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Research Article

A Tracer Study on Employment Outcomes and Career Progression of Bachelor of Science in Information Technology (BSIT) Graduates: Basis for Enhancing Institutional Reputation and Graduate Employability

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ABSTRACT

This tracer study investigates the employment outcomes and career progression of Bachelor of Science in Information Technology (BSIT) graduates from Sultan Kudarat State University (SKSU) - Kalamansig Campus from 2018 to 2022. The research focuses on several key aspects: sociodemographic and academic profiles, employment status, the relevance of the BSIT degree to current occupations, the competencies developed during the program, and the challenges graduates face in the job market. Utilizing a quantitative descriptive approach, the study surveyed 159 out of 179 graduates and provided an assessment of their transition from enrolment to employment.

Findings reveal that most graduates are employed, with a significant number working locally; however, many hold contractual or temporary positions. The BSIT degree generally proves relevant to their current jobs, particularly in technical fields. However, disparities in income and employment stability are evident. Key competencies, such as technical, critical thinking, and problem-solving skills, were well-developed; however, gaps in soft skills, leadership, and entrepreneurial capabilities were identified. Graduates also reported challenges, including a lack of Civil Service eligibility, limited job opportunities, and the absence of advanced degrees.

The study emphasizes the need for curriculum enhancements that incorporate the development of soft skills and leadership training. It recommends stronger career counseling services and closer university-industry partnerships to ensure alignment between academic outputs and labor market demands. Additionally, the study advocates for institutional support in helping graduates pursue advanced degrees and gain eligibility for the Civil Service to improve their employment prospects. These interventions are crucial not only to enhance individual

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career outcomes but also to strengthen the university's reputation and its contribution to the national workforce.

Keywords: *Tracer Study, Employability Status, Information Technology, Competencies, Career, Competencies*

Introduction

Higher education institutions (HEIs) play a crucial role in national development by producing skilled and competent graduates ready for global competition (Tiongco & Conchada, 2015; Salendab, 2021). In line with the Commission on Higher Education's (CHED) mandate and UNESCO's Sustainable Development Goals 4 (Zamora & Dorado, 2015), higher education institutions (HEIs) are expected to deliver responsive and high-quality education to meet labor market demands and support nation-building (Salendab, 2025). As part of this responsibility, educational institutions are encouraged to adopt Outcome-Based Education (OBE) to ensure graduates possess the necessary skills, knowledge, and mindset for the 21st-century workforce (Rao, 2020).

Graduate employability serves as a key indicator of an institution's effectiveness and success. The transition from academic life to professional employment is particularly critical in rapidly evolving fields, such as Information Technology (IT). Therefore, understanding employment outcomes and career trajectories of graduates is essential for informing curriculum development, aligning programs with industry demands, and enhancing institutional performance. CHED, along with accrediting bodies such as the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACCUP), emphasizes the importance of graduate tracer studies as tools for evaluating educational quality and relevance (Salendab et al., 2021).

Moreover, implementing tracer studies establishes a link between graduates and their alma mater. Graduates were permitted to evaluate the curriculum, learning opportunities, and employment prospects. It enables the institution to assess its capacity to deliver high-quality education and produce competent and productive graduates. It aims to establish the efficacy and relevance of the curriculum, as well as the impact of students' learning experiences on their post-graduation employment. It assesses the graduates' employment placements and their progress since graduation (Patay, 2023). According to Aquino et al. (2015), tracing graduates investigates the suitability of a particular institution in meeting the labor requirements of all industries. To achieve this objective, it was necessary to analyze the level of employment, the unemployment status of recent graduates, the employer's perspective, the competency and relevance of graduate employees, and the feelings of both graduates and employers. The tracer study of graduates may also collect information regarding the applicability of the curriculum and graduates' satisfaction with their academic preparation (Daguplo et al., 2019).

This tracer study focuses on the Bachelor of Science in Information Technology (BSIT) graduates from Sultan Kudarat State University (SKSU) Kalamansig Campus. It aims to evaluate the employability of these graduates, examine their career trajectories, and identify the factors that influence their professional growth. By systematically analyzing the employment status, job satisfaction, skills utilization, and career advancement of BSIT alumni, this study seeks to provide valuable insights into the alignment of the university's IT program with industry demands and to identify areas for improvement.

Furthermore, the findings from this study will offer a comprehensive overview of the labor market integration of BSIT graduates, highlighting the challenges and opportunities they encounter in their professional journeys. This information is crucial for SKSU in its ongoing efforts to enhance the employability of its graduates and to contribute effectively to the local and global IT industry.

To evaluate the curriculum's relevance to graduates' employment status, competencies, and skills, higher education institutions (HEIs)

must regularly conduct graduate tracer studies. In addition, Sultan Kudarat State University-Kalamansig Campus is preparing for its accreditation evaluation, and one of AACCUP's recommendations is to conduct a study on the indicators of graduates' employability performance over the past five years; therefore, this study is being conducted.

Objectives of the Study

This study aimed to track the employment outcomes and career progression of BSIT graduates from Sultan Kudarat State University (SKSU) – Kalamansig Campus from 2018 to 2022. Specifically, this study sought to answer the following objectives:

1. To determine the sociodemographic profile of the BSIT graduates relative to age, gender, civil status, and residence;
2. To determine the academic profile of the respondents relative to reasons for taking the BSIT Program, awards and honors, training and advanced studies attended after, and eligibility/Civil Service;
3. To determine the employment status of BSIT graduates relative to reasons for unemployment, place of work, present employment status, present occupation or nature of employment, means of finding employment, job search period, gross monthly income, job level position after graduation; job level position after advanced studies; relevance of college degree to the present job;
4. To identify the competencies/skills developed by the university in meeting the demands of the present work/job; and
5. To determine the challenges encountered by the BSIT graduates.

Related Literature

The Tracer Study

Sira & Valenciana (2018) describe a tracer study as a retrospective evaluation of graduates, employing a structured survey conducted sometime after graduation (generally between 6 months and three years). It is also known as the graduate track, graduate survey, and alumni survey. Typically, the target demographic consists of students or trainees who graduated simultaneously (i.e., a generation or graduation cohort). Tracer studies are prevalent in higher education but are gaining popularity in vocational education (Sarsale et.al., 2024).

In addition, Gines (2014), as cited by Lacay, et al. (2022), asserts that a tracer study gives quantitative structural data on employment characteristics as well as the relatedness of the skills and retrospective evaluation of the programs for curricular improvements." Badiru et al. (2018) emphasize that "tracer study gives useful information for the HEI to analyze, update, evaluate, and enhance program offerings." Through this survey of graduates from various programs, courses, and the highest levels of education, as well as their employment characteristics, competencies acquired, and skills developed, along with their feedback, the university and its stakeholders will gain valuable information for enhancing the curriculum to address future challenges.

According to Regmi (2009), as cited by Meto (2023), performing tracer studies establishes a link between graduates and their alma mater. Graduates were permitted to evaluate the curriculum, learning opportunities, and employment prospects. It enables the institution to assess its capacity to deliver high-quality education and produce competent and productive graduates. Its purpose is to determine the efficacy and relevance of the curriculum, as well as the impact of students' learning experiences on their post-graduation employment. It assesses graduates' employment status and their advanced years since graduation.

Meto (2023) reported that "graduate survey findings are crucial for analyzing the relationship between higher education and employment." Millington (2001) states, "They provide quantitative structural data on career and employment, as well as information on the professional orientation, experiences, and nature of employment of their graduates." Additionally, the data gathered is a crucial indicator of the quality of higher education. Any higher education accrediting body, such as the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACCUP), Inc., must require a tracer study of all higher education institutions, as mandated by the Commission on Higher Education in the Philippines.

Employability of the Graduates

As a graduate enters the workforce, both their professional and personal lives will undergo significant changes. The transition from the classroom to the workplace involves more than just a shift from the classroom to the workplace; it also entails professional development, the formation of new social networks, the realization of individual potential, and the independence that comes with it. These occasions are defining moments in the lives of young people.

As the number of applications increases, today's young graduates will face more competition and challenges in their job search. Consider the following factors when securing and obtaining a job after graduation: The applicants' profiles are the first consideration. Gender and age play a crucial role and substantially impact the employability of recent graduates, as some graduates encounter gender discrimination in the workplace and child labor.

The second factor is the outward appearance. Meto (2023) cited that hiring managers form their first impressions of candidates in seconds. In addition to their dress and appearance, how they greet and enter the room also contributes to their first impression. A skilled and capable professional's appearance is crucial. Physical appearance influences career opportunities, relative income, and advancement opportunities. Physical and social beauty provides significant advantages in all social interactions, such as securing colleagues' participation, boosting persuasion, and selling items (Meto, 2023)

The third is soft competency. According to Oboza (2017), the primary issue with college graduates is not a lack of talent but rather an insufficient level of competence. "Being a college graduate is no assurance that you are job-ready," he argues. In addition, he stated that a more robust education system offers students early knowledge about available jobs in the business. Companies that are willing to hire recent graduates with rudimentary skills and train them to meet the company's needs before putting them to work are more adaptable. According to a study by Fay and Frese (2013), as cited by Meto (2023), the initiative has become increasingly important in the modern workplace. Companies need individuals capable of independent thought, self-direction, and initiative. Ultimately, courageous and adaptable teams and organizations are more likely to innovate and outperform their competitors.

The fourth requirement is work experience. According to Rahman Abdullah et.al., 2015, internships and on-the-job training are crucial for opening doors to newcomers to the sector. Employers prefer candidates with real-world experience over those who lack it. They prefer to hire persons already working in the sector, which expedites training (Meto, 2023).

Methods

This study employed a quantitative research design, utilizing the descriptive research method and a survey questionnaire to examine the current situation, which is more concerned with what rather than how or why (Nassaji, 2015). This method was deemed appropriate because it describes the sociodemographic profile of BSIT graduates, their academic profile, their employment status, and other details about their experiences after graduation at the SKSUKalamansig campus from 2018 to 2022.

Initially, the researcher intended to use total enumeration sampling to include all 179 graduates in the study. However, due to practical constraints such as the unavailability or inaccessibility of some graduates—caused by outdated contact information, geographic dispersion, or lack of response—the study adopted convenience sampling. This non-probability sampling method allowed the inclusion of participants based on their availability and willingness to respond. As a result, a total of 159 graduates participated in the survey and were included in the final data analysis.

Table 1. Respondents of the Study according to Year Graduated

YEAR GRADUATED	*f*	%
2022	33	18.43
2021	32	17.87
2020	33	18.43
2019	51	28.49
2018	30	16.75
TOTAL	179	100

The study adapts and modifies the survey questionnaire used in this study. This questionnaire was patterned after the Commission on Higher Education and was based on a review of related articles and journals. The first part of this instrument addresses the sociodemographic profile of BSIT graduates, including age, gender, civil status, and residence. The second part addresses the academic profile of the respondents, the third part contains the employment status of the respondents, the fourth part outlines the competencies and skills developed by the university to address the demands of the present work or job, and the fifth part presents the challenges encountered by the respondents. The data were analyzed using SPSS software Version 21x64. Descriptive statistics were used, including the frequency and percentage counts.

Result and Discussion

Table 2. The BSIT Graduates' Sociodemographic Profile (n=159)

Sociodemographic Profile		*f*	%
Age			
	21 – 25	42	26.41
	26 – 30	49	30.81
	31 – 35	33	20.75
	36 – 40	35	22.01
Gender			
	Male	95	59.74
	Female	64	40.25
Civil Status			
	Single	89	55.97
	Married	65	40.88
	Separated/Divorced	2	1.25
	Born a child but not married	3	1.88
Residence			
	Municipality	78	49.05
	City	81	50.94

Table 2 shows the BSIT graduates' sociodemographic profile of one hundred fifty-nine (159) respondents according to their age, gender, civil status, and residence.

In terms of age, the graduates are predominantly young adults, with the majority (30.81%) falling within the 26-30 age range. The age distribution is relatively balanced, with

the remaining graduates spread across the 21-25, 31-35, and 36-40 age brackets. This distribution suggests that BSIT graduates may either be recent college graduates or have spent a few years in the workforce before completing their degree.

Regarding gender, the distribution shows a significant skew toward males, who comprise 59.74% of the graduates, compared to 40.25% of females. This disparity could reflect broader trends in the field of Information Technology, which has traditionally been male-dominated. The gender gap might also indicate areas where gender-focused interventions or encouragement for female students could be beneficial.

In terms of civil status, a majority of the graduates (55.97%) are single, which is typical for individuals in their mid-20s to early 30s who might be focusing on establishing their careers. A substantial portion (40.88%) are married, indicating that a significant number of graduates are balancing both family responsibilities and career development. The low percentages of separated/divorced individuals (1.25%) and those who have had children but are not married (1.88%) suggest these circumstances are less common among the group.

In terms of residence, the graduates are almost evenly split between those residing in municipalities (49.05%) and cities (50.94%). This near-parity may suggest that opportunities for education and career advancement in Information Technology are accessible to both urban and rural populations. However, the slight majority of city residents could imply that urban areas offer more opportunities for education or employment in the field.

The sociodemographic profile of these BSIT graduates reflects typical characteristics seen in many educational contexts, where young adults are the majority, men outnumber women in IT fields, and a significant portion of graduates are starting or have already started families.

The data could be helpful for institutions aiming to tailor their support services, career counseling, or outreach programs, particularly in addressing gender disparity and supporting graduates in various life stages.

The nearly equal distribution between municipal and city residents also highlights the importance of ensuring equitable access to resources and opportunities regardless of geographic location. This balance could guide future educational policies or programs aimed at bridging any gaps between urban and rural students (Albina & Sumagaysay, 2020).

Table 3. Academic Profile of the Respondents

Academic Profile	*f*	*(%)*
Reasons for Taking the BSIT Program		
Strong passion for the profession	25	15.72
Inspired by a role model	10	6.28
Accessibility of the Program	21	13.20
Availability of the program offering in the school	13	8.17
In demand profession	59	37.10
Opportunities for advanced studies	14	8.80
Influence of parents and relatives	12	7.54
Availability of scholarship grants for the program	5	3.14
Received Awards and Honors		
Institutional Scholarship	10	6.28
Academic Excellence Award	15	9.43
Leadership/Service/Athlete Awards	20	12.57
Award of Distinction	7	4.40
Government Scholarship (DOST, LGU, SUANSING, CHED)	55	34.59

Academic Profile	*f*	*(%)*
Training and Advanced Studies Attended	67	42.13
Programming and Development Courses	35	22.01
Cloud Computing and Cybersecurity Training	26	16.35
Data Science and Analytics	38	23.89
Network Administration	53	33.33
IT Project Management	79	49.68
Artificial Intelligence and Machine Learning	35	22.01
Mobile Application Development	96	60.37
DevOps Training	25	15.72
National Certification Training	145	91.19
MIT/MCS/ Graduate	7	4.40
Ph.D./Post Graduate	5	3.14
Eligibility/Civil Service Performance		
Professional	109	68.55
Sub-Professional	20	12.57

Table 3 presents the academic profile of the respondents, including reasons for pursuing the BSIT program, awards and honors received, training and advanced studies completed by BSIT graduates, and their performance in the civil service exam.

As presented, A significant portion of BSIT graduates (37.10%) indicated that the perceived demand for IT-related professions was their primary reason for choosing the program. This finding reflects the growing awareness among students of the value of market-driven education, consistent with national trends in which employability is a key factor in program selection (CHED, 2021). Although intrinsic motivation—such as a passion for the field (15.72%)—also played a role, it was a secondary consideration, reinforcing that economic factors heavily influence educational choices in resource-constrained regions.

In terms of academic recognition, 34.59% of graduates received government scholarships, underscoring the critical role of public support in making higher education more accessible. This aligns with Arangote (2018), who emphasized that government-funded financial assistance significantly boosts educational attainment, particularly in state universities. Notably, only a modest number of students received academic excellence or leadership awards, which may suggest the need to incentivize broader student engagement in both curricular and extracurricular activities.

Albina and Sumagaysay (2020) found that employability is a primary driver in program selection among IT students in Philippine state universities. While a smaller group (15.72%) cited intrinsic passion as their motivation, this highlights how economic realities often outweigh personal interests in shaping educational decisions. In addition,

Cuadra et al. (2019) emphasized that scholarships significantly enhance students' ability to complete their studies, particularly in rural or underserved regions. However, the relatively low percentage of students receiving academic or leadership awards points to a potential need for the university to strengthen its student engagement programs and provide more opportunities for excellence outside the classroom.

Table 4. Employment Status of BSIT Graduates

Employment Data	*f*	%
Reasons for Unemployment		
Waiting for a permanent position	8	5.03
Lack of work experience	5	3.14
Soft Skills Deficiency	5	3.14
Prepare to take the Civil Service Exam	8	5.03
No job opportunities	2	1.25
Pregnant	4	2.51
Health issue	1	0.62
Take a break	1	0.62
Unmotivated	1	0.62
Enrolled in TESDA	5	3.14
Not Applicable	124	77.98
Place of Work		
Local	109	68.55
Abroad	15	9.43
Not Applicable	35	22.01
Present Employment Status		
Regular or permanent	51	32.07
Self-Employed	35	22.01
Contractual	27	16.98
Temporary	20	12.57
Casual	26	16.35
Present Occupation/Nature of Employment		
IT Instructor	35	22.01
Corporate Executives, Managers, and Supervisors	9	5.66
Service workers and shop and market sales workers	15	9.43
Technical Roles (Web Developer, Network and Database Admin, Software Developer	16	10.06
Clerks	29	18.23
Farmers, forestry workers, and fisherman	10	6.28
Trade and related workers	10	6.28
Not Applicable	35	22.01
Means of Finding Employment		
Walk-in applicant	66	41.50
Through the recommendation of someone	19	11.94
Advertisements	20	12.57
Job Placement Program by the school	7	4.40
Job fair conducted by the LGU	20	12.57
Newspaper/Media	27	16.98

Employment Data	*f*	%
Time Spent Looking for Current Job/Present Work		
1 to 6 months	13	8.17
7 to 12 months	20	12.57
13 months to 18 months	5	3.14
19 months – 24 months	56	35.22
More than 24 months	30	18.86
Not Applicable	35	22.01
Gross Monthly Income		
P25,000.00 and above	19	11.94
P20,000.00 to less than P25,000.00	32	20.12
P15,000.00 to less than P20,000.00	27	16.98
P10,000.00 to less than P15,000.00	20	12.57
P5,000.00 to less than P10,000.00	26	16.35
P5,000.00 and below	35	22.01
Job Level Position after Graduation		
Rank or Clerical	46	28.93
Professional, Technical, Supervisory	68	42.76
Managerial or Executive	10	6.28
Self-Employed	35	22.01
Job Level Position after Advanced Studies		
Rank or Clerical	31	19.49
Professional, Technical, Supervisory	83	52.20
Managerial or Executive	10	6.28
Self-Employed	35	22.01
Relevance of College Degree to the Present Job		
Very Relevant	36	22.64
Relevant	43	27.04
Neutral	35	22.01
Irrelevant	10	6.28
Very Irrelevant	0	0.00
Not Applicable	35	22.01

Table 4 indicates the employment status of BSIT graduates relative to reasons for unemployment, place of work, present employment status, present occupation/nature of employment, means of finding employment, time spent looking for present work, gross monthly income, job level position after graduation, job level position after advanced studies, relevance of the degree to the present job.

The employment profile of BSIT graduates reveals promising but nuanced outcomes. A large majority are employed, with 68.55% working locally and 9.43% abroad. However, the dominance of non-permanent roles—contractual (16.98%), casual (16.35%), and temporary (12.57%)—indicates lingering issues in job security. Only 32.07% hold regular positions, suggesting that while graduates are entering the workforce, many are not yet in stable employment situations. This mirrors findings by Albina and Sumagaysay (2020), who noted that IT graduates, although employable, often

face delayed access to permanent roles due to market saturation and competition.

The relevance of the BSIT degree to current employment is generally positive, with 49.68% of graduates reporting their work as "very relevant" or "relevant" to their field of study. This suggests a good alignment between the curriculum and real-world industry demands, but the 22.01% reporting "neutral" and 6.28% "irrelevant" responses reveal gaps that must be addressed through closer collaboration with industry partners and curricular reviews.

Income data further illustrates inequality among graduates: while 11.94% earn P25,000 or more, a concerning 22.01% earn P5,000 or less. These disparities underscore underemployment among some graduates and a potential skills mismatch or limited job availability in certain regions. Similar observations were made by Cuadra et al. (2019), who found that graduates often face a disconnect between their qualifications and compensation, primarily in provincial labor markets.

Graduates most frequently found employment through walk-in applications (41.50%) and media advertisements (16.98%), with only 4.40% securing jobs through school job placement programs. This suggests a need for the university to bolster its career support services and strengthen industry linkages that can offer more structured transition pathways into the workforce.

Table 5. BSIT Graduates' Competencies/Skills Developed by the University in Meeting the Demands of Present Work/Job

COMPETENCIES/SKILLS DEVELOPED	*f*	%
Competencies that are Useful in Meeting the Demands of Present Work/Job		
Communication Skills	145	91.19
Human Relation Skills	113	71.06
Critical Thinking Skills	150	94.33
Technical Skills	159	100
Research Skills	153	96.22
Information, Media, and Technology Skills	159	100
Cooperation and Collaboration Skills	132	83.01
Problem-solving and Analytical Skills	155	97.48
Leadership Skills	110	69.18
Entrepreneurial Skills	53	33.33
Numeracy Skills	100	62.89
Ethical and Professional Skills	101	63.52

Table 5 reveals that the BSIT program of Sultan Kudarat State University (SKSU) – Kalamansig campus has been successful in cultivating core technical competencies among its BSIT graduates. All respondents (100%) identified technical skills, as well as information, media, and technology skills, as helpful in meeting the demands of their current jobs. High ratings were also given to problem-solving and analytical skills (97.48%) and research skills (96.22%), confirming that the university's curriculum effectively equips graduates with the critical thinking and technical capabilities required in the IT industry. This finding is consistent with those of Misra and Khurana (2017), who emphasized that technical proficiency, analytical thinking, and continuous learning are foundational for IT professionals in the digital economy.

In contrast, soft skills received relatively lower ratings. While communication skills (91.19%) and human relations skills (71.06%) were still considered important, fewer graduates recognized the utility of leadership skills (69.18%) and entrepreneurial skills (33.33%). This discrepancy highlights a potential gap in the curriculum's ability to develop non-technical competencies fully. As the industry increasingly values professionals who are not only technically skilled but also adaptable,

collaborative, and capable of managing teams, this finding signals a need for SKSU to reassess how these skills are integrated into coursework and experiential learning.

The limited development of entrepreneurial skills may also reflect a narrow focus on producing job-seekers rather than job creators. As pointed out by Albina and Sumagaysay (2020), fostering entrepreneurial thinking among IT graduates can widen their career options and help address local unemployment by encouraging innovation and self-employment. Strengthening student exposure to project-based learning, startup incubation, and leadership roles may enhance these less-developed competencies.

Table 6. Problems Encountered by the Respondents in Seeking Employment

PROBLEMS ENCOUNTERED	*f*	%
Lack of Soft Skills	95	59.74
Skills Mismatch	110	69.18
Lack of Work Experience	55	34.59
Accessibility of present job/work	63	39.62
Limited Training Attended	83	52.20
Lack of Eligibility (CSC)	129	81.13
Limited work position	130	81.76
No Master's or PhD Degrees	147	92.54
Political and Social Influence	155	97.48
Unclear Career Goals	87	54.71

Table 6 outlines the challenges BSIT graduates faced when seeking employment, shedding light on the potential gaps between their university training and the realities of the job market.

The challenges reported by BSIT graduates highlight significant barriers to employment beyond technical proficiency. The most frequently cited issues were a lack of advanced degrees (92.54%), limited work opportunities (81.76%), and a lack of Civil Service eligibility (81.13%). These structural barriers suggest that while the university effectively develops core competencies, many graduates still face systemic limitations that hinder their ability to secure competitive and stable employment. This aligns with Muna et al. (2022), who emphasized that credential-based and bureaucratic requirements—such as civil service eligibility—continue to shape employment outcomes in the Philippine public and private sectors.

Notably, political and social influence was identified by an overwhelming 97.48% of graduates as a challenge, suggesting that access to job opportunities may often depend more on networks and affiliations than on merit alone. This observation supports earlier research by Salendab and Dapitan (2021), which underscored the impact of nepotism and patronage in local hiring practices. Such factors undermine equal opportunity and reinforce social inequities, placing graduates without strong networks at a disadvantage despite their qualifications.

Additionally, skills mismatch (69.18%) and a lack of soft skills (59.74%) further indicate that while graduates possess technical training, they may not fully meet employer expectations in areas such as communication, adaptability, and leadership. This reinforces the findings of Misra and Khurana (2017), who stressed that employability now hinges on a combination of hard and soft skills. The prevalence of unclear career goals among 54.71% of respondents also signals the need for more proactive career guidance services during students' academic journey.

Conclusion

Based on the study's findings, the following conclusions were drawn.

1. The graduates are predominantly young adults, with a significant gender disparity

favoring males. The primary motivation for enrolling in the BSIT program was its status as an in-demand profession. A notable portion of graduates received government scholarships, and most participated in training programs, particularly in areas like mobile application development and IT project management.

2. Most graduates are employed, with a majority working locally. However, a significant number occupy contractual or temporary positions, indicating job instability. The BSIT degree is generally relevant to their current jobs, but income levels vary widely, with many earning less than P15,000 per month.
3. The university effectively develops essential technical skills, critical thinking, problem-solving, and research skills, which are vital in the IT industry. However, graduates report challenges in soft skills, leadership, and entrepreneurial competencies, which are less emphasized in the curriculum.
4. Graduates encounter several barriers in the job market, including the lack of Civil Service eligibility, limited job positions, and the absence of advanced degrees. Additionally, political and social influences play a significant role in employment, highlighting the importance of networking and connections.

Recommendations

Based on the conclusion, the following recommendations were made.

1. The SKSU-Kalamansig campus may integrate soft skills development into the BSIT program by reflecting it in their instructional materials, such as modules and other educational resources. They may conduct role-playing activities and present real-world projects to reinforce soft skills.
2. The BSIT program can enhance counseling and employability support by establishing a career development office that offers one-on-one advising, career sessions, and resume and interview preparation. They may also partner with the industry sectors for mentorship and career programs.
3. The program may provide review sessions for the Civil Service Exam and other professional certifications.
4. The institution may establish a committee to review and align course content with current technological trends and employer satisfaction.
5. To reduce the gender gap in IT, the university may implement targeted initiatives to encourage more female students to enroll in the Bachelor of Science in Information Technology (BSIT) program. This could include scholarships, mentorship programs, and outreach activities specifically designed for high school students.
6. Given the importance of Civil Service eligibility in the job market, the university should provide more resources and guidance to help students prepare for and pass the Civil Service Exam.
7. To mitigate the influence of political and social factors in job acquisition, the university could offer networking events, alumni meetups, and job fairs to help graduates build professional connections and increase their chances of securing employment.

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