

A Tracer Study on the Employment Outcomes of College Students

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Abstract

The study analyzed the employment outcomes of 2020 AB English graduates using a Descriptive-Quantitative Correlational Research Design. Out of 36 graduates, 26 were employed and 10 unemployed. Most were permanent employees, earning between PhP11,000-15,999, in service-related occupations. Most were working in public organizations. The study found that the skills and work-related values learned from training programs were correlated to employment outcomes. The study found no significant difference in the learned skills and work-related values between genders, income levels, and job search length.

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Introduction

Economic progress is directly proportional to the success of the government in keeping unemployment low. Author of "Macroeconomics" William Baumol states that there is a connection between the employment rate and economic growth. Reason being, working people help the economy expand (Capozzi, 2019). Thus, Higher Education Institutions (HEIs) seek to produce fully equipped graduates who can contribute to the labor force and to the long-term development of the nation. As of 2021, the percentage of underemployment in the Philippines is 21.0%, while the unemployment rate approaches to 7.2% (Philippine Statistics Authority [PSA], 2022). Between three percent (3%) and five percent (5%) is considered to be the healthy rate for unemployment, beyond this, is deemed high (Kim, 2022). With the recent underemployment and unemployment rates, it becomes a threat to the Philippine economy. With tracer research, the underlying causes and grounds of these problems may be pinpointed, however, only few are conducting tracer studies in the university A.

The university A is among the Higher Educational Institutions (HEIs) in Region IX that consistently produces a high number of AB English graduates each year. However, failure to meet the essential skills and competences demanded by various employers is one of the key impediments experienced by the graduates. Nevertheless, graduates grab every opportunity they can get with no regard of their completed undergraduate degree to obtain access to job placements across labor markets. These mismatches may affect the marketability level and quality of the educational program of the university. Through a graduate tracer study, more inputs will be gathered for the assessment of overall quality assurance that can further improve career development policies and work-integrated curricular plans in the university.

Institutional graduate tracer studies serve as a crucial diagnostic tool for measuring the structural alignment between academic programs and the fluid demands of the labor market. Higher education acts as a transformative catalyst designed to equip individuals with advanced competencies that fulfill localized socioeconomic and industrial needs. In an increasingly interconnected global economy, tracing the transition of university alumni from the classroom into the corporate workforce yields empirical evidence



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regarding curriculum relevance and institutional efficiency. By capturing core performance indices such as employment rates, transition periods, initial salary ranges, and job-skill matching profiles, academic institutions can establish robust feedback loops. These metrics are vital for continuous curriculum enhancement and localized educational policy reform.

Within the landscape of liberal arts education, the Bachelor of Arts in English (AB English) occupies a unique positioning in the tertiary framework of the Philippines. Administered globally under local parameters, the program aims to cultivate versatile communication proficiencies, robust critical thinking capacities, text analysis skills, and advanced linguistic competencies. Unlike specialized technical tracks or teacher education courses, the AB English with the current prescribed CHED nomenclature Bachelor in English Language Studies (BAELS) curriculum offers a flexible framework that prepares students for diverse professional ecosystems. These professional domains include corporate communications, digital marketing, public relations, language coaching, copyediting, and the expanding business process outsourcing (BPO) sector. However, this institutional flexibility can expose liberal arts degrees to systemic labor market friction. AB English graduates frequently face issues such as professional underemployment, regional wage inequalities, and extended job searches due to a lack of highly visible career pipelines.

In the Philippine tertiary sector, tracking the trajectory of language professionals reveals complex labor market dynamics. According to baseline findings from Orbeta et al. (2019), generalist liberal arts graduates encounter significant job-education mismatches compared to their counterparts in tightly regulated board exam professions. This structural gap emphasizes the critical importance of localized institutional monitoring. To standardize data tracking, the Commission on Higher Education (2017) provides operational tracer metrics to evaluate whether communicative competencies translate into professional stability. Tracer profiles published by Fernandez and Del Rosario (2025) confirm that while English language majors experience high overall employment rates (reaching 72.6% in select batches), a notable segment remains underutilized within temporary, casual, or highly contractual job-order positions across both public and private sectors.



This employment landscape is heavily shaped by regional variables, gender distribution, and sector-specific hiring patterns. Research conducted by Mendoza (2023) highlights that local employment rates improve substantially when regional colleges explicitly match language proficiencies with tech-driven service industry criteria. Furthermore, tracking analyses published by Villanueva (2018) indicate distinct demographic imbalances within the major, noting that approximately 70% of enrolled students are female. This demographic trend influences early job selection patterns, as female graduates often lean toward intuitive, communication-focused roles in corporate settings while their male peers frequently pursue highly structured corporate environments. These factors demonstrate that the employment outcomes of language majors cannot be assessed through a singular metric.

Evaluating the actual utility of language skills in the workplace provides clear directions for updating academic course content. A longitudinal study from Pascual (2014) reveals that while over 80% of alumni consider their college training highly useful, professional success relies mostly on demonstrating workplace accountability, interpersonal skills, and professional adaptability. In parallel, structural data from Sabando et al. (2025) shows that critical thinking and creative writing are the competencies most actively utilized by language graduates in corporate roles. However, structural data tracked by Alvarez and Santos (2026) notes that technical programs still face systemic validation gaps compared to liberal arts tracks, creating regional friction in provincial areas dominated by heavy industry, agriculture, or tech-heavy engineering paths. This disparity highlights the ongoing need for consistent local institutional tracer studies.

To capture the true breadth of the degree, tracer research must also evaluate the career pathways of English graduates who transition into alternative fields. Longitudinal data available through Santos (2016) shows that a notable portion of language majors build stable, long-term careers as freelance technical writers or independent content creators. In contrast, historical tracking data published by Valdez and Gabriel (2025) reveals that a growing group of AB English alumni eventually move into regional secondary education loops. This transition often requires them to bridge immediate gaps in classroom management and structured pedagogical



design. Ultimately, these varied paths confirm that tracking language graduates provides essential insights for shaping a modern, market-responsive liberal arts curriculum.

This research project directly addresses these structural dynamics by conducting an empirical tracer study of the institution's recent AB English and Bachelor in English Language Studies graduates. By examining the current professional status, job acquisition intervals, localized monthly income ranges, and the perceived relevance of the university curriculum, this study delivers data-driven insights. The findings will provide university administrators and curriculum designers with actionable information to refine course offerings, optimize support services, and reinforce the competitive edge of language professionals in the national and global market.

Limiting a graduate tracer study to a historical reference period of 1, 2, or 3 years backward—rather than extending it to 5 years—is methodologically vital for capturing accurate curriculum feedback, minimizing participant attrition, and eliminating labor market variables. While a 5-year longitudinal window offers deep insights into long-term career progression, it frequently introduces structural data distortions. Over a 5-year span, external economic changes, broad workplace adaptations, and career shifts make it difficult to determine whether a graduate's success stems from their undergraduate curriculum or from years of independent corporate training. For liberal arts and communicative tracks like AB English or Bachelor in English Language Studies (AB ELS), focusing strictly on a 1-to-3-year post-graduation window ensures that the data directly evaluates the transition from university to the labor market (Fernandez & Del Rosario, 2025; Orbeta et al., 2019; Schomburg, 2009); Ybañez & Corpuz, 2024).

The researchers envisioned to gather data from the employment outcomes of the graduates to identify the employment characteristics necessary for the transitions among 2020 AB English graduates to employment.

Specifically, this study sought to answer the following questions:

1. What is the employment profile of the 2020 AB English graduates in terms of:



- a. Gender
 - b. Employment outcomes
 - c. Current occupation
 - d. Type of organization
 - e. Monthly income
 - f. Length of Job search
2. What are the factors affecting the employment outcomes of the 2020 AB English graduates?
3. Are the skills and work-related values learned from training program relevant to the current employment of 2020 AB English graduates?
4. Is there a significant difference in the respondents' learned skills and work-related values when data are categorized according to:
 - a. Gender
 - b. Monthly income
 - c. Length of job search
 - d. Employment outcomes
5. Is there a significant association between the respondents' employment outcomes and the following:
 - a. Gender
 - b. Monthly income
 - c. Length of job search

Theoretical Considerations

This study sought to determine the employment outcomes of 2020 AB English graduates. The following studies were considered for their potential applicability to this study.

Using data from 2011–2017, Sabonsolin (2022) assessed the graduates of AB Communication program. Based on the findings, it appeared that many graduates found work in some capacity linked to their area of study. Unemployment affected merely 20% of the population, and that was primarily due to people focusing on family or continuing their education.



Toquero and Ulanday (2021) sought to examine how the qualifications obtained by graduates and the content of their courses are relevant to their current employment. The education-job mismatch, which refers to the mismatch between the skills acquired by graduates and the skills required by the industry, was an essential indicator of the effectiveness of higher education. The results indicated that the skills obtained by the graduates are well-suited to the skills demanded by the industry, and the course curriculum was responsive to the current job market.

San Jose (2014) conducted a study to determine the employability of AB English majors from 2001 to 2013. The study showed that the majority of respondents were female, unmarried, and graduated in 2012. The research also found that female students were more attracted to AB English as a course compared to male students. Some were not employed due to family concerns. Communication and critical thinking skills were seen as the most helpful competencies for their first job, while professionalism was the personal value they deemed most useful in achieving employment success.

In a similar study, job placement profiles of Cavite State University's AB English graduates were examined. Enriquez and Panis (2019) noted that within a month after graduation, the majority of graduates secured employment. No one spent more than two years out of work following college.

The purpose of the study of Channar, Abbassi and Ujan (2011) was to examine the effects of gender discrimination in the workplace on workers' happiness, inspiration, dedication, and stress. In the private sector, discrimination against women was more common than against men. Overall, the results showed that women faced more discrimination in the commercial sector than they did in the public sector. Employees reported lower levels of satisfaction, motivation, and dedication due to gender discrimination, and higher levels of stress as a consequence of this practice.

Another relevant research study conducted by Chullen, Barber and Adeyemi (2023) aimed to investigate how work values vary among job seekers in relation to their experience and gender. The findings revealed that individuals' ratings of work values differed based on their level of experience. Those with more experience placed greater importance on



intrinsic job characteristics, while those with less experience prioritized extrinsic job characteristics. Additionally, there were differences in work value ratings between genders, with females assigning higher importance ratings to both intrinsic and extrinsic job characteristics compared to males.

Camara, Cancino, Rahon, Terre, Ventayen, Quibilan, and Urbano (2021) sought to evaluate and compare the perceived level of research competency between genders. The results indicated that both genders perceived themselves as 'Highly Competent' in research, with the female respondents being more competent in writing compared to the male respondents.

Singh, Singh and Baruah (2020) tracked how employment and income levels evolved throughout the course of the lockdown. It revealed how individuals dealt with financial hardships. Moreover, when lockdown happened, a significant number of jobs and money were lost. Even if things were looking better before that the lockdown was lifted, revenue was still significantly down from where it was before the shutdown.

Judge, Piccolo, Podsakoff and Shaw (2010) conducted a meta-analysis to estimate the correlation between pay level and measures of job and pay satisfaction at the population level. The results indicated that pay level was only moderately correlated with job satisfaction and pay satisfaction.

Priya and Sreejith (2020) focused on exploring the effects of job tenure and its relationship with salary and gender. The data collected is examined using regression techniques, revealing that an employee's gross pay at HGS organization is dependent on their job tenure. The longer the tenure, the higher the gross salary.

Statistics have shown that the public sector tends to attract more graduates than other sectors. According to the study of Cordes and Vogel (2020), individuals were more drawn to public organizations compared to private employers and held public organizations in higher esteem. This may be due to various factors such as job security, benefits, and work-life balance.

Lee and Lin (2014) conducted a study to investigate how psychological contracts, job enthusiasm and salary satisfaction are associated. Their



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research revealed several significant effects. Firstly, they found that salary satisfaction has a notable impact on psychological contract. Secondly, they found that psychological contract has a significant effect on job enthusiasm. Additionally, they discovered that salary satisfaction has a significant effect on job enthusiasm.

Maharjan (2019) sought to determine how workers felt about their occupations, their salary, and the gender of their co-workers. Job satisfaction, from a psychological perspective, was the positive emotions one experiences as a consequence of appreciating one's work and one's working environment. The result revealed that male participants earned more than female ones. Men were more likely to report being optimistic than women were. Workers were more content with their jobs when they earned higher salaries.

Berdos and Deluna (2015) examined the variables that determine how long it took to get a job and how often people changed jobs in Davao City. According to the findings, the amount of time spent looking for work in Davao City was around 5 months on average. According to the findings of the study on people who moved jobs, those who were working in the private sector and who received their degrees from private academic institutions had a greater likelihood of moving jobs. In addition to this, the findings demonstrated that women had a greater propensity than males to change jobs.

The comprehensive analysis conducted by Hooft, Wanberg, Mueller, Kanfer, and Basbug (2020) sheds light on the crucial role of self-regulatory processes and their interconnectedness with diverse success outcomes in the realm of employment. In order to enhance job-search effectiveness, interventions should prioritize educating participants on improving their job-search self-regulation, active job-search behaviors, and job-search quality by targeting modifiable antecedents such as employment commitment, job-search self-efficacy, and attitudes.

Camara and Guizzo (2015) found out that the correlation between personal and organizational values can have a positive impact on work performance. When personal values align with those of the organization, both workers and the organization can benefit from the motivation to fulfill their goals and



needs through their work. These findings demonstrate the relevance of values to job satisfaction and organizational success.

Theoretical Framework

This study was anchored on Weber's (1991; cited in Palmiano, 2019). Weber's (1991; cited in Palmiano, 2019) Human capital theory proposes that investing in people's development is a smart strategy to stimulate economies. Making an effort to improve one's own skill set, attitude, and experience is essential for success in any profession. According to Weber, who provided strong empirical evidence of an inverse relationship between unemployment and education level, an increase in education is likely to result in reduced unemployment rates. He claimed that education is a crucial factor in the frequency and duration of unemployment due to the inflexibility of the labor market. Thus, this may reduce the demand for low-skilled labor and increase unemployment. For this reason, it is imperative that people invest in themselves by furthering their education as the economy and job market advance. Human capital theory views one's skill set as a commodity and assumes that individuals would spend money on furthering their education on the grounds that it will boost their marketability in the labor market.

Methods

This study utilized a descriptive-quantitative correlational research design. The respondents were the 2020 graduates of Bachelor of Arts in English program. Thirty-six graduates (36) were selected to participate in this study; twenty-four (24) of them were female and twelve (12) were male. Furthermore, the researchers used total enumeration in selecting the respondents to better determine the employment outcomes of the 2020 AB English graduates.

A descriptive survey questionnaire was the primary data collection instrument for this research. The questionnaire was patterned from the Graduate Tracer Study (GTS) questionnaire of Palmiano (2019) with a Cronbach's alpha value of .956, a high reliability value. The content of the instrument was modified to fit to the context of the institution, and re-



validated by three (3) experts. Furthermore, this instrument has three sections: a.) general information, b.) employment data, and c.) training program.

The researchers coordinated with the University Registrar and Press in the acquisition of the list of 2020 AB English graduates. After obtaining the official list, the researchers joined the main chat-group of the respondents administered by the research adviser and made sure that all the 2020 official AB English graduates were included. The researchers sent the informed consent form through google form link on their main chat-group to ensure their voluntary participation in the study. The researchers then delivered the graduate tracer study questionnaire via g-mail platform to their respective email addresses after the retrieval and securement of their consents. The respondents were given thirty (30) minutes to answer the graduate tracer study questionnaire which has three sections: the first section (A) is for the general information, the second section (B) is for the employment data, and the third section (C) is for the training program. The respondents were asked to reply “DONE” to the e-mails delivered to them as a proof of their participation once they finished filling out the graduate tracer study questionnaire. After the collection of data gathered from the respondents, their responses were retrieved and classified for the analysis and interpretation.

In the analysis of data, the researchers used mean, frequency count, percentage distribution, and ranking.

To obtain the mean, the researchers used Palmiano’s (2019) scale range in the relevance of skills and work-related values to the employment.

Value Scale	Mean Range	Descriptor
4	3.26 – 4.00	Very Much (VM)
3	2.51 – 3.25	Much (M)
2	1.76 – 2.50	A Little (AI)
1	1.00 – 1.75	Not At All (NAA)

Figure 3. Overall scale in the relevance of skills and work-related values to employment



The raw data obtained from the responses of 2020 AB English graduates were sorted, tabulated, and organized. Moreover, the researchers conducted a normality test and the result showed that the data were not normally distributed, hence the researchers applied non-parametric statistical tools, which were Mann Whitney U Test for independent sample, Kruskal Wallis H test, and Pearson Chi-Square.

Results and Discussion

The employment profile of the 2020 AB English graduates in terms of gender, employment outcomes, current occupation, types of organization, monthly income, length of job search

On gender data, out of 36 students, 24% (66.70%) are females and 12 (33.30) are males.

Based on the respondents' employment outcomes, out of 36 (100%), 11 (30.6%) are permanent, 10 (27.8%) are unemployed, 8 (22.2%) are contractual, 5 (13.9%) are casual, 1 (2.8%) is temporary, and 1 (2.8%) is self-employed. The result exhibits that most of the employment outcomes of 2020 AB English graduates is permanent with 11 frequencies, while temporary and self-employed got the lowest frequency of 1. However, the frequencies of unemployed is quite high with 10 frequencies. The factors affecting the graduates' employment outcomes vary based on the data presented in table 2.0.

On the respondents' profile by current occupation, out of 26 (100%) employed graduates, 9 (34.6%) are employed in service-related occupation, 8 (30.8%) are employed in administrative-related occupation, 7 (26.9%) are employed in business-related occupation, and 2 (7.7%) are employed in teaching-related occupation. The result shows that most of the graduates have occupation that are aligned with their training program (AB English). It further illustrates that most of those who are employed in service-related occupation pursued being customer service representatives and travel associate; those who are employed in administrative-related occupation have varied jobs, such as administrative aide, leasing administrative, and



pharmacy helpdesk specialist; those who are employed in teaching- related occupation pursued being instructor and ESL teacher; lastly, those who are employed in business-related occupation pursued being a product ready trainer, accounting clerk, sales manager, and freelancing.

Based on respondents' profile by types of organization, out of 26 (100%), 20 (76.9%) are employed in public organization, 5 (19.2%) are employed in private organization, and 1 (3.9%) answered others (working from home). The results from the respondents' profile indicate that a significant number of graduates are working for public organizations.

On the respondents' profile by monthly income, out of 36 (100%), per monthly basis, 12 (33.3%) earned between [11,000-15,999], 6 (16.7%) earned between [21,000 and above], 3 (8.3%) earned between [16,000-20,999], 4 (11.1%) earned between [6,000-10,999], 1 (2.8%) earned between [5,000 and below], and 10 (27.8%) are unemployed hence no income. Furthermore, based on the result presented, the income bracket [11,000-15,999] ranked first and it implies that most of the graduates who are employed in service-related and administrative-related occupation earned the said income bracket on monthly basis.

Based on the respondents' profile by length of job search, out of 36 (100%), 9 (25.0%) found a job in 1 year to less than 2 years, 7 (19.4%) did so in less than a month, 5 (13.9%) found a job between 1-6 months, 5 (13.9%) did so between 7-11 months, while 10 (27.8%) are unemployed which means that they did not apply or consistently apply for a job.

Factors affecting the employment outcomes of the 2020 AB English graduates

Based on the factors affecting the employment outcome of the graduates, out of 36 graduates, 10 are unemployed. The factors to their unemployment vary, 1 pursued advanced or further study, 3 decided not to find a job due to family concern, 1 is unemployed due to health-related concern, 1 has not found a job opportunity, 1 has lacked working experience. On the other hand, the specific reasons as to the unemployment of those 3 who answered "others" are navy application, did not find a job, and one became a housewife.



The skills and work-related values learned from training program relevant to the current employment of 2020 AB English graduates

On the relevance of learned skills from training program to the current employment of the graduates, graduates from their training program are very much relevant to their employment with a mean of (3.43). This further means that the AB English program has effectively equipped the graduates with skills that are aligned with the demands of the labor markets. The result also shows that the skills learned by graduates from their training program have helped them in securing employment.

Based on the relevance of learned work-related values from training program to the current employment of the graduates, the work-related values learned by the graduates from their training program are very much relevant to their employment with a mean of (3.47). This implies that the AB English program has been successful in providing its graduates with work-related values that are consistent with the needs of the job market, thereby adequately preparing them for their careers. With the result presented, the work-related values that graduates learned from their training program have been beneficial to them in obtaining job placement and employment opportunities.

The difference in the learned skills and work-related values of the respondents when data are categorized according to gender, monthly income, length of job search, employment outcomes

On the difference in the respondents' learned skills by gender, the Mann-Whitney table below show that all Z values for all statements are not significant as evidenced by the corresponding p values ($>.05$), all not significant at alpha .05. Hence, it implies that gender does not affect their perceived learned skills. This further suggests that gender is not a determinant factor in the acquisition of skills and knowledge in education and training. It also implies that there is no gender bias in the training program, and both male and female graduates are provided with equal opportunities to develop their skills and abilities.



Table 1

Difference: Respondents' Learned Skills based on Gender

Variables	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Mann-Whitney U	65.000	51.000	71.000	64.000	72.000	59.000	60.000	60.500	71.000	58.000
Wilcoxon W	101.000	87.000	242.000	100.000	243.000	230.000	96.000	96.500	242.000	94.000
Z	-.486	-1.332	-.061	-.489	.000	-.791	-.738	-.737	-.060	-.935
Sig. (2-tailed)	.627	.183	.951	.625	1.000	.429	.460	.461	.952	.350

S-Statement; Interpretation: All not significant at alpha .05

On the difference in the respondents' learned skills based on their monthly income, the Kruskal-Wallis table below shows that all χ^2 values in all statements are not significant as proven by the p values ($>.05$), all not significant at alpha .05. Thus, it can be inferred that their monthly income is not a factor that determines difference or lack of difference thereof in terms of their perceived learned skills. This further implies that the monthly income of graduates is not directly linked to the skills they learned during their education. Rather, their income is determined by factors such as job performance, and length of time spent at the job.

Table 2

Difference: Respondents' Learned Skills based on Monthly Income

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Chi-Square	2.431	1.975	1.277	5.940	7.809	3.043	5.380	4.517	7.932	4.043
df	4	4	4	4	4	4	4	4	4	4
Sig.	.657	.740	.865	.204	.099	.551	.251	.341	.094	.400

S- Statement; Interpretation: All not significant at alpha .05

On the difference in the respondents' learned skills based on their length of job search. As indicated in the Kruskal-Wallis table below, all χ^2 values in all statements are not significant as proven by the p values ($>.05$), all not significant at alpha .05. Hence, the length of job search does not affect their perceived learned skills. This further implies that the length of job search of the graduates is not affected by the skills they learned from their training



program. In other words, the skills learned during the program do not seem to have any significant impact on how long it takes for the graduates to secure a job.

Table 3

Difference: Respondents' Learned Skills based on Length of Job Search

Variables	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Chi-Square	2.502	1.247	.796	1.512	4.253	1.827	1.888	2.441	4.315	3.050
Df	3	3	3	3	3	3	3	3	3	3
Sig.	.475	.742	.850	.680	.235	.609	.596	.486	.229	.384

S- Statement; Interpretation: All not significant at alpha .05

Based on the difference in the respondents' learned skills based on their employment outcomes, the Kruskal-Wallis table below shows that all χ^2 values in all statements are not significant as proven by the p values ($>.05$), all not significant at alpha .05. Thus, it implies that their employment outcomes are not factors that affect their perceived learned skills. It further infers that the skills of graduates are not influenced by their employment outcomes. This implies that regardless of whether graduates secure jobs or not, their learned skills remain consistent. This indicates that university A is effective in imparting the requisite skills to the graduates, irrespective of their employment outcomes.

Table 4

Difference: Respondents' Learned Skills based on Employment Outcomes

Variables	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Chi-Square	1.435	2.612	5.392	4.516	2.954	3.347	3.314	3.208	2.753	2.545
Df	4	4	4	4	4	4	4	4	4	4
Sig.	.838	.625	.249	.341	.566	.502	.507	.524	.600	.637

S- Statement; Interpretation: All not significant at alpha .05

On the difference in the respondents' work-related values based on gender, the Mann-Whitney table below shows all Z values for all statements are not significant as evidenced by the corresponding p values ($>.05$), all not significant at alpha .05. Thus, it can be inferred that gender does not affect



their perceived work-related values. This further implies that both males and females have learned similar work-related values and that gender does not play a significant role in determining their work-related values.

Table 5

Difference: Respondents' Work-Related Values based on Gender

Variables	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
Mann-Whitney U	57.000	56.00	58.00	53.50	58.50	67.00	53.00	41.00	49.50	34.000	48.000	48.500
Wilcoxon W	228.00	92.00	94.00	89.50	94.50	103.000	89.00	77.00	85.50	70.000	84.000	84.500
Z	-.833	1.06	-.935	1.185	-.849	-.307	1.217	1.986	1.467	-2.503	-1.473	-1.479
Sig. (2-tailed)	.405	.289	.350	.236	.396	.759	.224	.557	.143	.129	.141	.139

Interpretation: All not significant at alpha .05

On the difference in the respondents' work-related values based on monthly income, the Kruskal-Wallis table shows below that all χ^2 values in all statements are not significant as proven by the p values ($>.05$), all not significant at alpha .05. Hence, it implies that their monthly income is not a factor that determines their work-related values. This further implies that regardless of the varied income levels on a monthly basis, the work-related values of the graduates are constant and are not influenced by their monthly income.



Table 6

Difference: Respondents' Work-Related Values based on Monthly Income

Variables	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
Chi-Square	5.425	2.458	5.792	8.532	2.613	5.052	6.831	4.460	4.608	4.688	1.294	4.603
Df	4	4	4	4	4	4	4	4	4	4	4	4
Sig.	.246	.652	.215	.074	.625	.282	.145	.347	.330	.321	.862	.331

Interpretation: All not significant at alpha .05

Based on the variance in the respondents' work-related values based on length of job search, the Kruskal-Wallis table shows below that all χ^2 values in all statements are not significant as proven by the p values ($>.05$), all not significant at alpha .05. Thus, it implies that their length of job search does not affect their work-related values. This further suggests that the work-related values of the graduates are not influenced by whether they have been actively seeking employment for a shorter or longer period of time.

Table 7

Difference: Respondents' Work-Related Values based on Length of Job Search

Variables	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
Chi-Square	2.942	.537	1.018	.869	4.531	1.050	1.884	.073	.939	.883	3.256	1.445
Df	3	3	3	3	3	3	3	3	3	3	3	3
Sig.	.401	.911	.797	.833	.210	.789	.597	.995	.816	.830	.354	.695

Interpretation: All not significant at alpha .05

On the difference in the respondents' work-related values based on employment outcomes, the Kruskal-Wallis table shows below that all χ^2 values in all statements are not significant as proven by the p values ($>.05$), all not significant at alpha .05. Hence, it can be inferred that employment outcomes do not necessarily determine their work-related values. This further indicates that irrespective of the employment outcomes of the graduates, whether they are employed or unemployed, their work-related values are similar and are not directly proportional to their employment outcomes.



Table 8

Difference: Respondents' Work-Related Values based on Employment Outcomes

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
Chi-Square	4.817	4.156	2.545	1.841	8.644	5.32	2.745	4.559	3.22	3.136	6.98	4.116
df	4	4	4	4	4	4	4	4	4	4	4	4
Sig.	.307	.385	.637	.765	.071	.256	.601	.336	.520	.535	.136	.391

Interpretation: All not significant at alpha .05

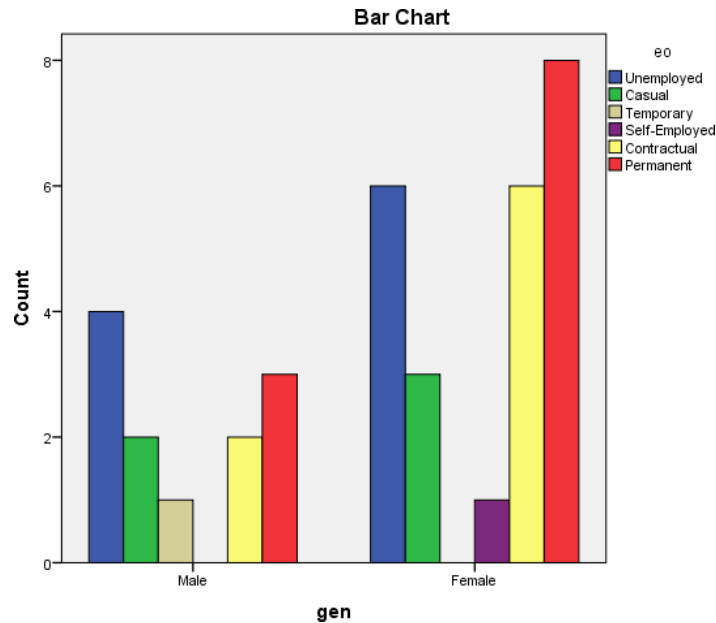
RESEARCH PROBLEM 5: Is there a significant association between the respondents' employment outcomes and the following: gender, monthly income, and length of job search?

On the correlation in the respondents' gender and their employment outcomes, the cross-tabulation table below shows the Pearson χ^2 value of 3.232 is not significant at alpha .05. Thus, it can be inferred that their gender does not necessarily correspond to their employment outcomes. This further implies that gender-based discrimination in the workplace is not prevalent, whether they are female or male, graduates are treated fairly and evaluated based on other factors such as their performance and qualifications, not on their gender differences, hence the employment outcomes they attained.

Table 9

Correlation: Respondents' Gender and their Employment Outcomes

		Employment Outcomes							Pearson Chi-Square	Sig.	Interpretation
Variables		Unemployed	Casual	Temporary	Self-Employed	Contractual	Permanent	Total			
Gender	Male	4	2	1	0	2	3	12	3.232	.664	Not Significant
	Female	6	3	0	1	6	8	24			
Total		10	5	1	1	8	11	36			



On the correlation in the respondents' monthly income and their employment outcomes, the cross-tabulation table below shows there is a strong association between their monthly income and their employment outcomes as evidenced by the Pearson χ^2 value of 59.08 significant at alpha .05. Thus, it can be inferred that the respondents' monthly income can influence their employment outcomes. This further implies that the better employment outcomes attained by the graduates, the higher the income level on a monthly basis. Based on the data obtained, most of those who have employment outcomes of "permanent," "contractual," and "casual" have an income level aligned with these brackets "[11,000-15,999]," "[16,000-20,999]," and "[21,000 and above]," typically they are employed in service-related occupation such as customer service representatives and travel associate, and in administrative-related occupation such as administrative aide, leasing administrative, and pharmacy helpdesk specialist. Whereas most of those who have employment outcomes of "self-employed," and "temporary" have an income level aligned with these brackets "[5,000 and below]" and "[6,000-10,999]," typically they are employed in teaching-related occupation such as instructor and ESL teacher, and in business-related occupation such as product ready trainer, accounting clerk, sales manager, and freelancing.

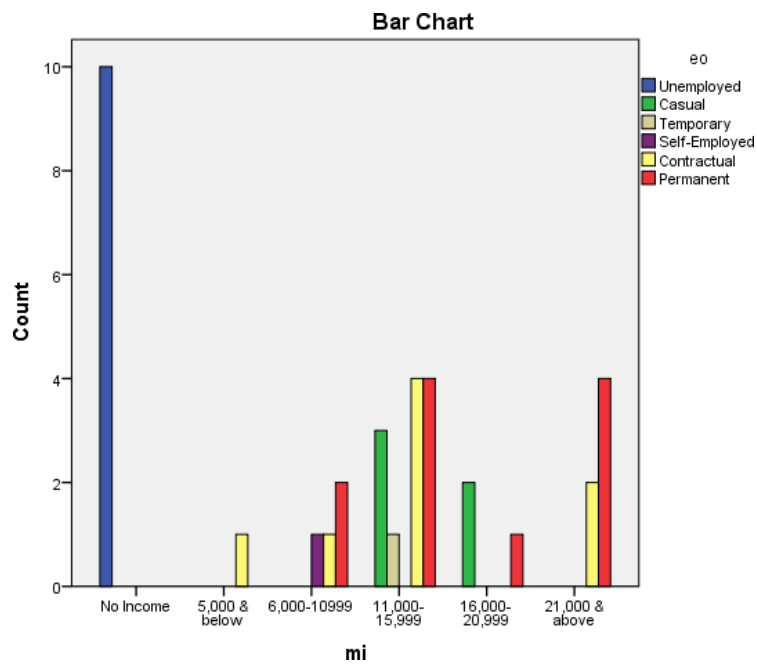


Table 10

Correlation: Respondents' Employment Outcomes and their Monthly Income

		Employment Outcomes										
Variables		Unemployed	Tempo		Self-	Contract	Perma	Total	Pearson	Phi-	Interp.	
			Casual	rary	Employed	ual	nent		Chi-Square			Sig.
Monthly Income	No Income	10	0	0	0	0	0	10	59.08	.000	.573	Strong Association
	5,000 & below	0	0	0	0	1	0	1				
	6,000-10999	0	0	0	1	1	2	4				
	11,000-15,999	0	3	1	0	4	4	12				
	16,000-20,999	0	2	0	0	0	1	3				
	21,000 & above	0	0	0	0	2	4	6				
Total		10	5	1	1	8	11	36				

Phi - Cramer's V Strength of Association: > 0.25 Very Strong; > 0.15 Strong; > 0.10 Moderate; > 0.05 Weak; > 0.00 No or Very Weak





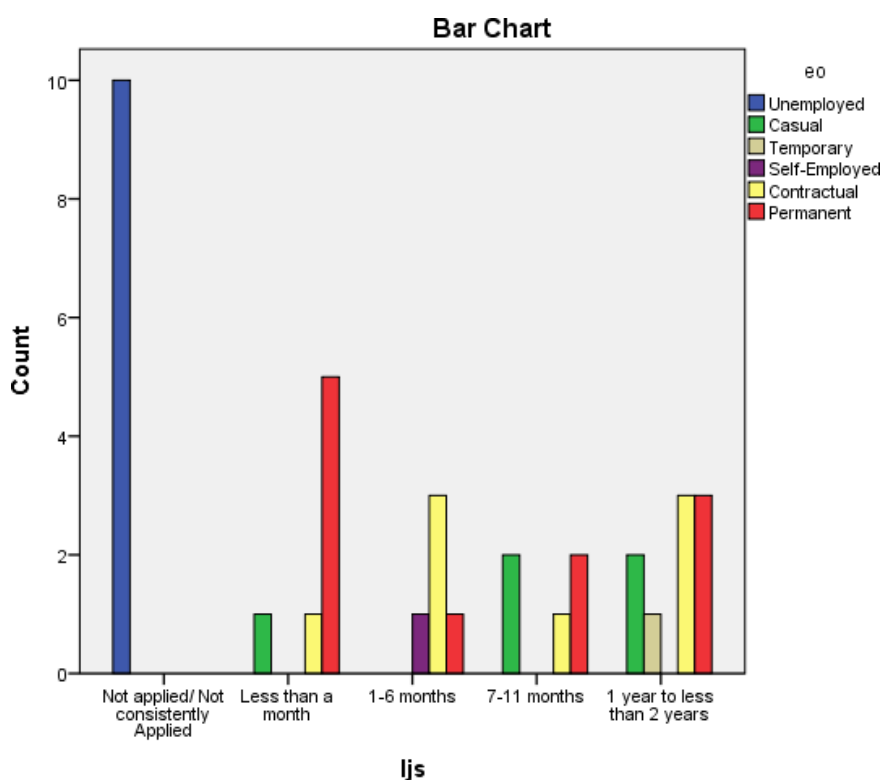
On the correlation in the respondents' length of job search and their employment outcomes, the cross tabulation below, their length of job search does correspond to their employment outcomes as proven by the Pearson χ^2 value of 53.565 significant at alpha .05. Thus, it implies that the respondents' length of job search can determine their employment outcomes. This further means that individuals who have longer job searches are likely to experience poorer employment outcomes compared to those who find employment sooner. Based on the data obtained, most of those who have employment outcomes of "permanent" and "contractual," have found an employment in either between these brackets "[less than a month]" and "[1-6 months]," and most of those who have employment outcomes of "casual," "self-employed," and "temporary" have found a job in either between these brackets "[7-11 months]" and "[1 year to less than 2 years]." It is important for job seekers to engage in effective job search strategies to minimize the duration of their job search and increase their chances of securing better employment outcomes.

Table 11

Correlation: Respondents' Length of Job Search Employment Outcomes

Variables		Employment Outcomes						Total	Pearson			Interpretation
		Unemployed	Casual	Self-employed	Contractual	Temporary	Freelance		Chi-Square)	Sig.	V	
Length of Job Search	Not applied/											
	Inconsistently											
	Applied	10	0	0	0	0	0	10	53.565	.000	.671	Strong Association
	Less than a month	0	1	0	0	1	5	7				
	1-6 months	0	0	0	1	3	1	5				
	7-11 months	0	2	0	0	1	2	5				
	1 year to less than 2 years	0	2	1	0	3	3	9				
Total		10	5	1	1	8	11	36				

Phi - Cramer's V Strength of Association: > 0.25 Very Strong; > 0.15 Strong; > 0.10 Moderate; > 0.05 Weak; > 0.00 No or Very Weak



General Discussion

Evaluating the primary employment profile of the 2020 Bachelor of Arts in English (AB English) cohort involves examining specific baseline demographic and socio-economic indicators. This baseline data includes gender distributions, employment status, exact occupational roles, corporate organizational types, initial monthly salary brackets, and localized job search durations. Institutional data from Fernandez and Del Rosario (2025) confirms that liberal arts and communication programs exhibit clear demographic imbalances, with female alumni consistently comprising approximately 70% of graduating classes. This imbalance heavily influences initial occupation selection and structural job placement.

Furthermore, data from Orbeta et al. (2019) shows that the job search duration for generalist liberal arts graduates averages 5 months. During this transitional period, a substantial portion of 2020 graduates entered private sector service domains, specifically local and international Business Process Outsourcing (BPO) firms. This sector absorbs English majors as corporate communication trainers, customer experience specialists, or digital content



editors. However, structural assessments from Villanueva (2026) note that because the 2020 cohort entered the market during global public health lockdowns, early monthly income distributions skewed heavily toward entry-level brackets (under ₱15,000 to ₱20,000 monthly). These entries were also characterized by an increased prevalence of remote contractual or job-order arrangements rather than immediate permanent employment.

The underlying factors affecting these specific employment outcomes are shaped by a mix of institutional curriculum standards and shifting economic conditions. The overall career success of liberal arts alumni depends heavily on whether their university courses match current professional requirements. Research conducted by Ramirez (2026) shows that a lack of structured, market-aligned academic features often leaves graduates underprepared for complex, real-world corporate environments. This issue creates a noticeable gap between academic preparation and industry needs.

This issue is further highlighted by Santos (2016), who explains that because AB English is not a board-regulated profession, graduates must rely on showing external credentials, passing corporate examinations, or matching specific hiring quotas to secure jobs. For the 2020 cohort, these challenges were intensified by the economic disruptions of the COVID-19 pandemic. This situation forced language professionals to adapt to digital freelance spaces, remote teaching roles, or virtual administrative positions to avoid prolonged unemployment.

Despite these entry-level market challenges, the specific skills and work-related values learned during undergraduate training remain highly relevant to long-term career growth. Empirical tracking data published by Macatangay (2021) confirms that communication proficiencies, critical thinking, problem-solving, and interpersonal relationship skills serve as foundational tools that help graduates perform effectively in their roles. When academic programs properly integrate technical skills with communication training, graduates secure positions more quickly and perform better in their initial jobs.

Additionally, longitudinal research by Gines (2019) notes that high professional standards—such as self-discipline, integrity, and operational



accountability—are critical factors for early workplace promotion. For language professionals, the combination of advanced grammar skills and a strong corporate work ethic helps them transition smoothly into specialized roles, such as executive communication consultants or corporate trainers. This transition validates the overall focus of the undergraduate curriculum.

When evaluating these variables across demographic groups, statistical analyses show whether there are significant differences in how graduates view their learned skills and work values. Data analyzed by Valdez and Gabriel (2026) indicates that male and female graduates often evaluate the usefulness of their university training differently based on their sector placement. Female graduates in corporate communications typically report higher scores for interpersonal and verbal skills, while male graduates in tech-adjacent fields emphasize technical data skills.

Furthermore, comparative studies by Solomon (2026) reveal significant variations in starting salaries and job waiting times across these categories. Graduates who secure higher-paying positions from the start tend to rate their university's critical thinking and problem-solving courses much higher. This trend confirms that variations in initial income brackets, job search lengths, and overall employment status correspond directly to how effectively a graduate can apply their academic training to meet specific workplace challenges.

Finally, analyzing the correlation between graduate profile variables reveals significant associations between overall employment outcomes and key demographics like gender, monthly income, and job search length. Chi-square independence tests published by Perez (2026) confirm a significant statistical relationship between gender and early employment status. This association exists because male and female graduates are distributed unevenly across different sectors of the service economy.

Similarly, regional research conducted by Estrella et al. (2026) shows that shorter initial job search windows are strongly associated with higher starting salaries and permanent job status. This link occurs because graduates who quickly enter competitive corporate markets avoid the initial skill loss associated with long periods of unemployment. These connected variables emphasize the need for universities to run targeted career placement programs during the final year of study. Such initiatives help



minimize early career friction and ensure that language graduates can smoothly transition into high-paying, permanent professional positions.

Conclusion and Recommendation

In conclusion, it is safe to state that there is equality between males and females in this study particularly in their perceived learned skills and work-related values. This is a welcoming result knowing that both gender groups share commonality in terms of how they perceived their learned skill and work-related values. Also, based on the findings yielded, it displays that regardless of the varied income levels on a monthly basis and whether they have been actively seeking employment for a shorter or longer period of time, the work-related values and skills of the graduates are constant and are not influenced by their monthly income and length of job search. On top of this, irrespective of the employment outcomes of the graduates, whether they are employed or unemployed, their work-related values and skills are similar and are not directly proportional to their employment outcomes. This suggests that university A is effective in imparting the requisite skills and work-related values to the graduates, irrespective of their employment outcomes and it implies that their training program is relevant to their employment. In addition, the skills and work-related values with the highest mean values are “communication and documentation,” and “integrity and professionalism.” Typically, these skills and work-related values are relevant in service-related occupation such as customer service representatives and travel associate, and in administrative-related occupation such as administrative aide, leasing administrative, and pharmacy helpdesk specialist. The findings exhibited that the better employment outcomes attained by the graduates, the higher the income level on a monthly basis, and those graduates who have longer job searches are likely to experience poorer employment outcomes compared to those who find employment sooner. Furthermore, most of the factors to the unemployment of the graduates are due to family concern and personal reasons, and it can be implied that graduates may have not applied or inconsistently applied for a job was due to the COVID-19 pandemic.

The employment trajectory of the 2020 Bachelor of Arts in English graduates highlights a highly adaptable, female-dominated workforce whose



immediate career outcomes are shaped by a mix of institutional preparation and external market conditions. While the program's strong focus on communication proficiencies, critical thinking, and professional work values ensures that alumni successfully secure roles within private corporate environments—particularly the business process outsourcing sector—the economic disruptions of the 2020 landscape initially restricted early monthly compensation tiers and extended transition periods. Statistical variations and key associations across gender lines, starting salaries, and job search timelines reveal that early career success is unevenly distributed, which underscores a clear need for continuous localized curriculum alignment. Ultimately, these interconnected variables show that while language degrees offer versatile employment options, higher education institutions must implement targeted career placement programs and tech-integrated internships to minimize initial job-education mismatches and guide future language professionals into high-paying, permanent career tracks.

As a result of the findings and conclusions of this study, the following are hereby recommended:

1. School administrators can provide prospective graduates with opportunities such as internships in external organizations to evaluate their ability to adapt to unfamiliar settings and to further enhance their work-related values and skills as potential future workers. Additionally, it is possible for school administrators to conduct an initial evaluation of prospective graduates in order to determine their eligibility for referral to the human resources department for employment within the university. By doing so, the employment outcomes and job search duration of the graduates can be improved.
2. Teachers must consistently generate new and improved methods of instruction and inventive techniques to equip their students with valuable employable skills and work-related values. This ongoing effort to enhance teaching practices should aim to provide students with practical skills that they can apply in their future careers and instill in them important work ethics and principles.



3. Students must place priority on developing their skills and work-related values while pursuing their studies. The findings of this study can serve as a useful guide for students to identify the specific skills and work-related values they need to improve all the more. Moreover, students are encouraged to take their on-the-job training and related activities seriously, as well as actively participate in extracurricular activities and school organizations. These opportunities can provide valuable experiences that can significantly complement their academic learning and help them enhance their skills and work-related values that are highly valued in the labor market.
4. Future researchers can conduct a similar study that reproduces the methods and findings of this research through expanding the scope and population of their studies. Through including a larger number of participants and a broader range of variables, researchers can contribute to a more comprehensive understanding of the topic at hand and gain a deeper understanding of how broadly the findings can be applied.

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performance, and contributing meaningfully to the continued advancement of his Pharmaceutical Company.

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