Analyzing College Graduate Acquired Skills, Values, Educational Experiences, Continuing Professional Development, and Their Employability Profile

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ABSTRACT

The study was conducted at WU-P, Aurora, and sought to analyze the acquired skills, values, educational experiences, continuing professional development, and the employability profile of college graduates during the pandemic of Academic Years 2020 and 2021. The researcher utilized a descriptive-correlational research design through survey questionnaires. A total enumeration sampling procedure was used, and data were analyzed using descriptive statistics.

The results showed that graduates who found the curriculum relevant remained in their jobs longer, emphasizing the importance of aligning academic programs with industry needs. Key challenges graduates faced included tight competition, limited job vacancies, "plakasan" or reliance on personal connections, and lack of work experience. Graduates preferred gaining practical skills through training seminars rather than pursuing further academic studies. Skills development, particularly in technical and networking, was crucial for securing employment. The study also emphasized the importance of internships and hands-on projects in preparing students for real-world challenges. These findings suggest that improving career services, updating curricula to align with industry demands, and providing more opportunities for practical training would enhance graduate employability.

Keywords: curricular components, employability, skills and values development, job-seeking, problems and solutions.

INTRODUCTION

Rationale

A worldwide financial crisis has been caused by COVID-19 that affects everyone at risk in regard to our well-being, occupations, careers, salaries, livelihoods, and the employment of millions of individuals all over the world. In any case, guaranteeing that the recuperation is fast and supported and modifying a more versatile and inclusive labor showcase are impressive challenges (ILO-OECD, 2020)

The COVID-19 pandemic has presented significant challenges and has had a profound impact on the education system. Parents, teachers, and students face new challenges and opportunities. Strictly, no face-to-face classes were implemented. In order to maintain and deliver quality education during lockdowns and community quarantines, the Commission on Higher Education (CHED) released Memorandum Order No. 4, series of 2020, outlining guidelines for the implementation of Flexible Learning in both public and private Higher Education Institutions.

Assessing the success of alumni is essential for the growth and sustainability of an educational institution. One primary goal of a college education is to secure employment. Many parents, especially in the Philippines, invest in their children's education with the expectation that it will lead to stable and meaningful job opportunities, which they view as a key legacy and pathway to a better future.

Joining the workforce marks a significant turning point in both the professional and personal lives of graduates. Transitioning from college to the professional world is not just a simple shift; it involves adapting to company cultures, unlocking individual potential, pursuing career growth, building new social networks, and gaining independence. These experiences are key milestones in young people's lives, particularly in the challenging context of the pandemic.

The importance and core of the university are to produce employable college graduates. It measures not only the individual potentials, accomplishments, and achievements of the graduates but also bears a resembling sound of success and triumphs to the university to deliver a work-ready employable graduate. All colleges and universities all over the country have the philosophy of reinforcing existing associations and strengthening networks to build linkages to the industry.

Wesleyan University – Philippines (WU-P), Aurora Campus, is an academic institution catering to the needs of the community both in education and services, as it always adheres to its mission that "undergirds scholarship, character, and service." Before the pandemic, Academic Year (AY) 2018-2019, there were one hundred fifty-five graduates produced by WU-P Aurora. However, in 2019-2020, there were ninety-seven, and in 2020-2021, there were only forty-eight graduates.

With the mission and vision of Wesleyan University-Philippines to provide quality education and to produce competent and conscientious graduates through academic excellence, innovative research, and transformative leadership, it is deemed necessary to know the present employability status of the graduates', especially the College Department of WUP-Aurora. This research aimed to collect empirical data to assess the employability of graduates and to examine the transition process these college graduates experienced as they moved from higher education to the workforce during the pandemic. This study also helped the university improve, enhance, and enrich the different degree programs offered by the university that may demonstrate WU-P Aurora's policy and decision-making in terms of curricular components, skills, and values development. WUP-Aurora is a private, non-sectarian institution, proudly recognized as the first university in the province of Aurora. Every year, the university graduates nearly a hundred students from various degree programs, who then enter the country's workforce.

LITERATURE REVIEW

Graduates Socio-Demographic Profile

Home Address. McMillan and Snowden (2020) explained that students often choose schools closer to home to avoid the financial strain of moving, manage family responsibilities, and deal with limited transportation options.

According to Hernandez and Tano (2020), students tend to choose universities with a well-established reputation in their communities, especially when they are looking for affordable, reliable, and familiar educational options and qualifications, and there is a low demand for job opportunities in the local community.

Bachelors' Degree. The study of Santos and Garcia (2021) supported this, showing that professionals in education and criminology often find employment due to the steady demand for their services. Additionally, government jobs in education and law enforcement offer long-term job security and career growth, which may influence graduates to pursue these fields instead of other options, such as Accountancy or technical fields like Computer Science, which may require additional certifications or face higher competition in the private sector (Alvarez & Cruz, 2022).

Year Graduated. Smith and Williamson (2021) found that many students were under financial pressure due to job loss or fewer work hours, which made it even harder to stay enrolled and finish their degrees. The isolation caused by the pandemic also created a significant impact on students' mental health, making it more difficult to manage academic responsibilities. These factors contributed to the lower number of graduates in 2021, showing how the pandemic had a profound impact on higher education and disrupted students' academic progress.

The study by Alvarez and Castro (2022) supported these findings, showing that the decline in academic performance due to the pandemic is a widespread issue, not limited to one region. Students who have limited

access to proper support or resources saw their performance drop, which likely contributed to the lower number of honors graduates in this study.

Honors Received. According to Chakraborty and Saha (2021) and Mohamad Ali and Azman (2021), the sudden shift to online learning created many challenges, such as issues with poor internet connections and not having the right devices, which made it hard for students to keep up with their classes. The lack of in-person interactions with classmates and teachers made things even harder, as students missed out on the support they normally rely on to do well in their studies.

Khan and Khan (2021) and Morrison and Ryan (2022) found that the pandemic caused a lot of stress and anxiety for students, making it difficult for them to stay focused and motivated. This aligns with the situation in the current study, where the lack of face-to-face engagement and the uncertainty about learning schedules increased anxiety, lowering academic performance. Since the shift to online learning was sudden, many students didn't have the resources or preparation they needed, which affected their ability to finish with honors.

Continuing Professional Development

Career advancement is the ongoing securing of aptitudes and information, counting work dominance and proficient involvement, coupled with career arranging exercises such as defining career objectives and creating an arrangement of activities, steps, and assets required to realize the objectives (Heslin, 2014).

According to Lim and Ali (2022), both employees and employers value CPD because it offers a quick, cost-effective way to stay competitive in the workforce.

Moreover, training and seminars focus on hands-on, practical skills that can be used right away, as Thomas and Meyer (2023) found that many professionals prefer short, relevant certifications to long academic degrees to keep their careers flexible. The growing popularity of CPD reflects broader labor market trends, where employers increasingly look for specific, measurable skills that contribute directly to job performance and career growth, as noted by Wang and Lee (2021).

Roberts and Walker (2025) shared that training programs give employees actual, hands-on experience that helps them adjust to their jobs more easily. Because of this, they often catch the attention of employers and have better chances of getting promoted or landing higher-paying jobs.

Skills and Values Development

Studies by Williams et al. (2018) and Smith and Lee (2020) highlighted that institutions focused on practical and adaptable skills help produce graduates who are fully prepared for the workforce.

The education institution's graduate attributes, according to Oraison, Konjarski, and Howe (2019), are designed to reflect student outcomes in terms of assessing their skills for 21st-century professional skills and capabilities while keeping in mind the profession and professional standards of the industry. As a result, graduation qualities should reflect both accrediting criteria and industry needs. To that purpose, these characteristics indicate academic and generic abilities essential for successful operation in a particular industry.

Shore et al. (2020) emphasized that organizations that prioritize inclusivity and respect for individual differences often see higher levels of employee satisfaction and productivity.

These results were aligned with the studies of Jackson & Bridgstock (2019) that highlight the relevance of both hard and soft skills for professional growth and development. Graduates with good communication, problem-solving, and collaborative skills, in addition to technical knowledge, have become increasingly hired by employers. However, success in the workplace requires more than just classroom knowledge. Graduates who actively engage in academic conferences, professional associations, and industrial networking generally have greater employability and opportunities for career advancement (Torrado & Ferrer, 2021).

Johnson and Stevens (2020) suggested that graduates embodying core ethical values in their professional lives are more likely to succeed as leaders because they earn trust and inspire collaboration, accountability, and

integrity.

The research by Astin and Sax (2018) emphasized how volunteer work and civic engagement help develop empathy, ethical decision-making, and leadership skills. Furthermore, studies by Mitty and Holley (2020) and Kezar and Eckel (2019) supported the idea that leadership grounded in community involvement enhances students' ability to lead with integrity, preparing them to make a positive impact in their communities and workplaces.

Study by Torrado and Ferrer (2021) signified that getting involved in the community and building professional networks helps students grow as leaders and responsible citizens. These kinds of experiences not only help them use their values in real situations but also prepare them to succeed in a global and professional environment.

Higher education institutions in South Africa are constantly under pressure to address a variety of issues in unemployment, financial demands on students and the sector, delayed sectoral reform, and South Africa's failing economy in general, all of which have been compounded by the recent Covid19 outbreak (Adotey, 2020; Heleta, 2016; Mutekwe, 2018; Roodt, 2020; Viljoen, 2018).

According to Tran (2016)**,** when students take courses that are directly connected to what is needed in real jobs, it gives them a much better chance of getting hired. Similarly, Durrani and Tariq (2020) said that major subjects match students' future careers and help bridge the gap between what they learn in school and what they will actually do at work, making them more prepared and competitive in the workplace.

Curricular Components

Sullivan et al. (2020) pointed out that General Education is key to lifelong learning, helping students become flexible, well-rounded individuals who can succeed in many different professional environments. McDonald (2021) pointed out that elective subjectsw encourage thinking across different fields, which is essential in today's fast-changing job market. They also help students develop a diverse knowledge base, giving them the ability to adapt to different roles and industries.

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Johnson and Rivera (2022) found that students learn in meaningful ways when they are actively involved in spiritual activities. These experiences help them build strong values, better understand themselves, and feel more connected to the people around them. Over time, this kind of growth not only supports their personal development but also helps them do better in their academic journey. Smith and Snell (2019) pointed out thatcollege is an important time for students to form their beliefs and build a moral compass. Mayhew and colleagues (2016) also found that students involved in spiritual and values-based programs tend to grow in empathy, integrity, and connection to their community.

Smith and Johnson (2021) explained that while competitions develop skills like creativity, problem-solving, and flexibility, these may not lead to the same level of overall personal growth that activities like leadership roles in student organizations or internships offer.

Internships and work placements offer students valuable real-world experience, helping them improve communication, goal-setting, teamwork, and networking skills (Shoenfelt et al., 2013). These experiences are essential for bridging the gap between theoretical knowledge and practical application (Andrews & Higson, 2008; Rowe & Zegwaard, 2017). According to Bates et al. (2019), professional experiences challenge students to handle real work tasks, build networks, and gain confidence. These types of skills and experiences are difficult to replicate in a classroom environment (Moore & Morton, 2017).

González et al. (2020) argued that the employability skills required by employers often differ from those that universities emphasize. Bates et al. (2019) suggested that having a clear professional purpose can help students identify the skills they need to succeed in various work settings. During the COVID-19 pandemic, the global

work environment underwent significant changes, with remote work and online communication becoming more prevalent. These shifts are expected to continue (Mudditt, 2020). A 2020 survey by the Boston Consulting Group found that 41 to 60 percent of respondents preferred to work 2-3 days a week from home post-pandemic. With the rise of 'hybrid' work arrangements, graduates will need an even broader range of skills to build a successful professional career.

Graduate Employability and Employment Profile

Status of Employment. According to Smith and Parker (2021), early-career professionals often switch jobs a lot as they search for positions that align with their skills and career goals. It's normal for graduates to explore different roles and change jobs in the first couple of years while they gain experience and figure out their career path.

Miller and Wallace (2021) also point out that many new graduates start with short-term or probationary jobs. These positions are useful for getting experience, but they don't always lead to permanent employment, which can result in more frequent job changes. Meanwhile, Roberts and Walker (2025) noted that graduates who have the right training and hands-on skills are more likely to land permanent and stable jobs, while those who lack this preparation tend to change jobs more often.

As Smith and Parker (2021) noted, it's normal for some new graduates to go through short periods of unemployment while they're transitioning into the workforce. On the other hand, Bennett and Greene (2023) pointed out that graduates are more likely to find jobs rapidly when their school programs are designed to match the needs of local industries.

Number of months in the Current Job. When universities offer courses that teach the necessary and practical skills employers are looking for, students are better prepared for the job market. This might help explain why so many graduates were able to get hired soon after finishing their studies. Furthermore, the Commission on Higher Education (CHED, 2021) also shared that students are more likely to get hired when they have had hands-on training or internships while in school. These real-world experiences help them build the skills needed for the workplace and often lead to job offers, especially in areas where schools and local companies work closely together. The pandemic may have changed the way companies hire people. Ramos and Chua (2022) shared that many employers are now more open to hiring workers who are good with technology and quick to adjust—skills that a lot of recent graduates picked up during online classes. Because of this, more new graduates may have found jobs more easily than before.

Salary. Tan (2018) noted that salaries vary by location, with areas like Metro Manila offering higher wages due to the presence of large corporations, while graduates in rural areas or smaller cities earn less due to fewer high-paying jobs and a lower cost of living. This highlights that geographic location plays a significant role in salary levels for graduates.

Lara and Santos (2020) found that education and the industry a graduate works have a strong influence on salary potential. Graduates with specialized skills in high-demand fields tend to earn higher wages, while those entering industries with limited advancement opportunities often earn lower salaries. Smith and Parker (2021) also suggested that factors such as inflation and job market saturation can reduce wages, leaving many graduates earning less than the average salary.

The Philippine Labor Code by Ces Azucena notes that when public interest requires it, the Secretary of Labor can request a report on employment status, including job openings and conditions. This ensures job seekers are informed about available opportunities and the state of employment in the country. In the context of the Philippines, many workers, especially graduates, struggle to find jobs right after graduation, often resorting to employment that is unrelated to their field of study due to immediate financial needs. Some even look for better-paying opportunities abroad.

Duration to Land First Job. Smith and Parker (2021) pointed out that high-demand industries are constantly in need of new skills and are quick to hire fresh graduates, which explains why some were able to secure jobs so quickly. On the other hand, graduates entering low-demand fields may face longer job searches. These sectors

often have limited opportunities, with many applicants vying for the same positions. Additionally, Cohen et al. (2020) pointed out that the condition of the job market, particularly after the pandemic, plays a big role in how long it takes to find a job. During economic challenges or downturns, graduates often experience delays in landing full-time positions because companies are hiring less or being more careful with their recruitment.

The study of Jenkins and Thomas (2017) explained how recent graduates can benefit from taking a more hands-on approach to job searching, such as directly applying to companies or networking with people in the industry. Their research shows that these proactive strategies often lead to faster job offers, especially in industries where employers are actively looking to hire new graduates. Consequently, Gonzalez and Jackson (2017) looked into how different job-search methods work for recent graduates. They found that relying on job ads usually leads to slower and less successful job searches.

Bates et al. (2019) suggested that today's professional landscape for graduates is especially unpredictable, influenced by business restructuring, technological advancements, outsourcing, and remote working. Since the COVID-19 pandemic, remote work has become more prevalent in Australia (Smith, 2010). This shift has prompted a reevaluation of what constitutes effective employability education.

To help students develop transferable skills, many colleges and universities now integrate work experience opportunities like internships, research exchanges, and skill-building activities into their curricula. These opportunities aim to equip students with the skills needed for future employment, including teamwork, communication, and problem-solving abilities (Bates et al., 2019). Graduates who actively engage in developing these professional skills during their studies tend to be more proactive in their careers and better prepared for the workforce (Clements & Kamau, 2017).

Research indicates that the current emphasis on skill development to improve employability may be too narrow to fully address the complexities of preparing students for purposeful careers (Clark et al., 2011; Jackson, 2016). Bates et al. (2019) stress the importance of graduates' self-awareness, confidence, and adaptability in achieving their professional goals.

Higher education institutions face challenges in helping students make informed career choices and adopt proactive professional behaviors while still in school (Bates et al., 2019). To facilitate employability, university courses should include learning objectives such as understanding the working world, fostering collaboration, and enhancing personal and social competence. Rowe and Zegwaard (2017) proposed similar metrics for career readiness, focusing on professional identity, networks, and engaged citizenship. Clarke (2018) suggested that incorporating real-world learning environments into the curriculum is the best way to achieve these outcomes.

The professional environment has drastically changed since the rise of social distancing and work-from-home (WFH) arrangements, especially with the widespread use of online meetings and virtual workspaces (Flanders, 2020). These changes have altered the way students develop employability skills, as many of the skills once learned in face-to-face work environments must now be adapted for virtual and socially distanced settings.

The employability model proposed by Bates et al. (2019) was initially based on student behaviors across various levels of work experience. However, the workplace continues to evolve, especially post-COVID-19, as employers adapt to new hybrid working models (Flanders, 2020). Cohen (2020) highlighted that the shift to remote and hybrid work requires a new mindset compared to the traditional "9-to-5" office setting. The pandemic has made it more challenging to build face-to-face professional networks, increasing the need for strong multicultural communication skills in virtual environments.

Problems and Solutions during Job-seeking. According to Harrison and Deery (2023), the oversupply of graduates in relation to job openings is a direct outcome of an educational system that continues to produce a large number of graduates without corresponding increases in job availability. Consequently, graduates are now required to compete not only based on their academic credentials but also on their soft skills and practical experience, areas that may not have been fully developed during their academic training. Moreover, the Organisation for Economic Co-operation and Development (OECD) in 2020 stated that in many developing countries, especially in urban areas, the job market is overcrowded with qualified applicants, resulting in tough competition and fewer available positions. The International Labour Organization (ILO) in 2021 also added that

slow economic growth limits job creation, widening the gap between graduates and employment.

O'Connor and Mahoney (2024) pointed out that networking is crucial for securing jobs, especially in sectors where personal connections are important, but they also highlight the challenges faced by graduates without access to these networks. Their research suggests that graduates without strong networks may struggle to find work and must find other ways to overcome this barrier. According to Francisco and Ramos (2019), this practice is especially prevalent in the Philippines and can be frustrating for graduates who do not have social connections. This makes it harder for graduates without strong connections and networks, leaving them the feeling of frustration and unfair treatment during their job search.

Bennett and Greene (2023) emphasized that internships and work placements are crucial for equipping graduates with industry-specific skills, enhancing their employability. Their study demonstrates that students who participate in internships are generally better prepared for the workforce and more likely to secure employment. By bridging the gap between theoretical knowledge and practical application, internships enable students to develop essential skills, confidence, and professional networks   Judge and Bono (2001) noted that self-confidence is critical for job satisfaction and performance, influencing an individual's ability to take risks, face challenges, and handle high-pressure situations.

According to Ng and Hoi (2022), this issue is particularly common in fields requiring specialized knowledge, where general academic qualifications do not match the specific skills employers seek. Ng and Hoi (2022) argued that this gap often results in underemployment or delayed employment as graduates struggle to meet technical job requirements.

According to Ng and Hoi (2022), job mismatch is a major factor in underemployment, as graduates end up in positions that do not use their qualifications, resulting in lower job satisfaction and career dissatisfaction. This mismatch can also delay career progression, as graduates may need to acquire additional skills or switch careers to find more suitable roles. Similarly, Lynch and Fisher (2019) noted that job mismatch occurs when overqualified individuals are forced into lower-level positions or when graduates from oversaturated fields struggle to find jobs that match their skills.

According to Carter and Garrett (2024), English proficiency is a key factor for employers, especially in industries with frequent international communication. Their research shows that graduates with strong English skills are more competitive in the global job market and more likely to secure high-demand positions. This reflects the importance of English language training programs to enhance graduates' employability, especially in a global job market where English is essential for career advancement.

Torrado and Ferrer (2021) highlighted that job-specific training not only enhances employability but also makes graduates more adaptable to various career opportunities.

Bennett and Greene (2023) emphasized that internships are one of the most effective ways for graduates to develop the practical skills employers are seeking. Their research shows that graduates who have completed internships are more likely to be hired, as they have relevant experience and a better understanding of their industry.

Ng and Hoi (2022) highlighted that outdated laboratory facilities restrict students' ability to develop essential skills, and modern facilities are necessary for providing graduates with the latest technical knowledge. Their research shows that updated laboratories help students acquire the tools and skills needed to succeed in specialized fields, improving their employability. Also, highlighted that having access to up-to-date resources helps students develop critical thinking and industry-specific knowledge, which improves their chances of meeting employer expectations and transitioning into the workforce.

Bennett and Greene (2023) emphasized that a curriculum that integrates industry projects and technical training better prepares graduates for employment, helping them secure competitive roles and adapt to the evolving job market."

Roberts and Walker (2025) argued that experiential learning, such as internships, is more effective for improving employability and preparing graduates for real-world job challenges. Their research suggests that practical

experiences help students build skills and professional networks, offering greater benefits than traditional seminars.

Technological advancements have enabled remote working, allowing professionals to perform their duties from home or other locations, leading to more flexibility in work arrangements (Arruda, 2020). However, remote work can also present challenges, such as distractions from home duties or poor internet connections (Mudditt, 2020). Despite the benefits of flexibility, many workers still value the structure and support that a traditional office environment provides (BCG, 2020). As more professionals adopt remote work, the workplace will continue to evolve, requiring new skills and strategies for maintaining productivity and collaboration in virtual spaces.

The COVID-19 pandemic has accelerated changes in the workplace, making it clear that the professional environment is shifting from traditional office settings to more flexible, remote, and hybrid work arrangements. As this shift continues, the way students are prepared for the workforce will need to adapt, with an increasing emphasis on digital and remote working skills (Cook, 2020). As the future of work remains uncertain, graduates need to develop a broader set of skills to navigate an increasingly digital and flexible professional world.

THEORETICAL FRAMEWORK

The employability theory developed by Knight and Yorke (2004), which holds that one's learning, accomplishments, and comprehension of personal abilities are what determines one's employability in a certain career, serves as the foundation for this study. The framework's objective is to assess the employability of recent college graduates. The main goals are to comprehend how different factors affect graduates' preparedness for the workforce and to pinpoint strategies for improving employability. According to Yorke and Knight (2004), a successful person should possess a variety of qualities, including the capacity to manage and advance their career in a way that will maintain their employability. Employability is the combination of qualities, abilities, and expertise that graduates need to land and keep a job. This serves as the cornerstone for assessing the employability of graduates as well as their ongoing professional development, skills and values development, and curriculum components.

WU-P Aurora integrates both theoretical learning and practical experiences for students, which play a key role in enhancing employability. These experiences, ranging from academic programs to internships, work-based learning, and community involvement, equip students with the technical knowledge necessary for their fields while simultaneously developing their problem-solving abilities, teamwork, and adaptability as core competencies emphasized by Knight and Yorke.

Furthermore, it highlights the importance of instilling values such as professionalism, responsibility, and ethical reasoning within its curriculum. These values are essential for graduates to effectively navigate professional environments and establish positive relationships with colleagues and employers. According to Knight and Yorke, employability is not a fixed trait but an evolving process. To support this, WU-P Aurora promotes lifelong learning through professional development initiatives and networking opportunities, ensuring that graduates remain competitive and adaptable in the dynamic job market.

In conclusion, the employability of WU-P Aurora college graduates is framed by Knight and Yorke's Employability Theory, which advocates for the development of a well-rounded skill set, academic, personal, and professional, through a combination of curricular and extracurricular activities while emphasizing continuous professional development. Thus, it reflects on the different variables used in this study, such as the graduates' profile, continuing professional development, curricular components, employment profile, and the problems and possible solutions during job-seeking. This approach ensures that graduates are not only prepared for immediate entry into the workforce but are also equipped to succeed and adapt throughout their careers.

Conceptual Framework

The independent variables are the profile of the WU-P Aurora college graduates, continuing professional development, skills and values development, and curricular components. The dependent variables are
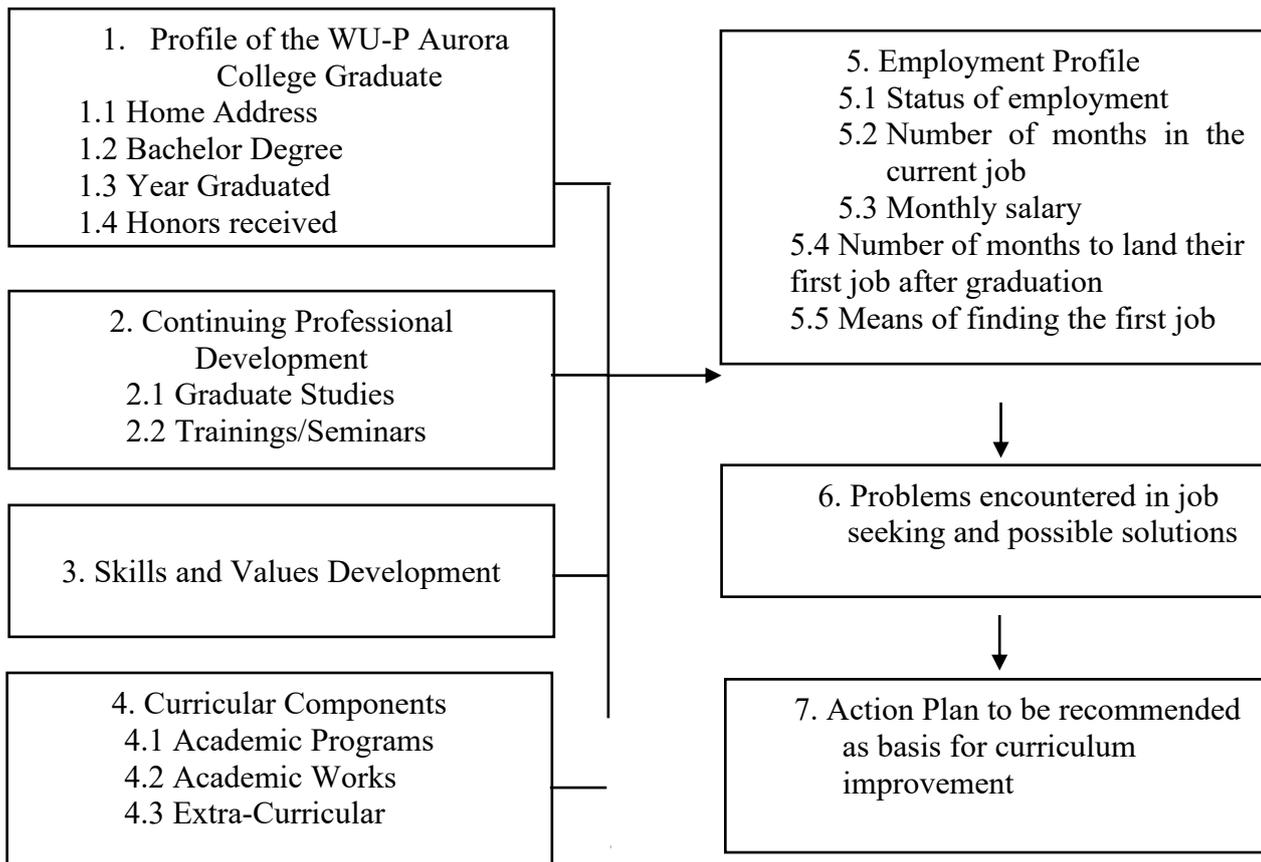
employment factors such as status of employment, monthly salary, the number of months to land their first job after graduation, means of finding their first job, and problems encountered during the job seeking.

Figure 1.1

Research paradigm showing the relationship between the Graduates' Profile, Continuing Professional Development, Skills and Values Development, Curricular Components, Employment Profile, Problems and Possible Solutions during Job-seeking.

Independent Variables

Dependent Variables

Independent Variables	Dependent Variables
1. Profile of the WU-P Aurora College Graduate 1.1 Home Address 1.2 Bachelor Degree 1.3 Year Graduated 1.4 Honors received	5. Employment Profile 5.1 Status of employment 5.2 Number of months in the current job 5.3 Monthly salary 5.4 Number of months to land their first job after graduation 5.5 Means of finding the first job
2. Continuing Professional Development 2.1 Graduate Studies 2.2 Trainings/Seminars	6. Problems encountered in job seeking and possible solutions
3. Skills and Values Development	7. Action Plan to be recommended as basis for curriculum improvement
4. Curricular Components 4.1 Academic Programs 4.2 Academic Works 4.3 Extra-Curricular	

Statement of the Problem

The main thrust of this study was to analyze the college graduates of WU-P Aurora acquired skills, values, educational experiences, continuing professional development, and their employment profile during the pandemic. In particular, it aimed to address the following questions:

1. What is the WU-P Aurora college graduates' profile in terms of their:

    1.1 home address;
    1.2 bachelor's degree;
    1.3 year graduated;
    1.4 honors received

2. What continuing professional development do they engage in graduate studies and training seminars?
3. What are the skills and values developed by the WU-P Aurora college graduates as a result of their college education at WU-P?
4. What curricular components have they found useful in their work setting viewed in terms of:

    4.1 Academic Programs;
    4.2 Academic Works and
    4.3 Extra-Curricular?

5.   How may the employment profile of WU-P Aurora college graduate respondents be described in terms of:

   5.1 status of employment;
   5. 2 number of months in the current job;
   5. 3 monthly salary;
   5.4 number of months to land their first job after graduation; and
   5.5 means of finding the first job?

6.   What relationships exist among the WU-P college graduate – respondents' profile, continuing professional development, skills development, and curricular components with employment profile?
7.   What are the problems encountered during the job-seeking and their suggested possible solutions?
8.   What plan of action can be recommended through which the basis of curriculum improvement?

Hypothesis of the Study

There is no significant relationship between the WU-P Aurora college graduate profile, continuing professional development, skills and values development and curricular components with the employment profile.

Definition of Keywords

The following terms are conceptually and operationally given in order to provide clarity of their use in this study.

Awards. It refers to the honors or distinctions that the respondents received during graduation.

Bachelor Degree. It refers to the academic degree taken by the respondents who have completed undergraduate courses.

Continuing Professional Development. It refers to the enhancement of knowledge, skills, and experience related to the professional activities of the respondents.

Curriculum. It refers to the subjects comprising a course of study by the respondents in college.

Employed. Refers to the number of respondents whose jobs are aligned with the field of study they pursued.

Employability. It refers to the skills, values, knowledge, and personal attributes that enable graduates to secure a job as well as succeed in their careers.

Employment. It refers to an activity in which the respondents usually engage in the practice of his/her profession, application of skill, or simply work in a company, agency, or government.

Graduate Studies. It refers to a course of studies taken by the respondents after earning a bachelor's degree.

Graduate Tracer. This refers to the survey about the career situation of the graduates.

Home Address. It refers to the place of residence of the respondents.

Honors. It refers to the academic awards received by the respondents.

Monthly Salary. It refers to the regular and steady income an individual earns each month, averaged over a specific period.

Self-employed. It refers to the respondents who earn a living by working for himself/herself and not as an employee of someone else.

Skills. Refers to the ability of the respondents to carry out a task with determined results.

Status of Employment. It refers to the employment status of the respondents either employed or unemployed.

College Graduates. It refers to the WU-P batches 2020-2021, which satisfactorily completed the requirements of the four-year course.

Training. It refers to the process of learning the skills that the respondents need to do a particular job or activity.

Unemployed. It refers to the number of respondents who have no job.

Values. It refers to WU-P Core Values.

Year Graduated. It refers to the academic year that the respondents completed their course.

Methodology

This chapter presents the design of the study, locale and sampling procedures, scope and limitations, research instrument, data gathering procedures, management and analysis, and ethical considerations.

Research Design

The researcher used descriptive - correlational research design through a survey method using a questionnaire for data collection. This research design shows how different variables in the study are connected. The descriptive part of the research helped to show the key characteristics and patterns of the group being studied, while the correlational part focused on finding connections between different variables. By using this approach, the researcher was able to analyze the data and understand how certain variables might be related or influence each other. According to Creswell (2014), this design is helpful when researchers want to understand how different factors are related, and by looking for patterns and connections, this approach offers important insights into how things naturally happen and interact, which is crucial for understanding complex topics in society, education, or behavior.

Research Locale and Sampling Procedures

The study was conducted at Wesleyan University-Philippines (WU-P), Aurora Campus. WU-P, Aurora Campus, is an academic institution catering to the needs of the community both in education and services, as it always adheres to its mission that "undergirds scholarship, character, and service." WU-P is a United Methodist Church (UMC)-related institution that is non-sectarian and is the Extension Campus of WU-P Cushman Campus in Cabanatuan City. WU-P Aurora Campus is the first university in the province of Aurora. It is a private educational institution, non-stock nonprofit, and non-sectarian university located at Brgy. 01, Maria Aurora, Aurora.

The respondents of this study were college graduates of WU-P Aurora Campus representing different degree programs. The researcher used and utilized the total enumeration sampling method in this study. There were ninety-seven (97) and forty-eight (48) college graduates of WU-P Aurora in 2020 and 2021, respectively, during Academic Years 2019-2020 and 2020-2021, with a total of one hundred forty-five (145). Hence, two (2) graduates died, one (1) in 2020 and another one (1) in 2021, resulting to a total number of one hundred forty-three (143) graduates only. However, one hundred thirty-five (135) graduate respondents completely answered and returned the Google form and printed survey questionnaire.

Scope and Delimitation/Limitation

This study only focused on the college graduates of Wesleyan University-Philippines, Aurora, from Academic Years 2019-2020 to 2020-2021 during the pandemic. The study was conducted from August to December 2025.

Research Instrument

The main tool used in gathering data was a survey questionnaire. The survey questionnaire is a combination of structured/closed and unstructured/open-ended items designed to attain the objectives of this study. The

questionnaire was in checklist form, composed of the profile of the respondents, continuing professional development, skills and values development, curricular components, employment profile, the problems encountered during job-seeking, and possible solutions.

The researcher adopted some important areas in the research instrument from the WUP Tracer Study: Skills Acquired by the Graduates and their Usefulness in the Workplace of Wesleyan University-Philippines, Cabanatuan City of the Research Development and Productivity Office conducted by Dr. Agustin, M., Castillo, G., and Gamboa, M.T. (2015) that served as the researcher's guidepost in the formulation of the instrument applicable to the present study.

Moreover, modifications were made to the survey questionnaire by the researcher, such as in the graduates' profile, skills, and values development, and extracurricular activities during the pandemic, which were used to gather the necessary and pertinent data.

Data Gathering Procedures

The researcher sought the help of the university registrar with the approval of the campus administrator duly noted by the researcher's adviser. The researcher asked and borrowed the graduation program and yearbook, where the list of graduates with their specific addresses was recorded from the registrar's office.

One way of data gathering is through a printed survey questionnaire distributed by the researcher to the respondents residing within the vicinity of Poblacion and in the nearby Barangay of Maria Aurora, Aurora. For respondents living in far-flung areas, the researcher identified and selected presently enrolled students who live in the same or nearby barangays where the respondents live. As such, the survey questionnaire was given and handled for effective data gathering to be ensured.

With the aid of modern technology, the researcher communicated to the respondents through text and chat messages to ask and gather relevant data via a Google form. The link to the created Google form was sent through Facebook Messenger, Telegram, WhatsApp, e-mail, and other popular social networking sites.

The researcher also used mobile phones through text or call and group chats to compose and send private messages to the WUP-Aurora college graduates so they to be informed of the survey questionnaire of the study to quickly answer and submit the questionnaire either printed or online.

Data Management and Analysis

Upon the collection of the data, it was systematically processed, organized, and tabulated, followed by statistical analysis to address the research questions.

All computations were computed using Microsoft Excel and the Statistical Package for the Social Sciences (SPSS).
The following statistical methods were employed in the analysis:

Frequency and percentage were used to analyze statements of the problems 1, 2, 5, and 7. The mean and standard deviation were applied to statements of the problem 3 and 4. A correlation analysis was conducted for the statement of problem 6.

Ethical Considerations

This study, which analyzed the skills, values, educational experiences, continuing professional development, and employability profile of WU-P Aurora college graduates, was conducted following proper research protocols, ensuring all aspects of the study were considered. The researcher seeks approval and requested assistance from the Campus Administrator, Registrar, and Deans/Program Coordinators of the different colleges to have a copy of alumni records from the registrar's office, which manages the annual yearbook, to get the names and contact details of the graduates. Participants were assured that their involvement in the study was voluntary, and they were fully informed about the nature and purpose of the research.

RESULTS AND DISCUSSION

This chapter consists of the presentation, analysis, and interpretation of data, conclusions and recommendations.

Presentation, Analysis, and Interpretation of Data

To complete this study properly, it is necessary to analyze the data collected and answer the research questions. Therefore, this chapter comprises the analysis, presentation, and interpretation of the findings resulting from this study.

Table 3.1: Graduates' Profile

PARAMETERS	FREQUENCY n = 135	PERCENTAGE %
Address		
Maria Aurora	94	69.63
Dipaculao	21	15.56
Dinalungan	2	1.48
Dilasag	3	2.22
Baler	5	3.70
San Luis	8	5.93
Casiguran	1	0.74
Dingalan	0	0.00
Outside Aurora	1	0.74
Bachelor's degree		
Elementary Education	49	36.30
Accountancy	4	2.96
Accounting Technology	2	1.48
Business Administration	32	23.70
Criminology	39	28.89
Computer Science	9	6.67
Year Graduated		
2020	89	65.93
2021	46	34.07
Honors Received		
With honors	4	2.96
Without honors	131	97.04

Table 3.1 shows that most of the graduates came from Maria Aurora (69.63%) and Dipaculao (15.56%), which were the primary home addresses of WU-P Aurora graduates. This indicates that students choose to study in WU-P Aurora because it is near their residences, and for practical reasons, students stay and study within their community due to economic considerations, family responsibilities, and limited transportation access.

McMillan and Snowden (2020) explained that students often choose schools closer to home to avoid the financial strain of moving, manage family responsibilities, and deal with limited transportation options.

Moreover, WU-P Aurora's strong foundation and good reputation in the province likely influence students' decision to choose their preferred school.

According to Hernandez and Tano (2020), students tend to choose universities with a well-established reputation in their communities, especially when they are looking for affordable, reliable, and familiar educational options.

On the other hand, the low number of students from other municipalities like Dingalan and other places outside Aurora indicates that students have limited access to information, lack of awareness about WU-P Aurora's offerings, or the presence of other educational institutions that are more convenient or offer specialized programs (Santos, 2022).

Most graduates finished their degrees in Elementary Education (36.30%) and Criminology (28.89%), reflecting the growing need for professionals in education and law enforcement. The large percentage of Elementary Education graduates can be explained by the ongoing demand for teachers in the local community, where there is a consistent need for both public and private schools. Similarly, the high percentage of Criminology graduates aligns with the increasing need for law enforcers within the local government units, which constantly require police officers and related positions. This trend is further supported by the fact that the government offers stable job opportunities in these sectors, making them appealing career options for graduates.

On the other hand, the smaller number of graduates in Accountancy and Computer Science may indicate that these fields require more specialized training or qualifications, and there is a low demand for job opportunities in the local community.

The study by Santos and Garcia (2021) supported this, showing that professionals in education and criminology often find employment due to the steady demand for their services. Additionally, government jobs in education and law enforcement offer long-term job security and career growth, which may influence graduates to pursue these fields instead of other options, such as Accountancy or technical fields like Computer Science, which may require additional certifications or face higher competition in the private sector (Alvarez & Cruz, 2022).

The significant decrease in graduates in 2021 (34.07%) compared to 2020 (65.93%) is largely due to the effects of the COVID-19 pandemic on education. In 2020, students were able to complete their degrees before the full impact of the pandemic. However, by 2021, schools had to switch to online learning because of the worsening health crisis, which created many challenges for students trying to finish their studies. Moving to remote learning brought issues like lack of access to technology, difficulty with online interactions, and struggles with adjusting to new ways of learning. These challenges caused a lot of stress and anxiety for students, making it hard for them to stay focused and motivated. As a result, many students were unable to finish their studies, leading to lower graduation rates in 2021 (Adedokun et al., 2021; Yun & Cho, 2022).

In addition, the pandemic worsened existing problems, such as financial struggles and mental health issues. Smith and Williamson (2021) found that many students were under financial pressure due to job loss or fewer work hours, which made it even harder to stay enrolled and finish their degrees. The isolation caused by the pandemic also created a significant impact on students' mental health, making it more difficult to manage academic responsibilities. These factors contributed to the lower number of graduates in 2021, showing how the pandemic had a profound impact on higher education and disrupted students' academic progress.

Only 2.96% of students graduated with honors. The low percentage reflects the disrupted education and the challenges, like access to resources and mental health struggles. These factors made it difficult for students to perform well enough to graduate with honors.

The study by Alvarez and Castro (2022) supported these findings, showing that the decline in academic performance due to the pandemic is a widespread issue, not limited to one region. Students who have limited access to proper support or resources saw their performance drop, which likely contributed to the lower number of honors graduates in this study.

According to Chakraborty and Saha (2021) and Mohamad Ali and Azman (2021), the sudden shift to online learning created many challenges, such as issues with poor internet connections and not having the right devices, which made it hard for students to keep up with their classes. The lack of in-person interactions with classmates and teachers made things even harder, as students missed out on the support they normally rely on to do well in their studies.

Moreover, Khan and Khan (2021) and Morrison and Ryan (2022) found that the pandemic caused a lot of stress and anxiety for students, making it difficult for them to stay focused and motivated. This aligns with the situation

in the current study, where the lack of face-to-face engagement and the uncertainty about learning schedules increased anxiety, lowering academic performance. Since the shift to online learning was sudden, many students didn't have the resources or preparation they needed, which affected their ability to finish with honors.

Table 3.2 Continuing Professional Development

PARAMETERS	FREQUENCY n = 135	PERCENTAGE %
Graduate Study	50	37.04
Attending Seminar/Training	85	62.96

The data from Table 3.2 shows that 37.04% of graduates chose to pursue graduate studies, while 62.96% decided to attend training and seminars. However, graduates may also pursue graduate study and, at the same time, attend training and seminars. This indicates a clear preference for Continuing Professional Development (ILOWFH) as a practical way to advance careers. CPD programs are becoming more popular as they help employees improve job-related skills in a flexible and affordable way without requiring the time commitment of traditional graduate programs.

According to Lim and Ali (2022), both employees and employers value CPD because it offers a quick, cost-effective way to stay competitive in the workforce.

Moreover, training and seminars focus on hands-on, practical skills that can be used right away, as Thomas and Meyer (2023) found that many professionals prefer short, relevant certifications to long academic degrees to keep their careers flexible. The growing popularity of CPD reflects broader labor market trends, where employers increasingly look for specific, measurable skills that contribute directly to job performance and career growth, as noted by Wang and Lee (2021).

Roberts and Walker (2025) shared that training programs give employees actual, hands-on experience that helps them adjust to their jobs more easily. Because of this, they often catch the attention of employers and have better chances of getting promoted or landing higher-paying jobs.

Table 3.3 Skills and Values Development

PARAMETERS	MEAN	SD	DESCRIPTION
Skills			
1. Grasp fundamental concepts, theories, and principles within the field of study.	3.47	0.59	Very Much
2. To be able to apply knowledge gained in school to work setting in a higher level of comprehension.	3.57	0.59	Very Much
3. Proficient and effective oral and written communication skills.	3.49	0.55	Very Much
4. Foster a culture of collaboration through share insights, experiences and enhance collective knowledge.	3.58	0.52	Very Much
5. Reflect on shared concerns critically, fostering innovative and ethical solutions to challenges.	3.45	0.59	Very Much
6. Interpersonal Social Skills - cultivate the ability to relate with colleagues and collaborate effectively within diverse groups.	3.57	0.52	Very Much
7. Recognize and embrace your identity while valuing individual differences in others.	3.59	0.56	Very Much
8. Problem-solving skills – the ability to think critically, analytically, and creatively to identify and resolve workplace issues.	3.57	0.55	Very Much
9. Decision-making skills – the ability to make informed decisions based on data and logical reasoning rather than emotional responses.	3.53	0.53	Very Much

10. Technical skills - proficiency in using computers and relevant technology effectively in the workplace.	3.45	0.57	Very Much
11. Work comfortably with existing and relevant techniques while also developing new adaptations and innovations.	3.48	0.55	Very Much
12. Participate in professional organizations to exchange knowledge and stay connected with industry trends.	3.45	0.59	Very Much
13. Commit to continuous self-improvement through reflection on personal culture, experiences, and professional practices.	3.55	0.55	Very Much
14. Perform tasks efficiently with minimal supervision by demonstrating reliability and initiative.	3.45	0.59	Very Much
15. To become confident in one's ability to perform a given task effectively.	3.59	0.54	Very Much
16. To commit for continuous personal and professional development through trainings, seminars, workshops and advanced studies.	3.57	0.55	Very Much
17. Engage in interdisciplinary projects that incorporate various fields of study, fostering adaptability in your skill set.	3.55	0.59	Very Much
18. Gain insights and skills from areas outside your primary field to enhance overall competence and creativity.	3.54	0.55	Very Much
19. Secure potential career opportunities to explore various career paths and enhance employability.	3.53	0.57	Very Much
20. Engage in academic activities such as reports, action research, and laboratory work enhances your ability to analyze information critically and think creatively.	3.45	0.69	Very Much
21. Attend academic conferences, participate in workshops, and collaborate on research projects to connect with professionals and peers in your field to build a professional network.	3.31	0.73	Very Much
22. Apply theoretical knowledge in real-world contexts through OJT and practicum increase practical knowledge and skills.	3.52	0.67	Very Much
23. Generate new ideas and approaches to problems, which can enhance innovation as a teamwork in working together towards a common goal, leveraging each member's strengths and skills.	3.47	0.63	Very Much
24. Practice open-mindedness by considering multiple perspectives that cultivate a positive attitude toward change by viewing it as an opportunity for growth rather than a challenge.	3.66	0.52	Very Much
25. To be able to recover quickly from difficulties and setbacks, maintaining a positive outlook.	3.58	0.54	Very Much
Pooled Mean	**3.52**	**0.43**	**Very Much**
Values			
1. Equipped with cutting-edge knowledge and skills responsive to community and global development and exhibits appropriate behavior in carrying-out activities in the school, community, and country.	3.55	0.55	Very Much
2. Dedicate myself to be responsive to the needs of the people within and beyond Wesleyan community	3.65	0.55	Very Much

3. Foster the spirit of harmony through mutual respect and understanding and is sensitive to individual, social, and cultural differences.	3.64	0.53	Very Much
4. Exemplify behavior anchored on the wisdom and teaching of Jesus Christ and show adherence to ethical principles by upholding the truth.	3.70	0.49	Very Much
5. Uphold responsibility in all actions, serve as a steward in caring for environment by utilizing resources wisely, judiciously, and economically, and fulfill roles and capacities as models of service.	3.64	0.48	Very Much
Pooled Mean	**3.64**	**0.45**	**Very Much**

Legend:

1.00 – 1.75   Very Little

1.76 – 2.50   Slight

2.51 – 3.25   Moderate

3.26   – 4.00 Very Much

The data presented in Table 3.3 provides insight into how students evaluate their skills and values development. In regards to the skills development, with a description of "Very Much," a pooled mean of 3.52 and a standard deviation of 0.43 shows that students generally perceive that their skills were highly developed as a result of their education at WU-P Aurora. It also indicates proficiency in all of the areas that are important and related to their school's achievement and in the workplace. This aligns with studies by Williams et al. (2018) and Smith and Lee (2020), which highlighted that institutions focused on practical and adaptable skills help produce graduates who are fully prepared for the workforce. The consistency in responses further confirms that the teaching methods and curriculum of WU-P Aurora effectively enhance skills proficiency, preparing graduates for both academic and professional success.

The highest-rated skills with a description of "Very Much" include "Practice open-mindedness by considering multiple, multiple perspectives that cultivate a positive attitude toward change by viewing it as an opportunity for growth rather than a challenge" (M = 3.66, SD = 0.52), implies that students are not only receptive to new ideas but also embrace change as a chance for growth. Hannah and Avolio (2019) highlighted that open-mindedness and adaptability are essential leadership skills for effective problem-solving in the workplace. These qualities are especially vital in today's fast-evolving industries, driven by technological progress and globalization. Their study suggests that leaders who welcome change and stay positive have a strong impact on their teams' engagement and overall performance.

"Recognize and embrace identity while valuing individual differences in others" (M = 3.59, SD = 0.56) shows that students understand the value of diversity and inclusivity by recognizing and respecting differences among others. Research has shown that workplace diversity boosts team creativity and innovation, as employees from various backgrounds contribute unique perspectives. Shore et al. (2020) emphasized that organizations that prioritize inclusivity and respect for individual differences often see higher levels of employee satisfaction and productivity.

"To become confident in one's ability to perform a given task effectively" (M = 3.59, SD = 0.54) indicates that an individual with high self-efficacy and self-confidence often performs better. Being confident and effective in task performance is important for graduates because it affects job satisfaction and performance at work. Judge and Bono (2001) explored key self-evaluations such as self-esteem, locus of control, generalized self-efficacy, and emotional stability and how these traits impact job performance and satisfaction. Graduates with high self-efficacy tend to do well in their roles, take initiative, and experience higher productivity and job satisfaction.

 "To be able to recover quickly from difficulties and setbacks, maintaining a positive outlook" (M = 3.58, SD = 0.54) signifies resilience, which is the key skill that helps people overcome difficulties and adjust to challenges

at work. Resilience is essential in today's fast-paced and constantly shifting work environments. Luthar et al. (2019) explained that resilience is the ability to bounce back from challenges and keep performing well. Resilient employees are typically better at handling stress and staying productive, especially when faced with difficult situations.

"Foster a culture of collaboration through sharing insights and experiences and enhance collective knowledge" (M = 3.58, SD = 0.52). This shows that students recognize the value of teamwork and collaborative learning. This skill is crucial in today's work environment, where employees frequently need to work together and share knowledge to reach organizational objectives. Tannenbaum et al. (2018) discovered that collaboration is essential for achieving both team goals and overall organizational success. When people are willing to share their knowledge and learn from each other, it boosts team synergy and creates a positive work environment, leading to better decisions and more creative solutions.

However, "Attend academic conferences, participate in workshops, and collaborate on research projects to connect with professionals and peers in your field to build a professional network" (M = 3.31, SD = 0.73) is the lowest-rated skill. It implies that students may not understand the benefits of networking and may not yet see the full practical value and opportunities to get involved in these activities. Networking is an essential skill in today's job market, helping people access career opportunities, industry insights, and important professional connections. According to Williams and Lee (2018), attending conferences and workshops for professional networking and collaboration is vital for students to establish career connections, gain job opportunities, and stay informed about industry trends.

The lower rating for "Technical skills - proficiency in using computers and relevant technology effectively in the workplace" (M = 3.45, SD = 0.57) indicates that students need to be updated and upgraded with the latest tools and applications to stay competitive in the workplace that becomes increasingly dependent on technology. Lynch and Fisher (2019) studied the development of technical skills and found that students who participate in real-world experiences, like internships and industry projects, are better at applying technological skills in their work. Their research concluded that early exposure to relevant technologies is essential for students to remain competitive in a tech-driven job market.

These results were aligned with the studies of Jackson and Bridgstock (2019) that highlight the relevance of both hard and soft skills for professional growth and development. Graduates with good communication, problem-solving, and collaborative skills, in addition to technical knowledge, have become increasingly hired by employers. However, success in the workplace requires more than just classroom knowledge. Graduates who actively engage in academic conferences, professional associations, and industrial networking generally have greater employability and opportunities for career advancement (Torrado & Ferrer, 2021).

In regards to the development of the value, with a description of "Very Much," a pooled mean of 3.64 and a standard deviation of 0.45 shows that students have assurance on how they strongly exemplify the core values of being a Wesleyanian. (Competence, Compassion, Unity, Spirituality, and Accountability) Johnson and Stevens (2020) suggested that graduates embodying core ethical values in their professional lives are more likely to succeed as leaders because they earn trust and inspire collaboration, accountability, and integrity. This aligns with the findings at WU-P Aurora, where students feel confident in living these core values, which will help them in their leadership in the workplace.

The highest-rated value with a description of "Very Much" was "Exemplify behavior anchored on the wisdom and teaching of Jesus Christ and show adherence to ethical principles by upholding the truth" (M = 3.70, SD = 0.49). It indicates that students have cultivated ethical and spiritual values. This is consistent with the study of Smith and Denton (2019), which emphasized how spiritual and ethical education help individuals build their sense of fairness and moral judgment. The high rating for the value indicates that students at WU-P Aurora have deeply embraced ethical and spiritual values that guide their actions and become responsible individuals who are not only academically skilled but also dedicated to maintaining truth, integrity, and fairness in their careers and beyond.

Furthermore, "Dedicate myself to be responsive to the needs of people within and beyond the Wesleyan community (M = 3.65, SD = 0.55) with a description of "Very Much" shows that students at WU-P Aurora

strongly value social responsibility and community involvement, which are key qualities for leadership focused on service. This reflects the research by Astin and Sax (2018), who emphasized how volunteer work and civic engagement help develop empathy, ethical decision-making, and leadership skills. Furthermore, studies by Mitty and Holley (2020) and Kezar and Eckel (2019) supported the idea that leadership grounded in community involvement enhances students' ability to lead with integrity, preparing them to make a positive impact in their communities and workplaces.

Nonetheless, a lower pool mean of 3.55 and standard deviation of 0.55 with a description of "Very Much" for "Equipped with cutting-edge knowledge and skills responsive to community and global development and exhibits appropriate behavior in carrying out activities in the school, community, and country." Shows that students at WU-P Aurora understand the importance of gaining updated knowledge and values that matter to both their community and the world. However, they may need more real-life experiences to fully apply what they've learned. The study by Torrado and Ferrer (2021) signified that getting involved in the community and building professional networks helps students grow as leaders and responsible citizens. These kinds of experiences not only help them use their values in real situations but also prepare them to succeed in a global and professional environment.

Table 3.4 Curricular Components

PARAMETERS	MEAN	SD	DESCRIPTION
Academic Programs			
1. General Education (Social Sciences, English, Math, Natural Sciences)	3.47	0.67	Very Useful
2. Professional Subjects (major subjects)	3.57	0.61	Very Useful
3. Elective Subjects	3.41	0.66	Very Useful
Pooled Mean	**3.48**	**0.53**	Very Useful
Academic Works			
4. Doing research/feasibility, case study and term papers	3.42	0.73	Very Useful
5. Field work/OJT/Practicum/Practice Teaching	3.61	0.62	Very Useful
6. Doing projects	3.47	0.65	Very Useful
Pooled Mean	**3.50**	**0.55**	Very Useful
Extra Curricular			
7. Joining student organizations and societies	3.42	0.77	Very Useful
8. Writing in student paper	3.30	0.87	Very Useful
9. Joining competitions (Quiz bee, poster making, etc.)	3.17	0.97	Moderately Useful
10. Christian Formation and Convocation	3.60	0.58	Very Useful
Pooled Mean	**3.37**	**0.67**	Very Useful

Legend:

1.00 – 1.75   Not Useful

1.76 – 2.50   Slightly Useful

2.51 – 3.25   Moderately Useful

3.26 – 4.00   Very Useful

Table 3.4 presents the curricular components and their perceived usefulness. Academic programs (3.48), Academic Works (3.50), and Extra Curricular (3.37) obtained a description of "Very Useful," which means that the graduate respondents considered the WU-P curriculum to be useful in a work setting. This suggests that what they learned in school has helped them build the skills and knowledge they need in the workplace. As Jackson (2016) pointed out, combining classroom learning with real-world applications makes graduates more job-ready. Similarly, Tynjälä (2013) emphasized that when students are given opportunities to learn through experiences like group work, projects, and extracurricular involvement, they also develop key skills like communication, critical thinking, and teamwork. These findings highlight the importance of a well-rounded college experience

that blends academics with hands-on learning, helping students be more prepared for the demands of the real world.

In terms of academic programs, "Professional Subjects (major subjects)" received the highest rating, with a pooled mean of 3.57 with a description of "Very Useful." This emphasizes students equipped with specialized knowledge and skills are well-prepared in a work setting. Professional subjects teach students specific knowledge and skills and help them build the practical skills they need in the workplace. It also connects students learning in school with what is expected of them in the real world for career readiness. According to Tran (2016), when students take courses that are directly connected to what is needed in real jobs, it gives them a much better chance of getting hired. Similarly, Durrani and Tariq (2020) said that major subjects match students' future careers and help bridge the gap between what they learn in school and what they will actually do at work, making them more prepared and competitive in the workplace. Meanwhile, General Education (mean = 3.47) and General Education (mean = 3.47) are still very useful. It helps students develop skills such as critical thinking, global awareness, and problem-solving. Also, allow students to expand their intellectual abilities to build new skills for personal growth and bring creativity into their careers.. Sullivan et al. (2020) pointed out that General Education is key to lifelong learning, helping students become flexible, well-rounded individuals who can succeed in many different professional environments. McDonald (2021) pointed out that elective subjects encourage thinking across different fields, which is essential in today's fast-changing job market. They also help students develop a diverse knowledge base, giving them the ability to adapt to different roles and industries.

In the Academic works component, "Field Work/OJT/Practicum/Practice Teaching," with a pooled mean of 3.61, got the highest rating. This implies that students greatly value experiential learning opportunities, as they allow them to apply their theoretical knowledge in real-world situations and how much they value learning by doing.

This means that hands-on experiences really help students connect what they've learned in class to real-life situations, giving them a better understanding of their field and more confidence in applying their skills. Kolb (2015) supported the idea that learning is more meaningful when students actively participate and reflect on their experiences. Furthermore, Jackson (2018) found that internships and practicum programs play a big role in helping students build real skills, grow professionally, and feel ready for the workplace. Silva et al. (2020) also found that students who engage in fieldwork tend to become better problem-solvers, communicators, and more adaptable. These qualities are what employers are looking for. These findings make it clear that real-world learning experiences are essential in helping students prepare for the demands of today's careers. Meanwhile, Doing research/feasibility, case studies, and term papers (mean = 3.42) equips students with valuable skills in critical thinking, analysis, and applying theoretical knowledge to real-world problems, contributing to their intellectual development (Becker et al., 2020). Doing projects (mean = 3.47) offers a collaborative, hands-on experience that promotes creativity, teamwork, and problem-solving skills that are required in the workforce (Johnson & Johnson, 2021).

With regards to extracurricular activities, "Christian formation and convocations," with a pooled mean of 3.60, got the highest rating". This signifies how much students value the moral and spiritual growth in their personal development and overall education in WU-P Aurora, living a life of a true Wesleyanian. Students value experiences that help them grow spiritually and morally. This shows how committed the university in developing the whole person, not just academically, but also in terms of values and character. Spiritual activities help students build a strong sense of who they are, what they stand for, and how they can transform lives and make a difference in the lives of others. Johnson and Rivera (2022) found that students learn in meaningful ways when they are actively involved in spiritual activities. These experiences help them build strong values, better understand themselves, and feel more connected to the people around them. Over time, this kind of growth not only supports their personal development but also helps them do better in their academic journey. Smith and Snell (2019) pointed out that college is an important time for students to form their beliefs and build a moral compass. Mayhew and colleagues (2016) also found that students involved in spiritual and values-based programs tend to grow in empathy, integrity, and connection to their community. These studies support the idea that spiritual growth is a meaningful part of college life, especially in Christian faith-based schools like WU-P, where students are encouraged to live with purpose, kindness, and strong values.

Meanwhile, Joining student organizations and societies (mean = 3.42) and writing in student papers (mean = 3.30) were also very useful as perceived by the respondents. It helps students develop leadership skills and build networks with others, learn to manage group tasks and organize events. Also, students improve their writing and

editing skills. It also enhances students' critical thinking, creativity, and effective communication. Joining competitions, like quiz bees and poster-making contests, received the lowest score (3.17) among extracurricular activities. While still seen as "moderately useful," this lower rating means that students might consider competitions less important than other activities. Smith and Johnson (2021) explained that while competitions develop skills like creativity, problem-solving, and flexibility, these may not lead to the same level of overall personal growth that activities like leadership roles in student organizations or internships offer. Competitions often emphasize individual accomplishments rather than well-rounded development. Students may view them as useful but not crucial for their academic or professional development.

Overall, combining classroom learning with real-world experiences helps students succeed in their future careers. A well-balanced curriculum that includes strong academics, practical experience, and character-building activities to support personal growth and professional development.

Table 3.5 Employment Profile

PARAMETERS	FREQUENCY n = 135	PERCENTAGE %
Status of employment		
Employed	133	98.52
Unemployed	2	1.48
Number of months in the current job		
< Mean No. of Months	70	51.85
> Mean No. of Months	65	48.15
Mean = 18.39~18		
SD = 12.26		
Monthly Salary		
< Mean Monthly Salary	80	59.26
> Mean Monthly Salary	55	40.74
Mean = 21,651		
SD = 9,021		
How many months did it take you to land your first job?		
< Mean No. of Months		
> Mean No. of Months	62	45.93
Mean = 8.82	73	54.07
SD = 2.82		
How did you find your first job?		
Response to advertisement	21	15.56
Recommended by someone	37	27.41
Walk-in applicant	44	32.59
Information from friends	13	9.63
Job Fair	12	8.89
University job placement	8	5.93

98.52% of the graduates were employed, demonstrating an excellent job landscape, while 1.48% were unemployed. It shows that the majority have secured jobs. It is very clear that many graduates were able to find work soon after graduation. It also means that there are adequate job opportunities available in their field and location. The small number of graduates who were unemployed were simply taking some time looking for the right job, or in the middle of switching jobs. Furthermore, they may either be self-employed and managing their own business in a physical store or doing an online business. As Smith and Parker (2021) noted, it's normal for some new graduates to go through short periods of unemployment while they're transitioning into the workforce. On the other hand, Bennett and Greene (2023) pointed out that graduates are more likely to find jobs rapidly when their school programs are designed to match the needs of local industries. When universities offer courses that teach the necessary and practical skills employers are looking for, students are better prepared for the job

market. This might help explain why so many graduates were able to get hired soon after finishing their studies. Furthermore, the Commission on Higher Education (CHED, 2021) also shared that students are more likely to get hired when they have had hands-on training or internships while in school. These real-world experiences help them build the skills needed for the workplace and often lead to job offers, especially in areas where schools and local companies work closely together. The pandemic may have changed the way companies hire people. Ramos and Chua (2022) shared that many employers are now more open to hiring workers who are good with technology and quick to adjust—skills that a lot of recent graduates picked up during online classes. Because of this, more new graduates may have found jobs more easily than before.

51.85% were in their current job for less than 18 months, while 48.15% worked for a longer duration. Over half of the graduates have only been in their jobs, which likely means they were just getting started in their careers. New graduates were still exploring their opportunities, gaining experience, and getting used to the workplace. On the other hand, the nearly equal percentage of the graduates have been in their jobs for a longer time. It shows that some have already found permanent positions where they feel more stable happy, and can see greater opportunities to grow. This trend is common and reflects what is happening in the job market for recent graduates. According to Smith and Parker (2021), early-career professionals often switch jobs a lot as they search for positions that align with their skills and career goals. It's normal for graduates to explore different roles and change jobs in the first couple of years while they gain experience and figure out their career path. Miller and Wallace (2021) also pointed out that many new graduates start with short-term or probationary jobs. These positions are useful for getting experience, but they don't always lead to permanent employment, which can result in more frequent job changes. Meanwhile, Roberts and Walker (2025) noted that graduates who have the right training and hands-on skills are more likely to land permanent and stable jobs, while those who lack this preparation tend to change jobs more often.

40.74% of respondents earn above the average monthly salary of ₱21,651, while 59.26% earn below. This indicates a salary gap among recent graduates. This suggests that many graduates earn less than the average salary, which could be due to factors such as industry, education, work experience, and location. Tan (2018) noted that salaries vary by location, with areas like Metro Manila offering higher wages due to the presence of large corporations, while graduates in rural areas or smaller cities earn less due to fewer high-paying jobs and a lower cost of living. This highlights that geographic location plays a significant role in salary levels for graduates.

Other factors, such as the local economy, industry growth, and cost of living, also affect salaries. Industries that are growing rapidly tend to offer higher salaries, while industries with slower growth may offer lower wages. Lara and Santos (2020) found that education and industry graduate work have a strong influence on salary potential. Graduates with specialized skills in high-demand fields tend to earn higher wages, while those entering industries with limited advancement opportunities often earn lower salaries. Smith and Parker (2021) also suggested that factors such as inflation and job market saturation can reduce wages, leaving many graduates earning less than the average salary.

Forty-five point ninety-three percent exceeded the average duration of 8.82 months to land their first job, while 54.07 percent achieved employment rapidly. It is common for graduates to take a different amount of time to find their first job, depending on the job market. Graduates were able to find a job quickly, as some industries are always looking for employees with new skills and talent. However, those in fields with fewer job openings or more competition may take longer to find a job. Smith and Parker (2021) pointed out that high-demand industries are constantly in need of new skills and are quick to hire fresh graduates, which explains why some were able to secure jobs so quickly. On the other hand, graduates entering low-demand fields may face longer job searches. These sectors often have limited opportunities, with many applicants vying for the same positions. Additionally, Cohen et al. (2020) pointed out that the condition of the job market, particularly after the pandemic, plays a big role in how long it takes to find a job. During economic challenges or downturns, graduates often experience delays in landing full-time positions because companies are hiring less or being more careful with their recruitment.

The most common ways that graduates landed their first job were walk-in applications (32.59%), getting a recommendation (27.41%), and replying to job ads (15.56%). This shows that taking a more active approach, like applying directly and networking, tends to work better than passive methods, like attending job fairs or using university job services. The study of Jenkins and Thomas (2017) explained how recent graduates can benefit

from taking a more hands-on approach to job searching, such as directly applying to companies or networking with people in the industry. Their research shows that these proactive strategies often lead to faster job offers, especially in industries where employers are actively looking to hire new graduates. Consequently, Gonzalez and Jackson (2017) looked into how different job-search methods work for recent graduates. They found that relying on job ads usually leads to slower and less successful job searches. On the other hand, graduates who take a more hands-on approach, like walking into companies or getting referrals, often find jobs much faster. Also, the ways people search for jobs align with what we know about job-seeking habits—direct applications and networking tend to be more effective than relying on job ads or job fairs (Holzer, 2020).

Table 3.6 Relationship between the Graduate–Respondents' Profile, Continuing Professional Development, Skills and Values Development, and Curricular Components with Employment Profile

EMPLOYMENT PROFILE	PARAMETERS			
	Prof'l. Development	Skills Development	Values Development	Curricular Components
Status of employment	-0.080	-0.062	-0.090	-0.057
No. of months in the current job	-0.044	0.174	0.188	0.243*
Monthly salary	-0.042	0.053	-0.085	-0.148
No. of months to land their job	-0.063	-0.096	-0.103	-0.150
Means of finding the first job	0.064	-0.252*	-0.193	-0.191

Legend: * correlation is **significant** at 0.05 level (2-tailed)

This study investigated the relationships between WU-P college graduate respondents' continuing professional development, skills and values development, and curricular components with their employment profile. Using correlation analysis, the study sought to determine whether these academic and professional factors influenced various aspects of graduates' employment experiences. The results emphasize that all the parameters were generally not significantly correlated to employment profile except for the curricular components and the number of months in the current job with a positive correlation and the skills development and means of finding the first job with a negative correlation.

The results revealed two significant correlations:

Curricular components and duration in the current job

A positive correlation was found between the curricular components and the number of months graduates have spent in their current jobs ($r = 0.243$, $p < 0.05$). This suggests that graduates who found the curricular components relevant and beneficial were more likely to remain longer in their current positions. This may indicate that a well-structured curriculum, aligned with industry needs, equips graduates with the necessary competencies and adaptability, fostering job stability and retention. Employers may value graduates with a strong curricular foundation, leading to better career sustainability.

Asghar and Awan (2020) found that graduates who believe that their academic programs align with industry needs experience higher job satisfaction and are more likely to stay in their positions longer. McKinley (2019) also highlighted that well-structured curricula provide not only theoretical knowledge but also essential soft skills, such as problem-solving and communication, which are crucial for employee retention in dynamic work environments. Moreover, Roberts and Walker (2025) pointed out that graduates with a strong academic background are viewed as more dependable and skilled, which often leads to greater job security and career growth. They suggest that employers are more likely to keep employees who have the skills that match what the industry needs, making a well-organized and relevant curriculum an important factor in helping employees stay in their jobs and build sustainable careers.

Skills development and means of finding the first job

A negative correlation was observed between skills development and the means by which graduates secured their first job ($r = -0.243$, $p < 0.05$). This implies that graduates who reported higher skills development were

less reliant on informal job-seeking methods, such as personal connections, and were more likely to secure employment through formal channels like job applications, competitive hiring processes, or career placement services. This finding highlights the importance of skills training in enhancing employability, as well-developed competencies may give graduates a competitive edge in the job market, reducing their dependency on external networks for employment opportunities.

Brown and Hesketh (2020) found that graduates who develop their skills during their education are better prepared for formal employment and more confident in their abilities, which reduces their dependence on informal networks. Singh and Raj (2021) also noted that graduates with strong technical and soft skills are more likely to succeed in structured recruitment processes as their skills align with job market needs. Additionally, Edwards et al. (2018) emphasized that graduates who focus on skill development and use career placement services are more successful in securing formal jobs, highlighting the importance of skills for employment.

Given these findings, the null hypothesis—stating that no significant relationships exist between WU-P college graduate respondents' continuing professional development, skills and values development, and curricular components with employment profile—was rejected.

Rejecting the null hypothesis suggests that factors such as professional development, skills, and a well-structured curriculum directly influence employment success. Graduates who participated in CPD programs and developed relevant skills were more likely to secure employment. This supports the importance of aligning educational programs with industry needs and emphasizes the need for universities to integrate practical and industry-specific training.

These results align with previous studies (Bennett & Reddy, 2021; Asghar & Awan, 2020), which stress the importance of curriculum design that incorporates skills development and professional growth to enhance employability. This highlights the need for higher education institutions to provide more industry-relevant training, internships, and career services to better prepare graduates for the workforce.

Table 3.7 Problems Encountered during the Job-seeking (Multiple Response)

PROBLEMS ENCOUNTERED	FREQUENCY n = 135	PERCENTAGE %
1. Tight Competition	66	48.89
2. Lacking in Qualifications	32	23.70
3. Inadequate Work-Related Experience	45	33.33
4. Personality Factors/Lacking in Self-Confidence	34	25.19
5. Few Job Vacancies/Lack of Position/Item	62	45.93
6. Job mismatch	20	14.81
7. Palakasan	46	34.07

Table 3.7 presents the problems encountered by graduates during job-seeking. Tight competition (46.89%) and a few job vacancies/lack of position/item (45.93%) were the most cited problems, which reflect the highly competitive and overcrowded labor market. As the number of college graduates rises annually, the labor market becomes increasingly congested, making it more challenging for new graduates to secure employment. This oversaturation not only extends the job search process but also pressures graduates to make immediate career decisions, often resulting in underemployment. Some even take roles outside their field of study due to financial pressures. According to Harrison and Deery (2023), the oversupply of graduates in relation to job openings is a direct outcome of an educational system that continues to produce a large number of graduates without corresponding increases in job availability. Consequently, graduates are now required to compete not only based on their academic credentials but also on their soft skills and practical experience, areas that may not have been fully developed during their academic training. Moreover, the Organisation for Economic Co-operation and Development (OECD) in 2020 stated that in many developing countries, especially in urban areas, the job market is overcrowded with qualified applicants, resulting in tough competition and fewer available positions. The International Labour Organization (ILO) in 2021 also added that slow economic growth limits job creation, widening the gap between graduates and employment.

"Palakasan," or relying on personal connections (34.07%), was also cited by the graduates as one of the common problems during job-seeking. This shows the important role that networking and personal relationships play in securing employment. This reflects a larger issue in the labor market, where job seekers often need to rely on their social networks to access job opportunities, particularly in industries with informal hiring practices, such as family businesses or fields that prioritize referrals. For graduates without these connections, finding a job can be particularly difficult, even if they have the necessary skills and qualifications. Those with strong personal networks and connections have an advantage, while others may face longer periods of job-seeking. O'Connor and Mahoney (2024) pointed out that networking is crucial for securing jobs, especially in sectors where personal connections are important, but they also highlight the challenges faced by graduates without access to these networks. Their research suggests that graduates without strong networks may struggle to find work and must find other ways to overcome this barrier. According to Francisco and Ramos (2019), this practice is especially prevalent in the Philippines and can be frustrating for graduates who do not have social connections. This makes it harder for graduates without strong connections and networks, leaving them feeling frustrated and unfairly treated during their job search.

Another most cited problem is inadequate work-related experience (33.33%). This indicates the importance of practical experience in the job market. This issue reflects a growing gap between academic qualifications and the skills required by employers, particularly for entry-level positions. While academic degrees provide foundational knowledge, employers increasingly seek candidates who can demonstrate the application of this knowledge in a professional setting. Graduates without work experience may face difficulty competing with others who have gained practical exposure through internships, part-time employment, or volunteering. Consequently, graduates without relevant experience may need to seek additional training or alternative ways to acquire the necessary skills. Bennett and Greene (2023) emphasized that internships and work placements are crucial for equipping graduates with industry-specific skills, enhancing their employability. Their study demonstrates that students who participate in internships are generally better prepared for the workforce and more likely to secure employment. By bridging the gap between theoretical knowledge and practical application, internships enable students to develop essential skills, confidence, and professional networks.

Personality factors/lacking of self-confidence (25.19%) and Lacking of qualifications (23.70) were other cited problems by the graduates. This indicates that many graduates feel they lack the specific skills or certifications employers expect. Despite the degrees they have completed and finished, many graduates lack the industry-specific expertise or technical certifications required for various roles. This qualifications gap makes it harder for graduates to transition from education to the workforce and compete effectively in the job market. According to Ng & Hoi (2022), this issue is particularly common in fields requiring specialized knowledge, where general academic qualifications do not match the specific skills employers seek. Ng and Hoi (2022) argued that this gap often results in underemployment or delayed employment as graduates struggle to meet technical job requirements.

Additionally, graduates mentioned personality factors, such as lack of self-confidence, as a challenge in securing employment. Graduates with low self-esteem and uncomfortable in interviews may struggle to effectively communicate their qualifications, even if they have the technical skills for the job. This highlights the importance of self-confidence in job interviews and workplace success. Judge and Bono (2001) noted that self-confidence is critical for job satisfaction and performance, influencing an individual's ability to take risks, face challenges, and handle high-pressure situations.

Job mismatch (14.81%) is the last cited problem by the graduates. They find themselves underemployed, or their job does not match their academic qualifications or career goals. This problem arises when graduates are either overqualified or underqualified for available positions, creating a disconnect between their education and the job market. Graduates may be forced to take positions that do not fully utilize their skills, leading to frustration and feelings of underachievement. According to Ng and Hoi (2022), job mismatch is a major factor in underemployment, as graduates end up in positions that do not use their qualifications, resulting in lower job satisfaction and career dissatisfaction. This mismatch can also delay career progression, as graduates may need to acquire additional skills or switch careers to find more suitable roles. Similarly, Lynch and Fisher (2019) noted that job mismatch occurs when overqualified individuals are forced into lower-level positions or when graduates from oversaturated fields struggle to find jobs that match their skills.

Table 3.8 Suggested Possible Solutions during Job-seeking (Multiple Response)

POSSIBLE SOLUTIONS	FREQUENCY n = 135	PERCENTAGE %
1. Trainings on English Proficiency to Improve Communication Skills	98	72.59
2. Enhance Internship Programs	60	44.44
3. Improve Job Training courses	83	61.48
4. Improve Laboratory Facilities	26	19.26
5. Career Guidance/Placement Seminar	0	0.00
6. Update Books in the Library	14	10.37
7. Revise and Enrich Curriculum	22	16.30

Table 3.8 shows the solutions suggested by the respondents to help overcome the challenges they face when looking for a job.

Training on English proficiency to improve communication skills (72.59%) was the highest percentage suggested by the graduates as an effective solution to improve job-seeking opportunities. In the global job market, the ability to communicate effectively in English is crucial for jobs involving international collaboration, cross-border communication, and engagement with international clients. Graduates fluent in English are better positioned to participate in global business operations, increasing their chances of securing jobs in multinational companies. According to Carter and Garrett (2024), English proficiency is a key factor for employers, especially in industries with frequent international communication. Their research shows that graduates with strong English skills are more competitive in the global job market and more likely to secure high-demand positions. This reflects the importance of English language training programs to enhance graduates' employability, especially in a global job market where English is essential for career advancement.

Improving job training courses (61.48%) is also an effective way to enhance employability. While many graduates possess academic qualifications, they often lack the practical skills needed to apply their knowledge in real-world settings. Job training courses help bridge this gap by providing hands-on experience and specialized training directly relevant to the job. These courses focus not only on technical skills but also on soft skills like communication, leadership, and teamwork, which are highly valued by employers. By equipping graduates with the necessary practical skills, these programs improve their job readiness and marketability. Moreover, training programs that align with employer feedback and industry standards ensure that graduates are prepared for real-world challenges. Torrado and Ferrer (2021) highlighted that job-specific training not only enhances employability but also makes graduates more adaptable to various career opportunities.

Similarly, 44.44% of graduates suggested enhancing internship programs to improve job readiness. Internships provide students with real-world experience and an opportunity to apply their academic learning in a professional setting. Through internships, graduates gain industry-specific skills that are highly valued by employers and build a professional network that can help with job placement. Internships are especially important in competitive industries where practical experience is a key factor in securing employment. Additionally, internships help students transition into the workforce by familiarizing them with industry practices, workplace culture, and job-specific tasks. Bennett and Greene (2023) emphasized that internships are one of the most effective ways for graduates to develop the practical skills employers are seeking. Their research shows that graduates who have completed internships are more likely to be hired, as they have relevant experience and a better understanding of their industry. Internships also offer opportunities to network with professionals, which can increase the chances of securing full-time employment. By incorporating internships into the academic curriculum, universities can improve graduates' employability and help them stand out in a competitive job market."

Improving laboratory facilities was suggested by 19.26% of graduates. Access to a state-of-the-art laboratory is essential for students to gain the hands-on experience needed to meet industry standards. Without up-to-date technology and equipment, students may struggle to develop the technical skills employers require, affecting their future job performance. The gap between theoretical knowledge and practical experience can limit career readiness and make the transition into professional settings more difficult. Ng and Hoi (2022) highlighted that outdated laboratory facilities restrict students' ability to develop essential skills, and modern facilities are

necessary for providing graduates with the latest technical knowledge. Their research shows that updated laboratories help students acquire the tools and skills needed to succeed in specialized fields, improving their employability.

Update books in the library (19.26%) and Revising and enriching the curriculum (16.30%) were also suggested by the graduates. With up-to-date resources, students understand the newest concepts and advancements in their fields, giving them an advantage when competing for jobs. Staying informed about new trends and technological developments is essential for making well-informed decisions and solving problems in future careers. Outdated resources limit students' access to the latest research and industry practices, putting them at a disadvantage as they may not be familiar with new concepts and developments in their fields. Staying updated on trends and advancements is crucial for students to make informed decisions and solve problems in their future careers. Ng and Hoi (2022) highlight that having access to up-to-date resources helps students develop critical thinking and industry-specific knowledge, which improves their chances of meeting employer expectations and transitioning into the workforce.

Similarly, revising and enriching curriculum was suggested to ensure graduates have the skills employers require in today's competitive job market. An up-to-date curriculum should reflect industry needs, technological advances, and global trends that shape various professions. When a curriculum does not include emerging trends or practical applications, it creates a gap between academic preparation and real-world skills needed by employers. By including industry-specific projects, real-world case studies, and practical training, universities can better align their courses with the needs of employers. This approach ensures students gain both academic knowledge and practical experience. Bennett and Greene (2023) emphasized that a curriculum that integrates industry projects and technical training better prepares graduates for employment, helping them secure competitive roles and adapt to the evolving job market."

Interestingly, career guidance or placement seminars (0%) received no positive feedback, indicating that respondents found these seminars not helpful in their job search. This suggests that graduates prefer practical career development, such as internships, mentorships, and networking, which offer direct exposure to the job market. Seminars often focus on theoretical advice, like resume writing and interview preparation, but they lack real-world experience and industry-specific knowledge. As a result, students may feel these seminars do not provide the skills needed to succeed in today's job market. Graduates are now more interested in active, hands-on experiences like training and internships rather than just listening to talks about careers. Internships and job-specific workshops allow graduates to gain hands-on experience and connect with employers, providing the practical learning that seminars fail to deliver. Roberts and Walker (2025) argued that experiential learning, such as internships, is more effective for improving employability and preparing graduates for real-world job challenges. Their research suggests that practical experiences help students build skills and professional networks, offering greater benefits than traditional seminars.

Action Plan as Basis for Curriculum Improvement

Key Areas for Improvement	Objectives	Proposed Activities	Person Involved	Time Frame	Budget	Expected Output
1. Curriculum Review	Review and update existing programs in response to current trends and requirements (CMOs) and the actual demands of the industry in the 4th and 5th Industrial Revolutions.	1. Identify the competencies and skills of graduates needed to meet the demands of the industry and integrate these into the curriculum (syllabus) 2. Enhance the internship program by establishing partnerships with host training establishments	Academic Heads, Faculty, Students, Alumni, Partner Industries, and other stakeholders	Continuous Implementation	30,000	Updated Curriculum

		that can provide quality and relevant training programs.				
2. Continuing Professional Development	Offer short-term courses/certifications to provide graduates with continuous improvement opportunities, including personal, professional, and spiritual development through seminars, conferences, micro-credentials, and CPD training/workshops.	1. Do benchmark activities in setting up certifications and short-term courses 2. Establish WU-P Lifelong Learning Center 3. Forge a partnership with known and established institutions offering CPD programs and certifications 4. Become a CPD/Certification Provider	Academic Heads, Faculty, Alumni, Students, Partner Industries	Next Academic year	50,000	Graduates gain a competitive edge through additional qualifications.
3. Lifelong Knowledge, skills, and Values Development	Capacitate graduates' lifelong knowledge, skills, and values. Enable them to face the challenges they will encounter in life and their future field of professional practice.	1. Assessment of students' lifelong knowledge, skills, and values through research 2. The Guidance and Placement Office conducts diagnostic tests and assessments of students' status of lifelong knowledge, skills and values. 3. Review and intensify On-the-Job Training and Simulated Learning Experiences 4. Coordinates with the different colleges on how On-the-Job training programs are intensified, ensuring that interns are provided with sufficient training programs that cultivate students' lifelong learning skills. 5. Maximize the availability and utilization of different learning resources that	Guidance and Placement Office, OSA, Chaplain's Office, Academic Heads, Graduates and Students	Every year	50,000	Career Guidance Symposium and School Marketing

		enable learners to simulate Real-work tasks. 6. Intentionally include a design thinking approach, project-based, and problem-based learning. 7. Develop and continuously implement intentional extra-curricular activities that evidently cultivate students' lifelong learning knowledge, skills, and values 8. The OSA, Chaplain's Office, and the Guidance Office plan and implement intentional extra-curricular activities (community exposure, service learning symposia, excursions, campus ministry)				
4. Alumni and Community Involvement	Strengthen and empower alumni and community outreach program	1. Attend and Participate in the Alumni Homecoming and Community Outreach program 2. Partner with the government and NGOs to conduct a community needs assessment and analysis. 3. Construct extension programs relevant to the needs of the community. 4. Determine the appropriate extension activities based on the niche of the different colleges. 5. Conduct and implement the community outreach program	Alumni, Academic Heads, Faculty, NGOs, and other stakeholders	Every year	50,000	School, Community, and Alumni Collaboration

		6. Evaluate the progress of the activities annually.				
5. Digital and Technological Innovation	Develop and upgrade the digital infrastructure to promote digital transformation initiatives that will enhance WU-P's presence in digital cyberspace and open virtual learning spaces.	1. Upgrade digital learning resources in the library 2. Provide/upgrade laboratory facilities for specific colleges/departments 3. Install Fiber optic backbone and firewall to speed up and secure internet services and a WiFi school zone 4. Purchase additional computer units and install CCTV 5. Purchase hardware and software for digitization and archiving.	Faculty, ICT Department, Academic Heads, Librarian and Students	Next Academic year	1,000,000	Digitally skilled graduates for future jobs

CONCLUSIONS

This study aimed to determine the employability status of WU-P Aurora college graduates during the pandemic of the academic years 2020 to 2021 and the transition process that these graduates went through from their college education to work.

Specifically, the study sought to determine the graduates' profile in terms of home address, bachelor's degree, year graduated and honors received. Also, the Continuing professional development they are engaged in. Employment profiles were also determined in terms of status of employment, number of months in the current job, monthly salary, number of months to land a first job, means of finding their first job, problems encountered, and possible solutions during job seeking. Also, the skills and values they developed as a result of their college education at WU-P and the curricular components' usefulness in their work setting.

1. WU-P Aurora College Graduates' Profile

1. 1 Most of the graduates came from Maria Aurora, which was the primary home address of WU-P Aurora graduates. This indicates that students choose to study in WU-P Aurora because it is near their residences, and for practical reasons, students stay and study within their community due to economic considerations, family responsibilities, and limited transportation access. Moreover, WU-P Aurora's strong foundation and good reputation in the province likely influence students' decision to choose their preferred school. On the other hand, the low number of students from other municipalities like Dingalan and other places outside Aurora indicates that students have limited access to information, lack of awareness about WU-P Aurora's offerings, or the presence of other educational institutions that are more convenient or offer specialized programs.

1.2 Most graduates finished their degrees in Elementary Education and Criminology, reflecting the growing need for professionals in education and law enforcement. The large percentage of Elementary Education graduates can be explained by the ongoing demand for teachers in the local community, where there is a consistent need in both public and private schools. Similarly, the high percentage of Criminology graduates aligns with the increasing need for law enforcers within the local government units, which constantly require police officers and

related positions. However, the smaller number of graduates in Accountancy and Computer Science may indicate that these fields require more specialized training or qualifications, and there is a low demand for job opportunities in the local community. Accountancy and Computer Science may require additional certifications or face higher competition in the private sector.

1. 3 The significant decrease in graduates in 2021 compared to 2020 is largely due to the effects of the COVID-19 pandemic. In 2020, students were able to complete their degrees before the full impact of the pandemic. However, by 2021, schools had to switch to online learning because of the worsening health crisis, which created many challenges for students trying to finish their studies. Transitioning to remote learning brought issues like lack of access to technology, difficulty with online interactions, and struggles with adjusting to new ways of learning. These challenges caused a lot of stress and anxiety for students, making it hard for them to stay focused and motivated. As a result, many students were unable to finish their studies, leading to lower graduation rates in. These factors contributed to the lower number of graduates in 2021, showing how the pandemic had a profound impact on higher education and disrupted students' academic progress.

1. 4 Only a few graduated with honors. The low percentage reflects the disrupted education and the challenges, like access to resources and mental health struggles. These factors made it difficult for students to perform well enough to graduate with honors. Students who have limited access to proper support or resources saw their performance drop, which likely contributed to the lower number of honors graduates in this study. Moreover, the lack of in-person interactions with classmates and teachers made things even harder, as students missed out on the support they normally rely on to do well in their studies.

Continuing Professional Development

Most graduates preferred attending training and seminars over pursuing graduate studies. This shows that they prioritize acquiring practical skills instead of seeking further academic qualifications. Graduates are more focused on gaining immediate career-ready skills rather than continuing their education. Additionally, training and seminars offer hands-on experience that can be immediately applied, which many professionals choose for short, relevant certifications over extensive academic degrees to maintain career flexibility. On the other hand, pursuing graduate studies suggests a desire for specialization and academic advancement, which can open up career opportunities in research or leadership positions.

Skills and Values Development

Graduates generally perceived that their skills and values were highly developed as a result of their education at WU-P Aurora. It also indicates proficiency in all of the areas that are important and related to their school's achievement and in the workplace. The consistency in responses further confirms that the curriculum and teaching strategies of WU-P Aurora effectively enhance skills proficiency and values development preparing the graduates for both academic and professional success.

In terms of skills development, the highest-rated skill, "Practice open-mindedness by considering multiple perspectives that cultivate a positive attitude toward change by viewing it as an opportunity for growth rather than a challenge," implies that graduates are not only receptive to new ideas but also embrace change as a chance for growth. "Recognize and embrace identity while valuing individual differences in others" shows that graduates understand the value of diversity and inclusivity by recognizing and respecting differences among others. "To become confident in one's ability to perform a given task effectively" indicates that an individual with high self-efficacy and self-confidence often performs better. Being confident and effective in task performance is important for graduates because it affects job satisfaction and better performance at work. Graduates with high self-efficacy tend to do well in their roles, take initiative, and experience higher productivity and job satisfaction. "To be able to recover quickly from difficulties and setbacks, maintaining a positive outlook" signifies resilience, which is the key skill that helps people overcome difficulties and adjust to challenges at work. Resilient employees are typically better at handling stress and staying productive, especially when faced with difficult situations. "Foster a culture of collaboration through sharing insights and experiences and enhance collective knowledge." This shows that graduates recognize the value of teamwork and collaborative learning.

WU-P Aurora graduates have developed skills like open-mindedness, confidence, resilience, and collaboration. These skills are really important for graduates as they enter the workforce. Being open to new ideas, confident in their abilities, resilient during challenges, and able to work well with others will help them succeed in their jobs. These skills are highly valued by employers, especially in today's fast-changing job market. Furthermore, these results show that WUP- Aurora curriculum and teaching strategies are effective in preparing students for real-world challenges. The focus on both hard skills and personal growth helped graduates be well-rounded and ready for work.

However, "Attend academic conferences, participate in workshops, and collaborate on research projects to connect with professionals and peers in your field to build a professional network" got the lowest-rated skills. It implies that graduates may not yet value and understand the benefits of networking and may see the full practical opportunities to get involved in these activities. Attending conferences and workshops for professional networking and collaboration is vital to establishing career connections, gaining job opportunities, and staying informed about industry trends. The lower rating for "Technical skills - proficiency in using computers and relevant technology effectively in the workplace" indicates that students need to be updated and upgraded with the latest tools and applications to stay competitive in the workplace that becomes increasingly dependent on technology.

Both hard and soft skills are relevant for professional growth and development. Graduates with good communication, problem-solving, and collaborative skills, in addition to technical knowledge, have become increasingly hired by employers. However, success in the workplace requires more than just classroom knowledge. Graduates who actively engage in academic conferences, professional organizations, and industrial networking generally have greater employability and opportunities for career advancement.

In regards to values development, WUP-Aurota graduates show a strong commitment to how they exemplify the core values (competence, compassion, unity, spirituality, and accountability) of being a Wesleyanian. Graduates were confident in living these core values, which helped them in their leadership in the workplace.

The highest-rated value, "Exemplify behavior anchored on the wisdom and teaching of Jesus Christ and show adherence to ethical principles by upholding the truth," indicates that graduates have cultivated ethical and spiritual values. The high rating indicates that WU-P Aurora graduates have deeply embraced ethical and spiritual values that guide them and become responsible individuals who are not only academically skilled but also dedicated to maintaining truth, integrity, and fairness in their careers and beyond. Furthermore, "Dedicate myself to be responsive to the needs of people within and beyond the Wesleyan community" shows that WU-P Aurora graduates strongly value social responsibility and community involvement, which are key qualities for leadership focused on service.

On the other hand, "Equipped with cutting-edge knowledge and skills responsive to community and global development and exhibits appropriate behavior in carrying-out activities in the school, community, and country" got the lowest ratings. This shows that WU-P Aurora graduates understand the importance of gaining updated knowledge and values that matter to both their community and the world. However, they need more real-life experiences to fully apply what they have learned. It signifies that getting involved in the community and building professional networks helps them grow as leaders and responsible citizens. These kinds of experiences not only help them use their values in real situations but also prepare them to succeed in a global and professional environment.

WU-P Aurora has a strong foundation. However, the university needs to place a greater emphasis on networking, technical skills, and the practical application of values in a global context to better prepare students for the future. This would increase employability among graduates, enabling them to make meaningful contributions to both local and global communities.

Curricular Components

The curricular components of WU-P Aurora were very useful in the work setting as pervieved by graduates. This indicates that a well-rounded college experience, which combines academic learning with hands-on activities, equips students with the necessary skills and knowledge to meet real-world demands.

In terms of academic programs, "Professional Subjects (major subjects)" received the highest rating, emphasizing the importance of specialized knowledge and skills in preparing students for the workplace. These subjects provide the specific expertise needed in various careers and ensure that students are ready for the demands of their chosen professions. While General Education and Elective subjects also received high ratings, they are particularly useful for developing critical thinking, global awareness, and problem-solving abilities. Although elective subjects received a slightly lower rating, they were still seen as valuable by the graduates because they provided them the opportunity to gain new perspectives, broaden their knowledge, and develop a more flexible skill set, which is crucial for navigating today's fast-changing job market.

With regard to academic work, "Field Work/OJT/Practicum/Practice Teaching" received the highest rating. This underscores the value that graduates place on experiential learning opportunities, which allow them to apply theoretical knowledge in real-life situations. These hands-on experiences not only help them gain confidence in their skills but also enhance their understanding of their fields, making them more prepared for the workforce. Meanwhile, the lower ratings for research, feasibility studies, case studies, and term papers suggest that graduates may not immediately recognize these activities as directly relevant to their work settings. These activities are still crucial for developing essential skills like problem-solving, analytical thinking, and research capabilities, which are highly regarded in various professional fields.

As for extra-curricular activities, "Christian formation and convocations" received the highest rating, reflecting how much graduates value their moral and spiritual growth alongside academic learning. This shows that the university's commitment to developing the whole person, both intellectually and morally, is highly perceived by graduates. Spiritual activities help them develop a strong sense of self, purpose, and values, which enhances their overall personal and academic journey. This aligns with the idea that spiritual growth is an important part of college life, particularly in a Christian-based institution like WU-P Aurora. Additionally, joining student organizations and writing for the student paper were also seen as very useful by graduates, helping them build leadership skills, improve communication, and expand their networks. However, competitions like quiz bees and poster-making contests received a lower rating, suggesting that students may view these activities as less essential for their overall personal and professional development, as they often focus on individual achievements rather than collaborative growth.

The integration of academic programs, academic works, and extracurricular activities is essential for equipping students to succeed in their careers. A well-rounded curriculum that promotes both academic learning and personal growth is vital for preparing students to excel in today's competitive job market.

WU-P Aurora College Graduates' Employment Profile

5.1 The high employment rate among WU-P Aurora graduates indicates that most were able to secure jobs, showing that the university effectively prepares students for the workforce. A small percentage of graduates were unemployed, which likely reflects that they are still in the process of job searching or transitioning between positions rather than a lack of opportunities. This highlights the importance of universities offering programs that provide practical, in-demand skills, particularly in industries where there are strong connections between educational institutions and local companies. The pandemic also influenced the job market, as employers increasingly valued graduates who were adaptable and technologically proficient, which many of the graduates gained through remote learning.

5, 2 Regarding the number of months in the current job, many graduates had been in their jobs for less than 18 months, which suggests they are in the early stages of their careers, gaining experience and exploring career paths. However, a significant number had already secured longer-term roles, showing that some graduates found stable and fulfilling employment opportunities. This is a common trend where new graduates begin with temporary or short-term positions and then transition into permanent jobs as they grow in their careers.

5. 3 When regards to monthly salary, the majority of graduates earn below the average salary, while a smaller group earns above the average monthly salary of Php 21, 651.00. This reflects the fact that salaries can vary significantly based on factors such as the industry, geographic location, and the specific qualifications and skills of the graduates. Industries with high demand for workers typically offer higher salaries, while sectors with fewer opportunities tend to offer lower compensation.

5. 4 In terms of the number of months that the graduates found their first job, with some graduates find work immediately after graduation, while others took longer. Graduates in high-demand fields were able to secure jobs faster, while those in more competitive or less in-demand industries faced longer job searches. This points to how the overall job market influences the time with which graduates are able to enter the workforce.

5. 5 The most common job search methods among graduates included walk-in applications, recommended by someone, and responses to job advertisements. This suggests that proactive job-seeking strategies, such as applying directly to companies or leveraging personal networks, are more effective than passive strategies, like attending job fairs or relying solely on university job services. These findings emphasize the value of practical training, active job-search efforts, and a curriculum that aligns with industry needs in ensuring that graduates successfully transition into the workforce.

Relationship Between The Graduates' Profile, Continuing Professional Development, Skills And Values Development, And Curricular Components With Their Employment Profile

In terms of the relationships between the WU-P Aurora college graduate profile, continuing professional development, skills and values development, and curricular components with their employment profile, this study used correlation analysis to determine whether these academic and professional factors influenced various aspects of graduates' employment experiences.

The results revealed two significant correlations. First, The positive correlation between curricular components and job duration shows that graduates who find their curriculum relevant are more likely to stay in their jobs longer. This suggests that a curriculum aligned with industry needs plays a key role in promoting job stability. A well-designed curriculum helps graduates gain the skills and knowledge directly applicable to their roles, which boosts their confidence and job satisfaction. This confidence leads to greater commitment to their work. The relationship between the curricular components and job duration highlights the importance of education in preparing graduates for the workforce. Employers value graduates with a strong academic foundation that includes practical skills, as it shows they can adapt to workplace challenges. The findings suggest that a well-rounded curriculum not only provides technical knowledge but also fosters adaptability and critical thinking, which are essential for long-term job success. Graduates with up-to-date knowledge are better able to adjust to workplace changes, leading to greater job stability and career growth. As companies seek individuals who can adapt to market trends and contribute to long-term projects, graduates with an industry-relevant curriculum are seen as valuable assets.

Second, The negative correlation between skills development and the methods graduates use to find their first job suggests a change in how graduates approach job hunting as they gain more skills. Graduates with advanced technical skills, soft skills, and specialized knowledge are more confident in their ability to meet the requirements of potential employers, making them more likely to use formal job-search methods. These methods, like job applications, competitive hiring processes, and career placement services, offer a more structured way of being assessed, focusing on a candidate's qualifications, skills, and experience.

The findings of this study directed to the rejection of the null hypothesis, which suggested that there were no significant relationships between continuing professional development, skills and values development, curricular components, and graduates' employment outcomes. The statistical analysis confirmed significant correlations between these factors, indicating that the development of skills, competencies, and values, along with a well-designed curriculum, plays a key role in graduates' ability to secure jobs and succeed in their careers.

Problems Encountered during Job-seeking

The problems encountered by the graduates during job-seeking highlight the complexities of the current employment landscape. The cited problems were tight competition, few job vacancies/lack of position/item, palakasan, inadequate work-related experience, personality, factors/lacking of self-confidence, lacking of qualifications, and job mismatch. Tight competition and a limited number of job openings indicate a saturated job market where the number of graduates exceeds the available positions. This results in prolonged job searches and, in some cases, graduates accepting positions outside their field of study due to financial pressures. The findings suggest that universities should focus on enhancing both technical and soft skills and work more closely

with industry to align academic curricula with labor market needs. The study also found that reliance on personal connections, or "palakasan," is another significant barrier. Graduates without strong networks face more difficulties finding employment, reflecting broader inequalities in the hiring process. This underscores the need for more inclusive hiring practices that ensure equal opportunities for all graduates, regardless of their connections. Another major challenge is the lack of work-related experience. Graduates who did not have internships or practical experience struggled to compete with peers who had these opportunities. This highlights the importance of integrating hands-on learning experiences, such as internships, into academic programs to improve employability. Additionally, personal factors like low self-confidence were also identified as barriers to employment. Graduates who lacked confidence in job interviews, despite having the necessary qualifications, often struggled to secure jobs. This finding suggests that universities and career services should provide more support in areas like interview preparation, communication skills, and self-presentation. Finally, the issue of job mismatch, where graduates are employed in positions that do not align with their qualifications or career goals, was another key challenge. This points to the need for better alignment between academic programs and job market demands. It also highlights the importance of creating flexible career pathways to help graduates find roles that match their skills and aspirations.

Suggested Possible Solutions during Job-seeking

The solutions suggested by graduates to address the challenges they face in securing employment offer meaningful insights into key factors that can improve their job-seeking outcomes.

A significant preference for English proficiency training reflects the importance of strong communication skills in the global job market. Graduates fluent in English are more competitive, especially for roles requiring cross-border communication. Therefore, enhancing English language training would better prepare graduates for international job opportunities and increase their employability in global markets.

The call for improved job training courses highlights the need to bridge the gap between academic theory and practical workplace skills. Many graduates find it challenging to apply what they've learned in school to real-world situations. Job training programs that focus on both technical skills and soft skills can make graduates more adaptable and equipped to meet employer demands. These programs not only prepare graduates for specific industries but also enhance their overall employability by helping them face workplace challenges more effectively.

The suggestion to expand internship programs reflects an increasing recognition of the importance of hands-on experience in securing employment. Internships provide graduates with exposure to industry practices, offer valuable networking opportunities, and allow them to apply academic knowledge in professional settings. These experiences are crucial for improving job prospects, and incorporating more internships into academic curricula can help bridge the gap between education and industry needs.

While the recommendation to improve laboratory facilities and update resources is important for enhancing technical skills, these solutions focus on ensuring students have the necessary tools and knowledge in specialized fields. Modern laboratories and up-to-date resources are vital for providing students with the practical experience needed in today's job market. Keeping educational infrastructure current ensures that graduates are prepared for the technological advancements and trends within their fields.

The suggestion to revise and enrich curricula emphasizes the need for education systems to remain responsive to industry demands. An updated curriculum that integrates emerging trends, hands-on projects, and practical training would better equip graduates for the workforce. By providing both theoretical knowledge and real-world experience, universities can ensure that their students are competitive in the labor market.

Interestingly, career guidance and placement seminars received limited positive feedback, suggesting that traditional career services may no longer be as effective. This highlights a shift in preference toward more experiential learning opportunities, such as internships, mentorship programs, and job-specific workshops. These opportunities offer more direct exposure to the job market, giving graduates the practical skills and professional networks they need to succeed. Experiential learning is becoming increasingly crucial for improving employability and better-preparing students for the demands of the workforce.

RECOMMENDATIONS

Based on the above findings and conclusions, the researcher proposes the following recommendations:

1. To increase enrollment and improve accessibility, WU-P Aurora should focus on enhancing its visibility, particularly for students from areas like Dingalan and outside Aurora. This can be achieved through outreach programs, stronger community connections, and collaborations with local schools and government offices to share information about the university's offerings. Additionally, providing online resources, such as details about admissions and programs, along with virtual tours or webinars, would make information more accessible. Strengthening the university's reputation through partnerships with alumni, local businesses, and government sectors will add value to its degrees, attracting more students. The university should also consider expanding academic programs in fields like Accountancy and Computer Science, where enrollment is low, by partnering with businesses to align with industry needs and offering certifications, training, or internships. To address challenges faced by students, WU-P Aurora should provide better access to technology, financial aid, and mental health support, ensuring students can cope with stress. Offering tutoring, peer mentoring, and academic support will help students succeed, preparing the university to manage future disruptions in education.

2. To enrich practical, industry-relevant training programs that equip students with immediate, career-ready skills. The university should expand its offerings of short-term, specialized training courses that provide real-world applications. These programs should be flexible, potentially available online or in hybrid formats, to cater to the needs of working professionals. Additionally, for those interested in academic advancement or leadership positions, the university could consider offering more focused graduate programs aimed at specialization and research. By strengthening both practical training opportunities and advanced academic options, WU-P Aurora can better serve the diverse career goals of its graduates and further enhance their employability.

3. To enhance the skills and values development, the university should strengthen practical and soft skills as well as professional development focus on networking opportunities through academic conferences, workshops, and industry partnerships Furthermore, the university should continue fostering the development of core values and provide more opportunities for students to apply these values in global contexts through internships, community service, and collaborative projects into national and international settings.

4. To enhance the usefulness of curricular components, WU-P Aurora should improve specific curricular components such as elective subjects, research, feasibility studies, case studies, and competitions. Continuous review and enhancement of the curriculum should be done. Elective subjects should be updated to reflect emerging industry trends, equipping students with skills relevant to the current job market. Research, feasibility studies, case studies, and term papers should integrate real-world projects in collaboration with industry partners to make them more practical and applicable. Also, the university should focus on promoting team-based and interdisciplinary competitions that foster collaboration, leadership, and communication skills, which focus on solving business problems or developing industry-specific solutions

5. To improve the employment outcomes of WU-P Aurora graduates, the university should continue offering programs that provide practical skills in high-demand industries, particularly those with strong connections to local companies. Strengthening partnerships through internships, cooperative programs, and fieldwork will give students valuable experience and improve employability. Additionally, offering career support services such as mentorship, job placement, and career counseling will help graduates move from temporary jobs to permanent positions. To address salary gaps, the university should align its curriculum with industries offering competitive pay and encourage proactive job-seeking strategies, such as walk-in applications and networking.

6. To ensure that significant relationships exist between the continuing professional development, skills and values, and curricular components with employment profile, WU-P Aurora should continue aligning its curriculum with industry needs through curriculum review and feedback mechanisms. Conduct regular graduate tracer studies, employer surveys, and curriculum evaluations. Strengthen industry-academic linkages through a Memorandum of Agreement and/or Understanding with companies for internships and job placement.

7. To enhance graduates' employability and address the commonly cited problems that graduates encounter during job-seeking, the university should enhance career guidance and placement services through resume-

building, interview preparation, and networking opportunities to help graduates build confidence and expand their professional networks. Conduct English proficiency training to improve communication skills. Also, the university should invest in upgrading laboratory facilities and updating library resources with current and emerging technologies.

8. Further studies are recommended, especially for the new graduates.

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AUTHOR'S CURRICULUM VITAE

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PERSONAL DATA

Date of Birth	:	June 13, 1982
Place of Birth	:	Maria Aurora, Aurora
Age	:	43
Sex	:	Male
Civil Status	:	Single
Citizenship	:	Filipino
Height	:	5ft. & 6in.
Weight	:	77 kls.
Father	:	Manolo F. Sumait
Occupation	:	Pastor
Mother	:	Nenita M. Sumait
Occupation	:	Housekeeper
Religion	:	Southern Baptist

EDUCATION

Post Graduate	**:**	Doctor of Education

Major in Educational Management

Wesleyan University-Philippines

Cabanatuan City

Master of Arts in Education

Major in Educational Leadership and Supervision

Wesleyan University-Philippines

Cabanatuan City

Master of Science in Information Technology

Major in Computer Education

Completed Academic Requirement for Master of Science in Information Technology

Nueva Ecija University of Science and Technology

Cabanatuan City

Tertiary   :   Bachelor of Science in Information Technology

Nueva Ecija University of Science and Technology

Cabanatuan City

1999-2004

Teacher Certificate Program

Araullo University Phinma Education Network

Cabanatuan City

2019-2020

Vocational   :   Massage Therapy

Maria Aurora Skills Development Center

Maria Aurora, Aurora

July – December 2013

Secondary   :   Mount Carmel High School

Maria Aurora, Aurora

1995-1999

Valedictorian

Elementary   :   Maria Aurora Central School

Maria Aurora, Aurora

1989-1995

Honorable Mention

ELIGIBILITY

Professional Regulation Commission

Licensed Professional Teacher

General Education   :   83.00

Professional Education   :   86.00

Major (Social Science)   :   77.00

Average   :   81.80

Career Service Professional Eligibility

General Weighted Rating   :   80.10

Examinee No.   :   166474

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Affiliation/Membership

Philippine Institute of Cybersecurity Professional

Aurora Chapter

Vice-President for Institutional Development

2023 – present

Philippine Association For Teachers & Educators (PAFTE) Inc.

Member

Department of Education through Private Education Assistance Committee Education Service Contracting (ESC Program)

Certifier

SY 2021-2022 - present

Association of Private School Aurora Province

President

SY 2021-2022

Society of Information Technology Enthusiast – Aurora (SITE-A)

Coordinator

Philippine Society of Information Technology Educators (PSITE)

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WORK EXPERIENCE

June 2007 – present	Program Coordinator College of Computer Science
	Wesleyan University-Philippines
	Maria Aurora, Aurora
October 2023 – present	Coordinator
	Master in Public Administration and
	Master in Business Administration
	Wesleyan University-Philippines
	Maria Aurora, Aurora
August 2021 – October 2023	Principal
	Basic Education Department
	Wesleyan University-Philippines
	Maria Aurora, Aurora
June 2018 – August 2021	Coordinator, Office of Student Affairs
	Wesleyan University-Philippines
	Maria Aurora, Aurora
June 2017 – May 2021	Part-time Senior High School Teacher
	Wesleyan University-Philippines
	Maria Aurora, Aurora
June 2004 – present	College Professor
	Wesleyan University-Philippines
	Maria Aurora, Aurora
June 2004 – March 2006	Secondary School Teacher
	Wesleyan University-Philippines
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