the development of human beings where investing in skills and knowledge are supreme.

Methods:-

In order to arrive at meaningful and relevant data, this study employed the descriptive type of research. As the name suggests, the objective of this type is simply to describe things or demographics and it answers who, what, where, when and how certain issues are or given the prevailing conditions (Kumar, Talib & Ramayah, 2017). As to the manner of collecting the data, the researchers utilized the quantitative approach as this chooses samples which resembles closely to the given population (Kumar et al., 2017) in order to achieve and analyze numerical data (Navarro & Santos, 2011; Peter & Donnelly, 2013). The researchers employed the use of the questionnaire written in English language adapted from the Commission on Higher Education. Moreover, some questions were modified to align with the objectives of the study; hence, the instrument was subjected to content validity by the various program heads and selected faculty members of the university. Knowing the rationale of this study, the researchers utilized universal sampling where all the identified graduates were the primary respondents of the study. The use of social media, e-mails, phone calls, referrals and face to face contact with the respondents were the means of reaching them out. The total population of the graduates of the BSBA and BSHM for the academic year 2017 and 2018 is presented in Table 1.

Table 1:- Population of the Graduates of the BSBA and BSHM AY 2017 and AY 2018.

CLASS	SDSSU TAGBINA CAMPUS						TOTAL
	BSBA FM		BSBA HRDM		BSHM		
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
2017	11	35	16	15	5	8	90
2018	8	30	5	16	2	4	65
	19	65	21	31	7	12	155

Statistical tools appropriate in the analysis of data were employed such as the mean, percentages and standard deviation. These tools were utilized in determining the socio-demographic profile, educational and occupational background of the respondents. To determine the significant differences in the responses of the respondents in terms of the degree of specialization, the One-Way Analysis of Variance (ANOVA) was employed. Further, the T-test for independence was used to determine how significantly different were the responses of the respondents in relation to their sex. Since the items were modified to correspond with the characteristics of the respondents, the revised instrument was subjected for content validity by the various program chairs and faculty members. In rating the extent on the usefulness of the graduates' competencies relative to their first job, the researchers made use of the five-point Likert scale.

Range of Mean	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that graduates' competencies are always manifested in the present jobs.
3.40 – 4.19	High	This means that graduates' competencies are oftentimes manifested in the present jobs.
2.60 – 3.39	Moderate	This means that graduates' competencies are sometimes manifested in the present jobs.
1.80 – 2.59	Low	This means that graduates' competencies are seldom manifested in their present jobs.
1.00 – 1.79	Very Low	This means that graduates' competencies are never manifested in their present jobs.

Ethical Consideration

The researchers, imbued with professional integrity in the academic industry, value ethical standards that guide their moral choices in the conduct of any scientific investigation in a manner that the respondents are free from any adverse consequences throughout the stages of the investigation. In the same vein, this research is conducted with scientific and systematic inquiry ensuring that the appropriate research design employed is effective and cost-

efficient (Kumar et al., 2017). To keep track on the employability of the CBM graduates, the researchers subjected their proposal citing the rationale of the study notified by the Program Chairs recommended by the Research Head and duly approved by the Office of the Campus Director. The research proposal was submitted for an intensive review by the committee and other experts of the same field to ensure that all preoperative and post operative undertakings of the study until its completion stage were accorded to the university's research ethics protocol. Attached to each questionnaire is the cover letter citing the relevance of the study with the informed consent form duly signed by the participant's willingness as the respondent of the study. All records of this study were dealt with utmost privacy and confidentiality as permitted by law.

Results And Discussions:-

Socio-demographic Profile of the Respondents

The socio-demographic profile of the CBM graduates is illustrated in Table 1. A total of 150 out of 155 graduates participated in the study. Female group accounts 70 percent or 105 of the entire population size while the male ones comprise 30 percent (45). In terms of the civil status, majority of the respondents are single constituting 76 percent (114). In the work environment, since these young adults have fewer obligations in the family and some are freelance, they are much more oriented in their career as well as to the nature of their work than those married ones (Gagalang et al., 2017). This is followed by the single parents representing 22 percent of the populace. A nine percent, on the other hand, represents the married ones that accounts to 14 respondents respectively. Two respondents (1%) do have their present jobs abroad. One is in the United States of America and the other one is in Taiwan. The rest of them comprise 99 percent or 148 working in various regions of the country.

Table 2:- Socio-demographic Profile of the Respondents.

Socio-demographic Profile	Frequency	Percentage
Sex		
Male	45	30
Female	105	70
Total	150	100
Civil Status		
Single	114	76
Married	14	9
Single Parent (born a child but not married)	22	15
Total	150	100
Place of Present Job		
Local	148	99
Abroad	2	1
Total	150	100

Degree of Specialization

As exhibited in Table 2, the College of Business and Management offers two programs where the BSBA has two degrees of specialization. There are 81 or 54 percent of the respondents coming from the BSBA in Financial Management being the most preferred program of study by the graduates. Thirty-five percent or 52 of the respondents come from the BSBA in Human Resource Development Management while the remaining 17 or 11 percent comes from the BS in Hospitality Management.

Table 3:- Degree of Specialization.

Degree of Specialization	Frequency	Percentage
BSBA in Financial Management (BSBA FM)	81	54
BSBA in Human Resource Development Management (BSBA HRDM)	52	35
BS in Hospitality Management (BSHM)	17	11
Total	150	100

Distribution of the Respondents' Reasons for pursuing the Degree

Using multiple responses as presented in Table 4, respondents are asked for possible reasons for pursuing their programs of study. These reasons are arranged in ascending order according to their frequency of responses.

Prospect for immediate employment generated the highest level of frequency having 101 responses. This is followed by affordable for the family with 98 responses. A minute difference between was seen between the second and third rank where the strong passion for the profession generated 96 responses. Availability of course offering in the chosen institution obtained 93 responses making it the fourth in the rank. Further, results revealed 90 responses on the prospect for career advancement being placed in the top five of the list.

Table 4:- Distribution of the Respondents' Reasons for pursuing the Degree*

Reasons for pursuing the degree	Frequency	Rank
Prospect for immediate employment	101	1
Affordable for the family	98	2
Strong passion for the profession	96	3
Availability of course offering in the chosen institution	93	4
Prospect for career advancement	90	5
Good grades in high school	83	6
Influence of parents or relatives	77	7
High grades in the course or subject area(s) related to the course	76	8
Prospect for attractive compensation	75	9
Status or prestige of the profession	74	10
Inspire by a role model	67	11
Opportunity for employment abroad	61	12
Peer influence	60	13
No particular choice or no better idea	3	14

*multiple responses

Academic and Institutional Awards during College

Graduates deserve meritorious awards should they achieve commendable performances in line with curricular, co-curricular, and extracurricular activities. The university recognizes the graduates in terms of their academic and institutional awards. It can be gleaned in Table 5 that the CBM respondents achieved two academic performance awards. In terms of the co-curricular and extracurricular awards, a number of the respondents were given recognition. The proficiency in the on-the-job training award was given to 15 respondents who have exhibited exceptional performances in their work integrated learning program from the various host training establishments. Fifteen respondents received recognition in the service award for showing commitment and sincerity in the service of others beyond the call of their responsibilities. Two respondents received department leadership awards for exercising leadership in their duties. Four respondents were awarded as special talent award. Seven respondents were also given due recognition as loyalty award and another four respondents achieved the athletes of the year award.

Table 5:- Academic and Institutional Awards during College.

Academic and Institutional Awards	Frequency
Academic Award	
Academic Performance Award	3
Institutional Award	
Proficiency in On-the-Job Training Award	15
Service Award	15
Department Leadership Award	2
Special Talent Award	4
Loyalty Award	7
Athletes of the Year Award	4

Distribution of Respondents who are Presently Employed

The proportional distribution of the respondents who are presently employed during the conduct of this study is illustrated in Figure 1. Of the 150 participants of the study whether first job or not, 106 or 71 percent are presently employed. Twenty-eight or 19 percent of the respondents are not presently employed and the rest of the respondents have never been employed since after graduation which is accounted to 16 or 10 percent.

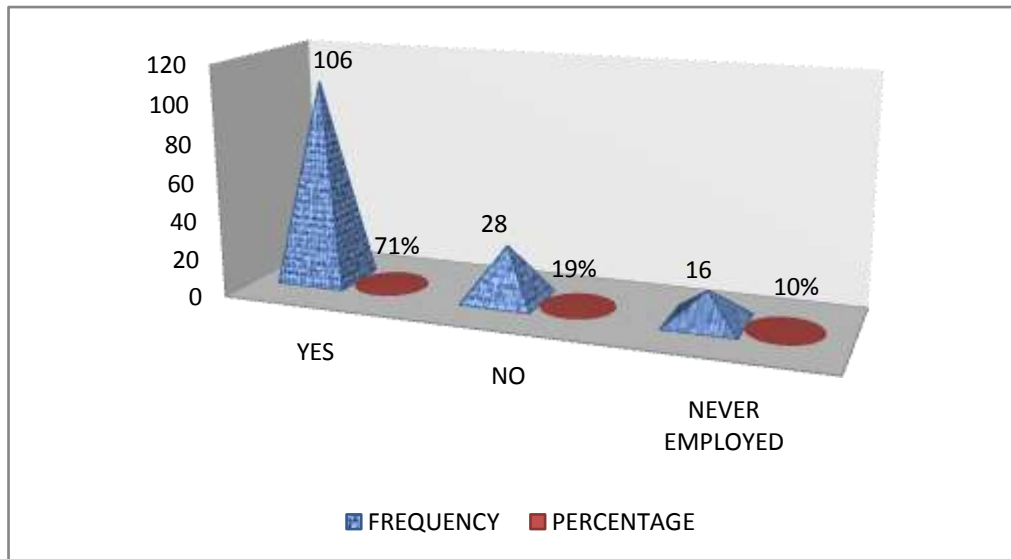


Figure 1:- Distribution of respondents who are presently employed.

Reasons why Respondents have never been Employed

During the interview, the researchers asked the respondents as to why they are not presently employed while others have never been employed after graduation. Using multiple response type presented in Table 6, the answers generated notable findings ranked in ascending order. Respondents replied that family concern and decided not to find a job is one of the many reasons which obtained the highest frequency that accounts to 27 responses. This is followed by advance or further study where 13 respondents have decided to pursue further studies in relation to their program of study. These include joining crash courses like foreign languages in preparation for employment abroad and others have enrolled in graduate degree courses. Others joined in military training after passing the examinations. Third in the row is due to health-related reasons of about 7 responses and the rest are did not look for a job (5), lack of work experience (3), and no job opportunity (1).

Table 6:- Reasons why Respondents have never been Employed.

Reasons	Frequency	Rank
Family concern and decided not to find a job	27	1
Advance or further study	13	2
Health-related reasons	7	3
Did not look for a job	5	4
Lack of work experience	3	5
No job opportunity	1	6

*multiple responses

Present Employment Status

As graphically presented in Figure 2, most of the respondents are permanent or regular in status comprising 60 percent or 64 out of 106 who are all presently employed during the conduct of this study. This is seconded by those in temporary or probationary individuals of about 17 or 16 percent. Respondents who are contractual in status constitute 14 percent (n=15) followed by casual in status comprising 9 or them or 9 percent respectively. One respondent is self-employed and currently working as a managing proprietor in her own business. Findings of this study corroborate other tracer studies of various disciplines where employees who are permanent in status have the greater number of percentage (Buenviaje et al., 2015; De Castro, 2017; Refozar et al., 2017; Rojas & Rojas, 2016; Sagarino et al., 2017) than those who are in probationary, contractual and casual.

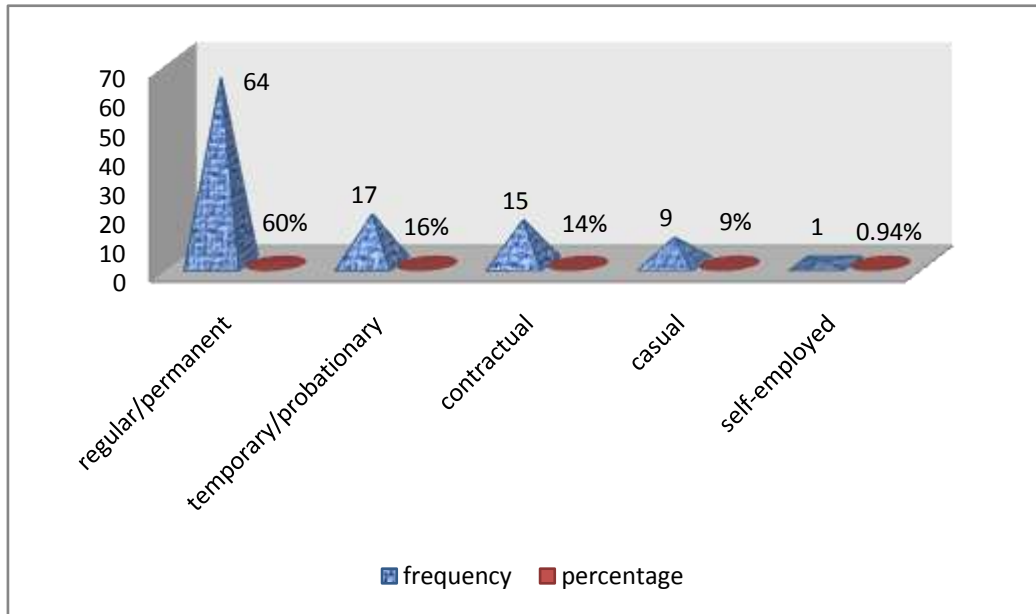


Figure 2:- Present Employment Status.

Present Occupational Classification

As demonstrated in Figure 3, 83% percent or 88 of the respondents are presently working in clerical jobs. This is followed by those service workers representing 9% or 10 of those who are presently employed. In their early job career path, 3 percent or three are already employed as supervisors. The rest are classified as trade and related workers comprising 2 percent or two from those presently employed are in the same field while the rest are technicians, plant and machine operators and a proprietor of her own business.

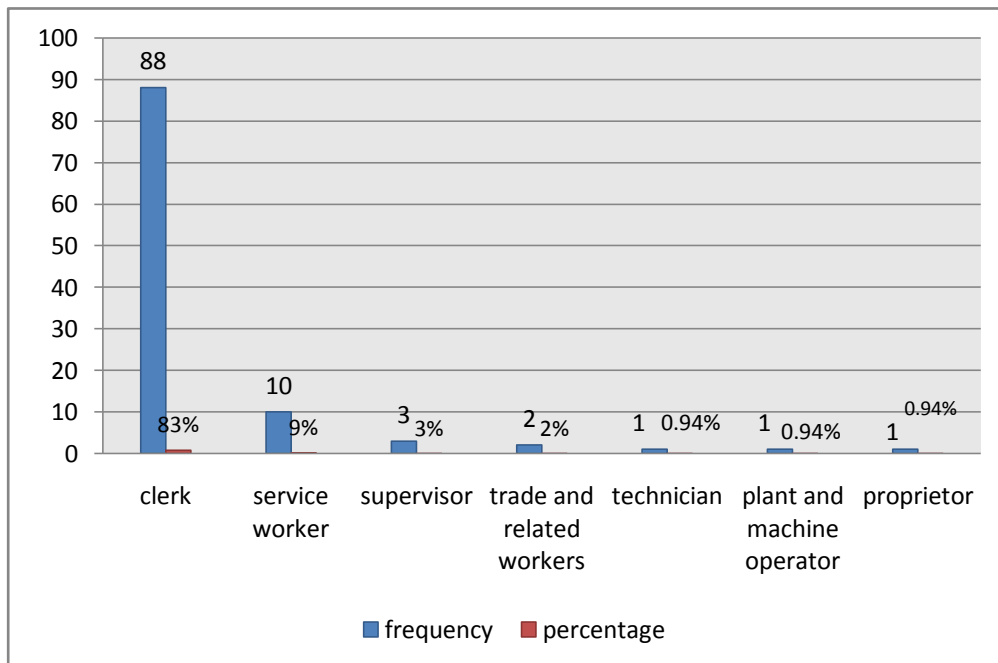


Figure 3:- Present Occupational Classification.

Major Line of Business

Presented in Table 7 are the various industry types where these respondents are currently employed in. Findings disclosed that the CBM graduates are mostly connected in the wholesale and retail trade and in the automotive

business establishments. About twenty-one or 20 percent of them are working in the small and big retailers like Gaisano, SM, Puregold, specialty stores, hardware chain stores, and food chain business establishments. Similarly, a lot of the respondents are also working in automotive industries especially in motor vehicles accounting to twenty-one or 20 percent. Financial intermediaries constitute 17 percent or 18 of these respondents are working in banks, lending institutions, and pawnshops. Nine percent or ten respondents are working in the government sector and are widely distributed in various local government units of the province. The rest of them are normally dispersed in various types of industry as illustrate below.

Table 7:- Major Line of Business.

Major line of business	Frequency	Percentage
Wholesale and Retail Trade	21	20
Automotive	21	20
Financial Intermediaries	18	17
Government	10	9
Manufacturing	6	6
Freight and Logistics	6	6
Hotels / Restaurant / Entertainment	5	4.7
Pharmaceutical	4	4
Agriculture and Fishing	4	4
Cooperative	3	2.8
Manpower Services	2	1.8
Hospital	1	0.94
Construction	1	0.94
Petroleum Business	1	0.94
Consultancy Firm	1	0.94
Real Estate	1	0.94
Business Process Outsourcing	1	0.94
Total	106	100

Responses of the Respondents in their First Job after College

During the interview, respondents were asked further if the present employment was the first job they had or not. As revealed in Figure 4, 62 percent or 66 out of 106 of them confirmed "YES". This means that the respondents who are presently employed are primarily their first jobs as well while forty or 38 percent disclosed that they have already hopped from one job to another. Congruent to the findings of Celis, Festijo and Cueto (2013), thier study also revealed that majority of the HRM graduates who were presently working were also their first jobs

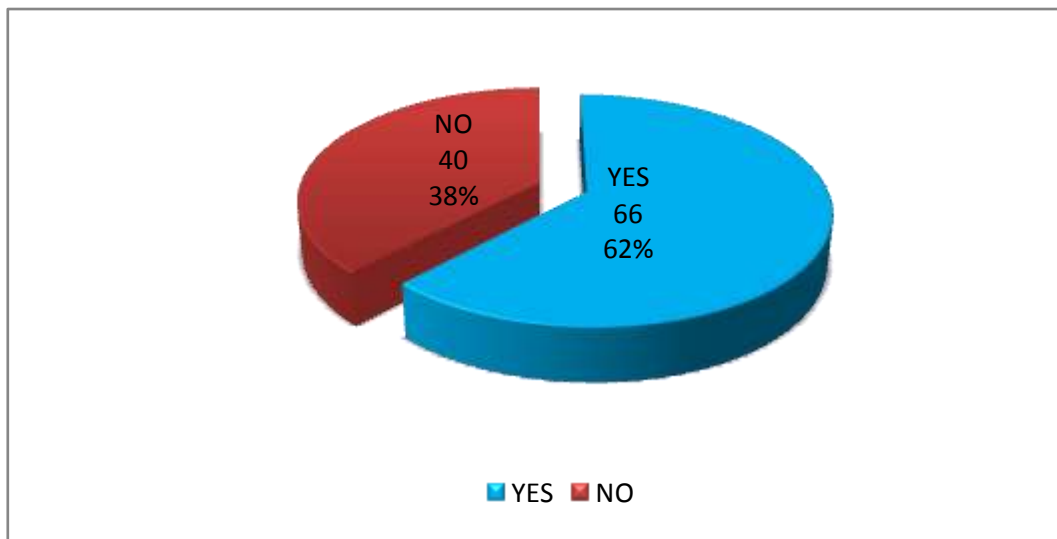


Figure 4:- Responses of the Respondents in their First Job after College.

Respondents' Reasons for Staying on the Job (First Job) until the Present Employment

Using multiple responses as figured out in Table 8, career challenge is said to be fundamental reason why 51 respondents opted to remain in their present and first job as well. Another reason for staying on the job is that their job functions are related to their degree of specialization making this reason second in the row (n=49). Salaries and benefits fall behind the third rank, a point difference from the other. Other reasons such as being related to my special skills, influence of my family, influence of my friends, and proximity to my residence positioned in the fourth (n=34), fifth (n=26), sixth (n=16), and seventh rank (n=8) respectively.

Table 8:- Respondents' Reasons for Staying on the Job (First Job) until the Present Employment*

Reasons	Frequency	Rank
Career Challenge	51	1
Related to the Program of Study	49	2
Salaries and Benefits	48	3
Related to my special skills	34	4
Influence of my family	26	5
Influence of my friends	16	6
Proximity to my residence	8	7

*multiple responses

Length of Stay in the First Job of the Respondents

Depicted in Figure 5 is the length of stay during the first job of the respondents. Undoubtedly, most of the respondents have stayed one to six months during the first job with 49 of them or equivalent to 39 percent. This is seconded by those who have stayed for one year to less than two years comprising 32 or close to 25 percent. Twenty-five (25) of the respondents or 20 percent answered that they stayed between seven to eleven months while 14 or 11 percent of them have stayed between two years to less than three years. The least are those who stayed less than a month with 5 percent composition. Eight participants were not able to answer the item. Similar findings of this study also confirm to the study of Buenviaje et al., (2015) where the business and computer management graduates stayed from one to six months in their first job. As a general rule, Bitte (2017) argues that employees should still follow the old notion of staying in the job for at least a year.

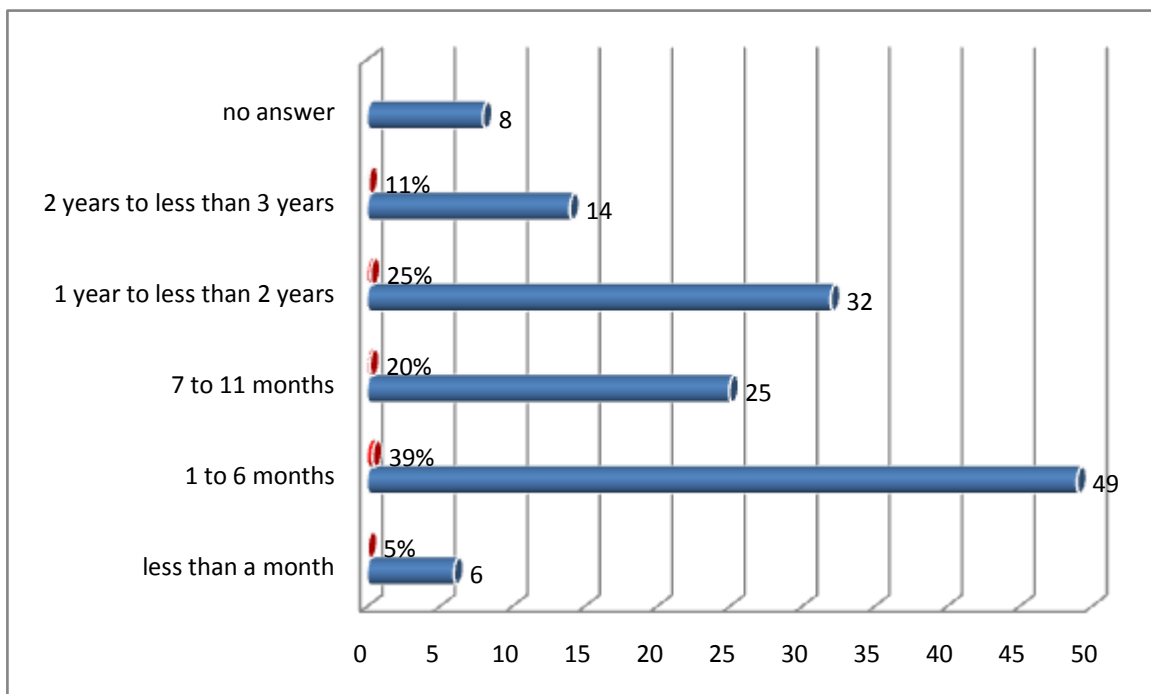


Figure 5:- Length of Stay in the First Job of the Respondents.

Source of Finding the First Job

The source of finding the first job of the respondents is graphically presented in Figure 6. As illustrated, 55 of the respondents (41%) answered that they got the first job from recommendation by someone. Thirty-nine or 29 percent of them were accepted in the first job as walk-in applicants. Others searched out their first job through the information from friends accounted to 16 or 13 percent. Other sources of their first job came from advertisement (9, 7%), job fair or public service employment office (6, 4%), arranged by the school's job placement officer (4, 3%), and family business (2, 1%). Three respondents (2%) answered that the on-the-job training gave them the opportunity to have the first job. One was immediately absorbed as a replacement in a certain company and the other two respondents were immediately accepted due to business expansion. In another study conducted by Sagarino et al. (2017) on the sources of job search of the graduates of Bachelor of Music, similar findings unveiled where majority of the graduates of the Bachelor of Music found their jobs upon the recommendation of someone.

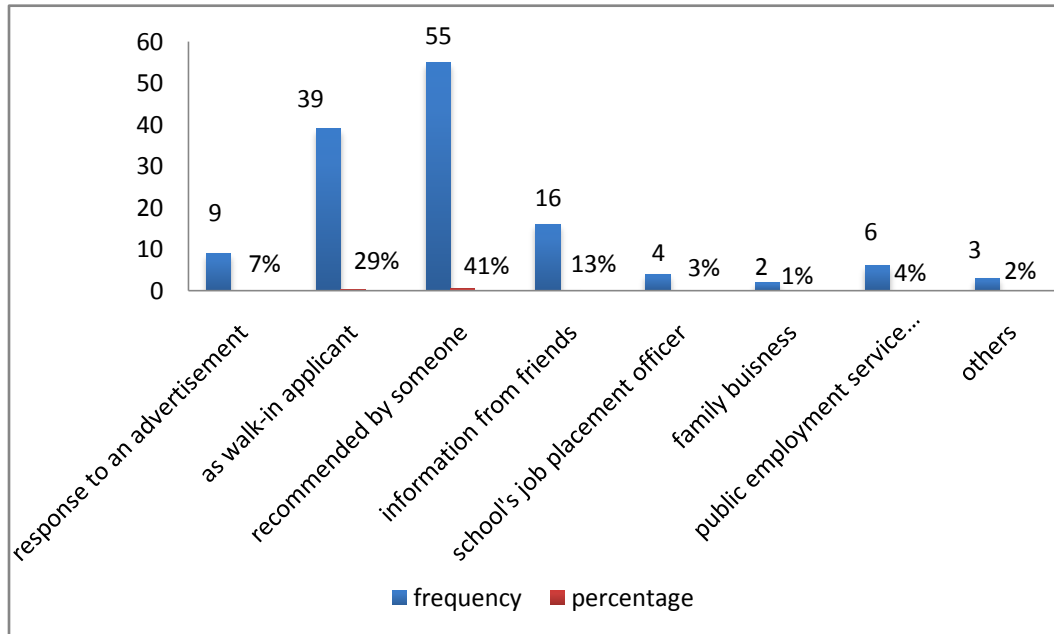


Figure 6:-Source of Finding the First Job.

Waiting Period before landing the First Job

When asked about how long the respondents took time before landing the first job which is reflected in Figure 7, majority of them waited approximately one to six months (69, 52%). Thirty-nine or 30 percent got immediately hired in less than a month. Thirteen or 10 percent of the respondents waited approximately one year to less than two years while 11 or 8 percent of them waited between seven to eleven months prior to the first job. This study is parallel to the study of Buenviaje et al. (2015) and Cervantes, Centeno, and Dayao (2016) where results revealed that the business, management and computer management graduates were able to find their first jobs one to six months after graduation.

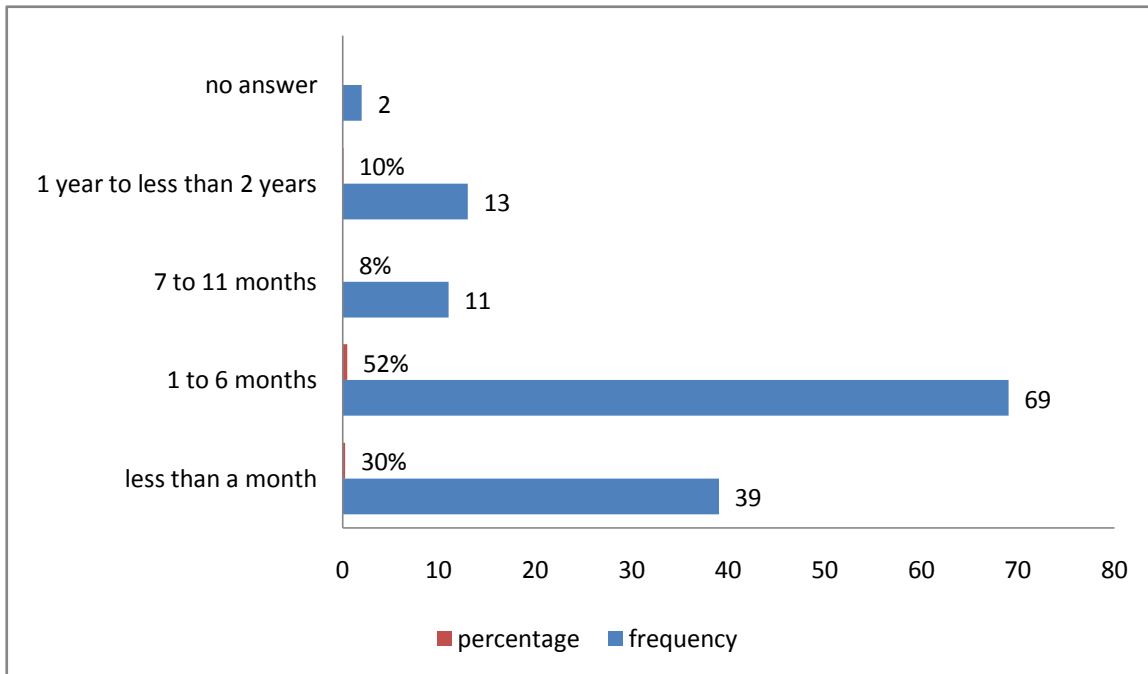


Figure 7:-Waiting Period before landing the First Job.

Job Level Position

Notable findings as to the job level position of the respondents are presented in graphical form as shown in Figure 8. As manifested in the graph, majority of the respondents are working in line with clerical or rank and file positions during the first job having 98% or 131/134 of them and 95% or 101/106 in the present job they have. Moreover, there are two (1.49%) supervisory positions in the first job and four or close to 4% in the present job. The results are not surprising since most of the job types offered to the fresh graduates a year or two after graduation is clerical. This validates other tracer studies where clerical jobs or those who are in rank and file are greater in number (Wanya, 2016) and are normally the first step in the corporate ladder.

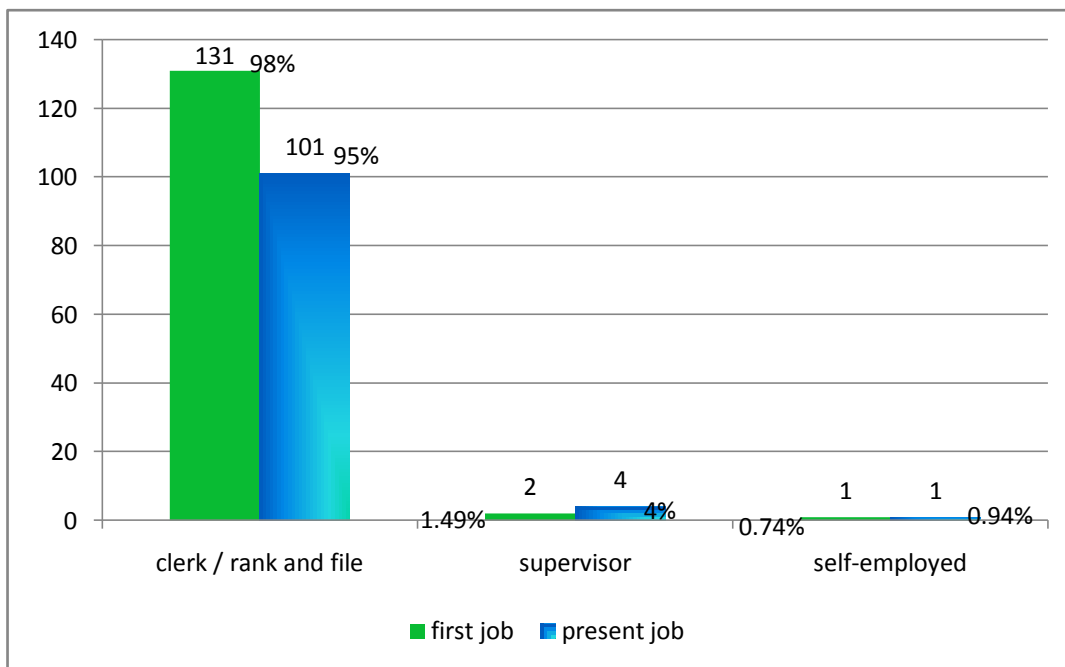


Figure 8:- Job Level Position.

Initial Gross Monthly Income during the First Job

Exhibited in Figure 9 is the graphical presentation of the initial gross monthly earnings of the respondents in the first job they had. Sixty-eight or 51 percent of them unveiled their earnings between PhP 5,000.00 to less than PhP 10,000.00. Forty-four or 33 percent have earnings ranging from PhP 10,000 to less than PhP 15,000.00. Others have earnings ranging between PhP 15,000.00 to less than PhP 20,000.00, that is, twelve or 9 percent respectively. Nine respondents or 7 percent of them have earnings below PhP 5,000.00 and one respondent failed to answer the item. Findings of the study are also congruent to the study of Sagarino et al. (2017) and Buenviaje et. al (2015) that majority of the employees have initial monthly earnings of less than PhP 10,000.00. Other than job mismatch, a lot of young professionals shift their jobs a number of times because of low salaries during their first jobs (Rojas & Rojas, 2016). The Philippine Statistics Authority (PSA) noted that a family of five must be able to have a monthly earning of PhP 7,337.00 to fulfill basic food needs and an average of PhP 10,481.00 to meet both food and non-food needs as cited by Rivas (2019).

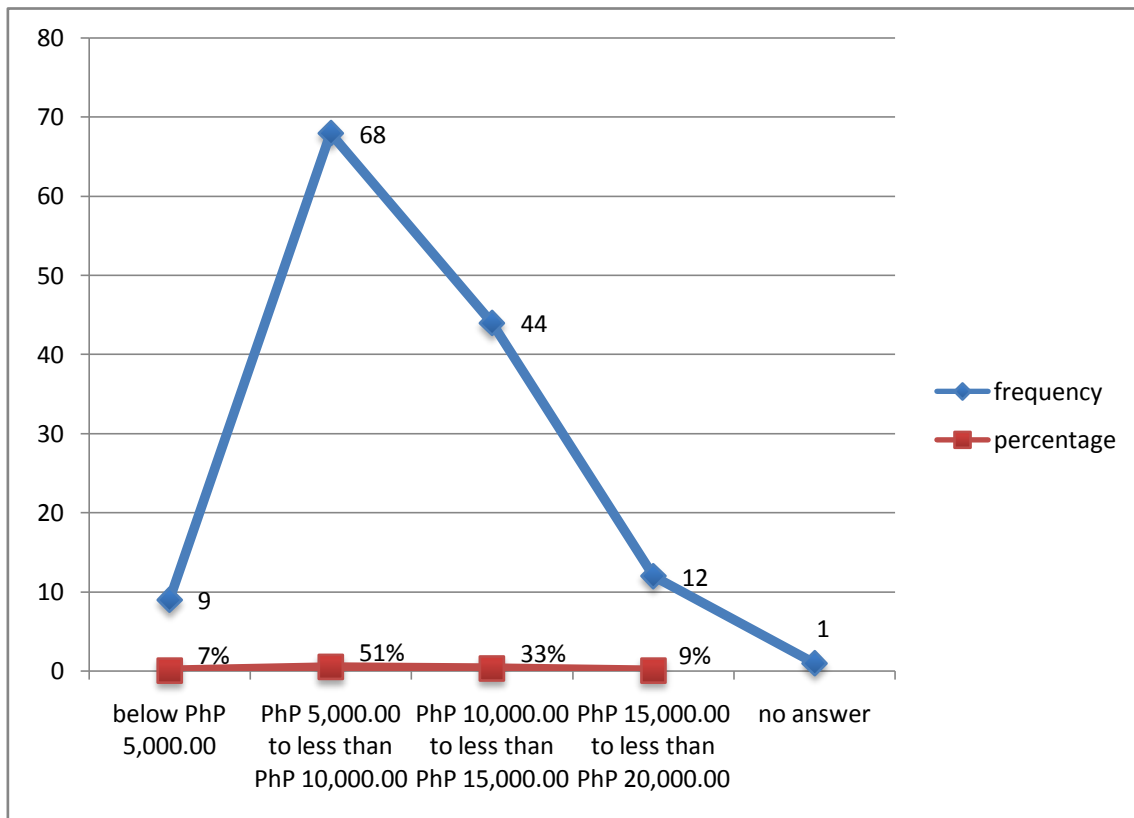


Figure 9:- Initial Gross Monthly Income during the First Job.

Relevance of the Curriculum in the First Job

As shown in Figure 10, the relevance of the curriculum in the first job of the respondents is undoubtedly viewed at a rate of 83 percent. This means that 111 out of 134 respondents regarded that the curricula they had in college were relevant in the first job. The remaining 17 percent or 23 of the respondents considered their curricula or their degree of specialization as not relevant in the first job.

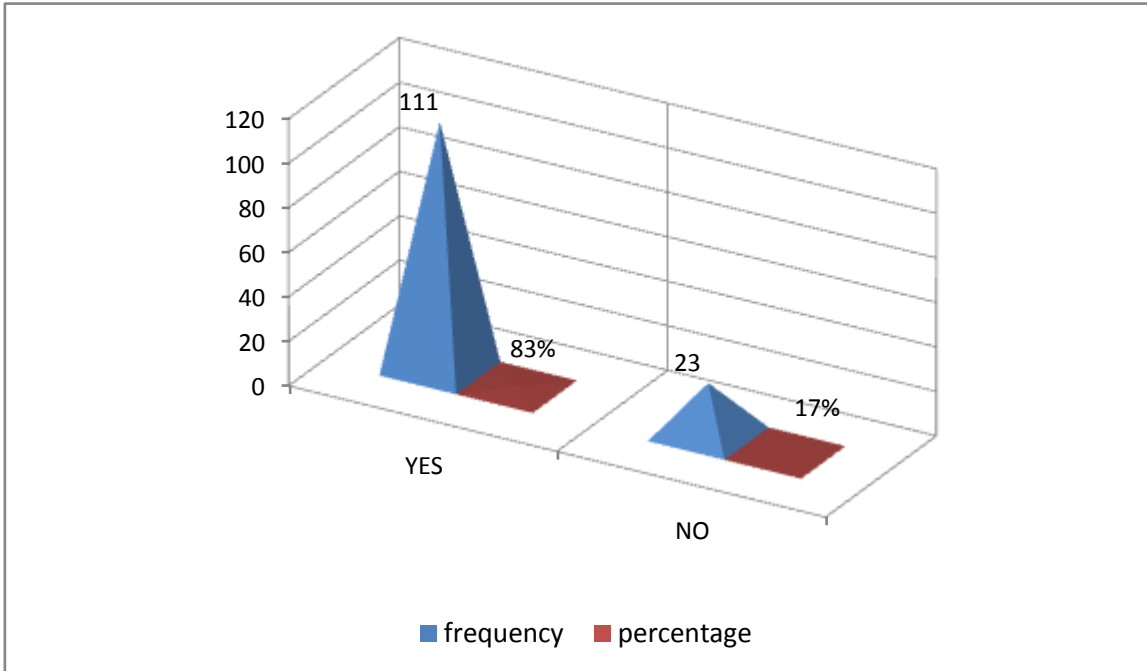


Figure 10:- Relevance of the Curriculum in the First Job.

Usefulness of the Competencies in the First Job of the Respondents

Presented in Table 9 are the various competencies. The respondents learned and developed these competencies during college. They were asked to identify what skills were useful in the first job. Findings revealed that communication skills obtained the most useful competency with 105 responses. This is seconded by human relations skills having 101 responses. Third in the row are the problem-solving skills with 75 responses. This is followed by critical-thinking skills with 70 responses and entrepreneurial skills with 62 responses in the same way. Parallel to the study of other program conducted by Gagalang et al. (2017), the authors made an emphasis that written communication skills were among the highest rating that contributed to the employment of their graduates. Further, Aquino et al. (2015) stressed out in their study that communication skills among other skills were the most useful in the first job of the graduates.

Table 9:-Usefulness of the Competencies in the First Job of the Respondents*.

Competencies	Frequency	Rank
Communication Skills	105	1
Human Relations Skills	101	2
Problem-Solving Skills	75	3
Critical-Thinking Skills	70	4
Entrepreneurial Skills	62	5

*multiple response

Extent of the Usefulness of the Competencies of the Respondents in relation to the Present Job

Depicted in Table 10 is the level of competencies of the respondents in relation to the present job. Respondents were asked how extent is the usefulness of the competencies developed by the respondents during college in relation to their present jobs. Communication skills and human relations skills both obtained remarkable overall means of 4.36 and 4.43 or very high. This is manifested by all programs where each mean has very high level. Problem solving skills achieved a high level with an overall mean of 4.08. This is seconded by critical thinking skills with an overall mean of 4.06 or high. Entrepreneurial skills obtained the lowest overall mean of 3.90 but still on a high level of competency as perceived by the respondents. The findings validate the study of Buenviaje et al. (2015) where communication skills and human relations skills were among the most useful in their present employment while the least useful skills are in relation to entrepreneurial competencies. This signifies that the graduates were not yet given some tasks in relation to entrepreneurial skills or competencies based on the study of Laguadoras cited by Buenviaje et al. (2015). Further, De Castro (2017) stressed out in his study that communication, human relations, problem

solving, critical thinking, and entrepreneurial skills were all useful, helpful, and contributory to the present job the of the graduates. Employers are constantly looking for potential graduates (Abas & Imam, 2016) who are employable and can exhibit competence in using their skills undoubtedly to foster wholesome workplace to maximize organizational performance.

Table 10:- Extent of the Usefulness of the Competencies of the Respondents in relation to the Present Job

Communication Skills			
	SD	Mean	Descriptive Level
BSBA FM	0.59	4.31	Very High
BSBA HRDM	0.63	4.41	Very High
BSHM	0.70	4.40	Very High
Overall	0.61	4.36	Very High
Human Relations Skills			
	SD	Mean	Descriptive Level
BSBA FM	0.62	4.43	Very High
BSBA HRDM	0.67	4.46	Very High
BSHM	0.82	4.30	Very High
Overall	0.65	4.43	Very High
Entrepreneurial Skills			
	SD	Mean	Descriptive Level
BSBA FM	0.81	4.02	High
BSBA HRDM	1.07	3.73	High
BSHM	0.92	3.80	High
Overall	0.92	3.89	High
Problem Solving Skills			
	SD	Mean	Descriptive Level
BSBA FM	0.76	4.16	High
BSBA HRDM	0.94	3.98	High
BSHM	1.15	4.00	High
Overall	0.86	4.08	High
Critical Thinking Skills			
	SD	Mean	Descriptive Level
BSBA FM	0.70	4.07	High
BSBA HRDM	0.98	4.07	High
BSHM	0.94	4.00	High
Overall	0.83	4.06	High

ANOVA on the differences of the Respondents' Competencies in their Present Jobs when grouped according to Program of Specialization

Shown in Table 11 is the ANOVA on the differences of the respondents' competencies in their present jobs when grouped according to program of specialization. Respondents of the study were those attended their first job. Findings reveal that there is no statistically significant evidence of such differences among the responses where the computed p value > 0.05. This implies that the mean difference in the competencies when grouped according to their program of study is equal to zero. The respondents, regardless of their program of study, have the same feelings as to their responses in terms of the usefulness of their communication skills, human relations skills, entrepreneurial skills, problem solving skills, and critical thinking skills which have contributed in relation to their job performances in their present jobs. Having this said, the null hypothesis stating that there is no significant difference among the responses of the respondents in terms of the various competencies is accepted.

Table 11:- ANOVA on the differences of the Respondents' Competencies in their Present Jobs when grouped according to their Program of Specialization.

	Source of Variation	SS	MS	F	Sig
Communication Skills	Between Groups	0.281	0.141	0.370	0.692
	Within Groups	41.433	0.380		

	Total	41.714			
Human Relations Skills	Between Groups	0.215	0.108	0.249	0.780
	Within Groups	47.213	0.433		
	Total	47.429			
Entrepreneurial Skills	Between Groups	2.082	1.041	1.225	0.298
	Within Groups	92.632	0.850		
	Total	94.714			
Problem Solving Skills	Between Groups	0.941	0.470	0.630	0.534
	Within Groups	81.336	0.746		
	Total	82.277			
Critical Thinking Skills	Between Groups	0.044	0.022	0.32	0.969
	Within Groups	76.518	0.702		
	Total	76.562			

T-test Comparison of the Respondents' Competencies in their Present Jobs when grouped according to their Sex

The responses of the respondents in relation to their competencies when grouped according to sex are exhibited in Table 12. The participants of this were those presently employed. Among the gender group (N=106), findings reveal that there is no statistically significant difference between the male respondents and the female respondents where $p > 0.05$ (assuming equal variance), $CI_{.95}$. In other words, the mean difference in the competencies between the male and the female respondents is equal to zero. This manifests that both male and female respondents have the same feelings how useful the competencies in their present jobs. Thus, the study fails to reject the null hypothesis that there is no significant difference in the respondents' competencies in their present jobs when grouped according to their sex.

Table 12:- T-test Comparison of the Respondents' Competencies in their Present Jobs when grouped according to their Sex.

Communication Skills							
Sex	N	Mean	SD	T	df	95% confidence interval	Sig (2-tailed)
Male	35	4.14	0.81	-	-	-	-
Female	71	4.38	0.62	-	-	-	-
Total				-1.674	104	-0.51860; 0.4375	0.097
Human Relations Skills							
Sex	N	Mean	SD	T	df	95% confidence interval	Sig (2-tailed)
Male	35	4.43	0.61	-	-	-	-
Female	71	4.45	0.60	-	-	-	-
Total				-0.177	104	-0.27019 0.22592	0.860
Entrepreneurial Skills							
Sex	N	Mean	SD	t	df	95% confidence interval	Sig (2-tailed)
Male	35	4.09	0.95	-	-	-	-
Female	71	4.00	0.81	-	-	-	-
Total				0.483	104	-0.26611; 0.43754	0.630
Problem Solving Skills							
Sex	N	Mean	SD	t	df	95% confidence interval	Sig (2-tailed)
Male	35	3.89	1.16	-	-	-	-
Female	71	4.13	0.74	-	-	-	-
Total				-1.303	104	-0.60781; 0.12572	0.195
Critical Thinking Skills							
Sex	N	Mean	SD	t	df	95% confidence interval	Sig (2-tailed)
Male	35	4.11	0.80	-	-	-	-
Female	71	3.97	0.86	-	-	-	-
Total				0.821	104	-0.20182; 0.48673	0.414

Conclusion:-

Findings of this study brought remarkable conclusion. There are more female respondents than the male ones whom mostly are single. Prospect for immediate employment is the most common reason why respondents pursued their chosen degrees. Majority of them are presently employed as regular or permanent in status possessing clerical jobs or rank and file with monthly earnings between PhP 5,000.00 to PhP 10,000.00. Most of the respondents are presently employed in the wholesale, retail and automotive industries being their first jobs since these major lines of businesses are relevant in their curriculum and the career challenge is the fundamental reason why they stay on their jobs until the present. Further, majority of the respondents have stayed in their first job between one to six months through the recommendation from someone. Results further disclose that most of the respondents waited one to six months before landing the first job. Likewise, communication skills were the most useful among other competencies as perceived by the respondents in their first job. In their present job, human relations skills were perceived to be the most useful. There is no significant difference of the respondents' competencies in their present jobs when grouped according to program of specialization. In like manner, there is no significant difference in the respondents' competencies in their present jobs when grouped according to their sex differences. It is imperative then that the human capital theory supports the findings of the study.

Recommendation And Implication:-

With the foregoing conclusion, the researchers have come up with noteworthy recommendations for the improvement of the curriculum system of the College of Business and Management. The two-year graduate tracking brought much significance on the part of the researchers being the faculty of the College of Business and Management. First, mechanisms for the on-the-job training program of the graduating students have to place more emphasis in the development of the students' cognitive, affective and psychomotor skills aligned with their area of specialization. This is to ensure that the skills they acquire from the academic exercise and from the host training establishments will bring it to the workplace not only to minimize mismatch of skills but more so enrich the productivity as effective and efficient employees. Second, employees are also encouraged to pursue advanced professional studies or higher training courses to heighten their competencies and for future career endeavors. Third, a more comprehensive and pedagogical approach of enriching the experiences of the students in relation to business and management may be taken into account in order to meet the changing demands of the industry both national and international. Fourth, the conduct of periodic tracer studies and employers' feedback of the CBM graduates are highly advised where results of the study will be utilized for the curricular review and program evaluation. Finally, there has to be concerted efforts among the academe, the privatesectors, and the policymakers who are pivotal in the future employment pursuits of the graduates. Moreover, higher education institutions need to collaborate with the industries to develop a more comprehensive curriculum to meet the demands of the fourth industrial revolution (Industry 4.0) where there is greater impact in the adoption of information superhighway.

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