TRACER STUDY OF BSIT GRADUATES OF THE CAGAYAN STATE UNIVERSITY BATCH 2015-2016

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ABSTRACT:*This study generally aimed to trace the current status and employment of the BSIT graduates of Cagayan State University of Lal-lo during the year 2015 and 2016.*

The descriptive method was used with a questionnaire as the major data gathering instrument. There were 127 total graduates and all of them responded to the study which consisted of 47 males and 80 females. Data analysis was done through frequency counts, percentages, weighted means and ranking.

The BSIT graduates were employed with meager income but majority of them were underemployed. The skills acquired were very useful. Most of the graduates were satisfied in their jobs, the unemployed graduates were hard up to find a job but still have high desirability of finding a job soon.

KEYWORDS: *Unemployed, Under employed, Tracer, Socio- demographic, I. T. skills*

INTRODUCTION

Background of the Study

Institutions involved in developing human resources throughlong and short term programs have the duty to keep track of the performance of their graduates to determine accountability and whether or not their programs have impacted on the individual,the institution, or the country. Tracer study constitutes one form of empirical study which provides valuable information for evaluating the results of the education and training of a specific institution of higher education. This information may be used for further development of the institution in the context of quality assurance (Hazaymeh 2015). A tracer study enables the institution of higher education to get information on possible deficits in a given educational programme which can serve as a basis for curricular improvement.

Graduate surveys provide rich experience about thewhereabouts of graduates, which might help to broaden perspectives among administrators, faculty and students. Such information like the income, economic status, current job title, working time, duration of search for the first job, skills acquired are relevant for higher education institutions to note.

One fundamental problem of education and training is that theymust be geared to the current and future needs of societies undergoing social and economic change.

Education and training cannot be plannedto static specifications, but rather must be planned flexibly within thedynamic process. It is, and must always remain capable of change. It must also be ensured that the specific circumstances of the country in question are taken into account, such that education and training are made effective and efficient, in order to make the best possible use of scarce resources (Hazaymeh 2015).

Information technology plays an important role to education. New and emerging technologies challenge the traditional process of teaching and learning and the way things are managed and controlled. Easy worldwide communication provides instant access to a vast array of data, challenging assimilation and assessment skills. It is indeed important that people in any organization, establishment and in the academe especially the administrators to be aware of the functions and benefits of using the information technology.

Information technology helps to produce, manipulate, store, communicate, and/or disseminate information. Technology has opened up new markets, new products, new services and efficient delivery channels for the banking industry. Online electronics banking, mobile banking and internet banking are just a few examples.

Cagayan State University of Lal-lo is an educational institution that responds to the fast changing demands of the Information Technology. The demand for computer specialists prompted the institution to offer courses in information technology. It is the main task of the college to develop a curriculum in the IT field that caters to the needs of the industry by providing graduates who are globally competitive and equipped with the necessary IT knowledge and skills.

One of the objectives of the institution is to determine the employability status of the Bachelor of Science and Information Technology graduates locally and abroad. The management also aims to provide the industry with the graduates who are well-equipped with the knowledge and skills.

To continue tracing the BSIT graduates of Cagayan State University at Lal-lo, this study investigated the status of the graduates as regards to their employment and whereabouts as well as their professional development.The findings of the study serve as the basis of the researcher to improve, update or enhance the curricula of BSIT program to

make this more responsive to the needs of fast changing technology and employment demands.

Conceptual Framework

The system approach is adopted in this study. The conceptual paradigm of the study is consisting of three parts namely: input, process and the output.

Figure one (1) presents the conceptual paradigm of the study. It consists of three parts namely: input, process, and output.

In the input, the following were considered: socio-demographic characteristics, educational background, socio-economic background, and employment history of the graduates, status of the degree program, curriculum and study condition, and level of success of the graduates in their profession.

In the process, the study considered the distribution of questionnaire and informal interview with the respondents.

Finally, the output focuses on the general and specific tracer study of the BSIT graduates including the proposed suggestions and recommendations to enhance their competitiveness.

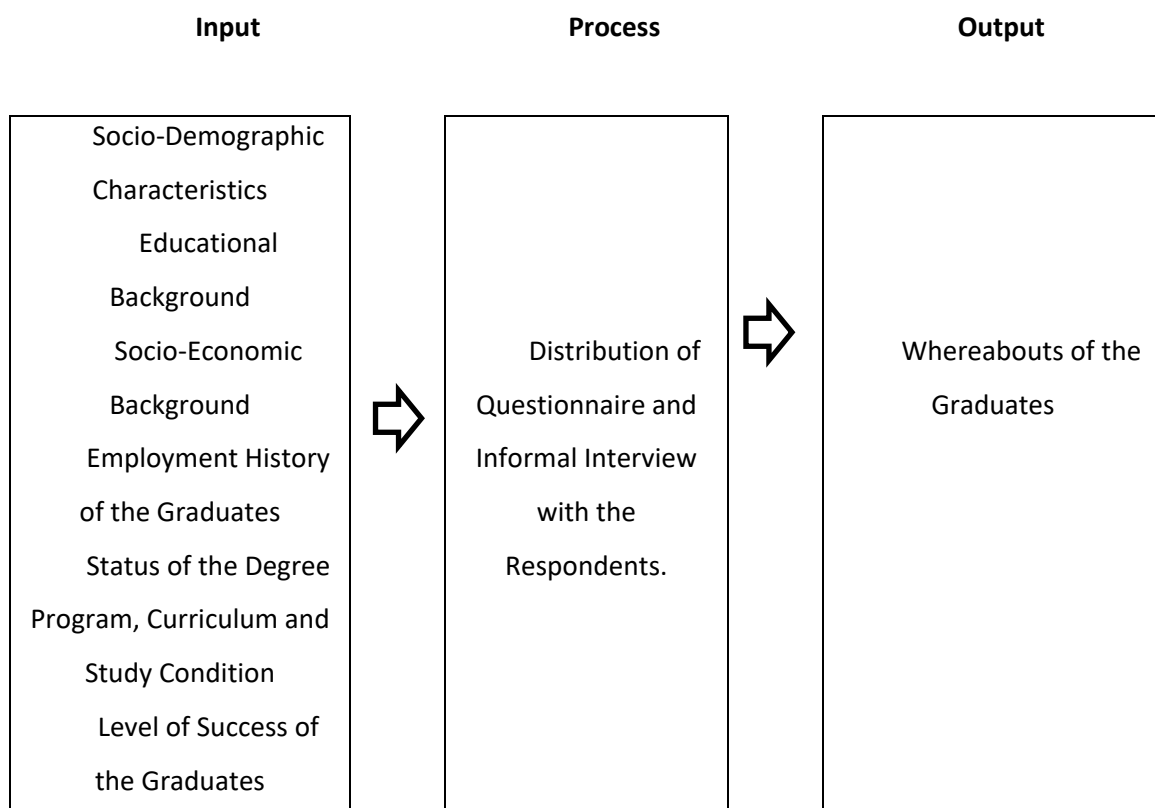| Input	Process	Output
Socio-Demographic Characteristics Educational Background Socio-Economic Background Employment History of the Graduates Status of the Degree Program, Curriculum and Study Condition Level of Success of the Graduates	Distribution of Questionnaire and Informal Interview with the Respondents.	Whereabouts of the Graduates

Figure 1. Paradigm of the Study

Objective of the Study

The main objective of the study is to trace the BSIT graduates of CSU Lal-lo batch 2015 and 2016. Specifically, it sought answers to the following questions:

1. What is the socio-demographic characteristics of the graduates as regards to:

   a. Personal Data

   - Age

   - Sex

   - Civil Status

   - Number of Children

   b. Educational Background

   - Highest Educational Attainment

   - Seminars and Training's Attended for the Past 3 Years

   - Professional Examinations Passed

   - Involvement In Professional Organizations

   c. Socio-economic Background

   - Type of Employment

   - Status of Employment

   - Other Sources of Income

   - Monthly Income

2. What is the employment history of the graduates as regards to:

   a. Transition period quality of the first job

   b. Current Employment

   c. Usefulness of skills acquired in school to the present job

3. What is the status of the degree program, curriculum and study condition in terms of:

   a. adequacy and applicability of the degree program to the employment of the graduate

   b. adequacy of school's support services

   c. status of the study provisions and conditions

4. What is the level of success of the graduates in their profession?

METHODOLOGY

Research Design

To attain the objectives of the study, the researcher applied the descriptive-survey method of research. A survey questionnaire was used which was adapted from the Campus Alumni Office graduate tracer study. It determines the number of graduates per year, socio-demographic of the graduates, the employment status of the employed graduates, and retrospective evaluation of the degree program, curricula, and pre-service training assessments and the level of success of the graduates in their profession.

Locale of the Study

The study was conducted in the different towns of Cagayan as the residence of the graduates of BSIT at the Cagayan State University at Lal-lo. The respondents are from the towns of Alcala, Gattaran, Lal-lo, Baggao, Lasam, Allacapan, Camalaniugan, Sto.Nino, Calayan and abroad.

Respondents and Sampling Technique

The researcher used the complete enumeration or total enumeration technique since all the graduates of BSIT batch 2015 and 2016 were the respondents. There were 127 graduates who responded to the survey.

Research Instrument

The gathering tool that the researcher used in the study was a survey questionnaire which was adapted from the Campus Alumni Office graduate tracer study instrument. The questionnaire was distributed to the IT graduates of CSU Lal-lo batch 2015 and 2016. The instrument consists of several parts which helped the researcher elicit the data needed in the study. Part I covers the alumnus' socio biographical characteristics,part II elicits information on the employment status of the graduates, part III includes the retrospective evaluation of the degree program, curricula, and pre-service training assessments and part IV deals with the level of success of the graduates to their profession.

Collection of Data

The identification of the graduates was primarily based on the lists of graduates provided by the registrar of the campus. Through this lists, names and addresses of most of the graduates were available. To reach graduates, enrolled students were asked if they know previous graduates of the college. Those who answered affirmatively were given

survey questionnaires and instructed about how to hand-in the instrument to the prospective respondents and likewise to retrieve them. Students who undergone on-the-job training deployed in different agencies were also given questionnaires to reach graduates. Faculty and employees were also given questionnaires for distribution to increase the number of participants of the study. Follow-up of questionnaire distribution and retrieval were observed. There were 127 questionnaires were successfully retrieved by the researcher and these were used for the study. Of this number of respondents, 70 came from batch 2015 and 57 from 2016.

Analysis of Data

The data gathered were tallied, tabulated, analyzed and interpreted using descriptive statistics. Frequency, ranking and weighted mean were used to describe the typicality of responses of the graduates.

PRESENTATION AND DISCUSSION OF FINDINGS

Profile of the Graduates

The following table shows the profile of the graduates particularly on age, sex, and civil status. The results show that among 127 graduates, majority of them (91 or 72 percent) were at the age bracket of 23- 24, there were 13 or 10 percent were at the age bracket of 27-28 and 12 or 9 percent of them were at the age bracket of 25-26, and few of them (7 or 6 percent and 4 or 3 percent) were at the age bracket of 21-22 and 29-30 respectively. Findings imply that the graduates of batches 2015 and 2016 were still young at age.

With regards to the sex of the graduates, results show there were 80 or 63 percent of the graduates were female and 47 or 37 percent of them were male. This implies that graduates in the year 2015 and 2016 were female dominated.

Finally, the table shows the civil status of the graduates. Findings show that almost (105 or 83 percent) of the graduates were married and 22 or 17 percent of them were still single. Results show that most of the graduates had already started to build their family. Additionally, as gleaned in the table most of the married graduates do not have yet children. As shown, there were 48 or 46 percent of the married do not have children, 25 or 24 percent of them have only one child, 12 or 11 percent have 2 children and there were 5 or 5

percent have 3 children. Results imply that most of the married graduates were still in the early marriage stage.

Table 1. Profile of the graduates

Variables	Frequency (n=127)	Percentage (100)
Age		
21-22	7	6.0
23-24	91	72.0
25-26	12	9.0
27-28	13	10.0
29-30	4	3.0
Sex		
Male	47	37.0
Female	80	63.0
Civil Status		
Single	22	17.0
Married	105	83.0
Number of children		
0	48	46.0
1	25	24.0
2	12	11.0
3	5	5.0

Educational Background of the Graduates

Table 2 shows the highest educational attainment of the graduates. As shown, almost all respondents (97 percent or 120) did not pursue graduate studies.

The table also shows the trainings and seminars attended by the graduates. Results show that most of the graduates did not attend any training/seminar while the rest had attended few seminars/trainings.

Also the results of the professional examination of the graduates indicate that few of them took a CS Professional exam. Moreover, among the 127 graduates, few of them were involved in professional organization after graduation from college.

Table 2. Educational background of the graduates

Category	Frequency	Percentage
Highest Educational Attainment		
Bachelor of science in Information Technology	120	97.0
Master's Degree	7	3.0
Seminars and Trainings Attended		
Enumerator	21	17.0
Philippine coast guard	2	2.0
3rd Northern Luzon Faculty & Student Congress in I.T Education	15	12.0
Roll out Hands on Training for budget system for 164	5	4.0
CBMS Poverty Profiling	13	10.0
Peso Mypa	11	9.0
3rd NLF and SCinINFOTECH	2	2.0
Librarian	2	2.0
Professional examination Passed		
CS Professional	14	11.0

Name of Organization		
CSU Lal-lo	1	1.0
Philippine Coast Guard	1	1.0
Tesda	5	4.0
Pag-Ibig Office	2	2.0

Socio Economic Background of the Graduates

Table 3 presents the frequency and percentage distribution of the respondents according to their socio-economic status. Results show 30 out of 127 of the graduates were underemployed, 21 or 30 percent of them were employed. Few of them (14 or 20 percent) unemployed and only 5 of the graduates were self-employed. Findings revealed that most of the graduates were employed though others were working that is not related to their field of specialization. This is indicative of the high demand for information and technology practitioners or graduates. It can be concluded that graduates of Information Technology can easily find a job due to the demands of the market in the public and private agencies. This was supported by Ashley (2014) who point out that the most important pro-poor impact of technology is the local employment generated by the big companies and industry.

Furthermore, the table shows the employment status of the graduates. As gleaned in the table majority of the respondents (48 or 54.9 percent) were still casual, 28 or 15.7 percent were in contractual basis, 17 or 13.7 percent were gainfully employed as permanent, 13 and 10 or 2.0 percent were in daily basis and temporary respectively. Results imply that almost 80 percent of the respondents were not yet stable in terms of employment status. This findings support the study of Manuel (2015) that most of the IT graduates were employed but their employment status was not yet stable.

Additionally, table 3 shows the other sources of income of the graduates. Results show that some of the respondents have other source of income like having a business or computer shop, few were OFW and others were engaged in tutorial. These revealed that some of the respondents were not contended with their monthly salary because most of them worked in public but they are still casual and contractual basis.

For the monthly income of the respondents, findings show that majority of the respondents (79 or 62 percent) had an income of 10,000 and below and only few of them earned a monthly income of more than 20,000 pesos. These findings revealed that most of the respondents were not yet financially stable. This is the fact that the respondents were still young in the service since they are graduates of batch 2015 and 2016. This further means that they are still on their early stage of choosing and practicing their chosen career.

Table 3. Socio-economic status of the graduates

Variable	Frequency	Percentage
Type of Employment		
Employed	21	30.0
Underemployed	30	42.9
Unemployed	14	20.0
Self-employed	5	7.1
Employment Status	**Frequency**	**Percentage**
Casual	48	54.9
Contractual	28	15.7
Permanent	17	13.7
Job order	10	11.8
Daily basis	11	2.0
Temporary	13	2.0
Other source of Income	**Frequency**	**Percentage**
OFW	2	1.57
Business	8	6.3
Tutorial	3	2.36

Table 3.(Continued)

Estimated Monthly Income	Frequency	Percentage
5,000-10,000	79	62.22
11,000-16,000	22	17.32
17,000-22,000	15	11.81
23,000-28,000	9	7.08
29,000-34,000	2	1.57

Employment History of the Graduate

Table 4 shows the employment history of the graduates as regards to transition period quality of the first job, current employment and usefulness of skills acquired in school to the present job.

For the duration of time in looking for the job, the data revealed that majority of the respondents find the job in years. This result only signifies that competitiveness of the CSU BSIT graduates especially in the private agencies/companies where the demand of looking for qualified employees who will carry out the job requirements by the companies is high.

Majority of the respondents wereunderemployed (part- time job; job is not related to field of specialization) (54.9 percent), few were contractual (15.7) and with 11.8 percent self-employed. At least 1.9 percent disclosed that they are casual.

Majority of the respondents are all office workers, followed by being clerks, sales lady and enumerator. The least present occupation of the respondents was special occupations.

For the factors considered in looking for a job, findings show that some of the factors that had been considered in looking for the job were personality and experiences on the on-the job training and scholastic standing. The major difficulties they encountered while looking for their first job was few vacancies. This means that the number of position to be filled up is much lesser than the applicants for the position.

The graduates employed mechanisms to cope with difficulties encountered. Results show that majority (38 or 30 percent) of the respondents attended seminars and trainings related to their field of specialization to gained additional information and skills in performing their duties.

Table 4: Employment History of the Graduates

Current Employment	Frequency	Percentage
NGO	13	21.0
PO	25	40.3
GO	24	38.7
Status	**Frequency**	**Percentage**
Casual	11	1.9
Contractual	28	15.7
Permanent	17	13.7
Self employed	10	11.8
Underemployed	48	54.9
Unemployed	13	2.0

Table 4. (Continued)

POSITION	Frequency	Percentage
Teaching	8	6.0
Enumerator	10	8.0
Teller	6	5.0
Technician	7	6.0
Taiwan (OFW)	1	1.0
Loan Officer	10	8.0
GIP	4	3.0
Administrative Aide	7	6.0
Part Time Faculty	2	2.0
Checker	17	13.0
Sales Associate	2	2.0
Sales Clerk	10	8.0
Fire Officer	1	1.0
Security	3	2.0
Sales Utility Clerk	9	7.0
Project Office	2	2.0

Sales Lady	9	7.0
Social Service	2	2.0
Cashier	3	2.0
Operation Machine	1	1.0
Collector	1	1.0
Customer Assistant	1	1.0
Encoder	1	1.0
Costumer Service Associate	1	1.0
Domestic Helper	1	1.0
Driver	1	1.0
Pure Gold Merchandizer	3	2.0
Supervisor And Manual Processor	1	1.0
Encoder/Ware House Man	1	1.0
Eng'g Staff	1	1.0
Domestic Helper	1	1.0
Editing	1	1.0
Duration of job seeking	**Frequency**	**Percentage**
Days	9	7.0
Weeks	15	15.0
Months	24	19.0
Years	75	59.0
Factors considered for employment	**Frequency**	**Percentage**
Friend of study	14	11.0
Scholastic standing	15	12.0
Political patronage	12	9.0
On the job training experience	27	21.0
Reputation of the university	15	12.0
Personality factors	40	31.0
Recommendation	2	2.0
Family	2	2.0

Table 4. (Continued)

Difficulties encountered while job seeking		
Few job vacancies	69	54.0
Inadequate experiences	27	21.0
Meeting paper requirements	4	21.0
No fraternal affiliations	1	1.0
Mismatch with the educational	17	13.0
Personality factors	2	2.0
Lack of political patronage	7	6.0
Coping Mechanisms to difficulties		
Attended trainings/seminars workshop	38	30.0
Participated in civic action group	17	13.0
Took a vacation	36	28.0
Took further studies and advancement	15	12.0
Participated in religious activities	11	9.0
Look for right connections	10	8.0

Usefulness of Skills Acquired in the First Job

Table 5 shows the standard competency of the BSIT graduate regarding skills. The computed mean score of 3.36 as shown reveals that the following work related values cited in this study contributed useful to the present employment of BSIT graduate – respondent. BSIT graduates don't possess to become a business minded people where they will be the one to oversee the other masses. Another component that could bear upon the decision of the graduate is that they don't have enough finances to invest in the commercial enterprise.

In terms of competencies / skills learned in school, communication skills and human relation skills, leadership skills and entrepreneurial skills were found very useful in acquiring a job. This is probably because when you work, you have to deal with other people and communication skills are very important in this aspect. Having good communication skills is

essential in establishing a good interpersonal relationship, and this is a requisite in working with the business companies as well as to offices and agencies. Relevant to this, the respondents bared that human relation skills were also very useful in their first job. Analogous findings on communication skills were also obtained by Dumas and Dumalao (2011, Loquias (2012 and on the part of the curriculum BEED graduates found most useful in their first job. The importance of communication skills and human relation skills is also reported by Gines (2014) in her tracer study of graduates from a normal school in the Philippines. Other skills found to be very useful include leadership skills and F&B operations. This supports the study of Wanya (2015) that most of the student leaders were employed because of their being a leader. It is always necessary to develop these skills to boost their confidence and resourcefulness that would make them successful in dealing with other people. Other skills that found also to be useful were managerial skill, tourism related skill and sales and marketing. Managing or starting a business requires unique combination skills in management, finance, marketing and technology. The skills learned in this degree, together with work experience are intended to qualify graduates to enter management in an existing business or start a new venture.

Table 5. Usefulness of skills acquired in school to the present job

Category	Weighted Mean	Description
Communication	3.50	Very Much Useful
Managerial	3.09	Much Useful
Human Relations	3.44	Very Much Useful
Leadership	3.34	Very Much Useful
F & B Operation	3.33	Very Much Useful
Front Office Operation	3.16	Much Useful
Tourism-related	3.00	Much Useful
Sales and Marketing	3.21	Much Useful
Overall weighted mean	3.26	Very Much Useful

LEGEND:

MEAN RATING	ADJECTIVAL DESCRIPTION
3.26-4.00	Very Much Useful
2.51-3.25	Much Useful
1.76-2.50	Useful
1.00-1.75	Not Useful

Adequacy and Applicability of Academic Programs in Terms of Methodology

Table 6 shows the retrospective evaluation of adequacy and applicability of the academic program. The proposed program focused on academic development, employment opportunity and enhancing leadership capability of Information Technology students and faculty members as well.

In terms of student services, College Dean's Office Services, Laboratories, Office of Student Affairs Services, Registrar's Office Services were found Much Adequate/Much Applicable as perceived by the respondents, while counseling and testing center and health services were found Much Adequate/Much Applicabl

Table 6. Adequacy and applicability of academic program in terms of methods and resources

Category	Weighted Mean	Description
Content		
Adequacy	2.0429	
Applicability	3.1429	
Methods		
Adequacy		
Teaching	3.21	Much Adequate

Methodology

Teaching Aids	3.20	Much Adequate
Assessment Techniques	3.29	Very Much Adequate
Applicability		
Teaching Methodology	3.23	Much Applicable
Teaching Aids	3.19	Much Applicable
Assessment Techniques	3.26	Very Much Applicable

Table 6. (Continued)

Resources

Adequacy

Physical facilities	3.26	Very Much Adequate
Library	3.24	Much Adequate
Laboratory shop	3.11	Much Adequate
Equipment	3.13	Much Adequate
Classroom	3.24	Much Adequate
Human Resources	3.23	Much Adequate
Administrator	3.26	Very Much Adequate
Faculty	3.26	Very Much Adequate
Support staff	3.24	Much Adequate
Financial support	3.13	Much Adequate
Student services	3.24	Much Adequate
Instruction	3.23	Much Adequate
Applicability		
Physical facilities	3.31	Much Applicable
Library	3.27	Much Applicable
Laboratory shop	3.16	Much Applicable

Equipment	3.27	Much Applicable
Classroom	3.23	Much Applicable
Human Resources	3.30	Much Applicable
Administrator	3.29	Much Applicable
Faculty	3.27	Much Applicable
Support staff	3.29	Much Applicable
Financial support	3.16	Much Applicable
Student services	3.27	Much Applicable
Instruction	3.23	Much Applicable

LEGEND:

3.26-4.00	Very Much Adequate/Very Much Applicable
2.51-3.25	Much Adequate/Much Applicable
1.76-2.50	Adequate/Applicable
1.00-1.75	Inadequate/Not Applicable

Adequacy of Support Service

Table 7 shows the Retrospective Evaluation of the Adequacy of the academic program. The data indicates that the academic program aspects we're perceived by the respondents as satisfied.

The proposed program focused on academic development, employment opportunity and enhancing leadership capability of Information Technology students and faculty members as well.

The school officers and heads responsibility and vital activities of the institution and colleges, organization and administrative set up of the institution and colleges are well integrated and are functioning efficiently, ensuring that the training programs for students

are Much Adequate and well-organized and adhering to the vision-mission and institutional values of the administration were found Much Adequate while effectiveness in guiding training and development of students to improve their performance and possessing positive attitude towards work, staff and students were found Much Adequate.

Community extension, linkages and research were Much Adequate to their employment as perceived by the respondents.

Table 7. Adequacy of Support Service

Category	Weighted Mean	Description
Admission	3.26	Very Much Adequate
Guidance	3.29	Very Much Adequate
Placement	3.20	Much Adequate
Food	3.13	Much Adequate
Accommodation	3.11	Much Adequate
Spiritual	3.14	Much Adequate
Cultural	3.27	Very Much Adequate
Sports	3.10	Much Adequate
Leadership	3.04	Much Adequate
Extra	3.13	Much Adequate
Performing	3.36	Very Much Adequate
Visual	3.16	Much Adequate
Community	3.21	Much Adequate
Scholarship	3.23	Much Adequate
Overall weighted mean	**3.19**	**Much Adequate**

Legend:

3.26-   Very Much Adequate/Very

4.00   MuchApplicable

2.51-   Much Adequate/Much

3.25   Applicable

1.76-   Adequate/Applicable

2.50

1.00-   Inadequate/Not Applicable

1.75

Status of the Study Provisions and Conditions

Table 8 shows the status of the study provision and condition of the school. Results show that the status of the study provision and condition of the school were excellent as revealed by the overall weighted mean of 3.34. This implies that the school condition and provision was very good and thus graduates satisfied with the services given to them by the school. Quality of instruction, mastery in the subject matter being taught and relating the subjects to other fields and other life situation were Excellent to employment were perceived by the respondents.

Table 8. Status of the Study Provisions and Conditions

Category	Weighted Mean	Description
Teaching	3.33	Excellent
Length	3.31	Excellent
Structure	3.30	Excellent
Involvement	3.31	Excellent
Involvement 1	3.36	Excellent
Contact	3.39	Excellent
Possibility	3.39	Excellent
Out	3.36	Excellent
Specialization	3.37	Excellent
Overall	3.36	Excellent
Overall weighted mean	3.34	Excellent

Legend:

3.26-4.00   Excellent

2.51-3.25   Very Satisfactory

1.76-2.50   Satisfactory

1.00-1.75   Poor

Professional Success of the Graduates

Table 9 shows the assessment of the respondents on how successful they we're in their present job. Findings imply that the overall weighted mean of 3.17 indicates that the graduates were moderately successful in their present job.

They were to a great extent successful in terms of position, salary and Opportunity for Community Involvement and were moderately successful in the other items like fringe benefits, work tasks, job security, attendance to seminars and trainings and many others.

Table 9. Professional success of the graduate

Category	Weighted Mean	Description
Position	3.34	To a Great Extent
Salary	3.37	To a Great Extent
Fringe Benefits	3.21	Moderately Successful
Work task	3.16	Moderately Successful
Job Security	3.04	Moderately Successful
Attendance on training/conferences	3.06	Moderately Successful
Consultancy	3.17	Moderately Successful
Research and Publication of Inventions/Creative works	3.16	Moderately Successful
Membership in Professional Organizations	3.04	Moderately Successful
Advance Education	3.10	Moderately Successful
Nature Work	3.13	Moderately

		Successful
Autonomy	3.13	Moderately Successful
Work Environment	3.13	Moderately Successful
Job Prestige	3.20	Moderately Successful
Opportunity for Community Involvement	3.30	To a Great Extent
Awards and Recognition	3.16	Moderately Successful
Overall weighted mean	3.17	Moderately Successful

LEGEND:

3.26-4.00	To a Great Extent
2.51-3.25	Moderately Successful
1.76-2.50	Successful
1.00-1.75	Not At All Successful

Summary

There were more females who graduated than males and majorities are married but do not have yet children and preferred to have few children.

Majority of the graduates were employed in different agencies and establishment but they were not able to land in jobs related to their course prior to their first employment. Scholastic standing and personality traits were the 1st factor that enabled them to land their jobs while few job vacancies were the first difficulty they have encountered towards their first employment. As regards to their job satisfaction, majority had positive responses although most of them werecontractual in their jobs. The self-employed graduates

preferred to put up business related to their course that they personally manage due to higher income as they disclosed.

The findings, on the contrary, reveal that many of the graduates were working in various fields other than IT related. Therefore, it is important to identify new academic inputs related to real and future market requirements as well as to equip the students with the relevant soft skills. It is also needed that the university provides students with pre-work experience or internships in their fields of specialization like IT industries or companies.

CONCLUSION

After collecting all data needed, the researchers found out that there are more female than male and most of them are employed in different private and government organizations in contractual basis.

Majority of the graduates were gainfully and landed a job six months to one year after graduation. From the informationgathered, these graduates were employable as they got their first job within the first year after graduation.

There are unemployed graduates who preferred to stay with their families. There are self-employed graduates who preferred and claimed higher income. The graduates are satisfied in the different academic aspects; hence, the IT skills acquired are being applied by the graduates in their respective jobs.

Most of the graduates had many opportunities to get jobseven if they hadlimited working experiences.

RECOMMENDATIONS

Based on the results of the findings of the study, the following recommendations were suggested.

1. Strengthening linkages between the University and the market and the creation of private sector/University partnerships could provide both undergraduates and employers a channel of communication. Additionally, the use of job fairs or internships would enable graduates to access the labor market needs or through bilateral communication which they can explore together the ever-changing needs of the labor market and academic inputs needed to meet these needs.

2. A short-course training program on work skills before the undergraduates leave the University would give the graduates a head start in the job market or it would give them more relevant skills and capacities for the market.

3. An Employer Expectations Study should be carried out to gather feedback from employers regarding University outcomes or contributions. The findings would be used to assess the needs for new graduates and undergraduate programs and assist in the proposed review of current curriculum.

4. The University should support research skills and projects which would create information related to the academic and market needs or even future needs for graduates in various areas of employment.

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