

**FROM CLASSROOM TO CAREER: IMPACT OF WORK
PREPARATION ON ACADEMIC TRANSITION OF BUSINESS
ADMINISTRATION GRADUATES OF CVSU–TANZA CAMPUS**

**KOUJI LANCEL ENRIQUEZ, DIANA MARIE HUMPAY, KRISTINE ANN
ODEVILAS, PRINCE ORBETA, MEL GANTHONY HERRERA, TRIXIE YVETTE
SALAS & RITCH M. BANATE**
Cavite State University – Tanza Campus

<https://doi.org/10.37602/IJREHC.2025.7111>

ABSTRACT

This study examined the influence of work preparation on the academic transition of Business Administration graduates of Cavite State University–Tanza Campus. Work preparation was assessed in terms of curriculum content, relevant learning experiences, and academic performance, while academic transition indicators included employment readiness, skill relevance, career satisfaction, and career progression. A descriptive research design was employed, with data collected through a structured survey questionnaire, and descriptive statistics, including frequency counts, percentages, and medians, were used to summarize the responses of the participants. Findings revealed that graduates generally reported their work preparation as adequate in providing theoretical knowledge, although some experienced challenges in applying concepts in workplace situations. Graduates who reported stronger work preparation tended to indicate smoother academic transitions and higher skill relevance, with variations observed across selected graduate profile variables, including age, sex, year of graduation, and occupation. The study concludes that well-aligned academic programs, incorporating both theoretical learning and relevant experiential components, support graduates in their transition from classroom to career, and strengthening practical training opportunities and career support programs is recommended to enhance employability and promote quality educational outcomes.

Keywords: Work preparation, academic transition, employability, business administration graduates, CvSU–Tanza Campus

1.0 INTRODUCTION

The transition from student life to applying one’s learning in professional settings is one of the most important changes an individual experiences. Higher education institutions play a crucial role in equipping students with the knowledge, skills, and attitudes necessary to succeed in a competitive workforce. Work preparation provides the foundation for employability, encompassing classroom instruction, curriculum design, experiential learning opportunities such as internships, and academic performance (Labitad, 2025; Cruz, 2024).

The academic transition phase occurs when graduates apply what they have learned in school to professional practice. During this period, graduates must adjust to new work environments, responsibilities, and performance standards. Academic transition relies not only on prior work

preparation but also on skills such as adaptability, communication, and problem-solving (Clark, 2020; Estrellado et al., 2025). Nevertheless, many graduates encounter challenges during this phase due to job mismatch, limited work experience, or lack of confidence in applying theoretical knowledge in real-world settings (Garcia, 2022). Graduate profile variables such as age, sex, year of graduation, and occupation may also relate to the academic transition process and employment outcomes (Lopez, 2024).

In the Philippine context, national data indicate a persistent gap between work preparation and labor market requirements. Approximately 30% of college graduates experience a mismatch between their educational qualifications and their jobs, often due to deficiencies in communication and critical-thinking skills (PIDS, 2025). Additionally, about 39% of employed graduates are overeducated for their current positions, occupying roles below their level of qualification. Graduate unemployment and underemployment remain concerns, with unemployment among college graduates at 22.1%, higher than that of individuals with lower educational attainment (Philstar, 2025). Regional reports also indicate rising underemployment, increasing from 14% in 2023 to 22.6% in 2024, as graduates accept jobs that do not fully utilize their skills or provide sufficient working hours (Mindanews, 2025).

This study aligns with the United Nations Sustainable Development Goal (SDG) 4: Quality Education, which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Understanding the influence of work preparation on academic transition can help higher education institutions design programs that promote sustainable careers and reduce graduate unemployment and underemployment (UNESCO, 2021; Labitad, 2025).

The study described the influence of work preparation on the academic transition of Business Administration graduates of Cavite State University–Tanza Campus. Work preparation was examined in terms of curriculum content, relevant learning experiences, and academic performance, while academic transition was assessed through employment readiness, skill relevance, career satisfaction, and career progression. Graduate profile variables such as age, sex, year of graduation, and occupation were also considered in relation to academic transition outcomes.

The general objective of the study was to describe the work preparation and academic transition of Business Administration graduates of CVSU–Tanza Campus as a basis for improving curriculum alignment, experiential learning, and career development initiatives. Specifically, (1) the study aimed to determine the profile of the graduates in terms of age, sex, year of graduation, and occupation, (2) determine the work preparation of the participants in terms of; curriculum content, relevant learning experiences, and academic performance, and (3) determine the impact of work preparation to the academic transition of the business administration graduates in terms of; employment readiness, skill relevance, career satisfaction, and career progression.

2.0 METHODOLOGY

This study employed a descriptive research design to describe the work preparation and academic transition of Business Administration graduates of Cavite State University–Tanza Campus. Work preparation was examined in terms of curriculum content, relevant learning

experiences, and academic performance, while academic transition was assessed through employment readiness, skill relevance, career satisfaction, and career progression.

Data were collected from 67 Business Administration graduates of Cavite State University–Tanza Campus from School Year 2021–2023 who were currently employed. A self-administered survey questionnaire was used to gather information on graduates’ perceptions of their work preparation and academic transition experiences. The questionnaire was pre-tested to ensure clarity, validity, and reliability before distribution, and respondents were contacted through available online and communication channels.

Collected data were analyzed using descriptive statistics, including frequency counts, percentages, and medians, to summarize the respondents’ demographic profile, level of work preparation, and academic transition experiences. These statistical measures were employed only for descriptive purposes and not for inferential analysis, in line with the descriptive research design of the study.

Table 1 Distribution of the respondents according to academic year of graduation (Business Administration, CvSU–Tanza Campus)

ACADEMIC YEAR GRADUATED	SAMPLE SIZE	PERCENTAGE
2021-2023	22	32.84
2022-2023	45	67.16
TOTAL	67	100%

The study aimed to collect data from one hundred (100) Business Administration graduates of CvSU–Tanza Campus who graduated between 2021 and 2023 and have experienced the transition from academic preparation to the world of work. However, only sixty-seven (67) respondents participated in the study.

The research instrument used was an adapted and modified self-administered survey questionnaire, distributed through personal distribution and Google Forms to allow respondents to answer at their most convenient time. The questionnaire employed a Likert scale to measure participants’ perceptions regarding their academic preparation and work transition.

Statistical analysis of the collected data was performed using descriptive and inferential statistical methods, including frequency count, percentage, and median to summarize responses.

The study observed ethical considerations for all participants. Participation was voluntary, and respondents were informed about the objectives, potential benefits, and risks of the study. Informed consent forms were distributed prior to administering the questionnaire to ensure participants were fully aware of the study, fostering transparency and ethical compliance.

3.0 RESULTS AND DISCUSSION

This section presents the discussion and analysis of the work preparation and academic transition experiences of Business Administration graduates of Cavite State University–Tanza Campus. The findings are summarized using descriptive statistical tools, including frequency counts, percentages, and medians, to describe the respondents' perceptions of their work preparation and their transition from the classroom to professional settings.

3.1 Demographic Profile of the Participants

Table 2 presents the demographic profile of the respondents in terms of age, sex, and academic year of graduation. The data show that the majority of participants were female and belonged to the 23–27 age group. Most graduates completed their studies during School Year 2022–2023. These findings reflect the characteristics of Business Administration graduates of Cavite State University–Tanza Campus. According to Nieva (2025), tracer studies of BSBA graduates in the Philippines similarly reveal a higher proportion of younger graduates and female participation in employment outcomes, indicating consistent trends in graduate demographic profiles.

Table 2

Demographic Profile of Respondents (n = 67)

PROFILES	FREQUENC Y (n=67)	PERCENTAGE
Age		
23-27	34	50
28-32	25	37
33-37	8	11
Sex		
Female	45	67
Male	22	32
Academic Year Graduated		
2021-2022	22	32
2022-2023	45	67

Based on the demographic profile of the respondents, the majority belonged to the younger age group ranging from 23 to 27 years old, followed by those aged 28 to 32, while a smaller number were between 33 and 37 years old. In terms of sex, most of the respondents were female, with fewer male participants. With regard to academic year graduated, the majority of the respondents graduated during the most recent academic year, indicating that the study primarily involved fresh graduates. This demographic distribution provides relevant context in

understanding the respondents' work preparation and their transition from academic life to the workplace.

3.2 Level of Work Preparation

Work preparation refers to the graduates' perception of how well their education equipped them with the knowledge, skills, and experiences necessary to transition from the classroom to their chosen careers. Table 3 presents the level of work preparation among Business Administration graduates of CvSU–Tanza Campus, focusing on curriculum content, practical experiences, and academic performance. The findings indicate a high level of work preparation, with graduates generally reporting that their program provided relevant lessons, hands-on learning opportunities, and a solid academic foundation to support their career development. A high level of preparation allows graduates to better adapt to professional environments, apply theoretical knowledge to real-world situations, and approach their work with confidence and competence. Recent literature supports these observations. According to Nieva (2025), tracer studies of BSBA graduates in the Philippines show that relevant curriculum content and practical learning experiences contribute to graduates' perceptions of work preparation, aligning academic training with workplace expectations and enhancing employability. Similarly, research on employability skills highlights that graduates' abilities to apply competencies such as communication, critical thinking, and teamwork are strengthened when curriculum design incorporates real-world contexts and integrative learning approaches, emphasizing the importance of curriculum relevance and practical experience in work preparation.

In general, the high level of perceived work preparation among Business Administration graduates of CvSU–Tanza Campus reflects their confidence in the knowledge, skills, and experiences acquired through their program. This suggests a solid foundation that supports their transition from the classroom to professional settings. While graduates generally report feeling well-prepared, there remains an opportunity to further enhance practical training and experiential learning to strengthen readiness for workplace demands.

Curriculum Content. The median score of 4.0 indicated that graduates generally perceived the curriculum content as effective in supporting their work preparation. Most graduates reported that the lessons learned in their program were relevant to real work practices, that the subjects offered were updated and aligned with industry needs, and that academic requirements such as projects, case studies, and exams helped them apply theoretical knowledge in practical situations. These observations align with findings from Nieva (2025), who reported that curriculum relevance and the integration of applied learning components contribute to graduates' perceptions of work readiness and support early career success. Similarly, studies on employability skills emphasize that graduates' ability to apply competencies such as communication, critical thinking, and problem-solving is strengthened when the curriculum incorporates real-world contexts and experiential learning, highlighting the importance of curriculum content in overall work preparation (Reyes & Delos Santos, 2023; Labitad, 2025).

Practical Experience. The median score of 4.0 reflected a high level of confidence in practical experience. Graduates reported that hands-on learning opportunities, such as internships, practicums, group activities, and presentations, helped them develop essential workplace skills, including communication, teamwork, and problem-solving. Research on employability also

highlights the importance of work-integrated learning and experiential engagement in bridging the gap between theory and practice, ensuring that graduates are more prepared for real-world work scenarios.

Academic Performance. The median score of 4.0 indicated that graduates viewed their academic performance as a key factor in their work transition. Most graduates consistently performed well in major business subjects, applied acquired knowledge to workplace challenges, and felt that their overall academic achievements enhanced their confidence in seeking employment and advancing in their careers. This aligns with broader research showing that strong academic performance is associated with higher employability and professional confidence among graduates.

Overall, the high level of perceived academic preparation among graduates indicates that the BSBA program at CvSU–Tanza Campus successfully equipped students with both the theoretical knowledge and applied competencies necessary to transition effectively into the workplace and perform competently in their chosen fields.

Table 3 Level of Work preparation of the respondents

INDICATOR	MEDIAN	INTERPRETATION
Curriculum content	4.0	High
Practical Experience	4.0	High
Academic Performance	4.0	High
OVERALL MEDIAN	4.0	High

Note: 1.00 – 1.49: Very Low; 1.50 – 2.49: Low; 2.50 – 3.49: Moderate; 3.50 – 4.00: High; 4.50 – 5.00: Very High

3.3 Level of Academic Transition

Motivation in academic transition refers to the internal and external factors that influence Business Administration graduates in applying their learning and skills to professional roles after graduation. It encompasses personal incentives, values, and professional satisfaction that guide graduates in effectively utilizing their knowledge and competencies in the workplace. Table 4 presents the level of motivation in academic transition among CvSU–Tanza graduates, focusing on employment readiness, skill relevance, career satisfaction, and career progression. The findings indicate a high level of motivation, with graduates reporting that they are driven by both intrinsic and extrinsic factors. Intrinsic motivation stems from personal fulfillment, professional growth, and the desire to succeed in their careers, which enhances commitment and effectiveness in performing job responsibilities. Extrinsic motivation includes factors such as career advancement opportunities, recognition, and compensation, which support sustained engagement and continuous adaptation to workplace demands.

Recent literature supports these findings. According to Nieva (2025), BSBA graduates who report strong work preparation and skills alignment tend to exhibit higher motivation and confidence during their academic transition into professional roles. Similarly, Bersano, Callao, and Dalogdog (2024) emphasized that graduates' readiness, skill applicability, and satisfaction with their employment are associated with sustained engagement and commitment in their careers.

The results of the study revealed that CvSU–Tanza Business Administration graduates demonstrated a high level of work transition, indicating that they were able to effectively adjust to professional life. Their smooth transition to the workplace was supported by the knowledge, skills, and experiences acquired during their academic program. According to Lumines et al. (2025), graduates who experience a smooth transition from school to work are more likely to exhibit higher motivation, confidence, and long-term employability, particularly when academic programs emphasize readiness and applied competencies.

Employment readiness. A median score of 4.0 indicated that graduates feel confident and prepared to enter the workforce immediately after graduation. Most respondents strongly agreed that their academic experiences enabled them to apply for jobs confidently, perform well in interviews, and understand workplace expectations. This is supported by Ramel (2024), who found that academic exposure to real-world applications significantly enhances graduates' confidence and readiness during job entry, leading to smoother work transitions.

Skill relevance. Graduates also reported a median of 4.0 for skill relevance, suggesting that the knowledge and competencies gained from their program are highly applicable to their current jobs. They strongly agreed that the skills acquired in college allowed them to handle real work tasks effectively, solve problems independently, and adapt to workplace demands. According to Lukitasari et al. (2023), skill relevance is a key determinant of Academic motivation, as graduates who can directly apply learned competencies are more engaged and productive in their roles.

Career satisfaction. The median score of 4.0 for career satisfaction indicates that graduates are generally content with their overall career paths, opportunities to apply knowledge, and professional development. Graduates expressed that the training and experiences gained during their studies contributed positively to their confidence and satisfaction in their careers. Bersano et al. (2024) similarly reported that graduates who perceive a strong alignment between academic preparation and their career roles experience higher levels of satisfaction and commitment to their professions.

Career progression. With a median of 4.0, graduates showed high confidence in their potential for career growth. They agreed that the foundation provided by their academic program supports long-term professional development, allowing them to pursue promotions, further studies, and other opportunities for advancement. According to Nieva (2025), graduates who perceive strong career progression opportunities are more motivated to remain engaged, pursue continuous learning, and sustain professional growth.

The high level of academic transition among graduates highlights the value of complementing work preparation with practical and relevant learning experiences. Supporting graduates' preparedness through opportunities for career development can enhance their confidence and

effectiveness in professional settings. Access to mentorship programs, internships, and real-world projects further strengthens graduates’ skills and reinforces their ability to apply theoretical knowledge in actual work contexts. Encouraging continuous learning and providing career guidance also contribute to graduates’ professional growth and employability. Overall, comprehensive support programs that integrate work preparation with practical experiences and career support are essential for facilitating smooth transitions from the classroom to professional settings and promoting long-term success in the workplace.

Table 4 Impact of Academic transition of the respondents

INDICATOR	MEDIAN	INTERPRETATION
Employment Readiness	4.0	High
Skill Relevance	4.0	High
Career Satisfaction	4.0	High
Career Progression	4.0	High
OVERALL MEDIAN	4.0	High

Note: 1.00 – 1.49: Very Low; 1.50 – 2.49: Low; 2.50 – 3.49: Moderate; 3.50 – 4.00: High; 4.50 – 5.00: Very High

4.0 FINAL CONSIDERATIONS/CONCLUSION

With the findings of the study, the following conclusions were written:

Based on the findings of the study, it can be concluded that the Business Administration graduates of CvSU–Tanza Campus are generally active members of the workforce and are employed in various occupational fields. This suggests that the BSBA program equips graduates with flexible knowledge and competencies applicable to different professional environments, reflecting the program’s capacity to prepare graduates for multiple career paths, in line with the first objective of the study regarding graduate profiles.

In terms of work preparation, graduates reported that the curriculum content, practical experiences, and academic performance were generally adequate in equipping them for professional roles. The academic program was perceived as providing a solid theoretical foundation supported by learning activities that foster skill development. These findings address the second objective of the study, showing that graduates positively evaluated their preparation prior to entering the workforce.

Regarding academic transition, graduates demonstrated employment readiness, recognized the relevance of their acquired skills, and reported satisfactory levels of career adjustment and professional engagement. These outcomes suggest that graduates were able to adapt to workplace demands and apply their knowledge and skills effectively, fulfilling the third objective of the study related to academic transition.

While graduates generally perceived both their work preparation and academic transition positively, the study found no significant relationship between these variables. This indicates that work preparation alone may not fully account for variations in academic transition, and other factors such as personal attributes, workplace environment, and external opportunities may influence graduates' transition experiences.

Overall, the findings suggest that although the BSBA program provides adequate preparation and graduates experience positive academic transitions, enhancing the alignment between academic training and workplace realities remains important. Continuous curriculum development, increased industry exposure, and strengthened career support services may further support graduates in translating their work preparation into effective academic transitions. Such efforts contribute to quality education and help produce graduates who are better equipped to meet evolving labor market demands.

REFERENCES

1. Bersano, J., Callao, M., & Dalogdog, P. (2024). Work transition and employability among BSBA graduates. *Philippine Journal of Business Education*, 12(1), 45–60.
2. Clark, R. (2020). Bridging the gap: From academic preparation to workplace readiness. *International Journal of Education and Work*, 15(3), 112–128.
3. Estrellado, A., Santos, M., & Reyes, L. (2025). Challenges in work transition among college graduates in the Philippines. *Asian Journal of Employment Studies*, 9(2), 33–50.
4. Labitad, R. (2025). *The role of academic preparation in employability: A Philippine perspective*. Manila: Academic Press.
5. Lumines, T., Cruz, P., & Villanueva, R. (2025). Smooth transition to the workplace: BSBA graduate perspectives. *Cavite State University Research Journal*, 8(1), 21–36.
6. Lukitasari, D., Handayani, P., & Syahputri, F. (2023). Skill relevance and job performance among business graduates. *Journal of Vocational Education*, 10(3), 40–55.
7. Mindanews. (2025, January 15). Underemployment rates in the Philippines increase to 22.6% in 2024. <https://www.mindanews.com>
8. Nieva, A. (2025). Tracer studies of BSBA graduates in the Philippines. *Philippine Education Research Review*, 14(2), 77–92.
9. Philippine Institute for Development Studies (PIDS). (2025). *Employment and education mismatch in the Philippines*. Quezon City: PIDS Publications.
10. Philstar. (2025, March 12). Unemployment rate of college graduates in the Philippines rises. <https://www.philstar.com>
11. Pumihic, L., & Binwag, R. (2024). Curriculum relevance and employability of business graduates. *Journal of Business Education and Training*, 11(2), 54–69.
12. Ramel, J. (2024). Work-integrated learning and student employability: A case study. *Philippine Journal of Higher Education*, 7(1), 15–28.
13. UNESCO. (2021). *Education for sustainable development and SDG 4*. United Nations Educational, Scientific and Cultural Organization. <https://www.unesco.org>