TRACER STUDY OF RTU GRADUATES: AN ANALYSIS

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ABSTRACT

This paper aimed to determine if the field of specialization in the different colleges of RTU graduates and their academic-acquired skills and competencies are related to their present occupations. A modified Graduate Tracer Study (GTS) instrument was utilized to gather the quantitative data. Out of 500 questionnaires administered, there were 250 graduates returned answered questionnaires representing the three Colleges: Education, Arts and Sciences, Business and Entrepreneurial Technology. A face to face interview was also conducted in order to support the gathered data. The SPSS was used to generate results from the acquired quantitative data using the frequency counts, percentage and the Chi-square goodness of fit test. The findings revealed that the graduates claimed that their knowledge, academic-acquired skills and competencies contributed greatly in their job performance. The Chi-square goodness of fit proved that there is a significant relationship between the graduates' fields of specialization and their occupations after graduation. Likewise, the academic-acquired skills and competencies of the graduates are relevant to their chosen occupations. The results further proved that RTU produces marketable and appropriately trained graduates with the majority landing in course-related jobs within a short period after graduation. The study also indicates that the RTU graduates possess the skills and competencies necessary to succeed in this competitive world. However eexpansion of tie-ups with private business entities is made to at least maintain the high employability level of the graduates.

Keywords: Graduate Tracer Study (GTS), skills, competencies, graduates, employability.

INTRODUCTION:

A nation's economy runs on the knowledge and skills of its people.The requirements 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. Education is the most important mechanism for the empowerment of people for their socio-economic, political and technological development. The learning environments of higher education institutions must take cognizance of this in structuring their course programmes. For the purpose of quality assurance of course programs, higher education institutions can contribute meaningfully by applying the principles of tracer study to create sustainable learning empowerment environment for the continuous professional development of past students. While many higher education institutions provide training to a variety of clients, most forget them as soon as they graduate and leave the institutions' environment with no means to contact them.

Employability upon graduation and over the long term is, understandably, the major priority for the vast majority of our University students. Over the past two decades or so the University has increasingly offered a wide spectrum of higher education courses that provide students with the necessary tools enabling them to develop their employability skills, to heighten their own awareness of these skills and to improve their ability to articulate them. These skills, once acquired, of course need to be honed throughout one's working life, being put into practice not only in job searching and during interviews but also in personal development planning and in making the most of work experience opportunities. There is no doubt that a student's life long learning capability and therefore his/her employability are enhanced through their university experience. The core mission of our University continues to be the creation of an open space of higher learning within a life-long perspective. This is based on equity of access and should be seen as an opportunity for individual development, allowing all those capable of benefiting from higher education to integrate better into the global knowledge society.

With the steady increase in the number of College graduates, employment opportunities for students have become very competitive. Most universities have the policy to strengthen existing links and to create new bridges with the world of work. In line with the mission of the Rizal Technological University,a prominent University recognized for its commitment to innovative programs in addressing society's challenges, the College evaluates how its graduates have paired in their employment scene after their graduation. The Cooperative Education also of this University plays an important role in developing the skills of the RTU graduates which is done through the different industries whom the institution is linked with.

The University graduate tracer study provides the desirable information as to what is happening to our new graduates when they join the world of work. It is equally important to find out how adequate is the training provided by our institution in the overall performance of their career life, the extent by which the knowledge, communication and other skills have been developed. This tracer study is also a way which can provide valuable information for evaluating the results of education and training of an institution and thereby serve as a basis for future planning activities.

It is for the above purpose that a tracer study on the graduates of RTU-Pasig campus is done. The graduates included in this survey are the RTU-Pasig Graduates of School Year 2006 to 2011 from the three colleges, the College of Arts and Sciences (CAS), the College of Education (CED) and the College of Business and Entrepreneurial Technology (CBET) .

THEORETICAL FRAMEWORK:

Providing employment for an expanding population is one of the greatest challenges nations must have to face the present time. This is particularly acute in developing countries where the rate of population growth far outstrips job opportunities. Mounting a drive to meet that challenge should come not only from the government but also from the private sector.

Importance of job creation. Not only do jobs in the private sector provide employment opportunities for the members of the Labor force which endow them with purchasing power through the incomes they receive as compensation for their contribution on product but at the same time job creation is responsible for the so-called multiplier effect. The birth of new manufacturing establishment, for instance, will help bring about the use of raw materials that are indigenous in the country and to certain extent will contribute to the ability of the government to discharge its responsibility to the people which it seeks to serve through the taxes they pay. With high incidence of employment rate, not to say, full employment, aggregate purchasing power of the Labor force helps boost the economy through increasing production, since they are all consumers thereby resulting in the

efficient use of country's resources. Also with more people gainfully employed, hours are put to productive use thereby affording little room for misdemeanors and criminality than when individuals have all the time for themselves.

Labor must be made acquainted with all these gains that partly accrue to their interests. And so they have a moral obligation to insure the continuous operation of business establishment if only for their own sake and not those of the owners of the business alone. Any closure or contraction of business operation affects labor's interest and the economy as well.

Further, tracer studies can provide the information needed to reform educational programs to bring about the match between the requirements of the employment world and study. Surveys do have their disadvantages for it is sometimes difficult to locate graduates and let them complete questionnaires. Schomburg (2007) warns that the graduates might not always be able to identify the relationship between the knowledge acquired during study and their professional lives and that research findings are valuable inasmuch as planners can turn the findings into concrete reforms.

However, the main purpose of this paper was for the researchers to investigate the employment status of the graduates and determine what percentage of the graduates had acquired first job after they graduated. The concepts that the researchers had to indulge in were to look on the graduates' important profiles and to assess whether or not these profiles had satisfied their expectations so that whatever results they could account for would be a good venue of curriculum enhancement as well as institutional development.

This study aimed to trace the graduates of the RTU-Pasig Campus during School Year 2006 to 2011. Specifically the study sought to find answers to the following research questions:

1. What are the personal details of the graduates in terms of the following personal characteristics?
   1.1 Gender
   1.2 Civil Status
   1.3 Field of Study
   1.4 Educational Attainment
2. What is the incidence of employment, self-employment, unemployment, and further education among the graduates?
3. How relevant are the school-acquired skills and competencies to the graduates' chosen occupations?
4. What skills and competencies do the graduates recommend to make the curricular offerings more relevant to current jobs?

HYPOTHESES:

1. The RTU-Pasig graduates are mostly employed within their fields of specialization.
2. The school-acquired skills and competencies of the graduates are relevant to their chosen occupations.

SIGNIFICANCE OF THE STUDY:

This study is very important for the following reasons:
1. For the academic department to help assess/evaluate the curricular programs of the University.
2. For the other higher learning institutions to compare what program offerings are best fitted and in demand in the job market.
3. For the Commission on Higher Education (CHED) that will aid their Curricular Committee in the designing/redesigning of the programs to be offered and served to the students.

SCOPE AND DELIMITATION:

This tracer extends to the graduates who enrolled and finished their course from SY 2006 to 2011 at the RTU Pasig campus. The researchers delimit the program of concerns into three since the Pasig campus offers only three programs when the scope of investigation had been identified. The three programs offered in this campus are the; College of Education, College of Business and Entrepreneurial Technology and College of Arts & Sciences. Areas being considered for every graduate are their personal qualities, academic factors and employment factors. The focus of the investigation was centered on the contentions of tracing the graduates' employment and on whether their acquired skills and competencies during their college were significant and relevant to their occupations upon employment.

REVIEW OF RELATED LITERATURE:

The review of literature guides the readers to further point out the answers to the various research questions established by the researchers and to find relevant justifications to the findings and observations taken into consideration in the investigation.

Based on the Manual Tracer Studies prepared by Ralf Lange (May 2001), the key questions a tracer study should answer are the following:

- What is the effect of the course offered? Do graduates find jobs after graduation and do they earn an adequate income? Even more important: why do they fail in the labor market?
- To what extent do they apply the skills and knowledge imparted? Do we train them the right skills? What competencies do they lack?
- Is there a need for further training (i.e. skill upgrading courses) and other post training support mechanisms in order to promote employment of our graduates? Or, in case such support services are offered, how effective are they?
- Do we have to update our curricula, to improve our training delivery? Tracer studies, as a tool for monitoring and (self)-evaluation, should contribute to find answers on the following issues:
  - Is the training offered relevant to the needs of the market? Does it meet the expectations/employment criteria of potential employers?
  - What are the labor market trends? Which course areas offer growth potential, which ones face stagnation?
  - Is there a measurable and positive social and economic impact attributed to the training offered (e.g. on the social status of the ex-trainee, on the living standard/income)?

He further suggested the following points in the selection of research questions:

- How do graduates assess the relevance, quality and usefulness of their education and training?
- What is the incidence of employment, self-employment, further education, and under/unemployment among graduates?
- What are the economic and social returns on the received education/training?
- Are the present occupations of graduates related to their training?
- Are there significant differences in labor market outcomes with respect to gender and socio-economic background?
- What is the rate of (international) migration?

The study quotes the speech made by Y.B. DatosEri Mohamed Khaled Nordin, Minister of Higher Education Malaysia, in a seminar entitled "Enhancing Graduate Employability: Issues, Concerns and the Way Forward" (July 21, 2009).

Today's challenging economic situation means that it is no longer sufficient for a new graduate to have knowledge of an academic subject; increasingly it is necessary for students to gain skills which will enhance their prospects of employment. Hence, Higher Education Institutions must be responsive to these changes. Historically, academic institutions have tended to serve as institutions for moral and intellectual development as well as centers of civilization. With rapid economic development, they are now more utilitarian with emphasis on professional training. Their prime task is to ensure that education and training are market driven and responsive to the changing needs of the various sectors of an economy.

In connection with this, Mercado (2004) mentioned the initiative of the Commission on Higher Education in the Philippines to spearhead the conduct of GTS among selected Higher Education Institutions in order to obtain data that would show if HEI's are offering courses or programs that produce graduates to meet the needs of industry and society. Likewise, through the GTS, HEIs would be able to align their efforts with the manpower needs of industry. (CHED CMO #s 38, s. 2006, 11, s. 1999)

In the study conducted by Lalican (2007) she emphasized that the acquisition of knowledge in the undergraduate specialization, skills and competencies will also promote productivity, efficiency and expertise in the graduates' present job.

On Employment Status (Miranda, 2000), the provision of written agreement notwithstanding and regardless of the oral agreement of the parties, an employment shall be deemed to be regular where the employee has been engaged to perform activities which are usually necessary or desirable in the usual business or trade of the employee; except where the employment has been fixed for a specific project or undertaking the completion or termination of which has been determined at the same time of engagement of the employee or where the work or service to be performed is seasonal in nature and employment is for the duration of the season.

A study made by Yangco (2007) showed that ECEgraduate-respondents are employed and mostly with

permanent positions. As to the small portion who were unemployed they said that they wanted to apply for a job abroad. The respondents also suggested more skills related to information technology and improved facilites for hands-on-training to further improve the curriculum.

On the number of employed and unemployed, (Diestro, 2013), most of the graduates are employed on the course they finished while those who did not land a job mentioned the following reasons: busy as housewives and some pursue to higher studies (masteral and doctorate).

METHODS AND DESIGN:

The descriptive method, specifically the normative survey, was used to discover facts on which professional judgment was made on the graduates based on such areas as place of employment or self-employment after graduation from college. The researchers were able to acquire data by sending the survey questionnaires to the graduates through post mail, likewise by outright answering the questionnaires every time the graduates visited the RTU Registrars office for securing their requested academic documents. Other processess for data gathering used by the researchers were through the courtesy of the graduates' friends or relatives.

POPULATION AND SAMPLING DESIGN:

There were eight hundred thirteen total population of graduates from 2006 to 2011 at the RTU-Pasig Campus. The identification of the graduates was primarily taken on the roster of graduates from the Registrar's office Pasig campus, making available the names, addresses, emails and telephone numbers of the graduates.The researchers made a follow up on the contact addresses of all students to update their address details due to possible change of addresses and contacts.

Based on the tracing methods described above, the researchers utilized the stratified simple random sampling in which they considered the percentage of retrieval of questionnaires and representations of the identified number of graduates in the three colleges across the different programs. From the total population of graduates the researchers distributed at least 500 questionnaires that made up 61.50% from the total population. In total, there were 250 or 30.75 **%** rate of retrieval from the 500 questionnaires distributed that emanated from the graduates in the three colleges, the CBET, CED, CAS.

The quantitative data obtained through the questionnaire were subjected to a descriptive statistical test to determine the percentage of frequency of occurrence of the different categories of variables being identified in the questionnaire. Since the study is just a part of a bigger tracer study in the university, the researcher agreed that the data gathered will no longer be subjected to a further statistical tests of significance. Hence, they just made a further confirmation on the relevancy of the graduates' acquired skills and competencies with their obtained occupations. Utilizing the Chi-square for the frequency data gathered, the researchers made use of the one way frequency/contingency table(1999) in order to determine the existence of relevancy between the skills and competencies of graduates and the type of occupations they were able to acquire within one to six months after graduation.

QUESTIONNAIRE:

The questionnaire comprised three main themes:
1. Personal Details, such as gender, civil status and field of study;
2. Academic Details. This theme was primarily included in order to collect data about the students' academic backgrounds and training;
3. Current Major Activity. This theme was included to obtain the employment status and areas of employment of the graduates as well as data on graduates not yet employed and those currently studying full time.

STATISTICAL METHOD:

For the statistical treatment of data, the researchers made use of the Statistical Package for Social Sciences Software or SPSS to organize, process and generate answers to the problem investigated. The SPSS is best used in this kind of data due to its user friendly environment or simple features, where it does not complicate the processing of data in a programming approach but taking into account the process of garbage in garbage out (GIGO) or what you feed is what you get. It was further used in order to capture the accurate view of people's attitudes, preferences and opinions likewise to get the power from the basic to professional and advanced statistical analysis in understanding the accumulated data, identify trends and produce accurate conjectures on

the data results (SPSS, Inc. Singapore. 1999), The following statistical tools were utilized:

1. Frequency counts (F). To describe the distribution of samples among the concepts that are under investigation.
2. Percentage (P). To compare two magnitudes to determine their relationship using   the formula

$$\% = (N/S) \times 100$$

where N = number of responses following under a particular item/category

S = the total number of subject respondents

% = the percentage

3. Chi-Square Goodnest of fit test (X^2). To determine the correlates of graduates' fields of specialization, acadmic-acquired skills and competencies towards the relevancy to thier job. (*Antonio S. Broto, Statistics Made Simple, 2nd Edition, National Bookstore, Philippine Copyright, 2006*)

$$X^2 = \sum \frac{(\text{observed - expected})^2}{\text{expected}}$$

where:

X^2 = the Chi-Square

O   = the observed frequencies

E   = the expected frequencies

Degrees of freedom = (r-1) (c-1)

RESULTS AND DISCUSSION:
PERSONAL DETAILS:

Table 1 shows the characteristics of the sample in terms of their personal details like: gender, civil status, educational attainment and the year of graduation. It could be gleaned that there were 178 or 71.2 % females and only 71 or 28.4 % males. Most of the graduates were single with 196 or 78.4 %, followed by those married, 51 or 20.4 %. There were only 3 or 1.2 % single parents The highest educational attainment of the graduates was BS degree with 207 or 82.8 % while only 12 or 4.8 % had master's units.

It also shows the year of graduation. It could be seen that many of the respondents did not indicate the year of graduation which was equivalent to 98 or 39.%.

Table 1: Distribution of Graduates by their Personal Qualities/Demographics

Gender	Frequency	Percentage
1. Male	71	28.4
2.2. Female	178	71.2
Total	**249**	**99.6**
Civil Status		
1.Single	196	78.4
2.Married	51	20.4
3.Single Parent	3	1.2
Total	**250**	**100**
Highest Educational Attainment		
1. BS Graduate	207	82.8
2. With Master's Units	12	4.8
3. Did not respond	31	12.4
Total	**250**	**100**
Year of Graduation		
2011	36	14.4
2010	37	14.8
2009	33	13.2
2008	16	6.4
Other year not specified	98	39.2
Did not respond	30	12.0
Total	**250**	**100**

ACADEMIC DETAILS:

Table 2 illustrates the graduates according to their fields of study. The College of Business and Entrepreneurial Technology had the greatest number of graduates with 167 or 66.8 % with the Financial Management having the most number of graduates, 68 or 27.2 %; followed by the College of Education with 67 or 26.8 % and the College of Arts and Sciences with 16 or 6.4 %.

Table 2 : Distribution of Graduates by Field of Specialization

Field of Specialization	Frequency	Percentage	Rank
CED	67	26.8	2
CBET	167	66.8	1
CAS	16	6.4	3
Total	**250**	**100**	

EMPLOYMENT CONDITIONS:

Table 3: Distribution of Graduates by Employment Status

Employment Status	Frequency	Percentage
1. Regular/Permanent	124	49.6
2. Temporary	9	3.6
3. Casual	8	3.2
4. Contractual	52	20.8
5. Self employed	12	4.8
Sub-total	*205*	*82*
Did not respond	2	0.8
Unemployed	43	17.2

Table 3 reveals that most of the graduates had a regular or permanent status on their jobs with 124 or 49.6% followed by with contractual status, 52 or 20.8%. The rest were self-employed - 12 or 4.8%, temporary - 9 or 3.6% and casual - 8 or 3.2%.

Table 4: Distribution of Employed Graduates by Nature of Occupation

Nature of Occupations	Frequency	Percentage
Business Process Outsourcing (BPO)	5	2.0
Trade/Industry	24	9.6
Legal	2	0.8
Telecom/Communications	7	2.8
IT/computer/software	16	6.4
Banking & Finance	22	8.8
Services	72	28.8
Electronics/Electrical	3	1.2
Insurance	2	.8
Government	4	1.6
Academic	48	19.2
Total	**205**	**82.00**

Table 4 shows the distribution of employed graduates by nature of occupations. It can be gleaned from the figures that most of the graduates' occupations are in the Services with 72 or 28.8% followed by the academic or teachers that garnered 48 or 18.8%, third are in the Trade/Industry with 24 or 9.6%, also banking and finance with 22 or 8.8%. Other areas like, IT/computer/software with 16 or 6.4%, Telecom/communications with 7 or 2.8%, BPO and those in the government obtained 5 or 2% and 4 or 1.6%, respectively.

Table 5: Distribution of Employed Graduates according to Job level Position

Job Level	First Job		Current or Present Job	
	Frequency	**%**	**Frequency**	**%**
1. Rank-in-file or Clerical	102	40.8	60	24.0
2. Professional, Technical or Supervisory	44	17.6	66	26.4
3. Managerial or Executive	6	2.4	9	3.6
4. Self-employed	7	2.8	7	2.8
Total	**159**	**63.6**	**142**	**56.8**

Table 5 shows that most of the job level positions of the employed graduates were rank-in-file or clerical with 102 or 40.8% for the first job and 60 or 24.0% for the present, followed by the professional, technical or supervisory of 44 or 17.6% (first job) and 66 or 26.4% (current job). Less had been accounted for managerial or executive while the others were self-employed.

Table 6:   Distribution of Graduates by Initial Gross Monthly Earnings on their First Job

Monthly Earnings on their First Job	Frequency	Percentage
Below P 5,000.00	24	11.53
P 5,000 to less than P 10,000.00	79	37.98
P 10,000 to less that P 15,000.00	95	45.67
P 15,000 to less than P 20,000.00	20	9.62
P 20,000 to less than P 25,000.00	6	2.88
P 25,000.00 and above	0	0

Earnings are awaited by the new graduates as anybody else, which make many of them look for a job right after graduation. In this study, as shown in table 6, the gross monthly earnings of those employed graduates ranged from P5,000 to less than P15,000 with 174 or 83.65 % respondents while others had below P5,000 – 24 or 11.53 %, P15,000 to less than P20,000 – 20 or 9.62 % and P20,000 to less than P25,000 – 6 or 2.8 8 %. There were no employed graduates whose earnings were P25, 000 and above.

Table 7: Distribution of Graduates by Employment, Self-employment, Unemployment, and with Further Education

Field of Study	Graduates	Employed		Self-employed		Unemployed	
	N	**N**	**%**	**N**	**%**	**N**	**%**
College of Education	67	58	29.59	2	0,8	7	2.8
College of Business & Entrepreneurial Technology	167	125	63.78	6	2.4	34	13.6
College of Arts and Sciences	16	13	6.63	1	0.4	2	0.8
Total	**250**	**196**	**78.4**	**9**	**4.8**	**43**	**17.7**

Table 7 shows the distribution of graduates according to their status of employment after graduation. It could be seen that the CBET had the highest number of employment with 125 graduates or 63.78 %, followed by the CED with 58 or 29.50 % and the least employed graduates among the fields of study were in the CAS with only 13 or 6.63 %. There were only 16 graduate respondents from CAS resulting in the least number of employed graduates among the different colleges.

Table 8: Distribution of Employed Graduates on the Extent of Use and Relevancy of the School-Acquired Knowledge or Competencies and Skills in their Chosen Occupation

Extent of Use and Relevancy of the Acquired Knowledge	Frequency	Percentage
1. Very highly useful / relevant	35	14.0
2. Highly useful/ relevant	125	50.0
3. Moderately useful/ relevant	29	11.6
4. Fairly useful/ relevant	7	2.8
5. Poorly useful/ relevant	0	0

Table 8 shows the extent of use of the acquired competencies and skills of the graduates in their chosen occupations. The data proved that their acquired competencies and skills during their college life were highly useful in and relevant to their present jobs.

Table 9: Distribution of Employed Graduates on the Extent of Development on the School-acquired Knowledge or Competencies and Skills in their Chosen Occupation

Extent of School-acquired Competencies and Skills in the Chosen Occupation	Frequency	Percentage
1. Very Highly developed	35	14.0
2. Highly developed	125	50.0
3. Moderately developed	29	11.6
4. Fairly developed	7	2.8
5. Poorly developed	0	0

Table 9 shows the extent of development of the acquired competencies of the graduates during college. The employed graduates found out that the competencies and skills they acquired while in college were highly developed, thus enabling them to perform well in their jobs.

Table 10: Distribution of Employed Graduates on the Recommendation of Skills and Competencies for Curricular Offerings to be More Relevant to Current Job

Skills and Competencies for Curricular Offerings	Frequency	Rank
1. Communication skills	98	1
2. Human Relations skills	63	4
3. Entrepreneurial skills	33	6
4. Information technology skills	83	3
5. Problem-solving skills	61	5
6. Critical thinking Skills	86	2
7. Other skills	5	7

Table 10 describes the graduates' recommendations on the skills and competencies that could make curricular offerings more relevant to current jobs. Communication skills, critical thinking skills and Information technology skills were the top three relevant skills. Human relations skills and problem-solving skills ranked fourth and fifth. Graduates found these skills relevant due to the up-to-date level of job performance in the market. Other skills were also relevant but were classified the least related since they could be acquired as they went along in their job.

CHED recognizes this fact as Mercado (2004) mentioned that the Commission on Higher Education (CHED) in the Philippines has spearheaded the conduct of GTS among selected Higher Education Institutions to obtain data that would show if HEI's are offering courses or programs that produce graduates to meet the needs of industry and society. With the GTS, HEIs would be able to align their efforts with the manpower needs of industry. (CHED CMO #s 38, s. 2006, 11, s. 1999).

Table 11: Relationship between the Employed Graduates' Fields of Specialization and the Present Occupations

Variables	Chi-Square Value	Sig. Value	Verbal Interpretation
Fields of specialization vs Present Occupations	**128.756**	**.000**	The employed graduates' fields of specialization are related to their present occupations.

$\alpha = .05$, *df =12*, Cv>Tv, *accept the Alternative hypothesis*

Table 11 explains the relationship between the employed graduates' fields of specialization and their acquired occupations. It further expounds that knowledge and skills acquired in their chosen fields of specializations

have a greater relevancy to their jobs acquired after graduation. It can be seen from the table that there is a significant relationship between the two variables, field of specialization and present job, with a computed chi-square of 128.756 at 12 degree of freedom. This will take a conclusion to accept the alternative hypothesis raised by the researchers.

Table 12: Relationship between the Employed Graduates' Fields of Specialization and the Academic-acquired Skills and Competencies

Variables	Chi-Square Value	Sig. Value	Verbal Interpretation
Fields of Specialization vs Academic-acquired Skills and Competencies	217.168	.000	The employed graduates' fields of specialization are related to their school-acquired skills and competencies which are relevant to their chosen occupations.

α = .05, df = 12, Cv > Tv, *accept the Alternative hypothesis*

Table 12 describes the relationship between the employed graduates' fields of specialization and the school-acquired skills and competencies that are relevant to their chosen occupations after graduation. It signifies that there is a significant relationship between the two variables that was explained by the obtained chi-square value of 217.168 in a degree of freedom of 12, with significant value of .000 which is less than the α = .05.

CONCLUSIONS:

Relative to the findings, the following conclusion are raised:
1. Most of the graduates for SY 2006 to SY 2011 are females and single, majority of whom are in the field of business and entrepreneurial technology particularly financial management , a few in education and very few in arts and sciences.
2. RTU produces marketable graduates who prefer to work in the country than abroad. The rate of employment among them is very high; self-employment rate is almost unnoticeable, while that of unemployment is very low.
3. A very small number of graduates pursue further studies primarily to satisfy their personal ambition and to assure their career development . Most of the graduates are employed along their fields of specialization, that is, business and entrepreneurial technology graduates go into business-related job, education graduates into teaching and arts and science graduates to their areas.of concern.
4. The fields of specialization and school-acquired skills and competencies of the graduates are relevant to their chosen occupations.and these greatly help them in the performance of their jobs.
5. There is still a need to strengthen the skills/competencies that could make curricular offerings more relevant to current jobs specifically the skills on communication, critical thinking, Information technology, human relations, and problem-solving.

RECOMMENDATIONS:

The researchers have arrived to the following recommendations:

1. The expansion of tie-ups with private enterprises that can provide employment opportunities to the University graduates be a continuing process in all colleges to at least maintain the high employability level of the graduates.
2. The installation of a system that can help employed graduates avail of higher education be studied;
3. The review and upgrading of curricular offerings to ensure the provision of more skill/competency development programs specially for skills on communication, critical thinking, Information technology, human relations, and problem-solving.
4. Tracer studies such as this one be given due support by the institution for it to be kept abreast of how its graduates are doing and what initiatives can be done further in the curriculum and manner of instruction for more productive and worthy graduates.

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