

# Employability of the Ab Mass Communication Graduates

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**Abstract:** *This study aimed to trace the 2013-2016 graduates of the ABMC program and get feedback regarding their employment status. Specifically, it ascertained the demographic profile of the graduates in terms of civil status, sex, age, and province. It also examined the educational background of the graduates and their employment profile. Further, it explored the competencies and skills acquired in their tertiary education which they find useful in their current job. A descriptive survey research method employing a modified questionnaire was used. The total enumeration technique was utilized in choosing the graduates from 2013 to 2016. Data gathered were analyzed using descriptive statistics such as frequency count and percentage. Results of the study found that the respondents are generally in the age range of 22 to 23 years old, single, female, and focused on their careers. They originated from Cagayan Valley and reside in municipal areas. Generally, the respondents are currently employed in call center and media industries holding contractual rank positions. They are mostly employed in non-government organizations and have not shifted jobs yet because of the salaries and benefits they have enjoyed. They are earning 5,000 to less than 10,000 pesos monthly from a job they landed through a walk-in application and recommended 1-6 months after graduation. Further, the respondents find their jobs to be relevant to their college education. The most learned competencies during college are communication skills and human relations skills, entrepreneurial skills. Based on the findings of the study, it is concluded that the University's vision and mission, college goals, and program objectives are achieved. The employability rate of the AB Mass Communication graduates is high, and the AB Mass Communication curriculum is relevant to the graduates' current occupations.*

**Keywords—**competency; media practitioner; human relations; tracer study

## 1. INTRODUCTION

In the Philippines, many youths aspire to go to school and finish a degree even if their financial capability does not allow them. Despite the odds, many of them can finish a four-year degree. In other words, poverty is not a hindrance to getting an education and landing a good career. One of the reasons why students choose to go to a university is to enhance their career prospects and eventually improve their lives.

As a response to this aspiration of the poor but deserving, Cagayan State University has committed itself to transforming the lives of people and communities through high-quality instruction and innovative research, development, production, and extension.

The College of Arts and Sciences, on the other hand, teams up with the university's mission as reflected in its goals to provide advanced instruction in the fields of Arts and Sciences, to produce research-oriented graduates who can apply concepts, theories, and principles to current problem and issues and to develop students imbued with moral values and sense of commitment.

The AB Mass Communication program aims to produce graduates who exhibit creativity, innovativeness resourcefulness, moral character, and professional ethics in their practice of free, yet responsible mass communication, broadcasting journalism, research and extension, utilize theories and research in their media production, and

demonstrate necessary skills for managerial position in media facilities

Cagayan State University's calling to transform lives by educating the best extends even the poorest of the poor by providing Mass Communication education to those who want to have a career in the field of communication at a minimal cost.

However, with the existing VMGO, there is no tangible data on whether the university, particularly the ABMC program, has indeed fulfilled its objectives as reflected in the employability of its graduates. Further, there is a need to look into the employment experiences of the ABMC graduates so that the university can get firsthand information on whether it is really responding to the needs of the industry or it is merely a blind curriculum that does not ensure graduates the capability of being effective in the workplace. Omeje (2001), Schomburg (2003), and Flomo (2013) noted that tracing graduates is a retrospective assessment of the graduates' course about the industry's needs and the connection between the theory learned at school and the application of the same work.

Tracer study according to Garcia (2003) as cited by Gines (2004) pointed out that tracer studies are an important source of information to know what happens to graduates of academic programs in Higher Education Institutions (HIEs). Findings can also be used by stakeholders in deciding where to look for skills. Lastly, the evaluation shall provide a basis

for further improving existing and or developing a new curriculum and implementation process.

According to Schomburg (2003), graduate and employer surveys constitute one form of empirical study that can provide valuable information for evaluating the results of the education and training of a specific institution of higher education. Tan and French-Arnold (2012) contended on the responsibility of the Higher Education Institutions (HEIs) in enhancing the employability and competitiveness of the graduates to fill the ever-increasing demands of the labor force. They further elaborated that the Higher Institutions (HEIs) contribution to economic progress is manifested in generating a labor force; generating skilled individuals; and improving the new information system. Thus, it is now a global trend that Higher Education Institutions (HEIs) should address the call of employability of their graduates-making employability as an indicator of the efficiency of the educational system.

Aquino et al. (2015) cited in their study that graduate tracer studies are one form of an empirical study that can appropriately provide valuable information for evaluating the results of the education and training of a specific institution of higher education. It can collect essential information concerning the employment profile of graduates, their undergraduate experience, the first and current jobs of graduates, and the relevance of their educational background and skills required in their jobs. Graduate tracer study can also collect data on the relevance of the curriculum and graduates' level of satisfaction with their academic preparation.

Millington (2001) states that "they provide quantitative structural data on employment and career, the character of work and related competencies, and information on the professional orientation, and experiences of their graduates." Efforts have been exerted to provide the students with quality education like providing facilities and instructional materials as well as improving learning experiences and environment to ensure that its graduates acquire the standard competencies that will prepare them to meet the challenges in their chosen profession (Colarte, 2007).

It is on this ground that this tracer study is conducted.

## 2. MATERIALS AND METHODS

### 2.1 Research Design

This study used the descriptive – survey research method employing a modified questionnaire as the main instrument in gathering data or information from all the graduates of the Bachelor of Arts in Mass Communication.

### 2.2 Respondents and Sampling Procedures

The respondents of this study were the graduates of the Bachelor of Arts in Mass Communication (ABMC) program from 2013-2016. A total enumeration technique was used. However, among 108 graduates, there were only 70 who responded and agreed to be part of the study.

### 2.3 Research Instrument

This study applied the questionnaire used by Mallanao (2014) in her study as the main instrument in gathering the data from the respondents. The questionnaire consisted of five parts. The first part elicited general information regarding the profile of the respondents. The second part included the educational background of the respondents. The third part was the employment profile; the fourth part included how the graduates assess the following factors that affect their job performance. The last part is the recommendation of the respondents for the improvement of the course curriculum. Aside from using questionnaires, the researchers also conducted interviews to gather more information about the respondents.

### 2.4 Data Gathering Procedure

Initially, the list of graduates was taken from the Registrar's Office. Through Facebook, cellular phones, and referrals, the researchers were able to contact the respondents. Some respondents were given questionnaires and answered the questionnaires hands-on. Others were sent the questionnaire through Facebook and email and sent the answered questionnaires back through the same medium. A few others were contacted through cellphones and were dictated the questions. The use of technology made data gathering easy for the researchers.

### 2.5 Data Analysis

This study made use of descriptive statistics such as percentage and frequency to analyze and interpret the data that were gathered from the respondents such as their demographic profile, educational background, employment status, and other information about the respondents.

## 3. RESULTS AND DISCUSSION

### 3.1. Frequency and Percentage Distribution of the Respondents by Age

Table 1 presents the frequency and percentage distribution of the respondents by age. It can be gleaned from the table that the majority of the respondents are in the age range of 22 to 23 years old with a frequency count of 30 or 42.85% out of 70 respondents. There are also 27 or 38.57% respondents in the age range of 24 to 25 years old and only 2 or 2.85% of the respondents are 26 and above years old. This means that the respondents are receptive to future career prospects.

**Table 1. Frequency and Percentage Distribution of the Respondents by Age**

Age	2016	2015	2014	2013	Frequency	Percentage
20-21	12	15	0	0	27	38.57%
22-23	4	1	15	10	30	42.85%
24-25	4	0	1	6	11	15.71%
26-Above	1	0	0	1	2	2.85%
<b>Total</b>					<b>70</b>	<b>100%</b>

### 3.2. Frequency and Percentage Distribution of the Respondents by Civil Status

Table 2 presents the frequency and percentage distribution of the respondents by civil status. It can be gleaned from the table that the majority of the respondents are single with a frequency of 62 out of 70 or 88.57% of the total respondents. There are only 6 or 8.57% of respondents who are already married, and a frequency of 2 or 2.85% of them are single parents. This is an indication that the graduates, being single, are more open to career opportunities that may come their way regardless of the place.

**Table 2. Frequency and Percentage Distribution of the Respondents by Civil Status**

Status	2016	2015	2014	2013	Frequency	Percentage
Single	16	14	15	17	62	88.57%
Married	4	1	1		6	8.57%
Single Parent	1	1			2	2.85%
Separated					0	0
Widow/Widower					0	0
<b>Total</b>					<b>70</b>	<b>100%</b>

### 3.3. Frequency and Percentage Distribution of the Respondents by Sex

Table 3 presents the frequency and percentage distribution of the respondents by sex. It can be gleaned from the table that the majority of the respondents are females with a frequency of 53 out of 70 or 75.71% of the total respondents, while there are only 17 or 24.28% total of male-respondents. This shows that the ABMC program is female-dominated.

**Table 3. Frequency and Percentage Distribution of the Respondents by Sex**

Sex	2016	2015	2014	2013	Frequency	Percentage
Female	15	13	13	12	53	75.71%
Male	6	3	3	5	17	24.28%
<b>Total</b>					<b>70</b>	<b>100%</b>

Female	15	13	13	12	53	75.71%
Male	6	3	3	5	17	24.28%
<b>Total</b>					<b>70</b>	<b>100%</b>

### 3.4. Frequency and Percentage Distribution of the Respondents by Province of Origin

Table 4 presents the frequency and percentage distribution of the respondents by province of origin. It can be gleaned from the table that the majority of the respondents originated from the province of Cagayan Valley with a frequency of 51 or 72.85 percent of the total respondents. 12 or 17.85% of the respondents are from Isabela and 7 out of 70 respondents or 10% are from Kalinga. This proves that the Vision and Mission of Cagayan State University are upheld by providing education not only in the province of Cagayan but also in other nearby provinces.

**Table 4. Frequency and Percentage Distribution of the Respondents by Province of Origin**

Province	2016	2015	2014	2013	Frequency	Percentage
Cagayan Valley	15	10	10	16	51	72.85%
Isabela	2	4	5	1	12	17.14%
Kalinga	4	2	1		7	10%
<b>Total</b>					<b>70</b>	<b>100%</b>

### 3.5. Frequency and Percentage Distribution of the Respondents by Location of Residence

Table 5 presents the frequency and percentage distribution of respondents by location of residence. It can be gleaned from the table that the majority of the respondents reside in a municipality with a frequency of 42 out of 70 or 60% percent of the total respondents. There are also 28 or 40 percent who are currently residing in the city. This is an indication that the AB Mass Communication Program is a popular degree in other towns outside the city. It is worth mentioning that the radio program "CSU-on-the-Air" aired over at DPWE Radyo ng Bayan is being hosted by Mass Comm students. The acceptability of the AB Mass Communication program among those in rural areas may be attributed to the program because of its reach.

**Table 5. Frequency and Percentage Distribution of the Respondents by Location of Residence**

Location of Residence	2016	2015	2014	2013	Frequency	Percentage
City	5	9	6	8	28	40%
Municipality	16	7	10	9	42	60%
<b>Total</b>					<b>70</b>	<b>100%</b>

### 3.6. Frequency and Percentage Distribution of the Respondents by Professional Examination Passed

Table 6 presents the frequency and percentage distribution of the respondents according to the professional examination passed. It can be gleaned that 11 out of 70 respondents or 15.71% are passers of Civil Service Examination Professional Level and Sub Professional Level. Based on the follow-up interview with the respondents, most of the graduates have not taken the civil service examination yet for some reason. One is that most of them are not required by their employers to take the civil service exam because they are from private offices. Others have simply not opted to take the exam because they had no plans of being in the government service yet.

**Table 6. Frequency and Percentage Distribution of the Respondents by Professional Examination Passed**

Type of Exam	2016	2015	2014	2013	Frequency	Percentage
Civil Service Professional	5	3	3		11	15.71%

### 3.7. Frequency and Percentage Distribution of the Respondents by Current Employment Status

Table 7 presents the frequency and percentage distribution of the respondents by current employment status. Out of 70 AB Mass Communication graduates, 69, or 98.57% are currently employed and only 1, or 1.42% out of 70 is currently unemployed. This is an indication that Mass Communication graduates are highly employable.

**Table 7. Frequency and Percentage Distribution of the Respondents by Current Employment Status**

Presently Employed	2016	2015	2014	2013	Frequency	Percentage

Yes	21	16	16	16	69	98.57%
No				1	1	1.42%
<b>Total</b>					<b>70</b>	<b>100%</b>

### 3.8. Frequency and Percentage Distribution of the Respondents by Present Occupation

Table 8 presents the frequency and percentage distribution of the respondents as to their present occupation. The table shows that most of the respondents are employed as Customer Service Representatives with a frequency of 21 or 30%, followed by Administrative Aides with a frequency of 17 or 24.28%, while the least is 1 or 1.42% for videographers/photographers broadcast sound engineering assistant, and networker. It can be deemed from this table that there are many job opportunities for an AB Mass Communication graduate.

**Table 8. Frequency and Percentage Distribution of the Respondents by their Present Occupation**

Occupation	2016	2015	2014	2013	Frequency	Percentage
Radio or TV Reporter/Producer	2		5	1	8	11.42%
Information Officer			2		2	2.85%
Administrative Aide	8	4	3	2	17	24.28%
Teacher/Instructor	1		1	1	3	4.28%
Customer Service Representative	2	7	5	7	21	30%
Disc Jockey	4	1			5	7.14%
Technician	2				2	2.85%
Videographer/Photographer	1				1	1.42%
Sales	1	4		2	7	10%
Broadcast Sound Engineering Assistant			1		1	1.42%
OFW				2	2	2.85%
Networker				1	1	1.42%
<b>Total</b>					<b>70</b>	<b>100%</b>

### 3.9. Frequency and Percentage Distribution of the Respondents by Nature of Work

Table 9 presents the frequency and percentage distribution of the respondents as to the nature of their work. The survey says that the majority of the respondents' nature of work is under BPO/Sales with a frequency of 28 or 40%, followed by media practice with a frequency of 20 or 28.52%. Respondents whose nature of work is under office work have a frequency of 19 or 24.29%. A very minimal percentage goes



to academe and overseas work. This suggests that the popularity of Business Processing Outsourcing (BPO) remains among young professionals today and that the AB Mass Communication graduates are capable of getting themselves into this profession because of their training and ability in communication, advertising, and public relations which form part of the ABMC curriculum. Further, the table shows that the graduates of the ABMC program are significantly into media practice. This is a reflection that the VMGO of the program is significantly into media practice. This is a reflection that the VMGO of the program is attained. Graduates are also into office work. Based on the follow-up interview, most of those in the offices are connected with government agencies as contractual who renew their employment regularly.

**Table 9. Frequency and Percentage Distribution of the Respondents by Nature of Work**

Nature of Work	2016	2015	2014	2013	Frequency	Percentage
Media Practice	9	1	9	1	20	28.52%
BPO/Sales	3	11	5	9	28	40%
Academe	1	0	1	1	3	4.29%
Office Work	8	4	3	2	19	24.29%
Overseas				2	2	2.85%
			<b>Total</b>		<b>70</b>	<b>100%</b>

**3.10. Frequency and Percentage Distribution of the Respondents by Present Position**

Table 10 presents the frequency and percentage distribution of the respondents as to their present position. It can be gleaned from the table that 49 out of 70 respondents or 71.01% hold the position of contractual; there are also 13 or 18.84% in the position of regular. 6 of them are casual and temporary with a percentage of 8.65% and only 1 or 1.45% is self-employed. It is an observation that employers nowadays do not immediately give permanent or regular positions to fresh graduates or those who have limited experience. That is why it takes several years for young professionals before they will be given permanent status. For those who are young and single, this may be taken on a positive note. The end of contracts for them means they can accept more lucrative offers from other agencies, allowing them to advance in their careers in the future.

**Table 10. Frequency and Percentage Distribution of the Respondents by Present Position**

Present Position Status	2016	2015	2014	2013	Frequency	Percentage
Regular	1		6	6	13	18.84%
Contractual	16	16	9	8	49	71.01%
Casual	2		1		3	4.35%
Self Employed				1	1	1.45%
Temporary	2			1	3	4.35%
Unemployed					0	0
			<b>Total</b>		<b>69</b>	<b>100%</b>

**3.11. Frequency and Percentage Distribution of the Respondents by Company/Organization**

Table 11 presents the frequency and percentage distribution of the respondents as to their company or organization. It can be gleaned from the table that 48 out of 70 respondents or 68.57% are employed in non-government organizations, while the other 22, or 31.43% of respondents are employed in government organizations. This shows that job opportunities for the graduates of Ab Mass Communication are rarely found in the government service and are rather found in private and business-oriented entities. Further, this explains why a significant number of the respondents have not taken the civil service exam because the private agencies they are connected with do not require it.

**Table 11. Frequency and Percentage Distribution of the Respondents by Company/Organization**

Company or Organization	2016	2015	2014	2013	Frequency	Percentage
Government	10	4	5	3	22	31.43%
Non-Government	11	12	11	14	48	68.57%
			<b>Total</b>		<b>70</b>	<b>100%</b>

**3.12. Frequency and Percentage Distribution of Respondents by Company/Organization Address**

Table 12 presents the frequency and percentage distribution of the respondents as to their company or organization address. It can be gleaned from the table that most of the company addresses are from Cagayan Valley with a frequency of 37 or 54.41% of the total respondents. The other 26 respondents' company or organization addresses are from NCR with a percentage of 38.24, 2 from Kalinga, 2 from abroad, and one address from Isabela. The table implies that

the province has a thriving economy and is a lively business arena which is why it can provide job opportunities to graduates.

**Table 12. Frequency and Percentage Distribution of Respondents by Company or Organization Address**

Company Address	2016	2015	2014	2013	Frequency	Percentage
Cagayan Valley	16	6	10	7	39	55.71%
Isabela	1				1	1.43%
Kalinga	2				2	2.86%
NCR	2	10	6	8	26	37.14%
Abroad				2	2	2.86%
<b>Total</b>					<b>70</b>	<b>100%</b>

### 3.13. Frequency and Percentage Distribution of the Respondents by Place of Employment

Table 13 presents the frequency and percentage distribution of the respondents as to their place of employment. There is a frequency of 68 or 97.14% out of the total respondents whose place of employment is local while a frequency of 2 or 2.86% whose place of employment is abroad. This is an implication that the country's thriving economy allows graduates to work here. Further, it can also be deemed that graduates may have seen better job opportunities related to their field of specialization in the country than in the outside.

**Table 13. Frequency and Percentage Distribution of the Respondents by Place of Employment**

Place of Employment	2016	2015	2014	2013	Frequency	Percentage
Local	21	16	16	15	68	97.14%
Abroad				2	2	2.86%
<b>Total</b>					<b>70</b>	<b>100%</b>

### 3.14. Frequency and Percentage Distribution of Respondents by First Job after College

Table 14 presents the frequency and percentage distribution of the respondents as to their first job after college. It can be gleaned from the table that there are 43 respondents or 62.31 % who said that 'it is their first job after college', while 26 of the respondents said 'no'. The nature of the job that graduates have implies that their employers see the graduates to have adequate preparation for the position, a

reason why they were immediately hired in their jobs which are related to their field of specialization.

**Table 14. Frequency and Percentage Distribution of Respondents by First Job after College**

First Job	2016	2015	2014	2013	Frequency	Percentage
Yes	21	10	9	3	43	62.31
No		6	7	13	26	37.68
<b>Total</b>					<b>69</b>	<b>100%</b>

### 3.15. Frequency and Percentage Distribution of Respondents by Reasons for Staying on the Job

Table 15 presents the frequency and percentage distribution of the respondents as to the reasons for staying on the job. Salaries and benefits are the main reasons why most of the respondents stay on their job with a frequency of 32 or 26.02%. Related to special skills was the second majority reason of the respondents with a frequency of 31 or 25.20%. Related to course or program study was the reason of 22 or 17.89% of respondents, while career challenge came fourth with a frequency of 18 or 14.63%, followed by the proximity to residence which has 8 or 6.50%. Lastly, respondents' reasons were because of peer influence and family influence which have both frequencies of 6 or 4.88%. As shown in the table, the main reasons respondents for staying in their current job are because of salaries and benefits and related to special skills. The implication of this may spring from the graduates' need to provide for themselves and their families. They, too, find their special skills another motivator, meaning they want what they are doing since they can apply their innate skills and earn from it.

**Table 15. Frequency and Percentage Distribution of Respondents by the Reasons for Staying on the Job**

Reason for Staying on the Job	2016	2015	2014	2013	Frequency	Percentage
Salaries and Benefits	11	10	8	3	32	26.02%
Peer Influence	2	3	1		6	4.88%
Career Challenge	11	2	3	2	18	14.63%
Family Influence	5	1			6	4.88%

Related to Special Skills	14	8	8	1	31	25.20%
Related to Course or Program Study	12	5	4	1	22	17.89%
Other Reasons					0	0
<b>TOTAL</b>					<b>123</b>	<b>100%</b>

**3.16. Frequency and Percentage Distribution of Respondents by the Number of Job Shift**

Table 16 presents the frequency and percentage distribution of the respondents as to the number of job shifts. Out of the 70 respondents, 43, or 61.43% do not shift from their job yet, while 16, or 22.86% of them admitted that they already shifted twice from their very first job. Six or 8.57% shifted thrice, four of them or 5.71% shifted once and only one shifted four times. The table may imply two reasons why more respondents have not shifted jobs. It may be because they know that is not easy to land a job nowadays or that they are satisfied and happy with their job at the moment and shifting to another job may be less of a priority.

**Table 16. Frequency and Percentage Distribution of Respondents by the Number of Job Shift**

No. of Job Shift	2016	2015	2014	2013	Frequency	Percentage
No Job Shift	21	10	9	3	43	61.43%
1st Job Shift		1	1	2	4	5.71%
2nd Job Shift		5	3	8	16	22.86%
3rd Job Shift			2	4	6	8.57%
4th Above Job Shift			1		1	1.43%
<b>Total</b>					<b>70</b>	<b>100%</b>

**3.17. Frequency and Percentage Distribution of Respondents by the Job Related to the Course They Took in College**

Table 17 presents the frequency and percentage distribution of the respondents if their job is related to the course which they took during their college education. The majority of the respondents with a frequency of 57 or 81.43% said that their job is related to their course preparation, while 13 or 18.57% of them said that their job is not related to the course they took during college. This means that the ABMC program has prepared its graduates to be employed in jobs that are related to their field of specialization.

**Table 17. Frequency and Percentage Distribution of Respondents by the Job Related to the Course They Took in College**

Job-Related in College	2016	2015	2014	2013	Frequency	Percentage
Yes	20	13	15	9	57	81.43%
No	1	3	1	8	13	18.57%
<b>Total</b>					<b>70</b>	<b>100%</b>

**3.18. Frequency and Percentage Distribution of Respondents by the Reasons for Accepting the Job**

Table 18 presents the frequency and percentage distribution of the respondents as to their reasons for accepting the job. The majority of the respondents said that salaries and benefits are their main reason for accepting the job, with a frequency of 32 or 32.65%. Twenty-seven or 27.55% of the respondents said that the job is related to their skills which is why they accepted it. Twenty-one or 21.42% of respondents' reasons are because the job is near to their residence and only 18 or 18.36% of respondents' reasons are career challenges. Again this table only shows that most of the respondents' reasons for accepting the job are because of salaries and benefits. Secondly, because the job is related to their special skills. Because the respondents of this study are a young breed of professionals who have just graduated a few years back, it is expected that their primary motivation is to be financially empowered so that they can provide for themselves and their families. Also, their special skills made them accept the job because they may have thought that having these skills would make their jobs easier and enjoyable for them.

**Table 18. Frequency and Percentage Distribution of Respondents by the Reasons for Accepting the Job**

Reason for Accepting the Job	2016	2015	2014	2013	Frequency	Percentage
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Salaries and Benefits	11	10	8	3	32	32.65%
Career Challenge	11	2	3	2	18	18.37%
Related to Special Skills	14	8	4	1	27	27.55%
Proximity to Residence	16		3	2	21	21.43%
Other Reasons					0	0
<b>Total</b>					<b>98</b>	<b>100%</b>

**3.19. Frequency and Percentage Distribution of Respondents by the Reasons for Changing Job**

Table 19 presents the frequency and percentage distribution of the respondents as to their reasons for changing jobs. Out of forty-four (44) respondents who have several job shifts, 22 or 50% of them said that their reason for changing jobs is because of the salaries and benefits. 11 of them, or 25 percent of the respondents said that it is because of career challenges. Only six or 13.64% said that it is because of that their previous job is not related to their special skills, while only one respondent had a reason of proximity to residence and 4, or 9.09% had other reasons. This supports the other findings that salaries and benefits are the primary motivators of the respondents in landing a job.

**Table 19. Frequency and Percentage Distribution of Respondents by the Reasons for Changing Job**

Reason for Changing Job	2016	2015	2014	2013	Frequency	Percentage
Salaries and Benefits		4	5	13	22	50%
Career Challenge		3	5	3	11	25%
Related to Special Skills		1	3	2	6	13.66%

Proximity to Residence				1	1	2.27%
Other Reasons		2	1	1	4	9.09%
<b>TOTAL</b>					<b>44</b>	<b>100%</b>

**3.20. Frequency and Percentage Distribution of Respondents as to How They Discover Their First Job**

Table 20 presents the frequency and percentage distribution of the respondents as to how they discovered their first job. The majority of the respondents with a frequency of 21 or 30% said that they discovered their first job as a walk-in applicant. 19 or 27.14% of them said that they were recommended by someone. Both 10 or 14.29% of respondents said that they discovered their first job through a response to an advertisement and job fairs, while nine out of them said that they got it through information from friends, and only one has other reasons. This only shows that most of the respondents got their job as a walk-in applicant, followed by a recommendation.

**Table 20. Frequency and Percentage Distribution of Respondents as to How They Discover Their First Job**

How They Discover Their First Job	2016	2015	2014	2013	Frequency	Percentage
Response to an Advertisement	1	2	3	4	10	14.29%
Arrange by School					0	0
Walk in Applicant	8	5	3	5	21	30%
Family Business					0	0
Recommended by Someone	7	6	3	3	19	27.14%
Job Fair	2	3	2	3	10	14.29%
Information from Friend	2		5	2	9	12.86%
Others	1				1	1.43%
<b>Total</b>					<b>70</b>	<b>100%</b>

**3.21. Frequency and Percentage Distribution of Respondents as to Waiting Time Before Were Employed**



Table 21 presents the frequency and percentage distribution of the respondents as to their waiting period before they were employed. The majority of the respondents with a frequency of 42 or 60% took 1 to 6 months before getting a job after graduation. Twenty-five or 35.71% of them took only less than a month before getting a job, while three, or 4.29% of them admitted that it took a year and less than years for them to be employed. This only shows that graduates of AB Mass Communication have a fast employment rate which is within six months right after graduation.

**Table 21. Percentage and Frequency Distribution of Respondents as to Waiting Time Before Were Employed**

Waiting Time	2016	2015	2014	2013	Frequency	Percentage
Less than One Month	7	6	6	6	25	35.71%
1 to 6 Months	14	8	9	11	42	60%
1 Year to Less than Years		2	1		3	4.29%
Others					0	0
	<b>Total</b>				<b>70</b>	<b>100%</b>

**3.22. Frequency and Percentage Distribution of Respondents as to Job Level Position**

Table 22 presents the frequency and percentage distribution of the respondents as to their job level position. In their first job, 55 or 78.57% of the total respondents said that they are on the rank of clerical level, while 14 or 20% said that they are in the professional/technical supervisor level, and only one is self-employed. In their current job, 17, or 65.38% said that they are in the rank or clerical level, 8 or 30.77% of them said that they are at the professional/technical supervisor level, and only one said that he is self-employed. This shows that most of the respondents acquire the position of rank and clerical whether it is their first job or current job. No one from the respondents occupied the top-level positions because of factors like age and experience as reflected in other tables.

**Table 22. Frequency and Percentage Distribution of Respondents as to Job Level Position**

Job Level Position	2016	2015	2014	2013	Frequency	Percentage

	Ist Job	Current	Ist Job	Current	Ist Job	Current	Ist Job	Current	Ist Job	Current	
Rank or Clerical	15		13	4	12	4	15	9	55	17	
Professional/Technical Supervisor	6		3	2	4	3	1	3	14	8	
Self Employed							1	1	1	1	
Managerial or Executive											
							Total	70	26	100	100

**3.23. Frequency and Percentage Distribution of Respondents as to Monthly Salary**

Table 23 presents the frequency and percentage distribution of the respondents as to their monthly salary. Out of 70 respondents, a frequency of 26 or 37.14% of them are earning 5,000 to less than 10,000 pesos monthly, a frequency of 17 or 24.29% respondents are earning 10,000 to less than 15,000 pesos monthly, a frequency of 16 or 22.86% are earning 15,000 to less than 20,000 pesos monthly, while 5 or 7.14% of them have a monthly salary of above 25,000 pesos, 4 of them have a monthly salary of 20,000 to less than 25,000 pesos but two of the respondents or 2.86% are earning below 5,000. Based on this table, it is seen that the respondents receive a meager salary.

**Table 23. Frequency and Percentage Distribution of Respondents as to Monthly Salary**

Monthly Salary	2016	2015	2014	2013	Frequency	Percentage
Below 5,000	2				2	2.86%
P5,000 To Less Than P10,000	12	7	4	3	26	37.14%
P10,000 To Less Than P15,000	3	6	4	4	17	24.29%

P15,000 To Less Than P20,000	2	2	7	5	16	22.86%
P20,000 To Less Than P25,000	1			3	4	5.71%
Above P25,000	1	1	1	2	5	7.14%
Missing					0	0
<b>TOTAL</b>					<b>70</b>	<b>100%</b>

effectively. The ideal communications specialist might be a generalist. With an understanding of how to penetrate public awareness, as well as mold and respond to public opinion, communications can be public relations. With the knowledge of how to reach and influence consumers, communications can be advertising or publicity and promotion. Through the techniques of writing and editing, communications can be journalism. With problem-solving and group-management skills, communications can be corporate troubleshooting or training. (p. 95)

**Table 25. Competencies Learned in College**

Competencies	2016	2015	2014	2013	Frequency	Percentage
Communication Skills	20	15	16	15	66	33.17%
Human Relations	20	15	16	14	65	32.66%
Information Technology Skills	10		13	9	32	16.08%
Problem-Solving Skills	3		6	1	10	5.03%
Critical Thinking Skills	12		6	8	26	13.07%
Entrepreneurial Skills	0	0	0	0	0	0
<b>TOTAL</b>					<b>70</b>	<b>100%</b>

**3.24. Assessment of the Graduates on Relevance of the Curriculum**

Table 24 presents an assessment of the respondents on the relevance of the curriculum. With a frequency of 67 or 95.71% of the total respondents said that the curriculum they had in college was relevant to their current job, while 3 or 4.29% of the respondents said that their curriculum was not relevant to their current job.

**Table 24. Assessment of the Graduates on Relevance of the Curriculum**

Relevance of Curriculum	2016	2015	2014	2013	Frequency	Percentage
Yes	20	15	16	16	67	95.71%
No	1	1		1	3	4.29%
<b>TOTAL</b>					<b>70</b>	<b>100%</b>

**3.25. Competencies Learned in College**

Table 25 presents the frequency and percentage distribution of the respondents as to competencies they learned in college. It can be gleaned from the table that the most learned competencies during college were communication skills with a frequency of 66 or 33.17% out of the total respondents, followed by human relations with 65 or 32.66%, information technology skills with a frequency of 32 or 16.08%, critical thinking skills with a total of 26 or 13.07% and problem-solving with 10 or 5.03%. The table shows that the respondents find communication skills and human relations skills as the competencies they learned most in college. This implies that the University has given them enough opportunities to hone their skills in these competencies.

The result of the present study was supported by Camenson (2008) who reiterated that today’s liberal arts majors learn a wide range of skills with just as wide a range of applications. A variety of studies, however, also show that the most important skill remains the ability to communicate

Based on the table above, none of the respondents mentioned entrepreneurial skills as a competency they learned in college. This means that the curriculum does not prepare graduates to indulge in freelance media occupations. Further, only a few entered problem-solving skills as a competency. This may be explained by the minimal problem opportunities the curriculum gives the students.

**4. CONCLUSION AND RECOMMENDATIONS**

Based on the findings of the study, it concluded that the University’s Vision and Mission, College Goals, and Program Objectives are achieved. The employability rate of the AB Mass Communication graduates is high, and the AB Mass Communication curriculum is relevant to the graduates’ current occupations. However, there must be a need to revisit the syllabi and supplement them with activities that will enhance the student’s capabilities in other competencies like information technology skills, problem-solving skills, critical thinking skills, and entrepreneurial skills. There is a need to

increase the number of equipped workstations that will enhance their information technology skills, particularly audio-video processing and web applications. With the present employment challenges posed to graduates like the meager salary that they receive; it is recommended that developing entrepreneurial skills must be included in the curriculum so that the graduates will learn how to package and sell their skills and productions and increase their income out of it. Also, problem-solving learning opportunities may be added to enhance the curriculum by including research-based requirements from the students. There is a need to do research on the relevance of the curriculum to the needs of the industry in both local and national settings to come up with a curriculum that prepares students to compete in the national job area.

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