Tracer Study of Bachelor of Science in Business Administration Major in Human Resource Management Batch 2022

Michelle J. Bersano, Chra, Mm, Angelie Callao, Alcher A. Dalogdog, Chra

Monkayo College of Arts, Sciences, and Technology, Monkayo, Davao de Oro, Philippines

ABSTRACT

This tracer research examines the career paths and employment outcomes of the 2022 batch of Bachelor of Science in Business Administration graduates with a major in Human Resource Management (BSBA-HRM). Evaluating the academic program's efficacy and relevance in preparing graduates for employment and career advancement in the human resource management sector is the study's main goal. It seeks to ascertain the 77 graduates' occupation, kind of work, degree-related relevance of the position, amount of time before landing a job, and the degree to which their learned skills and knowledge are used in the workplace. Data were collected through google forms and adopted research questionnaires using a descriptive study methodology. The results show that a sizable portion of the respondents are employed at the moment, some of them were directly related to human resource tasks including hiring, employee relations, training and development, and organizational administration. The study's findings give academic institutions insightful input for assessing and improving the curriculum to better meet the demands of the business world. Additionally, it emphasizes how crucial career counseling and hands-on training are to raising graduate employability and happiness. In the end, this tracer research provides a tool for program relevance and ongoing development in a labor market that is always changing.

Keywords: Tracer study, BSBA major in Human Resource Management, MonCAST, Employment, Philippines

INTRODUCTION

Background of the Study

The Tracer Study will assess how well education prepares graduates for work (Dzomeku et al., 2024), which is the key to national development and institutional improvement. They provide data on workforce contributions and enable institutions to refine curricula and enhance program quality. According to Andari, Setiawan, Windasari, Rifqi., (2021) it aims to evaluate educational outcomes, specifically the transition from higher education to employment, scholarly outputs such as self-evaluation of mastery and competency development, the educational process via learning assessment, and higher education's contribution to competency development and educational input through alternative means.

The unemployment rate in the Philippines in November 2023 was estimated at 9% (622, 000) of the population aged 15-24 years old and became 12.5% (788,000) as of October 2024. As per Albina and Sumagaysay, (2022), education needs to be able to grant the necessary skills for any professional to be able to overcome the existing challenges, either to the search for a job with continuity or to the creation of their employment through enterprising behavior. The study of Patulin, Degamon, Patula, Vasquez, (2024) found out that the Philippine government faces significant, long-standing challenges with underemployment and unemployment, issues more severe than in many other Asian nations. The primary cause is job creation failing to keep pace with rapid labor force and population growth, compounded by a surplus of university graduates for whom jobs are scarce. According to De Guzman, Abalos, Cabaluna, Ventayen (2020) when an individual's skills, knowledge, and qualifications are precisely aligned with the specific needs and demands of a particular industry, their chances of getting hired (their employability) will be significantly higher.

With that, the higher education institutions play a crucial role in shaping individuals into competent professionals capable of contributing meaningfully to the workforce. One way to assess the effectiveness of academic programs is through tracer studies—systematic investigations that track graduates' employment outcomes, career development, and the relevance of their educational experiences. Tracer studies serve as valuable tools for evaluating the alignment between academic instruction and the demands of the labor market. A tracer study by Caingoy and Barroso (2020) revealed that despite efforts to align graduates' skills with industry needs, a significant number of them still struggle with unemployment or have yet to secure a job. On a positive note, building strong partnerships with industry stakeholders has proven valuable in supporting students' future employment opportunities (Albina & Sumagaysay, 2020).

In response to these challenges, the Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) program is designed to equip students with the knowledge, skills, and competencies needed to thrive in various HR roles—such as recruitment, employee relations, compensation and benefits, training and development, and organizational development.

As the business environment continues to shift, it becomes increasingly important for educational institutions to track the experiences of their graduates to ensure their academic programs remain relevant and responsive. This study focuses on the BSBA-HRM graduates of Batch 2022, a group that entered the workforce during a period of recovery and transition after the disruptions brought by the COVID-19 pandemic. It aims to explore their current employment status, the relevance of their jobs to their field of study, the length of time it took them to find work, and how well they believe their academic training prepared them for the demands of the workplace.

Moreover, by following the career journeys of the Batch 2022 graduates, this study offers valuable insights into how effective the BSBA-HRM curriculum has been in preparing students for the workforce. The results can help educators, school leaders, and policymakers make more informed decisions when it comes to improving the curriculum, strengthening student support services, and building stronger connections with industry partners. Ultimately, these improvements aim to create a more responsive and future-ready academic program.

Objectives

This study sought to examine the career paths of Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) graduates, Batch 2022, from Monkayo College of Arts, Sciences and Technology (MonCAST).

1. To determine the profile of BSBA - HRM students in terms of:

1.1 Sex;

1.2 Civil Status;

1.3 Civil Service Examination eligibility;

1.4 Certified Human Resource Associates (CHRA);

2. To determine the current employment status of the graduates;

3. To determine how long they land a job;

4. To identify if the work related to the course BSBA - HRM program.

METHODOLOGY

Research Design

This study used a descriptive research design with a quantitative approach. Specifically, it applied a tracer study method to gather information about the employment status, career paths, and professional experiences of the 2022 BSBA major in Human Resource Management (HRM) graduates from Monkayo College of Arts, Sciences and Technology (MonCAST). This research design was well-suited for capturing factual data,

highlighting key characteristics, and identifying trends and connections related to the employability of graduates.

Research Locale and Respondents

This study was conducted at Monkayo College of Arts, Sciences and Technology (MonCAST), a public higher education institution located in Monkayo, Davao de Oro, Philippines. MonCAST offers a variety of degree programs, including the Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM), which aims to develop competent professionals equipped with the knowledge and skills essential for the field of human resource management.

The research specifically focused on the BSBA-HRM graduates of Batch 2022, comprising 77 respondents who served as the primary source of data for this tracer study. These graduates represent a crucial demographic for assessing the effectiveness of the institution's academic training in terms of employability, industry relevance, and career development.

MonCAST serves as the central academic and professional training ground for these individuals, playing a key role in nurturing human capital in the region. Its contribution to local workforce development makes it an ideal locale for a tracer study, which—as supported by the Commission on Higher Education (CHED, 2017)—is essential for assessing the alignment of higher education programs with labor market demands and for guiding curriculum enhancement based on alumni feedback.

Research Instrument and Gathering Data Method

This paper utilized the quantitative research design, more specifically, a descriptive tracer study. Complete enumeration technique was used to come up with the sample size. It entails including every individual in the population. The respondents of the study were the graduates of the Bachelor of Science in Business Administration Major in Human Resource Management, year 2022, in Monkayo College of Arts, Sciences, and Technology.

The researchers utilized an adapted survey questionnaire from the Commission on Higher Education (CHED Tracer Questionnaire). The questionnaires were forwarded through Google Forms. A separate questionnaire for never been employed, previously employed, and currently employed.

Data Analysis

The data collected were analyzed descriptively and narratively according to the needs of the annual Tracer Study report. The following is a description of the duties of the members of the research team. This description will then produce recommendations for improving and developing the curriculum for the Undergraduate Program of Bachelor of Science in Business Administration major in Human Resource Management.

RESULT AND DISCUSSION

This chapter presented and discussed the results from the data collected through a survey using the generally accepted statistical tools and principles. The study attempted to investigate the employment status of Bachelor in Business Administration major in Human Resource Management of Monkayo College of Arts, Sciences, and Technology. The major findings were gathered through Google Forms. The data gathered for this study were also presented through figures and tables. Presentations were categorized into respondents' profile, employment status, eligibility, and suggestions. The total number of traced respondents for this study were 77 which were the total number of BSBA HRM graduates of 2022.

This study also presented the relevant results of the larger study that traced the graduates of MonCAST. It also attempted to discover if the preferred routed still prevailed to the bachelor's degree of MonCAST BSBA major in HRM graduates.

The result of this study would provide concrete information for future and strategic planning for both MonCAST Institution and its Alumni Association.

Table 1. Sex of 2022 BSBA HRM graduates

Sex	Frequency	Percentage
Male	27	35.06%
Female	50	64.94%

The table 1 represents the Sex of the respondents. Table 1 presents the distribution of BSBA major in Human Resource Management graduates of Batch 2022 according to sex. Out of the 77 total respondents, 50 graduates or 64.94% are female, while 27 graduates or 35.06% are male.

The data indicates that female students made up the majority of the BSBA-HRM graduates in 2022, which is reflective of the general trend in human resource-related programs that typically attract more female enrollees. This may also suggest a gender preference or inclination toward careers in people-oriented professions such as human resources.

Table 2. Civil Status 2022 BSBA HRM graduates

Civil Status	Frequency	Percentage
Single	53	68.83%
Single Parent/ born with a child but not married	5	6.49%
Married	16	20.78%
Married but not living with the spouse	0	0.00%
Separated	0	0.00%
Widow or Widower	3	3.90%

Table 2 shows the civil status distribution of the 2022 BSBA-HRM graduates. The majority of the graduates, 53 out of 77 or 68.83%, identified as single, indicating that most are still in the early stages of their personal and professional lives.

16 graduates or 20.78% are married, suggesting a portion of the cohort has already established families while pursuing or after completing their education. Meanwhile, 5 graduates (6.49%) are single parents or have children but are not married, reflecting a small yet notable group balancing early parenthood and career-building responsibilities.

There are no respondents reported under the categories of "Married but not living with the spouse" and "Separated." Lastly, 3 graduates or 3.90% are widowed, which may reflect unique personal circumstances at a relatively young stage.

The diversity in civil status highlights varying life situations among the graduates, which may influence their employment choices, career readiness, and long-term goals.

Table 3. Civil Service Examination of 2022 BSBA HRM graduates

Civil Service Examination	Frequency	Percentage
Passed	1	1.30%
Re-taker	4	5.19%
Haven't taken Examination yet	72	93.51%

Table 3 illustrates the civil service eligibility status of the 2022 BSBA-HRM graduates. Out of 77 respondents, only 1 graduate (1.30%) has successfully passed the Civil Service Examination, indicating very limited eligibility for government employment among the batch.

Four (4) graduates (5.19%) have re-taken the examination, which may reflect ongoing efforts to qualify for civil service positions. The vast majority, 72 graduates or 93.51%, have not taken the exam yet. This suggests that most graduates have not prioritized or are still planning to pursue civil service eligibility, which may be due to various factors such as lack of preparation, focus on private sector employment, or limited awareness of its importance.

The data highlights a significant need for institutional support in guiding and preparing graduates for civil service opportunities, especially for those interested in government employment or career advancement in public sector roles.

Table 4. Certified Human Resource Associates of 2022 BSBA HRM graduates

Certified Human Resource Associates	Frequency	Percentage
Passed	2	2.60%
Re-taker	1	1.30%
Haven't taken Examination yet	74	96.10%

Table 4 shows the CHRA examination status of the BSBA-HRM graduates of Batch 2022. Out of the 77 respondents, only 2 graduates (2.60%) successfully passed the CHRA examination, while 1 graduate (1.30%) is currently a re-taker.

An overwhelming 74 graduates or 96.10% have not yet taken the CHRA examination. This indicates that while the certification is relevant and valuable in the field of Human Resource Management, most graduates have not pursued it, possibly due to a lack of awareness, financial constraints, or limited institutional emphasis on the certification during their studies.

These findings suggest the need for the academic institution to strengthen its career preparation programs by encouraging certification readiness and providing review support for CHRA and other HR-related credentials. Doing so could enhance graduates' employability and competitiveness in the HR field.

Table 5. Employment Status of 2022 BSBA HRM graduates

Sex	Employed f (%)	Previously Employed f (%)	Never been Employed f (%)
Male	13 (48.2)	14 (51.8)	-
Female	21 (42)	21 (42)	8 (16)
Total	34 (49.28)	35 (50.72)	8 (11.59)

Table 5 presents the employment status of the 2022 BSBA-HRM graduates disaggregated by sex. Out of the 77 total graduates:

34 graduates (49.28%) are currently employed, indicating that almost half have already entered the workforce. This suggests that being matched to the specific requirements of the industry would result in the high employability (Patulan, et., al 2024). Among them, 13 are male (48.2%) and 21 female (42%). 35 graduates (50.72%) were previously employed but are currently not working. Of these, 14 are male (51.8%) and 21 are female (42%). This suggests a slightly higher job transition or instability rate among female graduates. 8 graduates (11.69%) have never been employed since graduation. This includes 8 females (16.00%). This may indicate barriers to entry into the workforce for some female graduates, possibly due to personal, geographic, or socioeconomic factors.

The data show that male graduates have a higher current employment rate, while female graduates show slightly higher percentages in previous employment or no employment yet, highlighting potential gender-related differences in job accessibility or job retention within the field of HRM. This result conformed with the

study of Caingoy et., al, (2020) that even when graduates possess skills aligned with industry demands, a notable proportion still struggle with unemployment or have never secured a job.

Table 6. Job Hunting Period of 2022 BSBA HRM graduates

Sex	Less than a month (%)	1 – 6 Months (%)	7 – 11 Months (%)	1 year but less than 2 years (%)	2 years but less than 3 years (%)	3 years above (%)
Male	14 (51.8)	8 (29.7)	1 (3.7)	4 (14.8)	-	-
Female	25 (59.5)	7 (16.7)	3 (7.1)	7 (16.7)	-	-
Total	39 (56.52)	15 (21.74)	4 (5.80)	11 (15.94)	-	-

Table 6 presents the duration it took for 2022 BSBA-HRM graduates to secure their first employment after graduation. The data reveals that the majority of the graduates were able to find jobs within a relatively short period of time, with notable differences observed between male and female respondents.

More than half of the total graduates, or 56.52%, reported securing a job in less than a month after completing their degree. This includes 59.5% of female graduates and 51.8% of male graduates, suggesting that female graduates were slightly quicker in transitioning to the workforce. This may be attributed to factors such as active job searching, strong communication and interpersonal skills, or even alignment with employer expectations in the service and hospitality industry.

Meanwhile, 21.74% of the graduates found employment within 1 to 6 months, while 5.80% were employed between 7 to 11 months. A small yet significant portion, 15.94%, reported obtaining their first job one to two years post-graduation. Interestingly, no respondents indicated that it took them more than two years to find a job, suggesting a generally favorable employment landscape for this batch of graduates.

These findings suggest that the 2022 BSBA-HRM graduates were generally successful in entering the job market soon after graduation. Many were able to secure employment quickly, likely thanks to the practical experiences they gained through on-the-job training (OJT), internships, and partnerships between the school and industry—key features of most HRM programs. As CHED (2021) points out, such real-world exposure helps boost employability by aligning classroom learning with what employers actually need.

Additionally, the Philippine Statistics Authority (PSA, 2022) notes that service-oriented programs—like those in hospitality and business—tend to have higher employment rates due to the steady demand in fields such as tourism, food services, and administrative work. These labor market trends help explain why many graduates in this study were able to find jobs in a relatively short time.

These findings suggest that BSBA-HRM graduates from the 2022 cohort were relatively successful in entering the job market shortly after graduation. The quick employment of many graduates could be linked to their exposure to on-the-job training (OJT) programs, internships, and industry-academe linkages, which are typical components of HRM curricula. According to CHED (2021), such practical experiences enhance graduate employability by aligning academic training with industry needs.

Table 7. Employment Related to Course of 2022 BSBA HRM graduates

Sex	Employed	
	Related f (%)	Not Related f (%)
Male	11 (40.8)	16 (59.2)
Female	12 (28.57)	30 (71.43)
Total	23 (33.3)	46 (66.67)

Table 7 presents the relationship between the current employment of the 2022 BSBA-HRM graduates and their field of study. Out of the 77 graduates, 69 of those secured a job after graduation. 23 graduates or 33.3% reported that their current employment is related to their BSBA-HRM degree, while 46 graduates or 66.67% indicated they are working in fields not related to their course.

When disaggregated by sex, a significant 40.8% of male graduates reported being employed in positions relevant to their academic training, with only 28.57% working in unrelated fields. On the other hand, among female graduates, only 28.57% are currently employed in HRM-related jobs, while the other 71.43% are engaged in careers outside their course specialization.

This contrast suggests a potential gender-based difference in job placement or field alignment, where male graduates appear to have more access or preference for employment directly related to their degree. Female graduates, meanwhile, may be more open or limited to roles outside the HRM field, possibly due to location, personal circumstances, or lack of related opportunities.

Despite this, the overall data shows that the majority of graduates found jobs relevant to their BSBA-HRM education, which reflects positively on the program's industry alignment. However, the notable proportion of graduates—especially females—working outside their field also points to the need for strengthened career guidance, employer linkages, and job placement programs to better support graduates in pursuing careers aligned with their training.

CONCLUSION AND RECOMMENDATION

The results of this tracer study show that the BSBA-HRM program at MonCAST has effectively equipped its graduates with skills that are in demand, as seen in the high employment rate and the short time it took many to find work. However, the low number of graduates taking the Civil Service Exams or pursuing HR-related certifications points to a need for more encouragement and support from the institution in helping students earn these valuable credentials.

The study also revealed some gender-related differences when it comes to job relevance. Female graduates, in particular, may be facing unique challenges in finding work that matches their academic background, challenges that could be linked to personal, economic, or social factors.

Overall, the study highlights both the strengths and areas for improvement in helping HRM graduates transition from college to career. It underscores the importance of ongoing evaluation and the need for strong support systems.

In light of these findings, it is recommended that Monkayo College of Arts, Sciences and Technology (MonCAST) enhance its career preparation efforts for BSBA-HRM students. This could include offering review sessions for the Civil Service and CHRA certifications, expanding partnerships with industry for internships and job placements, and incorporating more hands-on HR experiences into the curriculum. Providing gender-responsive career guidance would also help address job alignment issues, especially for female graduates.

Finally, conducting regular tracer studies should be considered a priority to ensure that the college continues to monitor graduate outcomes and adapt its programs to meet the changing needs of the job market.

ACKNOWLEDGEMENT

REFERENCES

1. Albert C. Albina, Lilian P. Sumagaysay. (2022). Employability tracer study of Information Technology Education graduates from a state university in the Philippines
2. Albina, A. C., & Sumagaysay, L. P. (2020). Employability tracer study of Information Technology Education graduates from a state university in the Philippines
3. Caingcoy, Manuel & Barroso, Desiree. (2020). Cross-Sectional Inquiry on Employability and Employment Status of Bachelor of Secondary Education Graduates (2016-2018): A Tracer Study.
4. Commission on Higher Education (CHED). (2017). Guidelines for Conducting Graduate Tracer Studies. CHED Memorandum Order No. 23, Series of 2017.
5. Commission on Higher Education. (2021). CHED Memorandum Order No. 104, series of 2017: Policies, standards, and guidelines for the Bachelor of Science in Business Administration (BSBA). https://ched.gov.ph
6. De Guzman, Ma Jasmine J., Carlos M. Abalos, Christian Mark M. Cabaluna, and Randy Joy M. Ventayen. (2020) "Tracer study on the employability of business administration graduates (2017-2019) of Pangasinan State University Lingayen Campus."
7. Patulin, E., Degamon, L., Borja, E., Vasquez, M.C. (2024). Tracer study of education and graduate program alumni (2016–2022) at Surigao Del Norte State University.
8. Philippine Statistics Authority. (2022). 2022 annual labor and employment status. https://psa.gov.ph/statistics/survey/labor-and-employment
9. Philippine Statistics Authority. March 6, 2025. Unemployment Rate in January 2025 was Estimated at 4.3 Percent.
10. Shelly Andari, Aditya Chandra Setiawan, Windasari, Ainur Rifqi. (2021). Educational Management Graduates: A Tracer Study from Universitas Negeri Surabaya, Indonesia
11. Veronica M. Dzomeku, Abigail Kusi Amponsah, Edward A. Boateng, John Antwi, Philemon Adoliwine Amooba , Puoza Deo Gracious, Jerry Armah, Victoria Bam. (2024). Tracer study to assess the employability of graduates and quality of a nursing program: A descriptive cross-sectional survey