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### RESEARCH ARTICLE

#### A TRACER STUDY ON THE GRADUATES OF BACHELOR OF ARTS MAJORS IN ENGLISH AND IN POLITICAL SCIENCE OF URS PILILLA AY's 2010-2013.

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#### Abstract

This study aimed to determine the status and profile of the graduates of Bachelor Arts major in English and major in Political Science.

More specifically, it endeavored to determine the profile of the respondents in terms of age, religion, sex, marital status, nature of living, years in the current address, degree of choice, baccalaureate program considered before entering college, reasons of shifting from previous course to AB, how college education was financed, examinations taken, courses/trainings participated in, reasons in pursuing these courses/trainings, suggested programs to be included in the curriculum, means of finding the first job, nature of the first job, and main reason why he/she was hired in the first job. It also determined the extent that the finished course has helped develop him/her as well as the overall college experience, assess the curriculum on how it enabled him/her compete in the labor market, list down the companies where the graduates are currently connected with and determine the extent of their life satisfaction.

The research design used was Descriptive type in order to determine the present phenomena. The statistical treatments used were Mean, Frequency and Percentage.

The findings and conclusions included majority of the AB English graduates are 22-26 years old, Born Again, female, single, living with parents, and 1-2 years residing in the current address. Majority of the AB Political Science graduates are 22-26 years old, Catholic, male, single, living with parents, and 2 and above years residing in the current address. The respondents studied the AB English and Political Science courses though these are not what they like to take. They have graduated, however, with no academic distinction. Most of the graduates finished their courses through the support of their parents. They preferred focusing at work and not taking graduate studies and or advanced studies yet but some took licensure examination such as LET and NAPOLCOM while some had TESDA National Certifications II and III. They perceived that trainings do assist in finding jobs, thus manifested in the number of training courses they get involved with. Further, they strongly believe that those are for professional and personal developments.

The AB English graduates affirmed that Internship is a must. They perceived that it can enable them to compete in the labor market and fully assist them in their jobs. AB English graduates work well with their written communication and AB Political Science graduates cite the ability to work with others. This difference has something to do with the nature and demands of their present jobs. For AB English, the curriculum helps them very much while it was less for the AB Political Science having “a lot” as verbal interpretation. They were employed in their first jobs through school placement office, approaching relatives and friends, and placing or answering advertisements. Most of their first jobs were short-term/ seasonal or casual. Occupational skills/ practical exercises enabled them to have their first jobs. They express that their overall college experience has had positive influence on their intellectual growth and interest and ideas. Most of them are presently connected in private companies and BPO’s especially for AB English. Generally, their life satisfaction is in the home in which they live and how safe they feel for AB English graduates, and in their lives as a whole for AB Political Science graduates. Their least satisfaction went on the feeling part of the community, financial situation and the previous national government.

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### ..... **Introduction:-**

The Philippines produces millions of graduates in various disciplines by the end of every school year. Hopeful they are but the sad truth is there is a shrinking number of job opportunities in the country, hence they could choose whether be underemployed or brave the overseas and look for job opportunities there.

Data from the Philippine Statistics Authority (PSA) (2016) reveal that the employment rate in January 2016 was estimated at 94.2 percent. Three regions, namely, Central Luzon (92.5%), CALABARZON (92.5%), and National Capital Region (NCR) (93.1%) had employment rates significantly lower than the national figure (Table 4). The labor force participation rate (LFPR) in January 2016 was estimated at 63.3 percent. The labor force population consists of the employed and the unemployed 15 years old and over. Among the unemployed persons in January 2016, 63.4 percent were males. Of the total unemployed, the age group 15 to 24 years comprised 48.2 percent, while the age group 25 to 34, 30.9 percent. By educational attainment, 19.7 percent of the unemployed were college graduates, 14.5 percent were college undergraduates, and 32.9 percent were high school graduates.

Employability is really a by-word in every academic institution. There is a continuous challenge and struggle for both the tertiary schools and the clients they cater to. For by all means, the products have to be fully equipped, competent, competitive, and can match the expertise of those graduates in other countries and can answer to the demands of the modern business world.

In the website of University of Edinburgh, it was posted that following dramatic increases in HE provision in the UK and fundamental shifts in the graduate recruitment market, a degree is no longer enough to guarantee a graduate a satisfying future career. This is all the more true in light of the current economic climate. In many sectors, recruiters are looking for “work-ready” graduates with clear evidence of job specific skills in addition to high level graduate attributes. To have the competitive advantage in the job market, students need to have developed their employability throughout their time at university (University of Edinburgh, 2016).

It is in this context that a tracer study such as this is being conducted. This would provide a platform for the graduates to give feedback to their respective schools on how they fare in their jobs, what they feel is lacking, what they can suggest so that the remedies can be done outright and that prevent future graduates to experience the same scenarios. This is also an avenue for them to share their successes, hence provide good examples to those who choose the same path.

In this tracer study, the focus is on the graduates of Bachelor of Arts major in English and in Political Science. These two courses are offered from the moment that URS Pililla Campus was opened on June 1991. The population of students is small though it already exists from the very beginning. In the four academic years considered in this study, AB English had 17 graduates and AB Political Science had 37. It was just recently that numbers increase but not remarkably enough compared to business and education courses. These courses are recognized by the Commission of Higher Education (CHED) and holds the Level II status in the accreditation of Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), Inc.

**Objectives:-**

The general objective of this study was to determine the status and profile of the graduates of Bachelor Arts major in English and major in Political Science.

It specifically aimed to:

Determine the profile of the respondents in terms of

1. Age,
2. Religion,
3. Sex,
4. Marital status,
5. Nature of living,
6. Years in the current address,
7. Degree of choice,
8. Baccalaureate program considered before entering college,
9. Reasons of shifting from previous course to AB,
10. How college education was financed,
11. Examinations taken,
12. Courses/trainings participated in,
13. Reasons in pursuing these courses/trainings,
14. Suggested programs to be included in the curriculum
15. Means of finding the first job,
16. Nature of the first job, and
17. Main reason why he/she was hired in the first job.
18. Determine the extent that the finished course has helped develop him/her.
19. Assess the curriculum on how it enabled him/her compete in the labor market.
20. Determine the extent of the overall college experience of the graduates.
21. List down the companies where the graduates are currently connected with.
22. Determine the extent of their life satisfaction.

**Literature Review:-**

A widely accepted definition of employability is it is a set of achievements - skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (HEA, 2012). In developing and implementing effective employability strategies, the framework says, HEIs need to consider what their interpretation of employability is, how it can be translated into practice, how students and staff can be engaged, current practice, and how to monitor progress. The framework supports them in doing this. The process consists of four stages: discussion and reflection; reviewing and mapping; action, and evaluation. As well as providing a summary of recent models and definitions relating to employability, the framework uses questions to promote discussion and arrive at shared decisions to develop a strategy (<http://www.heacademy.ac.uk/employability>).

The study of Ruby Absuelo of Edith Cowan University entitled *Employability of Philippine college and university graduates in the United States* (2014) revealed employability was enhanced when Philippine graduates networked with Weak Ties during initial employment and continued to be advantageous for being adequately employed (i.e. resulted in lower underemployment). However, lower employability and underemployment negatively affected graduates with a bachelor's degree (particularly a business-related degree), those who were less proficient in English, and those who were Green Card holders. The factors that were influential in the employability of Philippine graduates coincided with the labor market demands of the American employers sampled in the study. The thesis found that the current status of Philippine graduates has improved substantially with a higher percentage of the

respondents obtaining jobs commensurate with their educational qualifications as opposed to their initial employment.

Philippine graduates with medical technology degrees were particularly successful at obtaining jobs commensurate with their educational qualifications despite relatively few holding advanced degree, but on average this group had resided in the U.S. the longest. Graduates with business-related degrees continued to lag behind those in other degree fields and experienced lower employability and higher underemployment. Despite their initial employment disadvantage, these degree holders were less likely to pursue continuing education or receive additional U.S. school/educational credits. The findings of this thesis provide insight into the employability of Philippine graduates. Because of the sampling restrictions, the findings cannot be extrapolated beyond the scope of this research. These results should only be treated as indicative within the context of this research. However, they provide useful insights for policy-makers, stakeholders and academics in the Philippines (<http://ro.ecu.edu.au/theses/868/>).

Innovative teaching, learning and assessment methods help students engage in the education process and have the added benefit of also helping them to develop attributes which make them attractive to potential employers. Students' interest is more likely to be maintained if they can see the relevance of their studies to their future careers and life beyond University.

Students who make an effort to fully participate in the total student experience (academic, co-curricular, extracurricular and work experience) benefit from a well-rounded education, contribute fully to the life of the University and community and hopefully have fun in the process.

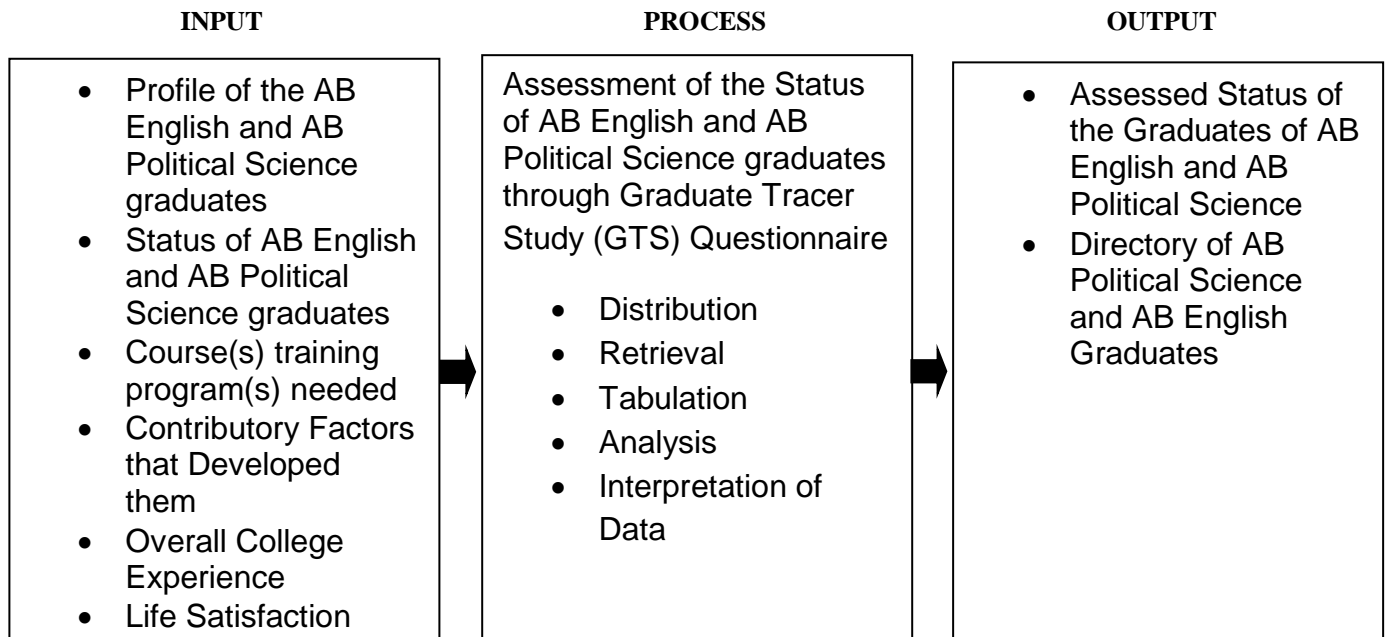
Employability plays an important role in the implementation of the Colleges' Learning and Teaching Strategies. It is part of good learning practice. Students who engage in developing their employability are likely to be independent, reflective and responsible learners. Innovative learning, teaching and assessment methods which promote students' understanding and help them to engage in 'deep' learning will also enhance their employability. Involving employers in the education experience, for example, through placements, case studies, delivery of guest lectures, can help students appreciate the relevance of their course and learn how to apply theory and knowledge in practical ways in the workplace. In some subject areas, employability links to requirements for accreditation from professional bodies. Producing employable graduates forms part of the process of educating. It encompasses the full educational spectrum of values from imparting knowledge and understanding to developing skills and attributes. Work has already been undertaken in embedding a set of graduate attributes, progressed in line with institutional developments on the previous and current Enhancement Themes: 'Graduates for the 21st Century' and 'Developing and Supporting the Curriculum'. Focusing on employability helps the University attract and retain high quality students and maintain its competitive advantage in the global market. Employability is of strategic importance to the UK economy and in particular to the Scottish Government's skills agenda. Addressing the employability agenda also helps address other agenda, such as widening participation and internationalization (<http://www.employability.ed.ac.uk/Why/>).

The mandate of Commission on Higher Education (CHED) cites that given the national government's commitment to transformational leadership that puts education as the central strategy for investing in the Filipino people, reducing poverty, and building national competitiveness and pursuant to Republic Act 7722, CHED shall: a. Promote relevant and quality higher education (i.e. higher education institutions and programs are at par with international standards and graduates and professionals are highly competent and recognized in the international arena); b. ensure that quality higher education is accessible to all who seek it particularly those who may not be able to afford it; c. guarantee and protect academic freedom for continuing intellectual growth, advancement of learning and research, development of responsible and effective leadership, education of high level professionals, and enrichment of historical and cultural heritages; and d. commit to moral ascendancy that eradicates corrupt practices, institutionalizes transparency and accountability and encourages participatory governance in the Commission and the subsector (<http://www.ched.gov.ph/wp-content/uploads/2013/07/CHED-Strategic-Plan-2011-2016.pdf>).

In the study entitled Employment and Employability Profile of a Select Group of Filipino College Graduates of Allan B. de Guzman and Belinda V. de Castro of University of Santo Tomas, Philippines, data were treated in-depth through descriptive and inferential statistics. Graduates of the institution under study pursue advanced studies and other work-related training. The impressive employability profile of comprehensive university graduates to middle level management positions particularly those representing the social behavioral sciences, natural sciences, medical fields, engineering and technology and mass communication is brought about not by the academic honors of the

graduates but through capabilities such as knowledge, skills and attitudes used in work places. There is a need to develop a more functional framework for employability where the diversity of fields of study offered in universities are linked to the diversity of employment is also discussed in this paper (<http://commerce.ust.edu.ph/index.php/research-area/faculty-research/87--employment-and-employability-profile-of-a-select-group-of-filipino-college-graduates-2008>).

#### Conceptual Framework:-



#### Methodology:-

This research study utilized the Descriptive Method of research. Descriptive research is a study designed to depict the participants in an accurate way. More simply put, descriptive research is all about describing people who take part in the study (Kowalczyk, 2016). Descriptive studies are aimed at finding out "what is," so observational and survey methods are frequently used to collect descriptive data (Borg & Gall, 1989). Like what was exactly done in this tracer study, the researchers found out the present status of the respondents.

The data-gathering tool was the CHED-prescribed questionnaire that was administered to the graduates. In the data-gathering process, the researchers used all the possible means of communicating with the AB graduates. They have contacted them through calls, texts messages, face-to-face communication, Facebook, Messenger, email and through friends, acquaintances and students. Answered questionnaires were then forwarded either through personal, email and messenger applications.

This study was anchored on the Human-capital theory. This is a modern extension of Adam Smith's explanation of wage differentials by the so-called net (dis)advantages between different employments. The costs of learning the job are a very important component of net advantage and have led economists such as Gary S. Becker and Jacob Mincer to claim that, other things being equal, personal incomes vary according to the amount of investment in human capital; that is, the education and training undertaken by individuals or groups of workers. A further expectation is that widespread investment in human capital creates in the labor-force the skill-base indispensable for economic growth.

#### Results and Discussions:-

The following is the presentation of the results and discussions.

**Table 1:-**Respondents in Terms of Age

Age	AB English		AB Political Science	
	f	%	f	%
Below 21	2	25.0	0	0
22-26	6	75.0	4	80.0
27-above	0	0	1	20.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

The table reveals that most of the AB English and AB Political Science graduates are in the bracket of 22-26 years old or 75 and 80 percent respectively. This signifies that they are at the height of their youthful age thereby enabling them to work in different places far away from home.

As expressed by Chauhan (2014), hiring newly graduates is getting the chance to mold a new professional rather than training them to adjust or completely discard pre-conceived habits and notions is powerful.

**Table 2:-**Respondents in Terms of Religion

Religion	AB English		AB Political Science	
	f	%	f	%
Born Again	4	50.0	1	20.0
Catholic	3	37.5	3	60.0
Iglesia ni Cristo	0	0	1	20.0
Saksi ni Jehova	1	12.5	0	0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

Table 2 shows the respondents in terms of religion. Among AB English graduates, four or 50 percent are Born Again, three or 37.5 percent are Catholic and one is Saksi ni Jehova. Among AB Political Science three or 60 percent are Catholic and one is Born Again and another is Iglesia ni Cristo.

This implies that there is a variety in religion among AB English and AB Political Science graduates. It proves that variations pose no hindrances in taking the above courses. They were able to satisfy all the requirements and finish their respective courses. Further, it can be deduced that though there are varying beliefs and practices, a learner is free to decide on the course he/she wanted to take and succeed at it.

**Table 3:-**Respondents in Terms of Sex

Sex	AB English		AB Political Science	
	f	%	f	%
Male	1	12.5	3	60.0
Female	7	87.5	2	40.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

As shown in the above table, seven or 87.5 percent of the AB English graduates are females and one or 12.5 percent male. This is opposite to what is in AB Political Science of which males are three or 60 percent and two or 40 percent are females.

This implies that a language or communication course is highly preferred by females and that both males and females show inclination in politics and/ or societal matters.

The main finding in the study of Aalberg and Jenssen (2007) which stated that the male “politician” was believed to be more knowledgeable, trustworthy and convincing than the female “politician” even though they presented the same speech verbatim, perhaps attests to the reality why men like studying politics.

**Table 4:-**Respondents in Terms of Marital Status

Marital Status	AB English		AB Political Science	
	f	%	f	%
Single	6	75.0	3	60.0
Married	2	25.5	2	40.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

Table 4 reflects that the most of the graduates of either course are still single. This number has to do with the data in Table 1 that showed 22-26 age bracket. As observed, young adults are more into being work-oriented and career-

minded. Most are freelance and can go for a job in the metro area since they have less responsibilities to handle compared to those who are married already.

Single workers with no dependents will be looking for benefits they can use sooner rather than later. Also they are not very much after retirement (Ashe-Edmunds, 2016). This implies that they are more attractive to companies which do not offer permanent position and benefits and for that being single is a plus.

**Table 5:-Respondents in Terms of Living with Parents**

Living with Parents	AB English		AB Political Science	
	f	%	f	%
Yes	5	62.5	4	80.0
No	3	37.5	1	20.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

Table 5 indicates that five or 62.5 percent AB English and four or 80 percent AB Political Science graduates are living with their parents. This fact has to do with the normal family living conditions of staying with family especially of not married yet.

In these data, what is pictured is the cohesiveness of the Filipino family. The members want to stay in their ancestral homes though they are grown-ups already.

**Table 6:-Respondents in Terms of Years in the Current Address**

Years in Current Address	AB English		AB Political Science	
	f	%	f	%
Below 1	1	12.5	1	20.0
1.01-2.00	4	50.0	0	0
2.01-above	3	37.5	4	80.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

As shown in Table 6 as regards number of years in the current address, AB English have four or 50 percent with 1.01-2.0 years, three or 37.5 percent with 2.01 years and above and one or 12.5 percent with below 1.0 year. Four or 80 percent of the AB Political Science graduates have 2.01-above years and one or 20 percent with below one.

This signifies that most of them reside where they have actually stayed for 12 and above months now. It can be inferred further that moving in another place is not much of an option to them.

**Table 7:-Respondents in Terms of Degree of Choice Before Entering College**

Degree of Choice	AB English		AB Pol Sci	
	F	%	f	%
AB English	2	25.0	0	0
Information Technology	1	12.5	0	0
BS HRMT	1	12.5	0	0
BSE English	1	12.5	0	0
AB Mass Comm	1	12.5	0	0
BS Computer Engineering	1	12.5	0	0
BS Marine Biology	1	12.5	0	0
Political Science	0	0	1	20.0
BS Accountancy	0	0	1	20.0
BS Criminology	0	0	1	20.0
BSE	0	0	1	20.0
No Answer	0	0	1	20.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

Table 7 shows the graduates' degree of choice before entering college. What can be gleaned is a variation of course choice. For AB English, only two or 25 percent have it as the primary course and one or 20 percent for the AB Political Science.

The above data convey that the graduates who took these two courses have something in their minds beforehand but ended up taking what they don't prefer that much. This has to do with the financial problem that is common among the students in the campus and in the university in general.

This implies that the proximity of the campus and the affordability of studying in URS Pililla being a state university in the Province of Rizal play significant roles. Another factor also is the lack of parents' or guardians' capability of sending their children in schools that offer their much desired courses.

**Table 8:-**Respondents in Terms of Desire Taking the Initial Course

Desire Taking the Initial Course	AB English		AB Political Science	
	F	%	f	%
Yes	5	62.5	4	80.0
No	3	37.5	1	20.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

In the table, five or 62.5 percent of the AB English students really desired taking the initial course and that four or 80 percent of the AB Political Science graduates had the same thoughts.

This specifically shows the reality that many of the students are taking the course available and affordable for them. This however, sometimes affects their classroom performance since the interest and passion are not much infused in the daily performance in classes. This is one reason why a child should be, as much as possible, be given the opportunity to take the course that is close to his/her heart.

In the recommendations made by the General Medical Council in *Tomorrow's Doctors*, first published in 1993, it was cited that allowing students to express their individuality and to explore areas of particular interest to them was seen as crucial to harness their engagement with the process of reform (Murphy, Seneviratne et. al., 2013).

**Table 9:-**Respondents in Terms of Shifting to Another Course

Shifting to Another Course	AB English		AB Political Science	
	f	%	f	%
Yes	2	25.0	1	20.0
No	6	75.0	3	60.0
No Answer	0	0	1	20.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

Table 9 signifies the fact that only few graduates were shifters. Two or 25 percent AB English graduates and one or 25 percent of the AB Political Science graduate came from other courses before finally settling at their graduated courses.

This movement from one course to another can be attributed to the fact that for many of them, AB English and AB Political Science courses were not their primary choices.

**Table 10:-**Respondents in Terms of Main Reason for Shifting

Reason for Shifting	AB English		AB Political Science	
	f	%	f	%
Strong personal preference	1	12.5	0	0
Financial reasons	0	0	1	20.0
Others	1	12.5	0	0
No Answer	6	75.0	4	80.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

Table 10 shows the reason for shifting of the graduates. One from AB English said that it was due to strong personal preference and the other one was due to other reasons. For AB Political Science, only one answered it was due to financial concerns.

Majority of the graduates had no answers and this parallels the data in that majority were non-shifters.

**Table 11:-**Respondents in Terms of Graduated with Academic Distinction

Graduated with Academic Distinction	AB English		AB Political Science	
	f	%	f	%
Yes	0	0	0	0
No	8	100.0	5	100.0
No Answer	0	0	0	0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

As can be gleaned in Table 11, none of the graduates in both courses graduated with academic distinction. This may be attributed to the fact that some of them were shifters, hence not really passionate, if not totally interested in taking the course. And that in Table 7, it was clearly manifested that they have a different course in mind.

Having another interest in mind perils what is being presently attended to because the concentration and the enthusiasm are lessened.

**Table 12:-**Respondents in Terms of Taking Any Other Baccalaureate Program

Taking Any Other Baccalaureate Program	AB English		AB Political Science	
	f	%	f	%
Yes	1	12.5	0	0
No	3	37.5	4	80.0
No Answer	4	50.0	1	20.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

Table 12 reveals that one of the graduates of AB English did take any other Baccalaureate Program and that the rest—three in AB English and four in AB Political Science did not anymore.

In this case, after graduation, their interests have been shifted to working and earning than studying once again.

**Table 13:-**Respondents in Terms of How College Education was Financed

How College Education was Financed	AB English		AB Political Science	
	f	%	f	%
Support from parents	7	87.5	3	60.0
Scholarship	1	12.5	1	20.0
Support from other relatives	0	0	1	20.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

Table 13 signifies that among AB English graduates, seven or 87.5 percent finished their studies through the support from parents, one or 12.5 percent was through scholarship. Among AB Political Science, three or 60 percent graduated through support from parents and one or 20 percent was out of the support from relatives and another one through scholarship.

These data established the fact that not all parents are capable of sending their children to school. Some of the graduates were able to graduate through other means. This posits the idea that scholarship really helps and that in as much as support is given, students can manage to finish their respective courses. Support from various sectors certainly impacts students' success.

**Table 14:-**Respondents in Terms of Taken Professional or Licensure Exam

Taken Professional or Licensure Exam	AB English		AB Political Science	
	f	%	f	%
Yes	1	12.5	2	40.0
No	7	87.5	3	60.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

In the above table, it was revealed that for AB English only one or 12.5 percent had taken a licensure exam and seven or 87.5 percent did otherwise. For AB Political Science, two or 40 percent took and three or 60 percent did not. This particular decision is prevalent among graduates that after graduating, they embark into earning rather than taking professional or licensure examinations.

This trend goes with the data in the Spring 2015 Student Engagement Insights survey wherein it was made clear that most students attend college to improve their chances of obtaining a fulfilling career that lets them pay the bills. Among the choices listed on the survey, a *good or better job* ranked the highest, netting 80% of the student vote. Nearly two-thirds (62%) hope that their college achievements will result in a high-paying job (or, one that pays better than their current job). These results align with students' answers to a question we previously covered at the Engaging Minds blog: "*Was getting a good job your primary reason for attending college?*" 73% of students said that yes, this was true for them (Strang, 2015).

**Table 15:-**Respondents in Terms of Exam Taken

Exam Taken	AB English		AB Political Science	
	f	%	f	%
LET	1	12.5	0	0
NAPOLCOM	0	0	1	20.0
No Answer	7	87.5	4	80.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

Table 15 specifies the test taken by the graduates. One AB English graduate took Licensure Examination for Teachers (LET) and one AB Political Science graduate took Examination in the National Police Commission (NAPOLCOM).

This implies that while many graduates preferred working, the fact is that, if they decide to take professional or licensure examinations, greater is the chance that they will pass based on what were achieved by the above two successful examinees.

Taking LET is common among AB English since some of the graduates decide to have a career in teaching either in elementary, high school or college. They take the required 18 education units then take the LET and after passing, they apply either in public elementary or secondary schools.

For Political Science students, since the course is quite close to Criminology, some of the graduates opt to try their luck in applying at the Philippine National Police (PNP).

**Table 16:-**Respondents in Terms of Government Exam Taken

Government Exam Taken	AB English		AB Political Science	
	f	%	f	%
NC II Dressmaking	1	12.5	0	0
NC II Electrical Installation & Maintenance	0	0	1	20.0
NC III Events Mgt Services	0	0	1	20.0
No Answer	7	87.5	3	60.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

Table 16 shows the other government examination taken by the graduates. For AB English, only one took and passed TESDA NC II Dressmaking and for AB Political Science, one took and passed NC II Electrical Installation and Maintenance and the other one on NC III Events Management Services.

Considering that these additional credentials are a bit far to their respective courses, the graduates signify their understanding and appreciation that skills certifications add up extra points to their career portfolio. Such is a solid evidence of the K + 12 adaptation in which those who wanted to teach in Senior High School, they need to have TESDA National Certification as part of the required qualifications. Another message conveyed here is that possessing other skills will indeed provide the graduates widened job opportunities here and abroad.

**Table 17:-**Respondents in Terms of Taking Graduate Studies

Taking Graduate Studies	AB English		AB Political Science	
	f	%	f	%
Yes	0	0	1	20.0
No	8	100.0	4	80.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

Table 17 reveals that of the graduates of Bachelor of Arts, only one or 20 percent takes graduate studies. This may be due to the fact that most are into working already and that their present jobs do not require taking graduate studies, hence they did not opt to take any course in a graduate school.

The sad thing here is that they are somewhat trapped in their present jobs since not advancing one's knowledge and credentials is tantamount to stagnation and that sooner or later they will find out they lack the global comparability and competitiveness.

In an article published by the New York University, it was cited that in the highly competitive global marketplace, a master's degree sets you apart from other job candidates. With a master's degree, you'll be eligible for more jobs. The number of occupations that typically require a master's degree will increase by nearly 20% between 2006 and 2016. In many career sectors, such as higher education administration, public affairs, and social services, a master's degree is replacing a bachelor's as the minimum requirement for employment. With a bachelor's degree in the 1980s, one could secure an entry level position as an admissions counselor, academic adviser, or student services coordinator. By the 2000s, applicants for these same entry-level positions were not even considered unless they held a master's degree. While holding a graduate degree is not a guarantee of ultimate success, it certainly opens many more doors for employment (NYU, 2016).

**Table 18:-**Respondents in Terms of Taking Training/Advanced Studies After College

Taking Training/Advanced Studies After College	AB English		AB Political Science	
	f	%	f	%
Yes	4	50.0	2	40.0
No	4	50.0	3	60.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

As shown, four or 50 percent among the AB English graduates are taking training or advanced studies after college and that the other four are not. For AB Political Science, two or 40 percent are taking and three or 60 percent who are not.

This implies that while some did not enroll in graduate studies, they still have some sort of upgrading through these trainings or advanced studies and these certainly are perceived to be helpful in their current and/ or to their future endeavors.

**Table 19:-**Respondents in Terms of Training Courses Participated in

Training Courses Participated in	AB English		AB Political Science	
	f	%	f	%
Related to Profession	3	37.5	0	0
To obtain other skills	1	12.5	1	20.0
General Skills	2	25.0	0	0
Others - Company-provided	0	0	0	0
Others - Bgy Leadership Training	0	0	1	20.0
No Answer	1	12.5	3	60.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

Table 19 exemplifies the training courses participated in by the graduates. For AB English, three or 42.86 percent are related to the profession, two for general skills, one for obtaining other skills and another one that is company provided.

For AB Political Science, one is for obtaining other skills and another one that is barangay leadership training.

This radiates the idea that as per requirement and/or given the chance, they are willing to participate in training courses. This signifies further that while working, they can indulge in short-term trainings and not on long-term advancements.

**Table 20:-**Respondents in Terms of Reasons in Pursuing Trainings/Advanced Studies

Reasons in Pursuing Training/ Advanced Studies	AB English		AB Political Science	
	f	%	f	%
Promotion	2	25.0	0	0
Professional Dev't	3	37.5	2	40.0
Personal Dev't	3	37.5	1	20.0
No Answer	0	0	2	40.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

Table 20 reflects the reasons in pursuing trainings or advanced studies. Three or 37.5 percent are for professional development. The other three are for personal development and the two are for promotion. For AB Political Science, two are for professional development and one is for personal development.

These data show that reasons vary but taking a closer look, it can be found that all those reasons are for enhancement and/ or development. Hence, everyone really recognizes the good results once can gain in pursuing trainings or advanced studies.

According to Shelley Frost (2016) in her article *The Importance of Training and Development in the Workplace*, most employees have some weaknesses in their workplace skills. A training program allows them to strengthen those skills that each employee needs to improve. A development program brings all employees to a higher level so they all have similar skills and knowledge. This helps reduce any weak links within the company who rely heavily on others to complete basic work tasks. Providing the necessary training creates an overall knowledgeable staff with employees who can take over for one another as needed, work on teams or work independently without constant help and supervision from others.

Further, an employee who receives the necessary training is better able to perform her job. She becomes more aware of safety practices and proper procedures for basic tasks. The training may also build the employee's confidence because she has a stronger understanding of the industry and the responsibilities of her job. This confidence may push her to perform even better and think of new ideas that help her excel. Continuous training also keeps the employees on the cutting edge of industry developments. Employees who are competent and on top of changing industry standards help the company hold a position as a leader and strong competitor within the industry.

**Table 21:-**Respondents in Terms of Perceiving that Trainings Assist in Finding a Job

Perception that Trainings Assist in Finding a Job	AB English		AB Political Science	
	f	%	f	%
Yes	5	62.5	2	40.0
No	3	37.5	1	20.0
No Answer	0	0	2	40.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

As can be gleaned in the above table, five of the AB English graduates perceived that trainings assist in finding jobs, and that three said otherwise. For AB Political Science, two affirmed and one did not.

Among them all, the prevalent belief is that training does help in finding a job. This is the main reason why students or graduates have to seek for further trainings so that they become more flexible and marketable.

**Table 22:-**Respondents in Terms of Training Programs to be Included in the Curriculum to Enable them to Compete in the Labor Market (Multiple Responses)

Training Courses Participated in	AB English		AB Political Science	
	f	%	f	%
Communication Courses	4	22.22	1	20.0
Human Resource Courses	2	11.11	0	0
Language Courses	1	5.56	0	0
Occupational/Practical	3	16.67	1	20.0
CV Writing	1	5.56	0	0
Internship	6	33.33	3	60.0

Others – Educ Units	1	5.56	0	0
<b>Total</b>	<b>18</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

Table 22 reveals the respondents' suggestions, in multiple responses, on the training programs to be included in the curriculum to enable them to compete in the labor market.

For AB English graduates, six or 33.33 percent answered Internship, four or 22.22 percent cited Communication Courses, three or 16.67 percent Occupational/ Practical, one or 5.56 percent Human Resource, one or 5.56 percent Language and one 5.56 percent Education units.

For AB Political Science, three or 60 percent answered Internship, one said Communication Courses and another one for Occupational/ Practical.

Among the programs, Internship garnered the most scores. This affirms the dire need for it to be included in the Bachelor of Arts curriculum. Simulation of the actual work and routine does lead to one's success in the workplace since having this already prepared the students how to handle and accomplish tasks and perfect routines.

In the article written by Jeff McGuire (2016), it was indicated that in addition to gaining great experience to complete the classroom learning, college internships allow one to beef up his/her portfolio or resume and make valuable industry contacts that can be essential to landing the ideal job upon graduation. He further said, "Remember the old adage, 'It's not what you know, but who you know.' Well toss that right in the garbage can." In today's competitive job market, it's what you know and who you know that often makes the difference. College internships are a great way to address both of those issues at the same time. As such, the importance of internships to college students demands serious consideration.

**Table 23:-** Respondents in Terms of Extent the Course Finished has Helped Him/ Her

Extent	AB English			AB Political Science		
	Weighted Mean	VI	Rank	Weighted Mean	VI	Rank
1. Critical thinking	4.63	VM	4.5	3.6	AL	7
2. Ability to solve complex problems	4.13	AL	7.5	4.2	VM	2.5
3. Ability to work with others	4.75	VM	3	4.6	VM	1
4. Confidence to learn independently	4.63	VM	4.5	4.0	AL	4
5. Written communication skills	5.00	VM	1	3.6	AL	7
6. Spoken communication skills	4.88	VM	2	3.8	AL	5
7. Knowledge of the field	4.38	VM	6	3.6	AL	7
8. Development of work-related knowledge and skills	4.13	AL	7.5	4.2	VM	2.5
<b>Average Weighted Mean</b>	<b>4.56</b>	<b>VM</b>		<b>3.95</b>	<b>AL</b>	

Table 23 shows the extent of the course finished has helped. AB English graduates ranked written communication the highest with the verbal interpretation of "very much" and ability to solve complex problems and development of work-related knowledge and skills the lowest.

This reflects that since being English major graduates, they put more weight on the value of written communication skills than others. On the other hand, AB Political Science graduates ranked ability to work with others the highest and tied at the lowest are critical thinking, written communication skills and knowledge of the field.

It is strikingly unusual to surface as findings that knowledge of the field, critical thinking and written communication skills all ranked lowest since in every work applied for, these are required. This instance then communicates the idea that the job is not in line with the course taken and probably that since all those were not of help, the nature of the present job is in manual/ physical work and not quite analytical in nature.

**Table 24:-** Respondents' Self-assessment if the Curriculum Helps

Course & Major	Weighted Mean	VI
AB English	4.14	Very Much
AB Political Science	3.80	A Lot

<b>Average</b>	<b>3.97</b>	<b>VM</b>
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In the above table, self- assessment if the curriculum helps is shown.

The AB English graduates yield a mean of 4.14 that is verbally interpreted as “very much”. AB Political Science yielded 3.80 verbally interpreted as “a lot”.

Based on the results, AB English graduates have higher perception on the way curriculum helps them in getting a job than the AB Political Science. This may be due to the types of job opportunities that the latter have. The results also have a connection with the data in the previous table in which knowledge of the field, critical thinking and written communication skills all ranked lowest.

**Table 25:-**Respondents’ Overall College Experience

College Experiences	AB English			AB Political Science		
	Weighted Mean	VI	R	Weighted Mean	VI	R
1. College experience has helped connect what was learned in the classroom with real-life situation.	4.38	SA	3	3.60	N	4.5
2. College experience has helped translate what was learned inside the classroom into actions.	4.25	SA	4	3.60	N	4.5
3. College experience has had positive influence on the intellectual growth and interest in ideas.	4.63	SA	1	4.0	N	1.5
4. College experience has had a positive influence on the personal growth, attitudes and values.	4.44	SA	2	4.0	N	1.5
<b>Average Weighted Mean</b>	<b>4.43</b>	<b>SA</b>		<b>3.8</b>	<b>N</b>	

Table 25 reveals the respondents’ overall college experience.

The data show that AB English graduates strongly agree on all the enumerated college experiences with topmost on “college experience has had positive influence on the intellectual growth and interest in ideas” with the weighted mean of 4.63 and lowest on “college experience has helped translate what was learned inside the classroom into actions” with the weighted mean of 4.25.

AB Political Science graduates posted neutral, meaning not agree and not also disagree, verbal interpretations in all of their college experiences with the highest in both items 3 and 4.

What is reflected in this data is that the AB English graduates find their college experiences more contributory to their intellectual growth than that of the AB Political Science. For the latter, their college experiences are perceived as something that did not strongly reinforce them in tackling their real-life situations.

This implies that there is a need to provide varied enrichments in the pedagogical framework of AB Political Science curriculum.

**Table 26:-**Respondents in Terms of Means of Finding the First Job

Means	AB English		AB Political Science	
	f	%	f	%
1.School Placement Office	2	25.0	0	0
2.Approached employer directly	1	12.5	1	20.0
3.Approached relatives and friends	2	25.0	2	40.0
4. Placed or answered advertisements	2	25.0	2	40.0
5. Others	1	12.5	0	0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

Table 26 shows the means of finding the graduates’ first job.

For AB English, two answered school placement office, two approached relatives and friends, two placed or answered advertisements and one said other means. For AB Political Science, two approached relatives and friends, two placed or answered advertisements and one approached employer directly.

The data show that the various means have helped the graduates find their first jobs. This also reflects that they did not hesitate in trying all possible means in order to have a job.

**Table 27:-**Respondents in Terms of Nature of First Job

Nature of First Job	AB English		AB Political Science	
	f	%	f	%
1. Permanent Job/ Business/ Unpaid family work	5	62.5	2	40.0
2. Short-term/ seasonal/ casual	3	37.5	3	60.0
Total	8	100.0	5	100.0

The above table shows the nature of the graduates' first job.

For AB English, five had permanent/ business/ unpaid family work and three had short-term/ seasonal/ casual. For AB Political Science, three had short-term/ seasonal/ casual and two had permanent/ business/ unpaid family work.

These results mean that they do accept whatever job is available, hence, reflects their intense perseverance in having work.

**Table 28:-**Frequency and Percentage Distribution of the Respondents in Terms of the Main Reason in Landing the First Job

Main Reasons	AB English		AB Political Science	
	f	%	f	%
1. Work Experience	1	12.5	1	20.0
2. Occupational skills/practical exercises	4	50.0	3	60.0
3. Language skills	3	37.5	0	0
4. Contract period	0	0	1	20.0
Total	8	100.0	5	100.0

Table 28 reveals the frequency and percentage distribution of the respondents in terms of the main reason in landing the first job.

For AB English, occupational skills/practical exercises tops the list with a frequency of four followed by language skills with a frequency of three and work experience with a frequency of one. For AB Political Science, occupational skills/practical exercises got a frequency of three and both contract and work experience obtain the frequency of one.

This shows that experience is not the primary reason why they landed in their first jobs. As expected, newly graduates market themselves with their energy and willingness to follow and be trained, in short, positive values, and not with their work experience since they are yet lacking in it.

On the other hand, occupational skills and language skills really helped. As published by Minnesota State Colleges and Universities (2016), one should get job skills because they will be seen more positively by employers because they prefer applicants who are willing to learn new skills; one will feel more confident during interviews; and that the resumes, cover letters, and job applications will be stronger.

**Table 29:-**Frequency and Percentage Distribution of the Respondents in Terms of Their Present Companies

Present Company	AB English		AB Political Science	
	f	%	f	%
1. Convergys Philippines	3	37.5	0	0
2. URS Tanay (Part-time Instructor)	1	12.5	0	0
3. Puregold Price Club Inc.	1	12.5	0	0
4. Sun Life of Canada	1	12.5	0	0
5. Microsourcing	1	12.5	0	0

6. Sykes Asia Inc.	1	12.5	0	0
7. Yamaha Inc.	0	0	1	20.0
8. LGU	0	0	1	20.0
9. Sanford Marketing Corporation	0	0	1	20.0
10. Own Business (ibox Production)	0	0	1	20.0
11. No Answer	0	0	1	20.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>

Table 29 reflects the list of company or organization that respondents are connected with.

For AB English, three are in Convergys, and one in each in URS Tanay, Puregold, Sun Life of Canada, Microsourcing and Sykes Asia Inc. For AB Political Science, one each is in Yamaha Inc., LGU, Sanford Marketing Corporation, own business ((ibox Production) and one with no answer.

It can be deduced that most of the AB English graduates have works that are relevant to their field of expertise. On the other hand, AB Political Science graduates' works at present are not quite related to their line of specialization and thus, one of the results in Table 23-- that knowledge of the field really did not help him/her, corroborated with it.

**Table 30:-Life Satisfaction of Respondents**

Aspects of Life Satisfaction	AB English			AB Political Science		
	Weighted Mean	VI	R	Weighted Mean	VI	R
1.the home in which you live	4.25	TS	1.5	3.75	MS	6.5
2.your current job/ your employment opportunities	4.24	TS	3	3.75	MS	6.5
3. your financial situation	3.75	MS	7	3.5	MS	8
4. how safe you feel	4.25	TS	1.5	4.5	TS	2.5
5. feeling part of your local community	3.38	MS	8	4.25	TS	4
6. your health	3.88	MS	6	4.5	TS	2.5
7. the national government	2.63	SS	9	2.75	SS	9
8. the amount of free time that you have	4.0	MS	5	4.0	MS	5
9. your life as a whole	4.13	MS	4	4.75	TS	1
<b>Average Weighted Mean</b>	<b>3.83</b>	<b>MS</b>		<b>3.97</b>	<b>MS</b>	

The above table shows the respondents in terms of life satisfaction.

AB English graduates ranked the home in which they live and how safe they feel first with the same mean of 4.25 verbally interpreted as "totally satisfied". Lowest for them is national government with a mean of 2.63 verbally interpreted as "slightly satisfied".

AB Political Science graduates ranked their lives a whole first with a mean of 4.75 verbally interpreted as "totally satisfied". Lowest for them is national government with a mean of 2.75 verbally interpreted as "slightly satisfied".

These data imply the degree of contentment felt by the respondents especially in their homes. This also suggests the value of giving importance to strong family ties and sense of togetherness. On the other hand, both courses posted disappointments for the past national government administration.

### Summary and Conclusions:-

Based on the findings of the study, the following summary and conclusions were drawn:

1. Majority of the AB English graduates are 22-26 years old, Born Again, female, single, living with parents, and 1-2 years residing in the current address.
2. Majority of the AB Political Science graduates are 22-26 years old, Catholic, male, single, living with parents, and 2 and above years residing in the current address.

3. The respondents studied the AB English and Political Science courses though these are not what they like to take. They have graduated, however, with no academic distinction.
4. Most of the graduates finished their courses through the support of their parents.
5. The graduates preferred focusing at work and not taking graduate studies and or advanced studies yet but some took licensure examination such as LET and NAPOLCOM while some had TESDA National Certifications II and III.
6. They perceived that trainings do assist in finding jobs, thus manifested in the number of training courses they get involved with. Further, they strongly believe that those are for professional and personal developments.
7. The AB English graduates affirmed that Internship is a must. They perceived that it can enable them to compete in the labor market and fully assist in their jobs.
8. AB English graduates work well with their written communication and AB Political Science graduates cite the ability to work with others. This difference has something to do with the nature and demands of their present jobs.
9. For AB English, the curriculum helps them very much while it was less for the AB Political Science having "a lot" as verbal interpretation.
10. They were employed in their first jobs through School Placement Office, approaching relatives and friends, and placing or answering advertisements.
11. Most of their first jobs were short-term/ seasonal or casual.
12. Occupational skills/ practical exercises enabled them to have their first jobs.
13. The college experiences of the graduates had positive influence on their intellectual growth and interest in ideas.
14. Most of them are presently connected in private companies and BPO's especially for AB English.
15. Generally, their life satisfaction is in the home in which they live and how safe they feel for AB English graduates, and in their lives as a whole for AB Political Science graduates. Their least satisfaction went on the feeling part of the community, financial situation and the previous national government.

#### **Implications and Recommendations:-**

In line with the findings and conclusions, the following implications and recommendations are presented:

#### **Implications:-**

It was implied in the study that the AB English and AB Political Science graduates are employable however they are on the rank and file status. They also realized and felt that their working lives could have been much better if they had undergone Internship or OJT so that they are "work-ready" graduates and not very amateurish especially in their first jobs. Moreover, the graduates are still looking for jobs that could provide for all their family's needs and they continuously seek for financial stability.

#### **Recommendations:-**

1. The graduates are strongly encouraged to pursue graduate studies, other advanced studies, and take relevant training courses to enable them to successfully compete in the national or international labor market.
2. The internship of on-the-job training must be integrated in the Bachelor of Arts courses. Hence, revisions incorporating the modern demands need to be seriously considered.
3. It is recommended that the graduates apart from appreciating the good effects of their developed basic written communication skills and ability to work well with others, should also focus on enhancing or developing their extensive knowledge of their respective fields of specialization, critical thinking skills, and ability to solve complex problems since these are the much-needed skills for supervisory and managerial levels.
4. The services offered by the School Placement Office renders a lot of help. It is recommended that it continues and further extends its linkages so that more graduates would benefit.
5. A more holistic pedagogical framework may be considered in order to intensify and enrich meaningfully and practically the college experiences of the students.
6. Invitations for community services and events and the like may be extended to the graduates in order to let them feel their vital roles being part of it.
7. The university community is encouraged to keep on intensifying its services especially in the instruction component for the students to be thoroughly and competently prepared for future work.

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