



Employability of Marketing Management Alumni from Gordon College: A Tracer Study of 2019 to 2023

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ARTICLE INFO

Keywords: Tracer Study, Employability, Alumni, Marketing Management, Gordon College

Received : 16, October

Revised : 30, October

Accepted: 27, November

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ABSTRACT

This quantitative descriptive tracer study evaluates the employability of Bachelor of Science in Business Administration major in Marketing Management graduates from Gordon College, Olongapo City, focusing on those who completed their studies between academic years 2019 and 2023. The study looks into their current employment status, the relevance of their jobs to their degree, the length of time it took them to find employment, the competencies and values they gained from the program, their level of career satisfaction, and the reasons behind their job-related decisions. The research gathered data from 114 alumni participated in the study through an online survey using purposive sampling. The findings of this study will help improve the academic program, align it more closely with industry needs, and guide future graduates in their career paths.

INTRODUCTION

Improving graduates' employability has become a top objective for universities worldwide, as it demonstrates how well academic preparation aligns with industry demands. The ability of a graduate to obtain employment, retain it, and contribute to its enhancement through a combination of personal qualities, knowledge, and skills is referred to as employability. Employability encompassed more than just landing a job after graduation. It involved maintaining employment through continuing education and personal/employment adaptability. Career resilience was built through ongoing education, training, and professional development that led to long-term career success (Hansen, 2024).

Institutions worldwide worked towards ensuring that their programs prepared students to possess competencies that resonated with the workplace. At the national level, studies promoted the employability of graduates from the Marketing Management program (Domingo & Torres, 2024). The study emphasized how the technical, communication, and suitable adaptation skills of marketing management graduates affected their employment. The study demonstrated the increasing need for curriculum development and hands-on training to close the gaps in employability areas of proficiency.

At the local level, Gordon College promoted the employability of graduates of the Marketing Management program through the academic curriculum and professional development that aligned with market needs. This initiative supported the United Nations Sustainable Development Goals, specifically SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth). SDG 4 aimed to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. On the other hand, SDG 8 aimed to promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all as it related to the employability of graduates. Clearly, Gordon College has contributed to the development of academic learning and was well-positioned to strengthen students' industry-relevant competencies and employability opportunities.

This study aimed to examine and assess the employment status of Marketing Management graduates, the relevance of the skills covered in the program, and the sources of various challenges faced in seeking employment opportunities. It also sought to identify strengths and areas for improvement in the program and offer recommendations for curriculum and training enhancements. Ultimately, the research aimed to support Gordon College's ongoing efforts to produce graduates who are career-ready and competitive in the dynamic field of marketing.

LITERATURE REVIEW

Theory Resource Based View (RBV)

The employability of marketing graduates remains a global concern as research shows a persistent gap between the skills taught in academic programs and those demanded by employers. Despite having graduated

from reputable institutions, many graduates sought employment, nonetheless a gap in essential skills often created obstacles, making academic knowledge alone insufficient to secure a job. Students still lack essential soft skills such as communication, digital literacy and problem-solving which are highly valued in today's professional settings as noted by Yadav et al. (2022) and Urbančíková et al. (2024). Employers consistently prioritize oral and active listening abilities alongside digital competencies like social media management which contribute to faster job placement and higher job satisfaction as emphasized by McKenna (2020) and Smith et al. (2023). Practical experiences such as internships and mentorship programs have also been found to enhance employability by facilitating smoother transitions into the workforce as highlighted by Garcia et al. (2021) and English et al. (2021). Through these studies, it provides students and the institution with opportunities to apply theoretical knowledge in a real world that can support career advancement, moreover, it allows them to gain clear understanding of employer' expectation and industry demand.

Career support services in an institution further improve graduates' confidence and job success yet universities often fall short in aligning their promotion of employability with actual support mechanisms as discussed by Johnson et al. (2023) and Divan et al. (2019). This idea highlighted the potential for institutions to have a greater impact on employability if their career support services had been more effectively aligned with the needs of students and the expectations of the labor demand. Beyond technical expertise, attributes such as emotional intelligence, cross-cultural communication, commercial awareness and attention to detail have been linked to stronger job performance and advancement particularly in international and marketing-related careers as shown by Jones et al. (2020), Li et al. (2022) and Sun (2024). These findings underscore the rising expectation for higher education institutions to strengthen soft skills, industry exposure and practical training to address the evolving demands in industry.

In the Philippine context, employability research has similarly emphasized the importance of both technical and soft skills in marketing graduates. Studies have shown that familiarity with consumer behavior patterns, effective time management and structured yet efficient internships significantly contribute to job readiness and marketability as reported by Lomibao (2022) and Guzman et al. (2023). While many graduates secure employment shortly after graduation for reasons like absorption from internship, their initial placements are often in clerical or entry-level positions reflecting gaps in specialized marketing knowledge and strategic thinking. Graduate-level programs such as MBAs, demonstrate stronger outcomes with communication, strategic skills and leadership training leading to higher employment rates and managerial roles as found by Alera and Codod (2023).

Despite generally high employment rates, career mismatches, underemployment and gender disparities persist. Many graduates work in industries outside their specialization or accept lower-level roles due to

economic constraints and limited marketing-related opportunities as revealed by Del Rosario et al. (2021) and Reyes (2022), which suggest the curriculum an improvement to address this challenge, and other approaches should be considered to better prepare students for the demands of the workforce. Factors such as academic performance (Asio, 2020), extracurricular involvement (Asio et al., 2021), networking and internship experience continue to influence employability outcomes with analytical; problem-solving and communication skills (Asio & Riego de Dios, 2019) consistently identified as the most valued by employers as discussed by Tayco (2022) and Yamantao (2024).

Local tracer studies reinforced the critical role of practical and industry-based training in enhancing graduate employability. These suggest the institution to track the progress of graduates after they left their academic programs to assess how well their education prepared them for the workforce. Findings from institutions such as NEUST-MGT, NwSSU, Isabela State University and KCAST confirm that internships, industry collaboration and exposure to real- world projects significantly enhance graduates' readiness for the industry demand as supported by Martinez (2024), Cruz et al. (2023), Delos Reyes (2023) and Ramos et al. (2024). Similarly, long-term studies at LPU Manila highlight how competencies and work-related values contribute to employability success as noted by Bautista et al. (2024). These insights collectively stress the need for curriculum enhancement, stronger industry-academe partnerships and expanded experiential learning opportunities to align educational preparation with market demands.

This study used the Input-Process-Output (IPO) model to structure the study's conceptual framework. The model outlined the factors influencing employability, the processes involved, and the resulting outcomes.

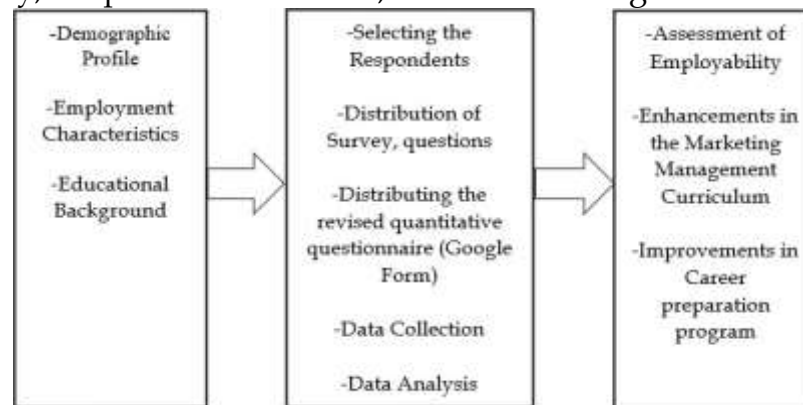


Figure 1. Conceptual Framework

METHODOLOGY

Research Design

The study used a quantitative descriptive research design to describe the employability of Marketing Management alumni from Gordon College (2019–2023). This design collected and analyzed numerical data to present facts about their employment status, job relevance, and time to employment (Asio, 2021).

Participants

The respondents were 175 alumni of BSBA Marketing Management from batches 2019 to 2023, with 114 graduates participating in the survey. Purposive sampling was applied to ensure that only those with relevant post-graduation experiences were included. The research was conducted at Gordon College, Olongapo City, a local government-funded higher education institution chosen for its increasing number of Marketing Management graduates, whose employability was essential in assessing the effectiveness of the program. For more details for the distribution of the graduates, see Table 1 below.

Instrument

Data were obtained through a self-administered questionnaire adapted from the CHED Tracer Study. The instrument had two parts: the demographic profile of respondents and employability-related items. It was validated by marketing experts from Gordon College to ensure clarity and alignment with the study's objectives. Prior to distribution, approval was sought from the appropriate authorities. The survey was carried out online using Google Forms, with informed consent secured from participants. The data collected were tabulated, organized, and analyzed using statistical tools

Table. 1. Frequency and percentage distribution of graduates

Year	Frequency	Percent
2019	32	18.29
2020	8	4.57
2021	6	3.43
2022	70	40
2023	59	33.71
Total	175	100

Data Analysis Methods

The distribution of graduates from 2019 to 2023 shows variations in the number of students who completed their programs each year. In 2019, there were 32 graduates, which represents 18.29 percent of the total population. A decrease followed in 2020 with only 8 graduates (4.57%) and in 2021 with 6 graduates (3.43%), which were the lowest figures in the five-year period. In 2022, the number of graduates rose sharply to 70, making up 40 percent of the total and marking the highest proportion across all years. In 2023, the graduates remained high at 59, or 33.71 percent, which shows stability in the succeeding year.

Overall, the findings reveal that the last two years produced the largest share of graduates, contributing almost three-fourths of the total number. This indicates that despite the decline observed in the earlier years, the institution was able to recover and sustain an improved level of graduates in recent years. The pattern also suggests that the academic programs and support systems of the institution may have played a role in ensuring that more students were able to finish their studies. This steady increase in graduate output can strengthen the

institution's profile and provide a reliable basis for evaluating graduate outcomes such as employability and career progression.

RESEARCH RESULTS

Table 2. Demographic profile of graduates in terms of age

Age	Frequency	Percentage
20–22	3	2.63
23–25	77	67.54
26–28	27	23.68
29 and above	7	6.14
Total	114	100

As presented in Table 2, the majority of respondents (67.54%) are aged 23–25, followed by those aged 26–28 (23.68%). Only a small percentage are aged 29 and above (6.14%), while 2.63% belong to the 20–22 age group. This suggests that most of the respondents are in their early twenties, which aligns with the typical age range of recent college graduates.

Table 3. Contingency table of graduates in terms of sex according to year of graduation

Sex	2019		2020		2021		2022		2023		Total	
	f	P	f	P	f	P	f	P	f	P	f	P
Male	9	24.32	2	5.41	3	8.11	11	29.7	12	32.43	37	32.46
Female	10	12.98	3	3.9	2	2.6	36	46.8	26	33.77	77	67.54
Total	19	16.67	5	4.38	5	4.38	47	41.23	38	33.33	114	100

Based on Table 3, most graduates are female (67.54%), while males account for 32.46%. This indicates a stronger female presence in the Marketing Management program, reflecting the growing participation of women in business-related fields.

Table 4. Demographic profile of graduates in terms of civil status

Civil Status	Frequency	Percentage
Single	103	90.35
Married	10	8.77
Solo Parent	1	0.88
Total	114	100

As shown in Table 4, most graduates are single (90.35%), while 8.77% are married and 0.88% are solo parents. This suggests that the majority of respondents are in the early stage of their professional lives, with fewer family responsibilities.

Table 5. Educational background of graduates in terms of year graduated

Year	Frequency	Percentage
2019	19	16.67
2020	5	4.38
2021	5	4.38
2022	47	41.23
2023	38	33.33
Total	114	100

Based on Table 5, most of the respondents are recent graduates, with the highest from 2022 (39.37%) and 2023 (33.33%). The earlier batches of 2019, 2020, and 2021 had smaller shares at 17.54%, 4.39%, and 5.26%. This reveals a growing number of graduates in recent years.

Table 6. Frequency and percentage of types of academic awards received

Type of Award	Frequency	Percentage
Dean's Lister	53	42.4
With Honors	1	0.8
With High Honors	1	0.8
Best Thesis/ Capstone	6	4.8
Academic Scholarship Recipient	3	2.4
Others (Pace Voci, NSTP leadership awardee, BMAP, Best in Feasibility studies)	7	5.6
No Award	54	43.2
Total	125	100

Note: n=114, multiple response

Based on Table 6, most of the graduates were Dean's Listers (42.4%), while smaller percentages received Best Thesis/Capstone (4.8%), other awards (5.6%), and Academic Scholarships (2.4%). Only a few earned Latin honors, with Cum Laude (0.8%) and Magna Cum Laude (0.8%). Meanwhile, 43.2% received no awards.

Table 7. Contingency table in terms of year graduated and employment status

Year	Employed		Unemployed		Never Employed		Total	
	f	P	f	P	f	P	f	P
2019	19	16.68	0	0	0	0	19	16.68
2020	3	2.63	2	1.76	0	0	5	4.38
2021	1	0.88	4	3.51	0	0	5	4.38
2022	42	36.84	4	3.51	0	0	46	40.35
2023	36	31.57	2	1.76	1	0.88	39	34.21
Total	101	88.6	12	10.54	1	0.88	114	100

Note: Frequency (f), Percent (P)

Based on Table 7, most graduates (88.60%) were employed, while 10.53% were unemployed and only 0.88% had never been employed. In 2019, all respondents were employed, while small cases of unemployment appeared in later batches.

Table 8. Employment characteristics of graduates in terms of employment

Type of Employment	Frequency	Percentage
Regular/ Permanent	85	84.16
Contractual	2	1.98
Part-time	1	0.99
Project-based	1	0.99
Self-employed	12	11.88
Total	101	100

Based on Table 8, most employed graduates (84.16%) hold regular or permanent positions, while 11.88% are self-employed. Only a few are in contractual (1.98%), part-time (0.99%), or project-based (0.99%) jobs.

Table 9. Employment characteristics of graduates in terms job level

Job Level	Frequency	Percentage
Executive	23	22.77
Managerial	18	17.82
Supervisory	29	27.47
Entry-Level	31	30.69
Total	101	100

As presented in Table 9, most graduates are employed in entry-level positions (30.69%), followed by supervisory (27.47%), executive (22.77%), and managerial roles (17.82%). This indicates that a majority of graduates begin their careers in entry-level positions, with opportunities for advancement to higher roles.

Table 10. Employment characteristics of graduates in terms of duration it took to find their first job after graduation

Duration	Frequency	Percentage
Less than 1 month	48	47.52
1 to 6 months	39	38.61
6 months to 1 year	7	6.93
More than 1 year	7	6.93
Total	101	100

Most employed respondents secure their first job after graduation. Nearly half (47.52%) obtained employment in less than one month, while an additional 38.61% were hired within one to six months. A smaller portion found their first job after six months to one year (6.93%) or beyond one year (6.93%). This data reveals a strong trend of quick employment.

Table 11. Employment characteristics of graduates based on current job relevance to marketing management program

Job Relevance	Frequency	Percentage
Yes	54	53.85
No	47	46.15
Total	101	100

The majority of respondents (53.85%) are employed in jobs related to marketing management, while 46.15% work in fields not aligned with their course, highlighting both alignment and flexibility in career paths.

Table 12. Employment characteristics of graduates in terms of employment location

Job Location	Frequency	Percentage
Local	78	77.23
International	20	19.80
Abroad	3	2.97
Total	101	100

The majority (77.22%) are working locally, within the same city or province where they studied. A small portion (19.80%) have found employment in other parts of the Philippines, while 2.97% are employed abroad.

Table 13. Employment characteristics of graduates in terms of organization type

Type of	Categories	Frequency	Percent
Corporation Logistics (Private) Service/ Support	Marketing/ Sales	25	24.75
	Finance/ Accounting	5	4.95
	Human Resources	1	0.99
	Operations/	8	7.92
	Customer	15	14.85
	Administrative/ Clerical	9	8.91
	Executive/ Management	6	5.94
	Others	5	4.95
	Government Authority (PSA)	Local Government Unit (LGU)	7
Constitutional Commissions		4	3.96
Philippine Statistics		1	0.99
		1	0.99

Department of Education (DepEd)			
NGO	Local NGO	1	0.99
	Business Owner (with employees)	1	0.99
Self-Employment Employees)	Sole Proprietor (No	2	1.98
	Freelance/ Independent Contractor	7	6.93
	Online Business	3	2.97
		101	100

Table 13 shows that most graduates (73.27%) are employed in private corporations, while 25.75% work in the government or are self-employed. Only 0.99% are in non- governmental organizations. This reveals that the private sector is the main employment avenue for graduates, with some showing entrepreneurial interest.

Table 14. Employment characteristics of graduates in terms of first job acquisition method

Method	Frequency	Percentage
Online Job Portal	28	27.72
School Job Placement Office	1	0.99
Job Fair	3	2.97
Walk-in Application	32	31.68
Family Business	4	3.96
Recommended by Someone	30	29.70
Working student	1	0.99
Absorbed from OJT	2	1.98
Total	101	100

Table 14 shows that most respondents found employment through walk-in applications (31.68%), online job portals (27.72%), and personal recommendations (29.70%). A smaller number obtained jobs through job fairs (2.97%), family businesses (3.96%), or were absorbed from on-the-job training (1.98%), while only 0.99% were hired through the school's job placement office.

Table 15. Employment characteristics of graduates in terms of length of the time they stayed in their first job

Duration	Frequency	Percentage
Less than 6 months	14	13.86
6 months to 1 year	27	26.73
1-2 years	20	19.80
More than 2 years	9	8.91
Still in first job	31	30.69
Total	101	100

Table 15 shows that most graduates (30.69%) are still in their first job, while 26.73% stayed for 6 months to 1 year and 19.80% for 1–2 years. Only a few worked for less than 6 months (13.86%) or over 2 years (8.91%). This indicates that most graduates are either new in their careers or have achieved stable employment.

Table 16. Employment characteristics of graduates in terms of reason for changing jobs

Reason for changing	Frequency	Percentage
Higher Salary	53	31.92
Career Growth	55	33.13
Better Work Environment	46	27.71
Job Mismatch	4	2.41
Relocation	5	3.01
Others (Pregnant)	3	1.81
Total	166	100

Note: n=70, multiple response

Table 16 shows that most graduates stay in their jobs for career growth (33.13%), higher salary (31.92%), and a better work environment (27.71%). Fewer cited relocation, job mismatch, or personal reasons. This indicates that advancement and compensation mainly influence job retention.

Table 17. Employment characteristics of graduates in terms of reasons for staying in current job

Reason for Staying	Frequency	Percentage
Good Salary and Benefits	76	32.20
Career Advancement	55	16.87
Aligned with Degree	13	14.41
Near Residence	30	12.71
Positive Work Environment	38	16.10
Others (Ease of set up, stable job)	3	1.27
Total	236	100

Note: n=101, multiple response

Table 17 shows that most graduates remain in their workplace due to good salary and benefits (32.20%), career advancement (16.87%), and a positive work environment (16.10%). Others cited job relevance, proximity to residence, and personal reasons. This suggests that financial rewards and growth opportunities are the main factors influencing job retention.

Table 18. Frequency and percentage of graduates in terms of relevance level

Relevance Level	Frequency	Percentage
Highly Relevant	38	37.62
Moderately Relevant	45	44.55
Slightly Relevant	13	12.87
Not Relevant	5	4.95
Total	101	100

Table 18 indicates that the majority of the graduates considered their employment to be moderately relevant to their degree in Management of Marketing (44.55 %) and highly relevant (37.62%). A smaller percentage found their job slightly relevant (12.87%) or irrelevant (4.95%). This implies that a lot of graduates are working in the fields of their education but some still have a mismatch in career.

Table 19. Frequency and percentage of graduates in terms of usefulness rating

Usefulness Rating	Frequency	Percentage
80-100% useful	44	43.56
60-79% useful	37	36.63
50-59% useful	13	12.87
Less than 50% useful	7	6.93
Total	101	100

According to Table 19, most graduates rated the Marketing Management program as very useful, with 43.56% rating it 80-100% useful and 36.63% rating it 60-79% useful. Only a few rated it 50-59% (12.87%) or below 50% (6.93%). This indicates that the program is highly relevant to their careers, though some gaps remain in skill application.

Table 20. Frequency and percentage of graduates in terms of competencies gained in college

Competency	Frequency	Percentage
Communication Skills	81	16.95
Leadership Skills	57	11.92
Problem-Solving Skills	55	11.51
Technological Skills	36	7.53
Critical Thinking	69	14.44
Multi-tasking	77	16.11
Public Relations	39	8.16
Human Relations	32	6.69
Instructional/Presentation Skills	32	6.69
Total	478	100

Note: n=101, multiple responses

Based on Table 20, the most common skills acquired by graduates are communication (16.95%), multi-tasking (16.11%), and critical thinking (14.44%). They also developed leadership, problem-solving, public relations, technological, presentation, and human relations skills.

Table 21. Frequency and percentage of graduates in terms of personal values gained in college

Personal Value	Frequency	Percentage
Professionalism	80	15.30
Strong Work Ethics	69	13.19
Honesty/Integrity	63	12.05
Adaptability	68	13
Dedication	54	10.33
Self-confidence	71	13.58
Motivation to Grow	63	12.05
Ability to Work Independently	55	10.52
Total	523	100

Note: n=101, multiple responses

Based on Table 21, the top personal values gained by graduates are professionalism (15.30%), self-confidence (13.58%), strong work ethics (13.19%), and adaptability (13%). Other cited values include honesty and integrity, motivation to grow, independence, and dedication.

Table 22. Frequency and percentage of graduates in terms of professional licensure or certification exams after graduation

Exam Type	Frequency	Percentage
CSE-Professional	11	9.65
TESDA	1	0.88
No Licensure/Certification	102	89.47
Total	114	100

Table 22 shows that most graduates (89.47%) did not take any licensure or certification exams. Among those who did, 9.65% took the Civil Service Examination–Professional, and 0.88% obtained a TESDA certification. This indicates that only a few graduates pursued certifications, mainly to qualify for government employment.

Table 23. Frequency and percentage of career progress satisfaction

Satisfaction Level	Frequency	Percentage
Very Satisfied	46	40.35
Satisfied	49	42.98
Neutral	19	16.67
Total	114	100

Based on Table 23, most graduates expressed positive feedback about the Marketing Management program, with 42.98% satisfied and 40.35% very satisfied. Meanwhile, 16.67% were neutral, and none reported dissatisfaction. This indicates a high level of satisfaction, reflecting the program's effectiveness and relevance to industry needs.

DISCUSSION

The results of this tracer study show that Gordon College Marketing Management graduates are well prepared for the labor market. This is reflected in the high employment rate and the relevance of their current jobs to their degree. Similar results were reported by Domingo and Torres (2024), who stated that Marketing Management graduates in the Philippines are generally employable due to academic preparation and industry-aligned training. Most respondents were able to secure stable jobs within one year after graduation, supporting Garcia et al. (2024), who emphasized that a responsive curriculum improves job readiness. Competencies such as communication, multitasking, and critical thinking were identified as most useful in the workplace, supporting previous studies that highlighted their importance in achieving career success. Mainga et al. (2022) emphasized that communication and problem-solving skills are among the top employability attributes valued by employers, while De Guzman et al. (2023) found that the ability to multitask and handle multiple responsibilities contributes significantly to graduates' work performance and professional readiness.

The high level of alumni satisfaction indicates that the curriculum and teaching approaches of the program are effective. This agrees with Cordero et al. (2021), who found that student satisfaction increases when courses are relevant and supported by competent faculty and practical training. However, some graduates reported only partial relevance between their studies and current jobs, showing the need for continuous updates in areas such as digital marketing and industry-based applications. This observation supports the claims of Smith and Anderson (2023), who mentioned that digital skills and technological competencies are now essential in the marketing profession.

These results are consistent with local and international literature that stress the importance of aligning higher education with industry needs. Studies by Bautista and Tan (2024) and Martinez (2024) also pointed out that strengthening industry partnerships and providing more hands-on learning experiences contribute to better employability outcomes.

Overall, the study affirms the strengths of Gordon College's Marketing Management program while highlighting areas for improvement to ensure sustained employability and competitiveness of its graduates.

CONCLUSION AND RECOMMENDATION

This research highlights the employability outcomes of BSBA Marketing Management graduates of Gordon College from Batch 2019–2023. The findings revealed that the majority of respondents were young adults aged

23–25, mostly single, and slightly female-dominated. This demographic profile reflects graduates who are in the early stages of their careers, with flexibility and readiness to pursue professional growth. Most graduates were from the recent batches of 2022 and 2023, with many receiving academic awards, indicating strong academic achievement and preparedness for professional roles.

The employability profile of the graduates demonstrates favorable outcomes, as the majority secured jobs shortly after graduation, with 88.60% employed at the time of the survey. Most held regular or permanent positions, primarily in entry-level roles within local private corporations. The functional areas most frequently represented were Marketing/Sales, Customer Service, and Operations. Employment acquisition was facilitated through walk-in applications, personal referrals, and online job portals, while career progression was driven by aspirations for advancement and better compensation.

A significant number of graduates found their jobs highly or moderately related to their degree, highlighting the program's relevance to industry needs. The BSBA Marketing Management curriculum was recognized for equipping students with critical employability skills such as communication, multitasking, and critical thinking, alongside instilling professionalism, self-confidence, and work ethics. Although only a small percentage pursued further studies, most opted to take the Civil Service Examination, reflecting diverse career pathways. Graduates also expressed a high degree of career satisfaction, with 83.33% reporting satisfaction or high satisfaction, and no respondent reporting dissatisfaction, underscoring the program's success in fostering employable and fulfilled graduates.

These findings underscore the effectiveness of the Marketing Management program in preparing students for professional roles and contributing positively to local industries. They also demonstrate that academic performance, coupled with relevant training and industry engagement, directly influences employability and career satisfaction.

ADVANCED RESEARCH

Future research on the employability of Marketing Management graduates from Gordon College can adopt a longitudinal mixed-methods approach to more deeply explore how competencies, personal values, and industry exposure shape long-term career trajectories beyond initial employment. Building on the present tracer findings, future studies may integrate employer assessments, digital skill proficiency tests, and structured interviews to identify gaps between curricular preparation and workplace performance within evolving marketing environments, particularly in areas such as analytics, e-commerce, AI-driven marketing, and cross-cultural communication. Comparative studies across multiple institutions or regions can also clarify structural factors influencing career mismatch, mobility, and salary progression. Incorporating predictive modeling techniques may further enable institutions to anticipate employment patterns, identify at-risk graduate profiles,

and design targeted interventions that strengthen job readiness, industry alignment, and career sustainability.

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