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Employment Outcomes of Bachelor of Arts in Economics (ABEC) Alumni of Saint Joseph's College of Baggao Class

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ABSTRACT

Background: The employability and career outcomes of graduates play a crucial role in evaluating the effectiveness of academic institutions and the quality of their educational programs.

Objective: This study examined the career paths and achievements of the graduates and to gain insights into the factors that contributed to their employment success.

Methods: This study employed a descriptive-correlational research design with total enumeration approach with purposive sampling was used to recruit participants, yielding nine respondents from thirteen eligible graduates. Data were collected using a validated self-developed questionnaire administered. Descriptive statistics were used to summarize respondents' characteristics and employment outcomes, while Analysis of Variance (ANOVA) and Pearson's correlation coefficient were employed.

Results: The majority occupied supervisory or rank-and-file positions (44.4% each), were employed on a contractual basis (55.6%), and earned monthly salaries between PhP 20,001 and 40,000 (66.7%). No significant differences in employment outcomes were observed by gender or year of graduation, except for salary ($p = 0.022$).

Conclusion: The study concludes that ABEC graduates generally perceived their academic preparation as effective in equipping them with the knowledge, skills, and competencies required for employment.

Keywords: job employment, employment outcomes, alumni, ab economics, academic preparation

1. INTRODUCTION

Graduate employability is widely recognized as one of the most important indicators of the effectiveness, relevance, and quality of higher education programs [1]. In an increasingly competitive and dynamic labor market, universities and colleges are expected not only to provide theoretical knowledge but also to equip students with practical competencies, transferable skills, and professional attributes that enable them to successfully transition into employment [2]. As a result, tracer studies have become an essential mechanism for evaluating the outcomes of higher education by generating empirical evidence regarding graduates' employment status, career progression, job satisfaction, and the extent to which academic preparation aligns with labor market requirements [3]. Through tracer studies, educational institutions can assess the effectiveness of their curricula, identify skills gaps, and strengthen linkages between academic programs and industry needs [4]. Such studies also contribute to quality assurance initiatives and provide valuable information for accreditation processes, strategic planning, curriculum review, and policy formulation [5]. The employability and career outcomes of graduates play a crucial role in assessing the overall performance of academic institutions and the quality of their educational offerings. Contemporary literature suggests that graduate employability is influenced not only by disciplinary knowledge but also by the acquisition of soft skills such as communication, analytical thinking, problem-solving, teamwork, adaptability, and digital literacy, which are increasingly valued by employers in the global economy [6]. Consequently, higher education institutions are under growing pressure to ensure that their academic programs remain responsive to socioeconomic developments and evolving workforce demands. Evaluating graduate outcomes provides institutions with meaningful insights into how effectively their programs prepare students for employment and professional success while enabling them to identify areas requiring improvement [7]. Moreover, the perceptions and experiences of graduates offer important feedback regarding the relevance of curriculum content, teaching methodologies, internship opportunities, and other learning experiences that contribute to career readiness [8]. The AB Economics (ABEC) program offered by Saint Joseph College of Baggao was a four-year degree program designed to provide students with a comprehensive understanding of economic theories, analytical frameworks, quantitative methods, and strategic approaches for addressing economic issues [9]. The program sought to develop graduates who could critically analyze economic phenomena and formulate evidence-based solutions to societal and organizational challenges using both macroeconomic and microeconomic perspectives. Through the study of economic principles, laws, models, and policy frameworks, students were expected to acquire the analytical and decision-making skills necessary for professional practice in various sectors, including government agencies, private enterprises, financial institutions, research organizations, and non-governmental organizations [10]. In addition to providing a strong theoretical foundation, the program aimed to foster critical thinking, ethical responsibility, leadership, and lifelong learning competencies that are essential for succeeding in rapidly changing local and global economic environments [11]. By producing competent and highly qualified professionals, the program intended to contribute to economic development while enhancing the employability and competitiveness of its graduates [11]. Within this context, tracer studies serve as powerful tools for determining the whereabouts, employment conditions, and workplace performance of graduates. They provide comprehensive information on employment rates, job positions, income levels, career advancement opportunities, and the relevance of educational experiences to professional responsibilities. Previous studies have highlighted the importance of tracer research in measuring the extent to which higher education programs achieve their intended outcomes and in identifying discrepancies between graduate competencies and employer expectations [13]. Furthermore, tracer studies facilitate evidence-based decision-making by enabling institutions to align curricular objectives with labor market trends and emerging industry requirements. To provide a comprehensive analysis of graduate

outcomes, this study considered various factors, including the demographic and educational profile of the respondents, their employment status, career trajectories, job characteristics, and perceptions of the academic preparation they received from the ABEC program. Particular attention was given to examining how the competencies acquired during their undergraduate studies contributed to their employability, professional performance, and career development. By focusing on the employment outcomes and professional experiences of ABEC alumni from Saint Joseph College of Baggao, this research contributes to the ongoing discussion regarding the effectiveness of undergraduate economics programs in producing successful and employable professionals. The study advances understanding of how economics education influences career opportunities, workplace adaptability, and professional achievement while providing evidence on the extent to which program outcomes align with labor market expectations [14]. The findings will not only benefit the academic institution in its efforts to improve educational quality and student success but will also provide valuable information for policymakers, educators, employers, and prospective students interested in economics education and career development [15]. Ultimately, the study underscores the importance of continuous evaluation and enhancement of higher education programs to ensure that graduates possess the competencies necessary to contribute meaningfully to economic development and to succeed in an increasingly competitive employment environment [16].

2. MATERIALS AND METHODS

The study employed a descriptive-correlational research design, which was deemed the most suitable approach for gaining a comprehensive understanding of the employment outcomes of the Bachelor of Arts in Economics (ABEC) alumni from Saint Joseph's College of Baggao, specifically the Class of 2010-2012. This methodology allowed for the integration of descriptive and correlational data to provide a holistic perspective on the research topic. Within the descriptive-correlational research design, the researcher utilized the use of ANNOVA as the statistical tool in analyzing the significant differences, while Pearson was used to analyze its significant relationships. This approach was chosen to examine potential differences in the perceptions of the participants regarding their academic preparation, based on their gender and year of graduation. The study focused on the employment outcomes of thirteen Bachelor of Arts in Economics (ABEC) graduates from Saint Joseph College of Baggao in San Jose Baggao, Cagayan. However, only nine (9) out of thirteen (13) alumni who responded to the research due to reasons such as not having an active Facebook account or working abroad. The study utilized purposive sampling, selecting participants based on their relevance to the study's objectives. A total enumeration sampling method was employed to include all eligible ABEC alumni as participants. Despite the small sample size and limited response rate, the researcher gathered data from the available participants, acknowledging the study's limitations. The aim was to provide data into the employment outcomes of this specific group of ABEC graduates.

Table 01: Distribution of Respondents

Respondents	Population (n)
Class of 2010	3
Class of 2011	4
Class of 2012	2
Total	**9**

Self-made survey questionnaire that underwent validation by the program chair of the ABEC program and Dr. Roy D. Tumaneng, the VP for Research, Quality Assurance, and Accreditation. The questionnaire was designed to gather relevant data regarding the employment outcomes of the ABEC alumni. To

administer the survey, a Google Form was utilized, allowing for efficient data collection. Additionally, phone call interviews were conducted to further validate the data obtained from the questionnaire, ensuring its accuracy and reliability.

3. RESULTS & DISCUSSION

This part of the study is a presentation of results, its interpretation and analysis of gathered data to determine the Employment Outcomes of the Bachelor of Arts in Economics (ABEC) Alumni of Saint Joseph's College of Baggao.

Table 02: Year of Graduation

Indicators	Frequency	Percentage
2010	3	33.33
2011	4	44.44
2012	2	22.22
Total	**9**	**100**

Table 2 illustrates the educational background of the participants from different batches. According to the data, 44% of the participants were graduates from the 2011 batch, which had a frequency of 4. The next highest percentage was 33.33% from the 2010 batch, with a frequency of 3. In contrast, the 2012 batch had the lowest percentage of participants, accounting for 22.22% with a frequency of 2. This indicates that majority of the participants belong to the 2011 batch, while the fewest participants were from the 2012 batch

Table 03: Gender

Indicator	2010	2011	2012	Total	Percentage
Male	1	3	0	4	44.44
Female	2	1	2	5	55.56
Total	**3**	**4**	**2**	**9**	**100**

Table 3 presents the gender distribution among the participants. The data revealed that 55.56% of the participants are female, with a frequency of 5, while 44.44% are male, with a frequency of 4. This indicates that majority of participants are female. This observation aligns with Kim Parker's study on the growing gender gap in higher education, which highlighted that young women are more likely to be enrolled in college and have a higher graduation rate compared to young men. Furthermore, the study found that women are more likely than men to hold a four-year college degree, and this gap is even more pronounced among younger adults aged 25 to 34.

Table 04: Status of Job Employment

Indicator	2010	2011	2012	Total	Percentage
Employed	3	4	2	9	100
Self-employed	0	0	0	0	0
Unemployed	0	0	0	0	0
Discourage worker	0	0	0	0	0
Total	**3**	**4**	**2**	**9**	**100**

Table 4 displays the employment status of the participants. It revealed that all of the participants, accounting for 100% with a frequency of 9, are currently employed. This indicates that none of the participants are self-employed, unemployed, or classified as discouraged workers. The data suggested that the participants are predominantly engaged in formal employment. These findings aligned with Laura Greaves' study from 2020, which highlighted that graduates are particularly attracted to employers who provide opportunities for career advancement and the ability to achieve their professional goals, rather than solely focusing on financial benefits. The study also emphasizes the increasing importance of mental health and well-being in the workplace. According to the study, graduates often prioritize job acceptance based on factors such as alignment with their career plans, the ability to earn a living and pay off debts, opportunities for career growth, the chance to gain and diversify their experience, as well as the presence of mental health and well-being support. The importance of a high salary is not as significant for them. Furthermore, study revealed that none of the participants are self-employed. This implies that all of them are engaged in formal employment, as indicated in table 4, Additionally, the data shows that none of the participants are involved in various sectors, including retail/wholesale, manufacturing, e-commerce, hospitality and tourism, agriculture, financial services, logistics, education, insurance, real estate, IT services, healthcare, transportation, and others.

Table 05: Nature of Business (for Employed Participants)

Indicator	2010	2011	2012	Total	Percentage
Retail/wholesale	0	0	1	1	11.11
Manufacturing	0	0	0	0	0
E-commerce	0	0	0	0	0
Hospitality and tourism	0	0	0	0	0
Agriculture	0	0	0	0	0
Financial services	0	1	0	1	11.11
Logistics	0	1	0	1	11.11
Education	1	0	1	2	22.22
Insurance	0	0	0	0	0
Real estate	1	0	0	1	11.11
It Services	0	0	0	0	0
Healthcare	0	0	0	0	0
Transportation	0	0	0	0	0
Others	1	2	0	3	33.33
Total	**3**	**4**	**2**	**9**	**100**

The table above presents the nature of business for self-employed participants. It revealed that the highest frequency, accounting for 33.33% of the respondents with a frequency of 3, is observed in the combined years 2010-2012. Furthermore, 22.22% of the participants with a frequency of 2 in the years 2010 and 2012 are engaged in the field of education. Conversely, the lowest frequency, comprising 11.11% with a frequency of 1, is associated with participants involved in retail/wholesale, financial services, logistics, and real estate. These findings suggested that majority of the participants, who are self-employed, indicated their nature of business as "others." Upon further examination, it was revealed that some participants identified themselves as overseas Filipino workers (OFWs) or domestic helpers. This highlighted the diverse nature of self-employment among the participants, with various occupations and roles outside of the traditional business sectors.

Table 06: Type of company as to ownership

Indicator	2010	2011	2012	Total	Percentage
Government-Owned	1	1	0	2	22.22
Private-Owned	2	3	2	7	77.78
Total	**3**	**4**	**2**	**9**	**100**

Table 6 indicates that 77.77% of the participants, with a frequency of 7, are employed in private companies, while 22.22% of the participants, with a frequency of 2, are employed in government positions. This study suggested that majority of the participants are working in the private sector. These findings aligned with a study by Caincoy (2021) on the employment, employability, and competencies of Bachelor of Secondary Education graduates. The research revealed that a significant number of graduates found employment in teaching and teaching-related roles, primarily in contractual arrangements during the first and second six months after graduation. Many of these graduates initially secured jobs in the private sector, often with modest salaries.

Table 07: Type of company as to operation

Indicator	2010	2011	2012	Total	Percentage
Local	1	1	1	3	33.33
Foreign	2	3	1	6	66.67
Multi-National	0	0	0	0	0
Total	**3**	**4**	**2**	**9**	**100**

Table 7 highlights that 66.66% of the participants, with a frequency of 6, are employed abroad, while 33.33% or 3participants are locally employed. This indicates that majority of the participants, specifically 66.66% or 6 individuals are working overseas. As observed in table 2.2, these participants were identified as Overseas Filipino Workers (OFWs) and domestic helpers. These findings aligned with the data from the Philippine National Statistics, which reports that approximately 10.2 million Filipinos are working abroad as OFWs. There are various reasons why Filipinos choose to work in foreign countries instead of the Philippines. These reasons include limited job opportunities and unfair wages in the local job market. Fresh graduates often opt for overseas employment to support their families financially. Working abroad offers higher salaries, better career opportunities, an improved quality of life, and the chance to acquire new skills that may be challenging to obtain within the Philippines (source: vistalandinternational.com).

Table 08: Length of Job search

Indicator	2010	2011	2012	Total	Percentage
Less Than a Month	0	1	0	1	11.11
Up To 6 Months	1	0	0	1	11.11
Up To 1 Year	0	0	0	0	0
Up To 1 Year and A Half	0	0	0	0	0
Up To 2 Years (Or more)	2	3	2	7	77.77
Total	**3**	**4**	**2**	**9**	**100**

Table 8 provides insights into the length of job search among the participants. The data revealed that 77.77% of the participants, with a frequency of 7, took two years or more to secure employment. Additionally, 11.11% of the participants, with a frequency of 1 each, found a job within less than a month and within six months of their job search. These findings suggested that majority of the

participants faced an extended period of unemployment, taking two years or more to secure employment. The prolonged job search period may be attributed to the limited job offerings in the Philippines, which may have influenced their decision to seek employment overseas or abroad. This aligned with the reasons stated in previous discussions, where Filipinos often opt for overseas employment due to factors such as low job opportunities and unfair wages in the local job market.

Table 09: Type of Job

Indicator	2010	2011	2012	Total	Percentage
Related to College Degree Earned	1	3	1	5	55.56
Not related to college degree earned	2	1	1	4	44.44
Total	**3**	**4**	**2**	**9**	**100**

Table 9 highlights the relevance of the participants' current jobs to their college degree. It showed that 55.56% of the participants, with a frequency of 5, have jobs that are related to their college degree. However, 44.44% of the participants, with a frequency of 4, indicated that their jobs are not directly related to the college degree they earned. These findings suggested that majority of the participants have jobs that are relevant to their AB Economics degree, considering the previous discussions regarding the respondents' nature of employment in sectors such as retail/wholesale, financial services, logistics, education, and real estate agency. It indicates a certain level of alignment between their chosen field of study and their current employment. However, it's worth noting that a significant portion of the participants also have jobs that may not directly correspond to their college degree.

Table 10: Position/Designation

Indicator	2010	2011	2012	Total	Percentage
Senior management/ Admin position	0	1	0	1	11.11
Supervisory position	1	2	1	4	44.44
Rank file	2	1	1	4	44.44
Total	**3**	**4**	**2**	**9**	**100**

Table 10 provides insights into the positions held by the participants in their current employment. It revealed that 44.44% of the participants, with a frequency of 4, hold supervisory positions, which is the same percentage and frequency as those in rank-and-file positions. Conversely, only 1 participant or 11.11% of the total sample is a member of senior management or holds administrative positions. These findings indicate that majority of the participants occupy supervisory roles and are in rank-and-file positions within their respective employment. This aligned with the observation that supervisory positions and rank-and-file roles are more prevalent among the participants. Josephine Francisco's study on the barriers to temporary migration of Filipino workers as service providers supports these findings by highlighting the valuable qualities possessed by Filipino workers, such as kindness, sacrifice, loyalty, and dedication to their employers or superiors. These attributes contribute to the demand for Filipino workers, particularly in developed countries.

Table 11: Classification of Employment

Indicator	2010	2011	2012	Total	Percentage
Permanent	1	1	1	3	33.33

Casual/Probationary	0	1	0	1	11.11
Contractual	2	2	1	5	55.56
Total	**3**	**4**	**2**	**9**	**100**

Table 11 provides the distribution of the participants' Classification of Employment. It indicated that 55.56% of the participants, with a frequency of 5, are employed on a contractual basis. Additionally, 33.33% of the participants, with a frequency of 3, have permanent positions, while only 11.11% or 1 participant is in a casual/probationary position. These findings suggested that the majority, 55.56% or 5 participants, are still engaged in contractual employment. This aligned with the earlier observations that a significant number of participants are working abroad and employed by private institutions. To safeguard the rights of overseas Filipino workers (OFWs), the Philippine Overseas Employment Administration (POEA) has established minimum provisions for standard employment contracts. These contracts serve as a reference point during instances of employee-employer disputes, ensuring job security for the employees and protecting the employers from risks such as decreased productivity due to unclear working protocols (source: Universal Staffing Incorporated, 2020).

Table 12: Length of Employment

Indicator	2010	2011	2012	Total	Percentage
Below 1 year	0	0	0	0	0
1 to 3 years	0	0	0	0	0
4 to 6 years	1	2	1	4	44.44
7 to 9 years	1	1	0	2	22.22
10 years above	1	1	1	3	33.33
Total	**3**	**4**	**2**	**9**	**100**

Table 12 presents the distribution of the participants' length of employment. It indicated that 44.44% of the participants, with a frequency of 4, have been employed for 4 to 6 years. Additionally, 33.33% of the participants, with a frequency of 3, have been employed for 10 years and above, while only 22.22% or 2 participants have been employed for 7 to 9 years. These findings suggested that majority of the participants have a length of employment ranging from 4 to 6 years. This implies that their present employment may not be their first job after graduating from college. It indicates that these participants have gained work experience over the years, potentially exploring different job opportunities and career paths since completing their college education.

Table 13: Salary

Indicator	2010	2011	2012	Total	Percentage
Below PhP 10,000 per month	0	0	1	1	11.11
PhP 10,001- PhP 20,000 per month	0	0	0	0	0
PhP 20,001- PhP 30,000 per month	1	2	0	3	33.33
PhP 30,001- PhP 40,000 per month	1	2	0	3	33.33
Above PhP 40,000 per month	1	0	1	2	22.22
Total	**3**	**4**	**2**	**9**	**100**

Table 13 provides an overview of the participants' salary distribution. It indicates that 33.33% of the participants, with a frequency of 3, received a monthly salary ranging from 30,001 to 40,000 pesos, which is the same percentage and frequency as those who received a salary ranging from 20,001 to

30,000 pesos per month. Meanwhile, 22.22% or 2 participants receive a salary of 40,000 pesos and above per month, and only 11.11% or 1 participant received a salary below 10,000 pesos per month. These findings suggested that 66.66% or 6 of the participants received a monthly salary between 20,001 and 40,000 pesos. This salary range is typically associated with supervisory and ranked positions. It is worth noting that the participants receiving a monthly salary below 10,000 pesos was identified as a teacher in a private kindergarten school. The distribution of salaries indicates that majority of the participants are earning salaries within the range expected for their positions as supervisors or rank-and-file employees, while the one receiving a lower salary works in a specific context, such as the field of education.

Table 14: Academic Preparation

Evaluation Items	Weighted mean			Overall mean	Descriptive Value
	2010	2011	2012		
I have adequate knowledge relevant to my present occupation.	3.33	4.5	4.5	4.11	Generally Agree
I possess the needed skills to perform my job well.	4.0	4.5	5.0	4.5	Strongly Agree
I have personal attributes that are appropriate to my job.	4.0	4.5	4.5	4.33	Strongly Agree
My college curriculum has prepared me well for my professional life	2.0	4.75	5.0	3.92	Generally Agree
The faculty and staff during my college days have helped me prepare myself for professional career	2.33	4.5	5.0	3.94	Generally Agree
The school's facilities and resources have enriched my overall college experience.	3.0	4.5	4.5	4.0	Generally Agree
Total	**3.11**	**4.54**	**4.75**	**4.13**	**Generally Agree**

In Table 14, the academic preparation of the participants from 2010 to 2012 is presented. The overall mean value for all indicators is 4.13, indicating a generally high level of agreement among the participants. The descriptive value assigned to this mean is "Generally Agree." Specifically, the participants strongly agree that they possess the needed skills to perform their jobs well and have personal attributes appropriate to their jobs. These indicators received a weighted mean of 4.5. Furthermore, the participants generally agree that they have adequate knowledge relevant to their present occupations, and their college curriculum has prepared them well for their professional lives. The faculty and staff during their college days have also helped them prepare for their professional careers. Additionally, the school's facilities and resources have enriched their overall college experience. Moreover, the findings suggested that the academic preparation provided to the participants has been effective in equipping them with the necessary knowledge, skills, and personal attributes for their job employment.

Table 15: Status of Professional Development

	2010	2011	2012	Total	Rank
Graduate and Post-Graduate Studies					
No Graduate studies	3	2		5	2
Earned at least 12 units of relevant master's degree	0	2	2	4	3.5
Seminars and Trainings Attended					

Attending seminars and trainings related to college degree earned annually	2	2	2	6	1
Attended at least 1 or more seminars and trainings related to college degree in the last 2 years	1	2	-	3	5
Attending seminar's and trainings not related to college degree earned annually	0	1	1	2	6.5
Attended at least one or more seminars and trainings not related to college degree earned in the last 2 years	1	3	0	4	3.5
Attended at least one or more seminars and trainings not related to college degree earned in the last 5 years	1	0	0	1	8
Never attended seminars and trainings not related to college degree earned	1	0	1	2	6.5
Certifications	-	-	-	-	-

In table 15, the status of professional development among the graduates from 2010 to 2012 is presented. It showed in the table that a total of 5 participants, comprising 2010 and 2011, did not pursue any graduate studies. This ranks them second in terms of not having any graduate studies. On the other hand, a total of 4 participants from the classes of 2011 and 2012 have earned at least 12 units of relevant master's degree; however, none among the participants earned at least 12 units of relevant master's degree in the year 2010. The data suggested that the majority of the participants did not continue their studies after obtaining their undergraduate degree. They opted to enter the workforce and focus on their careers instead of pursuing further education. Under seminars and trainings attended by the participants, it revealed that participants, ranking first, have been consistently attending seminars and trainings related to their college degree on an annual basis. Additionally, 3 participants, ranking fifth, have attended at least 1 or more seminars and trainings in the last two years. While 2 other participants, are attending seminars and trainings not related to college degrees earned annually. In addition, the study revealed that 4 of the participants attended at least one or more seminars and trainings not related to college degrees earned in the last 2 years. And only one among the participants attended at least one or more seminars and trainings not related to a college degree earned in the last 5 years, ranking third. While two of the participants never attended seminars and trainings not related to college degrees earned, ranking them eight. In terms of certifications, none among the participants acquired certification. This indicates that majority of the participants have actively engaged in professional development by participating in seminars and trainings that are relevant to their college degree. This demonstrates their commitment to continuous learning and staying updated in their field of expertise. However, results showed that participants diversify their skills by actively attending and engaging in professional activities that are not directly related to their college degree particularly within the last 2 years. These additional seminars and trainings may be related to their present employment, reflecting their desire to acquire new knowledge and skills beyond their formal education and a manifestation of the participants' flexibility in their career and an avenue on the possibility of employment in various industries. While the lack of certifications among the participants highlights potential areas for improving the professional development pathways for ABEC graduates. These findings align with existing study made by Okolie & Nwajiuba et.al (2020) entitled "Career Training in higher education facilitating career development and employability of graduates" that shed light on varying resources required to cope with the demands of labor market in terms of supply of competent workforce that can contribute to Nigeria's economic growth and development.

Their findings showed that there are some career-related programs or activities that Nigerian Higher education student are presented with, but the programs have not been effective as to offer graduates quality career guidance and employability skills that employers demand. Acknowledging this participant recommend establishing Career Training with Mentoring centers in all Nigerian HE institutions to provide students with the opportunity to receive quality career advice, coaching, and mentoring services while schooling.

Table 16: Significant difference in the Perceptions of the Participants with their Employment Outcomes when grouped According to Year of Graduation and Gender

Indicator	Year Graduated			Gender		
	F- value	P- value	Decision	F-value	P-value	Decision
Status of Job Employment	2.008	0.138	Not Significant	1.00	0.351	Not Significant
Nature of Business	0.333	0.667	Not Significant	-	-	Not Significant
Nature of Business of Current Employment	1.800	0.272	Not Significant	1.800	0.272	Not Significant
Type of Company as to Ownership	0.300	0.604	Not Significant	0.750	0.420	Not Significant
Type of Company as to Operation	1.875	0.220	Not Significant	0.136	0.725	Not Significant
Length of Job Search	2.500	0.175	Not Significant	0.263	0.630	Not Significant
Type of Job	0.125	0.736	Not Significant	0.300	0.604	Not Significant
Position/Designation	0.306	0.604	Not Significant	1.633	0.257	Not Significant
Classification of Employment	0.571	0.484	Not Significant	0.804	0.411	Not Significant
Length of Employment	2.143	0.203	Not Significant	0.714	0.437	Not Significant
Salary	9.346	0.022	Significant	0.107	0.755	Not significant

Table 16 presents the results of an analysis examining the significant differences in the perceptions of the participants with their employment outcomes when grouped according to year of graduation and gender. Results revealed that there is no significant difference in the status of job employment when group by year of graduation having an f-value 2.008 and P-value 0.138. This suggests that regardless of when the graduates completed their degree, their perceptions of their job status (whether full-time, part-time, or unemployed) remain similar. For the gender, findings showed that the f-value of 1.00 and p-value of 0.351 also show no significant difference in job status based on gender, indicating that both male and female graduates perceive their employment status similarly. While for year graduated, the f-value of 0.333 and p-value of 0.667 reveal no significant differences in perceptions of the nature of the businesses they are employed in. The similarity in perceptions suggests that the type of industry or business sector where graduates are employed is not significantly influenced by the year of graduation. However, no data was provided in this category, gender was not analyzed in relation to the nature of business. Both the F-values of 1.800 and p-values of 0.272 for year graduated and gender indicate no significant differences in perceptions of the nature of the business in which graduates are currently

employed. This suggests that neither the year of graduation nor gender significantly influences how graduates perceive the type of business they work for. Moreover, the f-value of 0.300 and p-value of 0.604 reveal no significant difference based on year of graduation, suggesting that the type of company as to ownership (whether it is government-owned or private-owned)) is perceived similarly among graduates from different years. For gender, the f-value of 0.750 and p-value of 0.420 also indicate no significant gender-based difference, showing that perceptions of the type of company ownership are not affected by gender. In terms of type of company as to operation results showed an f-value of 1.875 and p-value of 0.220, there is no significant difference in perceptions of company operations (local or foreign) based on year of graduation. Graduates from different group have similar views on this indicator. While the gender with an f-value of 0.136 and p-value of 0.725 indicates no significant difference in the perception of the company's operational scope. Findings show no significant difference in the length of time it took graduates to find employment based on the year of graduation which can be gleaned in its f-value of 2.500 and p-value of 0.175. This suggests that the length of job search was perceived similarly across different groups. Study showed no significant difference in the perception of the type of job obtained, indicating consistency across both categories. This suggests that the nature of employment (whether it is aligned/related with their field of study or not) does not significantly differ based on year or gender. Moreover, table showed no significant difference in perceptions of position or designation based on the year of graduation. Graduates from different years tend to hold similar views regarding their job titles and positions. Similarly, the f-value of 1.633 and p-value of 0.257 indicate no significant gender-based difference in perceptions of job positions. The f-value of 0.571 and p-value of 0.484 showed no significant difference in employment classification (permanent, contractual, or temporary) based on the year of graduation. While the f-value of 0.804 and p-value of 0.411 indicate no significant gender-based difference in employment classification, suggesting that both male and female graduates perceive their employment terms similarly. As to length of employment, the f-value of 2.143 and p-value of 0.203 indicate no significant differences in the length of employment based on year of graduation. The f-value of 0.714 and p-value of 0.437 also show no significant gender-based differences in employment duration. Lastly, on salary a significant difference is observed based on the year of graduation, with an f-value of 9.346 and a p-value of 0.022. This indicates that the perception of salary varies significantly between different years or groups. Graduates from different years may have experienced varying economic conditions or industry demands, which could account for the differences in their salary perceptions. And the f-value of 0.107 and p-value of 0.755 indicate no significant gender-based difference in salary perceptions, suggesting that male and female graduates perceive their salary similarly. This implies that there are no significant differences in the perceptions of employment outcomes based on year of graduation and gender, with exception of salary. The significant difference in salary is an indication that economic factors and industry demands may have changed overtime, impacting graduates earnings. However, gender does not seem play an important role in shaping employment outcomes across the other indicators.

Table 17: Significant Difference in the Perceptions of the Participants with their Academic Preparation when grouped According to Year of Graduation and Gender

Profile	F-value	P-value	Decision
Year of graduation	0.415	0.543	Not Significant
Gender	1.068	0.341	Not Significant

The table above shows that there is no significant difference in the academic preparation for job employment among the three batches when they are grouped according to their profiles. Based on the results, it can be inferred that the academic preparation among the participants is not affected by their

year of graduation or gender. The probability value (p-value) for the year of graduation is 0.543, which is greater than the 0.05 level of significance. This indicates that there is no significant difference in academic preparation based on the year of graduation. Similarly, the gender variable has a p-value of 0.341, suggesting that there is no strong evidence of a significant relationship between gender and academic preparation. Therefore, the null hypothesis, which assumes no significant difference, is accepted. Moreover, the findings implied that the academic preparation for job employment among the participants is not influenced by their year of graduation or gender, as there is no statistically significant difference observed in the analysis.

Table 18: Significant Relationship between the Academic Preparations of the Participants and their Employment Outcomes

Indicator	R-value	P-value	Decision
Status of Job Employment	0.023	0.957	Not Significant
Nature of Business	0.971	0.154	Not Significant
Nature of Business of Current Employment	0.306	0.617	Not Significant
Type of Company as to Ownership	0.883	0.004	Significant
Type of Company as to Operation	0.458	0.253	Not Significant
Length of Job Search	0.255	0.582	Not Significant
Type of Job	0.023	0.957	Not Significant
Position/Designation	0.186	0.690	Not Significant
Classification of Employment	0.096	0.837	Not Significant
Length of Employment	0.139	0.776	Not Significant
Salary	0.126	0.766	Not Significant

The table 18 provides the analysis of the relationship between the academic preparations of the participants and their employment outcomes. Finding indicates that the academic preparation has a significant impact only on the type of company as to ownership in which participants are employed with a probability value (P-value) of 0.004 level of significance. For all other employment outcomes including status of job employment, nature of business, nature of business of current employment, type of company as to operation, length of job search, type of job, position/designation, classification of employment, length of employment, and salary, the participants academic preparations does not show a significant influence. This suggest that while despite the academic background of the participants which may help individuals work in a specific company types, it is not a strong determinant of other employment factors.

4. CONCLUSION

Based on these findings, it can be concluded that the participants generally have a positive perception of their academic preparation for job employment. The academic preparation is not significantly influenced by the year of graduation or gender. Majority of the graduates have engaged in professional development activities, primarily attending seminars and trainings related to their college degree. In addition, some participants have engaged in other seminars and trainings not directly related to their college degree. It was concluded that there is no significant differences in employment outcomes by year of graduation and gender which suggest that the academic preparation and career pathways of ABEC graduates are consistent across different year/groups and gender. Similarly, on employment classification and job search of the participants did not show significant relationships by year of graduation and gender. This suggests that employment terms and the time it takes for the participants

to secure a job are not significantly influenced by when they graduated or their gender. However, a notable exception on salary, which showed significant differences based on year of graduation may reflect changes in economic conditions, and labor market trend over time, affecting graduates earnings based on when they entered the workplace. Across most employment indicators, there were no significant differences in employment outcomes based on gender. This suggests that male and female participants have similar experiences in the labor market, indicating relatively equal playing fields in terms of employment opportunities. These findings provided data for the academic institution to continue emphasizing and enhancing the academic preparation for job employment. Furthermore, they highlighted the importance of ongoing professional development opportunities for the graduates to further enhance their skills and knowledge. Further research may be required to explore additional variables and gather a more comprehensive understanding of the factors impacting academic preparation and career development among AB Economics graduates.

5. RECOMMENDATIONS

Based on the findings of the study, the researcher recommends the following actions to the Program Chair of the Bachelor of Arts in Economics program at Saint Joseph's College of Baggao:

1. Develop an Alumni Information Sheet with a standard template. Creating a standardized alumni information sheet will help collect consistent and relevant data from alumni. This information can be used to maintain an updated alumni database and establish effective communication channels.
2. Appoint a Batch Coordinator for easier coordination: Designating a batch coordinator for each graduating class can facilitate better coordination between the school and alumni. The batch coordinator can serve as a point of contact for alumni, helping to gather information, organize events, and foster stronger connections between graduates and the program.
3. Establish an alumni portal on the college website. Setting up an alumni portal on the college's website will provide a centralized platform for alumni to connect, network, and stay updated on program developments and opportunities. The portal can feature job postings, alumni success stories, and a directory of graduates for easier tracing and networking.
4. Enhance the alumni database at the alumni office. Improving the existing alumni database will enable more efficient tracking and monitoring of alumni's career progression and achievements. This information can be used to establish meaningful relationships with alumni, conduct targeted alumni surveys, and gather feedback for program improvement.
5. Develop an alumni tracing system. Implementing an effective alumni tracing system will help track the employment outcomes and career paths of graduates over time. This can involve regular follow-ups, surveys, and data collection to assess alumni's professional achievements, satisfaction, and needs. The data gained from this system can inform curriculum enhancements and ensure the program remains aligned with industry demands.
6. Strengthen partnerships with a variety of businesses and industries that could create more diverse opportunities for internships and employment. The college should work closely with industry partners to create programs that ensure graduates are well-prepared for real-world challenges, thus improving their job readiness and employability.
7. Continue strengthening its efforts in providing relevant academic training and internships that align with the labor market demands for greater opportunities for continuous professional development, including certifications, to help graduates stay competitive.

8. Conduct study on the satisfaction of graduates by the employees.

AUTHOR CONTRIBUTION STATEMENT

Joan C. Cobrador: Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work, Drafting the work or reviewing it critically for important intellectual content; AND Final approval of the version to be published, and Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

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Supplemental Material

No supplementary files, datasets, figures, or additional materials are associated with this study. Any information necessary to understand and evaluate the work is included in the main article.