

Career Pathways and Employment Outcomes of BSBA Graduates Class (2011-2019): A Tracer Study from NEMSU

Romel C. Nemiño^{1*}, Fe. G. Villamor², Sharon May. R. Gibertas³

- ¹ Associate Professor V, Department of Business and Management, North Eastern Mindanao State University, Tagbina, Surigao del sur, Philippines, 8308
² Associate Professor IV, Department of Business and Management, North Eastern Mindanao State University, Tagbina, Surigao del sur, Philippines, 8308
³ Instructor II, Department of Business and Management, North Eastern Mindanao State University, Tagbina, Surigao del sur, Philippines, 8308

* Corresponding author email address: rcnemino@nemsu.edu.ph

E d i t o r	R e v i e w e r s
Mehdi Rostami Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada. Email: dr.mrostami@kmanresce.ca	Reviewer 1: Seyed Hadi Seyed Alitabar Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada Email: hadialitabar@kmanresce.ca Reviewer 2: Kamdin. Parsakia Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada. Email: kamdinarsakia@kmanresce.ca

1. Round 1

1.1. Reviewer 1

Reviewer:

The sentence “students are not receiving adequate injury skills from some institutions” is unclear. The term “injury skills” appears to be a typographical or semantic error. Consider revising to “industry skills” or a more precise term.

The reference to “brain drain” is introduced abruptly. Provide a clearer linkage or transition sentence explaining how job mismatch leads to this phenomenon.

The phrase “Outline included the actual definitions of the study's key elements...” needs rephrasing for formality. Consider: “Respondents were briefed on operational definitions, variable interrelations, and expected outcomes.”

The discussion does not analytically interpret why income levels are skewed toward the ₱10,001–15,000 range. Provide a brief socioeconomic or regional labor market context to frame this pattern.

The sentence “...the skills of these HRDM graduates were also noticed.” is vague. Specify which skills were identified and how they relate to industry absorption.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

This paragraph is densely packed and shifts focus frequently between skills gaps, adult education, and CHED mandates. Break into at least two paragraphs and clarify the central theme of each.

The phrase “polar closed-ended survey questionnaire” is not a standard term in research methodology. Consider replacing or explaining what “polar” implies in this context.

The discussion is highly descriptive and lacks statistical interpretation. Consider adding cross-comparisons between major fields or employment types to deepen insights.

The narrative interpretation of FM and HRDM tables could benefit from summarizing patterns or differences explicitly—e.g., “FM graduates are more concentrated in trade and financial sectors, whereas HRDM are more dispersed...”

Although the clerical dominance is well reported, the discussion misses an opportunity to link this pattern to curriculum implications or industry-specific demand. Strengthen this connection.

The commentary is repetitive and lacks synthesis. Instead of restating table figures, interpret what the misalignment suggests for academic program design and job market trends.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.