CAREER PATHWAYS OF BS LEGAL MANAGEMENT GRADUATES: A K-MODE CLUSTER ANALYSIS THROUGH THE LENS OF KRUMBOLTZ'S SOCIAL LEARNING THEORY

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Abstract:

This research focuses on the career history of BS Legal Management graduates about the Social Learning Theory of Career Decision Making by Krumboltz. The research aims to explore the factors interplaying in graduates' career history by conducting descriptive-correlational research and K-Mode Clustering analysis. Seventeen graduates surveyed in this study covered employment status, job characteristics, and career satisfaction. Results show that there are distinct clusters concerning career outcomes, underpinning both prevalent patterns and individual trajectories among graduates. These results suggest that whereas many respondents secure positions pertinent to their field of study, variability in career paths is notable, conditioned by contextual factors, educational experiences, and unanticipated circumstances. It shows the value of university education in many job positions, even those not directly related to legal management. High satisfaction levels are reported in many careers, which supports Krumboltz's contention that adaptability and learning are critical roles in career development. The findings offer a wealth of information relevant to curriculum development and career counseling in the instruction of legal management—this being an argument for a view that students need to be prepared for diverse career possibilities and embrace dynamism in career journeys within the modern job market.

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1. Introduction

New college graduates are faced with various challenges in career decision-making. The factors that most affect these are learning experiences, environmental conditions, and personal characteristics (Conn, n.d.). YouScience polled 75% of graduates who responded that they felt unprepared to make critical career choices while still in high school—a feeling that lingers into the college years (Hornbuckle, 2023, January 10). This lack of preparation is due to a shortage of exposure to career options in their education, as 62% of the students responded that college and career readiness are the responsibility of schools (Zalaznick, 2022, November 28). Without adequate preparation, graduates are vastly undecided and anxious during their transition into the workforce.

Environmental factors enormously shape career choices (Akbar *et al.*, 2023). Essential elements for many graduates include family and peers. It means that above 50% of graduates, according to the YouScience survey, felt that family and friends were the most critical influences in choosing careers (Hornbuckle, 2023, January 10). Family support is valuable but often turns into a limitation if graduates feel they have to live up to the expectations around them. The overreliance on these more familiar sources for career advice inadvertently limits students' exposure to a wide range of career options, which is crucial in today's fast-changing job market (Ebeling & Gustafsson, 2012). The Philippine Commission on Higher Education claims that 40% of its graduates pursue careers their families wish to engage in rather than their own choice, often leading to dissatisfaction and underemployment.

Strong personal characteristics, like self-efficacy and confidence, likewise play a central role in the career choices that fresh graduates make. A study reported that 41% of alumni felt unprepared to declare a major or choose a career at graduation (YouScience, n.d.). In addition, 42% reported no confidence in their choice of careers (Zalaznick, 2022, November 28). Such a lack of trust results from few opportunities for career exploration and a lack of guidance from educators. Those graduates with more practical experiences, like internships, tend to be very confident in their career choices. It was shown that students with internship experience were 40% more likely to be very satisfied with their career choice than their peers who did not participate in an internship (Galbraith & Mondal, 2020).

Conversely, the psychological effects of job searching add to the challenges a new graduate is already facing (De Vos, Jacobs & Verbruggen, 2021). Many alumni feel stress and anxiety regarding their job search, with research showing that the transition from college to the workforce is overwhelming. This was portrayed by a report pointing out how the large number of graduates competing for a few jobs made it difficult for them to secure employment in their field of study (Schaub, 2012). The situation frustrates graduates, mainly if the jobs do not meet expectations. The phenomenon of "maximizer personalities" seeks the best possible outcomes regarding jobs, thus leading to lower job satisfaction and increased regret over career choices (Pritchard *et al.*, 2018).

Career decision-making problems are very complex among new college graduates. It is based on learning experiences and environmental and personal characteristics (Zalaznick, 2022, November 28). This involves education institutions, families, and career consultants in providing career guidance through the exposure of opportunities to overcome such challenges (Azhenov *et al.*, 2023, August). By rendering a more exploratory and self-discovery-orienting environment, the Program much better equips graduates with the necessary apparatus to confidently walk their career paths.

This research is congruent with UN Sustainable Development Goal 4: Quality Education. This study contributes to this aim by providing information about the career paths of legal management graduates. The information is helpful for the institution and policymakers in designing relevant curricula and programs that help students succeed in their careers in legal management. The research seeks to explain the factors that affect career decisions and results so that legal management education is tuned to labor market demands and thus plays a significant role in the complete development of a person and society in general (Azhenov *et al.*, 2023).

This study primarily aims to analyze and describe the career progression and career outcomes of the Bachelor of Science in Legal Management graduates, guided by Krumboltz's Social Learning Theory of Career Decision Making. Building on an innovative survey design and supplemented by K-Mode Clustering, this study seeks to identify distinctive patterns in graduate careers, examine the variables that impact graduate career development, and establish how usefully university education is applied across various work positions. It attempts to describe how these dynamics—the environmental influences, educational experiences, and opportunities from which the skill set around task approaches emerges—shape career choice and overall satisfaction for these graduates (Krumboltz *et al.*, 1976). It also investigates how educational training answers the practical employment demands, examines the adaptability of the competencies gained throughout the Program, and brings out perspectives on job satisfaction in different professional trajectories.

Ultimately, this should provide substantial data-driven insights beneficial in curriculum development, career counseling services, and better orientation of future students toward the Bachelor of Science in Legal Management course and the diversified and dynamic nature of today's job market, at the same time enriching the understanding of the underlying theories on career development within the context of legal management education.

2. Theoretical Framework

Within Krumboltz's Social Learning Theory of Career Decision Making, the students are viewed by many factors that impact their career decisions. Essentially, this theory concerns how career decisions are influenced by a combination of learning experiences, environmental conditions, and individual characteristics (Krumboltz *et al.*, 1976),

(Truyens, 2019). A few prospective clusters of students, based on the application of this theory, are as follows:

In the Genetic Endowment and Special Abilities Cluster, students possess certain inborn traits or abilities that shape their choice of careers (Datti, 2009). For example, students with well-developed analytical skills are likely interested in pursuing law, financial, or engineering-related careers (Ruhland, 2001). Indeed, personal factors have an immense impact on choosing a future career—this is evidenced by one study in which 79% of female students indicated an interest in teaching careers, thus underscoring the impact of gender on their choice of future profession (Rots *et al.*, 2014), (Mohd Yunus *et al.*, 2024).

The Environmental Influences Cluster includes students who make career choices based mainly on the environment: family expectations, socioeconomic status, and peer groups. Students with a strong family background in education are more likely to pursue higher education and professional careers (Windleharth *et al.*, 2023). One study cited 85% of students claiming parental influence as the primary factor in their career choice, thus reflecting the significance of environmental conditions in shaping aspirations (Kumar, 2016).

Students across this Learning Experiences Cluster have varied learning experiences that set them onto different career paths. These may involve internships, workshops, or exposure to fields through education (Rodriguez, 2009), (Truyens, 2019). Social Learning Theory, 2015). For instance, students engaged in internships are likely to have a clear understanding of where their career interest and capability lies. A survey showed that students involved in practical experiences were 40% more likely to report satisfaction with their career choices, thus stressing experiential learning (Quinlan & Corbin, 2023).

The Task Approach Skills Cluster includes students with exceptional abilities in task approaches—problem-solving, critical thinking, adaptation, etc. These abilities are thus very influential in their career choice and success in varied fields (Yaman, 2014). According to some research, students with robust skills in task approaches at university usually turn out to be more tenacious in their career lines. Some studies have shown that 70% of successful professionals acknowledge that effective management and problem-solving are outstanding achievements (Tsiakaraki, 2023, October 30).

Such students from this Cluster of Chance Events face some surprise opportunities or difficulties that make them alter or modify their decisions. According to Krumboltz, chance events are emphasized to have caused radical changes in careers (Hirschi, 2010). For instance, a student who accidentally finds interest in a particular field changes his career. Research shows that 60% of people say they encountered coincidental events that affected their careers, thus portraying how surprising factors cause an impact on career choice (Dunnigan, 2011).

Krumboltz's Social Learning Theory is an overarching sieve by which to understand the diverse influences in students that characterize career decision-making, helping educators and career counselors to cluster students according to their genetic endowments, environmental influences, learning experiences, task approach skills, and chance events, to individualize their guidance in a better manner (George, 2024). The approach underlines that career decision-making is complex, requiring planned and unplanned learning experiences regarding students' futures (Saunders, 2021).

3. Method

The methodological framework that this research applies to BS Legal Management graduates for the last three to five years, tracer study was rooted in the theoretical postulations of Krumboltz's Social Learning Theory of Career Decision Making through the quantitative approach (Bridgstock, 2007) of K-Mode Clustering. This strategy works toward delving deep into the exact variables influencing career trajectories and choices.

This study uses a descriptive-correlational framework appropriate for understanding the complex dimensions of career development, as suggested by Krumboltz (Chen, 2004), which allows the researchers to describe the graduate attributes regarding career outcomes and the nature of relationships among different factors: educational background, environmental influence, and career choice (Moore & Gloeckner, 2007).

Notably relevant is the use of a tracer study methodology that allowed the tracing of career paths over time, aligning with the Krumboltz approach, which is sensitive to dynamic characteristics of career development.

The research focused on 17 Bachelor of Science in Legal Management program graduates for the last three to five years. Although the sample size is small, the coverage ensures various career histories and experiences. Including graduates from different years opens the possibility of observing how the career path has evolved—a feature crucial for understanding the longitudinal effects of educational experiences and contextual factors embedded in Krumboltz's theory.

The survey instrument used is a comprehensive standardized questionnaire for the University's tracer study, which the Research and Publication Center developed, covering aspects of graduate profiles, employment situations, job characteristics, and satisfaction levels. This approach's multidimensionality lies at the heart of Krumboltz's theory, emphasizing how different factors affect career decision-making. Mainly, it included questions about demographic profile, job-related skills, career advancement, and contextual influences, making it possible and feasible to conduct an all-round analysis of career development trajectories for graduates.

The principal statistical technique employed in this research is K-Mode Clustering, lending itself readily to categorical data common in career studies (Goyal & Aggarwal, 2017), enabling the identification of specific patterns or clusters within the dataset, which grasp different possible career paths resulting from similar learning experiences (Cao *et*

al., 2012). On several levels, K-Mode Clustering aligns with Krumboltz's theoretical model, making it easy to identify common career progression patterns related to shared educational experiences or other factors. It turned out distinctive clusters that represented the impact of random effects or personal differences in career choices and other sources of predisposition in work-related competencies. The heatmap, from a dissimilarity matrix, conveys by color the complexity of career decision-making and how similar or different graduates are from one another (Datta & Adar, 2018).

Other statistical methods included descriptive statistics, which summarize the sample's characteristics. This provides a considerable foundation within the framework of Krumboltz's Social Learning Theory for understanding how these elements influence career outcomes. By combining a detailed survey instrument with K-Mode Clustering, it becomes possible for scholars to identify patterns that might not otherwise easily be observed and underline the diffuse nature of career development described by Krumboltz.

Applying this methodology allows researchers to know common graduate career paths, how various factors—like learning experiences and environmental conditions—allow or hinder career choices and satisfaction, the role of chance events in shaping careers, and how graduates use their educational experiences in different professional contexts. By adopting this research methodology, the study frames some relevant insights on how relevant Krumboltz's theory is among BS Legal Management graduates and provides empirical data that either support or further develop theoretical frameworks related to career decision-making and progression.

4. Result and Discussions

The research objectives of this paper are to establish the diverse career clusters among legal management graduates about their characteristics, experiences, and career choices. The analysis explains the diverse career paths pursued by these graduates.

Table 1 contains the descriptive data on the respondents who are graduates of BS Legal Management in a tracer study about Career Decision Making. Of 17, 88.2% were single, and 11.8% were married. Regarding gender, 58.8% were females, and 41.2% were males. Concerning graduation year, most came from 2024 and composed 35.3% of the sample, followed by graduates from 2023 with 23.5%, while the rest were from the other earlier years. Most graduates do not have a license, 82.4%, while 17.6% have acquired one, though the Program is not a licensure course. Almost all the respondents are members of a professional organization. Employment status shows that 88.2% of the respondents are currently employed, while 11.8% are not.

Table 1: Demographics, Educational background, Professional development,
and Employment status of the BS Legal Management graduates

	Frequency	Percent (%)
Status		
Single	15	88.2
Married	2	11.8
Total	17	100
Sex		
Male	7	41.2
Female	10	58.8
Total	17	100
Year Graduated		
2024	6	35.3
2023	4	23.5
2022	1	5.9
2019	3	17.6
2018	3	17.6
Total	17	100
With Licensed		
No license	14	82.4
Earn license	3	17.6
Total	17	100
Member of Professional Organization		
With membership	16	94.1
None	1	5.9
Total	17	100
Presently Employed		
Not employed	2	11.8
Employed	15	88.2
Total	17	100

On the other hand, Table 2 shows more detailed information on the labor characteristics of the 17 BS Legal Management graduates who responded to the tracer study. Of these, 70.6% are employed in jobs related to their Program; this is quite an overwhelmingly high percentage, with only 29.4 percent not relevantly employed. For location of work, 58.8% are locally employed, 23.5% are nationally employed, and 17.6% are abroad. Looking at the nature of employment, most respondents are in the private sector, with 82.4%, as opposed to only 17.6% for public employment. While 41.2% of graduates reported the current job as their first to be offered right after college, 58.8% had previous employment. The length of stay in the current jobs varies, with 29.4% each in the less than a year and 2.5 years categories, 17.6% each in the 0.6- and 1.55-year categories, and 5.9% at 0.5 years. These data show that most graduates work in jobs related to their field of study, mainly in the private sector and locally. However, they report a mix of stability and career progression (Albien, 2018).

Table 2: Employment characteristics of the BS Legal Management graduates

	Frequency	Percent (%)
Work-related to the Program		
No	5	29.4
Yes	12	70.6
Total	17	100
Place of work		
Local	10	58.8
National	4	23.5
Abroad	3	17.6
Total	17	100
Employment sector		
Public	3	17.6
Private	14	82.4
Total	17	100
First job after college		
No	10	58.8
Yes	7	41.2
Total	17	100
Length of stay in job (years)		
0	5	29.4
0.5	1	5.9
0.6	3	17.6
1.55	3	17.6
2.5	5	29.4
Total	17	100

Table 3 provides further insights into the job characteristics and satisfaction of the 17 BS Legal Management graduates. A majority (64.7%) report that their current job is related to their college education, while 35.3% indicate it is not. Notably, all respondents (100%) find their University of Mindanao (UM) training applicable to their current job, suggesting the relevance of their educational Program. Regarding equipment, 52.9% work with modern equipment, while 47.1% do not. Similarly, 64.7% operate equipment in their jobs, aligning closely with those in college-related positions. Job satisfaction is high among the graduates, with 88.2% reporting satisfaction with their current employment, while only 11.8% are unsatisfied. These findings indicate that most graduates are working in fields related to their studies, utilizing their university training, and are generally satisfied with their employment situations, which aligns with Krumboltz's Social Learning Theory of Career Decision Making by highlighting the influence of educational experiences on career outcomes and satisfaction (Marx *et al.*, 2014).

Table 3: Job characteristics and satisfaction of the BS Legal Management graduates

	Frequency	Percent (%)
Job-related to college		
No	6	35.3
Yes	11	64.7
Total	17	100
UM training applicable to the job		
Yes	17	100
Modern equipment		
No	8	47.1
Yes	9	52.9
Total	17	100
Operate equipment		
Not operating	6	35.3
Operating	11	64.7
Total	17	100
Job satisfaction		
Not satisfied	2	11.8
Satisfied	15	88.2
Total	17	100

Table 4 displays the three distinct clusters of BS Legal Management graduates with unique characteristics in the light of Krumboltz's Social Learning Theory of Career Choice Making.

Table 4: K-Modes cluster centroids

Cluster	Year Graduated	With licensed	Member of a professional organization	Presently employed	Employment status	Work-related to the Program	Place of work	Employment sector	Job after college	Job-related to college	Length of time staying with present employer (Years)	UM training applicable to the job	Modern equipment	Operate equipment	Job satisfaction
Cluster 1	6	0	0	1	2	1	1	2	0	1	3	1	1	1	1
Cluster 2	0	0	0	1	1	1	3	1	1	1	1	1	0	1	1
Cluster 3	1	0	0	1	3	0	1	2	0	0	3	1	0	0	1

Cluster 1 most likely represents recent graduates who are employed and working in a job related to the program and college education. They are currently employed; their Work is Related to the Program, and their Job is Related to a College degree. They work locally and in the private sector. They can also apply for modern equipment and are satisfied with the job. This cluster closely approximates the Learning Experiences Cluster and Task Approach Skills Cluster of Krumboltz's theory (Gu, 2022). Successful application of the

graduates' education to their present jobs and job satisfaction indicates positive learning experiences and practical task approach skills developed during the study period.

Cluster 2 is made up of graduates who are presently employed in a job related to their program and college education. Noticeably, they work abroad or in the public sector, and current work is their first job after college. They operate equipment in their workplace, but no modern equipment is available. So, this cluster is considered an Environmental influence cluster as equipment, different work environments abroad, and in the public sector affect career paths (Paa & McWhirter, 2000). It also contains elements of the Chance Events Cluster since finding the first job abroad in the public sector combines unforeseen opportunities.

Cluster 3 reflects employed graduates who work in jobs unrelated to the Program. They work locally and in the private sector. They do not operate equipment, but their job satisfaction is high. This cluster is viewed as a combination of the Genetic Endowment and Special Abilities Cluster and the Chance Events Cluster (Ruhland, 2001). To such graduates, playing their innate abilities or interests outside of their formal education satisfies them, probably by chance events or opportunities that lead them to such positions.

It is remarkable to note that, looking at the combination of all the clusters, graduates find their UM training applicable to their jobs, regardless of whether the job is directly related to the Program. It probably means that transferable skills are acquired from university education, which makes them valuable in various career paths.

These clusters are, therefore, vivid representations of the interplay of the different factors in Krumboltz's theory—genetic endowment, environmental influences, learning experiences, task approach skills, and chance events—which intervene in the career outcomes for BS Legal Management graduates. The range of diversity in the outcomes makes a strong point about the multidimensionality of these factors at play during career decision-making and development.

Figure 1 visualizes similar or dissimilar samples in the BS Legal Management graduates' tracer study. Such information is vital to interpreting the cluster assignments and, in turn, assessing cluster quality under the theoretical lens of Krumboltz's Social Learning Theory of Career Decision-Making.

In the heatmap, the squares are shaded from dark blue to light blue, representing the respective levels of similarity of the samples (L'Yi et al.,2015). Dark blue squares on the diagonal reflect extreme similarity inside the clusters and recommend that different samples in the same cluster are homogeneous. Such dark blue squares imply that the K-Modes algorithm has managed to identify groups of graduates with either similar characteristics among themselves or similar dimensions of the attributes in question.

In general, clustering quality is moderate to good. Some clear blocks of darker shades of blue, mainly along the diagonal line, are noticeable, which indicates good clusters. However, off-diagonal, some light blue and reddish shades are observed. So, there seems to be some dissimilarity between clusters expected, which is logical and represents dissimilar career outcomes according to Krumboltz's theory.
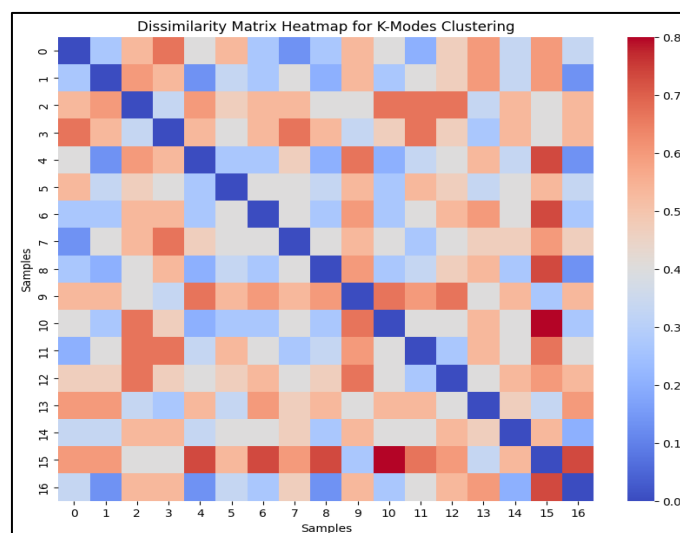
Figure 1: Dissimilarity Matrix Heatmap for K-Modes Clusters

Considering Krumboltz's Social Learning Theory, Clear clusters (dark blue areas) convey groups of graduates who tend to report similar learning experiences together, environmental influences, or who develop similar task approach skills. The variations in the intensity of color reflect Krumboltz's complexity of career decision-making. It infers a sizable difference between graduate clustering, wherein some cluster very tightly and others' combinations of factors influencing career paths are relatively unique.

There is an indication of some reddish squares, especially for samples 15 and 16; this shows the likely presence of outliers or graduates with more varied career paths. It fits well with the potential of random occurrences in career progression, according to Krumboltz, under which it is accepted that a few individuals have experiences that significantly set them apart from their contexts and colleagues. Gradual transitions from blue to light colors between clusters capture the modality continua, conveying an idea about different career development experiences that belong to the same effort. It further clarifies how personal choice, environmental conditions, learning experiences, and task approach skills interact to different degrees for different individuals, according to Krumboltz's theory.

The heatmap visualizes how well each data point fits within each cluster. Fitness is a good indication when diagonal blue squares are depicted. The fact that some reddish areas are specified for specific samples implies that these are outliers or that the membership of these people in the cluster is less well-defined.

This Dissimilarity Matrix Heatmap considers the complexity and diversity of career paths taken (Datta & Adar, 2018) by BS Legal Management graduates—very much in line with the postulations of Krumboltz's Theory of Social Learning in Career Decision-Making presents which commonalities underlie distinct clusters and which unique factors yield variation in individual career outcomes.

Table 5 on cost function and cluster size provides essential insight into the clustering results from the BS Legal Management graduates tracer study. Considering

Krumboltz's Social Learning Theory of Career Decision Making, this information is interpreted to understand the patterns and groupings of graduates' career paths.

Table 5: Cost function and Cluster Size

	Cluster Size	Cluster Function
Cluster 0	8	46
Cluster 1	4	NaN
Cluster 2	5	NaN

The largest of all the clusters is Cluster 0, with eight graduates, with the same value for the cost function 46. Therefore, it is interpreted to mean that Cluster 0 presents a typical career path or set of characteristics among the graduates. Krumboltz's theory describes how these graduates are exposed to similar environmental influences or learning experiences or have developed comparable skills. The cost value function is 46, meaning that as much alike as these graduates were, there still seems to be some variation within the cluster. This agrees with Krumboltz's notion that career development is so complex that it is influenced by many factors (McMahon & Arthur, 2018). Hence, there is some diversity even amongst similar groups.

The other clusters (1 and 2) are smaller, including 4 and 5 graduates. Their cost functions both have a NaN value, meaning that either these clusters are perfectly homogeneous, which generally is rather unlikely in real-world data, or something went wrong when the system was calculating the cost function for these clusters represent more specialized or unique career paths (Williams *et al.*, 1998) among the graduates.

These small clusters, such as 1 and 2, align with the sensitivity toward individual differences emphasized by Krumboltz in career development. They comprise graduates who have been the product of unique combinations of personal choice, environmental conditions, learning experiences, or chance events. This includes graduates with less common career paths or unique experiences in their professional development (Magnuson *et al.*, 2003).

The global structure of the clustering, with one large and two small clusters, speaks to the complexity that Krumboltz had in career decision-making. While there are common patterns of career development represented by Cluster 0, much space is left open for individual variation and unique career trajectories represented by Clusters 1 and 2.

However, the actual tightness of Clusters 1 and 2 cannot be complete and satisfactory due to the missing values of their cost functions. With this information, there is no indication of how well these clusters represent some distinct groups within the framework of Krumboltz's theory.

In other words, these clustering results give the big picture regarding how BS Legal Management graduates' career paths are grouped as a reflection of the interplay of several factors in Krumboltz's Social Learning Theory of Career Decision Making. The data points to a mix of common career patterns and more individualized paths, thus confirming the theory's emphasis on shared and personal factors in career development

(Kulcsár *et al.*, 2020). More precisely, if one goes deeper into the analysis, it would be good if each cluster had data on all cost functions so that the internal similarities and differences of the group are well understood.

5. Conclusion and Recommendations

Krumboltz's Social Learning Theory of Career Decision Making analyzes the BS Legal Management graduates unravel complex interactions that shape their career paths and outcomes. The clusters and data obtained provide meaningful insights into how the different elements of Krumboltz's theory play out in actual career trajectories. Distinct clusters among the graduates also align with Krumboltz's multifaceted approach toward career development. The largest Cluster 0 reflects common career paths due to a shared environmental factor, learning experiences, and task approach skills. This cluster shows how common educational backgrounds and professional environments give similar career outcomes.

The presence of smaller Clusters 1 and 2 generally underscores individual differences and unique combinations that contribute to career decision-making. These clusters have included graduates uniquely driven by personal choices, exceptional environmental conditions, or other learning experiences. They also exemplify how chance events—another crucial element of Krumboltz's theory—are connected to very different career paths among a cohort of graduates from the Program; that is, how the emergence of unexpected opportunities or difficulties leads to other career paths.

The data clearly shows that university training remains relevant across different kinds of jobs, even when graduates are employed in occupations that are not directly related to their major field of study. Indeed, this strongly confirms the argument that skills learned are easily transferred and learning experiences are essential in developing career adaptability, as argued by Krumboltz. In this respect, it suggests that the BS Legal Management program equipped them with versatile skills applied in diverse professional contexts.

The responses characterized high job satisfaction ratings, whether the job was firmly or not directly related to the graduate's field of study. This supports Krumboltz's contention that there is not necessarily any single perfect educational job role combination that creates satisfaction in a career. Instead, it points toward the likelihood of satisfaction arising from a complex interplay of factors, including personal growth, skill utilization, and environment.

The different fields of work, locations of work, from local to national and international, and career progressions the graduates moved into reveal diverse activity that characterizes career development, just as described by Krumboltz. These diverse outcomes show how individuals navigate their careers through continuous learning, adapting, and deciding where to move based on their changing circumstances and opportunities.

The clustering analysis of BS Legal Management graduates provides an empirical basis for Krumboltz's Social Learning Theory of Career Decision Making. The results show that although generally there is a trend in career development, individual paths are influenced by personal predispositions, environment, learning experiences, and task approach skills. These data support Krumboltz's theory that individuals must develop adaptive skills and maintain openness to various career options. This study does not just validate the theoretical framework; it gives significant insights into career counseling and curriculum development in legal management education, specifically by pointing out that students must be prepared for career possibilities ranging far and wide and learning how to adjust the unpredictability of career journeys.

Based on the findings of the tracer study, several recommendations were drawn for the students and the BS in Legal Management Program. First, the curriculum should focus on flexible and transferable skill development since graduates often pursue careers in different settings. Such programs should include practical experiences through internships and case studies, developing the students and preparing them for real-life challenges. More substantial career counseling explores career options with students from a wide array of potentials, keeping their options open for unexpected opportunities. Networking with alumni and professionals can expose students to various careers and mentors. Soft skills, such as adaptability, problem-solving, and lifelong learning, should be part of the curriculum for students moving into career progression. Indeed, the Program should address whether classes or workshops in entrepreneurship or innovation are offered since some graduates might develop unconventional career paths or try to create opportunities in the legal management field. Adopting these recommendations will help the BS Legal Management program increase its students' ability to navigate a very complex and constantly evolving field of career development, thus integrating today's labor market demands.

Conflict of Interest Statement
The authors declare no conflicts of interest.

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