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Research Article

College of Arts and Sciences Graduates' Performance: A Tracer Study

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ABSTRACT

The current undertaking aimed to trace the employability of Bachelor of Science in Biology and Bachelor of Science in Psychology graduates of a State University in Central Luzon, Philippines from 2005 to 2020. Descriptive- quantitative research design was utilized in order to describe and trace the participants' demographic profile, employment status, and their professional development. Graduates' personal, educational and employment background, as well as their perception to the relevance of the baccalaureate degree in their employment were collected using a survey- questionnaire anchored from CHED's graduate tracer instrument. The study gathered data from 173 graduates through convenience sampling. Electronic survey forms were used in gathering the data and utilized SPSS version 23 for statistical analysis. Consequently, the collected data revealed that 94.7% of the participants were employed and 67% of them perceived that their degree is relevant to their employment. Lastly, the graduates reported that communication skills were the main contributory skill to their employment developed by their respective programs, while collaborative skills were the most useful.

Keywords*: BS Biology, BS Psychology, Employability, Relevance, State university, Tracer study*

Introduction

Higher Education Institutions (HEIs) equip students to obtain the necessary knowledge and professional skills that will contribute to the advancement of their chosen field. Academic institutions provide quality instruction, conducting relevant researches and significant extension activities, to hone undergraduate students in becoming competent and caliber future practitioners that fit the needs of the labor market and the global society.

Further, industries, government offices, and other professional organizations expect graduates to exhibit the expertise acquired in their respective academic institutions. More so,

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these organizations assume the caliber performance of graduates in HEIs.

However, these expectations from various industries to the graduates were not met. Some of the reasons were not clearly defined. Amidst the fast-changing society, the needs and expectations of employers of their employees also change drastically. Additionally, some of the skills that are traditional in approach may already lapse in the current trends and needs of the society (Naidoo et al., 2011).

For this reason, academic institutions conducted several studies to provide feedback from graduates as well as from their employers to determine and monitor their performance in their field of work. Besides, one of the relevant and reliable sources of information regarding the quality of education of a higher education institution is the feedback from its graduates. Also, Reusia et al. (2020) discussed that the measure of the effectiveness and relevance of instruction in an academic institution is through the information provided by its graduates. Moreover, Kartika et al. (2019) explained that a tracer study is essential in determining the alignment of the acquired academic competencies of the student to the needs of the labor market. More so, it determines the effectiveness of a curricular offering in providing quality education for an academic institution, hence, it contributes to the development of academic programs. Furthermore, Llego & Bañez (2017) mentioned that tracer studies, as a form of feedback from graduates, contribute to developing the curriculum that can improve the quality of the degree program.

Further, HEIs, as the provider of graduate professionals, should align their academic programs to the need of the industry- locally and globally. Henceforth, in developing curricular programs, the relevance of the academic program's outcome should be aligned with the needs of the labor market to achieve the expected competencies of the students (Kartika et al., 2019). In addition, according to Cuadra et al. (2019), the relevance of the curricular programs to the professional competence of graduates serves as a major strength in developing the academic curriculum.

Aside from the graduates' feedback, another measure of the effectiveness and relevance of an undergraduate program is the result of the professional licensure examination. Camuyong et al. (2022) discussed that licensure examination exhibits the graduates' attained knowledge and skills as well as the quality of instruction provided by their HEI, thus poor licensure performance reflects the weak undergraduate curriculum.

Thus, the objective of the study aimed to trace and determine the demographic profile, employment status, and professional development of the graduates in a state university in Central Luzon, Philippines.

Research Objectives

The study primarily aimed to trace the employability of the graduates of Bachelor of Science in Biology and Bachelor of Science in Psychology of a state university in Central Luzon, Philippines from 2005 to 2020. It specifically aims to determine their graduates' personal, educational, and employment backgrounds. Furthermore, it is designed to examine the significance of undergraduate programs to the skills development of the graduates, and the relevance of the courses in the curriculum to their employment.

Methods

Design

The study used descriptive- a quantitative research design in describing and tracing the participants' demographic profile, employment status, and the professional development of the College of Arts and Sciences (CAS) graduates. The descriptive-quantitative research design was deemed appropriate for the study for it is used to discover facts on which professional judgment was made on the graduates based on several parameters such as personal, educational, and employment background.

As to Ethridge (2004), descriptive research can be characterized as an attempt to determine, describe, and put in order. In addition, descriptive research cast light on current issues or problems through a process of data collection that enables them to describe the situa-

tion more completely than was possible without employing this method (Fox and Bayat, 2007).

Participants and Research Instrument

There were 173 graduates of the BS Biology and BS Psychology program from 2005 to 2020, Due to logistics and constraints brought on by the pandemic, the researchers opted to use convenience sampling. As mentioned by Edgar and Manz (2017), convenience sampling takes samples that are "conveniently" located in a certain location or internet service. The initial list of graduates obtained from the Registrar's office was used for the survey.

The main instrument that was used for the study was a Graduate Tracer Study Survey questionnaire, which was anchored to Commission on Higher Education's (CHED) graduate tracer instrument. It aimed to describe the graduates' demographic profile, employment status, and professional development.

Data Collection and Analysis

After obtaining the validity and reliability of the survey- questionnaire, and approval from concerned authorities and participants, data gathering was done. The data were gathered through an online media platform, wherein participants were requested to fill out an online graduate tracer study form. After tallying the results, the collected data were subjected to statistical analysis through SPSS.

Descriptive statistics such as mean, frequency, percentage, and standard deviation were used in determining the participants' profiles as well as their employment status and their professional development.

Results and Discussion

It gleamed on table 1, the profile of the respondents, the aspect of age, there were 14 (18.42%) respondents with ages ranging from 22 to 24 years old; 29 (38.16%) with ages ranging from 25 to 27 years old; 9 (11.84%) with ages ranges from 28 to 30 years old; 15 (19.74%) with ages ranges from 31 to 33 years old; 7 (9.21%) with ages ranges from 34 to 36 years old, and 1 (1.32%) with ages ranges from 37 to 39 years old and 43 to 45 years old, while there was no respondent with age ranging from 40 to 42.

On the aspect of sex, most of the respondents were female, with a frequency of 44 (57.9%), while there were 32 (42.1%) males.

Table 1. Profile of the Respondents

Age	***Frequency***	***Percent***
22 to 24 years old	14	18.42
25 to 27 years old	29	38.16
28 to 30 years old	9	11.84
31 to 33 years old	15	19.74
34 to 36 years old	7	9.21
37 to 39 years old	1	1.32
40 to 42 years old	0	0
43 to 45 years old	1	1.32
Sex		
Female	44	57.9%
Male	32	42.1%
Bachelor's degree completed		
Bachelor of Science in Biology	22	28.90%
Bachelor of Science in Psychology	54	71.10%
Year Graduated		
2005 to 2008	4	5.26
2009 to 2012	21	27.63
2013 to 2016	18	23.68
2017 to 2020	33	43.42

Further studies after college		
Masteral Degree	29	38.16
Doctoral Degree	1	1.32
Education Units	5	6.58
Not Applicable	41	53.94

With regards to the degree completed, there were 22 (28.90%) who graduated with a Bachelor of Science in Biology. On the other hand, there were 54 (71.10%) graduated with a Bachelor of Science in Psychology, comprising the majority of the respondents.

On the year graduated, there were 4 (5.26%) respondents who graduated between 2005 to 2008; 21 (27.63%) respondents who graduated between 2009 to 2012; 18 (23.68%) respondents who graduated between 2013 to 2016; and 33 (43.42%) who graduated from 2017 to 2020.

When asked about their further studies after college, 29 (38.16%) of the respondents pursued a Master's Degree; 1 (1.32%) pursued Doctoral Degree; 5 (6.58%) pursued Education units; while 41 (53.94%) of the respondents did not pursue graduate degree programs.

Table 2. Reasons for taking the Bachelor's Degree and/or pursuing Graduate School Degree(s)

	Bachelor's Degree		**Graduate School Degree**	
	Frequency	*Percent*	*Frequency*	*Percent*
High grades in the course or subject area(s) related to the course	14	18.42	8	10.53
Upliftment from poverty	10	13.16	13	17.11
Personal decision/choice	76	100.00	20	26.32
Influence of parents or relatives	8	10.53	7	9.21
Peer Influence	10	13.16	7	9.21
Inspired by a role model	9	11.84	10	13.16
Strong passion for the profession	16	21.05	19	25.00
Prospect for immediate employment	10	13.16	18	23.68
Status or prestige of the profession	5	6.58	11	14.47
Availability of course offering in chosen institution	19	25.00	6	7.89
Prospect of career advancement	11	14.47	26	34.21
Financial capability	11	14.47	8	10.53
Prospect of attractive compensation	4	5.26	14	18.42
Opportunity for employment abroad	3	3.95	8	10.53
No particular choice or no better idea	4	5.26	5	6.58
Professional development	11	14.47	25	32.89
Requirement for promotion	1	1.32	20	26.32
Others	5	6.58	4	5.26

As shown in table 2, Reasons for taking the Bachelor's Degree and/or pursuing Graduate School Degree(s), in the aspect of bachelor's degree, 100% pursued Bachelor's degree as their Personal decision/choice; Availability of course offering in the chosen institution has a frequency of 19 (25%) and 16 (21.05%) have a strong passion for the profession. On the other hand, in the reasons for pursuing Graduate School Degree programs, the reasonable prospect for career advancement got a frequency of 26 (34.21%); Professional Development has a frequency of 25 (32.89%), and Personal decision/choice and requirement for promotion has a frequency of 20 or with the equivalent 26.32%.

Table 3 shows the Frequency of the Employability of the Graduates. Out of 76 respondents, 72 or 94.7 were employed; 2 or 2.6% were not employed and self-employed, and 0 percent have never been employed.

The results of the study conducted by Ali and Jala (2018) revealed that there is a significant positive relationship between the attainment of higher education and employment. Thus, higher education is a strong predictor of employment.

Table 3. Frequency of the Employability of the Graduates

	Frequency	*Percent*
Yes	72	94.7
No	2	2.6
Never been employed	0	0
Self-employed	2	2.6
Total	76	100.0

Table 4. Reason(s) of Not yet Employed

	Frequency	*Percent*
Advance or further study	1	1.3
No job opportunity	1	1.3
Not Applicable	74	96.1
Total	76	100.0

As presented in Table 4, the reason(s) why respondents are not yet employed in indicator 1 (Advance or further study) and Indicator 2 (No job opportunity) has a frequency of 1 or equivalent to 1.3%; and indicator 3 (not applicable) has a frequency of 74 or equivalent to 96.1%.

On the study by Buenviaje et. Al. (2015), it showed that the main reason for graduates being unemployed is family concerns and decided not to find a job (50%), followed by other reasons (33%), and lack of work experience (17%). Further the results are supported by the study of Rocaberte (2016), which suggested that new graduates need to wait for a longer time before being employed due to a lack of experience and limited opportunities available.

Table 5. Period of Employability for the First Job

	Frequency	*Percent*
Less than 1 month	24	31.6
2-5 months	27	35.5
6-12 months	15	19.7
More than a year	9	11.8
Not Applicable	1	1.3
Total	76	100.0

Table 5 presented the Respondents' Period of Employability for the First Job. Out of 76 respondents, there were 24, or equivalent to 31.6% who are employed for less than one month; 27, or equivalent to 35.5% were employed between 2-5 months; respondents who were employed in 6-12 months were 15 or equivalent to 19.7%; 9 or equivalent to 11.8% were employed more than a year, and not applicable got a frequency of 1 (1.3%).

The study by Ahmad et. al. (2012) suggested that it takes at least five months for 56% of graduates to be employed, while 10% decide to push through with their graduate studies,

while 34 % remain unemployed. This is similar to the study of Del Rosario (2019) that within two to five months after graduation, graduates are capable of finding employment.

Table 6. Frequency of Jobs since Graduation

	Frequency	*Percent*
1st Job	70	92.11
2nd Job	49	64.47
3rd Job	28	36.84
4th Job	9	11.84
5th Job	3	3.95
Never been employed	0	0.00

Table 6 exhibited the Frequency of Jobs since the Graduation of the respondents. The majority of the respondents 70 or equivalent to 92.11% obtained their 1st job after graduation; 49 or with percentage equivalent of 64.47 landed their 2nd job since graduation; 36.84% or 28 respondents got their 3rd job since graduation; 9 or with a percentage of 11.84% acquired their 4th job and 3 (3.95%) got their 5th job since graduation. More so, none of the respondents have ever been employed since graduation.

The results are consistent with the findings of Funk (2016), that at least two-thirds of fresh graduates stay on their first job for a year or less. Thus, being comfortable with the work environment, which includes the company itself and coworkers, makes them stay for a longer time.

Table 7. Graduates Employment Status

	Frequency	*Percent*
Job Order	24	31.58
Contractual	34	44.74
Casual	6	7.89
Self-employed	6	7.89
Temporary-Regular	21	27.63
Permanent	75	98.68
Not Applicable	2	2.63

Table 7 depicted the Graduates' Employment Status. Job order status has a frequency of 24 (31.58%); Contractual 34 (44.74%); Causal employee and Self-employed 6 (7.89); Temporary-Regular has a frequency of 21 or with the equivalent of 27.63%: the majority were permanents status with a frequency of 75 (98.68%), and 2 for not applicable.

The results are coherent with the study of Woya (2019) which recorded much higher permanent employment status among graduates. Moreover, Ramirez, et al., (2014) claimed that industries are looking for employees who are highly competent and would perform well, rather than those with just sufficient knowledge.

Table 8. Graduates' Current Job Title

	Frequency	Percent
Knowledge-Based Cluster Titles		
Health Care: Therapy, Counseling and Rehabilitation	2	2.63
Health Care: Medical Practitioners and Scientists	2	2.63
Managerial, Sales, Marketing and Human Resources	12	15.79
Natural Sciences and Environmental Management	3	3.95
Postsecondary Education and Knowledge Creation	15	19.74

	Frequency	Percent
Primary, Secondary and Vocational Education, Remediation and Social Services	10	13.16
Skill-Based Cluster Titles		
Administration and Office Support	13	17.11
Safety, Security and Emergency	2	2.63
Managers and First-Line Supervisors	6	7.89
Sales, Agents, Brokers and Customer Relations, Support	7	9.21
Not Applicable	4	5.26
Total	76	100

Table 8 showed the Graduate's Current Job Title; thus, researchers clustered it into two (2) cluster titles: the Knowledge-based Cluster Titles and Skill-based Cluster Titles based on the Occupational Information Network– Standard Occupational Classification (O*NET-SOC) system. Occupation clusters are groups of occupations that share similar knowledge, skills, and other characteristics, such as formal education levels, training, wage levels, and availability of benefits (Slaper, Timothy F., 2017). Based on the clustering of occupation titles, Singla, and Chandan Dev (2008), described knowledge-based cluster titles as those industries which are relatively intensive in their inputs of technology and/or human capital. It further stated that it is desirable to include other activities that are intensive users of high technology and/or have the relatively highly skilled force that is required to benefit fully from technological innovation. Meanwhile, the skill-based cluster titles were developmental strategies that sought to capitalize on existing local and regional skills and expertise (Slaper, Timothy F., 2017).

Among the clustered titles, Postsecondary Education and Knowledge Creation under the Knowledge-based category have the highest frequency (15, 19.74%). The Education and Knowledge Creation cluster represents a range of industries and establishments that provide systematic information or instruction for knowledge creation or learning (Centers of Excellence (COE) for Labor Market Research 2016). Most of the respondents were identified as instructors at a state university. Based on the study of Yuce, Sahin, Kocer, and Kana (2013) found that extrinsic, altruistic, and intrinsic motivations play important roles in choosing a teaching career. Furthermore, these reasons may be altruistic-intrinsic, extrinsic reasons, self-realization reasons, material reasons, influenced by other reasons, or some other ones (Balyer & Özcan, 2014).

Table 9. Graduates Employment Workplace

	Frequency	*Percent*
Abroad	4	5.3
Local	69	90.8
Not Applicable	3	3.9
Total	76	100.0

Table 9 displayed the Graduates' Employment Workplace. The majority of the respondents work locally with a frequency of 69 or with an equivalent of 90.8%; four or with an equivalent of 5.3% work abroad; and not applicable with a frequency of 3 equivalent to 3.9%

This indicates that almost all graduates chose to stay and use their expertise in the country. This is supported by the study of Vicente et.al. (2017) that most graduates that are employed chose to work locally than looking for greener pastures abroad.

Table 10. Graduates Employment Type of Company/Agency/Business

	Frequency	*Percent*
Government (employed)	41	53.9
Non-government (employed)	29	38.2
Small Medium Enterprises (self-employed)	1	1.3
Online (self-employed)	3	3.9
Not Applicable (unemployed or never been employed)	2	2.6
Total	76	100.0

Table 10 presented the graduates' employment type of company/agency/business they are affiliated with. Most of the respondents are employed in government with a frequency of 41 or it obtained 53.9%; non-government agency as employment type of graduates accumulated a frequency of 29 or with the equivalent of 38.2%; 1 or 1.3% as self-employed in a small-medium enterprise; self-employed online 3 or 1.3%; and 2 or equivalent to 2.6% for not applicable.

Similar results were observed in the study of Cassar (2016), wherein 50% of the employed graduates were from managerial (9.9%) or professional (41.5%) occupations. At least 45% are technicians and associate professionals (10.7%), clerical support workers (17.9%), or services and sales workers (16.6 percent).

Table 11 showed the Graduates' source of information about their current job. Response to an advertisement as the source of their current job has a frequency of 2 with a percentage equivalent of 2.6; Walk application has a frequency of 12 (15.8%); 36.8% or 28 graduates got their job through a recommendation; through vacancy notice 14 (18.40%); from employment services 1 (1.3%); internal promotion 2 (2.6%); information from friends as a source obtained a frequency of 5 with the equivalent of 6.6%; source of information from the internet has a frequency of 7 (9.2%), and not applicable with a frequency of 5 with percentage equivalent of 6.6.%.

Table 11. Graduates' source of information about their current job

	Frequency	*Percent*
Response to an advertisement	2	2.6
Walk-in applicant	12	15.8
Recommendation	28	36.8
Vacancy notice	14	18.4
Employment service	1	1.3
Internal promotion	2	2.6
Information from friends	5	6.6
Internet	7	9.2
Not Applicable	5	6.6
Total	76	100.0

In the study of Palameno et. al. (2017), most individuals got their employment through the walk-in application (50 respondents); followed by having a recommendation from someone (44 respondents); information from friends (9 respondents); response to an advertisement (6 respondents); family business (3 respondents); through on-the-job training (2 respondents); and lastly, the least chosen way on how they got their first job is through job fair (1respondent).

Table 12. Intention of staying in the same job/profession

	Frequency	*Percent*
Yes	51	67.1
No	18	23.7
Not Applicable	3	3.9
Others	4	5.3
Total	76	100.0

Table 12 exhibited the intention of the graduates in the same job/profession. Most of the graduates are positive in staying in the same job with a frequency of 51 or with a percentage equivalent of 67.1; 18 or 23.7% don't have the intention to stay in the same job/profession; not applicable has a frequency of 3 (3.9%), and others have a frequency of 4 (5.3%).

Table 13 presented the Graduates' Job Relevance to the Course/ Degree completed. Most of the respondents' job is relevant to their completed course/degree 51 (67.1%); 18 (23.7%) accounted for no relevance to their course/degree completed; 3 (3.9%) for not applicable; and 4 (5.3%) for others.

In the study by Albina and Sumagaysay (2020), it was revealed that whenever graduates were asked whether or not the curriculum, they had in college is relevant to their job, most of the sixty-nine percent said that their curriculum is relevant.

Table 13. Graduates Job Relevance to Course / Degree completed

	Frequency	*Percent*
Yes	51	67.1
No	18	23.7
Not Applicable	3	3.9
Others	4	5.3
Total	76	100.0

Table 14. Graduates' alignment of their course/program taken to their present job

	Frequency	*Percent*
Agriculture, Hunting and Forestry	1	1.3
Agriculture, Hunting and Forestry, Construction	1	1.3
Agriculture, Hunting and Forestry, Manufacturing, Hotels and restaurants	1	1.3
Education	16	21.1
Education, Health and Social Work, Other community, Social and Personal Service Activities	1	1.3
Financial Intermediation, Public Administration and Defense; Compulsory Social Security, Education	1	1.3
Health and Social Work	3	3.9
Hotels and restaurants	1	1.3
Manufacturing	1	1.3
Mining and Quarrying	1	1.3
Not Applicable	10	13.2
Other community, Social and Personal Service Activities	3	3.9
Public Administration and Defense; Compulsory Social Security	2	2.6
Public Administration and Defense; Compulsory Social Security, Other community, Social and Personal Service Activities	1	1.3
Real State, Renting, and Business Activities	1	1.3
Total	76	100.0

In table 14, it can be gleaned that 16 (21.1%) respondents were employed in the education sector. On the other hand, 10 (13.2%) respondents responded that their current employment is not aligned with the course they graduated from. While there were 3 (3.9%) respondents, each, reported that their employment is in line with Health and Social Work and Other Community, Social and Personal Service Activities.

Table 15. Contribution of curricular programs to the Graduate's skill development during college

	Mean	*SD*
Critical thinking (Finding solutions to problems	4.00	0.909
Creativity (Thinking outside the box)	4.00	0.952
Collaboration (Working with others)	4.13	0.957
Communication (Talking to others)	4.20	0.938
Information Literacy (Understanding facts, figures, statistics and date)	3.92	0.949
Media Literacy (Understanding the methods and outlets in which information Age possible)	*3.87*	*0.943*
Flexibility (Deviating from plans as needed)	*4.03*	*0.923*
Leadership (Motivating a team to accomplish a goal)	4.07	1.075
Initiative (Starting projects, strategies, and plans on one's own)	4.17	0.958
Productivity (Maintaining efficiency in an age of distractions)	4.05	0.965
Social Skills (Meeting and networking with others for mutual benefit)	4.08	1.030

Table 15 showed the contribution of curricular programs to the graduate's skill development during college. It can be observed that communication skills or talking to others were perceived to have the highest contribution among graduates with a mean of 4.20 (SD=0.938). Communication skills are followed by initiative skills or the capacity to start projects, strategies, and plans on one's own with a mean of 4.17 (SD=0.958). Lastly, the third set of skills was perceived to be contributory to the graduates' collaborative skills or the capacity to work with others with a mean of 4.13 (SD=0.957).

Table 16. Usefulness of those skills and competencies in Graduate's previous and/or current job

	Mean	*SD*
Critical thinking (Finding solutions to problems	4.12	0.966
Creativity (Thinking outside the box)	4.16	0.981
Collaboration (Working with others)	4.22	0.947
Communication (Talking to others)	4.21	0.928
Information Literacy (Understanding facts, figures, statistics and date)	4.03	0.923
Media Literacy (Understanding the methods and outlets in which information Age possible)	3.99	0.986
Flexibility (Deviating from plans as needed)	4.21	1.024
Leadership (Motivating a team to accomplish a goal)	4.08	1.105
Initiative (Starting projects, strategies, and plans on one's own)	4.16	1.007
Productivity (Maintaining efficiency in an age of distractions)	4.20	0.952
Social Skills (Meeting and networking with others for mutual benefit)	4.13	1.024

Table 16 exhibited the usefulness of skills and competencies in graduates' previous and/or current jobs. From the table, it can be observed that collaborative skills or working with others were perceived to be the most useful skill and competency among graduates with a mean of 4.22 (SD=0.947). Aside from this, communication skills or talking to others and flexibility or deviating from plans as needed were also perceived as useful to the

participants' jobs. Further, these skills obtained a mean of 4.21 and SD=0.928 and 1.024, respectively.

Table 17 presented the Relevance of the program's curriculum in previous and/or current jobs in terms of General Education Subjects. Somewhat adequate has a frequency of 5 (6.6%); adequate has obtained 21 (27.6%); 30 (39.5%) accounted for very adequate; extremely adequate has a frequency of 18 with a percentage equivalent of 23.7, and not applicable has a frequency of 2 (2.6%).

Table 17. Relevance of program's curriculum in previous and/or current job in terms of General Education Subject

	Frequency	*Percent*
Somewhat Adequate	5	6.6
Adequate	21	27.6
Very Adequate	30	39.5
Extremely Adequate	18	23.7
Not Applicable	2	2.6
Total	76	100.0

Table 18. Relevance of program's curriculum in previous and/or current job in terms of Major or Professional course taken

	Frequency	*Percent*
Not at All	3	3.9
Slightly Relevant	5	6.6
Moderately Relevant	14	18.4
Very Relevant	24	31.6
Extremely Relevant	28	36.8
Not Applicable	2	2.6
Total	76	100.0

Table 18 depicted the Relevance of the program's curriculum in previous and/or current jobs in terms of Major or Professional courses taken. 3 (3.9%) perceived that their major or professional program's curriculum in their previous/or current job is not relevant at all; Slightly relevant has a frequency of 5 (6.6%); Moderately relevant 14 or with the equivalent of 18.4%; Very Relevant has a frequency of 24 (31.6%); Extremely Relevant 28 or with percentage equivalent of 36.8; and not applicable has a frequency of 2 (2.6%)

Table 19 presented the major or professional course taken relevant to my previous and/or current job. It can be gleaned that the on-the-job training course was perceived to be the most relevant course graduates had taken concerning their employment. The on-the-job training course has a mean of 3.99 (SD= 1.183). Core / Elective / Major / Professional Subjects and research courses, with a mean of 3.82 (SD=1.197) and 3.66 (1.342), respectively, were also seen as relevant to graduates in terms of their employment. On the other hand, Practice Teaching / Teaching Assistantship / Nursing RLE was deemed to be the least relevant course the graduates had taken.

Table 19. Major or Professional course taken relevant to previous and/or current job

	Mean	*SD*
Research courses taken	3.66	1.342
On-the-job training course	3.99	1.183
Practice Teaching / Teaching Assistantship / Nursing RLE	3.63	1.384
Core / Elective / Major / Professional Subjects	3.82	1.197

Conclusion

From the data collected, most of the participants were female, a graduate of Bachelor of Science in Psychology between the years 2017-2020, and came from the age group between 25-27 years old. Most of the participants said that their reason for taking up their chosen bachelor's degree is their personal choice while pursuing advanced education was the decision made in anticipation of career advancement.

In terms of employability, 94.70% of the respondents reported that they were employed, while the causes of unemployment among the remaining participants were due to advanced studies and lack of job opportunities. On the other hand, most of the respondents reported that within 2-5 months, they were able to land on their first job and 92.11% of them were still employed in the same institution. In addition to these, most respondents reported that they were employed locally with permanent status, having a job title in line with Postsecondary Education and Knowledge Creation and Administration and Support, and most reported that they were employed under the government offices. Among others, the leading source of information where the respondents got information about their current job is from recommendations from other people.

In terms of relevance of the program, 67.10% of the respondents perceived that the program that they graduated from was significant to their employment, which was mostly aligned with the field of education. Meanwhile, graduates reported that the greatest contributory skill developed among them by the program they graduated from are communication skills, while the most useful are skill developed collaborative skills. Aside from these, graduates perceived the general education courses of their baccalaureate degree as very adequately relevant to their employment, while major and professional courses, which were perceived to be the most relevant course to their employment, were perceived as extremely adequately relevant.

The findings of the current undertaking show that the programs of the President Ramon Magsaysay State University- College of Arts and Sciences, which are Bachelor of Science in Biology and Bachelor of Science in Psychology, are still relevant in the context of the study's respondents. This claim can be verified through the various parameters examined by the current study, such as graduates' personal, educational, and employment backgrounds. Furthermore, the perception of the graduates regarding the skills developed by the programs that are beneficial to their current employment reflects that the programs are producing competitive and employment-ready graduates. Despite the relevance of the programs, there is still a need for continuous review and development for them to be able to be at par with their counterparts all over the country. Likewise, a similar study can be undertaken, which will evaluate the teaching-learning experience of the graduates, and thus will further highlight the facilities and methodologies used along the process. An evaluation of the graduates' performance through the perspective of their employer, can also be considered to determine further the competencies that the graduates acquired.

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