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## TRACER STUDY OF 2009-2013 BA HISTORY GRADUATES OF THE KALINGA- APAYAO STATE COLLEGE

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**Abstract:** *In many countries a new demand is emerging: higher education institutions should provide empirical evidence regarding the professional relevance of their study Programs. This study intended to trace the 2009-2013 Bachelor of Arts in History graduates from their school of origin to their place of employment or self employment to obtain the needed information. It also determined the extent by which factors affect the employment status of the graduates. The data collected were carefully tabulated, organized, analyzed and interpreted using frequency and percentages. Weighted Mean was used to describe the extent of effect of factors on the status of the AB History graduates. The study determined that the AB History graduates are much affected by the identified factors. The study recommends that On the Job Training in large companies/ organizations should be arranged for graduates to so that they can gain work experience. Moreover, the code of professional ethics should be incorporated in the curriculum to develop sound work ethics, values and professionalism among the graduates in preparation for their integration to mainstream society. Finally, it is further recommended that curriculum planning and development in higher education should place greater emphasis on multiple and practical skills acquisition or practice oriented study.*

**Keywords:** *Tracer Study of ABHistory Graduates, Accreditation of graduates, Graduates' Profile*

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## **INTRODUCTION**

In many countries a new demand is emerging: higher education institutions should provide empirical evidence regarding the professional relevance of their study Programs. In some countries higher education institutions are formally required to conduct graduate tracer studies in order to get the accreditation of their study programs. Accreditation is the process of granting of approval to an institution of learning by an official review board after the school has met specific requirements (wiki/Accreditation). According to the Commission on Higher Education, "Accreditation is a process of external quality review used by higher education to scrutinize colleges, universities and higher education programs for quality assurance and quality improvement. A college, university, or other institution seeking accreditation status must complete several primary steps in the accreditation process. Each of these primary steps is designated by the particular accreditation organization from which the institution is seeking accreditation status.

The college, university, or other institution must first prepare materials that demonstrate the institution's accomplishments and exhibit the level of quality of the areas of operation that are under scrutiny. Next, the college or university undergoes a peer review of the prepared materials. Finally, action is taken by the accreditation organization to determine whether accreditation will be granted to the institution.

Accreditation status indicates that a college, university, institution, or program meets the standards of quality set by the accreditation organization, in terms of faculty, curriculum, administration, libraries, financial well-being, and student services (AACUP Manual).

While a student who attends an accredited college, university, or other institution of higher learning can be assured that he or she will receive a quality education, students should remember that a college or university's accreditation does not automatically guarantee a student's academic success. It is, of course, up to the individual student to make the most of the education he or she receives. But if a larger than average number of students attending a college or university are not successful and do not demonstrate a high level of educational performance, an accreditation organization may need to step in to examine the effectiveness of the institution and evaluate what aspects of the institution need to be improved ([www.worldwidelearn.com](http://www.worldwidelearn.com)).



Besides the aspect of accountability higher education institutions are becoming more and more interested to get a systematic feedback from their graduates. Mainly the improvement of the study program, and more specific the revision of curricula are the core objectives of the graduate tracer studies.

From a lowly community college in 1974, the Kalinga-Apayao State College has successfully developed into a state college offering different programs in information technology, education, entrepreneurship, agriculture, forestry, engineering, criminology, tourism and arts and sciences, propelling itself as a premiere higher education institution in the province of Kalinga.

A key factor in the state college's success has been its aggressive accreditation efforts. As the state college strives to move towards university hood, it renews its accreditation efforts to respond to requirements set by Republic Act 10584 which provides for level III accreditation of one program from the social sciences.

The AB History program is one of the oldest programs in the state college. It is offered under the Institute of Liberal Arts (formerly Institute of Arts and Sciences). It aims to provide knowledge in history that is responsive to local, national and international development needs and challenges; to train students to have strong sense of nationalism and to become dedicated advocates of peace, justice, democracy, human rights dignity and truth; and to develop appropriate skills and abilities in the field of historical research. The program has steadily directed its efforts towards this end. In fact, the program has achieved a level II status from the Association of Accredited Colleges and Universities in the Philippines (AACUP). It is set for level III accreditation by September, 2013.

The success of the accreditation of the program will increasingly depend on the quality of its students including its graduates.

The responsibility of an educational institution to its clientele does not stop on graduation. After all, the success of an educational institution is seen in the success of its graduates. Educational institutions must continue to look after the welfare of its clientele before and beyond graduation.

For any school to be effective, it must directly serve the community where it is located. The school system must meet the problems, needs, and aspirations of the people to be relevant to society. Being one of the principal agencies expected to effect change or transformation,



the school which is directly involved in the socialization process, should endeavor to meet community problem, considering that the community sets the social milieu in which the school functions (Palispis, 2007).

Relevance and responsiveness are also along with CHED's goals to make education in the Philippines at par with the standards of highly industrialized countries in the world. One way to realize this is the constant and continuous review of the curricular offerings in the various disciplines across levels to assure that these are in keeping with the national and international standards of quality and excellence.

The main consideration of any school is to produce quality graduates with the ultimate goal to serve the public; thus a means to an end.

To make educational institutions more efficient, there is a need to know what happen to graduates. One way is to conduct tracer studies. Such studies are useful for assessing the labor market performance of graduates and school leavers.

A tracer study is a simple tool designed to measure the relevance of vocational training. It is seen as a management tool for planning and monitoring of training programs- i.e. which course to add, change or phase out. They provide information for programmatic changes and review of training curricula. They also help to monitor the delivery of training (wiki.answers.com). This can be used as a marketing tool as well.

Graduate Tracer studies constitute an important tool for educational planners, as they can provide valuable information for evaluating the results of the higher education and training institutions. This information may be used for minimizing any possible deficits in a given educational program in terms of content, delivery and relevance and for further development of the institution in the context of quality assurance ([www.tec/TracerStudy](http://www.tec/TracerStudy)).

The ILO Thesaurus 2005 defines a tracer study as an impact assessment tool where the "impact on target groups is traced back to specific elements of a project or program so that effective and ineffective project components may be identified." In educational research the tracer study is sometimes referred to as a graduate or alumni survey since its target group is former students. Schomburg (2003) notes that graduate surveys are popular for "analysis of the relationship between higher education and work." They provide quantitative-structural data on employment and career, the character of work and related competencies, and information on the professional orientation and experiences of their graduates (Boettcher, J.



V. 2006).

Although the usual end of the course evaluation can ask for the student to assess whether they have gained the knowledge and skills necessary for fulfilling their personal objectives, there is really little proof of this until the student has completed the entire course of study and has entered the workforce. By surveying a cohort of graduates from: a specific institution; profession; discipline; graduation date; level of education; or a combination of these for comparative analysis, Schomburg presents examples of issues which can be addressed in tracer studies. Biographical data on "Where are our graduates now" may supply information on income, job title, nature of employment, and years of employment. He also believes that surveys should also include information about the kind of work task the relationship between study and work, and professional values and job satisfaction (Easton, 2003).

The information gained from survey items can be used by the graduate's alma mater and indeed other education stakeholders for curriculum development and reform.

## **CONCEPTUAL FRAMEWORK**

Graduate tracer study is mainly a survey intended to trace graduates from their school of origin to their place of employment or self employment to obtain the needed information.

According to U Kyaw Kyaw (2003) Tracer studies can be used to achieve the following:(1) to collect information on how well the graduates are doing in the labor market; (2)to get feedback from the graduates to modify and upgrade the education institutions; (3)to meet the needs of the employers;(4)to make tracer studies as part of labor market information system; and (5)to make use of the labor market information to assist policy planners.

Studies on the assessment of the impact of programs offered in the Graduate School need to be conducted as this is an input for the top management to fulfill the goals and objectives of graduate education (Valdez, 2009).

Tullao (2000) also made an evaluation of the extent and quality of the various forms of investments in human capital in the formation of Filipino professionals in terms of professional competence, professional preparation and continuing professional education. Current state of higher education in the Philippines in general and the curricular programs of various professions in particular. The study concluded that readiness to compete internationally should be viewed in terms of the ability of local professionals to meet the



standards and human resource requirements of foreign as well as domestic companies. It concurred with the conclusions documented in various research and reports on the inadequacies of higher education in the Philippines which cited several like inadequate faculty qualifications, lack of research orientation, underdeveloped graduate programs, misallocation of resources in public institutions, and over-concentration of enrollment in few programs.

Similarly, Ordonez (2012) cited that the major reason for higher education institution today is driven largely by profit-seeking, whose indiscriminate growth has affected the quality of educational offerings, which may also adversely affect the opportunity for students to work abroad for higher incomes due to their unpreparedness in meeting global job requirements, despite their academic trainings in HEI's.

Further, with the onset of globalization, the goal of achieving higher levels of employment, in an effort to combat poverty, becomes even more difficult to reach because of the glaring mismatch between the skills of graduates provided by higher education institutions (HEIs) and those required by employers. To become more productive and globally competitive, Philippine companies need human resources that do not only have basic workplace competencies but also higher-level professional and technical skills (Edralin, 1999).

Anent to the issue of mismatch between what the schools and what the industry are demanding, Palispis (2007) also said that there is a need to make the school responsive to the needs of the community.

Thus, he urged for an effective school and community partnership. To do this, he proposed to have a school public relations program where the public is made aware of the quality of education offered in the school, its research culture and tradition, and its commitment to serve the community and society.

A tracer study on SEARCA fellows and University Consortium (UC) grantees was also conducted to determine the present situation and career movement of fellows/ grantees after graduate studies/fellowship and document their contributions at the institutional, national, regional, and international levels after completion of higher degree or fellowship. The study also determined the fellows'/grantees' future.

The present study is also based on the sociological perspective of education which asserts that the school should serve as the factory of human resources endowed with knowledge,



competencies and values which the society or the industry needs . As Palispis (2007) puts it “for any school to be effective, it must directly serve the community where it is located. The school system must meet the problems, needs, and aspirations of the people to be relevant to society. Being one of the agencies expected to effect change or transformation, the school which is directly involved in the socialization process, should endeavor to meet community problem, considering that the community sets the social milieu in which the school functions. “

Forging strong linkage between the graduate school and the world of work will make the graduate school responsive to societal needs. These ideas are shown in the paradigm below (Figure 1) which means that a graduate school should be responsive to the professional needs of its students so that these students could be productive in its contribution to the institutional, local, regional and national development needs of the community or society where they belong.

A tracer study is an avenue of any educational institution to gather the opinion and feedback from students to help them in the future planning and improvement of educational programs. This does not only benefit the university but also its graduates in terms of qualification recognition and employability.

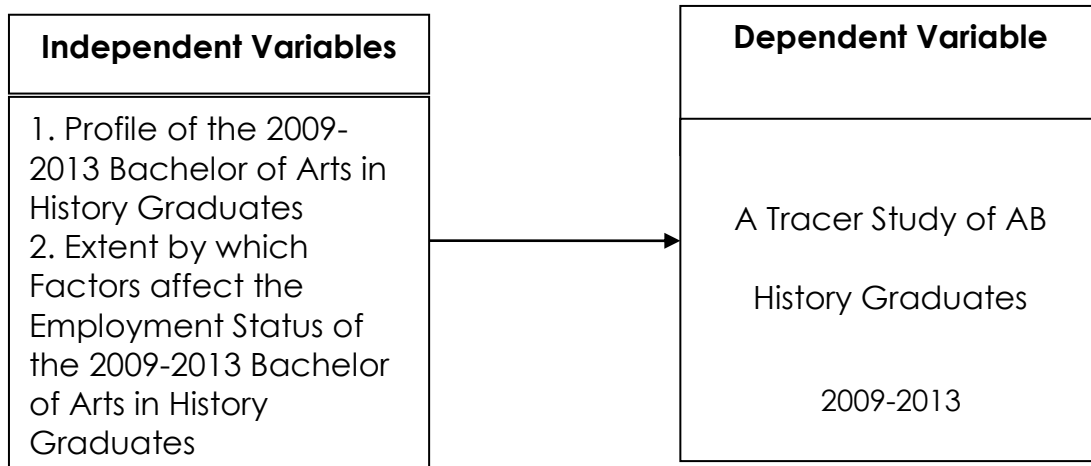
As the province strives to move further up the development ladder, a new vision is emerging which places knowledge at the centre stage. This new strategy emphasizes the availability of high-level human resources as the key for re-engineering traditional sectors and for creating new growth poles, for sustaining economic growth.

In line with this new paradigm, tertiary education is being called upon to play a catalytic role. Government’s objective is to increase the participation rate at the tertiary level, from its present 40% to 72% by 2015. With a view to ensure that cost does not debar all those able and willing to pursue tertiary education from doing so; scholarship grants have been created to assist students from disadvantaged groups. Increasing and widening access to tertiary education with a view to ensure the availability of a pool of high level human resources in the country is deemed important to drive the economy forward. However, it is equally acknowledged that the high level human resources that are produced should be of the right type, that is, equipped with appropriate knowledge, expertise and skills, both hard and soft, so as to be able to meet the changing needs of employers and the economy.



This Study, therefore, constitutes an important educational planning instrument. It attempts to gauge the effectiveness and efficiency of the AB History graduates while acting as a sounding board of the nature, quality and relevance of the program of study. The overall aim is to bring necessary adjustments and changes to the AB History program, so that it is more in line with the needs of the community.

The conceptual framework of this study is further illustrated in the paradigm of the study.



## OBJECTIVES

This is a tracer study on the status of 2009-2013 AB History graduates of the Kalinga-Apayao State College.

Specifically, it undertook to attain the following objectives:

1. Establish a Profile of the 2009-2013 Bachelor of Arts in History Graduates as to type of employment, status of employment and government examination passed; and
2. Determine the extent by which factors affect the employment of the 2009-2013 Bachelor of Arts in History Graduates.

## METHODOLOGY

### Research Design

The descriptive method of research was used in this study with the questionnaire as the main tool in gathering the needed data for the study. The questionnaire was framed to answer the specific questions on the status of employment of 2009-2013 AB History Graduates of KASC and the extent by which factors affect the employment status of the 2009-2013 AB History graduates.





### Data Resources and Analysis

The present survey covered AB History graduates from 2009 to 2013. The respondents of the study were ninety-eight (98) out of the one hundred fourteen (114) History graduates of KASC from 2009 to 2013. Records of these graduates were used as the sampling frame.

Data were collected by means of a self-administered questionnaire. For each factor, respondents were requested to give their assessment on the effect of factors on their employment status and their views on the importance of the attributes for the post held by the graduates. Their assessments were indicated by a score on a 5-point scale as follows:

Value	Limits	Description
5	4.21-5.00	Very much Affect
4	3.41-4.20	Much Affect
3	2.61-3.40	Moderately Affect
2	1.81-2.60	Less Affect
1	1.00-1.80	Not affect

### Participants

It is shown on table 1 that twenty-seven (27) or Twenty-eight (28%) percent of the respondents graduated in 2009 followed by 2013 graduates with twenty-five (25) or twenty-six (26%) percent. Third in rank are the 2012 graduates with nineteen (19) or nineteen (19%) per cent, next are the 2010 graduates with fourteen (14) or fourteen (14%) per cent while the 2011 graduates comprise the least number with thirteen (13) respondents.

The table also shows that forty (40) or forty-one (41%) per cent of the respondents have a job hunting period of one (1) year to below two (2) years after graduation. Thirty (30) or thirty-one (31%) of the respondents found job within two (2) years to below three (3) years after graduation, fifteen (15) found job within three (3) years to below four (4) years after graduation, ten (10) found job after four years of job hunting. Only three (3) of the respondents found jobs within one year right after graduation.

The table reveals that seventy-one (71) or seventy-two (72%) of the respondents are female while only twenty-seven (27) or twenty-eight of the respondents are male.

**Table 1. Demographic characteristics of the Respondents (N=98)**

Cohorts	Frequency	Percentage
2009	27	28%
2010	14	14%
2011	13	13%
2012	19	19%



2013	25	26%
<b>Job Hunting Period</b>		
Below 1 year after Graduation	3	3%
1 yr. to Below 2 yrs. after Graduation	40	41%
2 Yrs. to below 3 yrs. After Graduation	30	31%
3 Yrs. to below 4 yrs. After Graduation	15	15%
4 Yrs. And above After Graduation	10	10%
<b>Gender</b>		
Male	27	28%
Female	71	72%
TOTAL	98	100%

### Data Gathering Procedures

The researchers sought the permission from the chairperson of the Bachelor of Arts in History program as well as the Dean of the Institute of Liberal Arts for the conduct of the study. Upon approval of the request, the researchers gathered information on the 2009 to 2013 graduates. The graduation programs from 2009 to 2013 were important sources of information for the profile of the respondents. Social media particularly facebook supplemented information gathered from interviews and from the graduation programs. Interviews with the respondents provided necessary clarifications and explanations about the content of the questionnaire. Data was obtained from a structured well designed previously pre-tested questionnaire. The data-gathered were interpreted and analyzed through descriptive statistics.

## RESULTS AND DISCUSSIONS

### Profile of 2009 to 2013 Bachelor of Arts in History Graduates

Table 2 presents the profile of the respondents along type of employment, status of employment and government examinations taken.

**Table 4. Profile of Bachelor of Arts in History Graduates from 2009 to 2013**

PROFILE		
Type of Employment	Frequency	Percentage
Government	32	33
Private	35	36
OFW	3	3
Self-employed	14	14
Unemployed	14	14
<b>Total</b>	<b>98</b>	<b>100%</b>
<b>Status of Employment</b>		



Permanent/Regular	44	45
Casual/Contractual	40	41
<b>Total</b>	<b>84</b>	<b>86%</b>
<b>Government Examinations</b>		
CS Professional Exam	6	6
CS Sub-Professional Exam	3	3
NAPOLCOM	8	9
AFP – ARMY	6	6
LET	10	10
No Government Exam Taken	22	23
No Government Exam Passed	43	43
<b>Total</b>	<b>98</b>	<b>100%</b>

The table shows that 33% of the respondents are employed in government-owned agencies, 36% are employed in the private sector, and 3% are Overseas Filipino Workers. 14% are self-employed while another 14% are unemployed.

It is also shown on the table that among the 84 or 86% of the respondents who are either employed or self-employed 45% are permanent while 41 % are casual or contractual.

Thirty three of the respondents have taken and passed a government examination while 22 did not take any government examination. Forty-three (43) of the respondents did not indicate whether they have taken a government examination or not. They are therefore categorized as no government examination passed.

### Extent by which Factors Affect the Employment Status of the 2009-2013 Bachelor of Arts in History Graduates

This section provides a discussion on the extent by which factors affect the 2009 to 2013 graduates of the Bachelor of Arts in History Graduates.

**Table 3. Extent by which Factors Affect the 2009-2013 Bachelor of Arts in History Graduates (N=98)**

Factors	5 VMA	4 MA	3 MoA	2 LA	1 NA	Wtd. Ave
<b>A. Personal factors</b>						
Skills required by the job	61 (305)	36 (144)	0 (0)	0 (0)	0 (0)	4.58
Eligibility	60 (300)	37 (148)	0 (0)	0 (0)	0 (0)	4.57
Orientation & experience on the job	63 (315)	34 (136)	1 (0)	0 (0)	0 (0)	4.54
Personality	45	40	4	4	5	4.18



	(225)	(160)	(12)	(8)	(5)	
Interest on the job	38 (190)	59 (236)	0 (0)	1 (2)	0 (0)	4.37
Health	43 (215)	53 (212)	2 (2)	0 (0)	0 (0)	4.38
Location of the job	44 (220)	50 (200)	2 (6)	2 (4)	0 (0)	4.39
<b>Sub-Area Mean</b>						<b>4.43</b>
<b>B. Environmental/Social Factors</b>						
Political interference in the appointment of employees	70 (350)	16 (64)	6 (18)	2 (4)	4 (4)	4.48
Agency preferences	42 (210)	50 (200)	2 (6)	1 (2)	1 (1)	4.28
Management/Leadership Styles	40 (200)	35 (140)	15 (45)	5 (10)	3 (3)	4.06
Organizational culture	41 (205)	35 (140)	10 (30)	7 (14)	5 (5)	4.02
Employee incentives/benefits	30 (150)	60 (240)	4 (12)	3 (6)	1 (1)	4.17
<b>Sub-Area Mean</b>						<b>4.20</b>
<b>TAWM</b>						<b>4.32</b>

The table shows that the factors ‘very much affect’ the employment status of the 2009 to 2013 Bachelor of Arts in History graduates of the Kalinga-Apayao State College as shown by the total average weighted mean of 4.32.

Indeed the employment of a person is affected by factors that can be classified as personal or social. According to the Human capital Theory (Becker, 1964), personal attributes coupled with social factors are human capitals that can affect the success of individuals in the labor market. Employers seek to employ the best available candidate at the lowest costs. They use personal as well as social attributes to as indicators of productivity hence job seekers are ranked according to their abilities, social skills and potential contributions to the agency or company (Sattinger, 2003).

The table also shows that personal factors obtained the higher sub-area mean of 4.41 which is described as ‘very much affect’ while environmental & social factors obtained the lower sub-area mean of 4.20 and described as ‘much affect.’

According to Harvey and Howard (1999) cited in Treleavan and Voola (2008), graduates’ success in their jobs depends more on graduates personal attributes than on narrow



discipline specific degrees. Furthermore, Barrie (2004) indicates that the personal attributes will directly relate to the graduates' employability.

Graduates' Personal attributes as defined by the higher Education Council Australia (1992) report *Achieving Quality* as "the skills, personal attributes and values which should be acquired by all graduates, regardless of their discipline or field of study. In other words, they should represent the central achievement of higher education as a process".

In a previous research on graduate attributes based on employers perspectives, Knoblauch and German (1989) outlined few most highly sought after attributes for Cornell University graduates in Applied Economics and Business Management. The attributes were enthusiasm, self-starting ability, general ability, working with others, oral communication, interest and preparedness for the job. Sparks and Bradley (1994) also discovered that employers from hospitality industry places greater emphasis upon the graduates' practical skills, level of commitment and ability to deliver high levels of service. Nevertheless, in Clarke's (1997) study based on 40 chief executives or managing directors from manufacturing and services industries concluded that employers are actually looking for the graduates who possess attributes of long life learning, flexibility and adaptability to changes as well as some generic skills of communication, teamwork, initiative, problem solving and decision making.

Among the identified factors, the highest mean is obtained by 'Skills required by the job' with a mean of 4.58 or 'very much affect'. The need to have skills and not just knowledge is an important qualification in any job description. There is a demand for higher levels of skills, frequent updating of skills and excellent 'soft skills' as well as technical skills. Numerous surveys showed that over 90 per cent of employers look for people who are flexible and adaptive, willing to learn on the job, team players, technically competent and committed to excellence (Thompson et al, 2008).

This corroborates the findings of a survey conducted in 2004 by the Department of labor and Employment, involving 312 companies, 77.6% of the respondents was of the view that college graduates lack the required skills to function effectively at the workplace. This issue has been debated and discussed in the academe not only in the Philippines but also in other Asian countries. In view of this, the Higher Education Institutions (Universities and Colleges) are putting emphasis on higher education programs that will encourage and foster skills and



qualities in addition to ensuring a sound understanding of subject matter. There have been concerns raised by employers that they are not able to find graduates with the required skills (Hesketh (2000), DOLE Annual report, 2013).

Besides studies from overseas supported that graduates generic attributes are required in the job market, the local studies also conclude that the local graduates must have generic attributes to acquire jobs in the Philippines. This is proven by an earlier press release by the manufacturing and service sectors expressing the view that most employers were unfavourably inclined to employ graduates who did not have generic attributes (Philippine Daily Inquirer, Oct.1, 2011, cited in Cruz 2005). In another study (Quek 2005) conducted on a group of employers in Malaysia, it was reported that the employers expressed the importance of interpersonal skills, knowledge-acquiring skills, flexibility, value-improving skill, practical orientation abilities and cognitive skills as major contributors toward success in work performance.

Second in rank is 'Eligibility' with a mean of 4.57 or 'very much affect'.

Third in rank is 'Orientation & experience on the job' with a mean of 4.54 or 'very much affect'.

Fourth in rank is 'Political interference in the appointment of employees' under environmental factors with a mean of 4.48 also described as 'very much affect'.

Political interference is characterized by giving public service jobs to those who may have helped elect the person who has the power of appointment. Political Interference has always been a complaint in government service. In 2002, a survey from the federal government's Office of Personnel Management found that only 36.1 percent of federal workers thought promotions in their work units were based on merit. (Government Executive Magazine, "Playing Favorites," by Brian Friel, October 2004). They believed that connections, partisanship, and other factors played a role.

'Location of the job' is also described as 'very much affect' with a mean of 4.39, followed by 'Health' with a mean of 4.38, 'Interest on the job' with a mean of 4.37 and 'Agency preferences' with a mean of 4.28 all fall under the description of 'very much affect'.

Personality (4.18), Employee incentives/benefits (4.17) and Management/Leadership Styles (4.06) all fall under the descriptive equivalent of 'much affect.'



The lowest mean of 4.02 also described as 'much affect' is obtained by Organizational culture. Organizational culture comprises the attitudes, experiences, beliefs, and values of the organization, acquired through social learning, that control the way individuals and groups in the organization interact with one another and with parties outside it. Although Edgar Schein stressed the need to adapt to organizational culture in order to succeed in an organization, the respondents perceived it least affected by it. This can be explained by the fact that Filipinos have the natural ability to adapt in any environment. This inherent character trait enables Filipinos to work in almost every corner of the world. Being Filipinos themselves, the Bachelor of Arts in History graduates perceived this factor to affect them but to a lesser degree than the other factors.

**Table 4. Mean Averageas to Cohorts**

Cohorts	Mean	Rank
2009	4.36	2
2010	4.22	5
2011	4.32	4
2012	4.34	3
2013	4.38	1
<b>TAWM</b>	<b>4.32</b>	

It is shown on the table that the 2013 graduates obtained the highest mean of 4.38 or 'very much affect', followed by the 2009 graduate with a mean of 4.36 also 'very much affect'. The lowest mean of 4.22 is obtained by the 2010 Bachelor of Arts in History graduates. This implies that the 2013 graduates are much affected by the identified factors. It is expected that they will be more affected since they have not yet achieved the personal attributes such as eligibility, experience, confidence, even connections that would qualify them for the jobs. On the other hand the older graduates are still 'very much affected' since the skills and knowledge may have become obsolete mainly due to changing technology (Miles & Cruz, 2012).

**Table 5. Mean Average as to Job Hunting Period**

Job Hunting Period	Mean	Rank
Below 1 year after Graduation	4.41	1
1 yr. to Below 2 yrs. after Graduation	4.18	5
2 Yrs. to below 3 yrs. After Graduation	4.32	4
3 Yrs. to below 4 yrs. After Graduation	4.34	3
4 Yrs. And above After Graduation	4.35	2
<b>TAWM</b>	<b>4.32</b>	



As shown on the table, those who found jobs less than 1 year after graduation obtained the highest mean of 4.41, followed by those with job hunting period of 4 years and above with a mean of 4.35, 3 years to below 4 years after graduation with a mean of 4.34 and 2 years to below 3 years after graduation with a mean of 4.32. All four means are described as 'very much affect'.

First of all, new graduates have to compete for the available jobs with older graduates who have already equipped themselves with the much needed qualifications for the job. Their lack of experience puts them at a major disadvantage. This explains why those who found jobs less than a year after graduation are more affected than their counterparts. Since they feel that their lack of qualifications might affect their job tenure.

The lowest mean of 4.18 or 'much affect' is obtained by the graduates whose job hunting period is 1 year to below 2 years after graduation.

**Table 6. Mean Averages to Gender**

Gender	Mean	Rank
Male	4.23	2
Female	4.40	1
<b>TAWM</b>	<b>4.32</b>	

Table shows that both groups of respondents perceived the factors as 'very much affect'. However the female group obtained the higher mean of 4.40 while the male group obtained a lower mean of 4.23. According to Blossfeld and Hakim (2004), women have less favorable prospects in the labor market than men. Gender differences and traditional notions of gender roles have always put women at a disadvantage. Hence, women must continually struggle to prove themselves in order to be equal with men. These struggles to be equal with men or even better than men in the workplace make them feel more affected by the factors than their male counterparts.

1. Majority of the respondents is employed; more than half of the employed respondents are permanent; and only thirty-three of the respondents passed a government examination.
2. The factors 'very much affect' the employment status of the 2009-2013 Bachelor of Arts in History graduates of KASC.





## **Recommendations**

In light of the findings and conclusions of this study, the following are recommended:

1. On the Job Training in large companies/ organizations should be arranged for graduates to so that they can gain work experience.
2. Graduates should be encouraged to take the Civil Service Examination to strengthen their qualifications and increase their chances for employment. In relation to this, affordable review classes should be designed as part of the placement service of the educational institution.
3. The code of professional ethics should be incorporated in the curriculum to develop sound work ethics, values and professionalism among the graduates in preparation for their integration to mainstream society.
4. Curriculum planning and development in higher education should place greater emphasis on multiple and practical skills acquisition or practice oriented study.
5. Revision of the curriculum should be done at least every two years to keep abreast with technological and socio-cultural changes.

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