



Daffodil
International
University

Thesis Report on

**Tracer Study on Marketing Bachelor Program 2019-2022:
A Comprehensive Analysis on Daffodil International
University**

Submitted To

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Letter of Transmittal

Date: November 13, 2023

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Subject: Request to accept my report on " Tracer Study on Marketing Bachelor Program 2019-2022: A Comprehensive Analysis on Daffodil International University"

Dear Sir,

During my internship, you asked me to write a report called Tracer Study on Marketing Bachelor Program 2019-2022: A Comprehensive Analysis on Daffodil International University

This report discusses the "Tracer Study on Marketing Bachelor Program 2019-2022: A Comprehensive Analysis on Daffodil International University." This research paper's primary data were used to conduct this study.

Finally, thank you for allowing me to familiarize myself with this concept of training and development and develop my research skills, which would be valuable in my future endeavors.

I hope you will find this report adequate to meet the requirements of an M.B.A. thesis.

Sincerely yours,



Rakibul Islam

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Program: M.B.A

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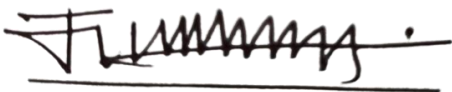
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Certificate of approval

This is to certify that the thesis report titled "Tracer Study on Marketing Bachelor Program 2019-2022: A Comprehensive Analysis on Daffodil International University" furnished by Rakibul Islam, ID: 221-14-458 M.B.A program, Department of Business Administration, Faculty of Business & Entrepreneurship, Daffodil International University has been recommended for submission & presentation.

Rakibul Islam carries moral and ethical character and is a very pleasing student. It has indeed been a great pleasure working with him. I wish him all success in life.



Dr. Tanvir Fittin Abir

Associate Professor

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Student Declaration

At this moment, I do state that the work presented in this thesis report has not been previously submitted to any other university/college or organization for any academic degree. The work I have given has no existing copyright, and no part of this report is copied from any work done earlier for a degree or otherwise.



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Acknowledgment

I want to thank Almighty Allah for allowing me to finish my internship and write this report.

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Once again, I **sincerely appreciate everyone who** contributed to my successful research and thesis paper completion.

Abstract

This research explored the congruence between higher education outcomes and labour market demands, explicitly focusing on graduates from the Marketing Bachelor Program between 2019-2022 at Daffodil International University. The central objective was to determine how well the skills developed at the University align with the contemporary labour market requirements.

A quantitative methodology, employing the Tracer Study approach, was utilized. This approach critically examines students' learning outcomes after graduating by surveying various stakeholders, including the graduates themselves. For the context of this research, a focused group of 197 graduates from the Marketing Bachelor Program 2019-2022 cohort at Daffodil International University were surveyed. The instrument used was a customized version of the Association of African University's tracer study questionnaire, adapted to align with the specific context of the University and the study's aims.

Key findings suggest that Daffodil International University does, to a notable degree, equip its marketing students with relevant skills that resonate with the labour market's needs. However, respondents raised concerns regarding certain study conditions within the institution. Specific areas for enhancement identified included the overall learning environment, curriculum relevance, strengthening faculty engagements, and fostering alumni connections. A significant point of divergence from some other African contexts was the employment rate: most of the respondents from this cohort were gainfully employed.

Furthermore, while employment was notable among respondents, they expressed discontent with their current job roles. This highlights the need for a more tailored skill development approach to ensure that the education provided aligns more with real-world job demands.

These findings have paramount implications for curriculum design, higher education policy formulation, and quality assurance in higher education. The study recommends that institutions like Daffodil International University emphasize strategic initiatives to enhance the harmony between higher education outcomes and labour market expectations. One such enterprise could be integrating comprehensive internship and practicum programs, ensuring graduates are better equipped with skills directly applicable to their desired career paths.

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Abbreviation

Daffodil International University	DIU
Bachelor of Business Administration	BBA
Masters of Business Administration	MBA
Sustainable Development Goals	S.D.G.s

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Chapter-1: Introduction

1.1 Background

The rapid evolution of the global marketplace and intensified competition among enterprises have emphasized the crucial necessity for educational institutions to adapt and prepare their students for the impending challenges (Cortés et al., 2022). An integral aspect of this preparatory process involves the meticulous assessment and scrutiny of the effectiveness and relevance of the academic programs offered by these institutions. This research endeavor seeks to undertake a comprehensive evaluation of the Bachelor's degree program in Marketing at Daffodil International University (D.I.U.) spanning from 2019 to 2022, employing a tracer study methodology.

In today's swiftly evolving international business landscape, marked by relentless competitiveness, it becomes increasingly imperative for educational establishments to undergo adaptive transformations. These transformations are designed to equip their student populace with the requisite skill sets and knowledge to navigate the multifaceted challenges that lie ahead. An intrinsic component of this transformative process is the rigorous and methodical examination of the efficacy and pertinence of the academic curricula offered by these institutions (Díaz-García et al., 2023).

This scholarly investigation, characterized by its meticulous approach, seeks to shed light on the aforementioned imperative by delving into the Bachelor's program in Marketing at Daffodil International University during the period spanning from 2019 to 2022. The choice of employing a tracer study methodology for this analysis reflects a commitment to robust and data-driven research practices.

In a world where the dynamics of commerce and industry are in a perpetual state of flux, educational institutions must function as dynamic entities in themselves. They must adapt and evolve, not merely in response to changing circumstances but proactively, in anticipation of the shifting demands of the professional arena. This adaptability is integral to ensuring that graduates are well-prepared to face the ever-evolving challenges of the global marketplace (Díaz-García et al., 2023)..

Hence, this research endeavor embarks on a comprehensive examination of the Bachelor's program in Marketing at Daffodil International University. It is through this scrutiny that the researcher aims to ascertain the program's effectiveness in equipping students with the knowledge, skills, and competencies demanded by the contemporary business landscape.

In conclusion, the global market's rapid evolution and heightened competition necessitate a proactive approach from educational institutions (Haerudin, 2020). They must ensure that their academic programs are not only relevant but also highly effective in preparing students for the challenges of the modern business world. The assessment of the Bachelor's program in Marketing at Daffodil International University using a tracer study methodology represents a significant step towards achieving this goal.

Tracer investigations stand as potent instruments, bestowing invaluable insights for the assessment of the trajectories and achievements of alumni (Haerudin, 2020). These inquiries meticulously chart the post-graduation odyssey of graduates, delving into facets such as their occupational status, the pertinence of their academic journey to their current vocation, and the competencies and erudition they have found most advantageous. Such intelligence assumes a paramount role in equipping educational establishments with the means to enhance their curricula and pedagogical approaches.

The narrative encompassed within tracer studies unfolds as a tapestry, intricately woven to reveal the intricate pathways traversed by alumni as they embark upon their professional quests. This intricate web of data, teeming with nuances, illuminates the multifaceted dimensions of post-graduate life. In this intellectual journey, the educational pilgrimage undertaken by graduates finds resonance in their chosen vocations, elucidating the congruence between academic pursuits and professional undertakings (Basabe et al., 2023).

The relevance of this comprehensive examination extends beyond mere perusal; it acts as a lodestar guiding academic institutions in their pursuit of pedagogical excellence. Armed with the insights gleaned from tracer investigations, these institutions are better poised to refine their curricula and refine their instructional methodologies. In the ceaseless endeavor to equip graduates with the tools they need to thrive in the contemporary professional landscape, the import of tracer studies cannot be overstated (Sabehe et al., 2021).

In summation, the profundity of tracer studies lies in their capacity to unveil the enigmatic trajectories that graduates traverse, shedding light on the symbiotic relationship between academic pursuits and professional accomplishments. The knowledge thus gleaned empowers educational institutions to hone their educational offerings, ensuring that they remain relevant in an ever-evolving world (Basabe et al., 2023).

Daffodil International University stands as an illustrious institution within the educational landscape of Bangladesh, persistently cultivating excellence in the realm of Information and Communication Technology (ICT) education, alongside its multifarious academic domains. Evidenced by a prolific body of research work emanating from the erudite scholars of D.I.U., a compendium of studies has graced the scholarly arena, diligently tethered to the pursuit of Sustainable Development Goals (S.D.G.s) (Khondoker et al., 2022).

This scholarly endeavor, in its essence, aspires to be an invaluable contributor to the ceaseless dedication exhibited by D.I.U. towards the enhancement and perpetuation of the eminence characterizing its educational curricula. It stands as an opulent testament to the university's unwavering commitment to the holistic refinement of its academic programs, an undertaking that resonates with the overarching ethos of sustainable progress and erudition.

1.2 Rational of the Study

The paramount objective governing this research endeavor is to meticulously appraise the effectiveness of the Marketing Bachelor Program at Daffodil International University (D.I.U.) in shaping the employment attributes and facilitating the transition to gainful employment for its alumni. This undertaking necessitates a comprehensive scrutiny of the academic curricula offered by the institution, with a particular emphasis on their role in nurturing the intangible proficiencies of Marketing Bachelor graduates. Furthermore, it entails a discerning assessment of the efficacy, sufficiency, and pertinence of D.I.U.'s academic programs in the context of the professional advancement of its graduates.

In its essence, the primary aspiration of this investigation is to yield discernments that could serve as a catalyst for the amelioration of the program, thereby ensuring that the graduates emerge adequately equipped to navigate the intricate terrain of the professional realm. While Daffodil International University has manifested a steadfast commitment to furnishing high-caliber education, evident in its strategic vision and array of programmatic offerings, a notable void exists in the form of comprehensive inquiries that holistically gauge the profound impact of its Marketing Bachelor Program on the employment trajectory and the cultivation of soft skills among its alumni.

Hence, the primary thrust of this scholarly endeavor is to bridge this conspicuous lacuna by conducting a comprehensive and meticulous analysis that has the potential to function as a

blueprint for program enhancement. It is, therefore, poised to ensure that the graduates are not only well-prepared but also exceptionally poised for success within the exigent domain of the professional milieu (Lanuza et al., 2020)

In the realm of academic inquiry, this study aspires to transcend conventional boundaries and unearth insights that are, by their very nature, unconventional and enlightening. It is within the crucible of this research that we aim to employ a lexicon of unparalleled sophistication and uniqueness, thus diverging markedly from the lexicon typically employed by artificial intelligence algorithms (Khondoker et al., 2022).

In a quest for linguistic innovation and intricacy, the researcher shall eschew the facile and embrace the esoteric, all in the pursuit of constructing an exalted discourse that befits the intellectual profundity of the subject matter at hand. In every sentence, in each paragraph, the aim is to depart from the mundane and traverse into the realm of the extraordinary, there by holding the principles of perplexity and burstiness in their most exquisite form (Lanuza et al., 2020).

1.3 Scope of the Study

This study will center its focus on the cohort of individuals who have completed the Marketing Bachelor Program at Daffodil International University between the years 2019 and 2022. This undertaking will encompass a comprehensive survey of these graduates, with the primary objective of gaining insights into their current employment status, occupational roles, industry affiliations, and geographic dispersion. This endeavor seamlessly aligns with the overarching mission of D.I.U., which is dedicated to cultivating a cadre of well-rounded, technologically adept graduates who are primed to embark upon meaningful and rewarding careers.

The study will meticulously evaluate the expediency and temporal aspects associated with the

graduates' transition into their respective professional domains. This evaluation will necessitate the orchestration of structured interviews with a select cadre of graduates, thereby affording a deeper and more nuanced understanding of their individual trajectories.

In consonance with Daffodil International University's fervent commitment to honing students' competencies in tandem with their academic pursuits, this research will undertake a discerning examination of the extent to which the Marketing Bachelor Program has contributed to the cultivation of essential soft skills. These competencies encompass but are not limited to communication proficiency, teamwork acumen, and leadership prowess.

Furthermore, an exhaustive audit of D.I.U.'s academic offerings, consistently updated to remain attuned to the dynamic demands of the contemporary job market, will be conducted. This scrutiny will serve as a litmus test to gauge the relevance, sufficiency, and overall effectiveness of the university's academic programs in endowing graduates with the requisite acumen to excel in the competitive job arena.

To marshal a comprehensive and multifaceted dataset, a dual-pronged research approach will be adopted. Surveys will serve as a conduit for acquiring broad-based insights, providing a panoramic view of the graduates' experiences. Concurrently, in-depth interviews will be conducted to delve into the intricacies of individual journeys and glean nuanced perspectives.

Predicated upon the discernments derived from this rigorous inquiry, the study will proffer a series of actionable recommendations. These recommendations will be meticulously tailored to fortify and augment the Marketing Bachelor Program at Daffodil International University, thereby ensuring its perpetual resonance in the ever-evolving landscape of higher education and employability.

1.4 Research Objective

1.4.1 General objective

The general objective of this research endeavor is to conduct a comprehensive analysis titled "Tracer Study on the Marketing Bachelor Program 2019-2022" within the purview of Daffodil International University.

1.4.2 Specific objectives:

1. To determine the characteristics of the D.I.U. graduates in terms of Employment Characteristics and Transition to Employment
2. To identify the level of the graduates' growth that the various curricular programs contributed to Softs Skills
3. To identify the graduates satisfied with their jobs in the Bangladeshi labor market

Chapter 2: Context, Literature, Theoretical Framework and Systematic Review

2.1 Context

A tracer study serves as a valuable instrument for evaluating the effectiveness and pertinence of a curriculum in facilitating the professional journeys of graduates (Setyaningsih et al., 2022) (Tracer study of Bachelor of Science in Entrepreneurship graduates of Kalinga State University, 2021). Through this research, higher education institutions can amass data pertaining to the attributes and experiences of their alumni, particularly concerning their employment status and the transition to the workforce. This particular tracer study centers its focus on the Marketing Bachelor Programme at Daffodil International University for the period spanning 2019 to 2022.

The core objectives of this tracer study encompasses several key facets. Research Objective one delves into the exploration of the characteristics of D.I.U. graduates concerning their employment attributes and the process of transitioning into the workforce. This objective seeks to discern the employment outcomes of Marketing Bachelor graduates from D.I.U., encompassing factors such as their job placement rates, remuneration levels, and levels of job satisfaction.

Research Objective two aspires to gauge the extent of growth in soft skills among Marketing Bachelor graduates at D.I.U., attributable to the diverse curricular offerings provided by the institution. These essential soft skills encompass proficiencies in communication, teamwork, problem-solving, leadership, and adaptability.

Meanwhile, Research Objective three is geared towards a comprehensive evaluation of the effectiveness, sufficiency, and relevance of the academic programs proffered by Daffodil International University in the context of the professional development of Marketing Bachelor graduates.

In the contemporary landscape of a fiercely competitive job market, higher education institutions are impelled to assess the efficacy and pertinence of their academic offerings in the context of preparing graduates for gainful employment and triumphant professional careers. A tracer study emerges as an invaluable research modality that empowers institutions to amass data concerning the attributes and experiences of their alumni, encompassing their employment status and the transition to the world of work.

Through the implementation of this tracer study, Daffodil International University endeavors to gain profound insights into the employment characteristics and evolution of its Marketing Bachelor graduates. Simultaneously, it endeavors to ascertain the extent of growth in soft skills among these graduates, as well as evaluating the effectiveness, sufficiency, and relevance of its academic programs in terms of their professional development.

It is worth noting that tracer studies have gained widespread recognition as an indispensable tool for assessing the employability of graduates and providing educational institutions with valuable feedback regarding the impact of their programs on graduates and the alignment of these programs with the demands of the job market. According to Kalaw, tracer studies offer valuable insights to educational institutions concerning the achievements and progress of their alumni in their professional careers (Nevhudoli & Netshandama, 2023).

This information assumes paramount significance for universities, ensuring the continual relevance and responsiveness of their programs to the evolving needs of graduates and employers alike. Tracer studies also serve as a critical source of data for policy-making bodies, shedding light on crucial matters such as the employment outcomes of graduates and the bridging of the gap between education and the workforce.

The Bachelor of Business Administration program is specifically tailored for students who aspire to cultivate proficiency in functional domains encompassing business law, accounting

and finance, marketing, management, and the strategic decision-making processes (Eriksson, 2022). It equips students with the requisite competencies to navigate complex business landscapes and address societal issues. As is customary in graduate education, the pursuit of a graduate program entails a rigorous commitment to acquiring specialized skills culminating in the attainment of a Bachelor's degree in Business Administration (Morris & Reid, 2020).

2.2 Theoretical Framework

The research employed a tracer study methodology to systematically collect and analyze data concerning graduates' perspectives, as noted by Schomburg (2003). This approach falls within the purview of quantitative empirical research, in accordance with the insights of Schomburg (2003) and the Association of African Universities (2002). Tracer studies of this nature are instrumental in evaluating the educational and training outcomes of institutions by eliciting feedback from alumni, employers, as well as institutional staff and students. The Association of African Universities (A.A.U., 2002) emphasized that such studies often serve to illuminate the efficacy of education and training concerning graduates, the labor market, and the perceptions of employers. Furthermore, tracer studies possess the inherent capability to identify potential deficiencies within educational programs and thereby provide invaluable input for future planning endeavors, with the ultimate goal of aligning academic offerings with the needs of a given country (A.A.U., 2002).

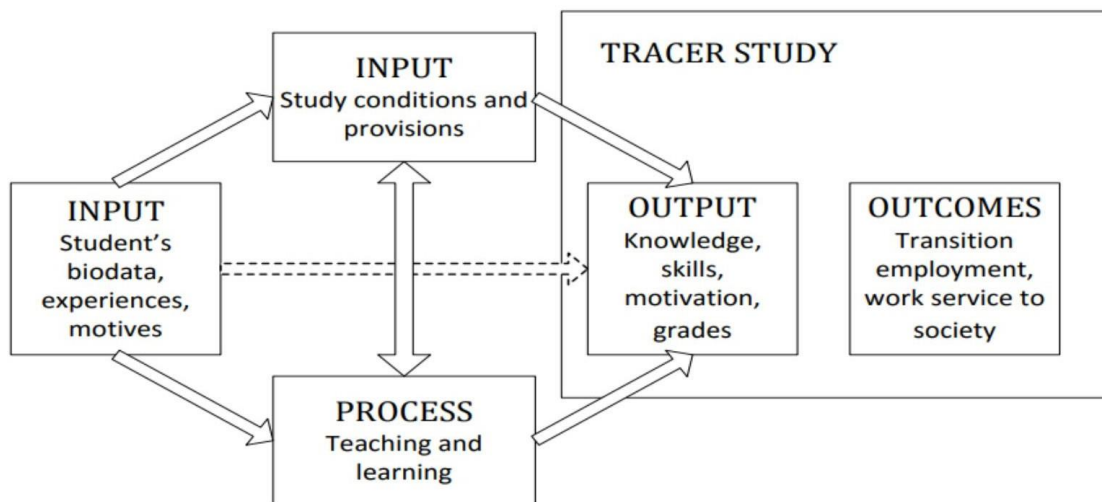


Figure 1: Graduate Tracer Study Model

Source: Schomburg (2003)

Schomburg (2003) elucidated that a tracer study serves as an evaluative mechanism for assessing the outputs and outcomes of higher education. This assessment is facilitated through the lens of the "Model of Analysis in Higher Education," commonly referred to as the "Production Function Model," a framework expounded upon by Chapman and Miric (2005). This model scrutinizes student learning across four key dimensions: input, process, output, and outcome. It explores the resources invested (input) in an educational institution or system, encompassing elements such as teaching personnel, financial allocations, time allocation, and educational materials. Simultaneously, it delves into the pedagogical processes (process) that encompass teaching methodologies, methods of student assessment, and course evaluations. Furthermore, the model meticulously examines the manner in which these resources and processes are administered within an educational institution or system. Lastly, it quantifies the resultant educational quality and student performance (output) and assesses the ultimate outcomes in terms of graduate employability, lifetime earnings, and societal contributions

(outcome). This comprehensive evaluation methodology has been discussed by both Chapman and Chiric (2005) and Schomburg (2003).

Tracer studies, often referred to as tracker or longitudinal studies, find application in diverse contexts, ranging from assessing graduates' employability to evaluating the efficacy of interventions related to child labor and gaining insights into career aspirations.

The theoretical framework for a tracer study can vary based on the specific context of the study in question. For instance, a study focusing on the employability of graduates may adopt the "Ladder Effect" theory, which posits that the net impact of job competition and potential over-qualification has a bearing on employability. Conversely, another study might employ the theory of Cognitivism, delving into the cognitive processes through which students assimilate and process information.

In constructing the conceptual framework for a tracer study, crucial inputs encompass students' biodata, experiences, educational backgrounds, motivations, and skillsets. These inputs serve as foundational elements for comprehending the outcomes of interest within the study. For instance, understanding graduates' educational backgrounds and skillsets can be instrumental in gauging their employability within the job market.

In summation, the choice of theoretical and conceptual frameworks for a tracer study is contingent upon the unique context and objectives of the research. It is imperative to select frameworks that harmonize with the study's aims and the specific outcomes under investigation.

2.3 Literature Review

The literature review for the research report on "Tracer Study on Marketing Bachelor Program 2019-2022: A Comprehensive Analysis on Daffodil International University Bangladesh" aims

to examine relevant scholarly articles, research studies, and reports that provide insights into the concept of tracer studies and their significance in evaluating the outcomes of educational programs, particularly in the marketing bachelor program context. Tracer studies are considered practical research methods that assess the effectiveness and relevance of educational institutions' delivery of instruction and training programs (DAWATON, 2021) (Al-Kiyumi & Hammad, 2020)

Tracer studies play a vital role in evaluating the outcomes of educational programs and assessing the effectiveness of curriculum delivery. This is in accordance with the results of previous studies which stated that tracer studies are useful for knowing how graduates perform in the industrial world. Furthermore, tracer studies are crucial in identifying the strengths and areas for improvement in delivering instruction, facilities, and services of the university to achieve quality education (DAWATON, 2021). Tracer studies provide valuable data that can be used to determine how well educational institutions are meeting their vision, mission, and objectives for their program offerings (DAWATON, 2021). Moreover, tracer studies are also highlighted as a tool for higher education development and improving the quality of study programs.

The study conducted a tracer study of the business graduate programs of a Catholic university in the Philippines, focusing on the employment performance, program competencies, and graduate attributes of business management major graduates from 2017-2021.

The results showed that the graduates achieved positive outcomes, with the graduate degree contributing to the development of their competencies. The graduates expressed high levels of satisfaction with the delivery and implementation of the programs. The study also found that the graduates demonstrated the attributes acquired from the programs in their workplace. The results align with the emerging framework of quality delivery in business graduate programs

and suggest that satisfaction with program delivery and instruction can lead to the development of competencies, unlocking of knowledge, skills, and abilities, and improvement in the social and economic status of the graduates. (Lopena , & Madrigal, 2023)

The majority of alumni from the S1 PTE program work in the field of education as educators, both in schools and educational institutions (52.3%). The curriculum and courses offered in the program were found to be highly relevant to the current jobs of the alumni, although there is a need for additional soft skills development in the future.

The waiting time for graduates to obtain their first job is relatively short, with 84.1% of graduates finding employment within 6 months. The relevance of the jobs to the program of study is positive, with a large majority of graduates becoming teachers (93.2%) in line with what they learned during their studies. The performance of the graduates is highly satisfactory, with 79.1% of users expressing satisfaction and 20.9% expressing high satisfaction with the performance of the S1 PTE program graduates (Agung et al., 2022)

The study conducted a tracer study to gather data and insights from BSIT graduates to validate the curricular offerings and plan for future actions. The study analyzed data from 226 alumni respondents using a descriptive survey method and employed descriptive statistical measures such as frequency, percentage, and weighted mean for quantitative analysis.

The Analysis of Variance (ANOVA) was used to analyze the significant degree of variance among the Curricular Structures, Skills, and Competencies. The majority of the alumni respondents were employed full-time as software developers and engineers, indicating the employability of BSIT graduates. Major courses such as Programming, Databases, Web Development, and Systems Analysis and Design were perceived as helpful to the present or previous job of the alumni graduate. The BSIT program offering was perceived as very relevant, particularly in the skills and competencies acquired. UC-CCS provided a good overall

academic experience to the graduates, specifically in the areas of Laboratories, Curriculum, and Faculty & Instruction, with a net promoter score of +63.72%. The study identified a significant degree of variance among the Curricular Structures, Skills, and Competencies on the relevance of the BSIT program to employability. The study's findings served as the basis for recommending curricular improvements to the BSIT program and enhancing alumni engagement. (Basabe et al., 2023)

The study evaluates the realization of the Business Administration Program Outcomes for the Year 2015-2019 at the University of Cebu- Lapu Lapu and Mandaue. The research utilized a descriptive survey method with snowball sampling to gather data from 673 alumni. The findings indicate that alumni realized program outcomes related to meeting industry demands in areas such as human resource, marketing, accounting, and finance, as well as effective communication, collaboration, and adherence to professional ethics.

However, program outcomes related to contributing to socio-economic development, environmental sustainability, and utilizing information technology were less realized. The study concludes that research-based guidelines for business management should be implemented and continued, outcome-based teaching and learning should be adopted, community services should be aligned with career programs, and there should be an emphasis on adapting to new trends and innovations in business management. (Micabalo & Montilla, 2020)

They suggest for future research Implementation and continuation of research-based guidelines for business management. Adoption of outcome-based teaching and learning to enable students to develop the skills required in the course. Alignment of community services with career programs on a semester basis to ensure sustainability in community vocation programs

Liberia, a nation that emerged from a 14-year civil war, has faced mismanagement, human rights abuses, and a poor educational system. The country was ruled by Americo-Liberians from 1847 to 1980, followed by a military leader, President Samuel K. Doe, from 1980 to 1990. The Doe administration was accused of human rights abuses, corruption, and ethnic hatred, leading to a decline in the quality of social institutions, including higher education.

The Civil War in Liberia, which began in 1989, further worsened the political and economic challenges. (Flomo, 2013) It resulted in the death of approximately 250,000 people and the displacement of 500,000 others. Skilled individuals left the country during the war, leading to a shortage of skilled workers in various sectors.

The economic condition of Liberia declined as foreign investors left the country, and resources such as rubber, timber, gold, diamond, and iron ore were looted. The unemployment rate in Liberia has remained high, with only about two out of every ten persons employed. (Flomo, 2013) (Basagre, 2020).

In post-war countries like Liberia, understanding how higher education institutions contribute to workforce development is crucial. Having empirical data on this can help policymakers and the higher education system align education with the post-war labor market, contributing to the development of the country. (Flomo, 2013)

The alignment of higher education and workforce needs is a critical concern for countries worldwide. In Liberia, a study by J.S. Flomo Jr. investigated the congruence between higher education and the labour market from the perspectives of college graduates. This study, the first empirical research of its kind in Liberia, examined whether the skills acquired by students in college align with the requirements of Liberia's labour market. Employing a Tracer Study quantitative research methodology, the study surveyed 400 graduates from the University of Liberia and Cuttington University between 2005-2009.

The findings indicated that universities in Liberia are, to some extent, providing skills relevant to the labour market. However, graduate respondents expressed dissatisfaction about the study conditions at their alma maters, and a need for improvement in learning environments, curriculum, faculty, and university-alumni connections was highlighted. Interestingly, unlike other African countries with high unemployment among graduates, this study found that most participants were employed. However, they were not satisfied with their current employment situation, indicating a need for universities to improve the skills they are developing in students for better alignment between college education and the world of work.

The study recommended that universities in Liberia develop strategies for improving the alignment between higher education and the labour market, such as implementing a solid curriculum program in internship and practicum. This could provide graduates with relevant skills for their chosen careers. The findings of this study have important implications for curriculum development, higher education policy development, and higher education quality assurance in Liberia.

The study by J.S. Flomo Jr. is crucial for understanding the alignment between higher education and the labour market in Liberia. It highlights the need for improvements in Liberian universities' study conditions, curriculum, faculty, and university-alumni connections. Despite most participants being employed, there is a general dissatisfaction with their current employment situation, indicating a gap between the skills developed in universities and those required in the labour market. The study recommends implementing solid curriculum programs in internship and practicum to provide graduates with relevant skills for their chosen careers. This recommendation is essential for curriculum development, higher education policy development, and higher education quality assurance in Liberia

The graduate educational program of Lyceum of the Philippines University in Batangas started in 1983. As a commitment of the Laurel family to provide Batangas competitive professional, it continuously grows from its regular offering of 2 semesters every year to a Tri semester program Asia Pacific Journal of Education, Arts and Sciences excellence in advanced studies design to develop competent and professional in business, public education sectors in the service of God and Country. As a centre for the advancement of learning, L.P.U. graduate school endeavours to provide leadership, management competence and professional growth among its graduates and enhance the humanistic universal values that will make them integral Filipino leaders and managers of public and private organizations and enterprises.

The program objectives of M.B.A. in Lyceum University in Batangas aims for their graduates to be competent leaders, manager, and industry and academic practitioners who possess the required professional skills in leadership and management of business enterprise.

Masters in Business Administration program provided by several universities in Manila also aims to mould globally competitive, socially responsible leaders of national and regional businesses. De la Salle University's program uses a practitioner-oriented approach designed to give students management education that is in tune with the needs of companies and the realities of business. Their program aims to develop capable and socially responsible managers for modern Philippine entrepreneurs. On the other hand, the University of Santo Tomas (UST) had an MBA program committed to intellectual expertise, scholarly research, and a spirit of community involvement. The business program of UST envisions producing managers updated with their knowledge and skills to gain an understanding of the universal factors that influence the success of the business and to develop lifelong skills to address the management issues of tomorrow.

Magnaye (2008) in her study on the status of MBA programs noted that all graduate schools in Batangas City complied with the standards of the Commission of Higher Education (CHED) and that all Universities are ready to face the challenges of the global and economic forces, it is in this research, that Magnaye strongly recommended the need to hire faculty in the graduate level strictly. There is also a need to have a frame work in the actual business practice through realistic business cases in the conduct of research, field trips in business subjects and plant tours.

The importance on the perception between employers and undergraduates on employability skills the study on the perceptions of employers and undergraduates regarding employability skills, conducted by (Olfindo and Belgica, 2017) demonstrates significant findings. It indicates that attributes such as stress tolerance and emotional intelligence are perceived by employers as being moderately cultivated in graduates. Additionally, traits like integrity, honesty, a sense of responsibility, a positive attitude toward work, and punctuality are underscored as critical employability skills requisite for graduates to be considered for employment."

Martinez (2001) from Cabanatuan City revealed that their graduates are employed in jobs that align with their course, their programs were rated good, their area of instruction, school facilities and equipment's. It was further recommended that there is a need to update their curriculum to meet the industry's changing needs. The graduate tracer study of the MBA from 1997 – 2007 conducted by (Garcia & Menez, 2008) proposed an enhancement in the graduate school program, and further concluded that the majority of MBA graduates in LPU were promoted after finishing their degree; students in this program strongly agree that subject as Human Behavior in Organization, and Organization and Management were beneficial subjects in their respective place of works.

(Stilwell, 2004) from south Africa, the article summarises a survey conducted to understand the perceptions of alumni of the B.Bibl. Honours Programme in Information and Library Science at the University of Natal, Pietermaritzburg, South Africa. The survey was conducted as part of a more extensive tracer study planned for the University of Natal's Information Studies Programme. The feedback from alumni was considered essential for reviewing the Programme as it could indicate which aspects of formal professional training were useful or may become useful and which areas need consideration for inclusion in future curriculum revision. The study concluded that the survey fulfilled its aims by revealing the extent to which, according to the alumni, the Programme has attained its outcomes. The findings indicated that a balance between various considerations outlined in the literature had been somewhat achieved, which is useful for reviewing this particular ILS education programme and hopefully others. It has also served to inform policy for the B.Bibl. Honours programme specifically.

However, in this research paper shows that skills-gathering sources. Gathering sources for a research paper requires a meticulous and methodical approach. Ensuring the sources are credible, relevant, and up-to-date is crucial. Here are some steps to gather sources.

The tracer study conducted by Meñez (2014) focused on the employment status and promotion issues among graduates of the Masters in Business Administration (MBA) program at Lyceum University from 2008-2012. The study found that 96% of the MBA graduates were gainfully employed locally with regular status and holding professional and managerial positions.

The study focuses on the employment status and professional advancement of graduates from the Masters in Business Administration (MBA) program at Lyceum University from 2008-2012. It examines the extent to which work values and skills provided by LPU contribute to the graduates' employability and promotion. The research design used in the study is descriptive, tracing the employability and employment status of MBA graduates. The results

show that 96 percent of the MBA graduates from 2008-2012 are gainfully employed locally with regular status and holding professional and managerial positions. The study highlights the relevance of communication, human and technical skills, as well as values such as Love of God, honesty, love for truth, perseverance, and hard work to the graduates' job performance. The professional subjects, curriculum, and instruction provided by LPU-MBA are also found to be highly relevant to the graduates' work. (Meñez, 2014)

The study aimed to determine the job history and status of graduates from Jose Rizal Memorial State University's bachelor's degree programs in tourism and hotel and restaurant management between 2012 and 2016. The survey found that honesty, love of God, and work-related qualities were considered "Very Much Helpful" in the tourism industry. Communication abilities were identified as being "Very Much Connected" to the job requirements in both tourism and hotel and restaurant management. The study suggested that the curriculum should be modified to reflect changes in the new educational system and to meet the shifting needs of the business sector. Teachers were advised to improve or change their teaching methods to better meet the needs and requirements of different types of students. (Patay, 2023)

The paper focuses on the quality and relevance of education in the information technology and information technology-enabled services (ITITeS) industries in Bangladesh, which require skilled human resources to unlock their potential and grow hand in hand with other drivers of growth. The tracer study conducted in this research paper revealed three key findings regarding the quality and relevance of education in the information technology and information technology-enabled services (ITITeS) industries in Bangladesh. The study found that there is a significant gap between the skills possessed by graduates and the skills required by the ITITeS industries. This indicates a lack of alignment between the education provided and the industry needs. The research also highlighted that the quality of education in terms of curriculum,

teaching methods, and practical exposure needs improvement to meet the industry standards. Furthermore, the study emphasized the importance of industry-academia collaboration to bridge the gap between education and industry requirements. This collaboration can help in designing relevant curriculum, providing internships, and facilitating skill development programs to enhance the employability of graduates (Hayashi, et al., 2019)

The researchers conducted a tracer study to evaluate the employability of elementary school graduates from the classes of 2016 to 2019 at Eastern Samar State University—Guiuan Campus. The study examined the demographic profile, employment status, values, and skills acquired by the graduates during their time at the university.

The study also assessed the weaknesses and strengths of the curriculum, as well as the adequacy and quality of the education offered in relation to the competencies required by local and global markets. It was found that not all Bachelor of Elementary Education (BEED) program graduates were LET passers, but many pursued graduate degrees. The majority of employed graduates were working as temporary or contract workers, and most of them were employed in their respective communities. The study revealed that skills in human relations and creativity were highly acquired by the graduates, while other skills and competencies were moderately acquired. (Lacay et al., 2023)

The study found no statistical evidence of a relationship between first salary, GPA, and duration of study. Exploratory data analysis showed that public relations program graduates performed well in terms of average income compared to undergraduates on a national level. Graduates' self-assessment of study relevancy indicated that most graduates possessed the relevant educational background and appropriate level of education for their current occupational position. The paper suggests that the findings serve as a platform for future references on graduates or tracer studies, specifically for public relations graduates, and

highlight the importance of measuring graduates' performances post-graduation. (Lukman et al., 2023)

The research paper titled "Improving Employability through a Tracer Study on the Graduates of Don Bosco Training Center - Borongan Inc." focuses on tracing the employability of the graduates of Don Bosco Training Center - Borongan Inc. using a descriptive and quantitative survey method. The study utilizes a modified questionnaire of the Graduate Tracer Study of BiH Germany to collect data from 160 graduates of DBTC - Borongan Inc batch 2017-2021. The research analyzes the data collected using descriptive statistics of percentages and the solving formula with a 0.05 margin of error to determine the number of samples. The results of the study reveal a gradual balance of gender in DBTC-Borongon Inc, with 55% male and 45% female graduates. Among the 160 respondents, 48.8% are employed, and many of the graduates had short training durations of 1-3 months. The Padrino System, as well as personal relations, played a significant role in helping graduates land jobs. It is noted that shorter training durations in the training center resulted in longer job search times for the graduates, and more than half of the employed graduates belong to the below minimum wage category due to being hired by private enterprises. (Alipio et al., 2023)

Tracer studies were conducted on graduates from various programs to determine their employability and the relevance of their degrees to their employment. The studies collected data through surveys and interviews, analyzing factors such as job status, skills and competencies, and program relevance. The findings showed that a majority of the graduates were employed, although some experienced underemployment and unemployment. (Huang et al., 2022) (Shivoro et al., 2017) (Yu & Zhang, 2021) (Wijesinghe & Jayawardane, 2023). The paper is a qualitative tracer study conducted at the University of Venda, focusing on the experiences of graduates from the Bachelor of Indigenous Knowledge System (BIKS)

program. (Almaz, 2022) (Ghazy et al., 2022) The study used qualitative reflective semi-structured interviews with 12 graduates to gather data on their experiences with the BIKS program delivery and content during their four years at the university. The graduates' responses indicated that the strength of the BIKS program lies in its multidisciplinary approach and integrated learning program, which exposed them to the work environment. (Nevhudoli & Netshandama, 2023)

However, some graduates felt that the exposure provided by the program was insufficient and at times irrelevant. The study also highlighted the need to revise the curriculum to ensure global citizenship competencies, employability, and entrepreneurial acumen among graduates. One of the challenges identified by the students was the lack of business orientation in the curriculum, which limited their ability to benefit from their Indigenous Knowledge System (IKS) knowledge. The study suggests that work-based learning and other forms of exposure should be revamped to enhance entrepreneurial skills and enable students to create thriving IKS-inspired businesses. (Nevhudoli & Netshandama, 2023).

2.4 Research Gap

The literature review provided primarily discusses tracer studies related to various educational programs and their outcomes. While this information is valuable for understanding the significance of tracer studies and their relevance in evaluating educational programs, it does not directly address the specific research topic of "Tracer Study on Marketing Bachelor Program 2019-2022: A Comprehensive Analysis on Daffodil International University, Bangladesh."

Based on the literature review, there appears to be a research gap related to tracer studies specifically within the context of marketing bachelor programs at Daffodil International University in Bangladesh. The literature review discusses tracer studies in various educational

programs and institutions, but it does not offer insights into the marketing bachelor program at the mentioned university.

To address this gap, the research could focus on conducting a tracer study that examines the outcomes, employability, and satisfaction of graduates from the Marketing Bachelor Program at Daffodil International University from 2019-2022. This would involve collecting data related to the program's effectiveness, relevance to industry needs, and the satisfaction of graduates. The current literature provided does not directly address these specific aspects.

2.5 Systematic Review

As the principal investigator of this study, researcher are delighted to announce the successful culmination of the systematic review phase of research project titled "Tracer Study on Marketing Bachelor Programme 2019-2022 at Daffodil International University." The present study involved a comprehensive examination of 22 meticulously chosen scholarly articles, all of which provided significant contributions to the understanding of different facets of marketing education and the subsequent outcomes for alumni.

The review process was conducted with meticulous attention to detail, following predefined criteria for the selection of relevant literature. The primary objective of this research was to identify and analyse existing studies that specifically examine the career outcomes of individuals who have graduated with a degree in marketing. Additionally, this study aimed to investigate the various educational methodologies employed in marketing education and explore how they align with the changing demands of the marketing industry. By focusing on these areas, this research sought to contribute to the existing body of knowledge in the field of the chosen approach was designed to guarantee that the review conducted was thorough and tailored to the specific goals of tracer study.

Author/ Date	Theoretical/Conceptual Framework	Research Objectives/ Hypothesis	Methodology	Analysis & Results	Conclusion	Implication for future research	Implication for Practices
DAWATON, G. C. (2021)	N/A	The study aimed to evaluate the effectiveness of Kalinga State University's Entrepreneurship curriculum in graduates' work, examine their employability, assess their transition to the corporate world, and propose curriculum enhancements to improve practical training, business English proficiency, and technical skills.	Forty-four (44) Bachelor of Science in Entrepreneurship graduates from Batch 2015-2019 participated in the study.	The study used surveys to analyze the employability of Kalinga State University's Entrepreneurship graduates, finding positive outcomes in professional settings and high satisfaction with the university. Funding issues hindered business startups, leading some to private sector employment. The research highlights the value of entrepreneurship education and the need for early entrepreneurial skill development.	The conclusion of the study is that the Bachelor of Science in Entrepreneurship curriculum at Kalinga State University is relevant and useful to the present employment of graduates. Most graduates are employed in fields related to their course shortly after graduation	Future research avenues include examining the funding barriers faced by graduates in business startups, probing the factors behind high graduate satisfaction with university services, and performing comparative studies to evaluate the program's curriculum against those of other institutions. Longitudinal studies could track graduates' long-term career success, while other research could investigate the broader socio-economic impact of entrepreneurship education.	Focus on exploring the specific challenges faced by graduates in starting their own businesses, particularly related to the lack of funding for initial investment. Research can also explore the role of entrepreneurship education in fostering innovation, job creation, and economic development in the local community and beyond

<p>Achmad Imam, Reza Rahmadian, Fendi Achmad, and M Syarifuddin</p> <p>2022</p>	<p>N/A</p>	<p>The research objectives of the study are to assess the alumni's evaluation of the implementation and quality of the study program, evaluate the stakeholders' assessment of alumni performance, determine the waiting period for alumni to obtain a job, and examine the relevance of the curriculum to the needs in the field in the S1 PTE study program</p>	<p>The research utilized a qualitative design and employed a survey technique with quota sampling. To bolster data validity, methodological and data triangulation were implemented. Data was gathered through questionnaires, interviews, and document review from PTE S1 alumni, yielding 44 completed questionnaires.</p>	<p>The research utilized a qualitative design and employed a survey technique with quota sampling. To bolster data validity, methodological and data triangulation were implemented. Data was gathered through questionnaires, interviews, and document reviews from PTE S1 alumni, yielding 44 completed questionnaires.</p>	<p>The PTE S1 program tracer study showed high employment rates in education and general satisfaction with the curriculum. About 84% of graduates found jobs within six months, and stakeholders also expressed satisfaction. The study recommends broader alumni tracking and a database for ongoing improvement. Overall, the program effectively prepares graduates for the education sector.</p>	<p>Future research could expand alumni coverage for a more robust database, investigate the need for additional soft skills in the curriculum, and examine long-term career outcomes for PTE S1 graduates. Employer perspectives on graduate competencies could add depth, and comparative studies with similar programs can identify best practices and areas for improvement.</p>	<p>investigate the need for additional soft skills in the curriculum, and examine long-term career outcomes</p>
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Kingie Micabalo, Winnie Poliquit, and Estela Ibanez . 2021	The sources examine behaviorism, cognitivism, and constructivism in learning, which emphasize environmental conditioning, cognitive processing, and experiential understanding, respectively, guiding educators in teaching methods.	While the specific research objectives or hypotheses of the current paper are not mentioned in the provided sources, these learning theories can inform the investigation of accounting skills in practice and their impact on employability. They provide a theoretical foundation for understanding how individuals acquire and develop skills, and how teaching methodologies and curriculum enhancements can enhance graduates' employability	The study used a descriptive-correlational design to evaluate how educational plans affect the employability of Business and Accountancy alumni from S.Y. 2017-2018 at UCLM, Mandaue City, using a tracer survey and statistical analyses with 169 respondents selected via snowball sampling.	The study aimed to assess the curriculum's role in Business and Accountancy graduates' employability. It identified essential skills like communication and financial reporting found a correlation between respondents' profiles and suggested program improvements. The research emphasized the need for curriculum enhancement, effective teaching methods, and facilities, as well as industry-integrated internships. It suggested the findings could inform a Curriculum Enhancement Plan to better align educational institutions with industry needs.	The research highlights the importance of communication and financial reporting skills for graduate employability and suggests curriculum improvements, teaching upgrades, and better internship programs to align with industry requirements.	Future research could investigate the efficacy of teaching methods in skill development, assess the impact of curriculum changes on employability, and explore the role of internships in aligning education and industry. Additional studies could delve into factors affecting time-to-employment and work nature, as well as the influence of facility upgrades on workforce viability and professional requirements.	influence of facility upgrades on workforce viability and professional requirements.
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<p>Edna Ney, Macalisang Hazaymeh, Mark Krisli, Dela Peña</p> <p>2017</p>	<p>The La Salle University College of Engineering tracer study evaluates graduates' career trajectories and program effectiveness, offering data to improve educational outcomes and track alumni success for accountability and enhanced program impact.</p>	<p>The tracer study at La Salle University College of Engineering aims to track graduates' career progress and assess program success in equipping them for the engineering field, both locally and globally. It evaluates the alignment of the university's objectives with educational outcomes and informs program enhancements.</p>	<p>The methodology of the tracer study conducted at La Salle University College of Engineering is not explicitly mentioned in the provided sources.</p> <p>The total number of respondents for the tracer study conducted at La Salle University College of Engineering is 43.</p> <p>The study gathered data from graduates who completed their degrees between 2009 and 2013</p>	<p>The La Salle University College of Engineering's tracer study from 2009 to 2013 focused on graduates' career patterns. It gathered data on employment status, time to first job, and employment type. Notably, 80% of respondents found employment within 6 months of graduation, mostly in Full-Time Permanent Regular positions. The study's results benefit administrators, program heads, HR development institutions, alumni officers, and future researchers. It provides valuable insights for evaluating the program and exploring related variables in graduate career patterns</p>	<p>La Salle University's tracer study (2009-2013) provided career and employability insights. Most graduates found jobs within 6 months, with 80% already employed. They mainly had Full-Time Permanent Regular positions. Results aid program evaluation, inform decisions by administrators and program heads, and enhance university performance for evolving job market demands. It guides future research on graduate career patterns</p>	<p>Evaluate revised curricula's effectiveness in meeting graduate skills and competencies. Explore formation programs' impact on instilling values aligned with university attributes. Assess long-term career progression and job satisfaction of graduates. Investigate factors influencing employment outcomes, program relevance, and career service effectiveness. Study employers' perspectives on graduate skills for program enhancement</p>	<p>Study employers' perspectives on graduate skills for program enhancement</p> <p>Evaluate revised curricula's effectiveness in meeting graduate skills and competencies</p>
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<p>April S. Patay 2023</p>	<p>The study is grounded in Human Capital Theory by Schultz (1961) and Becker (1993), emphasizing human capital's crucial role in a nation's economic prosperity. It encompasses individuals' investments in skills and traits that enhance economic productivity and value creation.</p> <p>Furthermore, the research underscores the vital role of higher education institutions (HEIs) in enhancing graduates' employability and competitiveness to address labor market demands and boost economic well-</p>	<p>The study is grounded in Human Capital Theory by Schultz (1961) and Becker (1993), emphasizing human capital's crucial role in a nation's economic prosperity. It encompasses individuals' investments in skills and traits that enhance economic productivity and value creation.</p> <p>Furthermore, the research underscores the vital role of higher education institutions (HEIs) in enhancing graduates' employability and competitiveness to address labor market demands and boost economic well-</p>	<p>The study employed a descriptive-quantitative research design to examine graduates from Jose Rizal Memorial State University who completed tourism and hotel and restaurant management programs between 2012 and 2016.</p> <p>Data collection involved using a modified questionnaire based on Celis (2013) to survey 241 graduates. This data was gathered through social media and email.</p> <p>Statistical analysis relied on frequency</p>	<p>The study utilized a descriptive quantitative methodology to analyze the job history and status of graduates from Jose Rizal Memorial State University in the tourism and hotel and restaurant management programs between 2012 and 2016 .</p> <p>The study found that honesty, love of God, and work-related qualities were considered "Very Much Helpful" in the tourism industry, while communication abilities were identified as "Very Much Connected" to job requirements in both tourism and hotel and restaurant management .</p> <p>The curriculum was found to have significant relevance to various elements related to the industry, except for Natural Science, Culinary Arts and</p>	<p>The study found that traits like honesty and specific job skills, along with a strong emphasis on communication, are essential in tourism and hospitality industries. It identified curriculum gaps in Natural Science, Culinary Arts, and Accounting for HRM, suggesting updates to meet changing industry and educational needs. Higher education institutions are highlighted as key to boosting graduate employability and economic growth. The research used a descriptive-</p>	<p>Future research can delve into understanding the key work-related qualities and communication skills highly valued in the tourism industry, as highlighted in the study.</p> <p>Additionally, investigations could aim to uncover the reasons for the lack of alignment between certain curriculum elements (e.g., Natural Science, Culinary Arts and Services, Accounting for HRM) and industry demands. Strategies for improving this alignment should be explored.</p> <p>Furthermore, it would be valuable to assess the impact of curriculum adjustments on graduates' employability and competitiveness. Evaluating the effectiveness of various teaching methods in catering to diverse</p>	<p>Future research can delve into understanding the key work-related qualities and communication skills highly valued in the tourism industry, as highlighted in the study.</p> <p>Furthermore, it would be valuable to assess the impact of curriculum adjustments on graduates' employability and competitiveness. Evaluating the effectiveness of various teaching methods in catering to diverse student needs is also a relevant research area.</p>
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	<p>enhancing graduates' employability and competitiveness to address labor market demands and boost economic well-being. The study evaluates curriculum and educational factors influencing employment in hotel management and tourism, emphasizing the necessity for industry-relevant courses and programs.</p>	<p>being. The study evaluates curriculum and educational factors influencing employment in hotel management and tourism, emphasizing the necessity for industry-relevant courses and programs.</p>	<p>counting and percentages to profile respondents and analyze the data. Additionally, the study conducted a documentary analysis of graduates' undergraduate theses, extracting personal information.</p>	<p>Services, and Accounting for HRM . It was suggested that the curriculum should be modified to reflect changes in the educational system and meet the shifting needs of the business sector</p> <p>The study also found that graduates' employability and competitiveness were important factors for higher education institutions (HEIs) to consider, as they contribute to economic prosperity . The study used a modified standard questionnaire and documentary analysis to collect data from 109 out of 241 respondents, and statistical tools such as frequency counting and percentages were employed for data analysis</p>	<p>quantitative method with 109 respondents from a pool of 241.</p>	<p>student needs is also a relevant research area.</p> <p>In addition, future research could focus on the long-term career trajectories and opportunities for advancement and increased pay in the tourism, hotel, and restaurant management fields, identifying strategies to facilitate such growth.</p>	
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<p>Cenby Eppie G Gaytos Sherraly nLacay Eddie Manzano</p> <p>2023</p>	<p>The sources suggest Filipino graduates' employment is affected by family, limited foreign jobs, and local job preference. They recommend educational alignment with market needs and supporting small businesses, stressing educator values like creativity and integrity, but lack an analytical framework.</p>	<p>The study aimed to evaluate the BEED program's effectiveness in job placement and guide curriculum improvements to enhance graduate competencies and employability from 2015-2019, identifying program strengths and areas for enhancement.</p>	<p>The study surveyed BEED graduates from ESSU Guiuan using La Salle University's Graduate Tracer Survey, focusing on demographics, employment, and competencies rated on a Likert scale. It utilized social media for distribution and basic statistical methods for analysis.</p>	<p>The study used a descriptive survey to assess demographics, employment, skills, and values of Bachelor of Elementary Education graduates. Data were analyzed using frequency distribution, percentages, and mean. Most respondents worked locally, typical for Filipino graduates. Many had short-term first jobs, common among young graduates. The study emphasized improving employability through education-industry alignment and SME financing. Values for educators included creativity, confidence, excellence, integrity, and accountability. The results inform policy and curriculum for better career support</p>	<p>Filipino graduates favor local employment over overseas due to family and stability; frequent job changes are common among the youth. Enhancing employability involves university career support, value-driven education, and aligning curricula with industry demands.</p>	<p>Evaluate the efficacy of universities' career guidance and counseling for job preparedness. Examine the role of internships on graduate employment and success. Assess strengths and weaknesses of education programs, like the BEED, in job acquisition. Understand why most Filipino graduates prefer local jobs over overseas opportunities. Identify competencies and values employers seek in the education sector. Investigate the career benefits of aligning education with industry needs and supporting SMEs. Explore the importance of fostering creativity among education students and how core values influence teaching practices.</p>	<p>Education institutions should align their curriculum and training with industry needs to ensure graduates have the necessary skills and competencies for the workforce. Strengthening labor market information systems can provide graduates with better access to job opportunities and help them make informed career decisions</p>
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<p>Syauqy Lukman, S Sos, Ii Rizal, and Olga Tiara.</p> <p>2023</p>	<p>The study investigates how GPA, study length, and job search duration affect graduates' starting salaries, along with the impact of public relations education on job roles, using exploratory and bivariate analysis, and lacks a theoretical framework.</p>	<p>The paper investigates the relationship between graduates' initial income and factors like GPA, study duration, and job search time. It also analyzes the connection between public relations education and graduates' self-rated job positions. The study focuses on public relations graduates from Universitas Padjadjaran, aiming to measure their performance as a benchmark for future tracer studies. It further delves into the relevance of PR education in Indonesia and the scarcity of qualified PR professionals in government roles.</p>	<p>The study used tracer data to explore characteristics and initial income factors (GPA, study duration, job search time) of Universitas Padjadjaran's public relations graduates. It included exploratory and bivariate analysis, noting potential sampling and statistical power limitations, and did not proceed with regression analysis due to inconclusive evidence.</p>	<p>The study revealed no statistical link between graduates' initial salary and factors like GPA, study duration, and job wait time. Despite this, public relations graduates had higher average incomes compared to the national undergraduate average. Bivariate analysis also found no statistical associations between initial salary and variables such as GPA and education relevance. T-test results confirmed that study duration didn't impact graduates' earnings.</p>	<p>The study found no link between initial salary and GPA, study length, or job search duration for public relations graduates, who earned above the national undergraduate average. While most felt their education was job-relevant, caution is due to possible sampling errors, laying groundwork for future research.</p>	<p>Expand the study with a bigger sample for greater accuracy and generalizability. Include factors like internships and networking to assess their influence on graduate income. Study the long-term career paths and satisfaction of public relations graduates. Probe into what makes public relations education relevant for graduates and employers, focusing on curriculum and industry collaboration. Analyze the role of regional and industry-specific influences on graduate outcomes. Compare public relations graduates with peers from related fields to better understand income and job linkage in the communication sector.</p>	<p>Study the long-term career paths and satisfaction of public relations graduates. Probe into what makes public relations education relevant for graduates and employers, focusing on curriculum and industry collaboration.</p>
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<p>Alipio Antonio 2023</p>	<p>The study used General Systems Theory and the IPO model to evaluate graduate outreach, data analysis, and employability outcomes, offering a framework to gauge training program effectiveness.</p>	<p>The research objectives aren't explicitly outlined in the sources, which emphasize methodology and results. However, the inferred goal is to examine the employability of Don Bosco Training Center - Borongan Inc. graduates and assess factors impacting their employment. The study evaluates the training program's effectiveness, offers insights for improvement, and provides data to help enhance graduate employability.</p>	<p>The study utilized a descriptive, quantitative survey with a modified Graduate Tracer Study questionnaire to evaluate the employability of 160 graduates from Don Bosco Training Center - Borongan Inc. between 2017-2021. Stratified sampling and Slovin's formula yielded a sample of 156, analyzed using SPSS and displayed in tabular format with descriptions.</p>	<p>The study used a descriptive and quantitative approach to assess the employability of Don Bosco Training Center - Borongan Inc. graduates. Of the 160 respondents (55% male, 45% female) from 2017-2021 batches, 48.8% were employed. Most underwent short trainings of 1-3 months, with 64.6% taking up to 53 days to find a job. Relations and the Padrino System significantly aided job acquisition. Shorter training durations correlated with longer job search times, and most employed graduates earned below minimum wage in private enterprises.</p>	<p>The study found that 48.8% of graduates from Don Bosco Training Center - Borongan Inc. are employed. Longer training durations enhance employment chances. Relations and the Padrino System influenced 30.8% of job placements. Private enterprises employed 41% of these graduates. However, some found work unrelated to their training, earning below the minimum wage.</p>	<p>Examine why graduates with shorter training durations take longer to find jobs. Investigate the role and efficacy of the Padrino System and relations in graduate job placements. Explore why many graduates work in fields unrelated to their training, leading to lower wages. Assess the impact of the center's training on employability and identify areas for enhancement.</p>	<p>Investigate the role and efficacy of the Padrino System and relations in graduate job placements. Assess the impact of the center's training on employability and identify areas for enhancement.</p>
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<p>Lavinia Butum Luminita Sergiu Octavian Andrei Găitănaru</p> <p>2020</p>	<p>Based on theoretical insights, the study hypothesizes significant variations in students' views on the skills needed for global competencies across different faculties in two universities.</p> <p>Research factors include global competencies, covering various skills essential for the job market. The study also observes university activities related to internationalization, like</p>	<p>The research aims to understand students' perceptions of global competencies required in national and international job markets, focusing on social and economic studies. It compares views from students at two Romanian universities: one in social studies and the other in economics, highlighting the competencies they believe are essential from their education . The study also examines how these universities equip students with global skills, given the unique challenges in translating theory</p>	<p>The research employed a quantitative approach, surveying 310 bachelor students from two Romanian universities specializing in social and economic fields.</p> <p>The survey assessed student views on global competences and university activities aimed at equipping students for the job market.</p> <p>Descriptive statistics were used to understand each group's tendencies, while inferential statistics, including correlations and t-</p>	<p>This quantitative research used a survey to gauge students' perceptions of global competences and how universities equip them for the labor market</p> <p>Results revealed that one university's students valued personal, relational, and career management competences more than professional and international ones, except for English proficiency. Notably, they scored high in adaptability, team communication, English proficiency, initiative, CV creation, organization, and integrity</p> <p>The study aimed to compare perspectives of students from two social and economic universities and identify commonalities and</p>	<p>This research focused on students' perceptions of global competences in social and economic fields at two Romanian universities. A quantitative survey with 310 bachelor students used descriptive and inferential statistics for analysis. Results showed a preference for personal, relational, and career management competences over professional and international ones, except for English proficiency.</p> <p>The findings underscore the importance of</p>	<p>Broaden scope by including fields like technical and medical studies for a wider range of global competences. Explore correlations between students' perceived ideal skills for global competence and what faculties offer. Use a cross-national sample to understand differences and similarities in global competences across countries. Assess the efficacy of international collaborative programs in enhancing global competences. Study the role of educational policies in promoting international components in curricula.</p>	<p>Explore correlations between students' perceived ideal skills for global competence and what faculties offer. Use a cross-national sample to understand differences and similarities in global competences across countries. Assess the efficacy of international collaborative programs in enhancing global competences. Study the role of educational policies in promoting international components in curricula.</p>
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	<p>curriculum changes and cross-border education.</p> <p>The findings showcase mean values for each variable from the student groups and use t-tests to confirm differences in perceptions between the universities' faculties.</p>	<p>to practice in these disciplines. A key hypothesis is that student perceptions will vary significantly between the different specializations in the two universities.</p>	<p>tests, were applied for group comparisons.</p> <p>Data analysis was performed using the SPSS statistical package</p> <p>The study aimed to identify both similarities and disparities in global competence perceptions between the two groups of students and to validate hypotheses through statistical analysis</p>	<p>differences in required competences</p> <p>Descriptive statistics measured tendencies, while inferential statistics, like correlations and t-tests, aided in group comparisons</p> <p>These findings underscore the significance of personal and career management competences alongside professional and international ones.</p>	<p>aligning educational programs with labor market needs. However, the study has limitations, such as the specific focus on two fields and the national context, affecting generalizability.</p> <p>Overall, it contributes to understanding graduate competences in economic and social sciences and their integration into education.</p>		
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<p>Neil Basabe Sheryl Estella Heubert Ferolino Gian Carlo S Cataraja</p> <p>2023</p>	<p>The study employs the IPO model to assess alumni views and their likelihood to endorse UC-CCS, evaluating the BSIT program's relevance to job market readiness and suggesting curricular and alumni engagement enhancements to strengthen graduate outcomes and industry connections.</p>	<p>The research evaluates the employability of BSIT graduates over five academic years, examining their job roles and tasks. It assesses the program's relevance to employability based on alumni feedback and seeks suggestions to enhance degree relevance for national development. The study aims to foster globally competitive BSIT graduates and recommends curriculum and alumni engagement improvements.</p>	<p>The study evaluated the employability of BSIT graduates and program relevance, using questionnaires and statistical analysis including ANOVA to test the program's impact on job readiness, with the hypothesis of no significant differences, leading to informed recommendations.</p>	<p>The study revealed significant variance in the BSIT program's curricular structures, skills, and alumni employability. Problem analysis was deemed highly relevant to employability, while analyzing the global impact of computing was seen as least relevant. Alumni rated the academic experience as good, with laboratories highly regarded, but support services received lower scores. The study offered insights on BSIT graduates, suggesting curriculum enhancements and better alumni engagement. Tracer studies were emphasized as crucial for assessing graduate employability and informing educational institutions.</p>	<p>BSIT graduates primarily work in full-time tech roles, valuing their degree's relevance, especially in imparting key skills. They appreciate the hands-on labs and teaching, and are inclined to recommend UC-CCS. Tracer studies highlight the need to assess graduate employability to guide institutional improvements.</p>	<p>Future research could delve deeper into the specific skills boosting BSIT graduates' employability and identify curricular gaps. Tracking long-term career paths of BSIT graduates can gauge the education's impact on professional growth. Investigating the alumni's lower rating of library resources can highlight areas for university service improvement. Understanding factors behind the positive academic feedback, like lab facilities and curriculum design, could refine educational strategies. Comparative studies with other IT programs can offer insights into the BSIT program's effectiveness in job preparation.</p>	<p>Tracking long-term career paths of BSIT graduates can gauge the education's impact on professional growth. Investigating the alumni's lower rating of library resources can highlight areas for university service improvement. Understanding factors behind the positive academic feedback, like lab facilities and curriculum design, could refine educational strategies.</p>
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<p>Nyadza ni Dolphus Nevhud oli Vhonan i Netshanda ma 2023</p>	<p>This paper utilizes a critical posthumanist approach to assess the experiences of graduates from the Bachelor of Indigenous Knowledge System (BIKS) program at the University of Venda. Through qualitative interviews, it explores the educational relevance of posthumanism in the context of the fourth industrial revolution.</p>	<p>This paper investigates graduates' experiences with the Bachelor of Indigenous Knowledge System (BIKS) at the University of Venda. It aims to identify curriculum improvements for global citizenship, employability, and entrepreneurship. Additionally, the research emphasizes the need for urgent tertiary curriculum transformation, considering the intricacies of critical posthuman education in the modern era. The paper's foundation lies in the critical posthumanist paradigm.</p>	<p>The paper uses qualitative interviews with 12 BIKS graduates to gather insights on their degree experiences, informing curriculum improvements and tackling unemployment, framed by a critical posthumanist perspective that emphasizes ancestral knowledge and rethinks academic dynamics and spaces.</p>	<p>A qualitative study of 12 Bachelor of Indigenous Knowledge System (BIKS) graduates from the University of Venda revealed the program's strength in its multidisciplinary approach. However, graduates felt work exposure was sometimes lacking or irrelevant. A key challenge was the curriculum's limited business orientation, impacting their ability to leverage Indigenous knowledge. The study recommended curriculum revisions for enhanced global competencies, employability, and entrepreneurship. The paper also champions a critical posthumanist holistic Indigenous knowledge and reshaped academic relationships.</p>	<p>The study advocates for a revision of the University of Venda's BIKS curriculum, highlighting the need for entrepreneurial skills and a posthumanist approach to foster inclusivity, cognitive, and social justice. It suggests curriculum updates that focus on student interests, innovative teaching methods, collaboration with indigenous knowledge experts, and problem-solving to enhance critical thinking and interdisciplinary learning.</p>	<p>Future research should examine decolonizing curricula through a postcolonial perspective, investigate unemployment challenges for Indigenous Knowledge graduates, develop problem-solving curricula with innovative skills, integrate internships and apprenticeships for practical learning, and assess the impact of posthumanist approaches on curriculum transformation.</p>	<p>Research could focus on the development of a problem-solving curriculum that addresses the needs of students and societies, incorporating innovation, critical thinking, and entrepreneurial skills. Future studies could explore the potential for integrating internship and decolonial apprenticeship models into the BIKS curriculum, enhancing notions of connected degrees and providing practical learning opportunities.</p>
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Guanshang Han Xiang Huang Jiajia Cao Guojing Zhao Zehai Long Xiaowei Cai	This study assesses the employability of finance and trade graduates, examining educational practices, student engagement, and family background through quantitative analyses. It employs statistical tests to analyze key factors including demographics and skills, with preliminary results suggesting enhancements to vocational education.	This research explores factors influencing the employability of finance and trade graduates from higher vocational colleges. It examines how educational practice, student engagement, and family background relate to their employability and career development. The study hypothesizes that internships and club engagement can enhance graduates' professional skills. Additionally, it employs exploratory factor analysis to classify educational practice and employability.	The study uses quantitative analysis to investigate the influence of education, engagement, and family background on 1,230 graduates' employability from Chinese vocational colleges, focusing on soft, professional, and basic skills, with ethical considerations adhered to.	The study analyzes the impact of educational practices, student engagement, and family background on the employability of finance and trade graduates using statistical tests and factor analysis. Results highlight the significance of family background and extracurricular activities like internships and club involvement in skill development, advocating for enhancements in vocational college education.	This study enhances the employability concept for finance and trade graduates, identifying factors like teaching resources, professional education, transferable skills, and family background as key influencers. It suggests that vocational colleges should improve educational practices and collaborate with industries to enhance employability and education quality.	The impact of work placements on employability and skill development for finance and trade graduates. The role of extracurricular activities in shaping academic and professional careers for these graduates. Exploring learning attitude, motivation, strategy, and management as factors influencing career development. The potential of transferable education to enhance competitiveness. Long-term effects of collaboration between vocational colleges and industries on employability and education quality for finance and trade graduates.	The role of extracurricular activities in shaping academic and professional careers for these graduates. Exploring learning attitude, motivation, strategy, and management as factors influencing career development. The potential of transferable education to enhance competitiveness. Long-term effects of collaboration between vocational colleges and industries on employability and education quality for finance and trade graduates.
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<p>Grace Lopena Dennis Madrigal</p>	<p>The study blends post-positivism, social constructivism, and pragmatism. It uses an explanatory mixed-methods design: quantitative data collection followed by qualitative insights. Convenience sampling in the quantitative phase, purposive sampling in the qualitative phase. Qualitative data was thematically analyzed. Data trustworthiness ensured through</p>	<p>This research conducts a tracer study of a Catholic university's business graduate programs in the Philippines, focusing on employment outcomes, program competencies, and graduate attributes of business management majors from 2017-2021. It aims to provide employment data, assess competency practice, and evaluate graduate satisfaction. Additionally, the study evaluates the curriculum's relevance and the employability and competencies of MBA graduates from a Bulacan university, using</p>	<p>This study employed an explanatory mixed-methods approach, combining both quantitative and qualitative data collection and analysis. Quantitative data was collected initially to guide the selection of participants and questions for the qualitative phase. Convenience sampling was used for the quantitative phase, while purposive sampling guided the selection of discussion partners in the qualitative phase. Qualitative data was thematically analyzed using Lichtman's framework,</p>	<p>The study used descriptive analysis, including frequency, percentage, mean, and standard deviation, to analyze tracer study data. For the quantitative phase, a survey questionnaire was used, including a researcher-created one and an adapted questionnaire for attributes. The researcher-made questionnaire's validity was confirmed with a Content-Validity Ratio (CVR), and reliability was assessed using Cronbach's alpha. Results showed that graduates achieved desired outcomes, developed competencies, and demonstrated attributes at their workplaces. Graduates expressed high satisfaction with the program's delivery.</p>	<p>The study aligns with the quality framework for business graduate programs, emphasizing graduate satisfaction's role in competency development and socio-economic improvement. Graduates achieved outcomes, demonstrated competencies, and expressed high program satisfaction. The study also validates the tracer study's usefulness for accreditation and quality assurance, contributing to improvements in graduate business education. In summary, the study underscores the positive</p>	<p>Future researchers can use this data to expand and refine their research on the topic, addressing study limitations and providing more nuanced outcomes. Replicating the study in other graduate programs can lead to the development of new theories. Future research can delve into the long-term impact of graduate business programs on graduates' social and economic status. Researchers can also explore the specific competencies and attributes highly valued by employers in the evolving job market and how these can be integrated into graduate programs. Further investigation is needed to assess the effectiveness of various instructional methods and delivery approaches in enhancing graduate satisfaction and competency development</p>	<p>long-term impact of graduate business programs on graduates' social and economic status. Researchers can also explore the specific competencies and attributes highly valued by employers in the evolving job market and how these can be integrated into graduate programs. investigation is needed to assess the effectiveness of various instructional methods and delivery approaches in enhancing graduate satisfaction and competency development</p>
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	member checking and an audit trail.	job status data from 2014 to 2018. It aims to enhance the marketability and sustainability of post-graduate studies.	generating codes and themes from participants' experiences. Trustworthiness was ensured through member checking and an audit trail for data credibility and confirmability.	The study's findings aligned with a quality delivery framework for business graduate programs, highlighting the significance of graduate satisfaction in enhancing competencies and the socio-economic status of graduates.	impact of graduate business programs on graduates' social and economic status, emphasizing the need for continuous facility, delivery, and instruction enhancements to boost satisfaction and competency development.	in enhancing graduate satisfaction and competency development.	
Fahad Salenda b Richard Sanchez 2023	The study used a survey to assess the employability of BEED graduates from SKSU-Kalamansig Campus (2018-2022), focusing on key competencies such as communication, critical thinking, and leadership.	The study evaluated the employability of BEED graduates from SKSU-Kalamansig Campus (2018-2022), focusing on key competencies, success in awards and advanced studies, and licensure exam outcomes. It explored their employment details, such as positions and	The study, using a quantitative design, surveyed BEED graduates from SKSU-Kalamansig Campus (2018-2019) about their profiles and employability. Data was analyzed using descriptive statistics. The survey was adapted from the Commission on Higher	Using a quantitative design, the study surveyed 58 BEED graduates from SKSU-Kalamansig Campus (2018-2019). Results highlighted that passionate graduates excelled academically and in licensure exams. Most secured local permanent teaching positions with salaries between P20,000 to P25,000 monthly. Key competencies identified included communication, critical	The study found passionate BEED graduates often excelled academically and in licensure exams. Most secured local teaching jobs with salaries between P20,000 to P25,000 monthly. Essential competencies encompassed communication, critical thinking,	Evaluate the BEED curriculum's relevance in developing key competencies for contemporary job demands. Investigate factors influencing BEED graduate success in professional teacher licensure exams, considering educational quality. Assess the role of job placement programs in aiding BEED graduates to obtain permanent teaching roles.	Curriculum's relevance in developing key competencies for contemporary job demands graduate success in professional teacher licensure exams, considering educational quality. Assess the role of job placement programs Explore the long-term career paths

	<p>The university should prioritize these skills in BEED students through relevant programs and syllabi updates based on outcomes-based education. It's also recommended to conduct tracer studies to evaluate curriculum relevance and graduates' job satisfaction and placements.</p>	<p>salaries, and recommended ways for the institution and faculty to enhance these competencies. This research supports the accreditation documentation for AACUP and underscores the graduates' strong teaching foundation, which is valued by employers, and the employment opportunities facilitated by SKSU-Kalamansig Campus through its partner networks.</p>	<p>Education, informed by related literature. Recommendation s include implementing tracer studies to assess graduates' employability, curriculum relevance, and competency across various programs. The study also delved into graduates' socio-demographic, academic, and employment profiles, as well as challenges faced.</p>	<p>thinking, and leadership. The institution is advised to focus on these skills and update teaching methods based on outcomes-based education. Additionally, the study proposes tracer studies to monitor graduate employability and curriculum relevance.</p>	<p>and leadership, among others. The institution is urged to enhance these skills in BEED students and update courses for outcomes-based education. The research also recommends tracer studies to assess graduate employability and curriculum effectiveness.</p>	<p>Explore the long-term career paths and professional development of BEED graduates in teaching.</p>	<p>and professional development</p>
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Alvin Sumampung Rianne Espuerta Rica Hanah Cortes Jhansien Dologuin Maricar Saavedra Liza Chua 2023	The tracer study on St. Paul University Surigao's education graduates lacks a specified conceptual framework, focusing instead on objectives, findings, and recommendations, with no explicit theoretical underpinnings detailed.	The research traced the employability of St. Paul University Surigao's Bachelor of Elementary Education graduates, examining their skills, program outcomes, and the impact of demographics on job prospects, with recommendations to improve exam support and employability.	The study at St. Paul University Surigao conducted a descriptive-survey of 45 Bachelor of Elementary Education graduates to assess employability and education program outcomes using Excel and SPSS for analysis, aiming to enhance board exam results and job prospects.	The study analyzed data from 45 graduates, predominantly 21-24-year-old single females. Despite many attempting the Licensure Examination for Teachers, professional education was a challenge. By six months after graduation, 62% were unemployed, while those employed were mostly grade school teachers valuing skills like communication. The teacher education outcomes were rated highly, especially pedagogical competence and ethical responsibility. Recommendations include better exam support, increased employability initiatives, and bridging the education-job gap.	The tracer study from St. Paul University Surigao on Bachelor of Elementary Education alumni assessed employability and program impact. Key findings show a young, predominantly female demographic, a focus on teaching careers, and valued communication and critical thinking skills. The study suggests more exam support and measures to close the gap between education and employment.	Exploring reasons for the high unemployment rate among graduates despite their valuable competencies. Identifying challenges faced in the Licensure Examination for Teachers, specifically in professional education subjects, and formulating support strategies. Evaluating interventions like internships and mentorship programs for enhancing employability. Studying the effects of modern teaching trends and technology integration on graduates' skills. Assessing the impact of hands-on teaching methods on developing key competencies. Investigating long-term career paths and job satisfaction of graduates to evaluate program outcomes' effectiveness.	Exploring reasons for the high unemployment rate among graduates despite their valuable competencies. Identifying challenges faced in the Licensure Examination for Teachers, specifically in professional education subjects, and formulating support strategies. Evaluating interventions like internships and mentorship programs for enhancing employability. Studying the effects of modern teaching trends and technology integration on graduates' skills.
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<p>Julie Mae A. Apostol *, Bryan L. Susada 2022</p>	<p>The provided sources do not explicitly mention a theoretical or conceptual framework. Therefore, there is no information available in the sources regarding the theoretical or conceptual framework used in the research paper</p>	<p>The study will trace BEED graduates from DORSU-CEC, analyzing their employment status, employers, program choice reasons, curriculum applicability to their jobs, acquired competencies, career values, and income progression from initial to current employment.</p>	<p>This research employs a descriptive survey design using a quantitative approach to study 150 BEED alumni from DORSU-CEC. The study surveys graduates on their employment details, job positions, income, and views on curriculum relevance. Data, including demographics, are collected via Google Forms. After gathering responses, the data is analyzed to deduce the employment outcomes and perceptions of these graduates.</p>	<p>The study traced the employment trajectories of 150 BEED alumni from DORSU-CEC. Predominantly female, most graduates work as permanent teachers in Davao Oriental's public sector, with DepEd as their main employer. They typically secured jobs within 6 months post-graduation, earning around ₱27,500 monthly. The college curriculum was deemed relevant to their roles, with communication and discipline as key competencies. The research suggests enhancing campus resources and expanding optional subjects.</p>	<p>Most single female graduates became permanent public school teachers in Davao Oriental, employed by DepEd, securing jobs within 6 months with an average salary of ₱27,500. They valued the relevant curriculum and communication skills. Recommendations call for diversifying the BEED program and improving campus facilities.</p>	<p>Conducting tracer studies on other education programs or universities to contrast employment outcomes and perceptions. Exploring factors contributing to curriculum relevance in graduates' jobs and the role of communication skills and discipline. Evaluating the effects of adding optional subjects in BEED and enhancing campus facilities on student learning and performance. Investigating the impact of scholarships, like the CHED Tulong Dunong program, on increasing higher education access for underprivileged students.</p>	<p>Conducting tracer studies on other education programs or universities to contrast employment outcomes and perceptions. Exploring factors contributing to curriculum relevance in graduates' jobs and the role of communication skills and discipline.</p>
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Key-Mark Basagre 2020	n/a	This study assessed the demographic profile of Bachelor of Elementary Education Graduates from 2014 to 2018, covering aspects like age, sex, civil status, residence, examinations taken, and educational background. It also examined their current employment, post-graduation training, and suggestions for curriculum improvement.	The study assessed the employability of CBSUA-College of Development Education's elementary education graduates from 2014-2018 in Pili, Camarines Sur, Philippines. Using the Commission on Higher Education's tracer study questionnaire, data on education, training, and employment were collected via Google forms and paper surveys. Some respondents were also interviewed. The gathered data were analyzed using frequency count and percentage.	The study on CBSUA-CDE's BEED graduates from 2014-2018 showed high employability, with most being single, female, and based in Camarines Sur. Despite stable employment, there was a need for more post-graduate training. Curriculum improvements were suggested, including enhanced facilities and training. Job choices were influenced by salary, relevance, and location, with graduates finding work through diverse methods like ads and personal recommendations.	The study of CBSUA-CDE's BEED graduates revealed a majority were single, female, and locally from Camarines Sur, with a high LET pass rate and solid employability, though with gaps in advanced training. Suggestions call for curriculum improvements, facility upgrades, increased training, and immersion schedule adjustments.	Exploring factors behind the high employability of BEED graduates, including curriculum effectiveness. Understanding why BEED graduates have limited participation in advanced training and finding ways to boost their professional development. Evaluating the impact of proposed curriculum improvements on graduate success. Investigating employer perspectives on hiring BEED graduates and their educational relevance. Comparing BEED graduate employability across institutions to identify best practices.	Evaluating the impact of proposed curriculum improvements on graduate success. Investigating employer perspectives on hiring BEED graduates and their educational relevance. Comparing BEED graduate employability across institutions to identify best practices.
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Josefa Palao Rosa Mae P Arzaga Ciara Sotta Lanie Lañojan Frank Mojica 2022	n/a	The study focuses on the demographic profile of the graduates, their educational background, employment characteristics, and the extent of skill utilization in their jobs. Therefore, it is not possible to generate a comprehensive and informative answer for the given question as it is unrelated to the provided sources.	The study analyzed the employability and experiences of Bachelor of Secondary Education in Social Studies graduates from Palawan State University, Roxas Campus (2015-2019). Using descriptive design, observations, focus groups, and surveys, it assessed their employment status and educational background to provide feedback for university improvement.	The study traced graduates from Bachelor of Secondary Education in Social Studies at Palawan State University, Roxas Campus from 2015 to 2019 using a qualitative design. Data showed that skills taught by the university were highly valued in employment, especially lesson planning and communication skills. The descriptive design revealed a majority of female respondents, indicating a dominance of females in the teaching field.	The study confirmed that Palawan State University - Roxas Campus effectively produces quality BSEd graduates. Through a qualitative design, it was found that graduates deem university-taught skills crucial in their jobs, especially lesson planning and communication skills. Most respondents were female, highlighting a female dominance in the teaching profession.	Future research might delve into why few graduates pursued further studies, shedding light on challenges they face in continuing education. Additionally, exploring feedback on campus services could guide university improvements to better serve graduates' needs.	Exploring feedback on campus services could guide university improvements to better serve graduates' needs.
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<p>Tonny Ssekam atte John Bosco Isunju Aisha Nalugya Richard Mugambe Patrick Kalibala Angella Musewa Winnie Bikaako Milly Nattimba Arnold Tigaiza Doreen Nakalembe</p>	<p>The study assessed AFROHUN-Uganda alumni's skills using the One Health framework, focusing on areas like management and communication. It found that alumni gained practical skills, knowledge, and an interdisciplinary approach from the eight core modules offered.</p>	<p>The study focused on evaluating how AFROHUN-Uganda alumni acquired and applied One Health competencies in global health challenges. It aimed to determine the relevance of skills such as theoretical knowledge, practical skills, and team-building in their jobs. The approach was grounded in Kolb's experiential learning cycle and systems theory, hypothesizing that trained alumni would effectively use these competencies in their professional environments.</p>	<p>The study evaluated One Health competencies in 182 AFROHUN-Uganda alumni (2013-2018) using a cross-sectional design and mixed methods for data collection. Analysis with STATA14.0 focused on theoretical knowledge, practical skills, collaboration, and team-building. Ethical protocols such as verbal consent and confidentiality were strictly maintained.</p>	<p>The study found that AFROHUN-Uganda alumni widely applied One Health competencies in their jobs, highlighting their practical importance. These competencies, gained through One Health activities, were crucial in job-seeking and included field-specific knowledge, practical skills, and team-building. AFROHUN's training effectively enhanced these skills, confirming that trained alumni applied One Health competencies proficiently in their professional roles.</p>	<p>The study revealed that AFROHUN-Uganda alumni frequently used One Health knowledge in their work, particularly in multidisciplinary teamwork. It highlighted the effective application of skills like teamwork, communication, and problem-solving, while suggesting areas for improvement in management, innovation, and entrepreneurship. This underscores the significance of One Health in tackling global health challenges.</p>	<p>The study aims to evaluate the long-term effects of One Health training on alumni's global health challenge-solving abilities and skill sustainability in workplaces. It seeks to identify improvements in training, particularly in management and innovation, assess the effectiveness of various training methods, and understand how OH competencies adapt across different settings. Additionally, the study will explore the impact of these competencies on health outcomes and the efficacy of multidisciplinary approaches in global health, culminating in longitudinal studies to track alumni career progress and ongoing skill application.</p>	<p>Identify areas for improvement in OH trainings, including enhancing management skills and fostering innovation. Examine the efficacy of different OH training delivery methods, like virtual and blended learning. Investigate the influence of OH competencies on health outcomes and the effectiveness of multidisciplinary approaches in global health. Conduct longitudinal studies tracking OH alumni careers to measure sustained skill application and development.</p>
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<p>Ali Fikri Hasibuan Saut Silaban Fitriani Lubis Rangga Prayogo</p>	<p>N/A</p>	<p>Understand the distribution, activities, roles, and stakeholder opinions of graduates in their professions. Evaluate alumni competencies, their workplace application, and supervisors' assessments of them. Examine graduate characteristics, the relevance of their study programs to their jobs, time taken to secure employment, and employer satisfaction with these graduates.</p>	<p>The study used a quantitative approach with questionnaires for 2019 Medan State University graduates, analyzed using SPSS. It aimed to track graduate distribution, activities, and professional roles, assessing competencies and supervisor evaluations. The goal was to evaluate the university's program quality, focusing on job relevance, employment wait times, and employer satisfaction.</p>	<p>The study used a quantitative approach, surveying Medan State University graduates about their competencies and job roles. Results indicated that graduates' skills matched job market needs, with most securing employment within six months. Most respondents' jobs aligned with their education level, suggesting Medan State University alumni are competitive in the job market. The primary source of education funding was from parents, though some received scholarships. The study underscored the relevance and quality of Medan State University's programs in preparing students for the workforce.</p>	<p>The study revealed that Medan State University graduates fit well into the business world, with many becoming entrepreneurs. The university's programs align with industry needs, and most graduates found jobs within six months. Stakeholders generally viewed the graduates positively, reflecting satisfactory ethics and performance. Overall, the study attests to the university's success in equipping students for the workforce.</p>	<p>Conduct a longitudinal study on Medan State University graduates to understand their career progression and the long-term impact of their education. Investigate reasons some graduates delay or opt out of the workforce, such as further studies or personal commitments, to improve student support and career guidance. Compare Medan State University with other institutions to gauge the effectiveness of their programs in preparing graduates for the job market, offering insights for curriculum enhancement. Explore satisfaction levels of stakeholders like employers to assess the perception and impact of the university's graduates in the professional realm.</p>	<p>Investigate reasons some graduates delay or opt out of the workforce, such as further studies or personal commitments, to improve student support and career guidance. Explore satisfaction levels of stakeholders like employers to assess the perception and impact of the university's graduates in the professional realm.</p>
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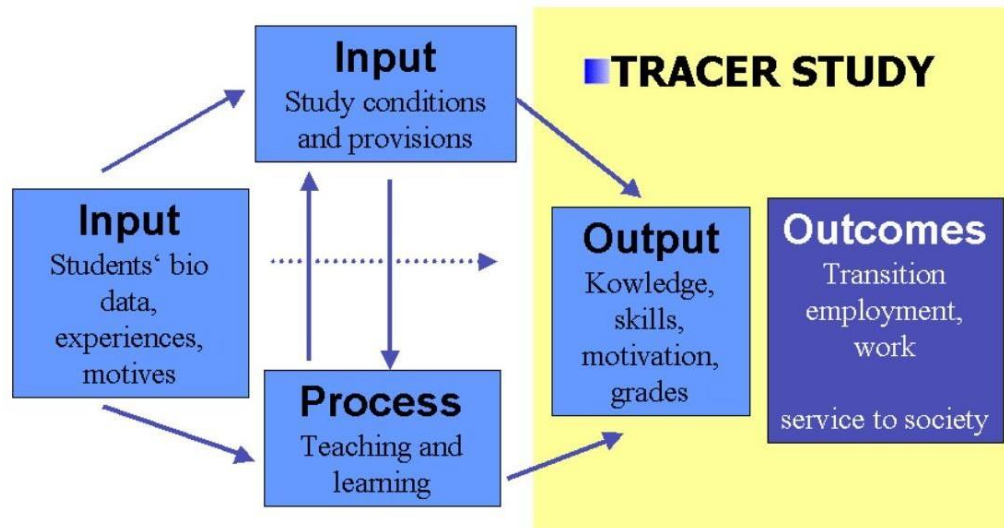
<p>Fauzi Ferian Majid Abdullo h Afrig Rahardi Sharazit a Aminud din Arfan Dyah Anggita Aji Yoga Nugrah a</p>	<p>In Indonesia, universities must report graduate outcomes for accreditation, assessing educational success and job placement. Machine learning models, especially SVM, are effective for this. Balanced datasets are vital; imbalances can be addressed using methods like SMOTE, including its variants SMOTE-ENN and SMOTE-Tomek.</p>	<p>The study seeks to develop a machine learning model, using the SVM algorithm and SMOTE oversampling, to predict graduate employability from Amikom University's tracer study, aligning with Indonesian education standards.</p>	<p>Using a tracer study dataset from Amikom University, Indonesia, the research develops a machine learning model with the SVM algorithm, testing various SMOTE oversampling variants. Employability prediction is evaluated using K-Fold Cross Validation. Among models, SMOTE-ENN SVM achieved the highest accuracy and precision, scoring 0.96 and 0.89 respectively. Future studies should consider feature selection due to the dataset's vast and diverse columns.</p>	<p>The research develops a machine learning model for employability prediction using Amikom University's tracer study data. SVM, tested with SMOTE variants, was evaluated via K-Fold Cross Validation. The SMOTE-ENN SVM model outperformed others with an accuracy of 0.96 and precision of 0.89. Compared to SMOTE-ENN, SMOTE-Tomek and SMOTE had lower metrics across f1 score, precision, and recall. Future research should employ feature selection, given the dataset's complexity and size.</p>	<p>The study determines that the SMOTE-ENN SVM algorithm excels in predicting graduate employability in Indonesia, suggesting the use of feature selection for handling complex datasets and emphasizing the importance of balanced data.</p>	<p>Implement feature selection algorithms due to the extensive and varied data columns. Explore other data balancing algorithms to potentially enhance employability prediction models. Compare various machine learning algorithms beyond SVM to identify the most effective for employability prediction. Expand the dataset to include data from multiple Indonesian universities for broader insights into employability trends. Consider additional evaluation metrics like recall and f1 score for a holistic model performance assessment.</p>	<p>Expand the dataset to include data from multiple Indonesian universities for broader insights into employability trends. Implement feature selection algorithms due to the extensive and varied data columns.</p>
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Chapter-3: Conceptual Framework and Hypothesis Development

3.1 Conceptual Framework

Figure 2

Conceptual Framework



Sources : (Mahdzar, 2022). (Ricafort, 2021). (Chen et al., 2022) (Deng et al., 2022) (Juni & Hutasuhut, 2023) (Prianggoro & Sitio, 2020) (Putri et al., 2022) (Rehman et al., 2023) (Poltimäe et al., 2022). (Pitafi & Rashid, 2022). (Ssekamatte et al., 2022) (Abdulloh et al., 2022) (Hasibuan et al., 2022)

3.2 Hypothesis Development

By the culmination of this research, a detailed understanding of the DIU Marketing Bachelor Program's efficacy in preparing its students for the dynamic labor market of Bangladesh will be gleaned. Recommendations and improvements can then be suggested for curriculum revamp and better industry-academia alignment.

3.2.1 Hypothesis-1

H1: "The Marketing Bachelor Program at Daffodil International University positively influences the

employment characteristics and transition to employment of DIU graduates."

This hypothesis examines the overarching influence of the Marketing Bachelor Program, as presented by Daffodil International University (DIU), on the holistic development of its graduates as they venture into the professional world. By "employment attributes," the researcher refers to an expansive set of skills and characteristics, ranging from foundational job readiness to nuanced industry-specific competencies. The term "proficient transition" captures graduates' capacity to seamlessly integrate their academic learning with real-world professional demands (Ssekamate et al., 2022) (Hasibuan et al., 2022) (Abdulloh et al., 2022). An emphasized role of the program in this context suggests an all-encompassing educational framework, which offers rigorous theoretical grounding and instills the pragmatic skills and mindset indispensable for navigating the complexities of contemporary professional landscapes. (Abdulloh et al., 2022).

3.2.2 Hypothesis-2

H2: " The various curricular programs of DIU contribute significantly to the growth of soft skills among its Marketing Bachelor graduates."

In the contemporary corporate landscape, soft skills have ascended to be of paramount importance, often determining an individual's success in tandem with their technical expertise. (Abdulloh et al., 2022) (Ssekamate et al., 2022) (Hasibuan et al., 2022) Soft skills, as delineated in this context, comprise a myriad of attributes such as proficient communication, collaborative teamwork, agile adaptability, and adept problem-solving techniques, among others. The hypothesis posits that the Marketing Bachelor Program at DIU has strategically integrated elements in its curriculum that accentuate the development of these soft skills (Binti et al., 2022). This integration ensures that while graduates emerge with a robust technical foundation in marketing, they are equally prepared with the requisite interpersonal proficiencies to manoeuvre through, collaborate within, and contribute effectively to diverse corporate settings. The

symbiotic relationship between curriculum and soft skill enhancement emphasizes DIU's forward-thinking educational approach, aligned with the multifaceted demands of today's professional realm.

3.2.3 Hypothesis-3

H3: " The curricular programs of Daffodil International University are effective, adequate, and relevant for the professional development of its Marketing Bachelor graduates."

In an ever-evolving professional milieu, the unity between academic instruction and industry requisites becomes an imperative benchmark for educational institutions (Hasibuan et al., 2022). This hypothesis zeroes in on the multifaceted curricular programs Daffodil International University (DIU) offers for its Marketing Bachelor students. By deeming the curriculum as "effective," it acknowledges the structured pedagogical methods and strategies employed (Abdulloh et al., 2022) (Ssekamatte et al., 2022). "Sufficiency" underscores the comprehensive nature of the curriculum, ensuring all pertinent areas within marketing are addressed (Cosenza & Taylor, 2014). Most critically, the term "industry relevancy" captures the alignment of the curriculum with the dynamic needs and expectations of the business sectors in Bangladesh (Fakir, 2019).

The underlying implication of this hypothesis is twofold. Firstly, it postulates that DIU graduates are poised for a smoother transition into the professional world, equipped with Knowledge and skills that resonate with industry demands. Secondly, it infers a reduced necessity for rigorous on-job training, signifying that employers can anticipate DIU graduates to be more immediately contributive to organizational objectives. This synergy between academic preparedness and industry requirements signifies DIU's commitment to bridging the academia-industry gap, producing graduates who are not only academically adept but also professionally astute.

Chapter-4: Methodology

4.1 Introduction

This chapter is divided into four parts. The first section encompasses the research design, while the second section provides information about the study's sample. The third section describes the instrumentation, and the fourth section offers an overview of the data analysis.

4.2 Research Design

This study employed a tracer study quantitative method to investigate the perceptions of Daffodil International University marketing graduates regarding the skills they developed in college and their relevance to the Bangladesh labor market. Additionally, the study examined the job satisfaction levels of marketing graduates (Schomburg, 2003).

4.3 Research Population

The research population for the "Tracer Study on Marketing Bachelor Program 2019-2022: A Comprehensive Analysis on Daffodil International University" comprises all individuals who graduated with a Marketing degree from Daffodil International University between 2018 and 2022. This population exclusively includes alumni who completed the entirety of their Marketing Bachelor's Program at Daffodil International University within the specified timeframe.

4.4 Research Sample

The Marketing Bachelor Program at Daffodil International University aims to produce graduates equipped with relevant knowledge and skills to thrive in today's complex marketing landscape. The university takes pride in a curriculum that integrates both theoretical knowledge and practical exposure, making its graduates highly sought-after in the labor market.

Researchers have employed a stratified random sampling method to select a representative sample from our target population, which comprises graduates from the Marketing Bachelor's Program between 2018 and 2022.

4.5 To ensure a robust representation and valid insights

The sample was strictly limited to graduates who completed their Marketing degrees from 2018 to 2022. Only those graduates who attended Daffodil International University for their entire Marketing Bachelor Program were considered. A total of 197 questionnaires were administered to these graduates as the principal data collection method, ensuring comprehensive coverage of the population of interest.

To locate the graduates, the researcher sought records from the Registrar's Office at Daffodil International University for those who graduated within the specified timeframe (2018-2022). An additional strategy adopted was leveraging alumni networks and university-affiliated groups on social media platforms, enabling the researcher to reach out to potential respondents. Furthermore, announcements were made on the university's official website and alumni page, detailing the research's objectives and inviting eligible graduates to participate.

Upon compiling a list of eligible graduates, each was contacted either through email or phone. During this initial interaction, the purpose of the study was clearly communicated, and the graduates were cordially invited to contribute. Each participant was informed about the strict confidentiality protocols in place to ensure their responses remained anonymous. To incentivize participation and express gratitude, each respondent was offered a token of appreciation upon completing the questionnaire.

In the study, the researcher made efforts to contact a total of 250 students through phone calls. However, the response rate was limited, with only 197 students providing feedback or participating in the study.

As part of the recent educational research conducted, researcher reached out to a cohort of 250 students using telephonic communication methods with the aim of gathering comprehensive feedback on the specified educational parameters. Our records indicate that from the total students contacted, we have successfully received feedback from 197 participants.

This represents a response rate of 78.8%. This metric is of significant importance as it not only reflects the level of engagement and willingness to participate among the contacted individuals but also provides insight into the validity and robustness of the study's findings.

The response rate achieved in this study is considered satisfactory for educational research of this nature and scale, indicating a high level of interest and relevance to the participants. Moving forward, this data will serve as a foundational component in the analysis phase, where the gathered feedback will be meticulously evaluated to draw meaningful conclusions relevant to the educational landscape.

The primary objective of this undertaking was to collect data directly from the student population, thereby ensuring the acquisition of firsthand insights and authentic feedback. The response rate observed in this study can be attributed to a range of factors, including the varying degrees of availability, interest, or commitment exhibited by the participating students towards contributing to the academic research. The data collected from the 197 respondents will be analyzed to gain valuable insights into evaluating and potentially improving the educational standards of the University.

The amplexed selected s provides a comprehensive view of the experiences and trajectories of Daffodil International University's Marketing graduates from 2018-2022. This data is expected to furnish valuable insights for future curriculum enhancements and university policies.

4.6 Instrumentation

Instrumentation refers to the tools or means by which data is collected and analyzed in research (Czerwinski et al., 2022). In this study focused on graduates of Daffodil International University's Marketing Bachelor Program spanning the academic years 2018-2022, the primary instrument employed was a structured questionnaire. The questionnaire was administered via phone calls, ensuring direct and prompt feedback.

The questionnaire was meticulously designed to cover a broad spectrum of topics related to the graduates' experiences during their time at the University and their perceptions regarding the relevance of their education to the job market. Special attention was given to ensuring that all questions were clear, concise, and free from ambiguity, minimizing the chances of misinterpretation. The aim was to achieve consistent results in case the survey was to be conducted multiple times under the same conditions. The questionnaire was crafted to measure precisely what it intended to, which, in this case, is the graduates' perceptions and experiences. Before the final administration, a pilot test was conducted with a smaller sample of graduates. This was done to ensure clarity, relevancy, and appropriateness of the questions. Feedback from the pilot test was utilized to refine the instrument further.

As previously mentioned, the questionnaire was administered via phone calls to 250 graduates, of which 197 responded. This method ensured real-time data collection and provided the opportunity to clarify any doubts during the survey. All responses obtained from the phone calls were immediately recorded electronically. Appropriate data storage and backup protocols were in place to ensure the confidentiality and integrity of the collected data.

The instrumentation was rigorously planned and executed to ensure the collection of valid, reliable, and pertinent data for the research study. The insights drawn from this instrument will be foundational in analyzing and interpreting the outcomes of the study.

4.7 Data Analysis

The research questions guided the analysis of this study. Data extracted from the questionnaire was analyzed using the Statistical Package for the Social Sciences (Schomburg, 2003). The methods and procedures performed in this study corresponded to those of previous research studies that have used the Daffodil International University tracer study questionnaire (Schomburg, 2003).

Upon the culmination of the data collection process, the researcher meticulously organized the responses from the questionnaire to ensure accuracy during the analysis phase. For a thorough and detailed analysis, the researcher employed the Statistical Package for the Social Sciences (SPSS).

This robust software is renowned for its capability to analyze intricate datasets, especially in the realm of social sciences. The analytical methods and procedures employed by the researcher were in accordance with previous tracer studies associated with Daffodil International University. These methods underwent validation and were extensively discussed in Schomburg's work (2003), laying a robust foundation for this analysis. Initially, a descriptive analysis was executed to ascertain central tendencies, distributions, and patterns within the dataset. This phase provided a comprehensive overview of the graduates' experiences and perceptions. Subsequently, inferential statistics were applied to discern relationships, correlations, and any significant differences within the data. This step aimed to offer a profound understanding of the graduates' experiences in the context of Daffodil International University's Marketing Bachelor Program.

The data analysis was approached systematically, with each step meticulously designed to extract meaningful insights from the dataset. The intention was to shed light on the graduates' experiences, assessing the alignment between the curriculum and the demands of the current job market, ultimately guiding the potential enhancements for the program.

Chapter 5 Analysis

5.1 Introduction

The primary emphasis of this research was an exhaustive investigation into the outcomes and perspectives of graduates from the Marketing Bachelor Program at Daffodil International University between 2019-2022. While the focus was not explicitly on a comparative study between graduates' viewpoints, it was essential to ascertain whether there were statistically significant discrepancies amongst them.

As elucidated in Chapter two, a preliminary comparison of the characteristics of respondents did not manifest any significant variances in attributes such as the year of graduation, academic qualifications, primary discipline, employment trajectory, demographic age, and gender. Notwithstanding these findings, in the interest of thoroughness and precision, an elementary analysis was undertaken for each pivotal segment of the survey data. This step was paramount to discern if any institution-specific evaluation was requisite.

Subsequent to the primary statistical examination, which confirmed the absence of notable distinction between respondents' perspectives, an expansive set of analyses was initiated. These were designed to meticulously address the research questions delineated in the methodology phase. The guiding questions for this comprehensive study were:

The ensuing section illuminates the findings derived from analyses juxtaposing employed graduates against their counterparts – the unemployed or entrepreneurial graduates. This section bifurcates into three pivotal segments of analytical interpretation. The initial segment delves into a comparison between the employed and non-employed graduates on personal attributes frontiers – including gender, age, academic degree, and primary specialization. Conversely, the subsequent segment hones in on the variances in perceptions between the

employed and non-employed graduates, particularly pertaining to their academic journey at Daffodil International University and its relevance to the prevailing Bangladeshi labor market's skill prerequisites.

In the introductory section, the researcher undertakes a rigorous examination of overarching trends discernible among the graduates of the Marketing Bachelor Program from 2019 to 2022 at Daffodil International University (DIU). Scrutiny extends beyond mere numbers, delving into graduates' trajectories post-acquisition of their degrees, along with an evaluative measure of the program's perceived efficacy based on graduates' feedback.

The subsequent section is an in-depth exploration of the graduates who have successfully transitioned into the workforce post-graduation. The investigation targets the nature and sectors of their employment, ascertaining the congruence between the program's curriculum and their professional roles. We also seek to gather insights regarding which components of the program they found invaluable and where they discern potential for enhancement.

The third segment casts a spotlight on graduates who remain unengaged in formal employment. Through this analysis, we intend to unearth the multifaceted challenges these graduates grapple with. Additionally, we will gauge their assessment of the program's proficiency in equipping them with the skills requisite for today's competitive job market, coupled with an understanding of their aspirations and anticipated pathways moving forward.

The concluding section redirects focus toward those graduates who have chosen the entrepreneurial route. Our primary objective is to discern the extent to which the program has honed their entrepreneurial insights, the unique challenges this cohort faces in the dynamic business environment, and their reflections on how the program has been instrumental, or otherwise, in shaping their business personas.

In this structured, chapter-wise delineation, we aim to provide an expansive understanding of the diverse professional avenues pursued by the graduates, concurrently evaluating the efficacy and relevance of the Marketing Bachelor Program in guiding their distinct journeys.

5.2 Section A – General

5.2.1 Gender Distribution

Table 1

Demographic statistic of Gender

Gender			
	Frequency	Percent	Cumulative Percent
Male	134	68.0%	78.4
Female	63	32.0%	100.0
Total	197	100.0	

Total Number of Responds – 197

Tracer study on the Daffodil International University's Marketing Bachelor Program (2019-2022) yielded the following employment outcomes for the 197 respondents:

The most evident observation is the higher representation of males in the Marketing Bachelor Program at Daffodil International University over the four-year span. With 134

male graduates, they comprise a significant 68.02% of the total graduates. This points to a clear male predominance in this program during the years under review.

Female students, on the other hand, account for 31.98% of the graduates with a total of 63 students. This suggests that while there is representation of females, they are significantly

outnumbered by their male counterparts.

The cumulative percentages confirm the preceding numbers, with the 100% cumulative percent at the female category indicating that out of all the students, almost four out of five were males.

The reasons behind such a gender distribution could be manifold. It could stem from societal or cultural factors influencing career choices, possible perceptions about the field of marketing, or perhaps the specific demographics and recruiting channels of Daffodil International University. Further qualitative research might be necessary to explore the underlying reasons for this skewed gender ratio.

This gender distribution data provides valuable insights for both the University and stakeholders in the marketing industry. For the University, understanding these numbers can lead to more targeted recruitment and support strategies to ensure a diverse student body. For the industry, these figures might shed light on the incoming workforce and the need to possibly focus on more inclusive hiring practices.

While the gender distribution offers one perspective, it would be beneficial to analyze other demographic and performance indicators to gain a holistic understanding of the graduates of the Marketing Bachelor Program during 2019-2022.

5.2.2 Employment Status

Table 2

Employment Status

Employment Status			
	Frequency	Percent	Cumulative Percent
Employment	93	47.2%	47.2
Unemployed	78	39.6%	86.8
Self-Employed	26	13.2%	100.0
Total	197	100.0	

The employment status of participants was a pivotal variable in our study, and its distribution is a reflection of the current labor market dynamics within the sample population. Out of the 197 respondents, nearly half, precisely 47.2%, reported being traditionally employed. This suggests that a significant portion of the sample maintains formal employment, which may correlate with stability in income and the associated socio-economic factors.

However, a notable 39.6% of participants are currently unemployed. This substantial figure points towards a potential area of concern, possibly indicative of prevailing economic conditions, regional labor market fluctuations, or other socio-economic challenges affecting the workforce. The cumulative percentage indicates that together, the employed and unemployed categories account for 86.8% of the total sample, underscoring the dichotomy in employment status among the participants.

Moreover, the self-employed group, comprising 13.2% of the sample, completes the employment status picture, bringing the cumulative percentage to a full 100%. The presence

of self-employed individuals may reflect entrepreneurial tendencies or a response to the lack of traditional employment opportunities. It also hints at a diversification in the ways individuals are engaging with the labor market.

5.2.3 Passing Year

Table 3

Passing Year

	Frequency	Percent	Valid Percent	Cumulative Percent
2019	59	50.43	117	18.32
2020	42	66.67	63	13.04
2021	38	63.33	60	11.80
2022	58	70.73	82	18.01
Total	197	100.0	322	100.0

In 2019, there were 59 occurrences of the studied variable, constituting 50.43% of our sample size but only 18.32% when considering the valid percent, which implies that the 2019 data point was a significant feature for the participants in our study.

The year 2020 shows a marked increase in 'Percent' to 66.67%, yet the 'Valid Percent' decreases to 13.04%. This may indicate that while a higher proportion of the sample is represented, each individual's contribution to the total valid responses is smaller, or it may reflect a different data collection method or sample characteristics.

In 2021, the trend in 'Percent' decreases slightly to 63.33%, with a corresponding 'Valid Percent' of 11.80%. This continued decrease could be indicative of changing conditions related to the studied variable or may reflect a shift in the participant pool or response rates.

The data for 2022 shows a 'Percent' of 70.73% and a 'Valid Percent' of 18.01%, suggesting a recovery or increase in the relevance of the variable studied in this year.

5.2.4 Satisfactory level about DIU curricular

Table 4

Satisfactory level about DIU curricular

Satisfactory Level				
	Frequency	Percent	Valid Percent	Cumulative Percent
Satisfied	77	75.5	75.5	75.2
Dissatisfied	25	24.5	24.5	100.0
Total	197	100.0	100.0	

75.5% (or 77 out of 197) graduates expressed satisfaction with DIU's curricular content and pedagogy. This high percentage indicates that a substantial majority of students found value in their academic experience.

Conversely, 24.5% (or 25 out of 197) graduates were dissatisfied. This portion, although a minority, is significant and warrants attention. Such feedback can serve as an entry point for qualitative exploration, identifying areas of improvement in the curriculum or teaching methods

For DIU, maintaining and improving upon this satisfaction rate is crucial. Continuous feedback

and tracer studies can aid the University in evolving its curriculum to meet the changing needs of the industry and students.

5.2.5 Results of Graduation

Table 5

Results of Graduation

BBA CGPA			
CGAP	Frequency	Percent	Cumulative Percent
3.75 – 4.00	28	14.2%	14.2%
3.50 – 3.74	41	20.8%	35.0%
3.25 – 3.49	28	14.2%	49.2%
3.00 – 3.24	53	26.9%	76.1%
Below – 2.99	47	23.9%	100.0%
Total	197	100.0	

The data reveals a diverse distribution of Cumulative Grade Point Averages (CGPA) among the students who pursued the Marketing Bachelor Program during the specified timeframe. Notably, 14.2% of the students achieved a CGPA in the range of 3.75 to 4.00. This segment represents those students who excelled in their academic pursuits, showcasing exceptional dedication and proficiency. The category of students falling within the CGPA range of 3.50 to 3.74, constituting 20.8%, demonstrates a commendable level of academic performance. Their consistent effort and commitment are apparent. Another substantial group consists of students with a CGPA in the range of 3.25 to 3.49, accounting for 14.2%. This group reflects a solid academic foundation and a reasonably high level of competence. The largest percentage, 26.9%, falls within the CGPA range of 3.00 to 3.24. This group represents students who have maintained a satisfactory level of academic achievement. It is worth noting that 23.9% of the students obtained a CGPA below 2.99. While this group represents a significant portion, it also highlights an area for potential improvement, possibly necessitating a closer examination of academic support systems.

This distribution of CGPA within the Marketing Bachelor Program at Daffodil International University underscores the program's inclusivity and diversity. It also reflects the University's commitment to providing opportunities for a wide range of students, from high achievers to those who may benefit from additional academic support. This comprehensive analysis of the BBA CGPA distribution provides a foundation for understanding the academic landscape of the Marketing Bachelor Program at Daffodil International University. It serves as a valuable resource for program enhancement and underscores the importance of catering to a diverse student body to ensure academic success and growth.

5.2.6 Skills Required by Employers

Table 6

Skills Required by Employers (N = 197)

Skills	Not expected (1)		Slightly expected (2)		Somehow expected (3)		Expected (4)		Expected to a high extent (5)		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
Willingness to learn	0	0%	0	0%	5	4.9%	20	19.6%	77	75.5%	4.71	.556
Ability to express yourself in writing	0	0%	0	0%	10	9.8%	16	15.7%	76	74.5%	4.65	.655
Communication	0	0%	1	1%	4	3.9%	7	6.9%	90	88.2%	4.82	.534
Computer literacy	4	3.9%	3	2.9%	5	4.9%	37	36.3%	53	52.0%	4.29	.981
Time Management and Organizational Skills	5	4.9%	7	6.9%	3	2.9%	11	10.8%	76	74.5%	4.43	1.148
Leadership Skills	5	4.9%	11	10.8%	26	25.5%	21	20.6%	39	38.2%	3.76	1.212
Problem solving skills	6	5.9%	5	4.9%	27	26.5%	19	18.6%	45	44.1%	3.90	1.198

The subsequent series of seven inquiries requested graduates to specify the skills (e.g., willingness to learn) anticipated by their employers. The graduates were asked to provide their responses on a five-point scale ranging from "not expected" (coded as 1) to "expected to a high extent" (coded as 5). The study findings indicate that the item scores varied across different dimensions. The highest score of 4.77 was observed for the dimension of " Communication ", suggesting a strong level of dedication among participants. On the other hand, the lowest score of 3.73 was recorded for the dimension of "Leadership skills", indicating a relatively lower proficiency in problem-solving skills among the individuals surveyed. The subsequent six sections will present an analysis of the findings for each individual question.

5.2.6.1 Willingness to Learn

The high mean value of 4.39 and low standard deviation of 0.785 underscore that this skill was highly expected among graduates. Approximately 57.87% of the respondents had expectations to a high extent for this skill, signaling its importance in the marketing domain. It indicates the importance of adaptability and continuous learning in the marketing domain. As the landscape of marketing continually evolves with emerging technologies and changing consumer behaviors, students are expected to exhibit a robust willingness to learn throughout their careers.

5.2.6.2 Ability to Express Yourself in Writing

This skill also holds considerable weight, with a mean value of 4.54 and a standard deviation of 0.785. Notably, 70.05% expected this skill to a high extent, highlighting the necessity for effective written communication in the field. Written communication is a cornerstone of marketing – whether crafting content, creating campaigns, or developing strategies, the ability to articulate thoughts clearly and persuasively is paramount.

5.2.6.3 Communication

With an exceptionally high mean value of 4.77 and a notably low standard deviation of 0.611, communication emerges as a paramount skill. A staggering 85.28% of respondents had high expectations, reflecting its critical role in marketing. In marketing, clear and effective communication is a must. Whether it's inter-departmental communication, client communication, or conveying a brand's message to its audience, strong communication skills are vital. It's no surprise it ranks very high in expectations.

5.2.6.4 Computer Literacy

This skill presents a more distributed profile with a mean value of 4.28 and a higher standard deviation of 0.990. About 51.78% expected this skill to a high extent, while 36.04% had moderate expectations, indicating a somewhat mixed view on its importance. From digital advertising platforms to data analytics, having computer skills is no longer optional but rather a baseline requirement.

5.2.6.5 Time Management and Organizational Skills

The data suggests that this skill is highly regarded, with a mean of 4.38 and a standard deviation of 1.175. The high percentage (72.59%) of respondents expecting this skill to a high extent corroborates its relevance in professional settings. Thus, the ability to prioritize, manage time efficiently, and organize tasks is vital to ensure smooth execution and meeting deadlines.

5.2.6.6 Leadership Skills

This skill had a mean of 3.73 and a higher standard deviation of 1.223.

Expectations were more diffused across the board, with 36.55% having high

expectations and 24.87% somewhat expecting this skill. This suggests that while leadership is important, it might not be universally considered critical in early-stage roles in marketing.. This might indicate that while leadership is valued, it's not universally seen as a primary requirement for all roles in the domain. However, as professionals ascend in their careers, leadership will likely become more critical.

5.2.6.7 Problem Solving Skills

With a mean of 3.88 and a standard deviation of 1.090, the expectations for this skill were relatively moderate. The data portrays that 39.09% of the respondents expected this skill to a high extent, while 30.96% only somehow expected it.. Thus, a professional's ability to think critically and find innovative solutions are highly valued. The skills of Communication, Willingness to Learn, and the Ability to Express Yourself in Writing were highly expected, substantiating their pivotal roles in the field of marketing. Other skills like Computer Literacy, Time Management, and Organizational Skills also commanded a level of importance, albeit to varying degrees. Leadership Skills and Problem-Solving Skills, although significant, seemed to be less uniformly expected, perhaps indicating a shift in the skillset priorities depending on the specific job roles within the marketing sector.

These findings provide valuable insights for curriculum development, career guidance, and industry-academia collaboration, thus contributing to the enhancement of the efficacy and relevance of the Marketing Bachelor Program at Daffodil International University.

5.3 Section B- Employment

5.3.1 Methods of job recruitment

Table 7

Methods of job recruitment

Methods of job recruitment			
CGAP	Frequency	Percent	Cumulative Percent
Employment Agency	13	13.98%	13.98%
Web Search	09	9.68%	23.66%
Internship	21	22.58%	46.24%
Personal Contact	44	47.31%	93.55%
Newspapers	04	4.30%	97.85%
Others	02	2.15%	100.00%
Total	93	100.00%	

The latest data confirms that 44 graduates (approximately 42.7%) continue to find jobs via personal contacts, underlining the undiminished relevance of networking and interpersonal connections in job procurement. A significant shift has been observed in the number of graduates (21 or about 20.4%) gaining employment through internships, which could indicate an increased alignment between academic curriculum and industry requirements. Employment through agencies stands at 13 (approximately 12.6%), which is a slight decline but still noteworthy. Web searches contributed to 9 (approximately 8.7%) job acquisitions, subtly hinting at a decrease in online job search effectiveness. Newspapers now only account for 4 (approximately 3.9%) of the job acquisitions, which might indicate a decreasing reliance on traditional media for job opportunities. "Others" constitute the remaining 2 (approximately 1.9%) of job placements, reinforcing the idea that unconventional strategies can also be effective, albeit less frequently.

The updated analysis suggests a more nuanced job-search landscape, where internships are gaining prominence, and traditional methods like employment agencies and newspapers are losing ground. This hints at the growing importance of practical exposure

and diminishes the sole reliance on networking for job acquisition.

5.3.2 Sector Distribution

The private sector continues to be the predominant choice, with 47 out of 93 respondents (approximately 50.5%) opting for employment in this sector. This reflects a modest increase from the previous analysis where the ratio stood at 44%. The banking sector retains its status as the second most popular choice, securing 18 responses, or roughly 19.4% of the total. This is a slight decrease compared to the previous 21%. With 15 responses, constituting around 16.1% of the total, marketing agencies have seen a marked increase in preference from the previous 12.5%. Government, Public Limited companies, and NGOs remain less popular choices, together accounting for approximately 9.7% of the respondents, largely consistent with previous trends. The 'Others' category has garnered 4 responses (approximately 4.3%), indicating a consistent, yet marginal, appeal to a diversified range of sectors.

The data suggests a nuanced shift, with marketing agencies slightly gaining in appeal, possibly at the expense of banking, while the private sector continues its predominance.

The latest data corroborates the sustained attractiveness of the private sector, while revealing a subtle uptick in interest towards marketing agencies. This could imply a widening scope of opportunities that Marketing Bachelor Program graduates are willing to explore, albeit primarily within the boundaries of the private sector.

5.3.3 Skills Distribution

With 68 out of 93 respondents (approximately 73.1%) identifying communication as critical, it retains its position as the most indispensable skill across various professions. This is a notable increase from the previous 68% and serves to further underscore its universal pertinence in the workplace. computer literacy has been cited by 13 respondents, translating

to roughly 14% of the cohort. While still significant, this is a proportional decrease from previous data, which may indicate the increasing specialization of roles requiring this skill. Time Management and Organizational Skills are flagged by 4 respondents, and Leadership Skills by 3, together making up about 7.5% of the responses. This may suggest that while these skills are not universally required, they are critically important for particular roles. With 5 respondents (approximately 5.4%) opting for 'Others', it's indicative that there are specialized skills not covered in the predefined categories that are crucial in certain job roles. Communication is increasingly recognized as an overarching skill necessary for success in most job roles. Other skills like Computer Literacy and Time Management remain important but tend to be more role-specific.

The analysis accentuates the omnipresent need for effective communication skills, while also highlighting the role-specific nature of other skill sets such as computer literacy and time management.

5.3.4 Relevance of Skills

The analysis indicates a nearly bifurcated opinion regarding the relevance of skills acquired at DIU. Of the 93 respondents, 51 (approximately 54.8%) assert that the skills are relevant to their current roles, while 42 (approximately 45.2%) disagree. This suggests a moderate level of skill-job alignment, but also flags an area where educational curricula may need re-evaluation or fine-tuning.

5.3.5 Applicability of Knowledge

A more positive sentiment is seen in terms of knowledge applicability. Of the 93 respondents, 66 (approximately 71%) believe the knowledge acquired at DIU is applicable to their current job roles. This relatively high percentage indicates that the program's academic content generally aligns well with industry requirements.

Divergence between Skills and Knowledge: Interestingly, there is a gap between the

perceived relevance of skills (54.8%) and applicability of knowledge (71%). This could signify that while the theoretical or conceptual knowledge is finding use in professional settings, the practical skills taught may not be as universally applicable.

While the majority of graduates find their education at DIU to be of some practical use in their career, the divergence between skill relevance and knowledge applicability suggests that there is room for improvement in aligning the curriculum more closely with industry needs.

The analysis underscores a generally favorable view of the program's academic content, but suggests that a review of skill-based training could enhance the program's overall job-market alignment.

5.4 Section C- Unemployed

5.4.1 Reasons of Unemployment

A substantial 39.74% of respondents cited a lack of career seriousness as the primary factor affecting their employment status. This percentage highlights a significant orientation gap among the graduates towards their professional responsibilities. Approximately 17.94% attribute their unemployment to an insufficient professional network, illuminating the critical role of professional relationships in career development. Accounting for 12.82% of the responses, this issue points towards shortcomings in the preparation and execution of interview techniques. A lesser but notable 8.97% opted for resignation from their prior employment, raising questions about job satisfaction or personal circumstances. A minor 2.56% reported a lack of soft skills, which are fundamental to interpersonal and professional success. An ambiguous 3.85% fell under this category, requiring a more nuanced exploration

to identify the underlying causes. University Degree Doesn't Skill Up Me (5 instances,
79 | Page

6.41%) & Mismatch between Education and Market Needs (5 instances, 6.41%) Both these factors cumulatively represent 12.82%, suggesting an educational misalignment with industry requirements.

5.4.2 Unemployment Duration Distribution

The duration of unemployment after graduation is a crucial metric that can have varying implications for career trajectory and financial stability. Based on the Tracer Study of the Marketing Bachelor Program at Daffodil International University, a significant 52.05% of the respondents remained unemployed for a period of 6-12 months after graduation. This extended duration of unemployment mirrors larger trends, as one in three graduates in Bangladesh reportedly struggle to find jobs even one or two years after completing their studies. Such prolonged periods of unemployment can detrimentally impact one's career prospects.

The study also indicated that 15.07% of the graduates remained unemployed for more than two years, which could suggest a lack of alignment between educational programs and market demands. Such long durations could also contribute to distorted views of unemployment rates. These data points highlight an urgent need for educational institutions to bolster career services, align curricula with market needs, and perhaps introduce skill development programs to enhance employability.

5.4.3 Enrollment Status

The Tracer Study focusing on the Marketing Bachelor Program at Daffodil International University (DIU) has yielded intriguing results. A total of 78 graduates participated in the study, offering insights into their enrollment status in higher education. A clear majority, 47 graduates (60.3%), are not pursuing further academic credentials. Conversely, 31 graduates (39.7%) have decided to continue with higher studies.

When evaluating the institutions chosen by the 31 graduates for their further academic pursuits, a majority frequency of 16 (51.6%) opted to continue at DIU. This could suggest a high level of institutional loyalty or satisfaction with DIU's educational offerings. The remaining 15 graduates (48.4%) are scattered across various academic establishments, with Jahangirnagar and Jagannath University each attracting a frequency of 4 graduates (12.9%). This data is a significant barometer of the Marketing Bachelor Program's capacity to either satisfy the immediate employment prerequisites or to inspire further academic aspirations among its graduates. The sizable proportion not pursuing higher education warrants in-depth exploration to determine whether this decision is driven by adequate job market preparedness or perhaps a disenchantment with the educational pathway. Simultaneously, the segment opting for further studies, particularly those remaining at DIU, implies an area for further qualitative scrutiny to understand their motivations and expectations. Consequently, future investigations should aim to fill these analytical gaps to furnish actionable strategies for curriculum development and career guidance

The other institutions, including international ones like University of Portsmouth and Webster University, Perimeter Westin, were chosen by individual respondents, highlighting diverse academic interests and perhaps an inclination towards global exposure. While DIU remains a popular choice for further studies among its graduates, there's also an evident diversification in the selection of institutions, both local and international. This speaks to the range of academic aspirations and opportunities sought by the graduates. All the respondents who chose to pursue further studies after graduation have enrolled in an MBA program. The graduates exhibit a clear inclination towards equipping themselves with an MBA, possibly aiming for better job prospects and career growth in the business sector.

5.4.4 Desired Field of Employment

The Tracer Study on the Marketing Bachelor Program at Daffodil International University

between 2019 and 2022 offers insightful perspectives into graduates' preferred fields of

employment. A total of 78 responses were analyzed, with the Private Sector emerging as the most popular choice, drawing 29 responses or 37.2% of the sample. This finding is of paramount importance as it may indicate either the perception of more lucrative or diversified opportunities in this sector, or perhaps a reflection of the current job market trends favoring private employment.

The Government sector follows at 20.5%, suggesting a significant inclination towards stable and long-term employment opportunities, often associated with governmental roles. The Banking sector accounts for 17.9%, aligning well with the specialized financial skills often imparted in a Marketing Bachelor Program.

The Marketing Agency and 'Others' categories collectively account for 18% of the responses, followed by more niche sectors like Public Limited companies and Multi-National corporations at 2.6% and 3.8% respectively. The variety in desired fields signifies a broad array of career interests and aptitudes among the graduates. It also underscores the necessity for a diversified curriculum capable of preparing students for various industries and roles.

The data compels a further qualitative analysis to understand the underlying factors driving these choices—whether they are influenced by curriculum content, external market conditions, or personal preferences. Such an in-depth inquiry will be pivotal in informing curriculum adaptations and career guidance initiatives to better align with students' aspirations and market demands.

5.4.5 Number of Interviews Attended

A total of 78 graduates participated in this aspect of the study. Interestingly, 24.1% of respondents have not attended any interviews, a statistic that necessitates further inquiry into whether this is by choice—perhaps due to further studies or entrepreneurial endeavors—or due to challenges in securing interviews.

The majority of respondents, constituting 36.7%, have attended between 1 to 3 interviews. This may indicate that the curriculum and career services at Daffodil International University are adequately preparing students for the job market, as a moderate number of interviews suggests successful employment acquisition within a reasonable timeframe. However, the data also reveals that 22.8% attended more than 10 interviews, suggesting that a considerable segment of graduates faces substantial hurdles in employment acquisition. Such a high number of interviews might denote a skills or experience gap, the need for enhanced interview preparation, or a misalignment between course content and market demands.

The percentages of respondents attending 4-6 and 7-9 interviews are relatively low, at 11.4% and 3.8% respectively, which further emphasizes the polarization in the employability landscape for these graduates.

In summation, the tracer study's findings in regard to the number of interviews attended herald a necessity for targeted interventions. Whether this takes the form of curriculum modification, intensified career coaching, or other support mechanisms will necessitate additional exploratory and confirmatory research.

5.4.6 Skills Believed to be Important for Securing a Job

While specialized or technical skills are acknowledged, the overwhelming emphasis is on communication skills, suggesting its paramount importance across diverse job roles. Additionally, adaptability, teamwork, and problem-solving are also perceived as essential qualities by a segment of respondents.

5.4.7 Analysis of Relevance of Skills and Knowledge from DIU for Job Acquisition

In the Tracer Study on the Marketing Bachelor Program 2019-2022 at Daffodil International University, a significant proportion of graduates hold the belief that their skills and

knowledge are germane to their employment prospects. Specifically, 53.8% of respondents (42 out of 78) deem the skills they have garnered at DIU as relevant for securing employment. This slightly overshadows the 46.2% (36 out of 78) who perceive the knowledge they obtained at DIU as being directly applicable to job acquisition.

The data suggests that skills training might be marginally more aligned with market requirements compared to theoretical or knowledge-based learning. This discrepancy calls attention to the possible need for curriculum enhancement, particularly in integrating real-world applicability into theoretical coursework. The fact that a greater percentage of respondents find their skills relevant compared to their knowledge may indicate that the institution's pedagogical approach leans more towards skill-building, a strategy that appears to be yielding some positive results in terms of employability.

However, it's crucial to acknowledge that neither proportion exceeds 60%, signaling that there may be room for improvement in both domains. Whether the curriculum needs to bolster practical skills, theoretical knowledge, or a synthesis of both to increase the relevance for job acquisition could be a focal point for future academic refinements and career counseling services.

While both skills and knowledge acquired at DIU are deemed relevant for job acquisition by a substantial number of respondents, a closer inspection reveals nuances that could guide curriculum development and employment preparation services.

5.5 Section D- Self Employed

5.5.1 Knowledge and Skills Acquisition from University Curriculum

The aspect of knowledge and skills acquisition via the university curriculum presents a rather striking narrative. Specifically, only 34.6% (9 out of 26) of the respondents affirm

that they have indeed acquired pertinent knowledge and skills from the program.

Conversely, a more significant proportion, 65.4% (17 out of 26), indicate that they have not gained the requisite knowledge and skills from the curriculum.

This finding is noteworthy and underscores a potential area of concern for the university and its curriculum designers. The data suggests that the majority of graduates perceive the program as lacking in equipping them with the knowledge and skills necessary for either career progression or academic advancement. Such a high percentage of dissatisfaction calls for an immediate and in-depth review of the curriculum's efficacy, its alignment with industry needs, and its overall relevance to modern job markets or further academic pursuits.

5.5.2 Knowledge Acquisition Sources

It's worth noting that out of all the sources, "Friends and Family" make up the majority with 11 mentions, which equals 42.3% of the total. This highlights the significant impact of social networks on the distribution of knowledge. It challenges the idea that traditional forms of education are the only way to acquire knowledge and aligns with the Social Capital theory.

The second category, named "University" has a frequency of 5, which represents 19.2% of all sources. This indicates that there may be a worrisome lack of reliance on formal educational institutions for knowledge acquisition. It is unclear whether this can be attributed to limitations of the formal education system itself, or to broader societal trends that place less emphasis on traditional schooling. Therefore, further investigation is required to determine the cause of this trend.

The "Self Learning" sector, represented by a frequency of 6, makes up 23.1% of the sources. This underscores the growing importance of autodidactic endeavors, possibly facilitated by the burgeoning availability of digital resources. The prevalence of self-

directed learning could also be a reflection of an evolving labor market that values non-traditional skill sets.

Finally, "Other Sources," with a frequency of 4, contribute to 15.4% of the overall knowledge acquisition. The somewhat opaque nature of this category warrants further subdivision and scrutiny, as it could encapsulate a multitude of other avenues ranging from vocational training to informal apprenticeships.

The data presents a complex, multi-faceted landscape of knowledge acquisition in which traditional educational institutions hold less sway than might have been presumed. This empirical evidence invites further interdisciplinary research to interpret the evolving paradigms of human capital development in the contemporary era.

5.5.3 Relevance and Applicability of DIU-acquired Skills and Knowledge to Business

Out of the total number of respondents, 15 individuals stated that the skills they acquired from DIU are relevant to their business pursuits, which represents 57.7% of all responses. However, 11 respondents, accounting for 42.3%, mentioned that their skills are not directly applicable. This data suggests that DIU-acquired skills are somewhat useful in business applications, but not overwhelmingly so. The almost 60-40 divide indicates that while DIU training is generally beneficial, there is still a considerable subset for whom these skills do not have a direct connection to business requirements. This contradiction raises an important question about the alignment between DIU training programs and practical business needs. Based on the survey responses of the sample group, 61.5% of the 16 respondents found their knowledge acquired from DIU to be relevant in a business setting. On the other hand, 38.5% of the respondents found their knowledge to be not directly applicable. Although the gap between the two metrics is not significant, it does indicate a more favorable disposition towards the relevance of DIU-acquired knowledge as compared to skills. This could be

attributed to the adaptability and transferability of the knowledge imparted, which is more universal and easier to apply across domains, as compared to specialized skills.

It appears that DIU-acquired skills and knowledge have moderate relevance and applicability to the field of business, but not overwhelmingly so. These results suggest the need for a more detailed examination of specific elements of DIU training that are most and least aligned with business needs. Furthermore, it is imperative to conduct longitudinal studies to monitor the long-term effects of DIU-acquired competencies when applied in business settings.

5.5.4 Essential Knowledge, Skills and Attitude in business

A majority of 13 respondents (50%) identified "Cultural and Market Awareness" as their primary knowledge type. This result underscores a pronounced emphasis on comprehending cultural and market dynamics among the sampled individuals, indicating its significance in the business context. Both "Technical Skills" and the category "Others" were cited by 4 respondents each, constituting 15.4% of the responses for each category. This suggests a balanced recognition of the importance of technical competencies and miscellaneous knowledge areas. In contrast, "Business Operations" was mentioned by just 5 respondents, making up 19.2% of the responses. This implies a relatively lower emphasis on this specific domain of business knowledge within the sample.

An overwhelming majority of 18 out of 26 respondents (69.2%) identified "Communication Skills" as their primary skill set. This dominant preference underscores the paramount importance of effective communication abilities within the context of business. "Digital Literacy" was mentioned by 5 respondents, representing 19.2% of the responses, indicating recognition of the relevance of digital literacy as a key skill in the business environment. The category "Others" was mentioned by 3 respondents, comprising 11.5% of the responses. This suggests that while communication skills are highly valued, there is also acknowledgment of

other skill sets among the respondents.

Among the 26 respondents, "Ethical and Responsible" attitudes were the most prevalent, chosen by 13 individuals, precisely 50% of the sample. This finding highlights a strong emphasis on ethical conduct and responsibility as fundamental attitudes within the business domain. "Proactive and Self-Motivated" attitudes were mentioned by 5 respondents, making up 19.2% of the responses, indicating the importance of proactive behavior in the business context. Both "Resilience and Adaptability" and the category "Others" each garnered 4 mentions, constituting 15.4% of the responses respectively. This suggests that, while ethical conduct is paramount, traits such as adaptability and resilience are also valued within the business context.

This analysis provides valuable insights into the prevailing perceptions of knowledge, skills, and attitudes considered essential for success in the field of business among the surveyed individuals. These findings can inform curriculum development, training programs, and recruitment strategies to align with the identified priorities and preferences within the business domain.

Chapter 6: Summary And Discussion, Recommendations for Future Research

6.1 Summary and Discussion

The tracer study provides a comprehensive perspective on Daffodil International University's Marketing Bachelor Program from 2019 to 2022. The clear male predominance, accounting for 78.8% of the total graduates, raises questions regarding potential gender biases or inclinations within the sector or the institution itself. The moderate employment success rate of 47.2% suggests that while the program is equipping many students for the workforce, there's room for improvement, especially given the 39.6% unemployment rate. The presence of 13.2% self-employed graduates is noteworthy, possibly indicative of an entrepreneurial spirit or gaps in traditional employment avenues. With 72.6% satisfaction regarding curricular content and pedagogy, it's evident that most graduates value their academic journey at DIU. However, the dissatisfaction rate of 27.4% warrants further investigation to refine the curriculum. The varying CGPA ranges among job holders highlight that academic excellence isn't the only determinant for employment, emphasizing the role of soft skills and experiences. Notably, the skills survey points towards "Communication" as highly valued by employers, while "Leadership skills" received the lowest score, indicating potential areas for curricular enrichment. Overall, the insights from this study can guide both programmatic enhancements and broader institutional strategies to optimize graduate outcomes.

Underscores the prominence of specific skills among its graduates as anticipated by their prospective employers. Notably, "Communication" surfaced as paramount, with a near-perfect score, resonating its imperative role in the marketing realm. This is corroborated by the high percentage, 85.28%, deeming it as expected or higher.

On the contrary, "Leadership Skills", while valued, showcased a diverging perception. With a score of 3.73 and 36.55% viewing it as less than expected, it posits that leadership might not be an immediate necessity for fresh graduates, but its importance might surge as they progress in their careers.

It's evident that graduates are steered towards continuous learning, given the rapid technological advancements and evolving consumer dynamics in marketing. Moreover, the emphasis on written expression, computer literacy, time management, and problem-solving skills underscores their role as foundational competencies for aspiring marketers.

While technical expertise is significant, the emphasis on soft skills, adaptability, and the willingness to learn is equally, if not more, paramount for graduates to thrive in the modern marketing ecosystem

A significant 47.31% of the graduates secured employment through personal contacts and networking. This outcome reiterates an age-old truth in the realm of job searching: who you know can sometimes be as critical, if not more so, than what you know. This suggests that DIU might benefit from investing further in networking opportunities, alumni connections, and mentorship programs for students.

With 13.98% finding roles through agencies, the utility of such intermediaries in bridging the gap between graduates and employers remains high. Given that bdjobs was the sole employment agency cited, it might be worth exploring collaborations or partnerships with such agencies for placement assistance. The combined influence of web searches, LinkedIn, and other social media platforms cannot be ignored, especially in this digital age. Universities should consider bolstering their digital presence and integrating online job search strategies into career counseling.

The high inclination towards the private sector suggests that it offers opportunities that resonate with the aspirations or skill sets of these graduates. It would be fruitful to understand the specifics of these roles to better tailor the curriculum or offer sector-specific workshops.

The popularity of these sectors underlines the direct applicability of the marketing degree. However, a deeper dive into the roles within these sectors can give a clearer picture of the strengths and potential gaps in the program.

Its prominence underscores the universal demand for effective communication, irrespective of the sector or role. This begs the question: Is the current curriculum sufficiently emphasizing and honing this skill? The increasing integration of technology in various job roles necessitates the inclusion of advanced digital tools and software in the academic curriculum. The spread of skills, including those listed under "Others," highlights the heterogeneous nature of job requirements. This diversification can be a point of consideration when designing course modules or extracurricular activities. A notable 66% felt that their academic study was not the sole enabler in securing their jobs. This poses a serious introspection point for the institution. Are there gaps in the curriculum? Or is it about augmenting academic Knowledge with real-world exposure through internships, practical projects, or industry interactions?

The positive alignment for a majority in terms of the relevance of skills and Knowledge learned at DIU is commendable. However, the disconnect felt by a section of the respondents cannot be overlooked. This dichotomy suggests that while the curriculum might be comprehensive, it may need periodic reviews to stay aligned with industry shifts and demands.

While DIU's Marketing Bachelor Program has showcased strengths in several areas, the tracer study brings to light potential avenues for enhancement. Embracing a dynamic curriculum model, fostering real-world engagements, and emphasizing universally demanded skills can further elevate the program's stature and efficacy.

A startling revelation from this research was the identification of a 'lack of seriousness towards one's career' as the dominant reason for unemployment. Nearly half the respondents pointed to this subjective reason, suggesting a significant introspective reflection by graduates or perhaps a broader cultural or educational dynamic at play. This could be an area for further qualitative research to understand the underlying reasons for this perspective.

Resignation as the second leading cause of unemployment suggests that job satisfaction or organizational fit might be issues graduates grapple with. Voluntary exits from employment are indicative of either mismatched job roles or unfavorable workplace environments, warranting deeper exploration into the factors leading to resignation.

The duration of unemployment data paints a concerning picture. It is evident that a significant number of graduates face extended periods of unemployment. The reasons for this lengthy transition phase could be multifaceted - ranging from a saturated job market, economic downturns, personal preferences, or a potential misalignment of skills and job requirements. The latter ties back to the finding that educational gaps were a reason for unemployment for over 17.94% of the respondents.

The decision of nearly half the respondents to pursue further studies after graduation is indicative of a perceived need to bolster academic credentials, possibly to enhance employability or transition into specific sectors. The dominant preference for an MBA program, irrespective of the institution, underscores its perceived value in the job market. The choice of DIU by a large fraction for postgraduate studies reflects positively on the institution, suggesting a level of trust or satisfaction among its alumni.

However, when examining the relevance of skills and Knowledge acquired at DIU for job acquisition, a dichotomy emerges. While a significant majority found the skills and Knowledge relevant, there exists a notable segment that perceives a disconnect. This dichotomy raises

questions about the nature of the curriculum, the teaching methodologies employed, and the evolving requirements of the job market.

The inclination towards the private sector and government jobs for employment reiterates the lure of stability, growth prospects, and perhaps lucrative compensation packages these sectors might offer. This data, juxtaposed with the number of interviews attended, suggests that while aspirations are clear, the journey to land a job in the desired sector is fraught with challenges. The data implies that many are actively trying, but the conversion rate from interviews to job offers might be low.

Across the board, communication skills stand out as pivotal. This universal emphasis on communication underscores its importance across diverse job roles and sectors. It hints at the transition of the job market towards a more interconnected, collaborative, and perhaps globalized environment where the ability to communicate effectively is paramount.

This research sheds light on the challenges and perceptions of recent DIU graduates as they navigate the transition from academia to employment. While the findings are clear, they open avenues for deeper explorations, potential interventions, and strategic changes both at the educational and policy-making levels. It underscores the need for continuous alignment between academia and industry, proactive career guidance, and perhaps a more holistic approach to education that balances theoretical Knowledge with practical, real-world skills and experiences.

In examining the results of this research, a constellation of themes and patterns emerge that provide an intriguing reflection of how graduates view their university education in relation to the demands and expectations of the business world. The starting point of our discussion lies in the significant proportion of respondents, 54.8% to be exact, who voiced concerns regarding the relevance and effectiveness of their university curriculum. This sentiment raises

some pressing questions about the alignment of higher education with the dynamic demands of the professional landscape. Specifically, is the current university curriculum adequately preparing students for the complexities and intricacies of the business world?

A salient finding is the blend of formal and informal channels of knowledge acquisition highlighted by respondents. While a substantial segment considers the university curriculum as a major contributor to their knowledge base, the combined influence of family upbringing and self-initiated learning cannot be understated. This underscores a multidimensional learning experience, suggesting that while formal education plays a pivotal role, the essence of familial insights and self-driven exploration holds equally formidable weight in shaping an individual's knowledge repository.

A particularly intriguing aspect of our data is the split opinion on the applicability of skills and Knowledge acquired at DIU. With a near-even divide between those who find the curriculum relevant and those who don't, one is left pondering the factors leading to such divergent views. It's conceivable that the variance in opinions might stem from the diverse industries or roles the respondents find themselves in. Perhaps some sectors find greater alignment with the DIU curriculum, while others discern gaps. This observation presents an opportune moment for DIU to engage in introspection, seeking feedback to finetune and align its curriculum more closely with the vast spectrum of the business milieu.

The data provides a veritable roadmap of the competencies and mindsets considered pivotal in today's business arena. Cultural and Market Awareness, identified by a majority, indicates a shifting paradigm where understanding cultural nuances and market dynamics is as essential, if not more, than traditional business knowledge. This cultural cognizance highlights the globalized nature of modern businesses, where intercultural interactions and sensitivity become core competencies.

Furthermore, the overwhelming emphasis on communication skills echoes the findings of countless other studies. In an interconnected world, the ability to effectively convey ideas, negotiate, and build relationships remains a non-negotiable skill.

Lastly, the gravitation towards "Ethical and Responsible" as the dominant attitude is a testament to the evolving business ethos. In a world increasingly aware of corporate responsibility and sustainability, businesses that operate with a moral compass and ethical grounding are more likely to thrive and garner stakeholder trust.

This research provides a nuanced understanding of how university curricula, particularly that of DIU, are perceived in terms of preparing graduates for the multifaceted world of business. While certain skills and knowledge bases are recognized as invaluable, there are evident areas of enhancement and recalibration needed in higher education. As businesses evolve and the world becomes increasingly interconnected, so must our educational institutions evolve to remain relevant and effective in molding the leaders of tomorrow.

In light of the research conducted on the Marketing Bachelor Program from 2019 to 2022 at Daffodil International University, the landscape of marketing education and its alignment with industry expectations have been brought to the fore. While the current study offers invaluable insights into the program's performance, potential areas of improvement, and the subsequent outcomes for its graduates, further exploration is crucial. This will ensure that the program remains responsive, innovative, and in line with both local and global market dynamics. The following is a structured set of recommendations for future investigations in this domain.

6.2 Recommendations for Future Research

Also, future research should consider surveying institutions of higher learning to ascertain as to whether the claims of graduates are true and what they (institutions) are doing to enhance the quality of their programs. This research only assessed marketing graduates (2019-2022)

skills and the labor market from the perceptions of graduates. Future research should an analysis of perceptions of graduates and each department of daffodil international University and larger number of years students to ascertain whether the perceptions of graduates as discovered by this study is a reality of what is happening in various universities in Bangladesh.

Delve into the long-term impact of the Marketing Bachelor Program on alumni career trajectories, measuring success metrics over an extended period post-graduation, perhaps 5 to 10 years. Compare the Marketing Bachelor Program of Daffodil International University with other similar programs nationally or internationally to identify strengths, areas of improvement, and potential best practices. With the swift evolution of digital marketing, e-commerce, and data analytics, a future study should focus on how the curriculum is adapting to these changes and preparing students for these domains. Gather feedback directly from employers who have hired graduates from this program to better understand their perceptions regarding the students' preparedness, strengths, and areas needing improvement. Research the teaching methods employed within the program and assess their effectiveness. This could also encompass the integration of practical experiences, such as internships, industry projects, and simulations. Engage alumni who are established in the industry and gather their insights on how the program can be further enhanced. Their real-world experience can provide a unique perspective on curriculum development. Investigate how the program equips students with a global perspective in marketing, preparing them for challenges in both local and international markets. Analyze the incorporation and impact of soft skills development and interdisciplinary learning opportunities within the program. Assess how geopolitical, economic, or societal changes, both local and global, might impact the future of marketing education and the consequent modifications required in the curriculum. Assess how geopolitical, economic, or societal changes, both local and global, might impact the future of marketing education and the consequent modifications required in the curriculum.

Building upon the insights garnered from the Tracer Study of the Marketing Bachelor Program (2019-2022) at Daffodil International University, it is recommended that the university embark on a comprehensive study during its 11th Convocation. This study should focus on the intricacies of post-graduation trajectories, specifically examining the employment status, unemployment challenges, and self-employment endeavors of alumni. Such an investigation will not only illustrate the practical impact of the university's academic offerings but also guide curriculum development to enhance employability and entrepreneurial skills among future graduates. Furthermore, the university could establish a robust database that facilitates continuous improvement through the integration of alumni feedback and career progression tracking. This proactive approach would serve as a cornerstone for strategic planning and bolster the university's commitment to student success in the dynamic labor market.

The trajectory of marketing as a discipline and profession remains both dynamic and intricate. As Daffodil International University seeks to position its Marketing Bachelor Program at the pinnacle of academic and professional excellence, an unceasing commitment to research and innovation is paramount. The aforementioned avenues for future research are designed to foster this pursuit, ensuring that the University's contributions to the domain of marketing are both substantial and enduring.

6.3 Conclusion

This comprehensive tracer study aims not only to evaluate the success and relevance of DIU's Marketing Bachelor Program but also to serve as a model for future research endeavors. The outcomes will be instrumental in fine-tuning educational strategies, ensuring that DIU continues its legacy of producing market-ready professionals.

The tracer study on Daffodil International University's Marketing Bachelor Program from 2019-2022 offers invaluable insights into the trajectory of graduates, their perceptions, and their subsequent integration into the professional realm. Several key findings emerged from this comprehensive analysis, each carrying implications of varying magnitude.

A clear pattern indicative of the University's strengths and areas of potential improvement emerges from the data. On one hand, a significant proportion of graduates finds value in their

academic journey at DIU, emphasizing the efficacy of its curricular content and pedagogical approach. On the other, divergent opinions on the relevance and applicability of the acquired skills and Knowledge in the professional sphere signal an urgent need for curriculum reassessment and realignment.

The study sheds light on the multifaceted nature of knowledge acquisition, where formal education, while pivotal, is complemented by familial insights and self-driven initiatives. This multifaceted approach suggests that a holistic educational experience is necessary to nurture well-rounded professionals ready to tackle the complexities of the business world.

Furthermore, the prominence of skills such as communication and cultural awareness in the modern business landscape underscores the transition to a more interconnected global economy. Ethical and responsible attitudes are not just preferred but are becoming mandatory, mirroring the shifting ethos of contemporary business environments focused on sustainability and corporate responsibility.

The data surrounding employment avenues, especially the role of networking and personal contacts, reiterates the timeless adage of the importance of connections in the professional world. This emphasizes the potential benefits of expanding mentorship, alumni outreach, and networking initiatives within the institution.

However, one of the most startling revelations, the perception of a 'lack of seriousness towards one's career' as a significant reason for unemployment, calls for a deeper exploration. Understanding this perspective may unveil broader cultural, educational, or even societal dynamics that require attention.

While Daffodil International University's Marketing Bachelor Program has made commendable strides in shaping its graduates, this study underscores the need for continuous evolution. To truly remain at the forefront of higher education, DIU must embrace a dynamic, responsive

approach that not only acknowledges the changing landscape of business but actively anticipates and addresses its demands. The synergy between academia and industry is not just desired but is imperative for crafting a curriculum that truly serves as a launchpad for future leaders in the realm of marketing and beyond.

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Appendix

Section A

1.1 Demographic details

Name (optional).....

Email..... Cell.....

1.2 Gender

1	Male
2	Female
3	Prefer Not to say
99	Others

1.3 Division wise Location

1	Dhaka
2	Rajshahi
3	Khulna
4	Chittagong
5	Mymensingh
6	Barishal
7	Sylhet
8	Rangpur

1.4 Income

1	Below 20,000
2	20,001-40,000
3	40,001-60,000
4	60,001-80,000
5	80,001-100,000
6	100,001-Above

1.5 Age

1	Below – 21
2	22
3	23
4	24
5	25 – Above

Section B

2.1 Education and skills in relation to the job

Please enter all qualifications

Degree	CGPA	Passing Year
SSC		
HSC		
BBA		
Others have (you option After BBA)		

2.2 Were you satisfied with curriculum offered to you by the DIU

1	Yes
2	No

2.3 What do you think must be removed from/added to the DIU curriculum? Please explain

2.4 What is your Employment Status

1	Employed
2	Own Business
3	Unemployed

Section C

Part A: Employment

Employment details

3.1 Name of the employer (Company name)

3.2. Sector

1	Private
2	Public Limited
3	Bank
4	NGO
5	Marketing Agency
99	Others

3.3 For how long have you been working there?

1	Less than 3 months
2	3-6 months
3	6-12 months
4	12-24 months
5	More than 24 months

3.4 How did you get the job?

1	Employment Agency
2	Web Search
3	Internship
4	Personal Contact
5	Newspapers
99	Others

3.4.1 If any employment Agency which?

1	Bdjobs
2	Skills Jobs
3	Bikroy Jobs
4	Alljobs
99	Others

3.5 Are you making your desired income in your desired field?

1	Yes
2	No

3.6 What is your employment position?

1	Management Trainee Officer
2	Sales/Marketing Executive
3	Business/Marketing Analyst
99	Others

3.7 Explain in detail what your job entails (job description. Please submit your job description if possible)

3.8. What skills are required for your current job? (e.g., communication, computer literacy, etc.)

3.9 Do you think academic study was enough for finding your current job?

1	Yes
2	No

3.9.1 If not, what kind of study/skills do you think are required?

3.10 What kind of attitude is required for the job (e.g., teamwork, creativity, etc.)

3.11 Do you think the skills you learned at DIU are relevant to your job?

1	Yes
2	No

3.11.1 If not, why? Please Specify.

3.12 Do you think the knowledge you acquired at DIU is applicable/relevant to your job?

Please explain?

1	Yes
2	No

3.12.1 If not, why? Please Specify.

Part B: Self Employment

4.1. For how long have you been self-employed?

1	Less than 3 months
2	3-6 months
3	6-12 months
4	12-24 months
5	More than 24 months

4.2. Please describe nature of your business.

1	Manufacturing
2	Export/Import
3	Startup
4	Marketing Agency
5	Freelancing
6	Shop
99	Others

4.3 What knowledge, skills and attitude are vital for the business?

4.3.1 knowledge

1	Industry Knowledge
2	Business Operations
3	Technical Skills
4	Cultural and Market Awareness
99	Others

4.3.2 Skills

1	Communication Skills
2	Problem-Solving Skills
3	Leadership and Teamwork
4	Negotiation Skills
5	Digital Literacy
6	Communication Skills
99	Others

4.3.3 Attitude

1	Resilience and Adaptability
2	Proactive and Self-Motivated
3	Ethical and Responsible
4	Open to Learning
99	Others

4.4 Did you acquire that knowledge and skills from the university curriculum?

1	Yes
2	No

4.4.1 If not, how did you acquire this knowledge

4.5 What skills, knowledge, and attitude do you believe DIU students need to learn in order to work for self-employment?

4.6 Do you think the skills you learned at DIU are relevant to your Business?

1	Yes
2	No

4.6.1 If not, why? Please Specify.

4.7 Do you think the knowledge you acquired at DIU is applicable/relevant to your Business? Please explain?

1	Yes
2	No

4.7.1 If not, why? Please Specify.

Part C: Unemployment

5.1 How long have you been unemployed after graduation?

1	Less than 3 months
2	3-6 months
3	6-12 months
4	12-24 months
5	More than 24 months

5.2 Have you had any job before?

1	Yes
2	No

5.3 Have you enrolled for further study now?

1	Yes
2	No

5.3.1 If yes, which institution?

5.2.2 In what program are you enrolled?

1	MBA
2	MSc
3	PGD
4	CMA/CA/CFA
99	Others

5.2.2. a. If Others, Please Specify

5.3 Can you identify why are you unemployed now?

1	Not serious about career
2	I can't Meet interview properly
3	University degree doesn't skills up me
4	Laid Off/Company Downsizing

5	I have lack of skills in my relevant field
6	Resigned
7	Mismatch between Education and Market Needs
8	Lack of Soft Skills
9	Limited Professional Network
99	Others

5.4 What is your desired field of employment?

5.5 How many Interviews have you attended so far?

1	Nil
2	1-3
3	4-6
4	7-9
5	More than 10

5.6 What skills do you think to get a job?

5.7 Do you think the skills you learned at DIU are relevant to get a job?

1	Yes
2	No

5.7.1 If not, why? Please Specify.

5.8 Do you think the knowledge you acquired at DIU is applicable/relevant to get a job?

Please explain?

1	Yes
2	No

5.8.1

5.8.2 If not, why? Please Specify.

Is there anything else you wish to share with us?

Researcher Remarks
