

Employability and Career Outcomes of Mindanao State University – Tawi-Tawi College of Technology and Oceanography Graduates

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This study uses a cross-sectional survey method to describe the employability and career outcomes of MSU-TCTO graduates from 1980 to 2020. Data were collected from a diverse cohort of graduates using the MSU-TCTO Alumni Employability Tracer (MAET) Form, adapted from CHED's Graduate Employability Tracer Form. The study aimed to reach a target of twenty percent (20%) of total respondents through extensive "Meet-and-Greet" sessions held across various cities and municipalities, organizing MSU-TCTO alumni into chapters for enhanced outreach. Data were analyzed using frequency, percentage, and weighted mean. Findings reveal significant insights into graduates' demographic profiles, employment status, reasons for employment or unemployment, initial job placements, salary ranges, and perceived relevancy of college education to their careers. Notable findings include a high overall employability rate of 73.23% among MSU-TCTO graduates, with variations observed across the six colleges. Factors influencing job placement, such as licensure examination outcomes and job search methods, are also elucidated.

Conclusions drawn from the study affirm the relevance of MSU-TCTO curricula to graduates' initial job placements and underscore the importance of ongoing curriculum review to meet

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industry demands. Recommendations include the necessity for periodic graduate tracer studies, collaboration with employers for qualitative insights, the establishment of robust alumni databases, and fostering agency partnerships to enhance graduates' marketability. Moreover, the study highlights the value of integrating alumni feedback into curriculum development processes to ensure continued alignment with industry needs.

Keywords: MSU-TCTO, Employability, Graduate tracer study, Curriculum relevance, job placement

INTRODUCTION

Ensuring graduates' employability and successful placement is a paramount concern for higher education institutions, serving as a testament to their commitment to students' prospects and societal impact. This aspect holds particular significance within institutional accreditation, representing an institution's efficacy in fulfilling its educational mission and contributing to community development.

As part of the rigorous evaluation process for institutional accreditation with the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP), the Alumni and Career Center (ACC) at MSU-TCTO recognized a critical gap in documenting graduates' placement outcomes and affiliations with partner agencies (Republic Act No. 6060, 1969). This gap underscores the necessity for comprehensive data on graduate placement, which is essential for validating the institution's effectiveness and informing its ongoing development to serve its stakeholders better.

Established in 1969 under R.A. 6060, MSU-TCTO has expanded its academic offerings to encompass twenty-one-degree programs across six colleges. A recent milestone in evaluating graduates' career outcomes was the 1st Graduate Employability Tracer Study (GETS) conducted by the ACC in 2021. This study affirmed the relevance of MSU-TCTO's programs to graduates' initial career paths, with findings indicating high employability rates and the practical applicability of skills acquired during their tenure at MSU-TCTO, as evidenced by positive employer feedback (Harvey et al., 1997).

The scope of the ACC study necessitates a broader investigation into graduate employability and placement spanning from 1980 to 2020. This study aims to comprehensively analyze MSU-TCTO graduates' trajectories, shedding light on their whereabouts, current affiliations, employment status, salary ranges, and perceived employability factors. Additionally, it seeks to capture graduates' perspectives on curriculum relevance and suggestions for enhancing educational offerings to align with evolving industry demands.

The findings of this study are anticipated to enrich the understanding of factors influencing graduate employability, inform institutional strategies for curriculum development and career services, and ultimately contribute to the continuous enhancement of MSU-TCTO's educational quality and community impact.

Objectives

This study aims to address the following key objectives:

1. Explore the demographic and professional characteristics of MSU-TCTO graduates from 1980 to 2020, including gender, civil status, regional employment distribution, earned degrees, and licensure examination outcomes.
2. Identify the institutions and agencies where MSU-TCTO graduates are employed, distinguishing between provincial and non-provincial placements.
3. Assess the employment status and salary ranges of MSU-TCTO graduates, providing insights into their economic mobility and professional growth.

4. Evaluate graduates' employability across various dimensions, encompassing employment status, reasons for unemployment, initial job placements, job retention factors, and perceived competencies acquired from their college education.

LITERATURE REVIEW

The assessment of graduates' employability and job placement has garnered considerable attention in higher education research, reflecting the increasing emphasis placed on the alignment between educational programs and labor market demands. This literature review synthesizes critical studies and theoretical frameworks pertinent to understanding the factors influencing graduates' career outcomes, focusing on the context of MSU-TCTO.

Employability and Graduate Tracer Studies

Graduate tracer studies have emerged as valuable tools for evaluating graduates' employability and tracking their career trajectories post-graduation. These studies typically encompass surveys, interviews, and data analysis to assess graduates' employment status, job satisfaction, salary levels, and the relevance of their education to their careers (Harvey et al., 1997). Through longitudinal analyses, graduate tracer studies provide insights into the effectiveness of educational programs in preparing graduates for the workforce and informing curriculum development initiatives (Yorke & Knight, 2006).

Factors Affecting Employability

Several factors influence graduates' employability, including their academic qualifications, skills, work experience, and personal attributes (Fugate et al., 2004). While academic credentials remain essential, employers increasingly prioritize candidates with practical skills such as communication, problem-solving, and teamwork abilities (European Commission, 2014). Furthermore, work-integrated learning experiences, internships, and industry collaborations are pivotal in enhancing graduates' employability by providing them with hands-on

training and exposure to real-world work environments (Jackson, 2018).

Curriculum Relevance and Industry Demands

The alignment between educational curricula and industry demands is critical for ensuring graduates' employability. Curricular offerings must evolve in response to changing labor market dynamics, technological advancements, and emerging skill requirements (Oliver & Varzгани, 2017). Stakeholder engagement, including input from employers and alumni, is instrumental in identifying industry-relevant competencies and informing curriculum design (Harvey et al., 2004). Moreover, integrating experiential learning opportunities and industry placements fosters closer ties between academia and the professional sphere, enhancing graduates' readiness for employment (Smith & Ferns, 2014).

Challenges and Opportunities in Graduate Employment

While efforts to enhance graduates' employability are ongoing, challenges persist, particularly in economic fluctuations and evolving job markets (McQuaid & Lindsay, 2005). Graduates may need help securing meaningful employment due to mismatches between their skills and employer expectations, geographical constraints, or socio-economic barriers (Tomlinson, 2012). However, proactive measures such as career counseling, networking events, and skills development workshops can empower graduates to navigate these challenges and capitalize on emerging opportunities (Hillage & Pollard, 1998).

Institutional Responses and Future Directions

Higher education institutions are vital in fostering graduates' employability by integrating employability skills into curricula, facilitating industry partnerships, and providing comprehensive career support services (Hinchliffe et al., 2012). Initiatives such as graduate tracer studies and alumni engagement programs enable institutions to track graduates' outcomes, assess program effectiveness, and adapt educational offerings to meet evolving

workforce needs (Harvey et al., 1997). Continued collaboration between academia, industry, and government stakeholders is essential to ensure that graduates have the requisite skills and competencies to thrive in an ever-changing global economy (Scott, Stone, & Gavan, 2016).

Theoretical Framework

This study adopts an integrated theoretical framework that synthesizes multiple perspectives to analyze the employment trends, regional distribution, and career pathways of MSU-TCTO graduates. The integrated framework draws upon human capital theory, social capital theory, institutional theory, and regional development theory to comprehensively understand the factors influencing graduates' employment outcomes and career trajectories.

Human capital theory posits that individuals' investments in education, training, and skills development enhance their productivity and earning potential in the labor market (Becker, 1964). According to this theory, graduates' educational attainment and acquired skills from MSU-TCTO contribute to their human capital accumulation, which, in turn, influences their employability and career advancement prospects. The framework examines how graduates' human capital attributes, such as educational credentials, specialized skills, and knowledge acquired from MSU-TCTO, shape their employment outcomes and career pathways.

Social capital theory emphasizes the importance of social networks, relationships, and institutional connections in facilitating access to employment opportunities and career advancement (Coleman, 1988). Within the context of MSU-TCTO graduates, social capital encompasses alumni networks, professional associations, mentorship relationships, and industry connections that influence graduates' job search strategies, job referrals, and career progression. The framework explores how graduates leverage their social capital resources to navigate the labor market, secure employment, and advance their careers.

Institutional theory focuses on understanding how organizational norms, structures, and practices shape individuals' behaviors, decisions,

and outcomes within institutions (DiMaggio & Powell, 1983). Within the context of MSU-TCTO, institutional factors such as curriculum offerings, industry partnerships, career services, and alumni support programs influence graduates' transition to the labor market and their subsequent career trajectories. The framework examines how institutional environments and practices within MSU-TCTO contribute to graduates' employability, job satisfaction, and regional distribution of employment.

Regional development theory explores the spatial distribution of economic activities, industry clusters, and regional disparities in development (Storper & Scott, 2016). Within the study context, regional development factors such as geographic location, industry composition, infrastructure, and government policies influence the regional distribution of MSU-TCTO graduates' employment opportunities and career pathways. The framework analyzes how regional dynamics shape graduates' employment outcomes, career choices, and contributions to regional development.

Through these theoretical perspectives, the study aims to comprehensively understand the complex interplay between human capital accumulation, social capital utilization, institutional environments, and regional development dynamics in shaping the employment trends, regional distribution, and career pathways of MSU-TCTO graduates. This integrated framework facilitates a holistic analysis of the multifaceted factors influencing graduates' transition from education to employment and their long-term career trajectories.

METHODOLOGY

This study used the cross-sectional survey method (data are collected from many individuals simultaneously, Thomas, L. 2020) and the descriptive qualitative method to gather information about the graduates' whereabouts and employability.

To reach the target of twenty percent (20%) of the total respondents, visits to various cities and municipalities were done through "Meet-and-Greet" sessions. While doing the meet and greet,

the MSU-TCTO alumni were also organized in different chapters: ZamBaSul, Dipolog, Pagadian, Cebu, Davao, Manila, and island municipalities of Panglima Sugala, Simunul, Sibutu, Sitangkai, Tandubas, South Ubian, Sapa-Sapa, Mapun, and Bongao.

The MSU-TCTO Alumni Employability Tracer (MAET) Form, adapted from CHED's Graduate

Employability Tracer (GET), was the primary tool used to gather the data for this study. The data were treated using descriptive statistics.

RESULTS AND DISCUSSION

1. What are the whereabouts of the graduates of the six colleges in terms of gender, civil status, region of employment, degree earned, and licensure exams?

Table 1.1: Gender of the Respondents

Gender	Frequency	Percentage (%)
Female	1221	62.49
Male	733	37.51
Total	1954	100.00

Table 1.1 presents the gender of the respondents used in this employability tracer. It shows that most respondents were female, 1,121 (62.49% of the sample), while male alumni comprised 733 respondents (37.51%).

The majority of respondents (62.49%) were female, suggesting a higher level of participation or engagement from women in this study. This may reflect societal norms, career choices, or educational pathways that lead to different employment outcomes for men and women.

Table 1.2: Civil Status of the Respondents

CIVIL STATUS	FREQUENCY	PERCENTAGE
Widow	26	1.33
Separated	15	0.77
Married	817	41.81
Single	1096	56.09
Total	1954	100.00

Table 1.2 shows the nominal value and percentage of the sample according to their civil status. The majority of the respondents were Single, with a nominal value of 1096 (56.09%), followed by Married, with a nominal value of 817 (41.81%); widow, with a nominal value of 26 (1.33%); and Separated, with a nominal value of 15 (0.77%).

Understanding alumni's civil status can provide insights into their potential mobility, responsibilities, and availability for employment opportunities. For instance, married individuals have different priorities and constraints than single individuals, which could influence their career decisions and employability.

Table 1.3: Region of Employment

Region	Frequency	Percentage
BARMM	1119	78.20
REGION 9	190	13.28

NCR	48	3.35
REGION 7	35	2.45
REGION 12	11	0.77
REGION 11	9	0.63
REGION 1	9	0.63
REGION 6	3	0.21
REGION 5	2	0.14
REGION 4	2	0.14
CAR	1	0.07
REGION 8	1	0.07
REGION 3	1	0.07
CARAGA	0	0.00
REGION 10	0	0.00
REGION 2	0	0.00
Total	1431	100.00

Table 1.3 shows the region of employment of the alumni. The highest region of employment is BARMM, with a total of 1119 alumni (78.20% of the employed respondents); Region 9, with a total of 190 alumni (13.28% of the employed respondents); NCR, with a total of 48 alumni (3.35% of the employed respondents); Region 7 with a total of 35 alumni (2.45% of the employed respondents); Region 12 with a total of 9 alumni (0.77% of the employed respondents); Region 1 and 11 both have total of 9 alumni (0.63% of the employed respondents); Region 6 with a total of 3 alumni (0.21% of the employed respondents); Region 4 and Region 5 both have a total of 2 alumni (0.14% of the employed respondents); Region 3, Region 8 and CAR, each region have

one alumnus (0.07% of the employed respondents); And none employed in CARAGA, Region 2 and Region 10.

The concentration of employment in certain regions, particularly in BARMM, highlights regional disparities in economic opportunities. Policymakers should promote economic development and job creation in areas with lower employment rates to ensure a more equitable distribution of opportunities across the country. Moreover, exploring the factors driving the high employment rates in BARMM may be beneficial in replicating successful strategies in other regions.

Table 1.4: Distribution of Respondents by Degree

COLLEGE	COURSES	FREQUENCY	PERCENTAGE (%)
C O E	BSED English	140	7.16
	BSED Mathematics	60	3.07
	BSED General Science	92	4.71

D	BSED Filipino	56	2.87
	BEED General Education	454	23.23
	BEED - ECED	55	2.81
	BSESE	75	3.84
	BEED Mathematics	21	1.07
	BEED Filipino	23	1.18
	BSED History	23	1.18
	BEED English	17	0.87
	BSED Soc Sci	3	0.15
	TOTAL	1019	52.15
C A S	AB English	134	6.86
	AB Pol Sci	63	3.22
	AB History	67	3.43
	Associate Sec Sci	69	3.53
	Bs Mathematics	69	3.53
	Bs Statistics	46	2.35
	Office Management	13	0.67
	TOTAL	461	23.59
C I A S	BSTA	53	2.71
	AB Sharia	20	1.02
	AB-Islamic Studies Major in Shariah	25	1.28
	TOTAL	98	5.02
C O F	Bs Fisheries	94	4.81
	BSF-Marine Capture	5	0.26
	BS Fisheries-Aquaculture	7	0.36
	BSF- Fish Processing	47	2.41
	FishTech-Aquaculture	44	2.25
	FishTech-FishCapture	17	0.87
	BSInland	14	0.72
	BSF-Marine Fisheries	17	0.87
	TOTAL	245	12.54
I	Marine Bio	50	2.56

O E S	Envi Sci	33	1.69
	TOTAL	83	4.25
I I C T	IT	30	1.54
	COMSCI	18	0.92
	TOTAL	48	2.46
TOTAL RESPONDENTS		1954	100.00

Table 1.4 presents the number of respondents by college and course and their respective percentages used in this study. The majority of respondents were from the College of Education (COED), with a total of 1019 respondents (52.15%) followed by CAS with a total of 461 (23.59%); COF had 245 (12.54%); CIAS had 98 (5.02%); IOES has 83 (4.25%) and I.T. has 48 (2.46%). The number of respondents per degree program is also shown in the above table.

The distribution of respondents across different degree programs within colleges provides insights into the demand for various fields in the job market. It can inform curriculum development, career guidance, and industry partnerships to better align educational offerings with labor market needs. Additionally, understanding the employment outcomes of graduates from different degree programs can help institutions assess the effectiveness of their programs in preparing students for the workforce.

Table 1.5 : Professional Examination(s) Passed

Name of Examination	Number of Passers	Percentage of Passers~ Respondents	Average Ratings
CSC Prof	85	5.94	77.78
CSC Sub-Prof	12	0.84	83.19
PRC-LET	590	41.23	79.07
PRC Fisheries Professional	3	0.21	80.13
PRC Fisheries Technologies	7	0.49	77.82
PBET	67	4.68	78.82
Licensure Exam for Midwife	4	0.28	83.35
Magna Carta	2	0.14	UNKNOWN
Nursing Licensure Exam	1	0.07	77
National Qualifying Exam for School Heads	1	0.07	85

Career Executive Service Written Exam	1	0.07	85
NQESH-Principal's Test	1	0.07	90.6
Agriculturist	1	0.07	UNKNOWN
Napolcom	8	0.56	83.45
Immigration Exam	1	0.07	89
Real State Broker	5	0.35	84
Fire Officer Exam	3	0.21	78.9
PCGABT	6	0.42	UNKNOWN
Total of Professional Exam Passers	798	55.77	

Table 1.5 shows the professional examinations passed by the respondents, the number/percentage of passers, the range of years taken for every above-mentioned professional exam, and the average scores of passers. The highest of passer is PRC-LET, with a total of 590 passers (41.23% of the respondents) and followed by: CSC PROF, with a total of 85 passers (5.94% of the respondents); PBET with a total of 67 passers (4.68% of the respondents); CSC SUB-PROF with a total of 12 passers (0.84% of the respondents); NAPOLCOM with a total of 8 passers (0.56% of the respondents); PRC Fisheries Technologies with a total of 7 passers (0.49% of the respondents); PCGABT with a total of 6 passers (0.42% of the respondents); Real State Broker with a total of 5 passers (0.35% of the respondents); Licensure Examination for Midwife with a total of 4 passers (0.28% of the respondents); PRC Fisheries Professional and Fire Officer both have a total of 3 passers (0.21% of the respondents); Magna Carta with a total of 2 passers (0.14% of the respondents); and Nursing Licensure examination, National Qualifying Exam for School Heads, Career Executive Service Written

Exam, NQESH-Principal's Test, Agriculturist and Immigration Exam all have 1 passer (0.07% of the respondents). The average scores of every professional exam mentioned above are also shown in the last column of this table. Furthermore, 798 passers-on professional exams are shown in this table; about 55.77% of the respondents passed the professional examinations.

The pass rates and types of professional examinations alumni pass indicate the preparedness and competence of graduates in their respective fields. Institutions can use this information to evaluate the effectiveness of their academic programs in preparing students for licensure exams and professional certifications. It also underscores the importance of continuous professional development and lifelong learning for maintaining and enhancing employability in today's dynamic job market.

CURRENT EMPLOYMENT

2. What institutions/agencies are the MSU-TCTO graduates currently employed with, categorized as *within* and *outside the Province*?

Table 2.1: Institution Location Categorized as Within and Outside the Province

Work Location	Frequency	Percentage
Within Tawi-Tawi	827	57.79%
Outside Tawi-Tawi	274	19.15%
	1101	76.94%

Table 2.1 presents the frequency and percentage of employed alumni in the agencies/institutions they work for, categorized as *within* and *outside* the Province. Results show that more than half, or 57.79%, of the graduates work within the Province of Tawi-Tawi, and only 19.15% work outside Tawi-Tawi.

The high percentage (57.79%) of graduates working within the Province of Tawi-Tawi indicates a strong preference or necessity for local employment opportunities. This could be influenced by factors such as familiarity with the area, family ties, or limited job opportunities outside the province. It underscores the

importance of local economic development initiatives and job creation efforts to meet the employment needs of residents.

The relatively low percentage (19.15%) of graduates working outside Tawi-Tawi highlights potential challenges or barriers to accessing employment beyond the province. This could be attributed to limited job markets, lack of mobility, or inadequate support for out-of-province job placements. Addressing these barriers is essential to provide graduates with diverse career pathways and enhance their professional growth and development.

3. What is the employment status and salary range of the MSU-TCTO Alumni?

Table 3.1: Status of Employment

Status	Frequency	Percentage (%)
Permanent	742	37.97
Job Order	42	2.15
Temporary	117	5.99
Self-employed	47	2.41
contractual	431	22.06
Unemployed	523	26.77
Others	52	2.66
Total Employed	1431	73.23

Table 3.1 presents the employment status of the respondents. For permanent status, it revealed a total of 742 (37.97% of the respondents); Contractual revealed a total of 431 (22.06% of the respondents); Temporary revealed a total of 117 (5.99% of the respondents); Self-Employed revealed a total of 47 (2.41% of the respondents); Job Order revealed a total of 42 (2.15% of the respondents); others revealed a total of 52 (2.66% of the respondents) and unemployed alumni has a total of 523 (26.66% of the respondents). In addition, the total number of alumni employed in this survey was 1431 (73.23% of the respondents).

The substantial proportion of respondents holding permanent positions (37.97%) suggests a relatively stable employment situation for a

significant portion of the alumni. Permanent employment typically offers greater job security, benefits, and opportunities for career advancement. This indicates a positive outcome in terms of long-term career stability for a considerable segment of the alumni population.

The presence of contractual (22.06%), temporary (5.99%), and job order (2.15%) positions reflects a significant portion of alumni engaged in less secure forms of employment. Contractual and temporary positions often lack the stability and benefits associated with permanent employment, potentially leading to job insecurity and financial vulnerability for affected individuals.

The proportion of self-employed individuals (2.41%) indicates a modest but noteworthy presence of entrepreneurial activities among the

alumni. Self-employment offers individuals greater autonomy and flexibility but also entails higher risks and responsibilities. Encouraging and supporting entrepreneurship initiatives can foster innovation, economic growth, and job creation within the community.

The presence of unemployed alumni (26.66%) underscores the challenges and barriers to accessing suitable employment opportunities.

Underemployment, where individuals are employed but their skills and qualifications are underutilized, may also be prevalent among the surveyed population. Addressing underemployment and unemployment requires targeted interventions such as skills development programs, job matching services, and labor market reforms to facilitate smoother transitions into the workforce.

Table 3.2: Salary Grade/Estimated Monthly Salary

MEAN	23,094.99 Php
MAX	356,000.00 Php
MINIMUM	1,500.00 PHP

Table 3.2 summarizes the respondents' monthly salaries. The minimum wage is 1,500 pesos, the maximum is 356,000 pesos, and the average salary of the total respondents is 23,094.99 pesos.

The range of monthly salaries from a minimum of 1,500 pesos to a maximum of 356,000 pesos highlights significant income disparity among the alumni. Such disparity can result from differences in education, experience, occupation, and industry. Addressing income inequality requires policies and interventions to promote fair wages, improve access to education and training, and create economic opportunities for all.

While the average salary of the respondents is 23,094.99 pesos, it is essential to consider whether this income level is adequate to meet the basic needs and expenses of the alumni. Ensuring that salaries are sufficient to cover living costs, including food, housing, healthcare, and education, is crucial for promoting financial stability and well-being. Addressing issues of low wages and cost of living is necessary to uplift the standard of living for all alumni.

The presence of respondents earning salaries close to or at the minimum wage level (1,500 pesos) suggests that some alumni may be working in low-paying jobs or industries. While minimum wage laws protect workers from exploitation,

they may not always guarantee a living wage. Efforts to enforce minimum wage laws, monitor compliance, and adjust wage rates to reflect changes in the cost of living are essential for ensuring economic justice and reducing poverty.

The existence of respondents earning salaries as high as 356,000 pesos indicates the presence of individuals in relatively high-paying occupations or positions. While high incomes can contribute to economic growth and prosperity, it is essential to consider wealth distribution and social equity issues. Progressive taxation, social safety nets, and investment in public services can help mitigate disparities between high-income earners and the rest of society.

The distribution of salaries also reflects the quality of employment opportunities available to the alumni, including factors such as job security, benefits, and career advancement prospects. Ensuring decent work for all alumni requires promoting employment opportunities that provide fair wages, safe working conditions, and opportunities for skill development and upward mobility.

4. What is the employability of the graduates in terms of the following: *whether or not they*

are employed, reasons for unemployment, first job after college, reasons for staying on the job, reasons for accepting the job, reasons for changing the job, duration of stay in the first job, duration of finding the first job, job
Employment Data

level of the first and current job, initial gross monthly earning, curriculum relevance to the job, and competencies learned in valuable college to the job?

Table 4.1: Presently Employed

Are you presently employed?	Frequency	Percentage
YES	1431	73.23
NO	407	20.83
NEVER	116	5.94
Total Respondents	1954	100

For the **Question: Are you presently employed?** It showed 1,431 checked YES, implying that 1431 alumni are employed (73.23% of the respondents). While NO has a total of 407 (20.83% of the respondents) and NEVER has a total of 116 (5.94% of the respondents). Moreover, the summation of those who checked NO and NEVER is 523 (26.77% of the respondents).

The high percentage of respondents who indicated they are presently employed (73.23%) suggests a relatively favorable employment situation among the alumni. This shows a significant proportion of alumni have successfully transitioned into the workforce, potentially utilizing the skills and knowledge

gained from their education to secure employment opportunities.

Despite the majority of respondents being employed, the presence of individuals who responded "NO" (20.83%) or "NEVER" (5.94%) to be presently employed highlights persistent challenges with unemployment and underemployment within the alumni population. Addressing these challenges requires targeted interventions such as job placement services, skills development programs, and initiatives to stimulate job creation and economic growth.

The employability of the alumni used in this study is shown by respective colleges below. (Percentage of employability is **Total Employed Alumni / Total Respondents Per College *100**)

Table 4.2: Percentage of Employability by College

COLLEGE	TOTAL OF EMPLOYED ALUMNI	TOTAL OF RESPONDENTS PER COLLEGE	PERCENTAGE OF EMPLOYABILITY
COED	781	1019	76.64
CAS	327	461	70.93
CIAS	68	98	69.39

IOES	68	83	81.93
IICT	37	48	77.08
COF	150	245	61.22
TOTAL	1431	1954	73.23

The employability by college reveals distinct patterns in workforce integration among alumni from different academic disciplines. The College of Education (COED) emerges with the highest percentage of employability at 76.64%, indicating strong demand for educators and related professionals in the labor market. Following closely, the College of Arts and Sciences (CAS) demonstrates a respectable 70.93% employability rate, although slightly lower than COED, possibly reflecting the diverse array of disciplines within CAS and the varying job market demands for graduates. Similarly, the College of Islamic and Arabic Studies (CIAS) showcases a relatively high employability rate at 69.39%, indicating successful workforce integration for the majority of its alumni, likely owing to the specialized nature of its programs. Notably, the Institute of

Oceanography and Environmental Science (IOES) stands out with the highest employability rate at 81.93%, reflecting the growing demand for environmental professionals in sectors like conservation and research. The Institute of Information and Communications Technology (IICT) also demonstrates a promising employability rate of 77.08%, underscoring the demand for skilled I.T. professionals. In contrast, the College of Fisheries (COF) exhibits a lower employability rate at 61.22%, possibly influenced by challenges within the fisheries sector, such as market fluctuations and environmental concerns. These findings underscore the importance of aligning educational programs with industry demands to enhance graduates' employability and address sector-specific challenges to workforce integration.

Table 4.3 : Reason(s) Why Not Yet Employed

Reasons	Frequency	Percentage(%)
No job opportunity	409	78.2
The family was concerned and decided not to find a job	166	31.74
Lack of work experience	124	23.71
Did not look for a job	117	22.37

Health-related reason(s)	65	12.43
Other reason(s)	60	11.47
Advanced or further study	57	10.9

Table 4.3 summarizes the reason/s why alumni still need to be employed. The majority is **No Job Opportunity**, revealed a total of 409 alums (78.20% of the unemployed respondents); **Family Concern and decision not to find a job** revealed a total of 166 alumni (31.74% of the unemployed respondents); **Lack of work experience** revealed a total of 124 alumni (23.71% of the unemployed respondents); **Did not look for a job** revealed a total of 117 alumni (22.37% of the unemployed respondents); **health-related reason(s)** revealed a total of 65 alumni (12.43% of the unemployed respondents); **other reasons(s)** revealed a total of 60 alumni (11.47% of the unemployed respondents) and **Advance or further study** revealed a total of 57 alumni (10.90% of the unemployed respondents).

The high percentage of alumni citing "No Job Opportunity" (78.20%) as the reason for their unemployment underscores the significance of job market challenges, including limited job openings, competition for positions, and mismatch between skills and job requirements. Addressing this issue requires concerted efforts from policymakers, educational institutions, and employers to stimulate job creation, improve labor market conditions, and enhance job-matching mechanisms.

The substantial proportion of alumni (31.74%) citing "Family Concern" or deciding not to find a job highlights the complex interplay between personal circumstances, family responsibilities, and career choices. This suggests that some alumni may prioritize family obligations or opt

for alternative paths, such as caregiving or pursuing entrepreneurial ventures, over traditional employment. Understanding these motivations can inform the development of supportive policies and programs tailored to meet the diverse needs of alumni.

The percentages of alumni citing "Lack of work experience" (23.71%) and "Did not look for a job" (22.37%) indicate challenges related to skills development, job search strategies, and workforce integration. Addressing these barriers requires targeted interventions such as internships, apprenticeships, mentorship programs, and job search assistance to equip alumni with the necessary skills and resources for successful employment transitions.

The presence of alumni (12.43%) citing health-related reasons for their unemployment underscores the importance of addressing health and well-being concerns in the context of workforce participation. Supporting alumni with health challenges requires access to healthcare services, accommodations in the workplace, and community support networks to ensure their inclusion and participation in economic activities.

The percentage of alumni (10.90%) citing "Advanced or further study" as the reason for their unemployment reflects a commitment to continuous learning and skill development. Advanced degrees or certifications can enhance alumni's qualifications, expand their career opportunities, and contribute to long-term professional growth and success.

Table 4.4: First Job After College

Is this your first job in college?	Frequency	Percentage
YES	942	65.83
NO	489	34.17
Total of Employed Respondents	1431	100.00

Table 4.4 shows that out of 1,431 employed alumni of this university, 942 (65.83% of the employed alumni) responded YES, implying that 942 employed are working on their first job after college. While NO revealed 489 alumni (34.17% of the employed alumni), these 489 alumni had previous jobs before their current employment.

The data indicates that most employed alumni, accounting for 65.83%, are currently in their first job after college. This suggests that the university is crucial in facilitating graduates' transition from education to employment, providing them with the necessary skills and credentials to secure entry-level positions in their respective fields. Understanding the employment status of alumni in their first job underscores the importance of preparing students for successful entry into the workforce and ensuring that they are equipped with the relevant competencies and qualifications employers demand.

The presence of alumni who had previous jobs before their current employment, comprising 34.17% of the employed cohort, highlights the

diversity of career pathways and experiences among graduates. These alumni may have gained valuable work experience and developed transferable skills from their previous roles, which could enhance their competitiveness in the job market and contribute to their career advancement. Acknowledging the prior work experiences of alumni underscores the importance of recognizing and leveraging their diverse backgrounds and skill sets to support their ongoing professional development and career progression.

Understanding the proportion of alumni in their first job versus those with previous work experience can provide insights into employment retention and job satisfaction levels among graduates. Alumni in their first job may require additional support and resources to navigate the workplace challenges and ensure job retention. At the same time, those with prior work experience may bring valuable insights and perspectives to their current roles.

Table 4.5: Reason(s) For Staying on the Job

Reason(s) for staying on the job	Frequency	Percentage (%)
Salaries and benefits	771	53.88
Related to the course or program of study	502	35.08
Career challenge	462	32.29
Related to special skill	385	26.90
Proximity to residence	232	16.21
Family influence	174	12.16
Peer influence	104	7.27
Other reason(s)	60	4.19

Table 4.5 presents the reasons why the alumni stay in their respective jobs. The majority of

reasons are **Salaries and benefits**, with a total response of 771 (53.88% of the employed

respondents); **Related to the course or program of the study**, with a total response of 502 (35.08% of the employed respondents); **Career challenge** with a total of 462 (32.29% of the employed respondents); **Related to the extraordinary skill** with a total of 385 (26.90% of the employed respondents); **Proximity to residence** with a total of 232 (16.21% of the employed respondents); **Family influence** with a total of 174 (12.16% of the employed respondents); **Peer influence** with a total of 104 (7.27% of the employed respondents); and **other reasons (s)** with a total of 60 response (4.19% of the employed respondents).

Most alumni cited salaries and benefits as the primary reason for staying in their current jobs, underscoring the importance of competitive compensation packages in retaining talent. This highlights the need for employers to offer attractive salary and benefits packages to incentivize employee retention.

A substantial proportion of alumni indicated that their job is related to their course or program of study, indicating the perceived value of

educational relevance in their career choices. This suggests that the university's academic programs effectively prepare graduates for employment opportunities aligned with their expertise. By ensuring curriculum relevance and industry alignment, the university can enhance graduates' employability and facilitate smoother transitions into the workforce.

Alumni who cited career challenges and opportunities for growth as reasons for staying in their jobs highlight the importance of career advancement opportunities and professional development programs in retaining talent. Employers should prioritize providing avenues for skill development, mentorship, and career progression to engage and retain high-performing employees.

Factors such as proximity to residence, family influence, and peer influence also play a role in alumni's decisions to stay in their jobs. Employers located in areas with high demand for skilled labor should leverage geographic proximity as a recruitment and retention strategy.

Table 4.6: First Job Related to Course

Is your first job related to your course?	Frequency	Percentage
YES	944	65.97
NO	487	34.03
Total of Employed Respondents	1431	100

Table 4.6 presents the responses of the employed alumni if their first job is related to the course they took in college. Of 1431 employed respondents, 944 (65.97%) alumni responded that their first job (s) are related to their courses. At the same time, 487 (34.03% of the employed

respondents) responded that their first job (s) were unrelated to their respective college courses.

The fact that most employed alumni, accounting for 65.97%, indicated that their first job is related to their college courses underscores the

importance of curriculum relevance and alignment with industry needs. This suggests that the university's academic programs effectively equip graduates with the skills and knowledge needed to succeed in their chosen fields. It highlights the value of a well-designed curriculum that integrates theoretical learning with practical application, ensuring graduates are adequately prepared for the demands of the workforce.

The 34.03% of alumni whose first jobs were unrelated to their college courses indicate the importance of transferable skills and adaptability in navigating the job market. While their initial roles may not directly align with their areas of study, these alumni likely possess transferable skills—such as critical thinking, communication, and problem-solving—that enable them to

transition into different roles or industries. Employers should recognize the value of these transferable skills when assessing candidates and provide opportunities for upskilling and reskilling to support career transitions.

The presence of alumni whose first jobs are unrelated to their college courses also reflects the importance of career exploration and flexibility in the early stages of one's career. It suggests that graduates explore diverse career pathways and opportunities before finding a role that aligns with their interests, skills, and long-term career goals. Universities can support students in their career exploration journey by offering experiential learning opportunities, internships, and career counseling services to help them make informed decisions about their career trajectories.

Table 4.7: Reason(s) for Accepting the Job

Reason(s) for accepting the job	Frequency	Percentage
Salaries & benefits	872	60.94
Career challenge	569	39.76
Related to special skills	538	37.60
Proximity to residence	257	17.96
Other reason(s)	25	1.75

Table 4.7 presents the reasons why the alumni accepted the job. The majority of the reason is **Salaries and benefits**, with a total response of 872 (60.94% of the employed respondents); **Career challenges**, with a total response of 569 (39.76% of the employed respondents); **Related to particular skills**, with a total of 538 (37.60% of the employed respondents); **Proximity to residence** with a total response of 257 (17.96% of the employed respondents) and **other reason(s)** with a total response of 25 (1.75% of the employed respondents).

The fact that the majority of alumni cited salaries and benefits as the primary reason for accepting their jobs highlights the importance of offering competitive compensation packages to attract and retain top talent. Employers should prioritize fair and competitive salaries, along with additional benefits such as healthcare, retirement

plans, and professional development opportunities, to remain attractive to job seekers in a competitive labor market.

The significant proportion of alumni who accepted their jobs for career challenges and opportunities suggests that career advancement and growth are critical motivators for today's workforce. Employers should provide avenues for professional development, skill enhancement, and career progression to engage and retain employees. Offering challenging projects, leadership opportunities, and clear paths for advancement can help organizations retain top talent and foster a culture of continuous learning and growth.

The number of alumni who accepted their jobs because they were related to particular skills or their education underscores the importance of

aligning job roles with candidates' qualifications and skill sets. Employers should carefully assess candidates' competencies and match them with roles that leverage their strengths and expertise. Similarly, educational institutions should ensure their programs equip students with relevant skills and knowledge that are in demand in the job market, enhancing graduates' employability and job satisfaction.

The presence of alumni who accepted their jobs due to proximity to residence suggests that location plays a significant role in job acceptance decisions. Employers in areas with high demand for skilled labor should leverage geographic proximity as a recruitment and retention strategy. Similarly, educational institutions can collaborate with local employers to identify regional skill needs and tailor their programs accordingly, ensuring graduates are equipped to meet local workforce demands.

Table 4.8: Duration of Stay in First Job

Period	Frequency	Percentage (%)
Others	367	25.65
3 years to less than 4 years	212	14.81
1 to 6 months	202	14.12
7 to 11 months	193	13.49
Less than a month	183	12.79
1 year to less than 2 years	151	10.55
2 years to less than 3 years	123	8.60
Total of Employed Respondents	1431	100.00

Table 4.8 presents how long the employed respondents stayed in their first job. The majority of the employed respondents stayed in their first job at more than 4 years (**others**), with a total response of 367 (25.65% of employed respondents), almost $\frac{1}{4}$ of the sample respondents; **3 years to less than 4 years**, with a total response of 212 (14.81% of employed respondents); **1 to 6 months**, with a total response of 202 (14.12% of employed alumni); **7 to 11 months**, with a total response of 193 (13.49%); **less than a month**, with a total response of 183 (12.79%); **1 year to less than 2 years**, with a total response of 151 (10.55% of employed respondents); and **2 years to less than 3 years**, with a total response of 123 (8.60% of employed respondents).

The distribution of responses regarding the duration of time employed respondents stayed in their first jobs underscores the importance of implementing effective employee retention

strategies. Employers should focus on creating a positive work environment, providing opportunities for career advancement, offering competitive compensation and benefits, and fostering strong employee-manager relationships to encourage long-term commitment and reduce turnover rates.

The proportion of employed respondents who stayed in their first job for more than four years (25.65%) suggests job satisfaction and engagement promoting long-term tenure. Employers should prioritize initiatives to enhance job satisfaction, such as recognition programs, work-life balance initiatives, skill development opportunities, and open communication channels, to foster a positive organizational culture and improve employee retention rates.

The responses indicating varied employment durations highlight the importance of providing

career development opportunities to employees. Employers should invest in training and development programs, mentorship opportunities, and career pathing initiatives to support employees' professional growth and encourage them to stay with the organization. Clear progression pathways and opportunities for skill enhancement can motivate employees to remain engaged and committed to their roles.

The significant proportion of employed respondents who stayed in their first job for

relatively short periods (less than a year or up to two years) underscores the importance of effective onboarding and training programs. Employers should ensure that new hires receive comprehensive onboarding, ongoing training, and support to facilitate a smooth transition into their roles and maximize their potential for success. Providing adequate support and resources during the early stages of employment can improve employee satisfaction and retention.

Table 4.9: Reason(s) for Changing the Job

Reason(s) for changing the job	Frequency	Percentage
Salaries & benefits	356	24.88
Career challenge	247	17.26
Related to special skills	190	13.28
Proximity to residence	98	6.85
Other reason(s)	47	3.28

Table 4.9 presents the reasons why the alumni change jobs. The majority of reasons are **Salaries & benefits**, with a total response of 356 (24.88% of the employed respondents); **Career challenges** with a total response of 247 (17.26% of the employed respondents); **Related to special skills** with a total of 190 (13.28% of the employed respondents); **Proximity to residence** with a total response of 98 (9.85% of the employed respondents) and **other reason(s)** with a total response of 47 (3.28% of the employed respondents).

Most respondents cited salaries and benefits as a primary reason for changing jobs, underscoring the importance of competitive compensation packages in retaining top talent. Employers should regularly review and adjust salary structures to ensure they remain competitive. Additionally, offering attractive benefits such as healthcare coverage, retirement plans, and professional development opportunities can enhance employee satisfaction and retention.

The significant proportion of respondents who mentioned career challenges as a reason for changing jobs suggests that employees are motivated by professional growth and advancement opportunities. Employers should provide avenues for employees to take on new challenges, expand their skill sets, and progress in their careers within the organization. Providing clear pathways for career development and offering mentorship programs can help employees feel valued and engaged in their roles.

The response indicating that a notable number of respondents changed jobs to utilize their specialized skills highlights the importance of recognizing and leveraging employees' unique talents. Employers should strive to align employees' skills and interests with their responsibilities to maximize productivity and job satisfaction. Providing opportunities for skill development and offering challenging projects can help employees feel fulfilled and motivated in their roles.

The proportion of respondents who mentioned proximity to residence as a reason for changing jobs suggests that geographic location plays a significant role in job satisfaction and retention. Employers should consider flexible work arrangements such as remote work options or

flexible scheduling to accommodate employees' commuting preferences. Understanding employees' lifestyle needs and supporting work-life balance can contribute to higher job satisfaction and retention levels.

Table 4.10 How Did Alumni Find First Job

	Frequency	Percentage (%)
As walk-in applicant	538	37.6
Recommended by someone	381	26.62
Information from friends	342	23.9
Response to an advertisement	83	5.8
Job Fair or Public Employment Service Office (PESO)	30	2.1
Arranged by the school's job placement officer	26	1.82
Family business	18	1.26
Others	13	0.91
Total of Employed Respondents	1431	100

Table 4.10 shows how the alumni found their first job. The highest response is **As walk-in applicant**, with a total response of 538 (37.60% of employed respondents); **Recommended by someone**, with a total response of 381 (26.62% of employed respondents); **Information from friends**, with a total response of 342 (23.90% of employed respondents); **Response to an advertisement**, with a total response of 83 (5.80%); **Job Fair of PESO**, with a total response of 30 (2.10% of employed respondents); **Arranged by school's job placement officer**, with a total response of 26 (1.82% of employed respondents); **Family business**, with a total response of 18 (1.26% of employed respondents); and **Others**, with a total response of 13 (0.91% of employed respondents).

The high proportion of respondents who found their first job through walk-in applications suggests that direct engagement with potential employers remains a prevalent job search method. Job seekers should recognize the importance of actively approaching companies of interest and effectively showcasing their qualifications and skills during the application process. Employers should ensure that their recruitment processes are accessible and

welcoming to walk-in applicants, providing direct interaction and assessment opportunities.

The substantial number of respondents who secured their first job through recommendations from someone or information from friends underscores the value of networking and personal connections in the job search process. Job seekers should prioritize building and maintaining professional relationships, as recommendations from trusted individuals can significantly enhance job prospects. Employers should recognize the potential of employee referrals in recruitment efforts and consider implementing referral programs to incentivize current employees to recommend qualified candidates.

While responses to advertisements and participation in job fairs are relatively minor, they still indicate viable avenues for job seekers. To identify potential opportunities, job seekers should actively explore diverse job search channels, including online job boards, print advertisements, and career fairs. Employers should invest in targeted advertising strategies and participate in job fairs to attract qualified candidates and promote their employer brand effectively.

The responses indicate that some respondents found their first job through the school's job placement officer, highlighting the importance of educational institutions in facilitating employment opportunities for graduates. Job seekers should leverage the resources and support offered by their alma mater's career services office, including job postings, networking events, and resume assistance. Educational institutions should continue strengthening their career development initiatives and foster partnerships with employers to enhance graduate employability.

While responses to other channels, such as family businesses and miscellaneous methods, represent smaller proportions, they underscore the diversity of pathways to employment. Job seekers should remain open to exploring unconventional job search strategies and considering opportunities within family-owned businesses. Employers should recognize the potential of family businesses as sources of employment and support initiatives that promote entrepreneurship and small business growth.

Table 4.11: Duration of Finding First Job

Duration	Frequency	Percentage (%)
1 to 6 months	415	29
Less than a month	360	25.16
1 year to less than 2 years	239	16.7
7 to 11 months	165	11.53
2 years to less than 3 years	95	6.64
3 years to less than 4 years	87	6.08
Others	70	4.89
Total of Employed Respondents	1431	100

Table 4.11 presents how long the alumni had to land their first job. The majority of the is **1 to 6 months**, with a total response of 415 (29.00% of employed respondents); **less than a month**, with a total response of 360 (25.16% of employed respondents); **1 year to less than 2 years**, 239 (16.70% of employed respondents); **7 to 11 months**, with a total response of 165 (11.53%); **2 years to less than 3 years**, with a total response of 95 (6.64% of employed respondents); **3 years to less than 4 years**, with a total response of 87 (6.08% of employed respondents); and **Others / Greater or Equal** to 4 years, with a total response of 70 (4.89% of employed respondents). In addition, it is observed from this table that the alumni landed their first jobs less than a year after college, which gives this university a good product.

The substantial proportions of alumni securing their first job within the first year after graduation, particularly within 1 to 6 months and less than a month, indicate efficient job

placement processes and the university graduates' market readiness. This swift transition from academia to employment suggests that the university equips its students with relevant skills and competencies sought after by employers, contributing to favorable employment outcomes.

The distribution of responses underscores the availability of employment opportunities for graduates shortly after completing their studies. Most alumni landing their first job within a relatively short timeframe aligns with industry demands and indicates a responsive job market where qualified candidates are readily absorbed. Employers' willingness to hire recent graduates reflects confidence in their abilities and potential contributions to the workforce.

The university's ability to facilitate timely job placement for its alumni reflects positively on its career services, networking opportunities, and alumni support initiatives. By assisting students and graduates in navigating the job search process and connecting them with employment

opportunities, the university fosters a supportive environment conducive to career success. Continuous efforts to enhance career development resources and strengthen industry partnerships further contribute to positive outcomes for graduates.

The prompt employment of alumni underscores the effectiveness of the university's academic programs in preparing graduates for the

workforce. The alignment between curriculum offerings and industry needs, experiential learning opportunities, and practical skills development ensures that graduates are well-equipped to meet employer expectations and excel in their respective fields. Employers benefit from hiring job-ready candidates who can contribute effectively from day one, enhancing organizational productivity and performance.

Table 4.12: Job Level of First and Current Job

Job Level	First Job		Current Job	
	Frequency	Percentage	Frequency	Percentage
Rank or Clerical	335	23.41	190	13.28
Professional, Technical, or Supervisory	880	61.50	1104	77.15
Managerial or Executive	121	8.46	90	6.29
Self-Employed	95	6.64	47	3.28
Total of Employed Respondents	1431	100	1431	100

Table 4.12 presents the job level position of the respondent's first job and current job. In general, it is observed that both **the first** and **current jobs** present the same job level in terms of rank.

For **First Job: Professional, Technical or Supervisory**, with a total response of 880 (61.50% of employed respondents); **Rank or Clerical**, with a total response of 335 (23.41% of employed respondents); **Managerial or Executive**, with a total response of 121 (8.46% of employed respondents); and **Self-Employed**, with a total response of 95 (6.64% of employed respondents).

For **Current Job: Professional, Technical or Supervisory**, with a total response of 1104

(77.15% of employed respondents); **Rank or Clerical**, with a total response of 190 (13.28% of employed respondents); **Managerial or Executive**, with a total response of 90 (6.29% of employed respondents); and **Self-Employed**, with a total response of 47 (3.28% of employed respondents).

Furthermore, from First Job to Current job, **Rank or Clerical** decreases by 10.13%; **managerial or Executive** decreases by 2.17%; **self-employed** declines by 3.36%; while **Professional, Technical, or Supervisory** increases by 15.65%.

Table 4.13: Initial Gross Monthly Earning in First Job

Monthly Earnings	Frequency	Percentage
₱ 5,000.00 to less than ₱ 10,000.00	476	33.26
Below ₱ 5,000.00	335	23.41

₱ 10,000.00 to less than ₱ 15,000.00	230	16.07
₱ 15,000.00 to less than ₱ 20,000.00	196	13.70
₱ 25,000.00 and above	99	6.92
₱ 20,000.00 to less than ₱ 25,000.00	95	6.64
Total of Employed Respondents	1431	100.00

Table 4.13 presents the initial gross monthly earnings of the first job after college. It is observed that the highest response is **₱ 5,000.00 to less than ₱ 10,000.00**, with a total response of 476 (33.26% of employed respondents); **Below ₱ 5,000.00**, with a total response of 335 (23.41% of employed respondents); **₱ 10,000.00 to less than ₱ 15,000.00**, with a total response of 230 (16.07% of employed respondents); **₱ 15,000.00 to less than ₱ 20,000.00**, with a total response of 196 (13.70% of employed respondent); **₱ 25,000.00 and above**, with a total response of 99 (6.92% of employed respondents); and **₱ 20,000.00 to less than ₱ 25,000.00**, with a total response of 95 (6.64% of employed respondents).

The distribution of responses highlights a diverse range of initial gross monthly earnings among alumni in their first job after college. Most respondents reported earning between ₱ 5,000.00 to less than ₱ 10,000.00, reflecting standard entry-level salary ranges in the job market. This

suggests that many graduates initially enter the workforce at salary levels consistent with entry-level positions within their respective fields.

The substantial proportion of respondents earning below ₱ 10,000.00 underscores the financial challenges new graduates face as they transition into the workforce. Entry-level salaries below this threshold may present difficulties in meeting living expenses and repaying student loans, highlighting the importance of financial planning and budgeting for recent graduates.

The variability in reported salary levels, ranging from below ₱ 5,000.00 to ₱ 25,000.00 and above, reflects differences in industry sectors, job roles, and individual qualifications. While some graduates may secure higher-paying positions or negotiate competitive salaries based on their skills and experience, others may start with lower salaries typical of entry-level positions or industries with lower wage scales.

Table 4.14: Is Curriculum Relevant to First Job

Response	Frequency	Percentage (%)
YES	1125	78.62
NO	306	21.38
Total of Employed Respondents	1431	100.00

Table 4.14 presents the relevance of the curriculum to the first job. This table revealed a total of 1125 responses (78.62%) for the relevance of the curriculum, and only 306 responses (21.38 of employed respondents)

showed the irrelevance of the curriculum to the first job.

The overwhelming majority of respondents, comprising 78.62% of employed alumni, reported that the university curriculum was relevant to their first job. This indicates that the

knowledge, skills, and competencies acquired during their academic studies align closely with the requirements and responsibilities of their initial roles in the workforce. The high percentage of respondents affirming curriculum relevance reflects positively on the quality and effectiveness of the educational programs offered by the university.

A significant proportion of respondents attest to the relevance of the curriculum, suggesting that the university's academic offerings are well-aligned with the demands and expectations of various industries and employers. By equipping graduates with practical and applicable knowledge, the curriculum prepares them to meet the challenges and needs of the contemporary job market, enhancing their employability and facilitating smoother transitions from academia to the workplace.

The positive feedback regarding curriculum relevance validates the university's educational

approach and instructional methodologies. The curriculum effectively integrates theoretical learning with practical applications, enabling graduates to apply their knowledge and skills in real-world settings. The emphasis on experiential learning, industry partnerships, and hands-on training likely contributes to the perceived alignment between academic studies and professional practice.

While most respondents perceive the curriculum as relevant to their first job, a minority (21.38% of employed respondents) reporting irrelevance highlights potential areas for continuous improvement. Addressing any discrepancies between curriculum content and industry requirements can enhance the overall effectiveness and relevance of the educational programs, ensuring that graduates are adequately prepared for the evolving demands of the workforce.

Table 4.15: Competencies Learned in College and is Useful in First Job

Skills	Frequency	Percentage
Communication	798	70.93
Human Relation	618	54.93
Critical Thinking	515	45.78
Problem-Solving	414	36.80
Information Technology	409	36.36
Entrepreneurial	149	13.24
Others	56	4.98

Table 4.15 presents the competencies learned in college and is helpful in the first job. It is observed that the highest response is communication, with a total of 798 responses (70.93% of relevance of curriculum); human relations, with a total response of 618 (54.93% of relevance of curriculum); critical thinking, with a total response of 515 (45.78% of relevance of curriculum); problem-solving with a total response of 414 (36.80% of relevance of curriculum); Information technology with total

response of 409 (36.36% of relevance of curriculum); Entrepreneurial with total response of 149 (13.24% of relevance of curriculum); and others with a total response of 56 (4.98% of relevance of curriculum).

The overwhelming majority of respondents, comprising 70.93% of those affirming the relevance of the curriculum, identified communication skills as the most valuable competency learned during college. Effective

communication is a fundamental skill employers seek across industries, enabling professionals to articulate ideas, collaborate with colleagues, and engage with clients and stakeholders. The emphasis on communication skills in the curriculum reflects its critical importance in facilitating successful job performance and career advancement.

Human relations emerged as the second most cited competency, with 54.93% of respondents recognizing its significance in their first job. Strong interpersonal skills are essential for building rapport, fostering teamwork, and effectively navigating workplace dynamics. By emphasizing human relations competencies, the curriculum prepares graduates to interact positively with colleagues, clients, and supervisors, enhancing their ability to contribute meaningfully to organizational success.

Critical thinking and problem-solving skills, cited by 45.78% and 36.80% of respondents, respectively, are foundational competencies essential for addressing complex challenges and making informed decisions in the workplace. The curriculum's focus on developing these skills equips graduates to analyze situations, evaluate options, and devise practical solutions, enhancing their problem-solving prowess and decision-making acumen in professional settings.

Information technology competencies, acknowledged by 36.36% of respondents, underscore the growing importance of digital literacy and technological proficiency in today's digital age. Proficiency in I.T. skills enables graduates to leverage technology tools and platforms to streamline processes, access information, and communicate efficiently, contributing to organizational efficiency and competitiveness.

While entrepreneurial competencies received comparatively lower emphasis, cited by 13.24% of respondents, their inclusion in the curriculum reflects a recognition of the value of innovation, creativity, and initiative in driving business success. Cultivating an entrepreneurial mindset equips graduates with the resilience, adaptability, and risk-taking ability to seize opportunities,

overcome challenges, and drive innovation in their careers.

4.98% of respondents noted the identification of other competencies. This underscores the dynamic nature of the workforce and the need for graduates to continuously adapt and upskill to meet evolving job requirements and industry trends. By embracing a culture of lifelong learning and professional development, graduates can enhance their marketability and remain competitive in a rapidly changing employment landscape.

FINDINGS

The insights gathered in this study are significant in addressing curriculum-related issues and improving career preparation, considering the 6 college students' employability after graduation. The findings of this study are summarized below:

1. The majority (56.09%) of the respondents of the six colleges are **single**, and only 41.81% are **married**; more than half (62.49%) are **female**, and only 37.1% are **male**; and most (78.20%) of the respondents (6 colleges) are from **BARRM**, while the rest (21.80%) are from other regions.
2. The MSU-TCTO graduate respondents had a **73.23 % employability** rating, while only **26.77%** were either not employed at the moment or had never been employed. This means that a high percentage of graduates were able to land a job after graduation.
3. Of these employed respondents, **41.23%** are **PRC-LET passers**, and **4.68 % are PBET**, equivalent to the present licensure exam for teachers. Only **5.94 %** are **CSC Prof passers**, while **0.84%** are with **CSC Sub-Prof** eligibility. Of those in fisheries, 0.49% have a PRC Fisheries Technology license, and 0.21% have a PRC Fisheries Professional license.
4. For those who were not employed, the primary reason the respondents of the six colleges gave was **no job opportunity** (78.20%). Other reasons include **family concern** (31.74%), **lack of work experience** (23.71%), **not looking for a job** (22.37%), **health-related and other**

reasons (23.80%), and **advanced studies** (10.90%).

5. Of those employed respondents, 77.15% belong to the **Professional, Technical, and Supervisory** levels; 13.28% are **rank or clerical** employees; 6.29% are **Managerial or Executive**; and 3.28% are **self-employed** graduates of the 6 colleges.

6. The respondents' employment statuses are as follows: 37.97% are **Permanent**, 22.06% **Contractual**, and the rest are either **temporary, Job-Order, or Self-employed**.

7. After graduation, those MSU-TCTO respondents who were employed found their first job as **walk-in applicants** at 37.60%, followed by being **recommended by someone** at 26.62%, **information from friends** at 23.90%, and **other reasons** like responding to advertisements or school job placement at 11.89%.

8. The majority of the respondents, 78.62%, agreed that the courses they took in college were relevant to their first jobs, while **21.38%** said that their courses were not relevant to their jobs. This means that a small percentage of graduates have jobs outside their field of specialization.

9. Almost one-third (29.00%) of the MSU-TCTO graduates landed on their first job **within 1-6 months**; 25.16% found a job in **less than a month**; and 16.70% found their first job in 1 year to less than two years; while 11.53% within **7-11 months**.

10. Around one-third (33.26%) of the MSU-TCTO graduates received **5,000 to less than 10,000 pesos** as initial gross monthly income in their first job; 23.41% received **below 5,000** a month; 16.07% received **10,000 to less than 15,000 pesos** monthly; 13.70% earned **15,000 to less than 20,000**; 6.92% earned **25,000 and above**; and 6.64% earned **20,000 to less than 25,000 pesos** monthly initial gross income in their first job.

11. The competencies that the MSU-TCTO graduates found helpful in their first jobs were **communication skills** (70.93%), **human relation skills** (54.93%), **critical thinking skills** (45.78%), **problem-solving skills** (36.80%), **information technology skills** (36.36%), and **entrepreneurial skills** at 13.24%

CONCLUSIONS

In conclusion, the findings of this study illuminate critical facets of graduates' employability and career trajectories across the six colleges of MSU-TCTO. The high employability rating of 73.23% underscores the institution's effectiveness in preparing graduates for successful entry into the workforce. In contrast, variations in employability across colleges emphasize the importance of tailored educational programs to meet diverse industry demands. Despite the commendable employability rates, challenges such as limited job opportunities and socio-economic barriers persist, necessitating targeted interventions to enhance graduates' career prospects. Moreover, the perceived relevance of college courses to graduates' first jobs highlights the importance of aligning curriculum offerings with evolving industry needs to ensure graduates' continued relevance and competitiveness in the job market.

MSU-TCTO can leverage these findings to refine its educational programs, strengthen career guidance services, and foster closer collaborations with industry partners. By addressing identified challenges and capitalizing on opportunities for improvement, MSU-TCTO can further enhance its graduates' employability and contribute to their long-term career success and societal impact. Moreover, ongoing efforts to cultivate a broad range of competencies, including communication, critical thinking, and problem-solving skills, will empower graduates to navigate dynamic employment landscapes and emerge as resilient and adaptable professionals ready to contribute meaningfully to their respective fields and communities.

RECOMMENDATIONS

The following recommendations are made taking into consideration the results of this study:

1. Connect with employers through interviews and group discussions to understand their needs and expectations, ensuring our programs align with industry demands.
2. Continuously review and update our curriculum to keep pace with evolving industry

trends and equip graduates with relevant skills for the job market.

3. Establish comprehensive alumni records in each college to track graduates' career paths and facilitate networking and mentorship opportunities for current students.

4. Regularly conduct graduate tracer studies to assess graduates' employability, performance, and career progression, providing valuable insights for program improvement.

5. Periodically update the alumni database in collaboration with the Alumni and Career Center to ensure the accuracy and relevance of alumni records.

6. Foster partnerships with local and international organizations to create opportunities for internships, job placements, and networking, enhancing graduates' job prospects.

7. Actively seek and consider student feedback to improve program curricula, ensuring

that courses remain relevant and effective in preparing students for their future careers.

Data Availability Statement

We affirm our commitment to making the data and materials supporting the results or analyses presented in this paper available upon reasonable request. Requests for access to the data can be directed to Rosalio G. Artes, Jr. through rosalioartes@msutawi-tawi.edu.ph. However, due to ethical, privacy, or security concerns, certain data may not be shared. Please contact the corresponding author for further information regarding data availability.

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