

Tracer Study of BSBA Marketing Management Graduates (2022–2023) at Don Honorio Ventura State University, Pampanga, Philippines

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Abstract

This tracer study examined the employment outcomes, skill relevance, and challenges of the 2022 and 2023 graduates of the Bachelor of Science in Business Administration Major in Marketing Management from Don Honorio Ventura State University, Lubao Campus, Pampanga, Philippines. Using a descriptive quantitative design, data were collected from 132 graduates out of 190 total graduates, yielding a 69% response rate. Findings revealed that a majority of the respondents were employed (77.27%), with more than half securing employment immediately after graduation (53.79%). Most graduates were absorbed by local industries (76.52%), particularly in finance, banking, retail, and pharmaceuticals, though the majority occupied rank-and-file positions (60.61%) with regular employment status (72.73%). In terms of income, most earned between ₱10,000 and ₱20,000 monthly, while 20.45% reported salaries of ₱25,000 or higher. Employers prioritized communication skills (94.70%), critical thinking (59.09%), and problem-solving (49.24%) as the most important competencies, confirming their centrality in hiring decisions. Graduates evaluated their school-acquired knowledge and competencies as **very highly useful** (overall mean = 4.53, SD = 0.60) and **very highly developed** (overall mean = 4.50, SD = 0.65). Skills such as communication (M = 4.67), critical thinking (M = 4.62), and problem-solving (M = 4.61) were reported to be applied **to a great extent** in current employment, underscoring the program's relevance. Despite these positive outcomes, graduates identified limited job vacancies (43.18%) and lack of experience (37.88%) as major challenges in finding employment. The study concludes that the BSBA Marketing Management program at DHVSU has been successful in preparing graduates for the labor market, though further improvements in practical training, digital skills integration, and industry partnerships are necessary. The results highlight the importance of continuous tracer studies to guide curricular refinement and institutional strategies aimed at improving employability and workplace readiness.

Keywords: Tracer Study; Graduate Employability; Marketing Management; Skills and Competencies; Employment Outcomes; Philippines

1. Introduction

Marketing has become an essential component of business competitiveness, driving customer acquisition, brand loyalty, and long-term growth. Effective strategies and implementation enable firms to differentiate themselves in saturated markets and to adapt to changing consumer behaviors (Schweitzer & Lyons, 2008). The rapid advancement of digital marketing, data analytics, and customer personalization has further transformed marketing practices, compelling higher education institutions to ensure that their graduates are equipped with the technical, analytical, and interpersonal skills demanded by employers (Miller, Mangold, Roach, & Holmes, 2013).

In the Philippines, the demand for skilled marketing professionals continues to rise as businesses navigate dynamic and competitive environments (Lazanas & Urbina, 2023). With consumers' preferences shifting rapidly, companies increasingly seek marketers who can innovate, analyze data, and respond to evolving market trends. Marketing managers, in particular, play a crucial role in shaping product development, pricing models, distribution channels, and promotional strategies that sustain organizational success. To align with these needs, higher education institutions must provide quality training and create pathways to improve the employability of their graduates.

Graduate employability has become a key concern in global higher education. Employability, alongside technical knowledge, is considered a core 21st-century competency that influences both recruitment and long-term career sustainability (Ismail & Mohamed, 2015; Misra & Khurana, 2017). Employers seek graduates who not only possess theoretical knowledge but also demonstrate practical competencies and workplace readiness. As such, many institutions conduct tracer studies to evaluate graduates' employment outcomes, workplace integration, and the relevance of academic preparation. These studies also provide feedback to improve curricula, strengthen industry partnerships, and align educational programs with labor market requirements (Camuyong, Bautista, Hernandez, & Salazar, 2023; Fahmy, Yuniarti, & Wijayanti, 2025).

Tracer studies are particularly valuable for assessing how graduates navigate labor market challenges, including job scarcity, skill mismatches, and limited opportunities. They generate evidence on the applicability of school-acquired knowledge and the extent to which graduates' skills are valued in professional contexts (Nugraheni, Indriani, & Prabowo, 2020). Furthermore, they inform institutional and policy-level decisions by highlighting areas where curriculum enhancement and employability training are needed (Ramirez, Santos, & Javier, 2014).

In this context, the present study examines the 2022 and 2023 graduates of the Bachelor of Science in Business Administration (BSBA) Major in Marketing Management at Don Honorio Ventura State University (DHVSU), Lubao Campus, Pampanga, Philippines. Specifically, it seeks to determine the employment status of graduates, the challenges they encountered in securing jobs, and the extent to which their academic training contributed to their professional practice. The results of this study are expected to provide actionable insights for curriculum enhancement, institutional planning, and policy development to strengthen graduate employability.

Aim of the Study

The primary aim of this tracer study was to examine the employment outcomes, skills relevance, and challenges faced by the 2022 and 2023 graduates of the Bachelor of Science in Business Administration Major in Marketing Management from Don Honorio Ventura State University (DHVSU) Lubao Campus, Pampanga, Philippines. The

study sought to determine how academic preparation contributed to the employability, professional integration, and workplace effectiveness of the graduates.

Research Questions

This study was guided by the following research questions:

1. How may the profile of the BSBA Marketing Management graduates be described in terms of:
 - Year of graduation
 - Current employment status
 - Place of work
 - Specific job or occupation
 - Nature of work
 - Job level position
 - Type of employment status
 - Gross monthly income
 - Length of time in acquiring the first job
 - Common struggles and difficulties encountered in job searching
2. What specific competencies and skills are prioritized by employers during job applications?
3. To what extent are the school-acquired knowledge and competencies considered useful and relevant by the graduates in their current employment?
4. To what extent do the graduates perceive their school-acquired knowledge and competencies to have been developed during their academic training?
5. To what extent are the skills of communication, human relations, entrepreneurial ability, information technology, problem-solving, and critical thinking applicable in their current employment?

Hypotheses of the Study

Based on the objectives, the study tested the following null hypotheses at the 0.05 level of significance:

1. There is no significant difference in the employment status of graduates when grouped according to year of graduation.
2. There is no significant difference in the extent of usefulness, relevance, and development of school-acquired knowledge as perceived by the graduates.
3. There is no significant difference in the extent of applicability of skills (communication, human relations, entrepreneurial, information technology, problem-solving, and critical thinking) in current employment when graduates are grouped by employment status.

Theoretical Framework

This study is anchored on Human Capital Theory, which emphasizes that education and training enhance individuals' productivity and employability by equipping them with knowledge and skills (Becker, 1993). In the context of business education, the investment in higher education is expected to yield returns in terms of improved job opportunities, higher income, and professional advancement.

Complementing this, Employability Theory (Yorke, 2006) suggests that employability is not only about acquiring knowledge but also about developing a set of achievements, skills, and personal attributes that enable graduates to gain employment and contribute effectively in the workplace. These theories provide the foundation for examining the link between educational preparation, competencies, and the labor market outcomes of BSBA Marketing Management graduates.

Conceptual Framework

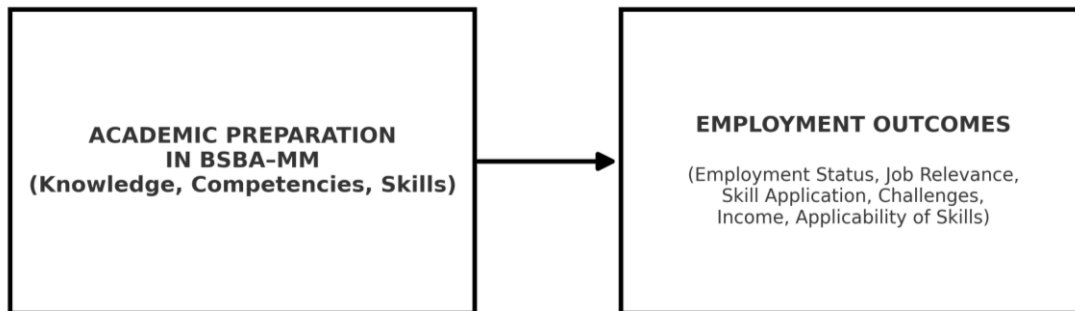


Figure 1. Conceptual Framework of the Study

Figure 1 presents the conceptual framework of the study. It illustrates the relationship between the academic preparation of graduates in the Bachelor of Science in Business Administration Major in Marketing Management (BSBA-MM) and their subsequent employment outcomes. Academic preparation, which includes the knowledge, competencies, and skills acquired through the program, serves as the independent variable. Employment outcomes, which consist of employment status, job relevance, skill application, challenges encountered, income, and applicability of skills, function as the dependent variables. The framework assumes that the quality and extent of academic preparation directly influence graduates' employability and workplace integration, thereby providing feedback for curriculum enhancement and institutional development.

2. Review of Related Literature

Graduate Employability and Labor Market Demands

Employability remains a central issue in higher education research, especially in rapidly evolving economies where industries require graduates with both technical and transferable skills. Employability is broadly defined as a set of achievements, understandings, and attributes that make individuals more likely to gain employment and succeed in their chosen occupations (Yorke, 2006). Recent studies highlight that aside from disciplinary knowledge, employers demand communication, problem-solving, and critical thinking skills (Succi & Canovi, 2020). This indicates that higher education institutions must not only provide academic knowledge but also cultivate soft skills that increase graduates' adaptability in the labor market.

Tracer Studies as a Tool for Quality Assurance

Tracer studies are recognized as effective tools in assessing the alignment of higher education curricula with industry requirements. They provide data on employment outcomes, income levels, and relevance of skills acquired in school, which inform policy and curricular reforms (Nugraheni, Indriani, & Prabowo, 2020). In the Philippine context, tracer studies have been employed to evaluate program effectiveness and graduate readiness for employment, ensuring that institutions maintain compliance with the Commission on Higher Education's (CHED) quality standards (Camuyong, Bautista, Hernandez, & Salazar, 2023). These studies allow academic institutions to adapt to the dynamic needs of the labor market, thereby strengthening institutional accountability and improving graduate employability.

Skills Relevance in Business and Marketing

In the business and marketing sector, the demand for graduates with both technical and interpersonal skills has intensified due to technological transformation and globalization. Employers consistently emphasize communication skills, teamwork, adaptability, and digital literacy as essential competencies (Jackson & Bridgstock, 2019). Moreover, the rapid development of digital marketing and data-driven business models has made information technology skills increasingly relevant for marketing graduates (Papulová & Papula, 2019). Studies also highlight that problem-solving and analytical skills are critical in enabling graduates to navigate complex marketing challenges and contribute effectively to organizational growth (Succi & Canovi, 2020).

Challenges in Graduate Employment

Despite the growing demand for skilled professionals, many graduates continue to face barriers in securing employment. Studies reveal that inadequate work experience, skill mismatches, and limited job opportunities are among the most pressing challenges (Akinyemi & Abiddin, 2018). In Southeast Asia, research confirms that graduates often encounter difficulties in aligning academic preparation with industry-specific competencies, leading to underemployment or delayed employment (Fahmy, Yuniarti, & Wijayanti, 2025). These findings reinforce the importance of structured internships, industry linkages, and career support systems in preparing graduates for the competitive labor market.

Philippine Context of Employability

In the Philippines, the changing business climate has heightened the need for a competent marketing workforce. Lazanas and Urbina (2023) argue that schools must foster both technical and soft skills to produce graduates who can adapt to the shifting needs of Filipino consumers. Institutions are therefore encouraged to integrate practical learning opportunities such as on-the-job training, apprenticeships, and career guidance programs to enhance graduates' readiness for employment. Furthermore, alumni studies emphasize the value of continuous collaboration between higher education institutions and industry partners to ensure that curricular outcomes meet labor market expectations (Villasin & Litob, 2023).

3. Methodology

Research Design

This study employed a descriptive quantitative research design to determine the employment outcomes, skills relevance, and challenges experienced by BSBA Marketing Management graduates of Don Honorio Ventura State University (DHVSU) Lubao Campus. The descriptive design was appropriate because it provided a systematic and factual account of graduates' profiles and experiences without manipulating variables (Creswell & Creswell, 2018).

Respondents of the Study

The respondents were graduates of the BSBA Major in Marketing Management program from the academic years 2021–2022 and 2022–2023. A total of 190 graduates comprised the population (92 from 2022 and 98 from 2023). Out of this, 132 graduates responded to the survey, representing 69% of the total population. While this sample size is robust, it is acknowledged that non-response bias may exist since some graduates who were unemployed or employed in unrelated fields did not participate.

Research Instrument

A structured researcher-modified questionnaire served as the main instrument for data collection. It was adapted from De Castro's (2017) tracer study of Hotel and Restaurant Management graduates but was revised to suit the

context of marketing management. The instrument was validated by three field experts to ensure clarity, relevance, and content validity. It was divided into sections covering:

1. Graduate profile (e.g., year of graduation, employment status, job relevance).
2. Employment characteristics (e.g., nature of work, income, job level).
3. Competencies and skills prioritized by employers.
4. Usefulness, development, and applicability of school-acquired knowledge.

Data Collection Procedure

The survey was administered using Google Forms and disseminated through official alumni chat groups and email lists. Each questionnaire began with an informed consent form, ensuring that participation was voluntary, confidential, and anonymous. Respondents were given two weeks to complete the survey, with reminders sent periodically to maximize response rate.

Data Analysis

Data were analyzed using descriptive statistics such as frequency, percentage, and mean to describe the demographic and employment characteristics of respondents. Likert scale items on skill usefulness, development, and applicability were interpreted based on weighted mean values. Inferential statistics, particularly the t-test and one-way ANOVA at the 0.05 level of significance, were employed to test differences in perceptions and outcomes across groups of graduates (e.g., by year of graduation or employment status).

Ethical Considerations

The study followed ethical standards in research. Participation was voluntary, informed consent was obtained, and data confidentiality was maintained throughout the process. Results were presented in aggregate form, ensuring that no individual respondent could be identified.

4. Results and Discussion

How may the profile of the BSBA Marketing Management graduates be described in terms of year of graduation, employment status, place of work, occupation, nature of work, job level, employment type, income, length of time in acquiring the first job, and common struggles?

Table 1. Profile of BSBA Marketing Management Graduates (n = 132)

Profile Indicator	Categories	Frequency (f)	Percentage (%)
Year Graduated	2022	68	51.52
	2023	64	48.48
Current Status of Employment	Employed	102	77.27
	Self-employed	8	6.06
	Underemployed	7	5.30
	Unemployed	15	11.36
Place of Work	Local	101	76.52
	International	9	6.82
	Remote/Work from Home	7	5.30
	Unemployed	15	11.36
Job Level	Managerial	17	12.88

Profile Indicator	Categories	Frequency (f)	Percentage (%)
Employment Status	Supervisory	12	9.09
	Rank-and-file	80	60.61
	Self-employed	8	6.06
	Unemployed	15	11.36
	Regular	96	72.73
	Contractual	11	8.33
	Temporary	2	1.52
	Self-employed	8	6.06
	Unemployed	15	11.36
	Unemployed	15	11.36
Gross Monthly Income	Below ₱10,000	2	1.52
	₱10,000 – ₱14,999	35	26.52
	₱15,000 – ₱19,999	34	25.76
	₱20,000 – ₱24,999	19	14.39
	₱25,000 and above	27	20.45
	Unemployed	15	11.36
Length of Time in Acquiring First Job	Right after graduation	71	53.79
	Less than a year	32	24.24
	More than a year	14	10.61
	N/A (Unemployed)	15	11.36
Common Job Search Struggles	Few job vacancies	57	43.18
	Inadequate experience	50	37.88
	Mismatch of education and job	30	22.73
	Difficulty in interviews/exams	34	25.76
	Pandemic impact	16	12.12
	Inadequate knowledge/skills	16	12.12

The results reveal that a majority of graduates belonged to the 2022 cohort (51.52%). Most respondents were employed (77.27%), with a small proportion either unemployed (11.36%) or self-employed (6.06%). The predominant workplace was local companies (76.52%), reflecting the absorptive capacity of domestic industries. Graduates were mostly employed in rank-and-file positions (60.61%), with only 12.88% attaining managerial roles, suggesting that career advancement may require additional experience and credentials.

Income distribution showed that most graduates earned between ₱10,000 and ₱20,000 per month, with about 20.45% earning above ₱25,000. This indicates moderate salary levels consistent with entry-level marketing positions. More than half (53.79%) secured employment immediately after graduation, demonstrating strong employability, though a smaller group (10.61%) waited more than a year.

The most common difficulties in job searching were **few job vacancies (43.18%)** and **lack of experience (37.88%)**, consistent with findings in other Philippine tracer studies (Camuyong et al., 2023). These challenges highlight the importance of stronger school-industry partnerships, expanded internship programs, and career readiness initiatives.

Research Question 2

What specific competencies and skills are prioritized by employers during job applications?

Table 2. Competencies and Skills Prioritized by Employers (n = 132)

Competency/Skill	Frequency (f)	Percentage (%)
Communication Skills	125	94.70
Critical Thinking Skills	78	59.09
Problem-Solving Skills	65	49.24
Human Relations Skills	60	45.45
Information Technology	52	39.39
Entrepreneurial Skills	27	20.45

The results show that employers place the highest priority on **communication skills (94.70%)**, confirming its status as the most vital employability attribute in the business and marketing sectors. This finding is consistent with studies in Southeast Asia where communication competency is strongly associated with hiring decisions and job performance (Succi & Canovi, 2020).

Next in importance are **critical thinking (59.09%)** and **problem-solving skills (49.24%)**, which are essential in decision-making, marketing analysis, and managing dynamic consumer demands. These results align with global trends that emphasize analytical ability and adaptability as top graduate qualities (Jackson & Bridgstock, 2019).

Meanwhile, **human relations skills (45.45%)** and **information technology skills (39.39%)** also ranked highly, reflecting the importance of teamwork and digital literacy in contemporary marketing roles. **Entrepreneurial skills (20.45%)** were least prioritized, suggesting that while valued, they are not as critical in entry-level employment compared to interpersonal and analytical competencies.

Overall, these findings highlight a competency framework in which communication and higher-order thinking skills dominate employer expectations, reinforcing the need for curriculum design that balances theoretical knowledge with practical skill development.

Research Question 3

To what extent are the school-acquired knowledge and competencies considered useful and relevant by the graduates in their current employment?

Table 3. Extent of Use and Relevance of School-Acquired Knowledge (n = 132)

School-Acquired Knowledge	Mean	SD	Verbal Description
Perform core management functions	4.50	0.64	Very Highly Useful
Apply key business concepts	4.51	0.67	Very Highly Useful
Use decision-making tools effectively	4.61	0.60	Very Highly Useful
Communicate clearly with stakeholders	4.60	0.64	Very Highly Useful
Use ICT skills in business	4.37	0.80	Very Highly Useful

School-Acquired Knowledge	Mean	SD	Verbal Description
Collaborate and manage conflict	4.52	0.71	Very Highly Useful
Plan and execute activities	4.54	0.70	Very Highly Useful
Demonstrate social responsibility	4.54	0.72	Very Highly Useful
Uphold ethical standards	4.57	0.69	Very Highly Useful
Overall Average	4.53	0.60	Very Highly Useful

The findings indicate that all areas of school-acquired knowledge were rated as “**very highly useful**”, with an overall mean of **4.53 (SD = 0.60)**. The highest-rated competencies were the **use of decision-making tools (M = 4.61)** and **clear communication with stakeholders (M = 4.60)**. These results underscore the importance of analytical and communication skills in bridging academic preparation with workplace demands.

Ethical values and social responsibility were also strongly emphasized (M = 4.57 and M = 4.54, respectively), highlighting the relevance of values-based education in business administration. This supports research stressing the necessity of integrating ethics and corporate social responsibility into business curricula (Papulová & Papula, 2019).

Interestingly, the relatively lower rating, though still “very highly useful,” was on the **use of ICT skills in business (M = 4.37)**. This suggests that while digital competence is important, graduates may feel that practical application of technology in their current roles is somewhat less emphasized compared to managerial and interpersonal functions.

These results affirm that the BSBA Marketing Management program at DHVSU provided graduates with knowledge and competencies that remain relevant and applicable in professional practice, aligning with studies that stress the role of higher education in equipping graduates with sustainable, transferable skills (Nugraheni, Indriani, & Prabowo, 2020).

Research Question 4

To what extent do graduates perceive their school-acquired knowledge and competencies to have been developed during their academic training?

Table 4. Extent of Development of School-Acquired Knowledge (n = 132)

School-Acquired Knowledge	Mean	SD	Verbal Description
Perform core management functions	4.48	0.71	Very Highly Developed
Apply key business concepts	4.49	0.67	Very Highly Developed
Use decision-making tools effectively	4.56	0.68	Very Highly Developed
Communicate clearly with stakeholders	4.55	0.70	Very Highly Developed
Use ICT skills in business	4.42	0.73	Very Highly Developed
Collaborate and manage conflict	4.46	0.72	Very Highly Developed
Plan and execute activities	4.53	0.71	Very Highly Developed
Demonstrate social responsibility	4.52	0.69	Very Highly Developed
Uphold ethical standards	4.52	0.74	Very Highly Developed
Overall Average	4.50	0.65	Very Highly Developed

The results show that graduates perceived their knowledge and competencies as **“very highly developed”** during their BSBA Marketing Management program, with an overall mean of **4.50 (SD = 0.65)**. The strongest areas were **decision-making (M = 4.56)** and **communication with stakeholders (M = 4.55)**, reflecting the program’s effectiveness in strengthening analytical reasoning and interpersonal communication.

Meanwhile, ICT skills received the lowest rating (M = 4.42), which, although still “very highly developed,” suggests that further enhancement in digital and technological applications may be needed. This echoes findings from employability research emphasizing the critical role of digital literacy in modern workplaces (Jackson & Bridgstock, 2019).

The consistently high ratings confirm that the DHVSU curriculum successfully developed the knowledge and skills needed by marketing graduates, aligning with tracer studies in ASEAN that demonstrate the importance of integrating technical and soft skills development in business education (Fahmy, Yuniarti, & Wijayanti, 2025).

Research Question 5

To what extent are the skills of communication, human relations, entrepreneurial ability, information technology, problem-solving, and critical thinking applicable in the graduates’ current employment?

Table 5. Extent of Applicability of Skills in Current Employment (n = 132)

Skills	Mean	SD	Verbal Description
Communication Skills	4.67	0.60	To a Great Extent
Human Relation Skills	4.60	0.65	To a Great Extent
Entrepreneurial Skills	4.46	0.77	To a Great Extent
Information Technology Skills	4.51	0.72	To a Great Extent
Problem-Solving Skills	4.61	0.67	To a Great Extent
Critical Thinking Skills	4.62	0.62	To a Great Extent
Overall Average	4.58	0.59	To a Great Extent

The findings reveal that all identified skills were considered applicable **“to a great extent”**, with an overall mean of **4.58 (SD = 0.59)**. Among these, the highest-rated were **communication skills (M = 4.67)**, **critical thinking skills (M = 4.62)**, and **problem-solving skills (M = 4.61)**. These competencies are indispensable in marketing-related careers, where clear communication, analytical reasoning, and decision-making are core functions.

Human relation skills (M = 4.60) and information technology skills (M = 4.51) were also highly applicable, underscoring the importance of teamwork and digital competence in marketing environments. Entrepreneurial skills received the lowest rating (M = 4.46), which, while still strong, suggests that graduates may have fewer opportunities to apply entrepreneurial abilities directly in entry-level or corporate roles.

These findings align with global employability literature, which emphasizes the enduring relevance of transferable skills such as communication, problem-solving, and critical thinking in graduates’ long-term career success (Succi & Canovi, 2020). The results affirm that the competencies developed during academic training translate effectively into workplace performance, thereby validating the strength of the BSBA Marketing Management curriculum at

5. Conclusion and Recommendations

Conclusion

The tracer study provided valuable insights into the employment outcomes and skills relevance of the 2022 and 2023 graduates of the Bachelor of Science in Business Administration Major in Marketing Management from Don Honorio Ventura State University, Lubao Campus. The findings revealed that a majority of the graduates were employed, with more than half able to secure jobs immediately after graduation. Most of them were absorbed into local industries such as finance, banking, retail, and pharmaceuticals, although the majority held rank-and-file positions and received modest entry-level salaries. The results further showed that employers placed the highest priority on communication, critical thinking, and problem-solving skills, which reflects the increasing demand for graduates with strong analytical and interpersonal competencies.

Graduates also rated their school-acquired knowledge as very highly useful and very highly developed, indicating that the BSBA Marketing Management curriculum was effective in equipping them with the necessary competencies to succeed in the workplace. In addition, the extent of applicability of these skills in their current employment was also rated highly, with communication and critical thinking emerging as the most valuable. However, the study highlighted persistent challenges such as lack of job vacancies, inadequate work experience, and mismatches between academic preparation and available employment opportunities. These challenges underscore the need for institutions to strengthen their career readiness programs and foster stronger linkages with industry partners. Overall, the study concludes that while the BSBA Marketing Management program has successfully prepared its graduates for the labor market, there remains a need for continuous improvement to ensure greater alignment with evolving labor market expectations.

Recommendations

In light of these findings, several recommendations are put forward to enhance the employability and workplace readiness of future graduates. Strengthening on-the-job training is crucial to provide students with meaningful practical experiences that align with their field of specialization. The university should establish more formalized partnerships with marketing-related companies, particularly in industries such as finance, retail, and digital marketing, to ensure that students gain industry-relevant exposure. Furthermore, the curriculum should incorporate more experiential learning strategies, such as business simulations, case studies, and real-world problem-solving projects, which will enable students to further develop their analytical and decision-making abilities while also improving their digital competence.

Support for career development must also be enhanced. This can be achieved through the organization of regular job fairs, career coaching sessions, and mock interview activities that will prepare students to handle recruitment processes with confidence. The university should also broaden its collaboration with local and regional businesses to establish a clearer pipeline of opportunities for graduates, ensuring that the academic preparation they receive directly translates into employment opportunities. In addition, greater emphasis should be placed on the development of digital skills, particularly in areas such as information and communication technologies, data analytics, and digital marketing, as these competencies were perceived by graduates to be less emphasized compared to other managerial and interpersonal skills.

Finally, the conduct of graduate tracer studies should be institutionalized as an annual activity. Doing so will provide consistent monitoring of employment trends, salary progressions, and the applicability of competencies in the workplace. This practice will also ensure that the university maintains continuous alignment between its

curriculum and industry requirements. By implementing these recommendations, the institution will not only improve the employability of its graduates but also reinforce its role in producing competent professionals who can effectively contribute to both local and global markets.

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