

# Graduate Tracer Study of BS Information Technology (BSIT) of St. Paul University Surigao College of Business and Technology 2017-2019

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## Abstract

*A tracer study is required to determine how effectively a university has succeeded in terms of strengthening its students' abilities and preparing them for the workplace. This paper aimed to determine the employability of BSIT graduates from the academic years 2017-2019 revealing their demographic profile, the relevance of the program to employability, analysis of variance on the relevance of skills, curricular structure, and competencies as perceived by the respondents, and recommendations for curricular enhancements to expand their competitiveness. The data was collected using a modified Graduate Tracer Study instrument, an informal interview was also conducted. The study employed a descriptive method. Frequency and percentages, weighted mean, and Anova were used to statistically treat data collected through a questionnaire created through Google forms from 52 respondents respectively. The findings revealed that the majority of the respondents came from batch 2018. Most of them are males, single and the age ranges from 20-24 years old. Likewise, the majority of the respondents were regularly employed and working full-time. The study further revealed that most of the graduate's employment classification were Government Officials, IT clerk /Staff and IT Technical Support Specialist and Managing Proprietor or Supervisor under a private sector and the major line of Business were from IT, BPO/KPO, Academe and Small and Medium Enterprise. Moreover, the graduates also claimed that their skills, curricular structure, and competencies were very relevant to their present job and contributed greatly to their performance. Furthermore, the respondents perceived that there is a significant degree of variance among the 3 dimensions under the relevance of the program of study to the respondents' employability. To further enhance the marketability of the BSIT program and the employability of the graduates, one of the recommendations is the periodic review of the curriculum by academic leaders, alumni, and industry representatives to guarantee that graduates have the knowledge and skills that are required in the sector.*

**Keywords:** Tracer Study, BSIT Graduates, Alumni Tracer, SPUS-BSIT

## I. INTRODUCTION

Tracer study results help educational programs become more relevant and marketable. Graduate tracer studies aid in maintaining and sustaining the relevance of the program. Graduates' absorptivity in industries has become one of the markers of the profile quality of graduates.

In the 21st century, employability skill is the most required skill besides technical knowledge in an attempt to compete for employment and sustain job at the industrial global market" (Ismail & Mohammed, 2015). Graduate surveys provide rich experience about the whereabouts of graduates, which might help to broaden perspectives among administrators, faculty, and students. In addressing the emerging and complex nature and challenges of the



21st century, higher education stands out as one of the major keys to coping with reforms. Through its essential functions of instruction, research, extension, and production, higher education makes up a vital and strategic part of development (Gines, 2014). A nation's economy runs on the knowledge and skills of its people. The requirement for skills evolve with external investment, technological advances, and globalization. To keep pace with changes, people need to acquire skills to be productive and earn a living and all of these can be achieved through education. (Rammirez, 2014).

The Bachelor of Science in Information Technology of St. Paul University Surigao was granted government recognition issued last June 24, 2004. At present, there are already 15 batches who graduated since the first batch of graduates in 2005. This paper is the first graduate tracer study conducted. It is a powerful tool to determine the employability of SPUS-BSIT graduates of batches 2017-2019. It sought to determine the demographic profile of the respondents, the level of relevance of the program in terms of skills, curricular structure, and competencies, and the degree of variance among the three dimensions basis for the curriculum enhancements.

## II. OBJECTIVES OF THE STUDY

This study aimed to determine the employability of the BSIT graduates of St. Paul University Surigao, College of Business and Technology from the academic year 2016-2017 up to 2018-2019.

Specifically, this study sought to achieve the following objectives:

1. To establish the demographic profile among alumni respondents in terms of:
  - 1.1 Alumni Data.
  - 1.2 Educational Background; and
  - 1.3 Employment Information.
2. To ascertain the relevance of the program to the employability among the alumni respondents in terms of:
  - 2.1 Skills.
  - 2.2 Curricular Structure; and
  - 2.3 Competencies.
3. To analyze if there is a significant degree of variance on the three dimensions of the relevance of the program to employability as perceived by the alumni respondents.
4. To propose recommendations for curricular improvements hereby enhancing the competitiveness of the BSIT graduates.

## III. CONCEPTUAL FRAMEWORK OF THE STUDY

This research takes a systemic approach. The study's conceptual paradigm is depicted in Figure 1. There were three (3) parts to it: input, process, and output.

**Input:** The following factors were taken into account by the researcher: demographic profile of Bachelor of Science in Information Technology graduates from A.Y. 2017-2019 in terms of a) alumni data, b) educational background, and c) employment information; and the program's relevance to employability in terms of curricular structure, skills, and competencies.

**Process:** As part of the process, the researchers looked at the respondents' profiles, distributed questionnaires, and conducted unstructured interviews with them.

**Output:** It focuses on the general and specific whereabouts of BSIT graduates, as well as suggested curricular reforms and competitiveness recommendations.

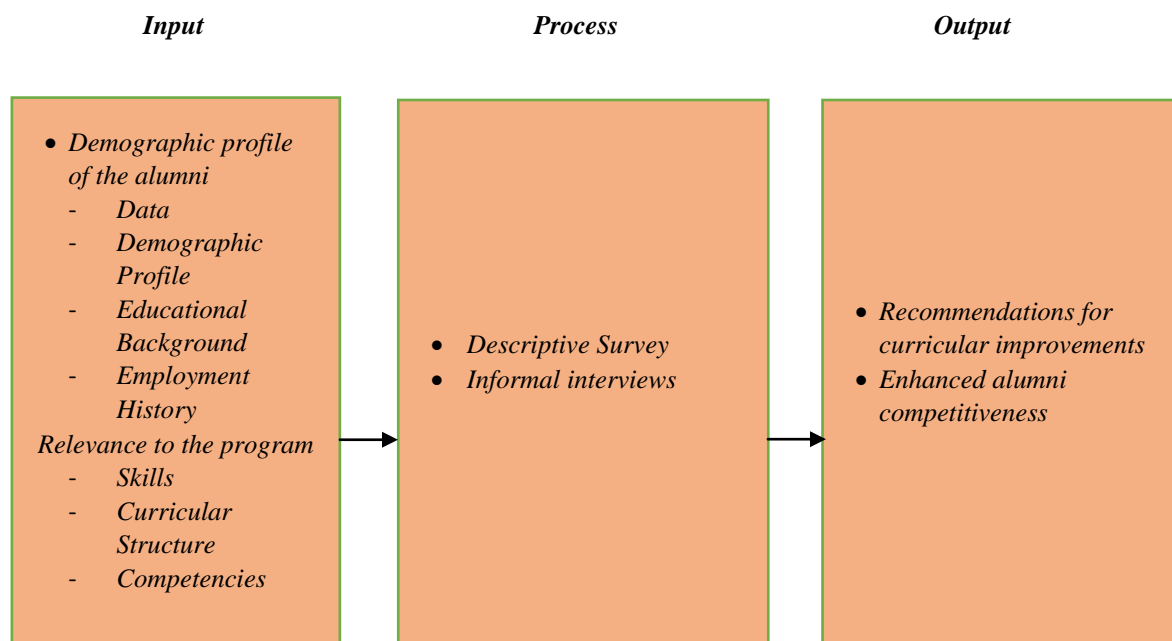


Figure 1. Conceptual Design of the Study

#### IV. DEFINITION OF TERMS

The terminologies used in the study are operationally defined as follows:

**Alumni Data.** This refers to the age, sex, civil status, and graduation year of the alumni respondent.

**BSIT Graduates.** This refers to the alumni or graduates of the Bachelor of Science in Information Technology (BSIT) program for the school years 2016-2017, 2017- 2018, and 2018-2019. Each school year is composed of 1 batch – May.

**Competencies.** This refers to the SPUS-BSIT program's established program educational outcomes (PEOs), which include the knowledge, skills, and attitudes required of a typical BSIT graduate.

**Curricular Structure.** This refers to the BSIT curriculum as a whole, including course delivery, teaching methodologies, teaching and learning activities, instructional materials, facilities, and organizational and administrative aspects.

**Educational Background.** This relates to the educational achievements of alumni respondents after completing the BSIT program. Advanced studies, certificates, and training are all part of it.

**Employment Information.** This refers to the alumni respondents' employment status, and past and present employment information.

**Skills.** This refers to the set of graduate attributes or skills that are expected of SPUS- BSIT alumni.

**Tracer Study.** This refers to the evaluation of employability among St. Paul University Surigao's College of Business and Technology's BSIT alumni.

## V. METHODOLOGY

The descriptive research approach was found appropriate in the conduct of this study. The researchers conducted their study by following a procedure. First, following the presentation and approval of the research proposal by the University Research and Institutional Development Office, the researchers promptly sought authorization to perform the study. Second, the researchers adopted and modified a Graduate Tracer Study instrument, which was sent to graduates by email, snail mail, Google forms, and social media group chats. The questionnaire was accompanied by a letter informing the respondents about the study and assuring them of the data's confidentiality. Third, the researchers retrieved the answered questionnaires. Fourth, a numerical analysis of the gathered data was performed. Fifth, consolidations of the most important findings in response to the questions were taken into consideration. Lastly, recommendations to enhance the competitiveness of graduates of BSIT Programs were prepared. The respondents of the study consisted of 57 graduates from Batches 2017 to 2019. However, there were only 52 or 91.23 % responded. All data gathered were presented quantitatively. The statistical tools used were: frequency, simple percentage, and weighted mean. The Anova was used to determine the analysis of variance on the three dimensions of the relevance of the program to employability as perceived by the alumni respondents. To further establish the degree of variance, repeated measures were used.

## VI. RESULTS AND DISCUSSIONS

This section goes over the study's results and findings, which were used to develop conclusions and recommendations, including the planned upgrade program.

### On Demographic Profile

#### *Alumni Data*

The characteristics of the sample in terms of *sex* and *civil status* are shown in Table 1.

Table 1. Alumni Data as to Sex, and Civil Status

Year Graduated	n	Sex		Civil Status	
		Male	Female	Single	Married
2017	16	7	9	13	3
2018	20	16	4	15	5
2019	16	11	5	16	0
<b>Total</b>	<b>52</b>	<b>34</b>	<b>18</b>	<b>44</b>	<b>8</b>

Table 1 shows that there were 20 graduates in 2018, 16 graduates for 2017 and 2019. It also shows that there were 34 males (65.38 %) and 18 females (34.62 %). Most of the respondents were single, with 44 (84.62 %) and 8 (15.38 %) were married across all batches.

Table 2. Alumni Data as to Age

Age	f (n=52)	%
20-24 years old	33	63.46
25-29 years old	15	28.85
30-34 years old	3	5.77
40-44 years old	1	1.92

As to the *age* of the respondents, Table 2 shows that most of the respondents were between the ages 20-24 years old (33 or 63.46%), followed by ages between 25-29 years old (15 or 28.85%), 30-34 years old (3) or 5.77%), and only one (1.92%) was in the range of 40-44 years old.

### **Educational Background**

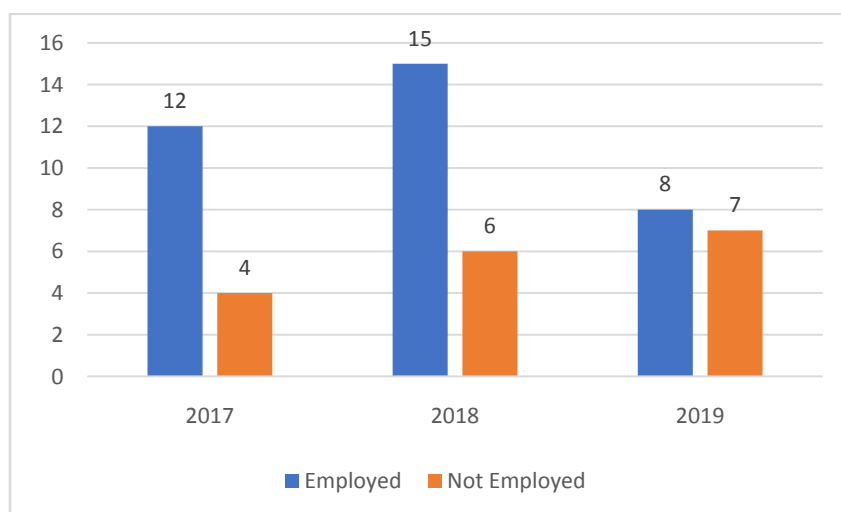
Table 3 shows the educational background of the respondents. It can be gleaned from the table that only two (2) respondents from Batch 2019 took and passed professional examinations, none pursued advanced studies such as master's and doctorate degrees, and three (3) from Batch 2018 pursued other professional studies for professional development, such as the Teacher Curriculum Certificate, after completing their undergraduate studies.

*Table 3. Educational Background*

Year Graduated	n	Bachelor's Degree	Professional examination(s) passed after college	Masters	Post-Graduate	Other Professional Studies (Teacher Curriculum Certificate)
2017	16	16	0	0	0	0
2018	20	20	0	0	0	3
2019	16	16	2	0	0	0

### **Employment History**

Figure 2 presents the employment status among the alumni respondents. It is shown in the table that the majority of them were employed, 15 from batch 2018, 12 from batch 2017, and eight from batch 2019.



*Figure 2. Employment Status*

Table 4. Reasons for Unemployment

Reasons for Unemployment	N	Percent	Rank
No job opportunity	6	24.00%	2.5
Looking for job	1	4.00%	6.5
Self-employed	7	28.00%	1
Did not look for a job	6	24.00%	2.5
Seeking for a new career path or a career in line with my course that will suit to my taste	1	4.00%	6.5
Health-related reason(s)	1	4.00%	6.5
Lack of work experience	1	4.00%	6.5
Family concerns and decided not to find a job	1	4.00%	6.5
Advanced or further studies	1	4.00%	6.5

It is also shown in Table 4 the reasons behind the unemployment of some of the respondents. When the responses are ranked, it revealed that the primary reason for unemployment is that they were *Self-employed* (7 or 28.00%), followed by *No job opportunities*, and *Did not look for work* (6 or 24.00%, respectively).

Table 5 Difficulties encountered in Looking for a job

Difficulties encountered in looking for a job	N	Percent	Rank
Few Job Vacancies / Lack of Position/Item	10	33.33%	1
Passing the Pre-employment Interview	3	10.00%	3.5
Personality Factors	2	6.67%	6
Confidential	1	3.33%	9.5
Inadequate Experience	4	13.33%	2
Inadequate Knowledge or Skills	3	10.00%	3.5
Not looking for a job	1	3.33%	9.5
Lack of Political Patronage	1	3.33%	9.5
Not Meeting Paper Requirements	2	6.67%	6
Mismatch of Educational Qualifications	2	6.67%	6
Job vacancies not suited to my taste	1	3.33%	9.5

Table 5 shows the difficulties encountered in looking for a job. The majority stated that there were *few Job Vacancies or Lack of Position/Item* (10 or 33.33%), and four respondents (13.33%) stated that they had *Inadequate Experience*, and three respondents (10.00%) stated that they encountered difficulty in *Passing the Pre-employment interview* and that they had *Inadequate Knowledge or Skills*.

Table 6 shows the employment history of the respondents as to *Present Employment Status and Present Employment Type*.

Table 6. Employment history of the respondents as to Present Employment Status and Present Employment Type

Profile	Frequency	Percent
<b>Present Employment Status</b>		
Casual	10	28.57
Regular or Permanent	16	45.71
Self-employed	4	11.43
Temporary	5	14.29
<b>Present Employment Type</b>		
Contractual	1	2.86
Job Order	1	2.86
Working Full-time	32	91.43
Working Part-time but not seeking full-time work	1	2.86

It can be observed from Table 6, that majority of the respondents who were employed were regular or permanent (16 or 45.71%), there were 10 (28.57%) who were casual, five (14.29%) were temporary and four (11.43%) are self-employed.

The table also shows that the majority of the respondents are working full-time (32 or 91.43%), while the rest are contractual, job order, and working part-time but not seeking full-time work (1 or 2.86%, respectively).

Table 7 shows the Employment History as to the Present Occupation Classification and Type of Organization or Sector.

*Table 7. Employment History as to the Present Occupation Classification and Type of Organization or Sector.*

Profile	Frequency	Percent
<b>Present Occupation Classification</b>		
Account Officer	1	2.86
CCTV Operator	1	2.86
CI Collector	1	2.86
Clerk	1	2.86
Community Organizer	1	2.86
Data Encoder	1	2.86
Graphic Artist	1	2.86
IT Clerk or Staff	5	14.29
IT Consultant	1	2.86
IT/Purchaser/Admin Clerk	1	2.86
Job Order	1	2.86
Managing Proprietor or Supervisor	2	5.71
Multimedia Designer	1	2.86
Network Engineer	2	5.71
Official of Government and Special-Interest Organizations	7	20.00
Selling drug medication	1	2.86
Systems Analyst	1	2.86
Technical Support Specialist	5	14.29
Web Administrator	1	2.86
<b>Type of Organization or Sector</b>		
Government	13	37.14
NGO/Non-Profit	2	5.71
Private	20	57.14

Table7 reveals that as of the present occupation classification, surprisingly seven (7) or 20% of the respondents were *Government officials* or works in a *Special -interest organizations*. Then several of them were IT Clerk or Staff (5 or 14.29 %) and also works as *Technical Support Specialist* (5 or 14.29%) More than half of the respondents were working in the private sector (20 or 57.14).

Table 8 shows the Employment History as to Major line of Business of the company presently employed and the Place of Work.

Table 8. *Employment History as to Major line of Business of the Company Presently Employed and Place of work.*

Profile	Frequency	Percent
<b>Major Line of Business Employed</b>		
Academe	2	8.00
BPO / KPO	4	16.00
CLERK	1	4.00
Government	1	4.00
Government Policies and Guidelines	1	4.00
Healthcare	1	4.00
IT	7	28.00
Manpower Services	1	4.00
Medicine involvement	1	4.00
Microfinance	1	4.00
Mining company	1	4.00
Service-Based Institution	1	4.00
Small, Medium, Large Enterprises Â (SMLE)	2	8.00
Telecommunications	1	4.00
<b>Place of Work</b>		
Local	35	100.00
Abroad	0	0.00

Among the organizations or companies that the alumni-respondents are employed in; the major line of business is mostly in IT (7 or 28%), followed by Business Process Outsourcing (BPO) / Knowledge Process Outsourcing (KPO) (4 or 16%) and the Academe (2 or 8%) and the Small, Medium, Large Enterprises (2 or 8%). Furthermore, it is also revealed that all the respondents are employed in local companies.

Figure 3 shows the relationship of the first job to the course. When asked if their first job was related to their program of study, fifteen (15) or 78.95 % of the respondents confirmed that indeed their first job is related to their BSIT program and only four (4) or 21.05% said, otherwise.

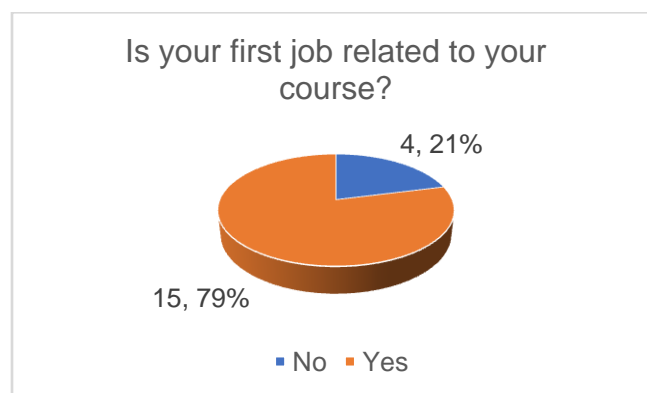
Figure 3. *Relationship of the first job to the course*



Table 9. How long the respondents land their first job.

	Frequency	Percent
<b>How long did it take you to land your first job?</b>		
1 to 6 months	10	62.50
2 years to less than 3 years	1	6.25
Less than a month	5	31.25

Table 9 presents how long the respondents take them to land their first job. The table reveals that the majority of them (10 or 62.50%) had to wait for one to six months to land their first job, followed by less than a month of waiting then (5 or 31.25%), two (2) to less than three (3) years (1 or 6.25%).

### Relevance of Program to Employability

#### Skills

Table 10 presents the respondents' perception on the relevance of the program of study to their employability in terms of skills. It was found out that *Communication Skills* got the highest mean ( $\bar{M}$ =3.31,  $SD$ =0.56), and is qualitatively described as *Very Relevant*. Meanwhile, *Research Skills* got the lowest mean ( $\bar{M}$ =3.19,  $SD$ =0.53) and is qualitatively described as *Relevant*. The average mean is 3.29, which is interpreted as *Very Relevant*. This means that the program helped the respondents to be employed as the skills they acquired were very relevant to their employability.

Table 10. Relevance of Program to Employability as to Skills

Skills	$\bar{M}$	SD	VI	QD
Research Skills	3.19	0.53	To Some Extent	Relevant
Ethical Skills	3.27	0.56	To a Great Extent	Very Relevant
Communication Skills	3.31	0.54	To a Great Extent	Very Relevant
Human Relations / Interpersonal Skills	3.29	0.57	To a Great Extent	Very Relevant
Leadership / Management Skills	3.27	0.56	To a Great Extent	Very Relevant
Technical Skills	3.27	0.56	To a Great Extent	Very Relevant
Problem Solving / Analytical Skills	3.29	0.50	To a Great Extent	Very Relevant
<b>Average</b>	3.29	0.54	To a Great Extent	Very Relevant

Legend:

Scale	Parameter	Verbal Interpretation	Qualitative Description
4	3.25 - 4.00	To a Great Extent	Very Relevant
3	2.50 - 3.24	To Some Extent	Relevant
2	1.75 - 2.49	Very Limited	Less Relevant
1	1.00 - 1.74	Not at All	Not Relevant

#### Curricular Structure

Table 11 presents the respondents' perception on the relevance of the program of study to their employability in terms of curricular structure. It was found out that the *Teacher-Student Relationship* is *Very Relevant* being the highest with a mean of 3.54 and followed by *Laboratory Resources* ( $\bar{M}$ =3.50), *Organization and Administration* ( $\bar{M}$ =3.50), *Teachers' Competence and Expertise* ( $\bar{M}$ =3.48), *Teacher's Knowledge of Subject Matter* ( $\bar{M}$ =3.48) and *Quality of Instruction* ( $\bar{M}$ =3.48) which were also described as *Very Relevant*. Overall, the relevance of the program of study to employability as to the Curriculum Structure is *Very Relevant* with an average mean of 3.42. This means that the curricular structures of the program helped the respondents in their employability

as they rated these aspects as very relevant. St. Paul University Surigao, as stated in its quality policy, forms the students holistically.

Table 11. Relevance of Program to Employability as to Curricular Structures

Curricular Structures	M	SD	VI	QD
Philosophy and Objectives	3.31	0.64	Very Highly	Very Relevant
Relevance to your Profession	3.27	0.74	Very Highly	Very Relevant
Teachers' Competence and Expertise	3.48	0.61	Very Highly	Very Relevant
Teacher's Knowledge of Subject Matter	3.48	0.61	Very Highly	Very Relevant
Teaching and Learning Environment	3.46	0.67	Very Highly	Very Relevant
Teacher-Student Relationships	3.54	0.61	Very Highly	Very Relevant
Range of Courses/Subjects	3.38	0.69	Very Highly	Very Relevant
Quality of Instruction	3.48	0.58	Very Highly	Very Relevant
Interdisciplinary Learning	3.42	0.64	Very Highly	Very Relevant
Laboratory Resources	3.50	0.64	Very Highly	Very Relevant
Premium Given to Research	3.38	0.60	Very Highly	Very Relevant
Library Resources	3.46	0.64	Very Highly	Very Relevant
Co-curricular Activities	3.42	0.64	Very Highly	Very Relevant
Extracurricular Activities	3.37	0.63	Very Highly	Very Relevant
Physical Plant and Facilities	3.27	0.63	Very Highly	Very Relevant
Class Size	3.40	0.69	Very Highly	Very Relevant
Social Orientation and Community Involvement	3.46	0.64	Very Highly	Very Relevant
Organization and Administration	3.50	0.61	Very Highly	Very Relevant
<b>Average</b>	<b>3.42</b>	<b>0.61</b>	<b>Very Highly</b>	<b>Very Relevant</b>

Legend:

Scale

Parameter

Verbal Interpretation

Qualitative Description

4

3.25 - 4.00

Very Highly

Very Relevant

3

2.50 - 3.24

Highly

Relevant

2

1.75 - 2.49

Fairly

Less Relevant

1

1.00 - 1.74

Poorly

Not Relevant

### Competencies

On the relevance of program of study to employability in the context of competencies, it is revealed in Table 12 that among the 13 Program Educational Outcomes (POs), PO 2 (*An ability to understand best practices and standards and their applications*) garnered the highest mean of 3.63 interpreted as *Very Relevant*. Meanwhile, the PO *An ability to design, implement, and evaluate computer-based systems, processes, components, or programs to meet desired needs and requirements under various constraints* got the lowest mean of 3.50. Despite being the lowest competency, it is still rated as *Very Relevant* by the respondents. Overall, the relevance of the program of study to employability is *Very Relevant* with an average mean of 3.58. This means that the Program Outcomes prepared and helped the respondents in their employment and developed them to be competent and responsible workers in their respective workplaces. St. Paul University Surigao forms the students to be competent and responsible persons in the service of the Church and society.

Table 12. Relevance of Program to Employability as to Competencies

Competencies	M	SD	VI	QD
An ability to apply knowledge of computing and mathematics appropriate to the discipline	3.54	0.50	Strongly Agree	Very Relevant
An ability to understand best practices and standards and their	3.63	0.49	Strongly Agree	Very Relevant



applications					
An ability to analyze complex problems, and identify and define the computing requirements appropriate to its solution	3.58	0.54	Strongly Agree	Very Relevant	
An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation, and administration of computer-based systems	3.58	0.50	Strongly Agree	Very Relevant	
An ability to design, implement, and evaluate computer-based systems, processes, components, or programs to meet desired needs and requirements under various constraints	3.50	0.50	Strongly Agree	Very Relevant	
An ability to integrate IT-based solutions into the user environment effectively	3.58	0.50	Strongly Agree	Very Relevant	
An ability to apply knowledge through the use of current techniques, skills, tools, and practices necessary for the IT profession	3.56	0.50	Strongly Agree	Very Relevant	
An ability to function effectively as a member or leader of a development team recognizing the different roles within a team to accomplish a common goal	3.56	0.54	Strongly Agree	Very Relevant	
An ability to assist in the creation of an effective IT project plan	3.54	0.50	Strongly Agree	Very Relevant	
Ability to successfully communicate complex computing tasks to the computing community and the general public through logical writing, presentations, and clear directions.	3.60	0.50	Strongly Agree	Very Relevant	
An ability to analyze the local and global impact of computing information technology on individuals, organizations, and society	3.52	0.54	Strongly Agree	Very Relevant	
An ability to understand professional, ethical, legal, security, and social issues and responsibilities in the utilization of information technology	3.52	0.50	Strongly Agree	Very Relevant	
An ability to recognize the need for and engage in planning self-learning and improving the performance as a foundation for continuing professional development	3.56	0.50	Strongly Agree	Very Relevant	
<b>Average</b>	<b>3.58</b>	<b>0.50</b>	<b>Strongly Agree</b>	<b>Very Relevant</b>	

Legend:

Scale	Parameter	Verbal Interpretation	Qualitative Description
4	3.25 - 4.00	Strongly Agree	Very Relevant
3	2.50 - 3.24	Agree	Relevant
2	1.75 - 2.49	Disagree	Less Relevant
1	1.00 - 1.74	Strongly Disagree	Not Relevant

### Summary on the Relevance of Program to Employability

Figure 4 revealed the summary of the relevance of the program to employability. It was found out that among the three (3) dimensions, the highest was *Competencies* ( $M=3.58$ ) followed by *Skills* ( $M=3.58$ ) and lastly, *Curricular Structure* ( $M=3.58$ ). All of the dimensions were rated *Very Relevant* by the respondents. This means that the program, in general, helped the students in their employability, taking into account the competencies they have learned and mastered, the curricular structure that guided them in their studies, and the skills they have acquired throughout their course of study at St. Paul University Surigao.

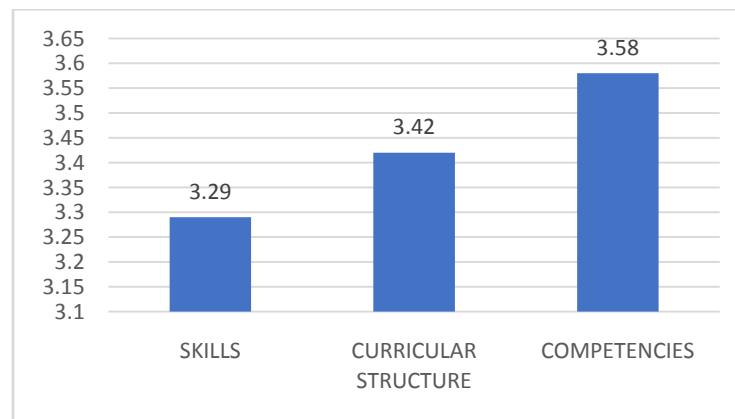


Figure 4. Summary of the Relevance of the Program to Employability.

### Analysis of Variance of between Curricular Structure, Skills, and Competencies on their Relevance to the Program of Study

Table 13 shows the Analysis of Variance between Curricular Structure, Skills, and Competencies on their Relevance to the Program of Study

Table 13. Analysis of Variance of between Curricular Structure, Skills, and Competencies on their Relevance to the Program of Study

Source of Variation	SS	df	MS	F	P-value	Decision
Between Groups	2.17	2	1.08	4.55	0.0120	Reject $H_0$
Within Groups	36.40	153	0.24			

As to the null hypothesis which states that there is no significant degree of variance on the three dimensions of the relevance of the program to employability as perceived by the alumni respondents, findings revealed that there is a significant degree of variance on the three dimensions in terms of skills, curricular structure and competencies ( $p$ -value=0.0120), thus the null hypothesis is rejected.

## VII. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, it is therefore concluded that the majority of the graduates are males, single and the age range is between 20-24. Most of them are employed locally, regular in status, and working full-time. It took them one to six months to land their first job. Furthermore, some of them are self-employed or engaged in their own business since they are trained with Technopreneurship from their junior to senior years. Some of the unemployed respondents find it difficult to look for a job because there were only a few job vacancies or lack of position/item. Others also pointed out that they have inadequate experience and inadequate knowledge or skills. Presently, most of the BSIT graduates work as Government Officials/Special Interest Organizations, IT Clerk/Staff, Technical Support Specialist, and Managing Proprietor or Supervisor in a private organization. The major line of business in the company they are working for were IT, BPO/KPO, Academe, and Small and Medium Enterprise. On the relevance of the BSIT program to their employability, it is concluded that they perceive it to be very relevant especially in the area of competencies, curricular structure, and skills. Furthermore, the respondents perceived that there is a significant degree of variance among the 3 dimensions under the relevance of the program of study to the

respondents' employability. However, it is notable that among the dimensions, Research skills got the lowest, meaning the respondents find it only relevant.

Based on the conclusions, it is then recommended that the curriculum of the program must be reviewed, add more subjects to enhance the knowledge, skills, and behavior of the graduates to produce more competitive Paulinian graduates. The university should also do ways to help graduates in finding their jobs through a strong placement and linkages program to ensure total employability except for if they opt for technology entrepreneurship. It is also recommended that the university's physical plant and facilities be improved to ensure comfort, security, and safety among students thereby providing an environment conducive to learning. The school should also supports tracer studies like this one so that it can keep track on how its graduates are performing and what steps may be taken to improve the curriculum and teaching methods to produce more productive and worthy graduates.

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