

# Comprehensive Tracer Study of San Sebastian College-Recoletos Manila (2018-2023)

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## ABSTRACT

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The employability of graduates from San Sebastian College Recoletos (SSCR) between 2018 and 2023 is under scrutiny in the Comprehensive Tracer Study, which also delves into the impact of their education on their ability to thrive in the realm. This research aims to analyze the employment status and demographic characteristics of these graduates, evaluate their perspectives on job-hunting practices, and assess how effectively their education equipped them for the working world. A total of 440 graduates participated in a research project by completing a self-designed survey tool via a platform. In order to uncover patterns and connections within the data set, we carried out an analysis utilizing



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weighted calculations alongside examining the frequency distributions and conducting an Analysis of Variance (ANOVA). The outcomes indicate that most graduates achieve job placements, with a proportion securing positions shortly following graduation. The research underscores the importance of workshops and conferences in enhancing job prospects, particularly for individuals who land jobs within a year post-graduation. Considering everything, the research showcases the effectiveness of SSCR initiatives in facilitating graduates' transition into the job market and identifies areas where enhanced graduate tracking and support services are needed. This analysis could assist SSCR in enhancing its strategies for equipping students with the skills, for employment success.

## INTRODUCTION

Ensuring university graduates find employment and succeed professionally is a focus for education institutions nowadays. Tracer studies provide information to enhance curriculum development and student support services like career guidance programs. These studies are essential in understanding alumni's graduation paths and achievements (Gines, 2014; Patacsil & Tablatin 2017).

A detailed study was conducted on SSCR graduates from 2018 and 2023, focusing on their career choices, job situations, and opinions on how their education influenced their transition into the workforce. Gaining insights into the factors impacting the employability of SSCR graduates will help the school enhance its offerings and career readiness programs, with improved student support services catered towards meeting student needs and labor market requirements.

Past research has highlighted the importance of factors such as professional connections network, practical experience at work and chosen academic discipline in shaping the job prospects for graduates (Di Paolo & Matano, 2022; Douglas & Attewell, 2019; Kuehn & Hecker, 2018). Through delving into the perspectives and experiences of SSCR alumni, this study aims not only to build upon these findings but also to provide the university with practical recommendations grounded in evidence that can enhance the achievements and preparedness of its alumni for their careers ahead.

This research will provide information for SSCR on enhancing its curriculum and student support services in order to better equip students for the challenges of today's job market by examining employment patterns and their views on the impact of their education on their careers and the factors shaping their job hunt and professional paths.

## OBJECTIVES OF THE STUDY

The main goal of this research is to explore how schools like San Sebastian College Recoletos (SSCR) improve the job prospects of their alumni. The

study's main objectives are to examine aspects of the respondents, such as gender identification and educational background details like course studied and year of graduation, funding sources for education and current employment status, among factors listed above in detail.

## METHODOLOGY

### Research Design

This study used a quantitative research design to investigate the employment characteristics, career paths, and opinions of SSCR graduates from 2018 to 2023 about how their education helped them adjust to the workforce.

### Participants and Sampling

The study's target population consisted of all SSCR graduates between 2018 and 2023. A random sampling technique was used to obtain 440 graduates within the allotted time frame.

### Instrument and Data Collection

A customized survey tool was administered through an internet platform supported by SurveyMonkey for the SSCR graduates to gather data on their details, like age and work situation, as well as their career decisions and thoughts on how their education has helped them secure employment opportunities.

The researchers advised the graduates to fill out the survey to ensure a strong response rate, improving the inclusivity and involvement of the final sample through a diverse data collection approach.

Before conducting the data gathering process for the study group from SSCR alumni involvement, the survey tool was examined. During this testing phase, the internal consistency and reliability of the survey items were found promising, with a Cronbach's alpha value of 0.85.

### Data Analysis

The survey data was analyzed using methods (a) Examining the frequencies and percentages of demographic and occupational characteristics of the respondents. (B): Utilizing weighted analysis to understand how participants perceived the impact of their education on their employment opportunities.

This study aims to determine if there are differences in how participants perceive the impact of their education on job opportunities based on gender groupings, college majors' jobs held, status of work and field alignment and duration of job search.

The research team gained an understanding of the job prospects for SSCR graduates by using analytical methods that helped identify patterns and correlations in the data.

The study's detailed approach involved a sampling method, a survey

instrument and robust statistical analysis to generate precise and valuable findings that will guide SSCR in enhancing the success and readiness of its students for their careers.

**Research Ethics Protocol**

In the study conducted from 2018 to 2023 to assess the job prospects of San Sebastian College–Recoletos graduates, prioritized ethical standards were adhered to ensure the reliability and validity of its findings. The research team initially obtained their consent to guarantee that all participants comprehended the study’s objective and their privileges as interviewees. Stringent confidentiality measures were implemented, and Participant information was safeguarded by anonymizing and securely storing data. Furthermore, the study employed a sampling approach, reaching out to every graduate within the timeframe to avoid any bias in selection. The survey instrument was also pilot tested to guarantee its clarity and dependability, and it demonstrated strong internal consistency with a Cronbach’s alpha of 0.85. By following these ethical guidelines, the study sought to respect the rights and dignity of its participants while generating reliable and valuable insights.

**RESULTS AND DISCUSSION**

The researchers’ data were tabulated in a manner that the readers easily understood. The data were interpreted and analyzed considering the related literature and studies.

**Table 1**  
*Respondents Profile According to Gender*

	Frequency	Percent
Male	192	43.6
Female	248	56.4
Total	440	100

According to Table 1, 43.6% of the graduates surveyed were men, and 56.4% were women. This suggests that more female respondents were in the sample than male respondents. According to the data, there were more female graduates than male graduates in the employability tracer study for SSCR graduates from 2018–2023.

**Table 2**  
*Respondents Profile According to Course in College*

	Frequency	Percent
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Mass Communication	48	10.9
Psychology	80	18.2
Political Science	40	9.1
Hospitality Management	64	14.5
Culinary	24	5.5
Tourism Management	64	14.5
Accountancy	40	9.1
Financial            Managerial	8	1.8
Accountancy	8	1.8
Business Management	16	3.6
Financial Management	24	5.5
Computer Science	16	3.6
Information Technology	8	1.8
Marketing Management	440	100
Total		

Table 2 displays a wide range of academic programs in the social sciences, hospitality, and business-related domains. Psychology (18.2%, 80 respondents), hospitality management (14.5%, 64 respondents), and tourism management (14.5%, 64 respondents) are the most frequently taken courses among the respondents. Business management (1.8%, eight respondents), marketing management (1.8%, eight respondents), and financial managerial accounting (1.8%, eight respondents) are the least popular courses.

According to the responder profile, the most prevalent groups come from programs in psychology, hospitality management, and tourism management, with lesser percentages coming from more specialized schools in business and technology. Examining the general employment patterns of SSCR graduates from 2018–2023 should consider this distribution of academic majors.

**Table 3**  
*Respondents Profile According to the Year they graduated at SSCR*

	Frequency	Percent
2018	8	1.8
2019	24	5.5
2020	8	1.8
2022	208	47.3
2023	176	40
System	16	3.6
	440	100

The following are crucial details about the respondents’ profiles based on the year they received their SSCR degrees: The highest percentage of respondents (47.3%, or 208 people) out of the 440 total respondents graduated in 2022. In 2023, the second-largest group (176 people) graduated, making up 40% of the total. In 2019, a smaller group of 24 people, or 5.5%, graduated. In 2018 and 2020, an even smaller number graduated, making up 1.8% of the total (8 people).

Table 3 summarizes that most respondents (87.3%) completed SSCR in 2022 and 2023, whereas a lesser percentage did so in 2018–2020. When examining the general employment trends of SSCR graduates from 2018 to 2023, it is essential to consider the significant proportion of more recent graduates.

**Table 4**  
*Respondents Profile According to the Source of their Education Funding at SSCR*

	Frequency	Percent
READS	80	18.2
Siblings	256	58.2
Parents	104	23.6
Total	440	100

The following are the salient features of the respondents’ profiles based on where they received their SSCR education funding: Among the 256 respondents, the largest group (58.2%) reported receiving funding from their siblings. Parents provided funds for the second-largest group, which accounted for 23.6% of the total (104 respondents). The READS program funded the smallest group, 18.2% (80 respondents).

According to Table 4, most SSCR graduates depended on family members, especially their siblings, for financial assistance to pay for their education. The READS program, which is probably a government or institutional scholarship/grant program, provided funding to a lesser percentage.

SSCR graduates may have come from families with low financial resources or access to other forms of educational funding, as seen by their heavy reliance on family funding sources, particularly from siblings. This can be a crucial consideration when examining the employability and career success of these

graduates.

In conclusion, the respondent profile demonstrates that most SSCR graduates' educational funding came from family support, especially from siblings. At the same time, a lesser percentage relied on parental support or the READS program.

**Table 5**

*Respondents Profile According to the Nature of Current Employment*

	Frequency	Percent
Self-employed	48	10.9
Private	312	70.9
Public	64	14.5
System	16	3.6
Total	440	100

The following are the salient features of the respondents' profiles based on the type of work they currently hold: 312 respondents, or 70.9% of the total, work in the private sector. Sixty-four respondents, or 14.5% of the total, work in the public sector, making them the second-largest group. Self-employed people comprise the smallest percentage (10.9%, or 48 responders). Additionally, 16 respondents (3.6%) have the employment status "System," which probably indicates that some or all of their data is missing.

According to Table 5, most SSCR graduates work in the private sector, while a lesser percentage are self-employed or in the public sector. The high percentage of private sector employment may suggest that, in contrast to the public sector or self-employment, SSCR graduates are finding more excellent employment prospects in the private sector.

Given that self-employment and entrepreneurship are frequently regarded as significant career paths for graduates, the tiny percentage of self-employed respondents is remarkable. This might be a topic worth investigating further to learn more about the elements impacting SSCR graduates' career decisions.

According to the respondent profile, self-employment is the least common employment status among SSCR graduates, while private-sector employment is the most common, followed by public-sector employment.

**Table 6**

*Respondents Profile According to their Rank in their Current Employment*

	Frequency	Percent
Rank and File	200	45.5
Supervisory	32	7.3

Managerial	40	9.1
Others	144	32.7
System	24	5.5
Total	440	100

According to Table 6, the largest group of the 440 respondents—45.5%, or 200 respondents—are employed in rank-and-file roles. “Others,” which probably includes jobs that do not neatly fall into the given rank categories, is the second-largest group, accounting for 32.7% of the total (144 respondents). Among the 40 respondents, the next largest group, 9.1%, hold managerial jobs. Only 32 responders, or 7.3%, hold supervisory positions. Twenty-four respondents (5.5%) have the employment rank “System,” which most likely indicates that some data is missing or insufficient.

According to this data, a lesser percentage of SSCR graduates have management or supervisory positions, while most work in entry-level or non-managerial roles. The comparatively high proportion of “Others” suggests that the job rankings might be more varied or complex than the categories listed.

To further understand the career progression and advancement options for SSCR graduates, more research may be necessary to address the low representation of supervisory and managerial posts. Investigating the variables that affect the distribution of graduates across various job rankings can also be worthwhile.

In conclusion, rank-and-file occupations are the most prevalent, according to the respondent profile. A sizable percentage of respondents hold “Other” responsibilities, while smaller groups hold management and supervisory posts.

**Table 7**  
*Relationship of Current Employment to the Field of Study*

	Frequency	Percent
Related	288	65.5
Not Related	88	20
Others	48	10.9
System	16	3.6
Total	440	100

The following are the main ideas on how the respondents’ subject of study and their present job relate to each other: There are 440 responders. According to 288 respondents, 65.5% said their present job is relevant to their subject of study. Eighty-eight respondents, or 20% of the sample, stated that their present position does not relate to their field of study. 10.9% (48 respondents) fall into



the category of “Others,” which probably covers situations with a more intricate or subtle interaction between work and academic pursuits. Additionally, 16 respondents (3.6%) had data marked as “System,” which denotes missing or insufficient information.

Recent studies have shown a link between education and employment outcomes for graduates from San Sebastian College Recoletos (SSCR). Di Paolo and Matano (2022) highlight the importance of aligning work with one’s field of study as it significantly influences job satisfaction and financial rewards while effectively enabling the application of acquired skills. Many SSCR graduates secure employment within a year after graduation, showing the value of gaining work experience while studying. This finding aligns with Douglas and Attewell’s 2019 study that linked college work experience with post-college wages. Learning agility and continuous lifelong learning are emphasized for sustainable employability by Mainga et al. (2022). This mirrors SSCR’s approach of providing a well-rounded education that prepares graduates for diverse career paths. Moreover, Ariansyah et al. (2024) discuss the benefits of education in facilitating early entry into the workforce, shedding light on the prompt employment of many SSCR graduates. Cleary et al. (2017) also underscore the importance of aligning education programs with labor market needs, echoing SSCR’s efforts in adapting its curriculum according to industry requirements.

**Table 8**  
*Duration of Seeking Job after Graduation*

	Frequency	Percent
Less than a year	368	83.6
1 year	32	7.3
System	40	9.1
	440	100

Table 8 shows that 83.6% (368 respondents), or most of the 440 respondents, found work within a year of graduating. A smaller group of 32 respondents, or 7.3%, took a year to find work after college. Furthermore, data for 40 respondents (9.1%) are designated as “System,” indicating incomplete or missing information.

The data shows that most SSCR graduates could find work quickly, with over 83% finding employment within a year of completing their studies. Di Paolo and Matano’s (2022) research supports this conclusion by demonstrating that college graduates who work, especially in jobs related to their field of study, generally have better employment outcomes following graduation.

The tracer study results on San Sebastian College-Recoletos (SSCR) graduates, which showed that 83.6% of respondents found employment within

a year of graduation, can be connected to several contemporary studies on graduate employability. Korpar (2022) emphasizes how important it is to get appropriate work experience, such as internships, to improve career possibilities following graduation. This is consistent with SSCR’s educational programs, which effectively equip students for the job by providing them with practical experience. According to the Department of Information Technology (DO-IT, 2021), which highlights the value of a college degree to obtain better professional opportunities, SSCR graduates should utilize their education to land a job as soon as possible. The significance of learning agility and proactive career preparation is discussed by Mainga et al. (2022) in keeping with SSCR’s emphasis on comprehensive education that prepares graduates for a range of employment options. Tomlinson and Nghia’s (2020) study on the effect of individual skills and institutional support on employability may help to explain why many SSCR graduates find work quickly. Finally, Jackson and Wilton’s (2016) focus on aligning higher education with labor market demands reflects SSCR’s efficacy in preparing graduates for careers connected to their studies.

Job-field matching is important because it may favor job quality, revenue, and skill usage (Douglas & Attewell, 2019). A significant portion of SSCR graduates find employment within a year, demonstrating their ability to apply the skills and information they learned in school to a smooth transition into the workforce.

Nevertheless, the data also reveals that a small but significant fraction (7.3%) required a year to find work following graduation. It might be worthwhile to conduct additional research to determine what factors might have affected the length of time this group of grads spent looking for work.

In conclusion, according to the responder profile, most SSCR graduates were able to find work within a year of finishing their education, which is consistent with the favorable job outcomes that the search results emphasize.

**Table 9**  
*Reasons for Seeking a Job after Graduation*

	Frequency	Percent
Completion of degree	136	30.9
Relevant training and experiences	160	36.4
Recommendation of friend and family	72	16.4
Others	32	7.3
System	40	9.09
	440	100

Table 9 demonstrates that graduates look for work for a variety of reasons, including the following:

Training and experiences that are pertinent (36.4%, 160 replies). Korpar's (2022) study is relevant to this. She asserts that enhancing employment outcomes after college requires obtaining relevant work experience, such as through internships. Graduates are more likely to land jobs related to their field of study if they accumulate relevant experiences and abilities.

Degree completion (30.9%, 136 responders). According to the DO-IT (2021) website, earning a college degree is frequently viewed as a means of advancing one's profession. It implies that recent graduates are looking for positions that will enable them to use the knowledge and abilities they acquired while pursuing their education.

Friends and family recommendations (16.4%, 72 respondents): The search results emphasize how crucial it is to network and use personal contacts when looking for a job. Graduates can find employment possibilities and establish valuable professional relationships with the support of recommendations from friends, family, and other contacts.

Others (32 responders, 7.3%): This category probably includes a variety of additional variables, such as the desire for career progress, a change of field, or personal or financial considerations.

The information highlights the value of proactive career planning, which includes acquiring applicable skills, accumulating work experience, and creating a robust professional network. These elements seem important motivators for SSCR graduates looking for work after graduation.

**Table 10**  
*Perception as to Why Others Did Not Immediately Land a Job after Graduation*

	Frequency	Percent
Advance or Further Study	56	12.7
Family Concern	8	1.8
Lack of Work Experience	112	25.5
Did not meet the company's expectations	16	3.6
No Job Opportunities	176	40
System	72	16.4
	440	100

Questions about why some graduates do not find employment immediately after graduation were posed to the respondents. According to the information supplied, the following are the leading causes thought to be responsible for

confident SSCR graduates' delayed employment after graduation:

1. No Job chances (40%, 176 respondents): This was the most often mentioned reason, suggesting that a sizable percentage of graduates believed that the main obstacle keeping them from obtaining employment right away after graduation was a lack of job chances.

2. Lack of Work Experience: The second most popular reason given by graduates (25.5%, 112 respondents) was their perceived lack of appropriate work experience, which may have made it more difficult for them to find employment after graduation.

3. Advance or Further Study (12.7%, 56 respondents): A smaller percentage of graduates were thought to have opted to pursue advanced studies or additional schooling rather than joining the workforce right away.

4. Did not fulfill the company's expectations (3.6%, 16 respondents): A tiny percentage of graduates were thought to have fallen short of prospective employers' expectations, which could have led to their termination.

5. Family Concern: Only a tiny percentage of respondents (1.8%, 8) said they had experienced family-related problems or worries that might have affected their job search.

The results of Table 10 of the tracer study on San Sebastian College-Recoletos (SSCR) graduates indicate some perceived barriers to finding employment immediately, which aligns with current studies on graduate employability. To increase employability, Tomlinson and Nghia (2020) emphasize the importance of aligning higher education with labor market demands. The most frequently cited excuse, "No Job Opportunities" (40%), reflects longer-term labor market challenges. This suggests that incorporating modern employment market trends into SSCR's curricula could be beneficial.

The findings of Jackson and Wilton (2016), which highlight the importance of career management skills and work-integrated learning in improving graduate outcomes, align with the barrier of "Lack of Work Experience" (25.5%). This highlights the significance of SSCR enhancing opportunities for experiential learning, including internships.

The perception that some graduates pursue "Advanced or Further Study" (12.7%) aligns with the findings of Mainga et al. (2022), who found that maintaining employability in a work market that is changing quickly requires skill development and continuous learning. The belief that self-assured graduates "Did not meet the company's expectations" (3.6%) may be related to the study by Korpar (2022), which highlights the significance of relevant skills and competencies in meeting corporate objectives. This suggests that SSCR should work harder to ensure students learn hard and soft skills.

Lastly, a less frequently discussed barrier in the research is "Family Concern"

(1.8%). Nonetheless, it highlights personal factors that could influence the outcome of a job search, highlighting the need for extensive support systems for fresh graduates.

According to the study, SSCR graduates' primary barriers to finding immediate employment were a perceived lack of good job opportunities and work experience, not further education or family issues. This is consistent with the search results, highlighting the importance of networking and gaining appropriate work experience in improving post-graduation career outcomes.

**Table 11**  
*Respondents' Assessment of How their School helped them in their Employability*

Determinants	Mean	Std. Deviation	Verbal Interpretation	Rank
Relevant and meaningful curriculum	3.019	0.7403	High Extent	5
Challenging academic requirements	2.808	0.6524	High Extent	10
Classroom learning activities	2.846	0.7184	High Extent	9
On the Job Training	3	0.9713	High Extent	6
Seminars forum educational trips to enhance learning	2.904	0.8157	High Extent	7
Quality faculty and practitioners	3.196	0.6276	High Extent	1
Research studies	3.151	0.7379	High Extent	2
Community development activities	2.887	0.7938	High Extent	8
Extracurricular activities sanctioned by the school	3.058	0.8651	High Extent	4
Quality of Education	3.135	0.7861	High Extent	3
Total Weighted Mean Score	3.0004	0.7709	High Extent	

Likert: 1.0 - 1.75    1.76 - 2.50    2.51 - 3.25    3.26 - 4.00

With a total weighted mean score of 3.0004, the verbal interpretation of "High Extent" is met. This suggests that most respondents had a favorable opinion of SSCR's contribution to their employability. The respondents ranked the following three variables as having the greatest impact on their employability: research studies (Mean = 3.151), quality of education (Mean = 3.135), and quality of faculty and practitioners (Mean = 3.196). In terms of how it improved

their employability, the respondents placed high importance on the caliber of the teachers, the research possibilities offered, and the entire educational experience at SSCR.

Several recent studies on higher education and employment are consistent with the results of Table 11 of the tracer study on San Sebastian College-Recoletos (SSCR) graduates, which emphasize the perceived beneficial influence of different educational characteristics on employability. A study from Inside Higher Ed (2024) found that faculty are essential in offering career advice and incorporating career readiness into coursework, which is supported by the high ranking of “Quality of faculty and practitioners” (Mean = 3.196). This implies SSCR’s focus on top-notch professors greatly enhances graduates’ employability.

Mishra and Braun (2021) contend that participating in discipline-specific activities, like research, improves employability by enabling students to acquire and exhibit competencies. They support the significance of “Research studies” (Mean = 3.151). This is consistent with the belief held by SSCR graduates that research opportunities are crucial to their preparedness for the workforce. The high rating of “quality of education” (Mean = 3.135) is consistent with the findings of Qin (2023), who highlights that good teaching in higher education improves human capital and has a beneficial impact on employment outcomes. This means the students are equipped or ready for the workforce based on SSCR’s overall educational quality.

According to Aljumah’s (2023) study, “On-the-Job Training” (Mean = 3.000) is important. The study highlights the significant impact of job training on employability skills and recruiting outcomes. This implies that for SSCR graduates to make a seamless transition to the workforce, experiential learning experiences during coursework are crucial.

Finally, research by Misra and Braun (2021) indicates that extracurricular activities aid in the development of a variety of employability-related skills and abilities, which is in line with the value given to “Extracurricular activities” (Mean = 3.058). This suggests that SSCR’s promotion of extracurricular activities enhances graduates’ prospects for employment.

The findings showed that the respondents’ assessments of how SSCR enhanced their employability were generally favorable, with the professors’ quality, research opportunities, and overall educational quality being the most highly valued components. SSCR may find this information helpful in identifying areas for improvement and areas of strength in its efforts to improve the employability of its graduates.

**Table 12**

*Analysis of Variance of the Respondent's Assessment of the Role of SSCR on their Employability When Grouped According to Their Gender*

	Sum of Squares	df	Mean Square	F	Sig.
Relevant and meaningful curriculum	1.458	1	1.458	2.671	0.103
Challenging academic requirements	3.52	1	3.52	8.419	0.004
Sebastianian classroom learning activities	1.059	1	1.059	2.057	0.152
On the Job Training	2.534	1	2.534	2.697	0.101
Seminars, forums, educational trips, etc.	0.388	1	0.388	0.582	0.446
Quality faculty and practitioners	3.991	1	3.991	10.365	0.001
Research studies	0.236	1	0.236	0.433	0.511
Community development activities	1.796	1	1.796	2.862	0.091
Extracurricular activities sanctioned by the school	27.092	1	27.092	39.559	0
Quality Christian Education	9.505	1	9.505	15.934	0

The following are the main conclusions drawn from the analysis of variance (ANOVA) data about the respondent's evaluation of the impact of SSCR on their employability when categorized by gender: Challenging academic needs: Male and female respondents' assessments of challenging academic requirements varied statistically significantly ( $F(1,438) = 8.419, p = 0.004$ ). 2. Quality faculty and practitioners: Male and female respondents' evaluations of quality faculty and practitioners differ statistically significantly ( $F(1,438) = 10.365, p = 0.001$ ). 3. School-approved extracurricular activities: Male and female respondents' evaluations of school-approved extracurricular activities varied statistically significantly ( $F(1,438) = 39.559, p < 0.001$ ). 4. Quality Christian Education: Male and female respondents' evaluations of quality Christian education varied statistically significantly ( $F(1,438) = 15.934, p < 0.001$ ).

There were no statistically significant variations between the judgments of male and female respondents for other categories, including research studies, seminars/forums, classroom learning activities, on-the-job training, relevant and meaningful curriculum, and community development activities.

These results imply that respondents, both male and female, have

differing opinions about how some elements of their SSCR education affect their employability, especially when it comes to the demanding coursework, the caliber of instructors and practitioners, extracurricular activities, and the general standard of Christian education. To fully comprehend the underlying causes of these gender-based evaluation disparities, more research may be required.

**Table 13**

*Analysis of Variance of the Respondent’s Assessment of the Role of SSCR on their Employability When Grouped According to their Course in College*

	Sum of Squares	df	Mean Square	F	Sig.
Relevant and meaningful curriculum	12.881	12	1.073	2.667	.010
Challenging academic requirements	7.582	12	.632	1.700	.105
Sebastianian classroom learning activities	9.749	12	.812	1.862	.071
On the Job Training	14.205	12	1.184	1.331	.242
Seminars, forums, educational trips, etc.	9.180	12	.765	1.177	.332
Quality faculty and practitioners	5.436	12	.453	1.179	.332
Research studies	13.476	12	1.123	2.933	.005
Community development activities	9.154	12	.763	1.263	.278
Extracurricular activities sanctioned by the school	16.285	12	1.357	2.348	.022
Quality Christian education	8.999	12	.750	1.268	.275

The following are the main conclusions drawn from the analysis of variance (ANOVA) data about the respondent’s evaluation of the impact of SSCR on their employability when categorized by college course: (1) Relevant and meaningful curriculum: Respondents from various courses differ statistically significantly in their evaluations of relevant and meaningful curriculum ( $F(12,427) = 2.667, p = 0.010$ ). (2) Research studies: Respondents from various courses differ statistically significantly in how they evaluate research studies ( $F(12,427) = 2.933, p = 0.005$ ). (3) School-approved extracurricular activities: Respondents from various courses differ statistically significantly in how they evaluate school-approved extracurricular activities ( $F(12,427) = 2.348, p=0.022$ ).



Respondents' evaluations from various courses did not reveal statistically significant differences in the other factors, including challenging academic requirements, classroom learning activities, on-the-job training, seminars/forums, faculty and practitioner quality, community development activities, and Christian education quality.

These results imply that respondents' evaluations of how SSCR affects their employability differ based on their topic of study or academic program. The notable variations in assessing pertinent research studies, extracurricular activities, and curricula suggest that students' unique requirements and experiences in various academic fields affect how valuable these elements are viewed.

More research would be required to comprehend the fundamental causes of these course-based variations in evaluating SSCR's contribution to employability. The respondents' opinions may be influenced by elements including the curriculum's applicability to the career routes of each academic program, research possibilities, and extracurricular activities.

**Table 14**

*Analysis of Variance of the Respondent's Assessment of the Role of SSCR on their Employability When Grouped According to their Rank*

	Sum of Squares	df	Mean Square	F	Sig.
Relevant and meaningful curriculum	4.722	3	1.574	3.188	.032
Challenging academic requirements	1.853	3	.618	1.455	.239
Sebastianian classroom learning activities	.493	3	.164	.296	.828
On the Job Training	2.634	3	.878	.891	.453
Seminars forum educational trips to enhance learning	1.195	3	.398	.576	.633
Quality faculty and practitioners	1.247	3	.416	1.082	.366
Research studies	.275	3	.092	.151	.928
Community development activities	1.763	3	.588	.876	.460
Extracurricular activities sanctioned by the school	2.880	3	.960	1.229	.310
Quality Christian education	1.241	3	.414	.645	.590

The following are the main conclusions drawn from the analysis of variance (ANOVA) data about the respondent's evaluation of the impact of SSCR on their employability when categorized by rank: (1) Curriculum that is meaningful and

pertinent: Respondents with varying rankings differ statistically significantly in their evaluations of the curriculum’s relevance and meaning ( $F(3,436) = 3.188, p = 0.032$ ).

The evaluations of respondents with varying ranks did not reveal statistically significant differences in the other factors, which include rigorous academic requirements, classroom learning activities, on-the-job training, seminars/forums, research studies, community development activities, extracurricular activities, and the quality of Christian education.

These results imply that respondents’ opinions of the relevance and significance of the curriculum offered by SSCR differ based on their present job status. This would suggest that people in various positions or levels within a company may view the curriculum’s worth and effect on their employability from different angles.

More research would be required to comprehend the fundamental causes of this discrepancy in judgment. The respondents’ views of the curriculum’s applicability to their employability may be influenced by elements including their existing jobs, career advancement, and specific job responsibilities.

These elements of SSCR education may be viewed more uniformly across various job ranks, as evidenced by the lack of notable variations in evaluating other elements, such as academic requirements, learning activities, and extracurricular possibilities.

**Table 15**  
*Analysis of Variance of the Respondent’s Employment in their Field of Study*

	Sum of Squares	df	Mean Square	F	Sig.
Relevant and meaningful curriculum	.299	2	.150	.256	.775
Challenging academic requirements	1.200	2	.600	1.382	.261
Sebastian’s classroom learning activities	3.995	2	1.998	4.215	.021
on the Job Training	2.700	2	1.350	1.401	.257
Seminars forum educational trips to enhance learning	3.199	2	1.599	2.518	.091
Quality faculty and practitioners	2.229	2	1.114	2.947	.062
Research studies	5.037	2	2.519	5.200	.009
Community development activities	.437	2	.218	.326	.724

Extracurricular activities sanctioned by the school	.074	2	.037	.046	.956
Quality Christian education	.044	2	.022	.033	.967

The following are the main conclusions of the respondent's evaluation of the impact of SSCR on their employability in their field of study, based on the analysis of variance (ANOVA) data provided: (1) Classroom learning activities: Based on respondents' current employment and field of study, there is a statistically significant difference in how they evaluate Sebastianian classroom learning activities ( $F(2,437) = 4.215, p = 0.021$ ). (2) Research studies: Based on the correlation between respondents' field of study and present job, there is a statistically significant difference in how they evaluate research studies ( $F(2,437) = 5.200, p = 0.009$ ).

According to the analysis of variance (ANOVA) results from Table 15 of the tracer study on San Sebastian College-Recoletos (SSCR) graduates, the perceived impact of research studies and classroom learning activities on employability varies depending on whether graduates' current employment is related to their field of study. This result is consistent with recent studies highlighting how particular school experiences can improve employability.

First, Mabungela and Mtiki (2024) emphasize the importance of classroom learning activities by arguing that work-integrated learning (WIL) improves employability by enabling students to apply theoretical knowledge in real-world situations. This only shows that the classroom activities at SSCR, which probably include practical components, are well-appreciated depending on how well they correspond with employment.

According to Bridgstock et al. (2019), research projects are crucial since they assist students in better understanding industry demands and boost their confidence in their professional skills. This implies that the focus on research at SSCR may be especially advantageous for graduates whose professions align with their academic specializations.

Additionally, according to Donald et al. (2022), career development learning (CDL), which includes elements like research and practical projects, significantly affects perceived employability by fostering relevant skills and industry knowledge. This supports the notion that research opportunities at SSCR are crucial for career success, especially for those in related fields.

According to Healy et al. (2022), a well-rounded education consistently improves employability in various industries. The absence of notable variations in other elements, such as extracurricular activities and curriculum, would indicate a more consistent perspective across various work environments.

The relevance of job training in enhancing employability skills is finally emphasized by Aljumah (2023), who contends that although SSCR's on-the-job training programs may not differ substantially from one another in this study,

they have a positive effect on skill development.

The lack of significant differences in evaluating other factors, like curriculum, academic requirements, and extracurricular activities, suggests that SSCR education may be perceived more consistently, regardless of the relationship between one’s field of study and current employment.

**Table 16**

*Analysis of Variance of the Respondent’s Assessment of the Role of SSCR on their Employability When Grouped According to the Duration of Seeking Job After Graduation*

	Sum of Squares	df	Mean Square	F	Sig.
Relevant and meaningful curriculum	1.252	1	1.252	3.530	.066
Challenging academic requirements	1.378	1	1.378	3.179	.081
Sebastian’s classroom learning activities	.033	1	.033	.059	.808
on the Job Training	.479	1	.479	.484	.490
Seminars forum educational trips to enhance learning	4.026	1	4.026	6.472	.014
Quality faculty and practitioners	.095	1	.095	.239	.627
Research studies	.854	1	.854	1.785	.188
Community development activities	.202	1	.202	.302	.585
Extracurricular activities sanctioned by the school	.001	1	.001	.001	.970
Quality Christian education	.139	1	.139	.219	.642

The following are the main conclusions drawn from the analysis of variance (ANOVA) data about the respondent’s evaluation of the impact of SSCR on their employability when categorized by the length of time they spent looking for work following graduation: (1) Forums, seminars, field trips, etc., to improve learning: Respondents who got employment within a year compared to those who took a year showed a statistically significant difference in their evaluations of seminars, forums, and educational tours ( $F(1,398) = 6.472, p = 0.014$ ). The assessment between the two groups did not reveal statistically significant differences in the other factors, which include a curriculum that is relevant and meaningful, challenging academic requirements, Sebastian classroom learning activities, on-the-job training, research studies, faculty and practitioner quality, community development activities, extracurricular activities, and Christian education quality.

These results imply that the respondents’ evaluations of how SSCR-sponsored

seminars, forums, and educational excursions affected their employability varied according to how long they spent looking for work after graduation. Compared to those who took longer to find employment, individuals who found a job within a year might have thought these activities were more helpful in easing their transition to the workforce.

When assessing other factors, including curriculum, academic standards, and research studies, there were no discernible changes between the two groups, suggesting that they had a similar opinion of SSCR schooling regardless of the duration of their job search.

The underlying reasons for the disparity in assessing forums, seminars, and educational outings require further investigation. The respondents' opinions may have been influenced by the activities' timing, relevance to the job search process, and impact on developing skills and competencies.

Overall, this study suggests that the amount of time respondents spend searching for employment following graduation may impact their opinions of SSCR course components and their effect on employability.

## **SUMMARY OF FINDINGS**

Based on the data obtained, the researchers came up with the following findings:

1. **Demographic and Employment Characteristics:** The survey found that 56.4% of graduates were female and that psychology, hospitality management, and tourist management were the most popular academic degrees. Most graduates (87.3%) completed their studies in 2022–2023. A significant portion (70.9%) had entry-level positions in the private sector.

2. **Perceptions of Non-Employment:** The most significant barriers to immediate employment were a lack of job opportunities (40%) and inadequate work experience (25.5%). These findings corroborate Korpar's (2022) claim that gaining appropriate work experience is essential.

3. **The Impact of Education on Employability:** Respondents indicated that the quality of faculty, research opportunities, and overall educational quality had the most significant impact on employability, indicating a "High Extent" of influence, with a total weighted mean score of 3.0004 (Mainga et al., 2022).

4. **Analysis of Variance:** Significant differences were found based on employment alignment with the field of study, particularly about research projects and classroom learning activities, which were evaluated higher by graduates in similar fields (Bridgstock et al., 2019).

## **CONCLUSIONS**

1. **Demographic Insights:** The higher proportion of female graduates and the emphasis on particular academic disciplines point to areas where program

offerings and diversity need improvement.

2. **Employment Barriers:** Lack of work experience and job opportunities are significant barriers to obtaining employment immediately, underscoring the need for additional career preparation support.

3. **Educational Impact:** Because of the top-notch instructors and research possibilities, students believe SSCR's programs are a good fit for their employability.

4. **Subject Alignment:** Employment in the subject of study positively correlates with perceived educational value, suggesting that the curriculum should align with industry demands.

## RECOMMENDATIONS

1. **Strengthen Experiential Learning:** To provide students with practical experience and expand the number of co-ops and internships.

2. **Strengthen Career Services:** This will improve networking possibilities, help with job placement, and lower perceived barriers.

3. **Curriculum Alignment:** Regularly review and update curricula to ensure they meet the needs of the contemporary industry.

4. **Support for Diverse Programs:** Expanding underrepresented academic programs could help diversify graduate career paths.

5. **Data Collection Improvements:** To enhance graduate tracking techniques and better understand job outcomes.

## CONFLICTS OF INTEREST AND FUNDING

The authors declare that they have no conflicts of interest, financial or otherwise, that could influence or bias the content of this article. This study was conducted independently without any external funding from organizations or individuals that could have a vested interest in the findings.

The data supporting the findings of this study are available upon request to ensure transparency and facilitate independent verification of the results. AI was utilized ethically solely to enhance readability, with due diligence and mindfulness applied to ensure that it did not contribute to the analysis or interpretation of the content.

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