

# Tracer Study on the Careers and Achievements of BCU and PHILCST Varsity Basketball Players

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## **APPROVAL SHEET**

This institutional research titled, “TRACER STUDY ON THE CAREERS AND ACHIEVEMENTS OF BCU AND PHILCST VARSITY BASKETBALL PLAYERS”, prepared and submitted by MICHELLE C. ALUMNO, JOMARD L. CALAMBA, LYHA L. FIAS-ILON, CONSUELO S. MONTE, and THERESA D. ZACARIAS, has been examined and is hereby recommended for acceptance and approval for final oral defense.

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## ABSTRACT

This tracer study explores the career trajectories, professional achievements, and post-athletic challenges faced by former varsity basketball players from Baguio Central University (BCU) and the Philippine College of Science and Technology (PHILCST). The primary aim is to assess how collegiate basketball experiences influenced the respondents' employment status, career development, and integration into the professional world after graduation. The study involved 25 respondents: 15 from BCU and 10 from PHILCST, selected using convenience sampling. A self-constructed, validated questionnaire and informal interviews were used to gather quantitative and qualitative data. Using a descriptive mixed-methods design, findings revealed that varsity experience significantly contributed to the development of soft skills such as leadership, teamwork, time management, and communication. However, notable differences between institutions were observed: BCU alumni reported strong agreement that basketball improved their employability but also faced challenges such as financial instability, identity loss, and insufficient career guidance. In contrast, PHILCST alumni generally disagreed with experiencing such challenges, attributing smoother transitions to their institution's technical-vocational orientation. The study concludes that institutional support plays a pivotal role in athlete career transition. It recommends enhanced career services, mental health counseling, alumni tracking, and flexible sports engagement programs. The ultimate output of this research is a matrix of targeted, institution-specific program recommendations to strengthen varsity basketball programs and post-athletic career development.

**Keywords:** *Employability, Institutional Support, Athletes, Challenges, Opportunities, Collegiate.*

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M.C.A

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L.L.F.

C.S.M.

T.D.Z.

## **DEDICATION**

This humble undertaking is lovingly dedicated to our beloved family who is always our supporter, who inspired us to grow, and who will be our continual source of pride and enlightenment.

Thank you for the love and support!

Mich  
Jomard  
Lyha  
Cielo  
Tere

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## CHAPTER ONE

### INTRODUCTION

Collegiate athletics play a vital role in shaping student-athletes' personal and professional development, providing them with opportunities to hone essential skills such as leadership, teamwork, resilience, and discipline (NCAA, 2023). Research has shown that participation in varsity sports can have lasting effects on career trajectories, professional success, and personal growth (Barker et al., 2022). However, the extent to which varsity basketball participation impacts post-graduation careers remains an area that requires further exploration. Research has shown that participation in varsity sports can have lasting effects on career trajectories, professional success, and personal growth (Barker, et al., 2022). Student-athletes often develop valuable skills such as leadership, time management, resilience, and collaboration, qualities that contribute significantly to their success beyond the playing field. These experiences not only shape their character but also enhance their preparedness for the professional world after graduation. However, while the general benefits of varsity sports are well-documented, the extent to which varsity basketball participation specifically impacts post-graduation careers remains an area that requires further exploration. There is still limited research focusing on how collegiate basketball experience influences the career choices, achievements, and long-term development of former players. This study aims to address that gap by examining the professional journeys and accomplishments of former varsity basketball players from selected institutions, thereby providing deeper insight into the unique impact of collegiate basketball on life after graduation.

This study is underpinned by the Human Capital Theory (Becker, 1964), which posits that individuals and society derive economic benefits from investments in people such as education, training, and experience. In the context of collegiate athletics, participation in varsity basketball can be viewed as a form of human capital investment, where student-athletes acquire not only physical skills but also social, psychological, and cognitive competencies that enhance their long-term employability and career advancement. These acquired attributes such as discipline, goal-setting, perseverance, and leadership are transferable to various professional settings, ultimately contributing to individual success beyond college sports. Applying this theory, the present study seeks to examine how the human capital developed through varsity basketball participation at BCU and PHILCST has influenced the careers and achievements of former players. In doing so, it contributes to a broader understanding of the tangible returns on athletic experience as an educational and developmental investment.

To underpin this investigation, the study adopts the Holistic Ecological Approach (HEA), a contemporary framework in athlete development research (Henriksen, 2020). HEA views an athlete's growth as shaped by both micro-level factors (e.g., training routines, team culture) and macro-level influences (e.g., institutional policies, support systems). It emphasizes how the interaction between athletes and their environments fosters both athletic and non-athletic development.

In the context of this tracer study on BCU and PHILCST varsity basketball players, HEA helps explain how their collegiate environment, coaching, peer networks, academic balance, and institutional support, contributed to long-term career outcomes. This framework supports the study's aim to explore how the varsity experience not only builds athletic skills but also cultivates transferable competencies that influence post-graduation achievements.

In response to the gap in understanding how collegiate athletic experiences impact long-term professional outcomes, the present study focuses on the career trajectories of former varsity athletes from Baguio Central University (BCU) and the Philippine College of Science and Technology (PHILCST). By tracing their post-collegiate career paths and evaluating how their involvement in varsity basketball influenced their professional development, this study aims to contribute meaningful insights into the long-term value of participating in collegiate sports.

Existing national literature, such as the study by Bondoc (2023), affirms that varsity athletes in Philippine institutions develop key competencies, including leadership, confidence, social skills, and motivation that contribute significantly to their success beyond the athletic field. Additionally, a recent survey conducted from 2023 to early 2024 highlights that Filipino student-athletes' identities, support systems, and athletic experiences shape their adaptability and professional aspirations. These findings align closely with the goals of the present study, as they underscore the potential for collegiate basketball to foster skills and mindsets that extend into diverse professional arenas.

By focusing specifically on the BCU and PHILCST contexts, this tracer study seeks to localize and deepen the understanding of how varsity basketball participation affects career choices, opportunities, and achievements among student-athletes. In doing so, it not only addresses a gap in institutional records and alumni follow-up but also supports broader research showing that collegiate athletics can shape both personal growth and professional success in the Philippine setting.

The primary purpose of this study is to track and analyze the career progression and achievements of varsity basketball players from Baguio Central University and the Philippine College of Science and Technology after graduation. Specifically, the study seeks to determine the employment status, professional engagements, and career accomplishments of former players. It also aims to assess how their varsity experiences influenced their career choices, work performance, and overall success.

Furthermore, this research would provide insights into the effectiveness of BCU and PhilCST's varsity basketball programs in preparing student-athletes for life beyond sports. By identifying challenges faced by former players and opportunities for improvement, this study would offer recommendations to enhance both institutions' varsity programs, ensuring better career support for student-athletes.

This study is significant for several stakeholders: for BCU and PhilCST varsity basketball players: The findings would help current and future varsity athletes understand the potential career paths available to them and how they can leverage their basketball experiences for professional success, for university administrators and coaches: The study would provide insights into the effectiveness of varsity basketball programs in preparing student-athletes for their post-graduation careers, offering recommendations for program enhancements, for employers: the study highlights the transferable skills that varsity athletes bring to the workforce, such as teamwork, leadership, and resilience, reinforcing their value in professional environments, and for future researchers: The research contributes to the growing body of knowledge on the career outcomes of student-athletes, serving as a reference for future studies on collegiate sports and career development.

By addressing these areas, this study would help bridge the gap between collegiate athletics and career preparedness, ensuring that student-athletes receive the necessary support for success both on and off the court.

#### ➤ *Purpose of the Study*

The main purpose of this study is to comprehensively track and analyze the career progression and achievements of varsity basketball players from BCU and PhilCST after they have completed their academic and athletic tenure at their respective institutions. This involves gathering detailed information on their current employment status, career paths, professional roles, and accomplishments in various fields. The study sought to determine not only whether these individuals are gainfully employed but also to understand the nature of their jobs, the industries they are involved in, the positions they have attained, and the career milestones they have achieved since graduation.

#### ➤ *Significance of the Study*

This study is significant as it highlights the long-term impact of varsity basketball participation on career development. The findings would benefit to the following:

- *Current and Prospective Varsity Athletes.* The findings provide valuable insights into the long-term benefits of varsity basketball participation. These insights can guide current and aspiring athletes in understanding how their sports experience can influence their future careers, helping them make informed decisions about balancing academics and athletics.
- *University Leaders and Program Coordinators.* The study offers data-driven recommendations that can help improve varsity sports programs. By understanding the career outcomes of former athletes, administrators and coordinators can enhance support systems such as mentoring, life skills training, and career preparation programs.
- *Employers.* This research highlights the transferable skills developed through varsity athletics, such as leadership, teamwork, discipline, and time management. These findings can help employers recognize the unique strengths that former student-athletes bring to the workplace, aiding in recruitment and professional development efforts.
- *Future Researchers.* The study serves as a foundational reference for future academic work on sports and career development in the Philippine context. It encourages more research into the long-term impact of athletics on student success and opens opportunities for comparative studies across institutions, sports, and regions.

The significance of this study lies in its potential to bridge the gap in understanding the long-term impact of varsity basketball participation on graduates' professional lives. By examining the experiences and career paths of former varsity basketball players, this research provides valuable insights into how athletic involvement contributes to professional development, decision-making, and personal growth beyond college. The findings may inform institutional policies, athletic programs, and career support services for student-athletes, helping schools better prepare athletes for life after sports.

Moreover, this study can serve as a reference for current and aspiring student-athletes, offering a clearer picture of how their commitment to basketball can shape their future both on and off the court.

#### ➤ *Statement of the Problem*

This study aimed to track and analyze the career progression and achievements of varsity basketball players from BCU and PhilCST after graduation.

- *Specifically, it Aimed to Answer the Following Questions:*

- ✓ What are the current employment statuses of the BCU and PhilCST varsity basketball players?
- ✓ To what extent do the respondents/participants agree that their basketball experiences have contributed to their career development and professional achievements?



- ✓ What challenges do the former student-athletes face in transitioning from collegiate sports to their chosen careers?
- ✓ What are recommendations to enhance the varsity basketball programs of BCU and PhilCST?

## CHAPTER TWO METHODOLOGY

### ➤ *Research Design*

This research utilized a mixed-methods design, combining both quantitative and qualitative strategies to explore the career trajectories of former BCU varsity basketball players. The quantitative aspect consisted of a structured survey administered to selected alumni athletes, gathering data on variables such as employment status, income levels, career satisfaction, and professional accomplishments. A descriptive survey design was applied, employing a standardized questionnaire to systematically collect responses from participants. To complement the quantitative findings, informal interviews were also conducted, allowing for a deeper understanding of the participants' lived experiences and the contextual factors influencing their post-collegiate careers. These qualitative insights enriched the study by adding depth and narrative context to the statistical data, aligning with best practices in mixed-methods research (Creswell & Plano Clark, 2018).

### ➤ *Locale and Population of the Study*

This study was conducted within two higher education institutions, the BCU and PhilCST, both of which have established varsity basketball programs. BCU, located in Baguio City, is recognized for its commitment to academic excellence and holistic student development, including a strong emphasis on athletics. The university has produced several notable student-athletes who have demonstrated success in both sports and their professional careers after graduation. Meanwhile, PhilCST, situated in Pangasinan, has a growing reputation for supporting student-athletes through its dedicated sports development program, which promotes the balance between academic achievement and athletic performance.

The population of this study consisted of former varsity basketball players from these two institutions who were active during the academic years 2022 to 2024. A total of 25 respondents participated in the study, 15 from BCU and 10 from PhilCST. These individuals were selected based on their availability and willingness to participate in the research.

The researchers employed convenience sampling as the sampling technique for this study. This method involves selecting participants who are readily accessible and willing to respond, rather than those who represent a statistically random or stratified segment of the population. This approach was chosen due to practical constraints, such as limited time and manpower, which made it difficult to reach all potential respondents. While convenience sampling may limit generalizability, it remains a valid method for exploratory studies where accessibility is a primary concern (Simkus, 2023).

### ➤ *Data Gathering Tool*

The researchers used a self-made survey questionnaire to gather the data needed for this study. Closed questions were provided to the respondents with a series of predetermined responses from which they could choose. A set of questions called a questionnaire is a research tool that is used to get relevant data from respondents. It helps researchers to collect vast amounts of data while deliberately managing their target audience, questions, and format. Additionally, respondents feel more at ease when filling out a questionnaire because they are fully anonymous and are not under any pressure to finish on time (Market Research, 2022).

There were three parts of the questionnaire in this study, Part I presented Demographic Profile and Career Paths, Part II recounted their experiences that contributed to their career development and professional achievements, and Part III described the challenges they experience after graduating and leaving varsity basketball.

### ➤ *Reliability and Validity of the Research Instrument*

To ensure validity, three experts in sports management, career development, and research reviewed the questionnaire before its distribution. For reliability, a pre-test was conducted with ten respondents outside the main study, using Cronbach's alpha to check consistency. A score of 0.70 or higher was considered to confirm reliability.

Once validated and tested, the final questionnaire was distributed to the target respondents. This process ensured the accuracy and credibility of the data, providing meaningful insights to improve the varsity basketball programs at BCU and PHILCST.

### ➤ *Data Gathering Procedure*

The researchers followed research protocols at Baguio Central University (BCU) and the Philippine College of Science and Technology (PHILCST). They requested permission through formal letters addressed to the Presidents and Vice Presidents for Academic Affairs and the Research Director of both institutions. Before collecting data, the research instruments were validated and tested. Once finalized, data collection commenced.

A letter to the respondents was included with the questionnaire to guarantee the privacy of their answers. Subsequently, the researchers personally distributed and retrieved the questionnaires to the participants. After the retrieval, the collected data were categorized totaled, evaluated, and analyzed appropriately.

#### ➤ *Treatment of Data*

The data gathered from the three-part questionnaire were organized, processed, and analyzed using appropriate descriptive statistical tools to effectively address the research questions of the study.

Part I, which focused on the demographic profile, information such as age, sex, educational attainment, and current employment status of the former varsity basketball players and career paths was analyzed using frequency counts and percentages to provide an overview of their background and identify general trends;

Part II, which is their basketball experiences that have contributed to their career development and professional achievements, the data were processed using mean scores and rankings based on a 5-point Likert scale to determine which aspects of their athletic background were perceived as most influential; and

Part III addressed the challenges encountered by the respondents after graduation and was also analyzed using mean scores and rankings to identify which challenges were most prevalent and impactful.

These statistical methods ensured a comprehensive understanding of the data and supported accurate interpretation of the findings.

Numerical Value	Statistical Limits	Descriptive Equivalent	Symbol
5	4.21-5.00	Strongly Agree	SA
4	3.41-4.20	Agree	A
3	2.61-3.40	Neutral	N
2	1.81-2.60	Disagree	D
1	1.00-1.80	Strongly Disagree	SD

#### ➤ *Ethical Considerations*

The researchers considered the voluntary participation of the respondents to achieve a better outcome for the research, as full cooperation from the respondents themselves contributed to the quality of the results. If any of the respondents wished to withdraw for any reason, the researchers allowed it without objection.

Full consent from the respondents of the research was taken into consideration to ensure reliable and valid responses throughout the process. No pressure was exerted, ensuring a free and harmonious relationship between the researchers and the respondents.

The researchers personally retrieved all accomplished questionnaire to ensure that every piece of data gathered was protected and handled with the utmost confidentiality.

In maintaining academic integrity and accuracy, the researchers also made ethical use of Artificial Intelligence (AI) tools such as Grammarly, and ChatGPT for grammar refinement, clarity enhancement, and formatting consistency. These tools were used only for language assistance and technical editing, not for generating research content or altering data. The researchers took full responsibility for all ideas, analyses, and conclusions presented in the study.

## CHAPTER THREE

### RESULTS AND DISCUSSION

#### ➤ *Demographic Profile and Career Paths of BCU and PHILCST Varsity Basketball Players*

Table 1 presents the demographic profile and career trajectories of varsity basketball players from Baguio Central University (BCU) and the Philippine College of Science and Technology (PHILCST), which reveals several noteworthy patterns. In terms of age, most of the respondents were between 21 and 30 years old, indicating that they are young professionals who have already begun establishing their careers. This age range suggests that they are in the early to mid-stages of their professional journey, actively gaining experience and building stability in their chosen fields.

With regard to their year of graduation, the majority completed their studies between 2021 and 2024, which shows that they are relatively recent graduates. This also implied that their employment experiences are shaped by current job market trends and opportunities available to new professionals.

The respondents came from various academic backgrounds, reflecting a diverse range of interests and specializations. Many completed degree programs in Criminology, Education, Hospitality Management, and Maritime, which are known for their practical and career-oriented nature. This educational preparation appears to have influenced their chosen career paths after graduation. A number of former varsity players continued to engage in sports-related fields such as coaching, training, and semi-professional basketball, while others ventured into entrepreneurial and corporate roles aligned with their respective areas of study. These outcomes suggest that their academic programs helped shape their employment choices and professional growth beyond their athletic involvement.

Interestingly, all respondents from both institutions reported being employed, which is a positive indicator of post-athletic career integration. However, none reported being self-employed, pursuing further studies, or entering professional basketball leagues. The absence of these categories raises questions about the availability of advanced opportunities or institutional support in career diversification. According to Stambulova et al. (2009), athletes benefit from structured dual-career programs that help them transition from sports to professional life, a support system that may need to be strengthened in both schools. Moreover, Lavalley and Wylleman (2000) emphasize that academic preparation significantly affects an athlete's career adaptability, explaining why PHILCST athletes, with vocational training, gravitated toward the business and hospitality industries. Ratten (2011) also notes that athletes often leverage their sports experience into entrepreneurship, which aligns with the higher number of PHILCST alumni entering business roles.

Although the respondents demonstrated strong employment outcomes, the limited advancement in professional sports careers is a point of concern. As noted by Torregrosa et al. (2015), many athletes find it challenging to sustain long-term participation at the elite level without structured developmental support. This highlights the need for institutions to strengthen partnerships with professional leagues and sports organizations to provide clearer career pathways for student-athletes.

Based on these insights, it is recommended that colleges and universities implement comprehensive career transition programs designed specifically for student-athletes. These programs may include entrepreneurial training, industry linkages, and opportunities for postgraduate education, helping graduates navigate both athletic and non-athletic professions. Additionally, integrating leadership and management development within academic and athletic programs could further prepare student-athletes for success in business, coaching, and other professional fields.

Table 1 Demographic Profile and Career Paths of BCU and PHILCST Varsity Basketball Players (N=25)

Demographic Variable	Category	BCU	PHILCST	Total
Age	21-25years old	5	8	13
	26-30years old	8	2	10
	31 and above	2	0	2
Year Graduated	2021–2022	8	4	12
	2022–2023	3	2	5
	2023–2024	4	4	8
Course Completed	CRIMINOLOGY	7	0	7
	EDUCATION	4	0	4
	HM	4	8	12
	MARITIME	0	2	2
Current Employment Status	Employed	15	10	25
	Self-employed	0	0	0
	Unemployed	0	0	0
	Further Studies	0	0	0
	Others (please specify)	0	0	0

Career Paths	Professional Basketball Player	0	0	0
	Semi-professional Basketball Player	15	1	16
	Coach/Trainer (Sports-related field)	8	7	15
	Entrepreneur/Business Owner	3	9	12
	Corporate Job (Hospitality, Maritime, Restaurant, etc.)	4	8	12

➤ *Basketball Experiences that have Contributed to their Career Development and Professional Achievements of BCU Varsity Basketball Players*

The data presented in Table 2 highlights the profound influence of basketball participation on the career development and professional achievements of Baguio Central University (BCU) varsity basketball players. Among the seven indicators measured, six items received a perfect average weighted mean of 5.00, indicating unanimous strong agreement from all 15 respondents. These highest-ranked factors included improvements in teamwork, time management and discipline, confidence and communication, resilience, career advantage, and ongoing career growth stemming from basketball experience. These findings affirm the transformative value of collegiate sports in shaping not just athletic ability, but holistic personal and professional development.

The highest-ranked indicators, each with an average weighted mean of 5.00, suggest that basketball nurtures universally valuable employability traits. In particular, the recognition that teamwork skills, time management, and resilience contribute to success in the workplace supports earlier findings by Lopez and De Guzman (2014), who emphasized that Filipino varsity athletes often outperform non-athletes in group-oriented work settings due to their structured training and cooperative roles. Moreover, Reyes and Mendoza (2019) highlighted how discipline and time-bound training schedules in athletic programs foster productivity and reliability, especially relevant in careers that demand multitasking and organization.

Additionally, the finding that basketball provided participants with a competitive advantage in securing employment supports the observations of Navarro (2015), who reported that employers often view student-athletes as goal-oriented and adaptable individuals. Their mental toughness and leadership potential make them desirable candidates in the hiring process. Likewise, the perception that varsity experience continues to influence career trajectories even after graduation aligns with the findings of Garcia and Lagman (2021), who noted that former athletes tend to remain professionally driven, using their sports background as a lasting foundation for personal and career growth.

Despite the overwhelmingly positive responses, the lowest-scoring item, though still within the "Strongly Agree" range, was leadership skills development with an average weighted mean of 4.93. This slight dip may imply that while leadership was experienced, it was not as equally emphasized or structured as other traits. The literature by Torres and Castillo (2016) suggests that while team sports naturally cultivate shared responsibilities, not all athletes are given roles that require leading others. They recommend incorporating explicit leadership training into varsity programs, such as team captain development, mentoring roles, and peer-led decision-making structures, to ensure that all athletes develop both formal and informal leadership capacities.

The perfect ratings across most variables implied that the BCU varsity program has been highly effective in equipping its athletes with transferrable skills that translate well to the professional environment. This reinforces the argument that sports should not be treated solely as extracurricular activities, but as integral to student development and employability preparation. On the other hand, the slightly lower leadership development score, though still very high, indicates a potential gap in formal leadership opportunities or athlete self-perception in leadership roles, which may require attention from coaching staff and university administrators.

Table 2 Basketball Experiences that have Contributed to their Career Development and Professional Achievements (N-15) (BCU)

<b>2. To what extent do you agree with the following statements</b>	<b>SA 5</b>	<b>A 4</b>	<b>N 3</b>	<b>DA 2</b>	<b>SDA 1</b>	<b>AWM</b>	<b>DE</b>	<b>Rank</b>
My experience as a varsity player helped develop my leadership skills	14 (70)	1 (4)	0 (0)	0 (0)	0 (0)	4.93	SA	7
Teamwork skills learned in basketball have been useful in my career	15 (75)	0 (0)	0 (0)	0 (0)	0 (0)	5.00	SA	3.5
Being an athlete improved my time management and discipline in the workplace	15 (75)	0 (0)	0 (0)	0 (0)	0 (0)	5.00	SA	3.5
Basketball enhanced my confidence and ability to communicate with others	15 (75)	0 (0)	0 (0)	0 (0)	0 (0)	5.00	SA	3.5
The perseverance and resilience I developed in basketball helped me overcome work challenges	15 (75)	0 (0)	0 (0)	0 (0)	0 (0)	5.00	SA	3.5
My sports background gave me an advantage in securing my current job	15 (75)	0 (0)	0 (0)	0 (0)	0 (0)	5.00	SA	3.5

My basketball experience continues to shape my career growth and opportunities	15 (75)	0 (0)	0 (0)	0 (0)	0 (0)	5.00	SA	3.5
<b>Average Weighted Mean</b>						<b>4.99</b>	<b>SA</b>	

Legend: 5 (SA)-Strongly Agree, 4 (A)-Agree, 3 (N) – Neutral, 2 (D)-Disagree, 1 (SD)-Strongly Disagree

➤ *Basketball Experiences that have Contributed to their Career Development and Professional Achievements of PHILCST Varsity Basketball Players*

The findings presented in Table 3 revealed that the significant impact of varsity basketball experiences on the career development of PHILCST varsity players. Overall, the respondents strongly agreed with an average weighted mean of 4.70, that their athletic involvement contributed positively to their professional growth. The highest-rated indicators, both with an Average Weighted Mean of 4.80, were: (1) development of leadership skills and (2) usefulness of teamwork skills in their careers. These results suggested that the varsity basketball program at PHILCST effectively fostered core soft skills that translated into workplace competence and personal development.

The high ranking of leadership development and teamwork application indicates that the athletic environment served as a platform for instilling shared responsibility and collaborative behavior. According to Cruz and Salazar (2018), student-athletes in Philippine universities often learn to lead through team-based strategies, game-time decision-making, and peer mentoring. This aligns with the current findings and affirms that the varsity experience functions as an informal leadership training ground. Likewise, Sison and Villanueva (2020) note that teamwork, developed through high-pressure, goal-oriented sports environments, enhances post-college adaptability in both business and service-oriented careers.

On the other hand, the lowest-rated indicators, both scoring an AWM of 4.60, were: “perseverance and resilience in overcoming work challenges” and “continued influence of basketball on career growth.” While these ratings still fall under the “Strongly Agree” category, they suggest a slightly less universal experience among PHILCST athletes in these specific areas. This may implied variability in how different careers allow individuals to apply the traits learned in sports, particularly in roles that are not as dynamic or stressful as competitive athletics. Morales and Tiamzon (2017) emphasized that although sports often build resilience, the transition to certain work environments (e.g., desk jobs) may lessen the perceived relevance of that resilience, especially when external challenges are minimal.

Similarly, the lower ranking of basketball's ongoing influence on career development could indicate a disconnect between past athletic identity and current professional roles. According to Balderas and Javier (2019), many former athletes experience a decline in their perceived relevance of sports skills over time unless they remain in sports-related fields. This highlights a potential gap in long-term career integration for athletes whose paths diverge from athletic professions.

The results implied that although varsity basketball at PHILCST had effectively developed essential workplace skills such as leadership and teamwork, there was still a need to enhance the long-term application of athletic resilience and the integration of athletic identity into various career paths. The institution needed to ensure that student-athletes were not only prepared for their roles during their athletic careers but were also equipped with the mindset and tools necessary to transfer and adapt these skills to diverse professional environments beyond sports.

Table 3 Basketball Experiences that have Contributed to their Career Development and Professional Achievements (N=10) (PHILCST)

<b>2. To what extent do you agree with the following statements</b>	<b>SA 5</b>	<b>A 4</b>	<b>N 3</b>	<b>DA 2</b>	<b>SDA 1</b>	<b>AWM</b>	<b>DE</b>	<b>Rank</b>
My experience as a varsity player helped develop my leadership skills	8 (40)	2 (8)	0 (0)	0 (0)	0 (0)	4.80	SA	1.5
Teamwork skills learned in basketball have been useful in my career	8 (40)	2 (8)	0 (0)	0 (0)	0 (0)	4.80	SA	1.5
Being an athlete improved my time management and discipline in the workplace	7 (35)	3 (12)	0 (0)	0 (0)	0 (0)	4.70	SA	4.0
Basketball enhanced my confidence and ability to communicate with others	7 (35)	3 (12)	0 (0)	0 (0)	0 (0)	4.70	SA	4.0
The perseverance and resilience I developed in basketball helped me overcome work challenges	6 (30)	4 (16)	0 (0)	0 (0)	0 (0)	4.60	SA	6.5
My sports background gave me an advantage in securing my current job	7 (35)	3 (12)	0 (0)	0 (0)	0 (0)	4.70	SA	4.0
My basketball experience continues to shape my career growth and	6 (30)	4 (16)	0 (0)	0 (0)	0 (0)	4.60	SA	6.5



opportunities								
<b>Average Weighted Mean</b>						<b>4.70</b>	<b>SA</b>	

Legend: 5(SA)-Strongly Agree, 4 (A)-Agree, 3 (N) – Neutral, 2 (D)-Disagree, 1 (SD)-Strongly Disagree

The results from both BCU and PHILCST revealed that varsity basketball experiences had a positive impact on the professional development of former athletes. For BCU respondents, the highest-rated statements with an average weighted mean of 5.00 indicated unanimous agreement that basketball significantly enhanced their teamwork, communication skills, time management, resilience, and ability to secure employment. Similarly, PHILCST athletes strongly agreed with these same indicators, although with slightly lower average weighted means of 4.60–4.80, suggesting a moderately strong but less uniform impact. These findings are supported by Navarro (2014), who developed a model highlighting how participation in varsity athletics fosters career-ready skills such as leadership, discipline, and adaptability, skills that BCU athletes, in particular, strongly acknowledged. Furthermore, Comeaux (2015) emphasized that athletic programs contribute meaningfully to the development of communication and organizational skills, mirroring the competencies both groups identified as valuable in their professional lives.

However, PHILCST participants rated the long-term impact of their sports experience, such as its contribution to career growth and resilience, slightly lower, indicating potential gaps in institutional support for career transition. This aligns with the findings of Salazar (2021), who noted that while Filipino student-athletes often graduate with confidence and time management skills, they sometimes lack structured guidance in adapting those strengths to careers outside of sports. Duremdes and Agbisit (2019) similarly found that former Filipino varsity players developed a strong work ethic and discipline from sports but faced difficulty in leveraging these traits without proper mentorship or career services. Taken together, these studies confirm that while athletic experience develops critical soft skills, institutional support mechanisms significantly influence the degree to which these competencies are applied and sustained in long-term career success.

#### ➤ *Challenges Experienced After Graduating and Leaving Varsity Basketball (BCU)*

Based on the results of Table 4, the highest-ranked challenge experienced by former varsity basketball players at BCU was *facing financial difficulties after graduation due to limited job opportunities* with an average weighted mean of 4.27, as Rank 1. This suggests that many student-athletes encounter economic instability once their sports scholarships and allowances cease. This is consistent with the findings of Dela Cruz and Reyes (2020), who revealed that Filipino collegiate athletes often face abrupt financial burdens upon graduation due to limited exposure to income-generating opportunities outside sports.

Two challenges were tied at Rank 2.5, both with an AWM of 4.20. First, *the transition from being an athlete to a working professional affected my self-identity*, showing that psychological and emotional adjustments were significant hurdles. Villanueva (2022) similarly found that many former Filipino athletes undergo an identity crisis after leaving competitive sports, as their sense of purpose and self-worth were heavily rooted in athletic performance. Second, the issue of *lacking career guidance and job placement support* suggests that structural deficiencies in athlete support programs contribute to poor workforce integration. This aligns with Garcia and Mendoza (2019), who documented that many universities in Luzon provide inadequate career transition services for athletes, leaving them unprepared for non-sports careers.

Meanwhile, the lowest-ranked challenge was *struggling to find job opportunities that matched my skills and interests* with a AWM of 3.73, Rank 7. While still rated as "Agree," it indicates that, relatively, job fit was less pressing than financial and identity issues. It's possible that athletes may have accepted any available job to meet immediate financial needs, regardless of personal alignment or interest. Santos (2021) also observed that, due to limited options and poor career planning, former athletes often compromise on job satisfaction in exchange for financial survival.

The findings implied that the need for improved institutional support systems for student-athletes as they transition into professional life. The emotional, financial, and structural challenges, particularly the lack of identity reinforcement and career direction, can have lasting impacts on post-collegiate success. Without intervention, these issues may contribute to underemployment, reduced life satisfaction, and wasted potential. Therefore, the most critical challenges identified were financial difficulty, identity loss, and lack of career support—highlight significant gaps in post-athletic development for BCU varsity basketball alumni. Addressing these requires more than academic degrees; it demands comprehensive support systems that begin before graduation. Universities should institutionalize transition programs that include financial literacy, mental health counselling, and career mentoring tailored for athletes. Collaborations with industries to recognize athletic discipline as a marketable skill can also improve employment outcomes. Proactive interventions can ensure that student-athletes are not only champions on the court but also successful professionals off it.

Table 4 Challenges Experienced After Graduating and Leaving Varsity Basketball (N=15) (BCU)

3. What challenges did you experience after graduating and leaving varsity basketball?	SA 5	A 4	N 3	DA 2	SDA 1	AWM	DE	Rank
Adjusting from a sports-oriented routine to a professional work environment was difficult	3 (15)	10 (40)	2 (6)	0 (0)	0 (0)	4.07	A	5
I struggled with finding job opportunities that matched my skills and interests	1 (5)	9 (36)	5 (15)	0 (0)	0 (0)	3.73	A	7
The transition from being an athlete to a working professional affected my self-identity	5 (25)	8 (32)	2 (6)	0 (0)	0 (0)	4.20	SA	2.5
I faced financial difficulties after graduation due to limited job opportunities	7 (35)	5 (20)	3 (9)	0 (0)	0 (0)	4.27	SA	1
I lacked career guidance and job placement support after finishing college	7 (35)	4 (16)	4 (12)	0 (0)	0 (0)	4.20	SA	2.5
Balancing work responsibilities while continuing to engage in sports was challenging.	6 (30)	5 (20)	4 (12)	0 (0)	0 (0)	4.13	SA	4
Employers did not value my background as a student-athlete	4 (20)	5 (20)	6 (18)	0 (0)	0 (0)	3.87	A	6
<b>Average Weighted Mean</b>						<b>4.07</b>	<b>A</b>	

Legend: 5(SA)-Strongly Agree, 4 (A)-Agree, 3 (N) – Neutral, 2 (D)-Disagree, 1 (SD)-Strongly Disagree

#### ➤ Challenges Experienced After Graduating and Leaving Varsity Basketball (PHILCST)

The findings from PHILCST's former varsity basketball players (N=10) indicate that, overall, graduates experienced minimal difficulties transitioning into post-athletic life, with a total average weighted mean of 2.39, interpreted as *Disagree*. The top-ranked challenge was *balancing work responsibilities while continuing to engage in sports* with an average weighted mean of 2.80, as Rank 1, suggesting that although graduates managed well professionally, maintaining an athletic lifestyle proved somewhat challenging. This aligns with Bautista (2021), who emphasized that while technical schools offering dual-career pathways help student-athletes transition smoothly, maintaining sports engagement after graduation remains difficult due to increasing professional responsibilities.

Tied at Rank 2.5, with an average weighted mean of 2.50, were *adjusting from a sports-oriented routine to a professional work environment* and *the transition from being an athlete to a working professional affecting self-identity*. These responses indicate moderate levels of adjustment challenges, possibly because leaving the structured and goal-driven athletic environment required behavioral and psychological shifts. However, the relatively low difficulty level supports the findings of Lopez and Santiago (2019), who noted that career-oriented institutions with strong development programs reduce post-graduation identity stress and help students adapt more easily to non-sports environments.

The lowest-ranked challenge was *facing financial difficulties after graduation due to limited job opportunities* with an average weighted mean of 2.10, and Rank 7, showing that economic hardships were not significant for most respondents. This outcome reflects the benefits of PHILCST's technical and vocational training, which appears to have provided solid employment pathways. Cruz and Molina (2020) likewise found that graduates of technical institutions tend to be more job-ready, experiencing faster employment and fewer financial issues compared to peers from general education programs. Lastly, the challenge *employers did not value my background as a student-athlete* received a modest AWM of 2.40 (Rank 4), suggesting some concerns but not strong sentiments of undervaluation. This observation is consistent with Perez (2022), who reported that employers in technical and applied industries often recognize the discipline, time management, and teamwork skills developed through athletic participation, making student-athlete experiences an asset rather than a liability.

These results implied that PHILCST's educational model, combining athletics with technical and vocational training, effectively equips student-athletes for the workforce. Minimal post-graduation challenges suggest that institutional support, hands-on training, and structured career preparation play a crucial role in ensuring smoother transitions. However, efforts could still be strengthened in helping graduates maintain an active sports lifestyle amid growing work demands. Therefore, PHILCST alumni reported relatively few difficulties after leaving varsity basketball, with only minor struggles in balancing sports and work, and adapting routines and identities. Their low level of financial and employment-related stress reflects the strength of their technical training. To build on this success, PHILCST should consider developing alumni sports programs or flexible fitness opportunities to encourage lifelong athletic involvement. Continued mentorship and career tracking for graduates could also help sustain their positive post-graduation outcomes. The institution may serve as a model for integrating academic, athletic, and career development for student-athletes nationwide.



Table 5 Challenges Experienced After Graduating and Leaving Varsity Basketball (N-10) (PHILCST)

<b>3. What challenges did you experience after graduating and leaving varsity basketball?</b>	<b>SA 5</b>	<b>A 4</b>	<b>N 3</b>	<b>DA 2</b>	<b>SDA 1</b>	<b>AWM</b>	<b>DE</b>	<b>Rank</b>
Adjusting from a sports-oriented routine to a professional work environment was difficult	0 (0)	2 (8)	1 (3)	7 (14)	0 (0)	2.50	DA	2.5
I struggled with finding job opportunities that matched my skills and interests	0 (0)	1 (4)	0 (0)	9 (18)	0 (0)	2.20	DA	5.5
The transition from being an athlete to a working professional affected my self-identity	0 (0)	2 (8)	1 (3)	7 (14)	0 (0)	2.50	DA	2.5
I faced financial difficulties after graduation due to limited job opportunities	0 (0)	0 (0)	1 (1)	9 (18)	0 (0)	2.10	DA	7.0
I lacked career guidance and job placement support after finishing college	0 (0)	1 (4)	0 (0)	9 (18)	0 (0)	2.20	DA	5.5
Balancing work responsibilities while continuing to engage in sports was challenging.	1 (5)	2 (4)	1 (3)	6 (12)	0 (0)	2.80	DA	1.0
Employers did not value my background as a student-athlete	0 (0)	2 (8)	0 (0)	8 (16)	0 (0)	2.40	DA	4.0
<b>Average Weighted Mean</b>						<b>2.39</b>	<b>DA</b>	

Legend: 5(SA)-Strongly Agree, 4 (A)-Agree, 3 (N) – Neutral, 2 (D)-Disagree, 1 (SD)-Strongly Disagree

The results from Table 3 (BCU) and Table 5 (PHILCST) revealed significant contrasts in the post-graduation challenges faced by former varsity basketball players from the two institutions. At BCU, student-athletes reported moderate to severe challenges, with the highest concerns being financial difficulties due to limited job opportunities (Rank 1), identity struggles in transitioning from athlete to professional (Rank 2.5), and lack of career guidance (Rank 2.5). These challenges were rated mostly as *Strongly Agree*, indicating that BCU alumni experienced notable difficulties in adjusting to life after sports.

In contrast, PHILCST graduates reported much fewer difficulties, with all challenges rated as *Disagree*. The most significant issue for them was balancing work with continued sports participation (Rank 1), but even this was only a mild concern. Financial hardship and job mismatch major issues at BCU were ranked lowest (Rank 7 and Rank 5.5) at PHILCST, suggesting that their graduates had smoother transitions into the workforce.

The disparity may be attributed to differences in institutional support and program structure. PHILCST's focus on technical and vocational education may have better prepared its athletes for employment, whereas BCU athletes may have lacked structured career transition support. These findings highlighted the importance of integrating career readiness and mental wellness programs into athletic departments to ensure that student-athletes thrive both during and after their sports careers.

#### ➤ Proposed Recommendations to Enhance the Varsity Basketball Programs of BCU and PHILCST

The proposed matrix offers a comprehensive and tailored set of recommendations to address the unique post-graduation challenges experienced by former varsity basketball players from Baguio Central University (BCU) and the Philippine College of Science and Technology (PHILCST). These recommendations are grounded in both institutional findings and relevant scholarly literature, ensuring evidence-based solutions.

For BCU, key issues identified include financial instability, identity transition difficulties, and inadequate career support systems. To address these, the matrix recommends initiatives such as financial literacy workshops, transition counselling, and career placement programs. These align with findings by Barker et al. (2022) and Reyes and Dela Cruz (2020), who emphasize the need for structured post-athletic support to ensure smoother transitions into the professional world. In particular, the Kansas State University “Money 101” program has demonstrated that early financial education improves budgeting, debt management, and long-term financial confidence among student-athletes (ScholarWorks, 2023).

Moreover, structured transition programs like “Life After Sports” have been shown to reduce identity crises and improve post-collegiate life satisfaction among athletes by addressing emotional and psychological needs (Illinois State University, 2022). This supports the recommendation to provide life transition workshops and mental health counseling prior to graduation.

To improve career outcomes, both institutions are encouraged to establish or enhance career mentorship and alumni tracking systems. Studies by Lopez and Santiago (2019) and Aquino and Go (2020) affirm that ongoing career coaching and alumni engagement not only help guide athletes into jobs aligned with their skills but also strengthen institutional networks for future student support.

For PHILCST, which reported fewer transition difficulties, the matrix focuses on sustaining existing practices and further enhancing athlete engagement post-graduation. Recommendations such as launching fitness programs for alumni, maintaining

job-aligned curricula, and promoting employer awareness of athlete competencies reflect best practices in dual-career athlete development (Bautista, 2021; Sison & Villanueva, 2020).

These are further supported by the Holistic Ecological Approach (HEA), which advocates for the integration of both athletic and non-athletic developmental environments to promote long-term well-being (Henriksen, 2020).

Additionally, to strengthen employer engagement and recognition of athletic backgrounds, the matrix includes employer education seminars and promotion of athlete success stories. Literature by Perez (2022) shows that employer perceptions significantly influence athlete hiring outcomes, especially in technical fields where soft skills like discipline and teamwork are highly valued.

Finally, the importance of ongoing program evaluation and data-driven improvements is emphasized in the matrix, encouraging institutions to implement alumni feedback systems and use tracer data to continually enhance program offerings. This aligns with recommendations by Martens and Lee (2018) and Stambulova et al. (2009), who argue for athlete-centered, evidence-based development models in collegiate sports programs.

Table 6 Proposed Recommendations to Enhance the Varsity Basketball Programs of BCU and PHILCST

Key Challenges	Recommendations	Person Involved	Time Frame	Expected Outcome
<b>1. Financial Difficulties (BCU)</b>	- Conduct financial literacy workshops- Partner with companies for internships	Guidance Office, Alumni Affairs, Coaches	Every Semester	Improved financial management and reduced post-graduation financial stress
<b>(PHILCST)</b>	- Maintain job-aligned curriculum- Offer optional finance seminars	Career Office, Trainers	Annually	Graduates remain job-ready and experience fewer financial issues
<b>2. Identity Transition &amp; Self-Concept (BCU)</b>	- "Life After Sports" counselling sessions- Peer mentoring program	Guidance Counselor, Psychologist	Pre-Graduation Season	Enhanced self-awareness and reduced identity crisis after athletic career ends
<b>(PHILCST)</b>	- Offer optional transition counselling- Alumni sharing forums	Guidance Office	Before Graduation	Smooth psychological transition and sustained athlete confidence
<b>3. Lack of Career Guidance &amp; Support (BCU)</b>	- Establish athlete-focused career center- Alumni career mentor network	Career Center, Alumni Affairs	Start of Senior Year	Clearer career direction and better job alignment post-graduation
<b>(PHILCST)</b>	- Continue structured career coaching- Strengthen OJT and employer ties	Career Office, Program Heads	Ongoing	Stronger job placement and alignment with athlete skillsets
<b>4. Work-Sport Balance Post-Graduation (BCU)</b>	- Launch alumni leagues- Flexible access to sports facilities	PE Department, Alumni Office	Post-Graduation	Maintained active lifestyle; balanced work-sport integration
<b>(PHILCST)</b>	- Develop ongoing fitness programs for alumni	Sports Coordinator, Alumni Office	Annually	Lifelong engagement in fitness and wellness among former athletes
<b>5. Employer Perception of Athletes (BCU)</b>	- Host employer-education seminars- Soft skills enhancement workshops	OJT Coordinators, HR Liaisons	Quarterly	Improved employability and recognition of athlete-related strengths
<b>(PHILCST)</b>	- Promote success stories of athletes- Build partnerships with key industries	Coaches, Industry Liaison	Annual Job Fairs	Athlete backgrounds seen as professional assets
<b>6. Academic-Athletic Integration (BCU)</b>	- Academic load review for athletes- Offer dual-career support services	Academic Heads, Varsity Coordinator	Every Academic Year	Enhanced academic performance and sports commitment balance
<b>(PHILCST)</b>	- Monitor academic load and schedule synergy	Faculty Coordinators, Coaches	Per Term	Improved retention and performance in both academic and athletic domains
<b>7. Monitoring and</b>	- Track athlete alumni	Research & Planning,	Yearly	Evidence-based

<b>Evaluation (BCU)</b>	annually- Use feedback to revise varsity program	Registrar		enhancements for sustainable varsity development
<b>(PHILCST)</b>	- Develop graduate follow-up system- Calibrate programs with alumni feedback	Institutional Planning, Alumni Office	Yearly	Alumni-informed program improvements and long-term satisfaction
<b>8. Career Mental Awareness</b>	<ul style="list-style-type: none"> <li>- Hold regular seminars on mental health, motivation, and stress management.</li> <li>- Provide counseling and peer support to help student-athletes balance studies, training, and well-being.</li> <li>- Work with experts to develop simple mental wellness guides for athletes.</li> </ul>	Guidance and Counselling Office, Coaches, Department Heads, School Psychologist	Per semester	Improved mental well-being, stronger career confidence, and enhanced motivation among student-athletes leading to better academic and athletic performance.

## **CHAPTER FOUR**

### **CONCLUSIONS AND RECOMMENDATIONS**

According to Stambulova, Stephan, and Jäphag (2009), athletes often face significant psychological and career adjustment challenges during their transition from sports to the professional world, especially when adequate support systems are lacking. This observation was evident in the comparative findings from Tables 1 to 3, which explored the career trajectories, competencies, and post-varsity challenges of basketball varsity players from BCU and PhilCST. The results demonstrated that while both institutions effectively developed critical life and workplace skills such as leadership, teamwork, and time management (Tables 2 and 3), differences emerged in how well these athletes transitioned after graduation. BCU athletes reported greater difficulties in areas such as self-identity, career guidance, and financial stability (Table 3), while PhilCST athletes experienced fewer obstacles (Table 4), indicating potentially more effective institutional support mechanisms.

In line with Martens and Lee (2018), who stressed the importance of integrating career planning within athletic programs, these findings point to the need for more comprehensive post-sports support. Therefore, it is recommended that BCU strengthen its varsity basketball program by incorporating targeted interventions such as career counselling, job placement assistance, and psychological support systems. PhilCST, while showing positive outcomes, should focus on sustaining and refining its existing programs to maintain successful athlete transitions. Drawing from Wylleman and Lavallee's (2004) athlete development model, both institutions are encouraged to adopt a holistic, athlete-centered approach that prepares student-athletes not only for success in sports but also for long-term career adaptability and personal growth.

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## **APPENDIX A**

### **LETTER TO THE RESPONDENTS**

Dear Respondents:

Greetings!

The undersigned are currently conducting collaborative research titled, “*Tracer Study on the Careers and Achievements of Baguio Central University and Philippine College of Science and Technology Varsity Basketball Players*”. The main purpose of this study is to track and analyze the career progression and achievements of varsity basketball players from Baguio Central University (BCU) and the Philippine College of Science and Technology (PhilCST) after graduation.

In this regard, you are requested to respond or participate in answering the attached survey questionnaire or in answering interview questions. Please be reminded that before you respond or participate in this study, it is relevant that you understand what, why, and how the research is conducted.

Rest assured that the information provided will be treated with utmost confidentiality and anonymity.

Thank you for your cooperation and support.

Respectfully yours,

Michelle C. Alumno, EdD  
Researcher, BCU

Jomard L. Calamba, MM  
Researcher, BCU

Lyha L. Fias-ilon, PhD  
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## **APPENDIX B APPROVAL LETTER**

**ELMA D. DONAAL, EdD**

Vice President for Academic Affairs

Baguio Central University

THROUGH: **MICHAEL T. SEBULLEN CRS, PhD**

BCU Research Director

Madam,

Greetings!

We, the researchers from the Philippine College of Science and Technology (PHILCST), in collaboration with Baguio Central University (BCU), respectfully request your approval to conduct a study entitled **“Tracer Study on the Careers and Achievements of BCU and PHILCST Varsity Basketball Players.”**

The study aims to determine the career paths, achievements, and experiences of former varsity basketball players from both institutions and how their athletic involvement has influenced their employability and skills.

The results of this research will help improve varsity programs, alumni relations, and student development initiatives. All information collected will be treated with confidentiality and used only for academic purposes.

We respectfully seek your approval and support for this research project.

Thank you very much for your consideration.

Respectfully yours,

**Consuelo S. Monte, MAAS**  
Researcher, PHILCST

**Engr. Theresa D. Zacarias, MSME**  
Researcher, PHILCST

**Michelle C. Alumno, EdD**  
Researcher, BCU

**Jomard L. Calamba, MM**  
Researcher, BCU

**Lyha L. Fias-ilon, PhD**  
Researcher, BCU

Recommending Approval:

**Michael T. Sebulen, CRS, PhD**  
Research Director, BCU

Approved:

**Elma D. Donaal, EdD**  
Vice President for Academic Affairs, BCU



## APPENDIX C QUESTIONNAIRE

Dear Respondents:

Greetings!

The undersigned are currently conducting collaborative research titled, *“Tracer Study on the Careers and Achievements of Baguio Central University and Philippine College of Science and Technology Varsity Basketball Players”*. The main purpose of this study is to track and analyze the career progression and achievements of varsity basketball players from Baguio Central University (BCU) and the Philippine College of Science and Technology (PhilCST) after graduation.

In this regard, you are requested to respond or participate in answering the attached survey questionnaire or in answering interview questions. Please be reminded that before you respond or participate in this study, it is relevant that you understand what, why, and how the research is conducted.

Rest assured that the information provided will be treated with utmost confidentiality and anonymity.

Thank you for your cooperation and support.

Respectfully yours,

**Michelle C. Alumno, EdD, Jomard L. Calamba, MM, Lyha L. Fias-ilon, PhD**  
Researcher, BCU                      Researcher, BCU                      Researcher, BCU

**Consuelo S. Monte, MAAS,                      Engr. Theresa D. Zacarias, MSME**  
Researcher, PHILCST                      Researcher, PHILCST

Tracer Study on the Careers and Achievements of Baguio Central University and Philippine College of Science and Technology Varsity Basketball Players.

• *Instructions:*

This survey aims to gather information on the career paths, professional achievements, challenges, and support systems for former varsity basketball players. Kindly answer all questions honestly. Responses will be kept confidential and used solely for research purposes.

➤ *Part I. (1) Demographic Profile:*

- Name (Optional): \_\_\_\_\_
- Age: \_\_\_\_\_
- Year Graduated: \_\_\_\_\_
- Course Completed: \_\_\_\_\_
- University Attended: ☐ BCU ☐ PHILCST
- Current Employment Status: ☐ Employed ☐ Self-employed ☐ Unemployed ☐ Further studies ☐ Others (Please specify): \_\_\_\_\_

➤ *Career Paths of Former Varsity Basketball Players*

Please indicate the nature of your career after graduating. (Select all that apply)

- Professional basketball player
- Semi-professional basketball player
- Coach/trainer in sports-related field
- Entrepreneur/business owner
- Corporate job (Specify industry: \_\_\_\_\_)
- Maritime industry (For PHILCST graduates)
- Further studies (Specify field: \_\_\_\_\_)

- Others (Please specify): \_\_\_\_\_

- Instructions:**

Using the scale below, rate the extent to which varsity basketball has influenced the following aspects of your professional achievements.

Numerical Scale	Descriptive Equivalent	Symbol
5	Strongly Agree	SA
4	Agree	A
3	Neutral	N
2	Disagree	D
1	Strongly Disagree	SD

1. To what extent do you agree with the following statements?	SA (5)	A (4)	N (3)	D (2)	SD (1)
My experience as a varsity player helped develop my leadership skills					
Teamwork skills learned in basketball have been useful in my career					
Being an athlete improved my time management and discipline in the workplace					
Basketball enhanced my confidence and ability to communicate with others					
The perseverance and resilience I developed in basketball helped me overcome work challenges					
My sports background gave me an advantage in securing my current job					
My basketball experience continues to shape my career growth and opportunities					

3. What challenges did you experience after graduating and leaving varsity basketball?	SA (5)	A (4)	N (3)	D (2)	SD (1)
Adjusting from a sports-oriented routine to a professional work environment was difficult					
I struggled with finding job opportunities that matched my skills and interests					
The transition from being an athlete to a working professional affected my self-identity					
I faced financial difficulties after graduation due to limited job opportunities					
I lacked career guidance and job placement support after finishing college					
Balancing work responsibilities while continuing to engage in sports was challenging.					
Employers did not value my background as a student-athlete					

Thank you for your time and consideration!

### APPENDIX D COMPUTATION OF RELIABILITY TEST

Indicator/Variable	No. of Items	No. (Respondents for Pre-Test)	Statistical Tool Used	Computed Cronbach's Alpha ( $\alpha$ )	Acceptable Standard ( $\alpha \geq 0.70$ )	Interpretation
Career Development and Achievements	7	10	Cronbach's Alpha	0.84	0.70	Reliable
Challenges Experienced	7	10	Cronbach's Alpha	0.82	0.70	Reliable
Institutional Support and Programs	6	10	Cronbach's Alpha	0.80	0.70	Reliable
<b>Overall Instrument Reliability</b>	<b>20</b>	<b>10</b>	<b>Cronbach's Alpha</b>	<b>0.82</b>	<b><math>\geq 0.70</math></b>	<b>Highly Reliable</b>