A TRACER STUDY OF THE BS INFORMATION TECHNOLOGY GRADUATES OF SY 2009-2010 TO 2011-2012 OF THE LEYTE NORMAL UNIVERSITY TACLOBAN CITY

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ABSTRACT

This tracer study was taken to evaluate the employability status of the BSIT graduates. This will likewise define the relevance of curriculum, knowledge, accomplishments, work values and school related factors in their job position. Descriptive type of research method was practiced in the field with 56 BSIT graduates selected as respondents. Results indicated that the legal age of the graduates is gainfully employed and holding professional positions related to course completed and had obtained their first job within 1 to 4 months in local industry. OJT program is relevant to help train the students to become a responsible work in the hereafter. It can be strengthened up by sending OJT student locally and internationally. Competency in System Analysis and Design, Network and multimedia systems are relevant skills in the present work. BSIT curriculum should reinforce the student knowledge and skill in oral and written communication skill, problem-solving expertise and entrepreneurial accomplishments.

Keywords: Information technology, employability, job satisfaction, tracer study

BACKGROUND AND RATIONALE

The field of Information Technology (IT) has been ever dynamic; its advancement and development had been rapid, and its involvement is a continuous process. To face the challenges of progress, the Commission on Higher Education (CHED) recognizes the need to be responsive according to the current requirements of the country. Hence, it is essential and necessary that the country's IT capability should be continuously developed and strengthened to be at par globally (CMO No. 53; s. 2006).

However, despite this policy and standards contained in the said CHED Memorandum Order that will rationalize Information Technology Education (ITE) in the country and keep pace with the

demands of global competitiveness. The National Statistics Office in its latest survey reveals that the unemployment rate in April 2012 is at 6.9 percent or 2.803 million while the underemployment rate is at 19.3 percent (7.312 million). In its April 2012 Labor Force Survey, the NSO revealed that more than half or 51.7 percent of the unemployed were in the age group of 15-24. Of this number, 32.8 percent are high school graduates, 13.8 percent are college undergraduates, and 21.0 percent are college graduates. The figures are dependent on the kind of opportunities the new graduates have about their fields. (http://www.mb.com.ph/articles/373178/graduate-tracer-study-seeks-address-job-mismatch)

The BS Information Technology program of the Leyte Normal University had produced nearly a hundred of graduates from SY 2009-2010 to 2011-2012. As students graduate from college, most of them believe that it is the diploma which is the only key to employment. The key challenge is not just that these graduates are employed, but that their jobs best utilize their education. An IT graduate for example, who finds work as a clerk, is not entirely using his education. The primary concern is not, therefore, about the employability of the graduates, but the type of employment they gain and whether they have productive and well-paying jobs.

Tracer studies constitute one form of empirical research to evaluate the outcome of the program appropriately. By bringing together certain basic types of information concerning, the level of employment, unemployment, and underemployment among graduates, the correspondence between educational qualifications and work and the contemporary undergraduate experience they can indicate possible deficits of the program. Boaduo (2009) explained that 'education is the most important mechanism for the empowerment of people for their socio-economic, political and technological development. It is for this reason that graduates should have the necessary knowledge and skills afforded to them by their respective educational institutions to make them competitive and eventually excel in their fields.

Hence, in a bid to address the growing unemployment, underemployed or job mismatch in the country. it is on this premise that this present study focuses its concern to the BS Information Technology graduates of the Leyte Normal University from the school year 2009-2010 to 2011-2012 in order to find out the relevance of specific IT skills taught or offered in the present curriculum to the needs of the industry.

Further, this study is conducted to monitor the graduate outcomes, which is deemed necessary to understand changing patterns of employment that will, in turn, assist better planning so that academic provisions are closely aligned with a better curriculum design.

STATEMENT OF THE PROBLEM

Tracing where the BS Information Technology graduates are the first reason why this tracer study was conducted. This Graduate Tracer Study (GTS) will find out if the graduates get to practice the professions they were prepared for or if not, what reasons they have for not practicing their competencies.

Specifically, it will seek answers to the following questions:

1. What is the general profile of the respondent graduates regarding:

    1.1 Age;

    1.2 Sex;

    1.3 Civil Status;

    1.4 Present Location;

    1.5 Year Graduated;

2. What is the employment profile of the respondent graduates regarding:

    2.1 Employed

        2.1.1 Name of Company

        2.1.2 Nature of Industry

        2.1.3 Place/Area of Work

        2.1.4 Position

        2.1.5 Salary or Income

        2.1.6 Number of years in present employment

    2.2 Unemployed

        2.2.1 Reason/s for not yet employed

3. What was the job of the respondents graduate regarding:

    3.1 First job after college;

    3.2 The length of time from graduation to employment?

    3.3   Time span stayed in the first job;

    3.4   Reasons for changing job?

4. What is the perception of the respondent graduates on their on-the-job training or practicum?

5. What are the employability skills perceived by the graduates as very useful in their job?

6. What can be deduced from the input of the findings of the study for curricular redirection?

CONCEPTUAL FRAMEWORK/ THEORETICAL FRAMEWORK

Law of Supply and Demand states that when the supply increases, the demand, which is inversely proportional to it, decreases. It may be one of the factors as to why so many graduates nowadays find it hard to land a job: there simply aren't enough jobs out there to accommodate all the new graduates. As a result, competition becomes so high in the field. Through this study, we can identify that not all the in demand courses nowadays will still be in demand in the future. Therefore, it will encourage the students to take courses that they really like or that they are interested in.

We can also add the fact that there is a possibility of a tracer study making or breaking a school's reputation. A school's worth is measured by the quality of graduates they produce each year. If the students that were tracked after graduation are found to be incompetent because of the quality of education he received in his Alma matter, then it would not look so good for the school in which he graduated.

This is the reason why CHED commissioned every school to conduct a tracer study so that they can be assured that what these students receive is nothing but quality education, and not just to be milked by opportunists who operate under the guise of teaching students.

SIGNIFICANCE OF THE STUDY

The result of the study will be significant to the following:

Leyte Normal University Administration, this will serve as the significant basis for initiating and implementing improvement plans in its academic curriculum, facilities, and academic linkages.

Faculty, results of the study will make them aware of their professional competence as well as their deficiencies. Hence, it will serve educators to upgrade the standards by continuously uplifting the minds of the students to be competitive and by cultivating and advancing academically skilled students who will take active participation in the globally competitive world.

Further, it will also provide them with the necessary information on the areas where the students' strength and weaknesses lie. The data will guide educators in their choice of the teaching approaches, methodologies, and techniques. It will give them the basis for their choice of reinforcement and enrichment activities in the subject. Moreover, this study will enable educators to adopt effective and improved methods of teaching necessary to make teaching and learning the subject more interesting, more attractive and more enjoyable. It also hopes to inspire and tickle their creativity to develop instructional materials that will capture the advancement of technologies in the classroom setting.

Students, this will serve as their motivation to study harder in pursuing their dreams, dreams working in their chosen field that there are successful graduates.

Future Researcher, the results of this study will serve as a basis for comparison or valuable reference point in similar future studies.

RELATED LITERATURES

One way to evaluate a curriculum is via tracer studies. According to Kumar (1991, as cited in Zainab, A. N., Edzan, N. N., &Rahman, S. S. A, 2004), tracer studies are recommended to be carried at least a year after students have graduated.

While, Loughbridge (1990, as cited in Zainab, A. N., Edzan, N. N., &Rahman, S. S. A, 2004) emphasized that in an ideal situation, the target graduates should not be too long on the job so as to achieve an effective tracer feedback since it is often difficult to remember courses taken up to 10 years previously.

Besides, reasons such as those who have changed addresses changed jobs or gone overseas may make it difficult in tracing the graduates as explained by Zainab, A. N., Edzan, N. N., &Rahman, S. S. A. (2004) in their research. Furthermore, they said that a number of those located or reached were not willing to participate.

Curran & Greenwald (2006) emphasized that if graduates want an opportunity to get their feet in the door and prove themselves, they will have to redefine for their future employer what they

have really learned after four years. Furthermore, they mentioned that there is no shortage of ways to demonstrate transferable skills through liberal arts education.

On the other hand, Camenson (2008) reiterated that "Today's liberal arts majors learn a wide range of skills with just as wide a range of applications. A variety of studies, however, also show that the most important skill remains the ability to communicate effectively. The ideal communications specialist might actually be a generalist. With an understanding of how to penetrate public awareness, as well as mold and respond to public opinion, communications can be public relations. With the knowledge of how to reach and influence consumers, communications can be advertising or publicity and promotion. Through the techniques of writing and editing, communications can be journalism. With problem-solving and group-management skills, communications can be corporate troubleshooting or training. (p. 95)

With things becoming more uncertain in the Philippines, Moleke (2006) explained a similar phenomenon in South Africa. He observed that some of the South African graduates were voluntarily unemployed, but the majority of the graduates were involuntarily unemployed. Most of them who experienced periods of unemployment stated that they were unemployed because they could not find any kind of job. And big bulks of these graduates were in the natural sciences, humanities and arts, and education.

Meanwhile, Wylie (2003) opined that "Graduates typically express open-mindedness and willingness to learn and try new ideas, that seasoned candidates sometimes have trouble with. They have an eagerness to prove themselves, which can spur an entire organization on to the next level. They are prepared for change, and embrace it, and are not jaded by past experiences in the industry as more seasoned professionals can be. Nor, are they set in the ways things should be done, as this is an entirely new experience for them. (p. 7)

Moreover, Wylie (2003) posited that the skills organizations look for in job applicants, including recent college graduates, differ from position to position. He said that technical skills or what some would call quantitative skills are a concern or must be viewed with concern. However, interpersonal skills (or qualitative skills) are of primary importance. And finally, communication skills, to round off the top three categories of what one should look for when recruiting graduates.

In his book *Employment in a Globalizing and Liberalizing World*, Khan (1997) explored the prospects of generating employment-friendly growth in the Philippines with the specific purpose of analyzing trends towards the globalization of the world economy, and the liberalization of the Philippine economy with emphasis on how they affect the problem of employment in the country and what policies need to be adopted to be able to cope with these problems.

Lim (2000) offered a definition of the underemployed in his paper which says, "Officially, the underemployed is defined as the employed people wanting more work" (p. 31).

The Department of Labor, Philippines (N. D) cautioned that Unemployment is demoralizing. To feel unwanted and not to be able to make any contribution to society lowers a man's morale and makes him lose his self-respect. Ironically, unemployment is what plagues millions of people in the world today. It has hounded political leaderships out of power as it had acidly tested the mettle of the best development planners. Certainly, unemployment is present in any society, whatever its economic system and stage of development are. But its manifestations are no more precise and its effects more telling than on the poor developing nations. So much so that unemployment has emerged as the most striking system of under development. (p. 7)

Moreover, as indicated in the President's 10 Point Legacy Program (2005), employment in the Philippines is largely labour-supply driven as persons who cannot find jobs in the formal market end up creating their own employment or looking for jobs overseas.

METHODOLOGY

This chapter provides a discussion of the research method that will be used in the conduct of the study to be able to answer specific questions posed under the statement of the problem. Further, it includes the research design, research locale, research instruments, validation of instruments, data gathering procedure and statistical tools that will be employed in order to come up with the data needed in the study.

Research Design

The educational research method that will be employed by the researchers in this study will be the descriptive survey method to be able to answer questions posed, that is, shedding light on the following:

Locale of the Study

This study will be conducted at the Leyte Normal University, Tacloban City.

Respondents of the Study

The respondents of the study will include all the BS Information Technology graduates from SY 2009-2010 to 2012-2013 which consists of one hundred six (106) graduates. The distribution of these respondents will be shown in the table below:

Table 1: Distribution of Respondents by School Year

School Year	Total Number of Population
2009-2010	38
2010-2011	38
2011-2012	30
TOTAL	106

Research Instruments

The main instruments that will be used in this study will be the questionnaire and interview.

Survey Questionnaire. The questionnaire will be designed to answer the profile and employment data of the respondents.

Part I of the survey questionnaire will elicit data on age, sex, civil status, present location and year graduated. Part II will gather information on the employment profile like the name of the company, nature of industry, place or area of work, position, salary or income, the number of years in present employment, etc.

Interview Schedule. The researcher will conduct unstructured interviews. This will be done simultaneously with the administration of the questionnaire. When there are doubts about the responses of the respondents, the researchers will verify and clarify answers through the interview. Items left unanswered by the respondents will be answered during the interview.

Validation of Instruments

A pretest of the questionnaire will be administered to sampled populations which are graduates of other courses in Leyte Normal University who were not actual respondent of the study. The questionnaire will also be distributed to the faculty of the IT and Computer Education Unit for their comments and suggestions and for further improvements of the instrument.

After a series of revisions, the final copy of the questionnaire will be produced and ready for the distribution of the actual respondents of the study.

Data Gathering Procedure

The researcher will undergo certain procedures in the completion of the study. Results of the survey will be collated, tallied, tabulated, analyzed and interpreted.

Statistical Treatment of Data

Upon completion of the data gathering procedure, responses will be tabulated to facilitate the analysis during the interpretation of data.

The data gathered will be tallied, analyzed and interpreted. Descriptive statistics such as frequency counts, ranking and percentage will be used. The formula is presented below.

$$P = \frac{f}{N} \times 100$$

Where:

P = is the percentage
f = is the frequency
N= total responses

IV. RESULTS AND DISCUSSION

Table 1: Total Number of Respondents by Graduation Year

Year of Graduation	Total Number of Graduates	Total Number of Respondents	Percentage (%)
AY 2009-2010	38	21	**37.50**
AY 2010-2011	38	20	**35.71**
AY 2011-2012	30	15	**26.79**

Table1: Illustrates the breakdown of respondents by graduation year. From the total number of graduates, the majority of 37.50% of the respondents came from the graduates of A.Y 2009-2010. It was then followed by the respondents from A.Y 2010-2011 at 35.71%. Graduates from A.Y 2011- 2012 were the small number of respondents who answered the survey question comprising 26.79%. This shows that the respondents from AY 2009-2010, comprising the majority of respondents are more accessible for feedbacks and more open to discuss their employability status compared to the rest of the respondents. Schomburg, Ramirez, T. L., Cruz, L. T., & Alcantara, N. V., (2014) said tracer studies have their disadvantages for it is sometimes difficult to locate graduates and let them complete questionnaires. This explains why out of the total number of graduates more than half of that population only became our respondents. However, despite this limitation, the study is significant primarily because the number of respondents is sufficient to recognize and address the existing curriculum's strengths and

weaknesses, its adequacy, quality and relevance of pre-service training in relation to the competencies needed in the job market both locally and internationally (Gines, A. C., 2014). The respondents can also help to evaluate the SUC's educational program in terms of content, delivery, and relevance and for further development of the institution in the context of quality assurance. Furthermore, since the majority of the respondents participated in the study, it is deemed holistic and qualifies to represent the whole population.

Table 2: BSIT Graduate's Profile N = 56

Profile Variables	Frequency	Percentage (%)
Age, years		
16 to 24	33	58.93
25 to 54	16	28.57
55 and older	0	0
Civil Status		
Single	53	94.64
Married	2	3.57
Sex		
Male	49	87.50
Female	7	12.50
Present Location		
Samar	2	3.57
Leyte	28	50
Cebu	10	17.85
Manila	11	19.64
Baguio	3	5.35
Other Countries	2	3.57
Japan	1	1.79
USA	1	1.79
Year Graduated		
AY 2009-2010	21	37.50
AY 2010-2011	20	35.71
AY 2011-2012	15	26.79

Table 2: From the table above it can be gleaned that 58.93% of the respondents were 16-24 years of age, and 28.57% were 25-54 years of age. None of the graduates were older than 55 years. Most graduate respondents were single (94.64%) while 3.57% were married. The majority of the respondents were Male (87.50%), and 12.50% were Female. Most of the respondents (66.07%) were presently located in Leyte, while others were in major cities like Manila (51.79%) and

Cebu (33.93%). The smallest numbers of respondents were presently located in Samar (7.14%) and other countries like USA, Japan, UAE and Dubai (7.14%). The Graduate profile implies that majority of the BSIT graduates choose to stay in the country and fulfill their profession while living with the family. Similarly, the respondents that were younger and single tend to be more marketable and effective in finding jobs. The higher number of employment of unmarried graduates suggests that marital status was used as an indicator to determine job preferences of employers particularly in the same region and other major cities. This strengthens the view that local and national employers more often prefer unmarried employees. Being single in status suggests that an employee opts to be more flexible, have more willingness to travel, has lower health benefits but with a higher level of commitment which is more fit for the organization (Nadler & Stockdale, 2012). Male graduates comprised the most number of employed graduates which suggest that the employability and marketability of graduates in the IT sector are influenced by the gender of the graduates (Wickramasinghe, V., & Perera, L., 2010). This finding is in agreement with the literature, which emphasizes that science and engineering jobs have been traditionally male-dominated and women find themselves in a disadvantaged position (Morgan, 1998; Graham and Smith, 2005; Rao, 2007). The gender difference in employment may also be attributed to: (a) the lack of adequate and suitable employment opportunities for women. In addition, employers also perceive that male employees tend to work longer hours, while females have more family obligations.

Table 3: Employment Status

Profile Variables	Frequency	Percentage (%)
Employment Status		
Employed	28	50.00
Not Employed	11	19.64
Reasons for Not Employed	**Frequency**	**Percentage**
Seeking for Employment	5	8.93
Professional Training	5	8.93
Not Intending to be Employed	1	1.75

Table 3: Illustrates the employment status of BSIT graduates. There are 50.00% of respondents who are currently employed while 19.64% of the respondents were not yet employed. Some of the common reasons of unemployed graduates were still searching for employment (8.93%), still undergoing professional training (8.93%) and 1.89% stated that they were not seeking employment or have other plans for career improvement and livelihood. This indicates that the BSIT program of the University is on the right track considering that majority of the respondents

were able to acquire a job, and the program curriculum, as well as the technical and professional skills that were imparted to the graduates, were adequate and satisfactory, however, it also shows that there are still a large percentage of graduates who are not completely competent in dealing with prospective employers. They might have received the right instruction at school, but these were not what the IT industry needs. Hence, there is a dire need to revise the curriculum, so we can address the knowledge and skills gap of the number of unemployed graduates. Moreover, the percentage of unemployed students also expressed that there is competitive social pressure. In the face of the limited jobs, students have to obtain the corresponding posts through fierce competition. In this process, those who simply have theoretical knowledge cannot meet employer's demands for talents or demonstrate the comprehensive quality or practical ability of students which is very much required in the IT sector. Therefore, enterprises usually turn some of the graduates down with this excuse but hire students with outstanding technical skills. Other common reasons for unemployment are the need for further training and not intending to be employed. Graduates that fall under these categories are either interested in pursuing a different career or are presumed to be seeking more knowledge and learning to meet the demands of the market. Few are not yet confident of themselves that they can perform or meet the job requirements in the field.

Table 4:

Duration to Find a Job	Frequency	Percentage
0 to 4 months	27	48.21
5 to 8 months	9	16.07
9 months to 1 year	6	10.71
Above 1 year	2	3.57
Job Seeking	**Frequency**	**Percentage**
Before Graduation	10	17.86
After Graduation	42	75.00
I did not seek employment	1	1.75
Other	0	0.00

Table 4: Defines the duration it took the graduates to secure a job. The 48.21% of the respondents implied that it took them 0- 4 months to find a job while 16.07% acquired a job in 5-8 months. (10.71%) of the respondents obtained jobs after 9 months to a year of searching; while 3.57% of respondents got their job after a year. Similarly, most of the graduates claimed that they got the job after graduation (75.00%), while (17.86%) of graduates acquired jobs before graduation. 1.79% of graduates did not seek employment. The study confirms that most graduates did not spend a long time in securing employment mainly because they were equipped

www.ijsser.org
Page 4203

with the professional knowledge and skills compatible with the requirements of the industry. The few graduates who were able to get a job before graduation are presumed to be those students that had been working part-time during their studies, then later switched to full-time employment.

Table 5: Nature of Industry

Nature of Industry	Frequency	Percentage
Computer Technology / Software Development	16	28.57
Call Center / BPO	11	19.64
Government Services	5	8.93
Business	5	8.93
Education / Academic	4	7.14
Pharmaceuticals/Medical	3	5.36
Hospital	1	1.79
Banking	1	1.79
Technical Support	1	1.79
Telecommunication	1	1.79
Financial Services	1	1.79
Poultry Industry	1	1.79
International Non-Government Organization	1	1.79

Table 5: Displays the nature of the industry where the respondents are presently working. It shows that among the Top ten Industries identified by DOLE or the (Department of Labor and Employment) majority of the graduates opted to join the Computer technology / Software Development firms (28.57%), whereas Call Center / BPO industries comprised (19.64%) of the Industry. A fair number of respondents belong to Government Services and Business firms (8.93%). The other respondents belong to Education and Academic institutions (7.14%), Pharmaceutical and Medical firms (5.36%). The lowest percentage comes from the Banking, Telecommunication, Financial Services and International Non-Government Organizations with a frequency of 1.79%. Among the industries, the Software development Industry was expected to have the largest share of graduates employed considering that the graduates were former BSIT students and their skills like critical evaluation, logic, intellectual knowledge in hardware, software, information systems and communication networks were well matched with the requirements of the IT firms. They are in high demand, as employers double down on the need for foundational technologies and core systems and ramp up for future technologies such as robotics, the Internet of Things (IoT) and wearable technology (Florentine, 2014). Secondly, Call Centers, BPO's as well as Academic institutions teaching IT related subjects most often require technical knowledge of information systems, productivity software and good communication

www.ijsser.org
Page 4204

skills which are the foundation subjects of all SUC's offering the BSIT program in the region. Furthermore, in terms of employment, service exports have strongly increased, and the IT-BPO industry has created a significant number of jobs (Tullao et al., 2012). A few significant numbers of graduates have chosen to deviate and work in a different industry such as Government offices, Pharmaceuticals, Hospitals, Banking and finance institutions. This is expected considering that there is a shortage of IT job opportunities especially in the indigent areas of the region and even in major cities the competition is so difficult. Apart from that, the graduates tend to match their honed skills with the job, and requirements that they feel they will be able to perform well or that will allow them to grow or improve their livelihood and career. Additionally, it is worth noting that being in a different industry such as Government services does not always constitute digression from the IT field as most offices today require an IT professional to handle their various transactions.

Table 6: BSIT Graduate current position

Current Position	Frequency	Percentage
Application Developer	3	5.35
Database Administrator	0	0.00
IT Entrepreneur	0	0.00
Information Security Administrator	1	1.79
Information Technology Instructor	5	8.92
Network Administrator	1	1.79
Network Engineer	1	1.79
Systems Analyst	1	1.79
Technical Support Specialist	5	8.92
Test Engineer	0	0.00
Web Administrator/Web Master	1	1.79
Web Developer	5	8.92
Call Center Agent	3	5.35
Total	**28**	50.00
Others		
Software Engineer	2	3.57
Graphic Artist	1	1.79
Medical Representative	3	5.35
IT Specialist or Programmer	1	1.79
IT Sales	1	1.79
Financial Analysts	1	1.79
Implementation Consultant	1	1.79
Application Developer	3	5.35
Wed Designer	1	1.79
Network Administrator	1	1.79
Information System Support	1	1.79

Network Engineer	1	1.79
Accounting Clerk	1	1.79
Administrative Assistant	1	1.79
Multi-Task	1	1.79
Office Clerk	1	1.79
IT Technician	1	1.79
Shift Leader	1	1.79
Information Security Administrator	1	1.79
Telco Consultant	1	1.79
Teacher	1	1.79
Senior Associate	1	1.79
Senior Web Developer/Lead Developer	1	1.79
Total	**28**	

Table 6: Demonstrates the current position held by the respondents in their respective Offices. This reveals that most of the graduates were able to find a job that was related to the degree in which they graduated. Apparently, most respondents belonged to the Computer Technology and Software Development industries. Only a few respondents were identified as holding positions not related to their field of expertise. These are Teacher, Senior Associate, Office Clerk, Accounting Clerk, implementation consultant, Financial Analyst, and Medical representative. This supports the claim that even if the graduates are working in a Non-IT firm, it doesn't necessarily mean that their knowledge and skills learned from their BSIT course are not being applied. It also indicates that every employer nowadays regardless of the field seeks candidates with some degree of computer literacy. Even creative fields like art and design and even medicine rely heavily on computer programs. This is understandable since we live in a technologically innovative world, and many of the processes that were formerly done manually are now being automated. This computer literacy which is the most dominant skills of IT graduates is a must have and is a requirement for every organization's data processing jobs.
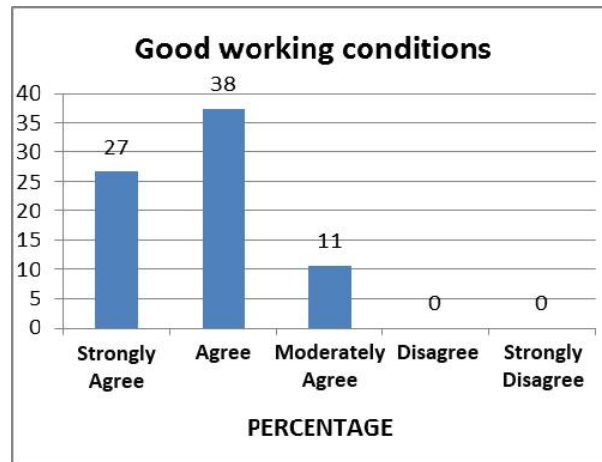
www.ijsser.org
Page 4206

Table 7: BSIT Graduate Monthly Salary, Job Satisfaction

Monthly Salary		
5,000 & below	3	5.36
5,001 to 10,000	8	14.29
10,001 to 15,000	8	14.29
15,001 to 20,000	8	14.29
20,000 and above	2	3.57
Job Satisfaction		
Very Much	7	12.50
Much	7	12.50
Satisfied	31	55.36
A Little	6	10.71
Not Satisfied	2	3.57
Do you intend to stay in the same job/profession?		
Yes	42	75.00
No	14	25.00

Table 7: Shows the Monthly Salary and Job Satisfaction of the BSIT graduates. Both Salary and Job satisfaction are factors that determine the respondent's retainment and turn-over in their respective jobs. There were 55.36% of the respondents who stated that they are satisfied with their work. Hence 75% of the respondents will continue in their current line of work. The majorities of the graduates are satisfied with their current job and are pondering on staying for a longer period of time. Job satisfaction is a worker's sense of achievement and success along the chore. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Aziri, 2011).

Table 8: Reasons why you are satisfied with your current job?
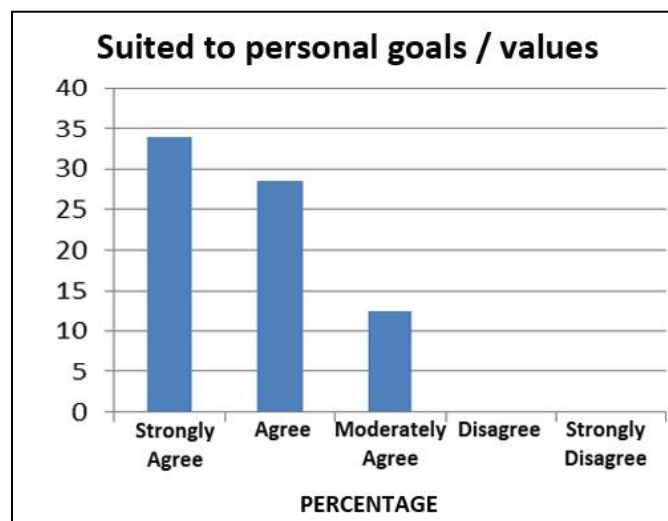
Table 8.1 Good working condition

This shows the perceptions of the graduates in terms of good working conditions on their current jobs. 38% or the majority of the respondents agreed that they are working in an environment with good working conditions, 27% strongly believes that their workplace offers good working condition. A significant number or 11% of the respondents answered neutrally. Good working condition means employees are exposed to a safe and positive work environments where there is free and open communication and every employee are given manageable workloads and access to training for professional growth.
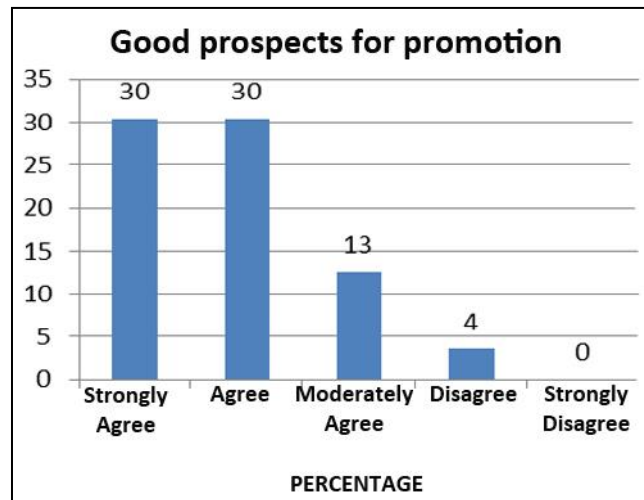
Table 8.2 Able to apply school training this table 8.2 shows that the BSIT graduates were able to demonstrate the skills and training needed in the organization or company. The case for the content of the transfer, the context of transfer, or when and where learning transfers from and to, can also be broken down into a number of dimensions. These include knowledge domain, physical context, temporal context, functional context, social context, and modality (Barnett, 2002)
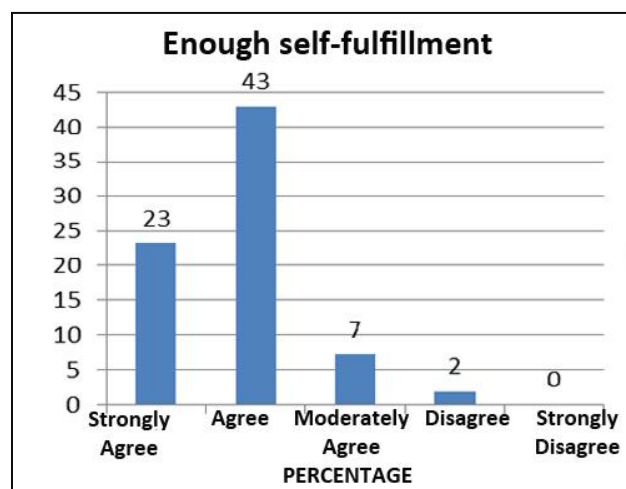
Table 8.3 Personal goals and values

This table 8.3 explains the graduates stay in a society if they partake in the same values and destinations. The employer should try to explore the values of the employees and to level them with the organization's values to achieve the best potential match between individual and establishment. In a modest troupe, this task can be easily managed by managers, whereas in a large-scale organization these processes should be cleared by top management through leadership skills and by the HRM department by day-to-day operations (Diskiene, 2013).

Table 8.4 Good prospects for promotion

Promotions can be a truly effective means for firms to elicit positive behavior from their employees. Additionally, it appears that firms can sustain a high degree of job satisfaction even for workers not receiving a promotion if they can keep the worker's belief that forwarding is possible (Kosteas, NA). Hence, 30% of graduates believed that in the company or organization they belong they get a higher probability of being upgraded.
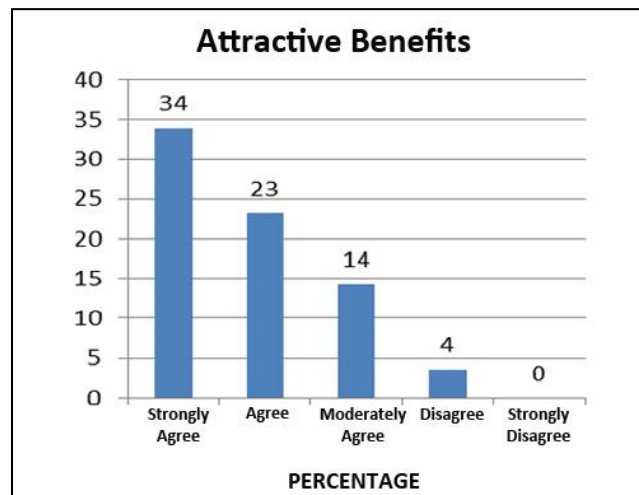
Table 8.5 Self-Fulfillment

There are 43% of the BSIT graduates who find fulfillment or happiness in the company they are connected with. Hence the identification takes on an important function in making employees
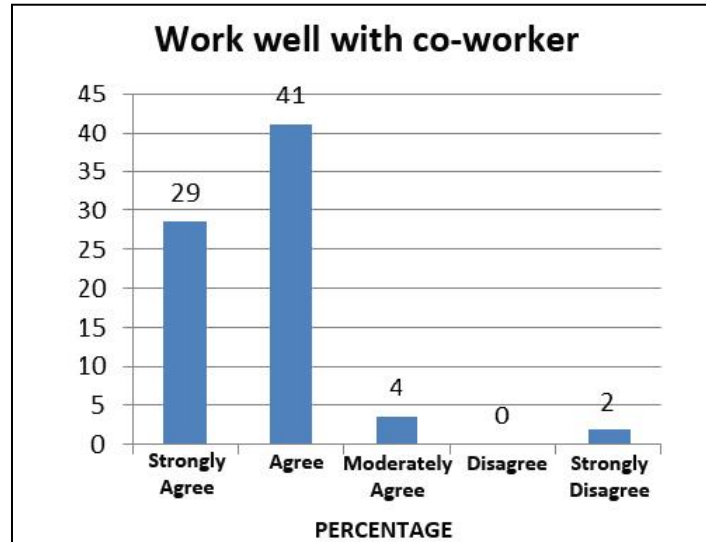
feel valued and motivated and transcends national borders. Regardless of respondents' culture and economic development, recognition was found to affect their job satisfaction significantly (Tessema, Ready, Embaye, 2013).

Table 8.6 Attractive benefits

The table shows that there are 34% of the BSIT graduates who stay in the company because of its good benefits that they give to their employee's. If managers are to attract, hire, motivate and retain the best and brightest employees, they need to understand what employees need and expect from their employers regarding total compensation packages. Employee benefits are one of the greatest challenges in business today in attracting and retaining quality employees. This growth suggests that employees increasingly value employee benefits as part of their overall compensation package (Tessema, Ready, Embaye, 2013).

Table 8.7 Work well with co-worker

The table shows that 41% of the graduate believe they deliver a more serious association with their co-workers.r. A multiple regression confirmed that coworker support was indeed making a significant contribution to explaining job satisfaction indicating that the more co-worker support an employee perceives, the higher their job satisfaction. A supportive work environment generally equals more productive behaviors (Bateman, 2009).

Table 9: Practicum Training Assessment

Table 9.1 Program Planning and Management Preparation

The training program was delivered as planned		
Scale	**Frequency**	**Percentage**
Strongly Agree	5	8.93
Agree	20	35.71
Neutral	18	32.14
Disagree	6	10.71
Strongly Disagree	0	0.00
The training program was managed efficiently		
Scale	**Frequency**	**Percentage**
Strongly Agree	3	5.36
Agree	22	39.29
Neutral	21	37.5
Disagree	6	10.71
Strongly Disagree	0	0

Table 9.1 program and management preparation has two indicators, (1). The training program was delivered as planned which in this indicated 35.71% of the respondents and (2) indicator the training program was managed efficiently 39.29% agreed that the IT unit has effectively managed the OJT program very well.

Table 9.2 Attainment of Objectives

The training objective was presented		
Scale	**Frequency**	**Percentage**
Strongly Agree	4	7.14
Agree	22	39.29
Neutral	19	33.93
Disagree	5	8.93
Strongly Disagree	1	1.79

Table 9.2 attainment of objectives has one indicator was 39.29% agree that the training objective presented to the BSIT graduates. The objective of the OJT program was for the BSIT graduate students to convey or present their accomplishments in the open field of their expertise.

Table 9.3 Delivery of Training

The training was appropriate to trainees' roles and responsibilities		
Scale	**Frequency**	**Percentage**
Strongly Agree	3	5.36
Agree	18	32.14
Neutral	22	39.29
Disagree	7	12.5
Strongly Disagree	1	1.79
The activities were effective in generating learning		
Scale	**Frequency**	**Percentage**
Strongly Agree	8	14.29
Agree	22	39.29
Neutral	19	33.93
Disagree	4	7.14
Strongly Disagree	1	1.79

Table 9.3 Delivery of Training has two indicators (1) the training was appropriate to trainees' roles, and responsibilities were 39.29% of the BSIT graduate, answered neutrally with regards to the office and responsibilities they held during the OJT period. During the OJT program, BSIT student is given fewer responsibilities and roles compared to the regular employees'. (2) The activities were effective in generating learning 39.29% agreed that activities during the OJT program were effective in generating learning. That they can demonstrate and use the knowledge, they acquired during the OJT program.

Table 9.4 Trainer's Learning

Trainees were encouraged to consider how ideas and skills gained during training could be incorporated into their practices

Scale	Frequency	Percentage
Strongly Agree	5	8.93
Agree	22	39.29
Neutral	19	33.93
Disagree	4	7.14
Strongly Disagree	1	1.79

The contribution of all trainees, both male and female, were encouraged

Scale	Frequency	Percentage
Strongly Agree	6	10.71
Agree	24	42.86
Neutral	15	26.79
Disagree	5	8.93
Strongly Disagree	0	0

Table 9.4 Trainer's Learning has two indicators; (1) trainees were encouraged to understand how to incorporate thoughts and skills gained during training into their practices were 39.29% concurred that the trainer's encouraged them that the skills they acquired from the OJT program are very much are related to the material universe. The (2) indicator the contribution of all trainee, both male, and female encouraged, 42.86% of the graduates said that both male and female were able to contribute much to the OJT training program.

Table 9.5 Trainer's Conduct

The trainer competencies were evident in all activities		
Scale	**Frequency**	**Percentage**
Strongly Agree	4	7.14
Agree	25	44.64
Neutral	17	30.36
Disagree	5	8.93
Strongly Disagree	0	0
Trainers established a positive learning environment		
Scale	**Frequency**	**Percentage**
Strongly Agree	7	12.5
Agree	26	46.43
Neutral	15	26.79
Disagree	2	3.57
Strongly Disagree	1	1.79

Table 9.5 Trainer's Conduct has two indicators (1) the trainer competence was evident in all activities 40.64% of the graduates agreed that the trainers did their best to convey some of the knowledge and skills in all activities they carried during the OJT program. (2) Indicator trainer established a positive learning environment 46.43% agreed that during the re OJT the trainer shows positive environment by making them feel that they 're part of the company or establishment. That trainee is welcome to partake in their views and minds.

Table 9.6 Overall Conduct

I have the knowledge and skills to apply new learning

Scale	Frequency	Percentage
Strongly Agree	7	12.50
Agree	25	44.64
Neutral	15	26.79
Disagree	3	5.36
Strongly Disagree	0	0.00

I have the confidence to implement the knowledge and skills learned

Scale	Frequency	Percentage
Strongly Agree	7	12.5
Agree	22	39.29
Neutral	15	26.79
Disagree	5	8.93
Strongly Disagree	0	0

Table 9.6 Overall conduct of OJT program has two indicators; (1) I have the knowledge and skills to put on new learning. And 44.64% concurred that they learn from the OJT program, which the (2) indicator I have the confidence to implement the knowledge and skill learned that with the new learning they acquired. The OJT programs them BSIT graduates are confident that they can establish and present the exact skills need in the system.

Table 10: Perceived Employability Skills

Table 10.1 Personal Skills

Competency Standards	Frequency	Percentage
Personal discipline skills	53	94.64
Critical thinking skills	46	82.14
Inter and Intra person motivation skills	36	64.29
Problem-solving skills	44	78.57
Planning and organizing skills	47	83.93
Ethical thinking	36	64.29
Entrepreneurial thinking	26	46.43
Innovative	42	75.00
Perseverance in pursuing goals and continuous improvement	46	82.14

Table 10.1 shows the standard competency of the BSIT graduate regarding Personal skills; it shows that 94.64% of the respondents said that personal discipline skills are one of the important competency. It can be compared to being responsible, and goal oriented of the graduates and be able to see its effectiveness and weaknesses. The second highest competency is Planning, and organizing skills with 83.93% graduates should find out how to organize and plan a task that needs to be carried out. Must be able to prioritize and organize multiple tasks. Entrepreneurial thinking skills which 46.43% are the least of the competency that the graduate should take. BSIT graduates they don't possess to become a business minded people where they will be the one to oversee the other masses. Another component that could bear upon the decision of the graduate is that they don't have enough finances to invest in the commercial enterprise.

Table 10.2 Interpersonal Skills

Competency Standards	Frequency	Percentage
Teamwork and collaboration skills	52	92.86
Oral and written communication	37	66.07
Conflict resolution skills	38	67.86

This board shows the interpersonal skills of the BSIT graduate. (1) Teamwork and collaboration skills 92.86%, the graduate should be able to function easily with respect their co-worker. Becoming acquainted with teammates by sharing personal beliefs, background, and the stakes are offered opportunities to come to know each other better and establish honest relationships. Team Acquaintance can help team members to develop confidence after they saw that no damage would come to them based on the actions of others. (Ku, Tseng, Akarasriworn, 2013).

(2) Competency conflict resolution skill, IT graduates must have knowledge on how to resolve a conflict among co-workers. Taking in a sound working relationship with your co-worker can lead to success. Among the least priority is the oral and written communication which is 66.07%. This exhibit that the IT Unit should reinforce the communication issues that will enhance the graduate skills in English that they be able to communicate well with their Co employee. Future employers hire people who can convey their thoughts orally and who understand verbal instructions make fewer errors, adapt more easily to change, and more readily absorb new thoughts. Training in oral communication enhances this career development and listening because these skills contribute to an employee's success (Carnevale, 1990).

Table 10.3: Technical Understanding skills

Competency Standards	Frequency	Percentage
System Analysis and Design	35	62.50
Operation of database, network and Multimedia systems	38	67.86
Software integration, testing, and documentation	31	55.36
System Management and Administration	33	58.93
Problem-solving skills	17	30.36

Table 10.3 technical understanding, skills, wherein 67.86% of the respondents said that skills in the operation of the database, network and multimedia system are important skills that the BSIT graduates must possess. They can design better network architecture, design good relational databases and learn how to use different multimedia systems to deliver output. System Analysis and Design got 62.50% second highest competency, IT graduates can find a creative solution and be able to resolve a certain problem. Least among the competency is to deliver a skill on problem-solving 30.36% of the respondent should be capable of analyzing the mathematical and logical problem. They need problem-working skills to overcome roadblocks that arise in the work place. In addition to feeling comfortable with innovation, they must be able to creatively think as they cope with new challenges (Carnevale, 1990).

V. CONCLUSION AND RECOMMENDATIONS

Bachelor of Science in Information Technology course contributed to the IT graduate's professional success. Graduates from 2010 - 2012 gainfully employed locally and applying a professional position such as (web developer, software engineer, system analyst, etc. They found satisfaction in their current job some of the reasons are it has a good working environment, attractive benefits and good chance for advancement. IT graduates possess competencies that are relevant to the workplace. They are competent in critical thinking skills, the operation of

database, network and multimedia systems, they have a good interpersonal skill wherein they can collaborate well with their work.

It is recommended that the IT/Comped Unit will revisit its curriculum or benchmark with other universities to enhance the IT curriculum that will help the student improved their skills in oral and written communication, problem-solving and entrepreneurial thinking. The OJT program can be strengthened by sending OJT not just locally but internationally and be competitive globally.

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